OXFORD

# OXFORD THINKERS

## Teacher's Pack 1

Classroom Presentation Tool

Teacher's Guide

Downloadable Evaluation Materials

Downloadable Class and Test Audio

Cheryl Palin

# OXFORD THINKERS

## Teacher's Guide 1


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Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trade mark of Oxford University Press in the UK and in certain other countries

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First published in 2018
2022 2021 2020 2019 2018
10 9 8 7 6 5 4 3 2 1

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ISBN: 978 0 19 403680 1

Printed in China

This book is printed on paper from certified and well-managed sources

ACKNOWLEDGEMENTS

*Back cover photograph*: Oxford University Press building/David Fisher

*Teacher's Guide author*: Cheryl Palin (Introduction, Tour of a unit and Unit 1 notes); Tamzin Thompson (all other teaching notes)

**Classroom Resource Pack flashcards 1**

*Main illustrations by*: Andrew Painter/Sylvie Poggio Artists Agency.

*Other illustrations by*: Sharon Harmer/The Bright Agency p.17, 18, 19, 20, 21, 22, 23, 24, 25, 26.

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# Syllabus

| | Vocabulary | Grammar | Cross-curricular, culture and values | Skills | Pronunciation |
|---|---|---|---|---|---|
| **Starter**<br>**What's your name?**<br>Page 50 | **Core**<br>*Numbers 1–10*<br>*Colours*<br>*Days of the week (poster)*<br>*Weather (poster)* | **Greetings and names**<br>*What's your name?*<br>*How are you?*<br>*How old are you?*<br>**Be (am, is, are)**<br>*I'm / He's / She's / We're / They're ...*<br>*I'm not / He isn't / She isn't / We aren't / They aren't ...* | | | |
| **1**<br>**What do we like about school?**<br>Page 53 | **Core**<br>Classroom objects: *board, poster, window, door, cupboard, bin, desk, book, bag, chair*<br>Stationery: *pencil case, rubber, ruler, pen, pencil sharpener, pencil* | ***What's this?***<br>***It's a ...***<br>*What's this?*<br>*It's a bag.*<br>***I've got ... / I haven't got ...***<br>*I've got a pen.*<br>*I haven't got a ruler.*<br>***Have you got ... ?***<br>*Have you got a pencil?*<br>*Yes, I have. / No, I haven't.* | **Art:** primary and secondary colours<br>**Culture:** a school in the UK<br>**Values:** being polite | **Reading:** core vocabulary; a poster<br>**Writing:** core vocabulary; completing a poster; the mini book (AB pages 117–118)<br>**Listening:** identifying classroom objects, stationery items and colours<br>**Speaking:** talking about classroom objects and making statements about possession of stationery | Consonant sounds: /r/<br>***r**ed, **R**uby, **r**ubber, **r**uler* |
| **2**<br>**What's interesting about families?**<br>Page 61 | **Core**<br>Family members: *dad, mum, brother, grandma, auntie, uncle, grandpa, sister, twin, cousin*<br>Adjectives: *tall, short, old, young, pretty, handsome*<br>**Other**<br>Cross-curricular: *ducks, lions, deer, family, baby* | ***Who's this? This is my ...***<br>*Who's this?*<br>*This is my mum.*<br>***He's / She's ...***<br>*He's short.*<br>*She's tall.* | **Science:** animal families<br>**Culture:** Mother's Day in Australia<br>**Values:** helping your family | **Reading:** core vocabulary; greetings card<br>**Writing** core vocabulary; completing a greetings card; the mini book (AB pages 115–116)<br>**Listening:** identifying family members, adjectives and animal families<br>**Speaking:** asking questions about family and using adjectives to describe people | Long vowel sounds: /ɜ:/<br>*broth**er**, sist**er**, post**er**, teach**er*** |



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| | Vocabulary | Grammar | Cross-curricular, culture and values | Skills | Pronunciation |
|---|---|---|---|---|---|
| **3** **How do we have fun?** Page 69 | **Core**<br>Toys: *kite, scooter, doll, teddy, robot, skateboard, yoyo, ball, skipping rope, boat*<br>Activities: *play football, play tennis, ride a horse, run, ride a bike, rollerblade*<br>**Other**<br>Cross-curricular: box, paper, glue, counters | ***He's got … / She's got …***<br>*He's got a kite.*<br>*She's got a ball.*<br>***I can … / I can't … (ability)***<br>*I can run.*<br>*I can't rollerblade.* | **Art:**<br>making a game<br>**Culture:**<br>a park in Germany<br>**Values:**<br>bike safety | **Reading:**<br>core vocabulary; a phone message<br>**Writing** core vocabulary; completing a greetings card; the mini book (AB pages 113–114)<br>**Listening:**<br>identifying toys, outdoor activities and games<br>**Speaking:** asking questions about toys and talking about sports | Consonant sounds: /pː/<br>***p****lay,* ***p****ark,*<br>***p****urple,* ***P****oppy* |
| **Extensive Reading 1** Page 77 | A poem: *The boat ride*<br>**Revised vocabulary** *uncle, brother, auntie, cousin, twin, chair, boat*<br>**Revised grammar** *I've got … / He's tall …* | | | | |
| **The Big Project 1** Page 79 | A board game<br>Numbers 11–20<br>**English in use:** *My turn! / Miss a turn!* | | | | |
| **4** **What do we like about animals?** Page 80 | **Core**<br>Pets: *snake, spider, mouse, bird, fish, rabbit, hamster, cat, dog, tortoise*<br>Farm animals: *cow, chicken, donkey, duck, goat, sheep*<br>**Other**<br>Cross-curricular: *circle, square, triangle, rectangle, oval* | ***I like … / I don't like …***<br>*I like cats.*<br>*I don't like dogs*<br>***He / She likes …***<br>***He / She doesn't like …***<br>*He likes rabbits.*<br>*She doesn't like hamsters.* | **Art:** how to draw using simple shapes<br>**Culture:** animals from Brazil<br>**Values:**<br>importance of rainforests | **Reading:**<br>core vocabulary; an email<br>**Writing** core vocabulary; completing an email; the mini book (AB pages 111–112)<br>**Listening:**<br>identifying pets, farm animals and shapes<br>**Speaking:** talking about favourite animals and using adjectives to describe animals | Consonant sounds: /sː/<br>***s****nake,* ***s****pider,*<br>***s****kateboard,*<br>***s****cooter* |



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| | Vocabulary | Grammar | Cross-curricular, culture and values | Skills | Pronunciation |
|---|---|---|---|---|---|
| **5** **What do we eat?** Page 88 | **Core**<br>Food and drink (breakfast, lunch, dinner): *meat, juice, eggs, milk, fish, pasta, rice, sandwiches, bread, cheese*<br>Fruit and vegetables: *bananas, apples, strawberries, tomatoes, carrots, lettuce*<br>**Other**<br>Cross-curricular: *flower, leaves, fruit, root* | ***Do you like … for … ?***<br>*Do you like fish for dinner?*<br>*Yes, I do. / No, I don't.*<br>***Present simple for habits***<br>*I drink / don't drink milk.*<br>*He eats / doesn't eat apples.* | **Science:** parts of a plant we eat<br>**Culture:** Liberian fiction<br>**Values:** eating fruit and vegetables | **Reading**: core vocabulary; a traditional story<br>**Writing** core vocabulary; completing a traditional story; the mini book (AB pages 109–110)<br>**Listening:** identifying food (breakfast, lunch, dinner), fruit and vegetables and plants<br>**Speaking:** asking questions about lunch and talking about favourite foods | Consonant sounds: /tʃ:/<br>***ch****icken, lun****ch****,* ***Ch****arlie,* ***ch****eese* |
| **6** **How are people and animals different?** Page 96 | **Core**<br>Body and face: *ears, eyes, head, beak, wings, tail, arms, nose, mouth, legs*<br>Abilities: *fly, swim, climb, jump, talk, walk*<br>**Other**<br>Cross-curricular: *giraffe, human, squirrel, bat* | ***We* / Plural nouns**<br>*We've got eyes.*<br>*Horses haven't got wings.*<br>***Can you / they … ?* (ability)**<br>*Can you / they swim?*<br>*Yes, I / they can.*<br>*No, I / they can't.* | **Science:** hours animals sleep<br>**Culture:** Scottish animals<br>**Values:** protecting animals | **Reading:** core vocabulary; riddles<br>**Writing** core vocabulary; completing a riddle; the mini book (AB pages 107–108)<br>**Listening:** identifying parts of the body, verbs and sleep<br>**Speaking:** talking about animal body parts, asking questions about animals | *Consonant* sounds: /g:/<br>*le****g****,* ***egg****, do****g*** |
| **Extensive Reading 2** Page 105 | A fable: *The fox and the bird*<br>**Revised vocabulary** *bird, cheese, beak, eyes, wings*<br>**Revised grammar** *They're black / I don't like … / Can you ... ?* | | | | |
| **The Big Project 2** Page 107 | A food picture<br>**English in use**<br>***Is this … ?*** *Is this your picture? No, it isn't.* | | | | |



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| | Vocabulary | Grammar | Cross-curricular, culture and values | Skills | Pronunciation |
|---|---|---|---|---|---|
| **7** **How are we different?** Page 108 | **Core**<br>Clothes: *hat, sweater, shorts, jacket, shirt, skirt, trousers, T-shirt, shoes, socks*<br>Hair and face: *blond hair, dark hair, curly hair, straight hair, long hair, glasses*<br>**Other**<br>Cross-curricular: *baby, toddler, child, teenager, adult, elderly person* | **Present continuous**<br>*What are you wearing?*<br>*I'm wearing shorts.*<br>*I'm not wearing a hat.*<br>***Has he / she got … ?***<br>*Has she got curly hair?*<br>*No, she hasn't. She's got straight hair.*<br>***Present continuous***<br>*What's he / she doing?*<br>*He's running.*<br>*She's riding a bike.* | **Science:** human life cycle<br>**Culture:** life in Turkey<br>**Values:** learning about other cultures | **Reading:** core vocabulary; a poem<br>**Writing** core vocabulary; completing a poem; the mini book (AB pages 105–106)<br>**Listening:** identifying clothes, adjectives and the human life cycle<br>**Speaking:** asking questions about clothing, using adjectives to ask questions about appearance | Consonant sounds: /ʃ/<br>***sh****oes, T-****sh****irt, ****sh****orts, ****sh****eep* |
| **8** **What are our homes like?** Page 116 | **Core**<br>At home: *bed, wardrobe, picture, clock, sofa, cushion, bookcase, table, television, plant*<br>Rooms: *kitchen, living room, dining room, bathroom, bedroom, garden*<br>**Other**<br>Cross-curricular: *bricks, wood, rock, mud* | **Prepositions of place**<br>*Where's the book?*<br>*It's in / on / under the table.*<br>***There's / There are***<br>*There's a kitchen.*<br>*There are two bathrooms.* | **Science:** materials houses are made of<br>**Culture:** a houseboat in the Netherlands<br>**Values:** being tidy | **Reading:** core vocabulary; a letter<br>**Writing** core vocabulary; completing a letter; the mini book (AB pages 103–104)<br>**Listening:** identifying home, rooms in a house and materials<br>**Speaking:** using prepositions to answer questions, describing a house | Consonant sounds: /ŋ/<br>*liv****ing*** *room, din****ing*** *room, skipp****ing*** *rope, w****ing*** |



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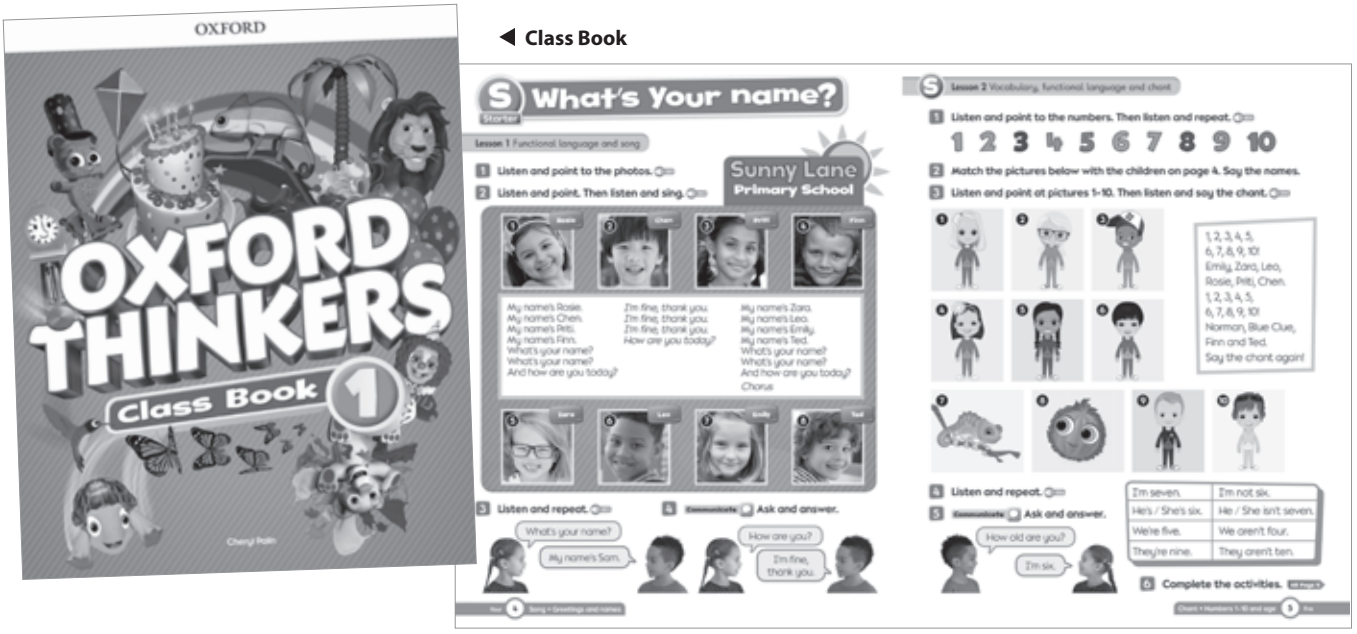
| | Vocabulary | Grammar | Cross-curricular, culture and values | Skills | Pronunciation |
|---|---|---|---|---|---|
| **9** **Why do we like birthdays?** Page 124 | **Core**<br>Possessions: *balloon, dinosaur, camera, dress, umbrella, board game, watch, jigsaw, chocolate, necklace*<br>Feelings: *happy, sad, hungry, thirsty, angry, tired*<br>**Other**<br>Cross-curricular: *card, string, sticky tape, scissors* | **Possessive adjectives**<br>***his / her***<br>*This is his camera.*<br>*This is her necklace.*<br>***Possessive 's***<br>*This is Tom's watch.*<br>***Are you … ? / Is he / she … ?***<br>*Are you tired? No, I'm not.*<br>*Is she hungry? Yes, she is.* | **Art:** how to make a birthday card<br>**Culture:** a game from Greece<br>**Values:** being a good sport | **Reading:** core vocabulary; instructions<br>**Writing** core vocabulary; completing instructions; the mini book (AB pages 101–102)<br>**Listening:** identifying possessions, adjectives and a birthday card<br>**Speaking:** identifying possessions, asking questions about feelings | Consonant sounds: /w:/<br>***w****atch,* ***wh****ite,*<br>***w****indow,* ***w****ardrobe* |
| **Extensive Reading 3** Page 132 | A play: *Goldilocks and the three bears*<br>**Revised vocabulary** *bird, cheese, beak, eyes, wings*<br>**Revised grammar** *hungry, blond hair, curly, long hair, cushion, table, bed, kitchen, living room, dining room, bedroom* | | | | |
| **The Big Project 3** Page 134 | A bedroom collage<br>**English in use:** ***So do I! / Me too!*** *I like your collage. So do I!* | | | | |
| **Festival 1** Page 135 | Christmas<br>**Vocabulary** *Father Christmas, Christmas tree, stocking, present, bell, decorations* | | | | |
| **Festival 2** Page 136 | International Day of Friendship<br>**Vocabulary** *creative, bright, helpful, fun, honest, tidy* | | | | |



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# Components overview

## For students



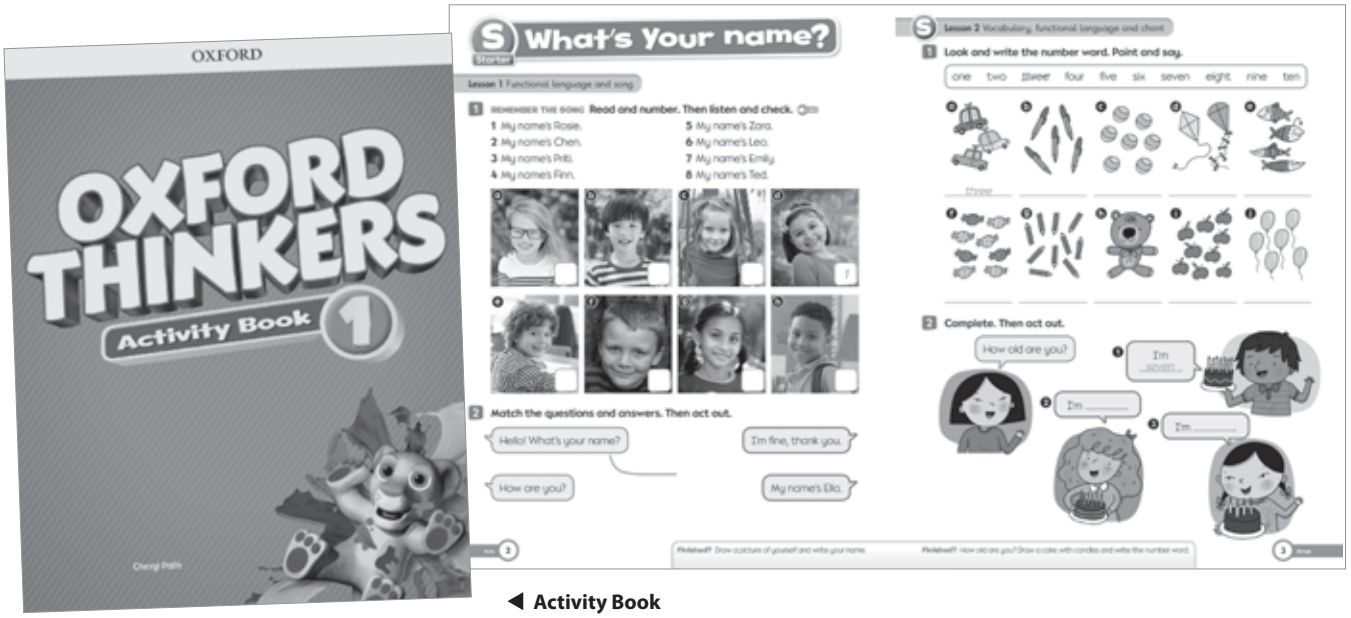

◀ **Class Book**

### Class Book

- A clear syllabus showing the main language learned in each unit
- A Starter unit introducing the course characters and concept
- 9 units of 10 lessons each providing the core material
- 2 pages of extra grammar practice for each unit
- 3 Extensive Reading texts
- 3 Big Projects
- 6 pages of vocabulary writing practice
- 2 pages of Festival material

### Activity Book

- 8 pages of activities for each unit
- 2-page mini book for each unit
- 1 page for use with each Big Project
- Follow-up practice for the Festival material
- Picture Dictionary
- Vocabulary stickers




◀ **Activity Book**



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# For teachers

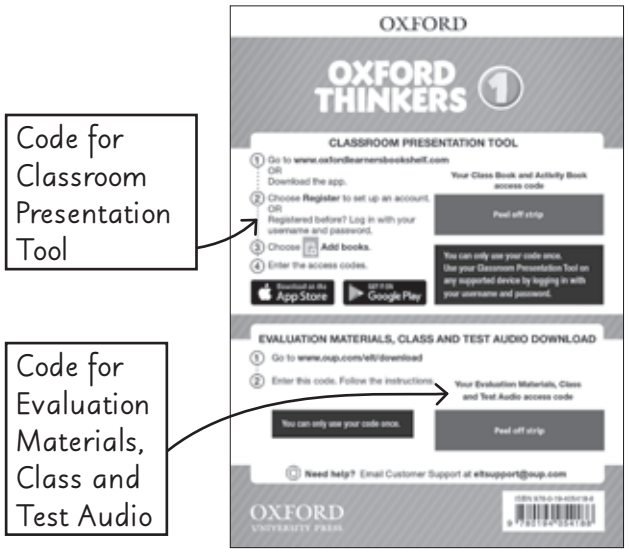
## Teacher's Pack

### Teacher's Guide includes:

- An introductory section including descriptions of the methodology and concept behind the course
- A Tour of a unit presenting an overview of the function of each lesson, sequence of resources, and standard teaching steps
- Full answer keys for Class Book and Activity Book activities, as well as explanatory teaching notes where appropriate
- Suggestions for optional warm-up activities
- Tips and notes for specific activities
- Audio and video transcripts
- An Ideas bank with games, activities and ideas for how to exploit the extra resources further (flashcards, songs, videos, etc.)
- A full syllabus overview
- Wordlist
- Letter to parents

### Access card contains:

- Access codes for Classroom Presentation Tool, class and test audio and Evaluation Materials, to be used at http://www.oup.com/elt/download




## Audio

- Recordings of all the songs, stories and listening available as a download at http://www.oup.com/elt/download via the access code in the Teacher's Pack OR via Classroom Presentation Tool launched from the Class and Activity Book page

## Classroom Presentation Tool (CPT)

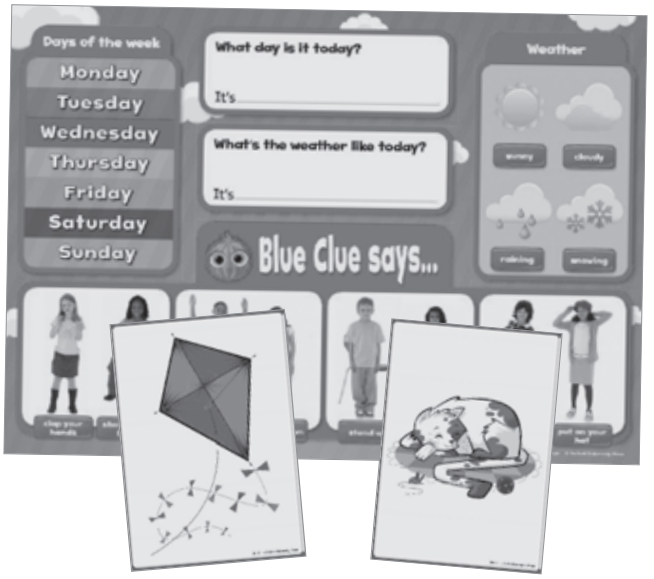



- Class Book and Activity Book on-screen, with the ability to play audio, video and games from the book page
- Interactive versions of Class Book and Activity Book activities with option to reveal answers
- Digital games in every unit
- Classroom Presentation Tool accessed via the access code in the Teacher's Pack at http://www.oup.com/elt/download

## Evaluation

- Downloadable tests, printable and editable versions: nine unit tests, three term tests, one end-of-year test
- Downloadable Evaluation and Portfolio Materials
- Evaluation Materials are accessed at http://www.oup.com/elt/download via the access code in the Teacher's Pack
- Exam Power Pack DVD with further practice for Cambridge English Qualifications and Trinity GESE exams

## Classroom Resource Pack




- Wipe-off poster
- 144 flashcards for presenting the key unit vocabulary (sets 1 and 2)



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# Using Graded Readers with OXFORD THINKERS

Using Graded Readers in the Primary classroom is an effective way to engage children of all abilities and learning needs. By motivating children to read for pleasure, you give them the opportunity to learn without the fear of failure.

Our Graded Readers are available at a number of different levels and across a broad range of topics, both fiction and non-fiction, so each child will be able to find a book suitable for them from our award-winning collections:



- Dolphin Readers
- Classic Tales
- Oxford Read and Discover
- Oxford Read and Imagine
- Dominoes

Convenient bookmark shaped Reading Guides offer a simple way to **select titles that correspond to each unit of *Oxford Thinkers***.

Join **Oxford Teachers' Club** for reading activities, worksheets and teacher's notes. **(elt.oup.com/teachersclub)**





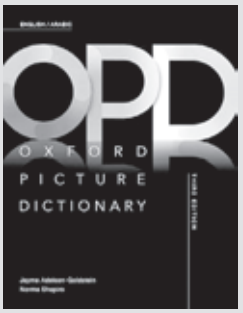

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# Supplementary Material

## The most trusted materials for learners of English

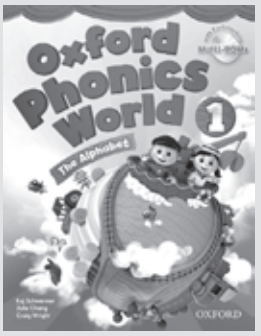
### Oxford Picture Dictionary Third Edition

This illustrated dictionary provides unparalleled support for vocabulary teaching to meet the needs of today's English language learners.



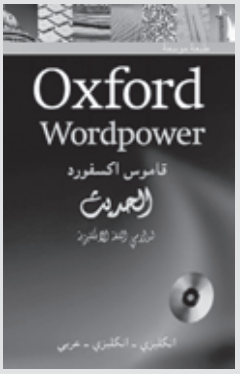

### Oxford Phonics World

The first step on your students' journey into English, leading you through all 44 sounds. Use before or alongside your chosen English course.




### Oxford Wordpower for Arabic-speaking learners of English

*Oxford Wordpower* has been written specifically for Arabic learners of English and contains clear English definitions and Arabic translations to help build vocabulary and boost confidence.




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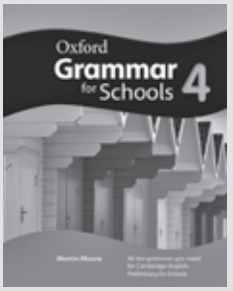



### Oxford Grammar for Schools

A five-level series with clear explanations and communicative activities that helps young learners and teenagers understand and practise grammar.

Each level in the series covers all the grammar students need to know for the Cambridge English Qualifications:

- Level 1 – Pre A1 Starters
- Level 2 – A1 Movers
- Level 3 – A2 Flyers
- Level 4 – B1 Preliminary for Schools
- Level 5 – B1 Preliminary for Schools




LEVEL 1–5 AVAILABLE

# Oxford Professional Development

## Teacher Training Services

**Maximize your potential**

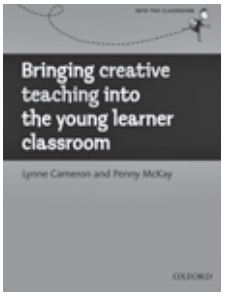
From live regional events and webinars to online support, we provide training to cover varying teacher timetables. Dedicated to excellence and innovation, our professional development services inspire teachers to maximize their potential.

For more information and teacher training updates, go to **professionaldevelopmentoxford.com**

## Teacher Training Titles

**A range of professional development titles to support your teaching**

*Into the Classroom* is a series of short, practical guides focused on a methodology or technique with ideas to help you introduce it into your classes.






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# About *Oxford Thinkers*

*Oxford Thinkers* is a six-level course for students learning English from Primary 1 to Primary 6.

The course has a contemporary approach, enhanced by enquiry-based teaching methodology and combining a high-level grammar and vocabulary syllabus with 21st century skills.

The context for *Oxford Thinkers* is a fictional online space, *The Big Question* website, and its online community of child characters. Just as this group of characters are inspired to examine questions about the world around them, gather information and find answers, so too are students in the *Oxford Thinkers* classroom. The course empowers students not only to acquire information, but to contribute to this information, sharing their own opinions and experience, and thinking beyond their normal perspectives.

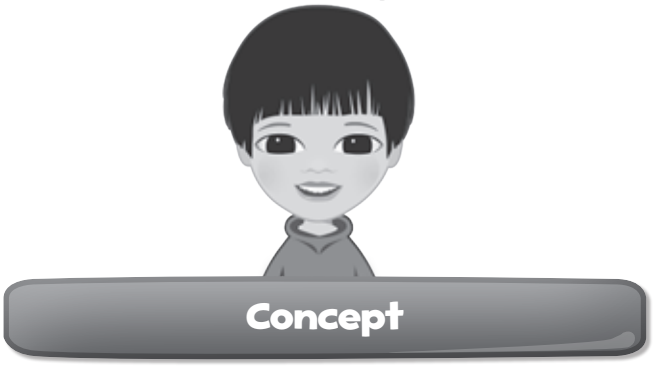
The syllabus of *Oxford Thinkers* has been designed to encompass the language and skills requirements of the Cambridge English: Young Learners, Cambridge English: Key, Cambridge English: Preliminary and Trinity GESE examinations, with in-built key milestones which mark the point at which students are considered prepared to enter these external exams.

While the syllabus is fast-paced and comprehensive, lessons are carefully staged, the approach to practice and recycling is thorough, and the methodology is clear and supportive for teachers and students alike. The course allows the students to achieve, and at the same time places importance on the fun and enjoyment of learning at primary school. *Oxford Thinkers* has a fresh, modern look and feel, and takes into consideration the interests, pastimes and penchant for all things digital of children today.

*Oxford Thinkers* also places a strong emphasis on literacy, with the inclusion of a wide variety of text types and designated extensive reading lessons. In addition, importance is given to the development of the whole child, with rich cultural input, the highlighting of values, cross-curricular content, and opportunities for student-centred, project-based learning.

*Oxford Thinkers* gets students thinking! The course's up-to-date suite of learning and teaching materials includes innovative, course-specific video material on the Classroom Presentation Tool, as well as a specialized poster in the Classroom Resource Pack to bring to life the Big Question in every unit.

## What is the *Big Question*?




At the beginning of every unit a Big Question is posted on the fictional *The Big Question* website, which is at the heart of the course. In *Oxford Thinkers* 1 and 2, this is the Sunny Lane Primary School website. An online community of school children then take it in turns to answer this question. This online community is made up of eight continuity main course characters, who contribute regularly throughout Levels 1 and 2 of the course, as well as a range of one-off characters, including children from the wider international community. The child characters' answers to the Big Question are posted at set points throughout the unit. They share something to support their answer.

The home page of *The Big Question* website greets the students in Lesson 1. Here the new Big Question for the unit is posed, and answer posts from the coming unit are previewed with images and captions. The largest image is the Big Picture which accompanies and illustrates the star post answer for the unit. The Big Picture is linked thematically to the short film which the star post child shares to support their answer to the Big Question. It aims to inspire the students and generate ideas before watching the video.

In Lesson 2, a main course character's answer to the Big Question is posted and supported with a picture (depicting the first vocabulary set of the unit) and a song (practising the vocabulary).

In Lesson 4, another main course character's answer to the Big Question is posted and supported with six small pictures (this time depicting the second vocabulary set of the unit). This child also invites another main course character to play the website online game *Find Norman*, in which all the continuity characters appear as game-playing avatars throughout the course of the nine units.

Lesson 5 focuses on presentation and practice of the second grammar structure of the unit, and does not include an answer to the Big Question.



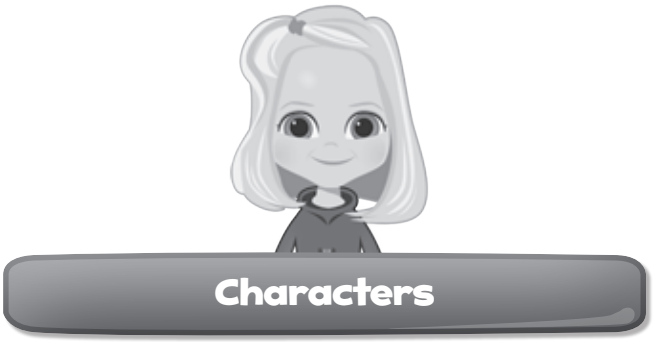
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In Lesson 6, a different main course character's answer to the Big Question is posted and supported by interesting and engaging information and accompanying images, which are the basis for the cross-curricular lesson in the unit.

In Lesson 7, a child from an international partner school joins in with their answer to the Big Question, supported by various types of text which have relevance to their country and culture.

In Lesson 10, the students recap all five example answers to the Big Question provided by the unit. They have an opportunity to reflect on the answers and choose the one they like best. They are also now encouraged to answer the Big Question for themselves, drawing from the content of the unit and using the language they have learned.

The message is clear: there are many ways to answer a Big Question!




The main continuity course characters in *Oxford Thinkers* Levels 1 and 2 are a group of eight 'real-world' school children, who are friends at Sunny Lane Primary School and share ideas on *The Big Question* school website. These are Rosie, Chen, Priti, Finn, Zara, Leo, Emily and Ted. Profile photos of these characters appear next to their answer to the Big Question whenever they post.

As well as posting answers to the Big Question, these characters also play an online game on the website called *Find Norman*. To play the game, they all have avatars. The game is the context for the unit stories, in which all the main characters appear in the guise of avatars over the nine units.

The eight real-world characters and their corresponding avatars are introduced in the Starter Unit of *Oxford Thinkers* Level 1.

Also part of the online community are the school children awarded the star post on the website home page for their idea how to answer to the Big Question. We see each of these characters only once. They are the narrators of the star post films on the Lesson 1 Big Question videos, which they sometimes also appear in, and are shown in a profile photo next to their star answer post.

In each Lesson 7, we also meet a different child from a partner school in another country. The children posting in these lessons also appear only once, and are from countries as far-ranging as Brazil, Turkey, Liberia and Scotland.

## Joining The Big Question online community

*The Big Question* website in the *Oxford Thinkers* course is a fictional website. However, today's modern educational technology means that students have plentiful opportunities to create and become active members of their own online community. The course encourages this, and fully supports digital collaborative learning. See the Digital collaborative learning section of this Introduction for further information.



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# Learning with *Oxford Thinkers*



## 21st century skills

The students in our classrooms today need to develop 21st century skills to help them to succeed in the thriving information age. *Oxford Thinkers* brings 21st century learning skills to the forefront, with special emphasis placed on critical thinking, communication, collaboration and creativity.

### Critical thinking

Today's students need to not only gain information, but to fully engage with it, process it and question it. Critical-thinking skills help students to do things such as determine facts, classify, order and prioritize information, make predictions and comparisons, reason logically and solve problems.

*Oxford Thinkers* encourages students to think deeply and assess information comprehensively. Throughout every unit, questions labelled **Think** encourage students to apply their own experience and opinions. Questions labelled **Think** allow students the opportunity to firstly reflect quietly and establish their own viewpoint and ideas, before they exchange these with other members of the group.

### Communication

Language is, of course, all about communication. In order to communicate well, students need to be able to listen, speak, read and write effectively. *Oxford Thinkers* offers students plentiful opportunities to develop these essential four skills. Oral practice of new language is paced carefully in controlled practice and freer practice stages, and throughout every unit, questions labelled **Communicate** give students a real purpose for sharing information and ideas. In addition, Lesson 8 is a specifically designated speaking lesson with a special focus on the pronunciation of a difficult sound for language learners in each unit. Opportunities for purposeful listening are provided by both the Class Book and the Activity Book, and reading skills are given emphasis in Lesson 7, with extra reading practice provided by the Extensive Reading texts at the end of each term. Writing skills development builds slowly from word-based to sentence-based production and progresses in terms of challenge from term to term.

As appropriate for this age group, the students' own writing is always firstly modelled by a reading task and supported by clear example.

The specialized communication skills which students need to develop in order to sit external exams are fully demonstrated and practised in the last two lessons of every unit. Furthermore, the *Oxford Thinkers* Classroom Presentation Tool with digital games and digital books also promote online communication and computer literacy, preparing students for the demands of the new information age.

### Collaboration

Collaboration requires direct communication between students, which strengthens the personal skills of listening and speaking. Students who work together well not only achieve better results, but also gain a sense of team spirit and pride in the process. *Oxford Thinkers* encourages collaboration in every lesson, with students working together in pairs, small groups or as an entire class.

In addition, the acting out stages of the Extensive Reading lessons and the three student-centred projects at the end of every three core units of the course, as well as the Community Task at the end of Lesson 7 provide ideal scenarios for student collaboration. To participate in these activities, students need to learn to take turns, listen to others and acknowledge their contributions, and share credit for good ideas.

Key opportunities for developing skills of collaboration are highlighted with the **Collaborate** label.

### Creativity

Creativity is extremely important in a student's education. It is widely accepted that creative activities develop attention skills and promote emotional development. Students who are able to exercise their creativity are also better at making changes and solving problems, as they have learned not only to come up with new ideas, but to evaluate them and make choices.

*Oxford Thinkers* encourages creativity throughout each unit by allowing students the freedom to offer ideas and express themselves without judgement. The course also includes numerous targeted activities with the specific aim of inspiring the students creatively, particularly as part of the Culture lessons, Lessons 9 and 10 mini book making, termly projects, and Extensive Reading practice activities.

Key opportunities for developing creativity are highlighted with the **Create** label.



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## Enquiry-based learning

True enquiry-based learning puts students right at the centre of their own education. The process begins with a real-world problem or challenge and the teacher acts as a facilitator, guiding the students to identify their own questions, and then seek information, working together to find solutions.

*Oxford Thinkers* takes from this approach key elements, most appropriate for the ability of students of this level. The course balances the benefits of enquiry-based learning with the practical realities of EFL teaching and students' other very real needs, taking into consideration requirements such as a language syllabus matched to external examinations and providing ample consolidation of grammatical concepts.

While students are given the freedom to bring to the instruction their own thoughts, opinions and ideas, and encouraged to build essential skills in communication and collaboration, a supportive structure for learning ensures they are linguistically equipped to fulfil tasks, and that their language goals are reached.

*Oxford Thinkers* supports enquiry-based learning in that it maximizes student involvement, encourages collaboration and teamwork, and promotes creative thinking. Students employ the four skills of listening, speaking, reading and writing as they reflect on questions about the world around them, gather information, and find answers.

The course teaches students to be inquiring and curious by example. Each unit revolves around a Big Question on a specific theme. The Big Question is broad, open-ended and thought-provoking, appealing to students' natural curiosity. Through the series of possible answers to the Big Question, which head up lessons at key points throughout each unit, students learn that one question can have many answers. In addition, they are invited to think about the way that they personally can best answer the question.

*Oxford Thinkers* is based on the belief that critical thinking is the key to better learning. While retention of words and structures is important for language development, allowing students to access knowledge on a deeper level is equally important and will further encourage effective learning in the classroom. The critical-thinking activities in *Oxford Thinkers* help students make sense of the information presented to them, ultimately leading to greater understanding and retention.



## Project-based learning

Project-based learning is a style of enquiry-based learning. It is student-centred and hands on. Students are not simply provided with knowledge or facts in a traditional way, but acquire a deeper knowledge through active exploration of a real-world challenge, working together for an extended period of time to investigate information and making their own choices in the ways they respond to it.

The benefits of project work in language learning are manifold. In particular, it involves the kinds of activities that students typically like doing, such as finding out about interesting topics, inventing and making things, talking about themselves and working together. This, of course, gives rise to heightened motivation in the classroom.

Project work is also suitable for different levels, allowing individual students to take on different roles with varying degrees of challenge. In this way it is an ideal way to cater for mixed-ability classes, as well as different kinds of learning styles. Project work presents the ideal opportunity for the development of the 21st century skills of critical thinking, communication, collaboration and creativity. Cross-curricular links, especially with science and art, also naturally occur, allowing students to connect new knowledge with prior knowledge and experience, and in this way facilitating deep learning.

Recognizing the importance of project-based learning and its close relationship to enquiry-based learning, *Oxford Thinkers* includes three Big Projects – one after every three core units of the course. The projects are carefully staged to enable students to make the most of the opportunity to develop 21st century skills, while at the same time benefiting fully in terms of English language practice.

The Big Projects begin with either a *Learn* or *Think about it* stage, in which the students learn a small amount of new language, or think about language they know, to



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prepare them for their project work. This preparatory stage requires the students to draw on and practise their knowledge, as well as their experience and opinions, awakening their interest and generating ideas for the coming project.

The students' skills of creativity are then honed in the *Make* stage, where they design and produce a board game, a food picture and a bedroom collage. They do this stage in a small project group (board game), in which they can choose different roles according to their strengths and interests, or individually (food picture and bedroom collage). In the board game project, they stay in their project group for the *Play* stage, whilst in the other two projects they come together as a whole class group at the end in the *Practise* stage.

A common concern amongst EFL teachers is whether or not project work will afford enough language pay-off, when lesson time is limited and therefore precious. For this reason, *Oxford Thinkers* takes care to make sure the students have the language tools necessary to complete the final orally productive stage of the project. Everyday language input is provided via an *English in use* focus and targeted practice closely related to the project theme. Equipped with their enhanced language skills, the students are able to fully participate in English in the last *Play* or *Practice* stage of the project.

The *Play* / *Practice* stage is social and allows students to share and make active use of their project work, developing skills of collaboration and communication.

Importantly, after each Big Project, students are encouraged to reflect on their work in a self-evaluation activity, developing their skills of learning to learn.




In the information age, our students have to be able to work effectively with information. Their need to comprehend and interpret written information, as well as communicate successfully in writing themselves, has never been quite so important. The *Oxford Thinkers* coverage of literacy development is therefore wide over the six levels of the course, beginning very gradually in Level 1, so as to be appropriate for this young age group.

Lesson 7 of each core unit of *Oxford Thinkers* has the specific aim of teaching literacy skills. Through the culture-based reading texts, the students are exposed to a wide variety of different non-fiction and fiction text types including a greetings card, a traditional story, riddles, a poem, a letter and a set of instructions for a party game. A follow-up activity in the Activity Book then familiarizes the students further with this text type through a creative task which gives them enough support and guidance to allow them to produce their own personalized version of the text. The optional Community Task then provides an opportunity to extend this task so that it has real aims for outside the classroom.

*Oxford Thinkers* 1 also promotes a positive attitude to literacy through the mini books, which students make and complete at the end of each unit. Not only are students empowered to create their own little booklet, personalizing all the language they have learned, but they are also encouraged to share their work with others. A sense of audience notably heightens learners' motivation to write, and reading their mini books to a parent or guardian forms a beneficial home–school link.

*Oxford Thinkers* also encourages reading for pleasure and provides three fictional Extensive Reading lessons after every three core units of the course. These lessons revolve around longer texts of a variety of different genres. In *Oxford Thinkers* 1 these are a poem, a fable and a play. The follow-up activities in the Activity Book consolidate students' understanding of the texts, as well as highlighting the importance of the order of events in the narrative, and affording the students an opportunity to develop emotional intelligence by evaluating the feelings of characters, for example.

In the Extensive Reading lessons, engagement with the text is maximized as students are empowered to provide their own input to the lesson and its content, choosing character roles, making up actions for their characters, and collaborating to plan and then act out the text they have read.

Our digital age has brought with it new ways to read and write, thus necessitating the need for 21st century technology literacy skills. *Oxford Thinkers* 1 also has provision for developing these skills. Digital texts such as a smartphone message and an email are included in the range of text types exemplified in the course.

By learning to understand how to evaluate today's new information, as well as how to use specific tools to create effective communication, students can embrace new technology and be inspired to learn.



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# Digital collaborative learning

## What is digital collaborative learning?

Digital collaborative learning involves students sharing their work online or working together on group online projects as a means to gain a genuine audience. This can be easily and practically achieved through the use of a class blog, which requires basic technology skills to create and manage, and very little time to maintain.

The scale of digital collaborative learning can vary greatly depending on the reach of the class blog. At the lesser end of the scale, teachers can set up a class blog to bring together individual students and their work within just one class. There is then scope for this class blog to be linked to another class blog within the same school. The reach can be further extended if the blog is linked to class blogs from other schools in the same country. It can, of course, become global if it is linked to other classes across the world.

There are various websites that can help set up this kind of inter-school blogging. They partner schools in one country with schools in another based on their age group, language objective or other goals – all via their class blogs.

## What are the benefits?

The educational benefits of digital collaborative learning are numerous.

**The work that students share is varied.** This can include many different types of writing, as well as other types of production such as artwork, project work and video. This has great value as it increases students' digital literacy and cultural awareness.

The stages that this style of learning encompasses are also **important to developing 21st century skills**. Students need to use skills of Critical Thinking and Creativity to produce the work they aim to share. Working together or contributing their thoughts and ideas to respond to the work of others develops skills of Collaboration and, of course, the class blog provides the perfect platform for real Communication.

The genuine audience at the heart of digital collaborative learning can **increase student engagement and motivation immeasurably**. Not only are students aware of this audience when producing their work, but the comment function common to blogs means that they are able to receive real feedback from their peers.

In addition, the class blog can be shared with parents and guardians to further increase students' motivation and to **strengthen the link between school learning and home**.

## Opportunities in *Oxford Thinkers* 1

As well as the benefits described above, digital collaborative learning is very relevant to the overall methodology and underlying concept of the *Oxford Thinkers* course. Notably it provides a means for students to become members of their own online community.

Setting up a class blog means that students in Levels 1 and 2 can post their own answers to the Big Question, just like the course characters. The best opportunity for this is at the end of each unit, where students are asked which example answer post was their favourite and encouraged to answer the question for themselves. Teachers can assist the students to write their answer as a real post in English and upload it to a class blog. Students from the class and other schools will then have the ability to comment on each other's posts.

It is also possible to include other kinds of production on a class blog. The students' performances from the act out stages of the Extensive Reading lessons can be recorded and the videos uploaded to the blog. Teachers can also record students singing the unit songs or film the final productive stages of the Big Projects to share via the blog. In addition, there is the potential to digitally create and post the Community Task projects in the Lesson 7 literacy lessons.

The internet is an exciting teaching resource, but it is also an unknown environment which requires judicious use. The following guidelines can help keep students safe online:

- Ensure your school has already communicated an e-safety policy with students and teachers.
- Use child-safe search engines and blogging websites recommended for schools and students, and check out their authenticity carefully.
- Make use of the moderation tools and privacy settings offered by websites.
- Talk to your students about e-safety and warn them against sharing personal details such addresses and passwords. Establish a set of rules with the class before you begin.
- Keenly monitor students' activity on the computer during the lesson.



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## Vocabulary and grammar

*Oxford Thinkers* is a high-level English course and therefore incorporates a greater amount of vocabulary and a wider range of grammatical structures than would be expected in a mainstream English language course. The language syllabus for *Oxford Thinkers* 1 and 2 has been specifically designed in line with the syllabi of the Trinity GESE 1–3 examinations, as well as the Cambridge English Qualification for young learners Pre A1 Starters, so that students are considered prepared to sit these exams by the end of Primary 2.

In *Oxford Thinkers* Level 1, ten new core items of vocabulary are presented in Lesson 2 of each unit, with a further six core words taught in Lesson 4. For each of these vocabulary sets, printed flashcards in the Classroom Resource Pack are available. These make possible the option to present vocabulary prior to the Class Book presentations, and also to review and practice vocabulary as required. The Classroom Resource Pack also contains wordcards for each printed flashcard so that both the words and the images can be used in conjunction to introduce or practise the written form of the core vocabulary when appropriate.

Listening and speaking activities, as well as reading activities in the Activity Book and on the CPT, practise the vocabulary thoroughly.

Additional writing practice of the first set of core vocabulary occurs in the special feature writing pages at the end of the Class Book. Students are encouraged to refer to their Picture Dictionary at the end of the Activity Book to facilitate them with this activity, promoting the development of learning to learn skills.

In addition to the new core vocabulary, a few new words are also presented in order to facilitate understanding and practice in the cross-curricular lesson of each unit.

Each unit of *Oxford Thinkers* Level 1 also presents and practises two new core grammatical structures. The first of these structures is presented through a character-based cartoon in Lesson 3. The second is presented in Blue Clue's chant in Lesson 5. These contexts and supporting images clearly demonstrate the meaning of the new language. The following listening activities practise aural recognition of the new language, as well as providing a clear model for the follow-up speaking activities.

Each grammar lesson also includes additional practice for reinforcement and consolidation in the Extra Grammar Practice activities at the end of each unit of the Activity Book.

Language from the unit is reviewed at the end of each unit via the interactive *Big Question Review* video.



## Skills

As a global course for English in the 21st century, *Oxford Thinkers* offers students plentiful opportunities to become effective listeners, speakers, readers and writers with the aim of developing strong skills of communication. The Class Book, CPT and Activity Book work closely together to develop the four skills.

### Listening

All new language is presented for aural recognition with clear models available as downloads or via CPT Class and Activity Books on-screen. Listening to songs, stories and culture texts also helps the students internalize the language and expose them to native speaker pronunciation. In addition, opportunities for 'real' listening are provided, in particular in the grammar lessons and the cross-curricular lesson of each unit.

### Speaking

Throughout the course, attention is paid to the development of both accuracy and fluency. Spoken accuracy is developed through controlled oral activities which involve essential repetition of new language, but also have meaning and purpose, and encourage personalization. In each Lesson 9, the interactive Big Question Review video also provides thorough aural and oral practice of all core vocabulary and grammar from each unit in a unique and engaging way.

*Oxford Thinkers* also affords the students frequent opportunities to draw on the whole of their productive repertoire. Fluency is promoted by the numerous contexts which students can easily relate to and the possibilities for teacher-led discussions. These can be done via the *Think* tasks, as well as the regular *Communicate* activities. The collaborative Big Projects, with their *English in use* features, are also specifically geared towards further developing students' confidence in speaking.



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## Reading

As all Primary 1 teachers know, there is a huge difference between students' ability to read and write at the beginning of the year and the end of that same year. In addition, the age at which classes of students, and individuals within those classes, are ready to read and write can vary greatly. *Oxford Thinkers* 1 takes these important factors into account.

The course affords teachers essential flexibility. In Class Book 1, vocabulary words are included in Lessons 2 and 4. Similarly the written form of songs, grammar presentations, stories and literacy texts are all included on the Class Book page. As these are all also supported by audio recordings, teachers are able to choose if and when to treat this text as merely incidental, or as a means to familiarize students with the written form to begin practising reading.

It is in the Activity Book that the vast majority of the *Oxford Thinkers* 1 reading practice takes place, and the students' continual increasing ability in terms of reading skills is reflected by the steady increase in challenge of reading activities from term to term.

*Oxford Thinkers* takes a very systematic approach to reading. It is only once the students have had ample aural exposure to new language, as well as sufficient oral practice, that they focus on the written form of the new language. Students always begin by becoming familiar with the written form of words they know. As well as being exposed to the written word on the Class Book page, provision is made within the course components to strengthen this familiarization. The Classroom Resource Pack includes wordcards, which can be used alongside the flashcards in any of the numerous suggestions for games in the Ideas bank on pages 137–140, so that reading can be practised at word level with the support of the teacher.

Reading practice in the Activity Book is carefully staged. Through the fun and varied activities, the students move on from familiarization with the written word, to reading at word level, and gradually progress to reading at sentence level.

*Oxford Thinkers* also prepares students to develop techniques to help them become better readers through the pre-reading tasks in the Lesson 7 literacy lessons. These help them activate their own background knowledge, make predictions, and build expectations for what they are about to read. Students also practise reading a wide variety of different text types.

In addition, the three end-of-term Extensive Reading texts in the Class Book bring together the language that the students have learned over three units in longer fiction texts, fully supported by detailed illustration and audio. Being able to read and follow these lively and engaging stories while they listen gives the students a real sense of satisfaction and achievement.

## Writing

Just as with their ability to read, students in Primary 1 make great strides in their ability to write within the academic year. They need plenty of support with their writing throughout the year, but particularly initially. The writing practice provided by *Oxford Thinkers* is therefore carefully staged from term to term, with activity types gradually increasing in terms of challenge and production.

As with the reading practice, most of the writing practice in *Oxford Thinkers* 1 takes place in the Activity Book, and again the approach is very systematic. A model of the written form of new language is always presented for the students to read before they write it themselves. Only once the students have practised reading new words, do they move on to writing them, and only once they have read these new words within sentences, do they progress to writing at sentence level.

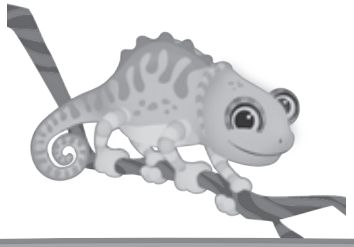
Writing in *Oxford Thinkers* 1 is designed to be enjoyable and motivating for students of this age. The Writing Practice pages at the back of the Class Book do not merely entail writing words, but also involve searching for hidden items in imaginative illustrations with a modern digital game-like feel. The Picture Dictionary in the Activity Book does not only provide a useful reference for learners, but encourages the students to engage on a personal level with their learning, and choose and write their favourite words.

In addition, nothing quite inspires students to write like the sense of an audience. For this reason, opportunities for extending the students' writing tasks to larger projects with real aims for outside the classroom are highlighted in the Community Task features in the Activity Book. These include the short achievable written tasks in Lesson 7, which help students become familiar with different text types in English.

Similarly, the mini books which students make and complete at the end of each unit, not only allow them to practise the written form of the two vocabulary sets and two structures from the unit in a personalized context, but also afford them an opportunity to forge a link with their learning at school and learning at home, and share their own personalized little booklet with their parents or guardians.



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## Pronunciation

All new language presented in *Oxford Thinkers* is provided as a downloadable audio file so that students have a good model of native speaker pronunciation to follow.

In addition, *Oxford Thinkers* 1 trains learners to recognize and produce difficult sounds for foreign language learners. The sounds are firstly presented within example words which the students know, giving them the opportunity to firstly listen carefully, then listen and repeat the words. The students then listen to a rhyme or tongue twister containing a number of these words and are gradually encouraged to join in.



## Stories

The unit stories in *Oxford Thinkers* add to the rich context of the course and are designed to appeal to today's modern students with their love of technology and digital games.

Each story is set in a different world of an online game called *Find Norman*. The world relates to the topic of the unit each time. In every story, two of the continuity course characters from the online community appear as the main characters in the guise of avatars. As the name of the game suggests, their challenge is always to find Norman, the colourful chameleon character who uses his talent for camouflage to hide in a variety of entertaining and unexpected places.

The stories also feature another fun continuity cartoon character who is part of the game: Blue Clue. Blue Clue is friendly and helpful and appears out of nowhere to provide the avatars with a timely clue to assist them in their search for Norman.

The unit stories play an important role with regard to language development, as they practise the second vocabulary set from the unit, as well as presenting the second structure in context. They also review language from the previous lessons in the unit.

The students' first experience of the story is via the Class Book. Before they listen and read, they are asked a pre-reading question so that they can bring to the story their own expectations, a key step in developing literacy skills. They listen to the story (available as an audio download) as they follow along in their books.

Afterwards the students enjoy a full animation of the story on the CPT, allowing them to immerse themselves in the English world of *Find Norman*. They are required to listen for specific information in order to complete the follow-up activities in the Activity Book, which check and consolidate their understanding, as well as prompting them to remember Norman's hiding place each time.



## Cross-curricular learning

*Oxford Thinkers* embraces the opportunity to transfer useful, practical English language to a range of different areas of the curriculum, including science, art, geography and maths. The areas chosen reflect and build on the kind of subject matter that the students are working with in other classes. True to the kind of information which students share and find online, the cross-curricular focus in *Oxford Thinkers* often has an element of fun and curiosity factor, as well as educational content.

The cross-curricular content of every Lesson 6 in *Oxford Thinkers* is delivered through images shared by the posting child, and a listening text. As well as developing listening skills, the students are encouraged to reflect, and think deeply about the content, bringing their own opinions and ideas to the lesson. There are also frequent opportunities for creativity and personalization.



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## Culture

*Oxford Thinkers* values intercultural education as an essential part of language learning. It is important for students to understand and reflect on the differences and similarities between their own and other cultures in order to develop cultural awareness and expression, and social and civic competence. The Culture lessons throughout the *Oxford Thinkers* series raise the students' awareness of being part of a global community by helping them to develop an awareness of the people around them and in the wider world, and gain an insight into their culture.

There are regular culture lessons in every unit throughout the *Oxford Thinkers* course with cultural content delivered via a reading text and exciting images transporting students to another part of the world. The follow-up creative task in the Activity Book encourages the students to compare aspects of the culture presented in the lesson material with their personal experience from their own culture.

In addition to the cultural input in Lesson 7, further intercultural learning is provided through two Festival units, which are intended to be used at the appropriate times of the year. In *Oxford Thinkers* 1, these centre on Christmas and the International Day of Friendship. Engaging with the content of these lessons helps students develop a stronger understanding of the culture behind the language they are learning.



## External exams

The language and skills practice in *Oxford Thinkers* has been shaped in line with the requirements of specific external examinations. Students will learn the language required to enter the Trinity GESE Grade 3 examination by the end of *Oxford Thinkers* Level 2, and the Trinity GESE Grades 4 and 5 examinations by the end of *Oxford Thinkers* Level 4.

Students will also reach the language level required for the Cambridge English Qualifications for young learners examinations as follows: Pre A1 Starters by the end of *Oxford Thinkers* Level 2, A1 Movers by the end of *Oxford Thinkers* Level 4 and A2 Flyers by the end of *Oxford Thinkers* Level 5.

In addition, students will reach the language level required for the Cambridge English: Key and Cambridge English: Preliminary examinations by the end of *Oxford Thinkers* Level 6.

Practice papers and additional exam preparation material is available on the Exam Power Pack DVD.



## Values

Students need to understand the importance of values at an early age. Taking an enquiry-based approach means that they are encouraged to think about different situations and the effect that particular behaviour has within those situations. *Oxford Thinkers* promotes global values throughout the series, in particular through the Big Values! feature in Lesson 7, which provides an opportunity to promote and foster social and civic values and good citizenship. Support for discussing the Big Values! and encouraging student awareness and self-reflection are included in the teaching notes for this lesson.



## Mixed-ability classes

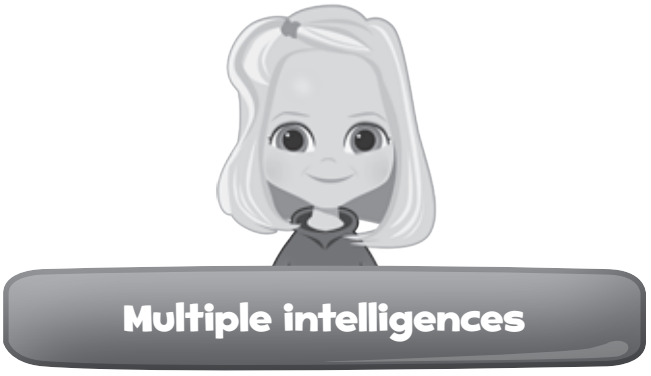
Whatever the extent of the differing abilities within a class, it is important to help all the students feel part of the group during the English lesson. *Oxford Thinkers* aims to ensure that all students find success in the classroom. It is key to the overall philosophy of the course that students should have the freedom to offer ideas, share opinions and express themselves without judgement. In addition, co-operation is readily encouraged through activities which build teamwork and class unity. In *Oxford Thinkers* 1, the Big Projects and the acting out stages of Grammar Lesson 3 and the Extensive Reading lessons both provide the ideal scenario for this to happen.



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Naturally in classes where there is a wide range of abilities, there will be times when students' needs will be different. Some students will require extra support for even the basics and others will require reinforcement of what they have learned, while the most able will benefit from extension. This can present a challenge for the teacher. For this reason, *Oxford Thinkers* offers strategies to help teachers adapt their lessons to meet the needs of individual students. The teaching notes include teaching tips for adapting activities to suit learners' needs. These include suggestions for ways to support less confident students, as well as ideas for stretching more confident students.

Since students also work at different speeds, especially when they are writing, an extra *Finished?* activity is also provided at the end of every Activity Book lesson page. This is for fast finishers, so that these students are not left unoccupied should their classmates need more time.




The theory of multiple intelligences, as first developed by American psychologist Howard Gardner, views intelligence as being multi-dimensional. Instead of thinking of intelligence as something connected to cognitive or academic skills that you have more or less of, Gardner believes that it is more useful to think of humans as each having a range of eight different 'intelligences' and that we all have these intelligences, but in different strengths and combinations.

These eight intelligences are:

**Verbal-linguistic**: Being good with words and language, reading and writing.

**Logical-mathematical**: Being good with numbers, maths, logical processes, patterns, relationships between things and abstract concepts.

**Visual-spatial**: Being good with pictures, diagrams, maps and visual representations.

**Musical-rhythmic**: Being good with music, noticing sounds and recognizing tunes.

**Bodily-kinaesthetic**: Being good with physical skills, sports, activities and tangible objects, dance, mime and acting.

**Interpersonal**: Being good with other people; being good at communication and social skills.

**Intrapersonal**: Being reflective and insightful about your own psychology and internal life; being intuitive and self-confident.

**Naturalistic**: Being good at recognizing and understanding aspects of the natural world around us, e.g. animals, birds, plants.

Students each have their own natural talents and multiple ways of learning. For example, some students may respond well to artistic or musical activities, such as painting or singing, while others may be more engaged when movement or logic are involved, such as during dancing activities or number games.

In order to keep students engaged and involved during language learning, we need to include a variety of tasks that activate their different intelligences. Although we cannot teach directly to each individual student in our classes all the time, we can provide opportunities for diversity.

In the ELT primary classroom, all eight of Gardner's intelligences can be quite clearly activated in a number of ways through the language-learning process, allowing students to build on their natural talents, while also encouraging the development of their other abilities.

This is why *Oxford Thinkers* contains activities, tools and different types of input carefully designed to serve all students by reaching out to their multiple ways of learning. Each lesson in *Oxford Thinkers* has been deliberately set out to appeal to a wider range of intelligences, offering a variety of activities which cater at different times for students with different learning styles or intelligences.

For example, a typical lesson may start with a warm-up activity or game (verbal-linguistic and bodily-kinaesthetic), followed by a discussion about the topic or by watching the star post film (visual-spatial), then singing a song (musical-rhythmic). In the Activity Book, they might consolidate language via a matching or sequencing activity (logical-mathematical and visual-spatial), before finishing the lesson with a group TPR game (interpersonal and bodily-kinaesthetic). In this way, the inherent diversity of the classroom is purposefully catered for in each lesson.

*Oxford Thinkers* taps into students' natural talents, thus allowing you to provide motivating educational experiences which help develop the confidence and language skills your students need to communicate both with their classmates and with the English-speaking world.



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## Special Educational Needs

Special Educational Needs (SEN) is the term we use to refer to the requirements of a student who has a difficulty or disability which makes learning harder for them than for other students their age. Note that gifted and talented students are also considered to have special needs as they require specialized, more challenging materials.

Of course, students make progress at different rates and vary widely in how they learn most effectively. Although students with special needs may have difficulties in some areas, there will also be areas of strength. Recognizing and utilizing these strengths is important to the students' academic development as well as their self-esteem. Your daily contact with these students will help you understand what works best for each individual and determine your choice of the most appropriate techniques.

You might be worried about trying to include students with SEN in your class. It can feel like it requires specialist knowledge and extra work for you, the teacher. This does not have to be the case. As a teacher you are used to dealing with different personalities and abilities in your class – you are probably always adapting to widely differing needs from the students each day. Students with SEN are simply part of this variety and challenge. In addition, the teaching techniques which help to support students with SEN are good, practical techniques which will benefit all the students in your class.

### Top tips for creating an inclusive classroom

You do not need to be an expert on SEN to teach students with SEN. You do need to want to work with these students and to be prepared to learn from them.

**Tip 1: Be a role model**

Students will take their lead from their teacher. It is important to show that you respect and celebrate differences between people. For example, if you notice some students do not want to work with another student, make sure you talk to those students privately about their behaviour and give praise and rewards to the students who are working well in teams.

**Tip 2: See the person not the label**

It is very important to get to know each student individually and to not label them according to their SEN. If you have students who wear glasses in your classes, you do not assume that they have all got the same personality. In the same way, you should not assume every student with SEN is the same. Find out their interests and their strengths. Remember also that the range of SEN is wide so take time to find out the level of a student's difficulty. Do not assume, for example, that a visually impaired person cannot see anything – they may have some sight.

**Tip 3: Avoid judgements of behaviour**

Do not label a student as lazy or not trying. Students with SEN are often trying really hard and get criticized unfairly by teachers. They might look like they are daydreaming in class but their brains might be overloaded with information which they cannot process and they need a short brain break. These students also need positive feedback on appropriate behaviour, so make sure that you notice when they are behaving appropriately. Many students with SEN and behavioural difficulties only get noticed negatively by the teacher.

**Tip 4: Celebrate difference and diversity**

The classroom and the world would be a boring place if everyone was the same. You can use the differences between students to learn from each other and about each other.

**Tip 5: Teach in a multi-sensory way**

Students all learn in different ways. Some like to see information, some like to hear it and some like to get up, do and touch things. Students with SEN particularly need practice in all the senses because they find it difficult to learn in traditional ways. Use a multi-sensory approach to present and practise information in your lessons.

**Tip 6: Plan ways to adapt your lesson plan**

You will need to sometimes adapt your lesson plans. This is called differentiation. Differentiation means planning and teaching to take account of all students in the class, whatever their level or capability. Students can make progress in their learning wherever they start from. All students should achieve the same main aim, but they may do this in different ways.

**Tip 7: Work on class management**

Clear, consistent classroom management is very important for students with SEN. They often have problems understanding and following rules and instructions so it is important to think about the best way to do this. It is very important, for example, to think about your seating plan.



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**Tip 8: Work co-operatively with adults and students**

Teamwork is the best approach to teaching students with SEN. It is particularly important to work with carers, as they know their child best and will often have helpful strategies to suggest. Other people who can help you include school psychologists, counsellors, speech and language therapists, occupational therapists, SEN organizations and charities. Try to find out what's available in your local area and keep a list of useful contacts.

**Tip 9: Work with students' strengths**

Try to find out what your student's strengths and interests are and include these in your teaching. Students who have problems reading can sometimes be good at drawing and acting instead. Students who find it hard to sit still might be very good at organizing teams and roleplay. Students who are struggling academically might be very kind and helpful to other students.

***What problems do dyslexic students have?***

Dyslexia can manifest itself in a variety of ways, through linguistic problems such as:

- slow reading speed
- difficulties with word recognition and spelling
- a smaller range of vocabulary in their mother tongue.

Dyslexia is also apparent in non-linguistic problems, such as:

- a more limited memory span
- difficulties with handwriting and motor skills
- difficulties with time management.



## Review

In a high-level course with a fast-paced syllabus and very concrete aims for achievement, recycling and review of language are, of course, essential. *Oxford Thinkers* gives great importance to these aspects of language learning. Systematic recycling of all core language takes place in every unit and the language is revised in a variety of different contexts.

In Lesson 1 of each unit, the narration in the star post film recycles language from previous units of the course. The Activity Book then provides an opportunity for the students to review and practise this language for themselves.

In Lesson 2, the new vocabulary is practised in conjunction with a revised structure in the unit song, while in Lesson 4, the story not only practises the new vocabulary from the lesson and previews a new structure, but recycles the language from the previous two lessons.

Each unit includes a unique approach to revise in the form of the Big Question Review video, which can also be accessed via the *Oxford Thinkers* CPT. In this interactive video, a teacher presenter prompts the students in the class to produce previously learned language. This approach to reviewing the language of the whole unit has the advantage of saving the classroom teacher a great deal of time and energy. The video includes, in one place, all that is needed for a thorough review, including plenty of visual support so that the teacher does not need to gather together resource materials. The students can also benefit from the opportunity to listen to a native speaker and practise participating in an exchange with a different person, other than their peers and the classroom teacher. At the same time, the activities used in the video provide a model and suggestions for teachers who prefer to have the option to lead their own review lesson.

A termly review of language is also provided by the three Extensive Reading texts, which have been purposely written to incorporate vocabulary and grammar from the three lessons after which they appear. In addition, opportunities for recycling are exploited in the three Big Projects for the end of each school term.

Students are given further opportunity to practise grammar at the end of each unit using the Grammar review. Each Grammar review consists of two pages of extra reading, writing and speaking practice to consolidate students' learning. These activities allow students to practise the language within a communicative context and to further develop their critical-thinking skills. Students are able to check their ability to understand and correctly use the new grammar and vocabulary learned in that unit, and also to review previously learned language, thus increasing their confidence and overall performance in learning English.



## Testing and evaluation

Students' progress can be evaluated through formal testing, ongoing assessment and self-assessment. For formal testing, there are nine unit tests, three term

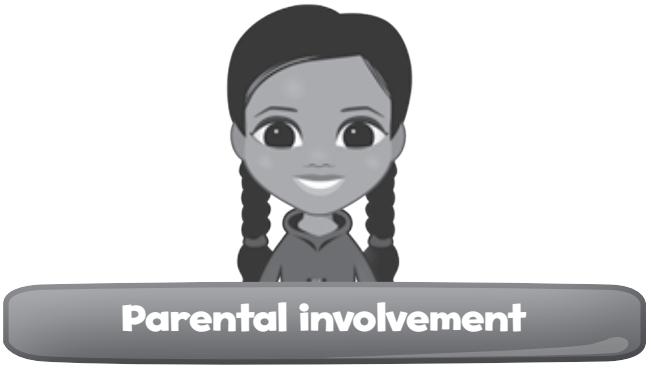


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tests and one end-of-year test provided as a download. Together these cover the target language from the course. All these tests are available as printable or editable documents so that teachers can choose to adapt the material to suit individual students or classes.

For ongoing self-assessment, evaluation grids and portfolio material are also available on the Classroom Presentation Tool. These allow teachers the possibility of continuously assessing students' progress, and provide feedback for both teachers and parents.

In addition, practice papers for the Trinity GESE and Cambridge English Qualifications for young learners, Cambridge English: Key and Cambridge English: Preliminary examinations are also provided on the Exam Power Pack DVD.




*Oxford Thinkers* acknowledges that the support of parents and family members is a key motivating factor for students of all subjects and that students will always enjoy sharing what they have learned with their parents or guardians.

For this reason, *Oxford Thinkers* recommends that students are also encouraged to take home and show parents or guardians their mini books at the end of every unit, as well as inviting them into the classroom to see their work at the end of the Big Projects.

As answering the Big Question is central to this course, students may like to involve their family members and ask them for their answers to the question, which they can then feed back to their class. In addition, teachers can set students homework to tell their parents the unit story, sing them a song in English or tell them about life in another country which they have learned about in the Culture lesson, for example. Parents can also be informed of the Big Values! that students are learning, and be asked to encourage their children to employ them at home, too.

Establishing clear communication with parents is also essential in developing a co-operative relationship between home and school. It's important to keep parents informed about what their children are learning and their progress. School blogs can be an effective way to keep parents up-to-date, as well as highly motivating for students.

There is also a letter on page 156 of this Teacher's Guide, which can be photocopied for parents or guardians to provide them with ideas on how they can share in their child's English language learning with *Oxford Thinkers*.



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# Tour of a unit

## **Lesson 1** The Big Question video and language review

**Class Book**

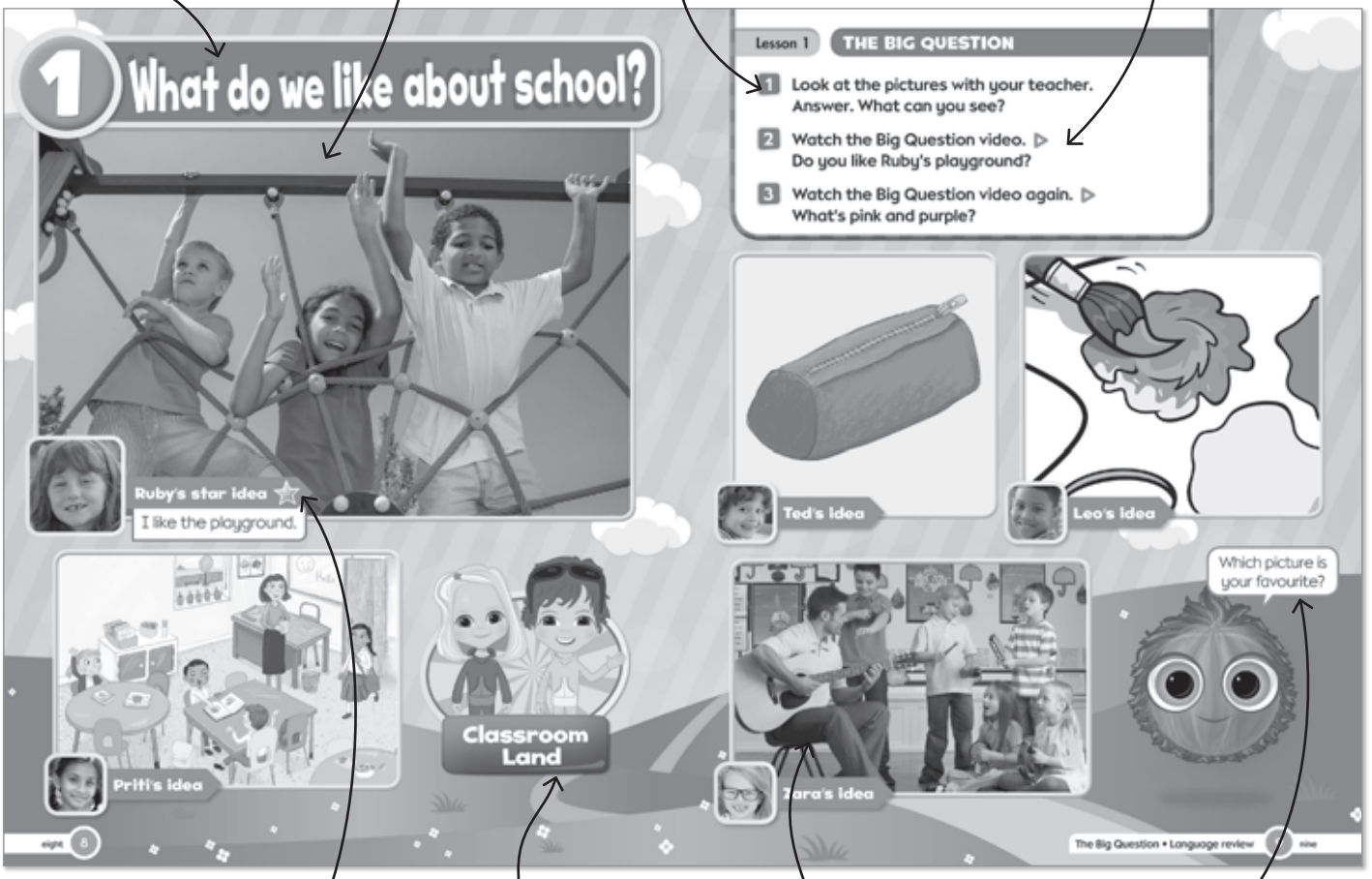
Lesson 1 introduces the Big Question for the unit and provides the first example answer to the question which is supported by the star post film on the Big Question video. The film also reviews language from previous lessons, while the images and captions on the opening pages of the Class Book preview the coming lessons.

The Big Question for this unit is presented here.

The topic of the star post film is introduced and discussed.

Activity to activate knowledge and engage with the Big Question of the unit

Students watch the video and engage with the video content via these activities.




The Big Question video includes the star post film and other images from the unit.

The is the story title for the unit.

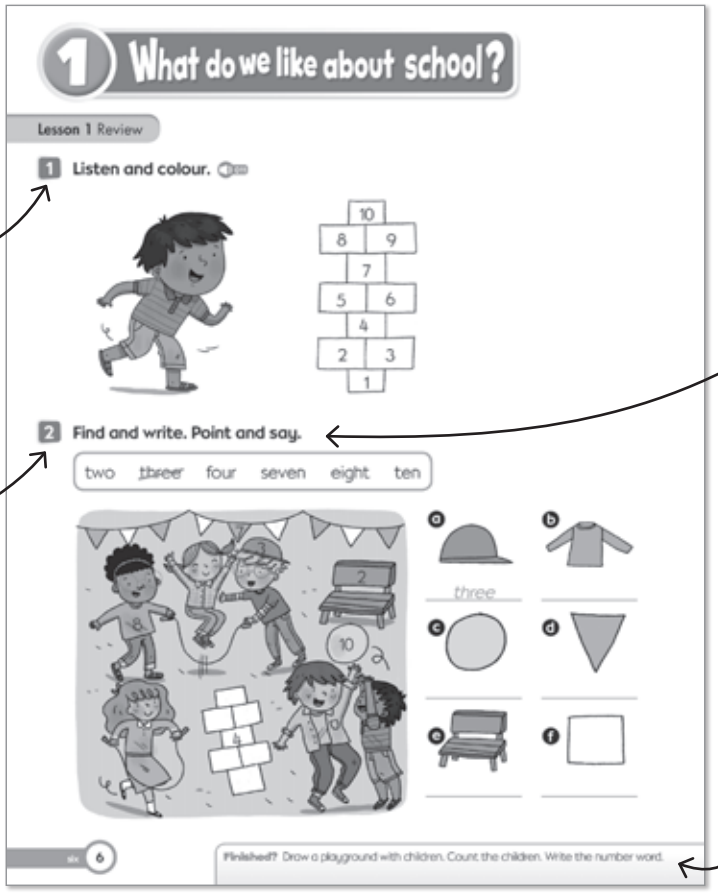
These images represent posts with other example answers to the Big Question in the unit.

Class personalization activity to build expectation for the unit



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## Activity Book




The listening activity recycles the review language from the video.

Students practise reading and writing the review language.

Students who are not yet ready to attempt reading and writing activities are encouraged to say the vocabulary where suitable.

There's an activity for fast finishers at the end every lesson.

### Warm up

- Use the poster from the Classroom Resource Pack. Ask or tell the students what day it is and what the weather is like, encouraging the students to come and point to appropriate parts of the poster. You can do this for every lesson routinely if you choose to. Please see page 138 for further ideas on the use of the poster.
- Do the warm-up activity in the teaching notes.

### Class Book

- Ask the students to look at the opening pages. Tell them the Big Question for this unit and check they understand what it means. Focus their attention on the pictures and tell them these are from lessons in this unit where the children characters have answered the question with their own ideas. Ask them what they can see in the pictures. Encourage them to use English where possible. If they use their own language, reformulate their ideas back to them in English. Challenge them to guess what the children's answers to the Big Question were, based on the images.
- Point to Blue Clue and read his speech bubble. Encourage the students to tell you which picture is their favourite and why.
- Focus the students on the Big Picture from the star post. Ask questions provided in the lesson teaching notes.

### Video

- Play the Big Question video for the first time. Encourage the students to join in with the *Big Questions* jingle.
- Then ask the students the personalized gist question for the first viewing. In this stage students can answer in their own language if necessary. The most important thing is for the students to engage with the content and give their own personal opinions.
- Play the Big Question video again. Then ask the students the question for the second viewing. This time elicit answers in English where possible.

### Activity Book

- Play the recording for the students to do the first listening activity. Then encourage the students to point and say the review words. In the case of Unit 1, ask the students to first point and say the colours and then the numbers.
- Ask the students to do the reading and writing activity to practise some of the language from the video. Where suitable encourage the students to point and say the words or phrases.

*NB All answers for the Class Book and Activity Book activities can be displayed via the Classroom Presentation Tool (CPT) books on-screen.*



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# Tour of a unit

**Lesson 2** Vocabulary and song **Class Book**

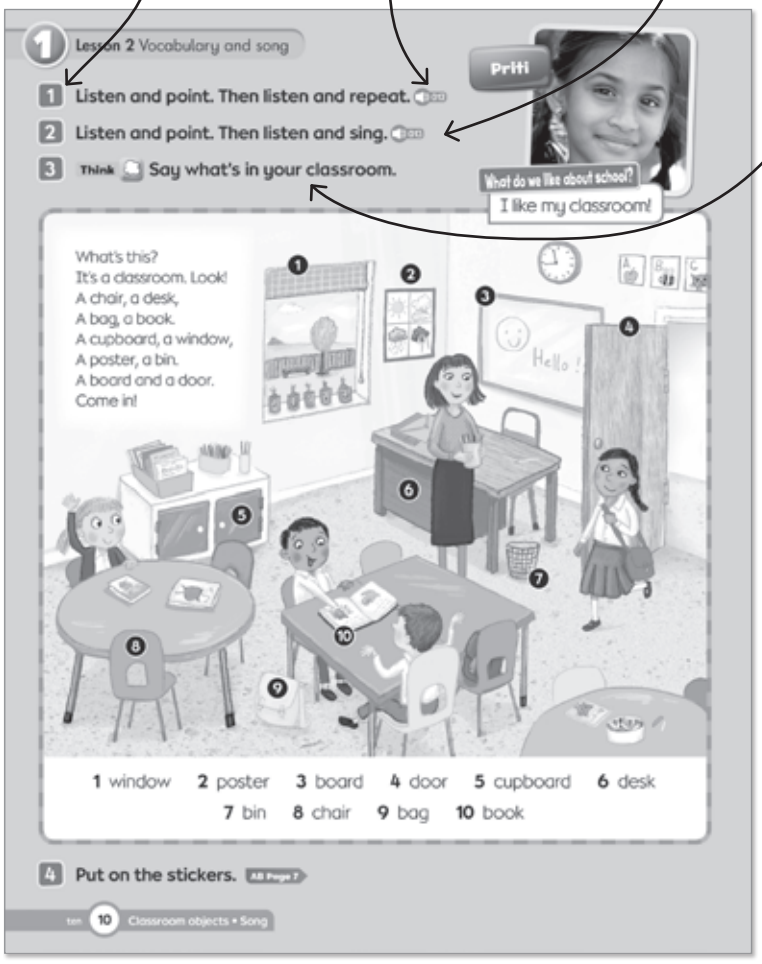
This lesson provides the second example answer to the Big Question for the unit. Ten items of vocabulary are presented and practised through a series of activities thematically linked to this answer post. These include listening and speaking activities, a song, a sticker activity, word-level reading and guided writing practice.

Vocabulary presentation and controlled practice at word level

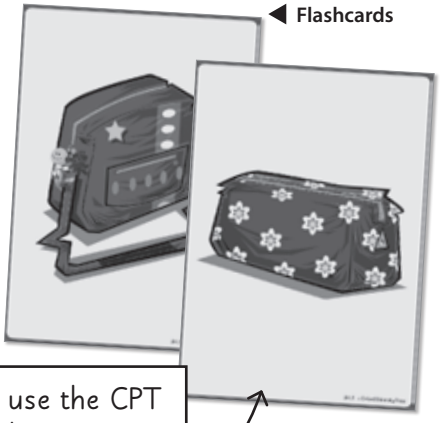
The audio is provided on the CPT or as a download via an access code on the CPT.

The song practises the vocabulary from the lesson. In later units, it also reviews a known structure.

This activity develops critical-thinking skills. They practise the new vocabulary via a personalization task.

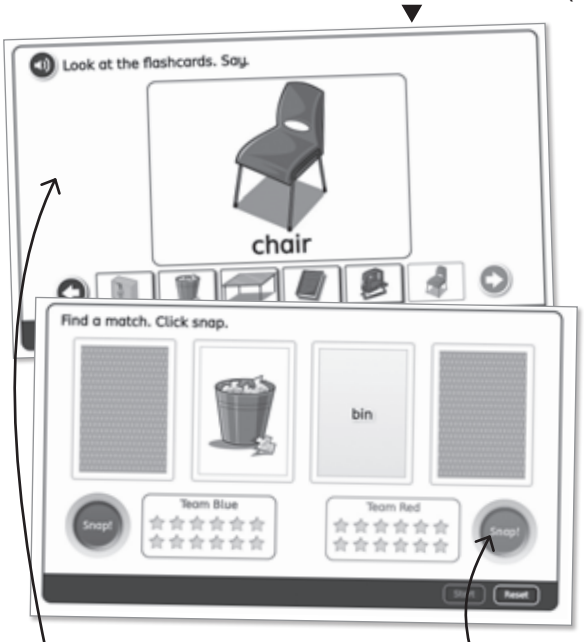



Flashcards



You can use the CPT flashcards to present the vocabulary for this lesson.

Classroom Presentation Tool (CPT)




Further vocabulary practice is available on the CPT.

The vocabulary games on the CPT give further practice.



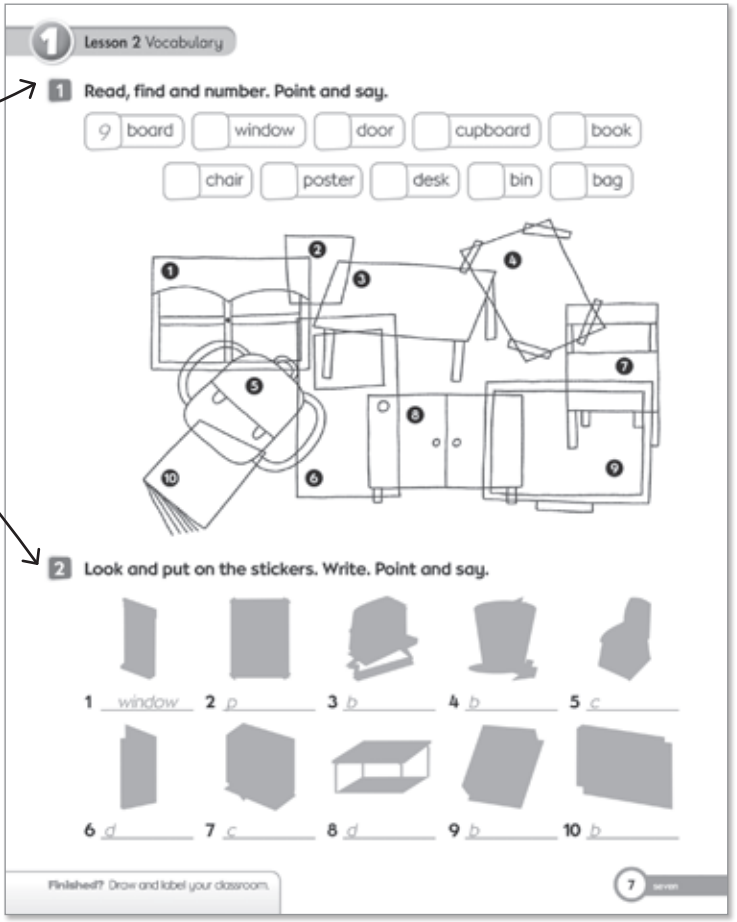
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## Activity Book

Reading practice of the new vocabulary at word level

Students place the stickers and write the new vocabulary at word level.




### Warm up

- Do the warm-up activity in the teaching notes.

### Class Book

- Ask the students to remember the Big Question for this unit. Then ask them to find who has posted an answer to the Big Question in this lesson. Tell them what this character's answer is to lead into the theme of the lesson. Show them that the character has posted a picture to support their answer.
- Present the vocabulary using the flashcards from the Classroom Resource Pack.
- Ask the students to look at the picture and point to the things they hear. Then play the recording. Play the recording a second time and ask the students to look, point and repeat the words.
- Tell the students that they are going to hear a song. Play the song recording and ask the students to point to the things in the picture when they hear them. Then play the same recording again and encourage the students to join in with the song.
- Use activity 3 to elicit the vocabulary from the lesson from the students. For Unit 1, encourage students to point to the items in their classroom. For other units you can use the flashcards for this lesson from the Classroom Resource Pack to support the students' answers visually.

### Ideas bank

- Play a vocabulary game from the Ideas bank on pages 137–140 with the students at any point after Lesson 2 activity 3.

### Activity Book

- Ask the students to do the first reading activity. Then check the task as a class.
- Ask the students to stick on their stickers. Then ask them to write the corresponding words underneath, using the word pool in the first activity as a model.



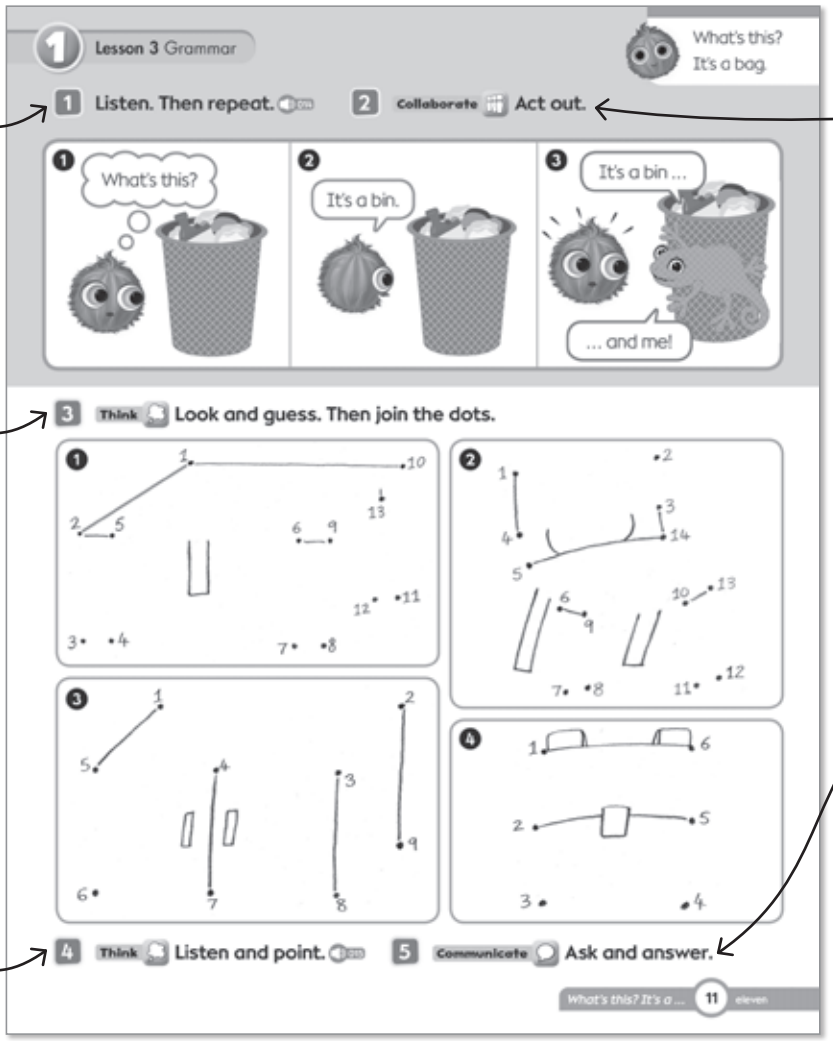
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# Tour of a unit

**Lesson 3** Grammar | **Class Book**

This lesson presents a new grammar structure through a cartoon featuring the story characters Norman the chameleon and Blue Clue. The students then practise the new language aurally and orally in conjunction with the Lesson 2 vocabulary set, and have further writing practice of the vocabulary again in the Activity Book.

The new grammar is presented in the context of a fun, character-based cartoon.




This activity develops skills of collaboration.

Once completed, the pencil activity forms the context for practice of the new grammar.

This activity develops communicative skills.

Classroom Presentation Tool

A game on the CPT provides further grammar practice.

The recording provides a model for the next activity.

### Warm up

- Choose a warm-up activity from the teaching notes.

### Class Book

- Focus the students on the cartoon and ask them which characters they can see.
- Play the recording and ask the students to listen and follow in their books. Then play the recording again, pausing after each line, and encouraging the students to listen and repeat.
- Organize the students into pairs or groups to act out the cartoon. See the suggestions for ways to do this in the teaching notes.
- Ask the students to do the Think task. In the case of Unit 1, ask them to tell you their ideas before they do the pencil activity.
- Play the recording while the students listen, check and point.
- Organize the students into pairs to do the Communicate activity. Monitor the group while they are speaking. Then ask individual students to demonstrate the task for the class.

### Classroom Presentation Tool

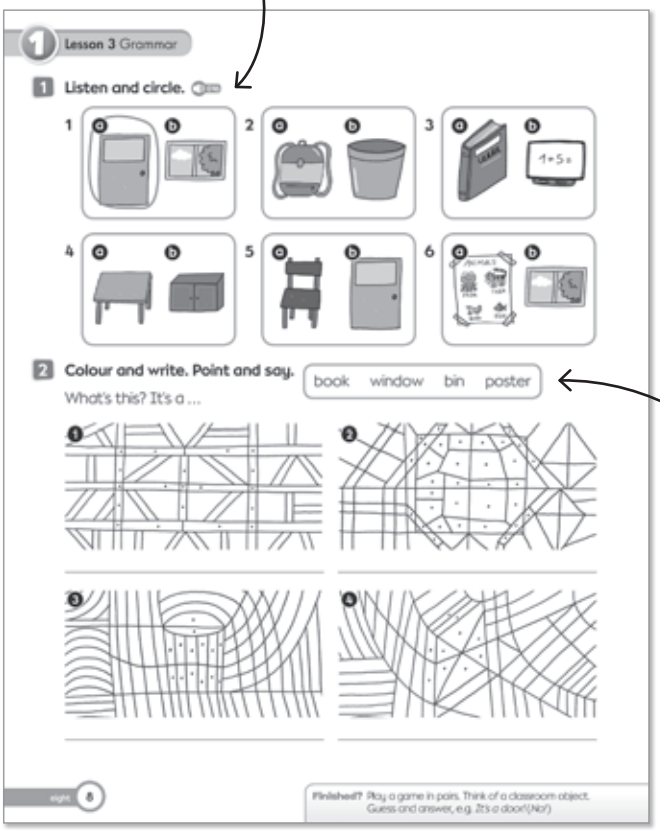
- Play the Lesson 3 grammar practice game on the CPT with the students at any point after Lesson 3 activity 5.



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## Activity Book

Further receptive practice and consolidation of the new grammar




Productive practice of the new grammar and vocabulary from the previous lesson

### Activity Book

- Play the recording in activity 1 while the students complete the activity.
- Ask the students to do the grammar practice activity. Then check the task as a whole class.
- From this point onwards, whenever convenient, you can ask the students to complete the further grammar practice activity for this lesson at the end of the unit.
- Once students have completed the Activity Book page they go to the Grammar review in the Class Book at the end of the unit for extra practice.



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# Tour of a unit

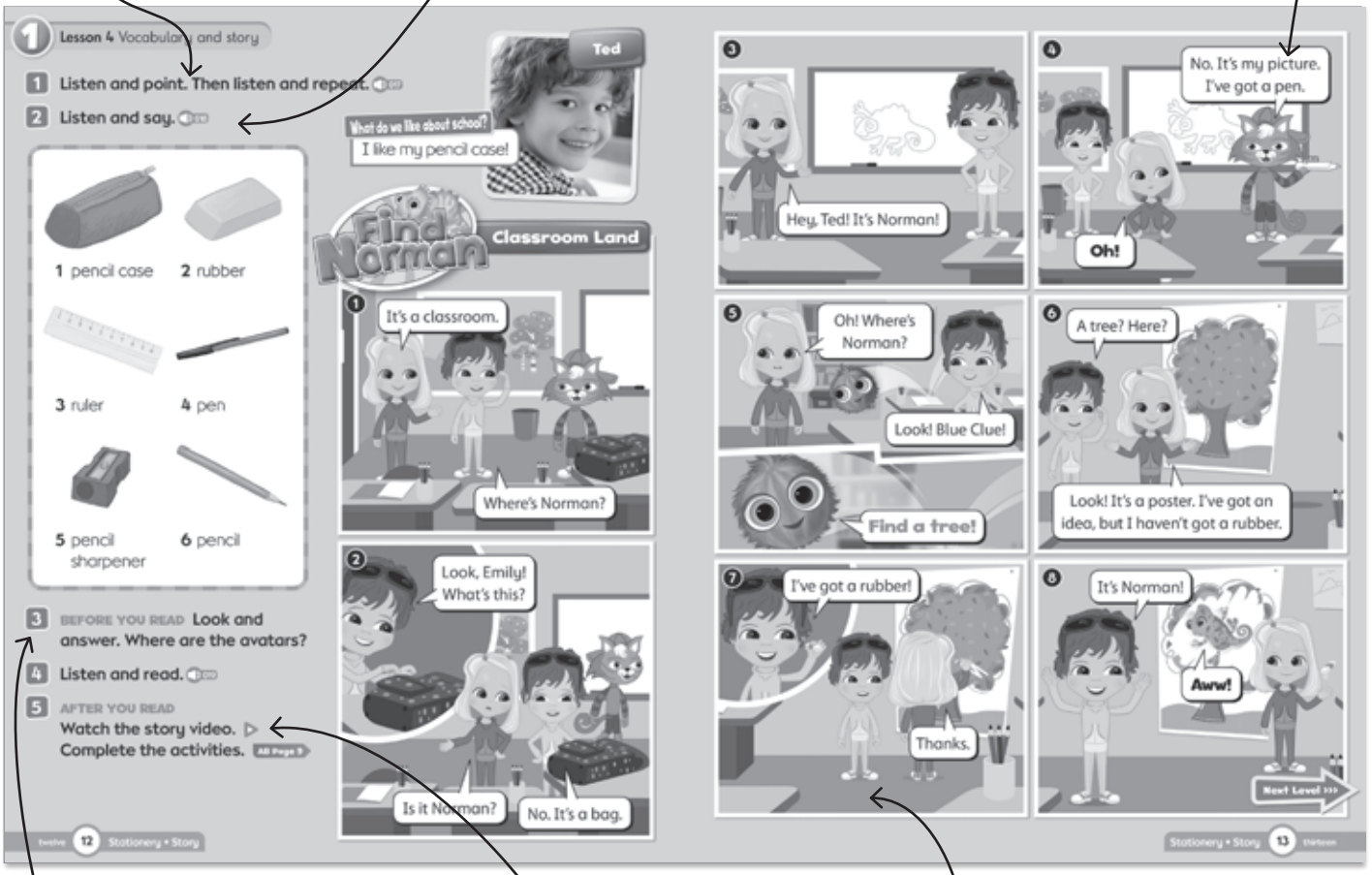
**Lesson 4** Vocabulary and story **Class Book**

This lesson provides the third example answer to the Big Question for the unit. It presents and practises six items of vocabulary through a series of activities thematically linked to this answer post, and develops all four skills. The lesson includes the *Find Norman* story and includes comprehension checking and consolidation of this story.

Presentation of the vocabulary

Controlled oral practice of the vocabulary

The story includes examples of the vocabulary from this lesson and review language from previous lessons in the unit. It also puts the grammar for Lesson 5 in context.




Pre-reading task to generate interest and raise expectations for the story

There's an animated version of the story on the CPT.

The Big Question children introduced in the Starter unit appear in the story as avatars. Their challenge is to find Norman the chameleon with a little help from Blue Clue.



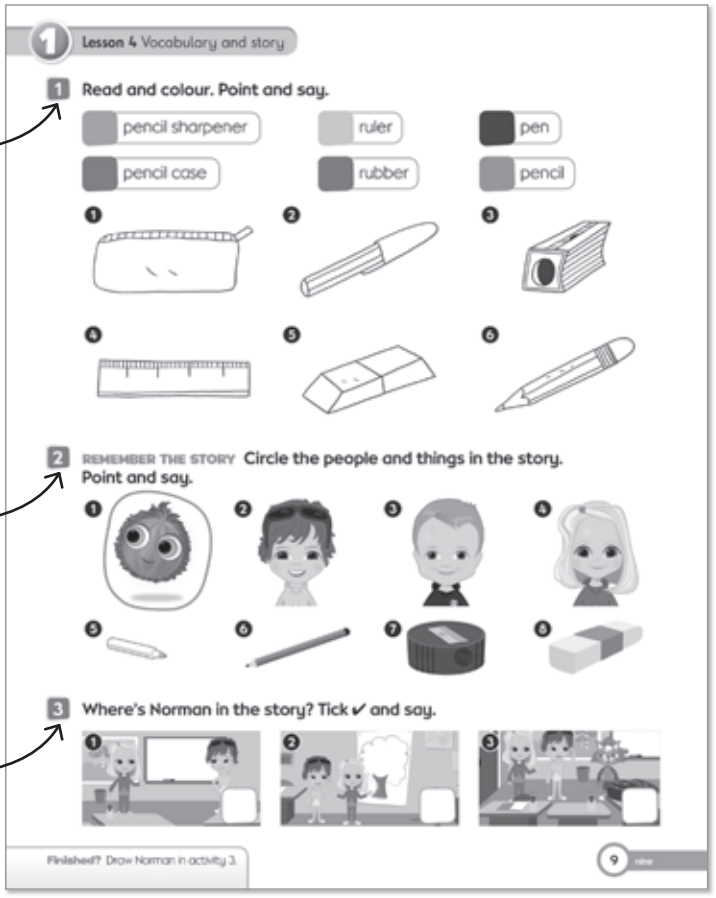
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## Activity Book

Reading practice of the vocabulary from the lesson

Story comprehension activity

Students remember Norman's hiding place each time.




### Warm up

- Choose a warm-up activity from the teaching notes.

### Class Book

- Ask the students to remember the Big Question, then find who has posted an answer in this lesson, and what their answer is.
- Present the vocabulary using the flashcards from the Classroom Resource Pack.
- Ask the students to look at the pictures and point to the things they hear. Then play the recording. Play the recording a second time and ask the students to look, point and repeat the words.
- Use activity 2 to elicit the vocabulary from the lesson from the students. You can use the flashcards for this lesson from the Classroom Resource Pack to support the students' answers visually.

### Classroom Presentation Tool

- Play the Lesson 2 vocabulary game from the CPT with the students at any point after Lesson 4 activity 2.

### Class Book

- Ask the students to look at the first picture of the story only. Encourage them to tell you their ideas for the Before you read activity. Establish where the avatars are and tell them the name of the story.
- Play the recording of the story for the students to listen, read and follow in their Class Book.

### Video

- Tell the students to watch the story animation and to listen carefully because they will be asked some more detailed questions afterwards. See also the suggestion for a viewing task in the teaching notes.
- Play the story animation on the CPT.

### Activity Book

- The students complete the first vocabulary activity.
- The students then complete the comprehension activity to check and consolidate their understanding of the story.
- Lastly, the students remember and tick where Norman was hiding in the story.



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# Tour of a unit

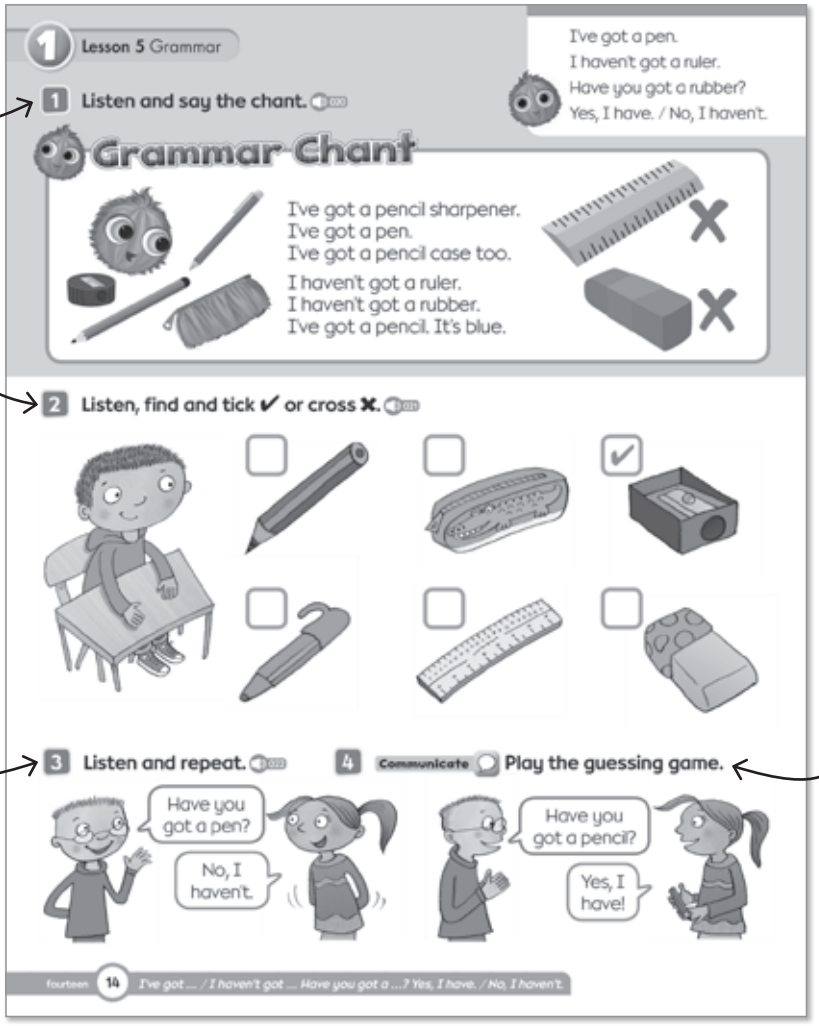
**Lesson 5** Grammar | **Class Book**

This lesson focuses on the new grammar structure, which was previewed in context in the Lesson 4 story. The new language is presented in Blue Clue's grammar chant. The students practise the new language through a listening activity, a communication game and reading practice. They also practise writing the vocabulary from the previous lesson.

Presentation of new grammar

Listening practice to check the meaning of the new grammar

This models the language and demonstrates the game for the next activity.




Communicative practice of the new grammar

**Classroom Presentation Tool**

A game on the CPT offers further practice.

### Warm up

- Choose a warm-up activity from the teaching notes. Don't forget to make use of the wordcards, too.

### Class Book

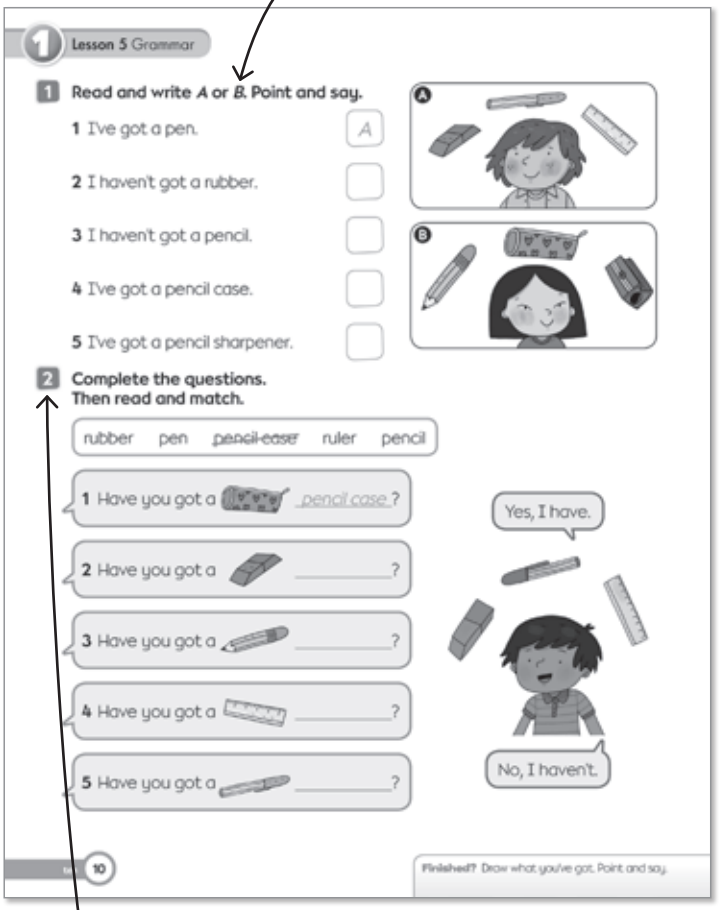
- Review the story by asking the students to listen and read the story again on Class Book pages 12 and 13, or by playing the story animation again on the CPT. If you show the animation, you can choose a video activity from the Ideas bank on pages 137–140.
- Focus the students on the picture of Blue Clue. Ask them what else they can see in the pictures for activity 1. Play the chant using the audio download for them to listen the first time. Then play it again and encourage them to join in as much as they can.
- Play the recording for the listening activity using the audio download. Then check the task.
- Focus the students on the pictures in activity 3. Then play the recording for them to listen and repeat.
- Organize the students into pairs or groups to play the communication game.



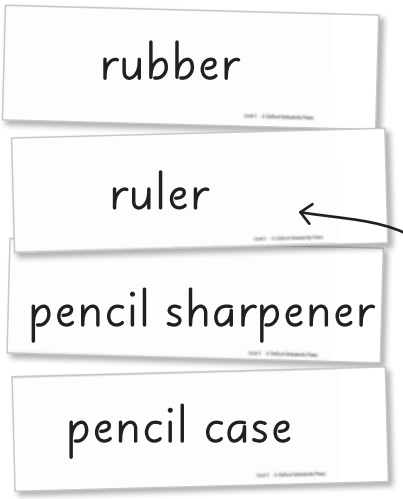
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## Activity Book

Reading practice of the new grammar




Guided writing practice of the vocabulary from the previous lesson




Wordcards support students' word recognition in fun warm-up activities

### Activity Book

- Ask the students to do the reading grammar practice activity. Then check the task as a whole class.
- Ask the students to do the writing practice activity. Then check the task as a whole class.
- Once students have completed the Activity Book page they go to the Grammar review in the Class Book at the end of the unit for extra practice.



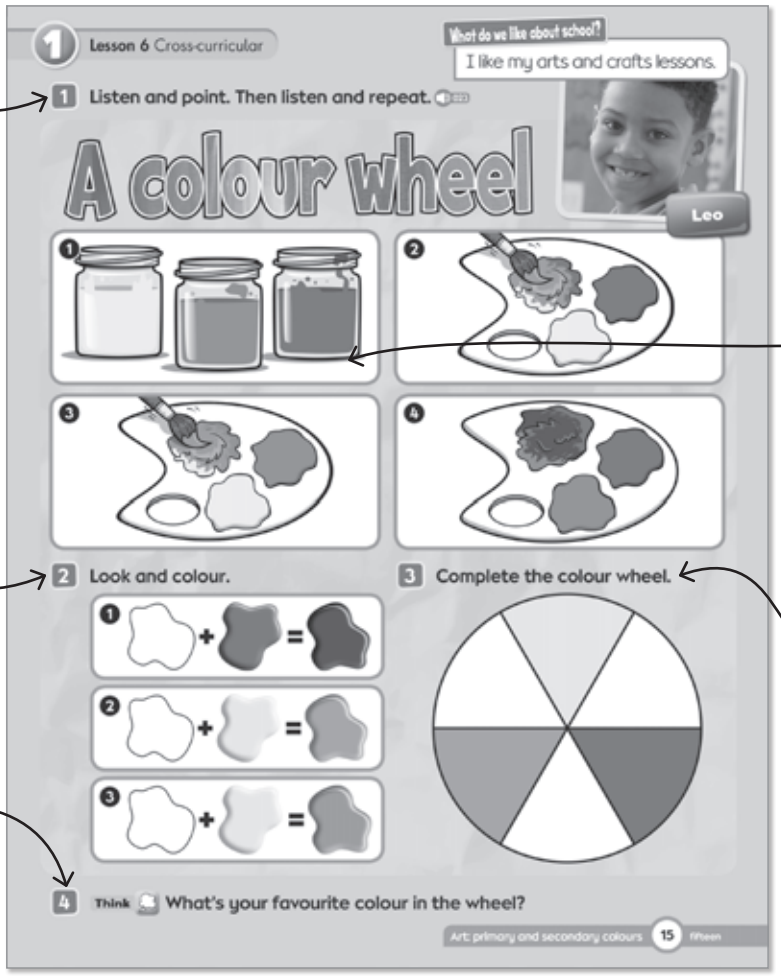
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# Tour of a unit

**Lesson 6** Cross-curricular **Class Book**

This lesson provides the fourth example answer to the Big Question for the unit. It presents content from key areas of the curriculum. New vocabulary is also highlighted, presented in context and practised. The lesson activities give the students opportunity to think about the content, consolidate and extend what they have learned, and develop critical-thinking skills.

The cross-curricular content is presented through a listening activity with pictures for visual support.




Review vocabulary is practised in this unit. From Unit 2 onwards new cross-curricular words are presented and practised.

Pencil activity practising the cross-curricular content

Productive activity consolidating the cross-curricular content

This activity provides an opportunity for the students to think about the cross-curricular content and share their own ideas.



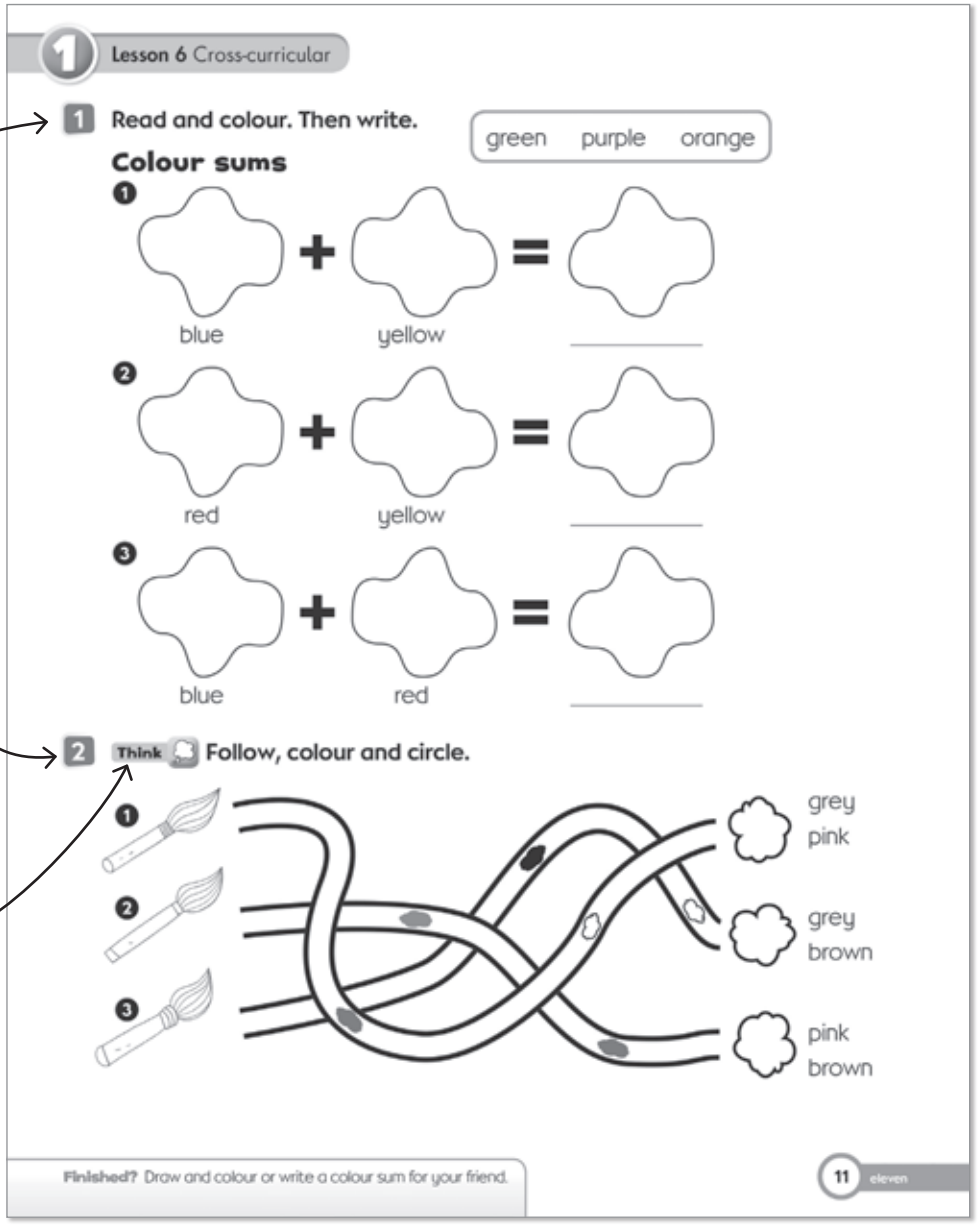
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## Activity Book

Practice of vocabulary from the lesson

Consolidation and extension of the cross-curricular content from the Class Book

The task develops critical-thinking skills




### Warm up

- Choose a warm-up activity from the teaching notes.

### Class Book

- Ask the students to remember the Big Question, then find who has posted an answer in this lesson, and what their answer is.
- Present the cross-curricular content by playing the recording while the students look at the pictures and point.
- Ask the students to do the next activity. Then check the answers as a group.
- Monitor while the students do the pencil activity.
- Encourage the students to bring their own thoughts and ideas to the lesson content in the last activity.

### Activity Book

- The students practise the review or cross-curricular vocabulary.
- They then consolidate and extend the cross-curricular content in an activity with cognitive challenge.



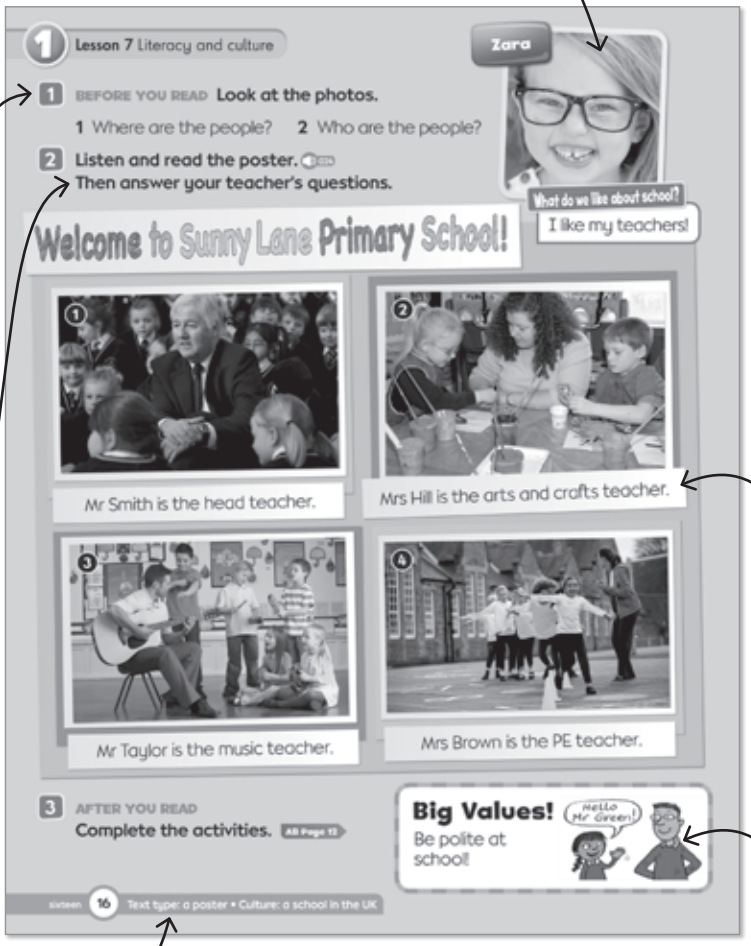
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# Tour of a unit

**Lesson 7** Literacy and culture **Class Book**

This lesson provides the fifth example answer to the Big Question for the unit, this time from a child from the wider international community. The lesson develops literacy skills through a specific text type, which also introduces the culture theme for this lesson. Social and civic values are also highlighted in this lesson.

In the case of Unit 1, this child is Zara from the UK, because the context is Sunny Lane Primary School. From Unit 2 onwards, this posting child is from the wider international community.




This task develops prediction skills and activates students' prior knowledge and experience.

Find suggested comprehension questions in the teaching notes.

The reading text raises awareness of culture in other countries.

The Literacy lessons familiarize the students with a wide variety of different non-fiction and fiction text types.

This feature provides an opportunity to explain and promote social and civic values, and good citizenship.



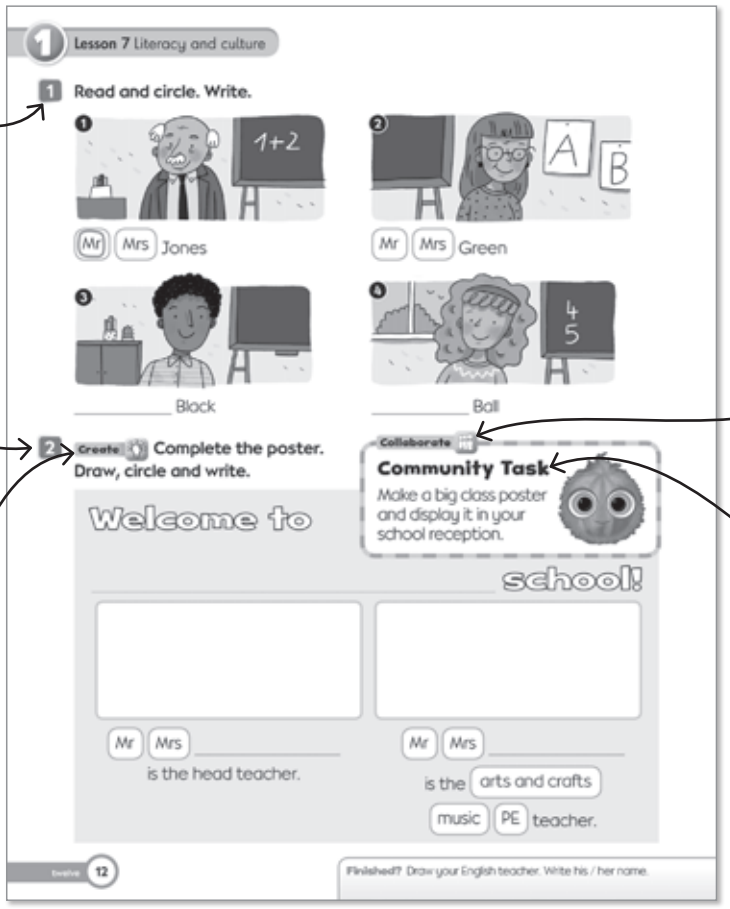
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## Activity Book

Language practice based on the lesson content.

Further familiarization with the text type. Students personalize what they have learned.

This activity develops creative skills.




This activity develops collaborative skills.

You can take the opportunity to extend the writing task so that it has real aims for outside the classroom.

### Warm up

- Do the warm-up activity in the teaching notes.

### Class Book

- Ask the students to remember the Big Question, then find who has posted an answer in this lesson, and what their answer is.
- Ask the students to tell you where they think this posting child is from and tell them when they guess correctly, or give them the correct answer.
- Ask the students to do the pre-reading activity, looking at the photos or pictures on the Class Book page. Discuss the students' ideas as a class.
- Tell the students to listen and read carefully, as you will ask them some questions afterwards.
- Play the recording and encourage the students to listen and read the text. Then check comprehension by asking them questions about the text. Suggested questions are provided in the teaching notes.
- Focus the students on the Big Values! box. Use the teaching notes to discuss why the value is important and how we can practise good social and civic behaviour in our everyday lives.

### Activity Book

- Ask the students to complete the language practice activity.
- Ask the students to do the text type consolidation and practice activity.
- Develop collaborative skills by using all the students' writing to generate a class project for a wider audience. See the teaching notes for tips and suggestions.



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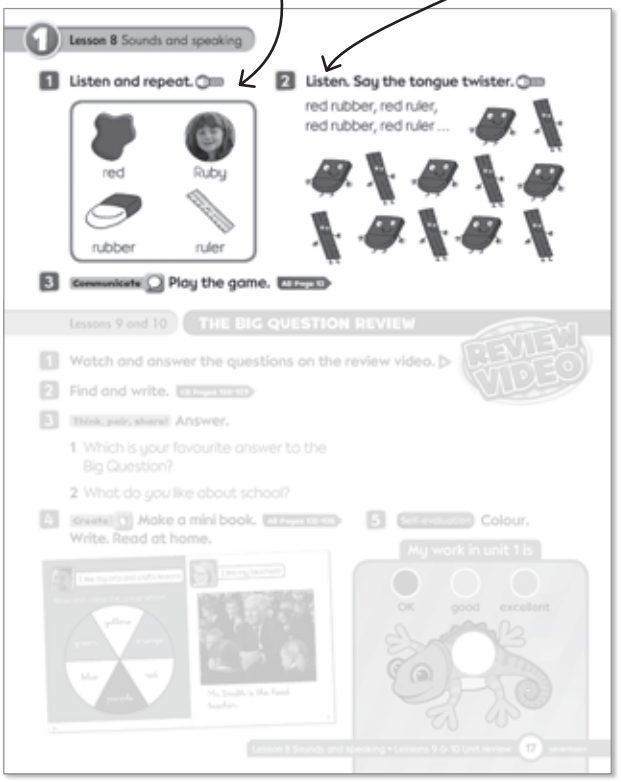
# Tour of a unit

## Lesson 8 Sounds and speaking | Class Book and Activity Book

This lesson is dedicated to oral skills. A specific English sound which is difficult for foreign-language learners is presented and practised through a rhyme or tongue twister. Students then practise language from the unit orally through a fun communication game.

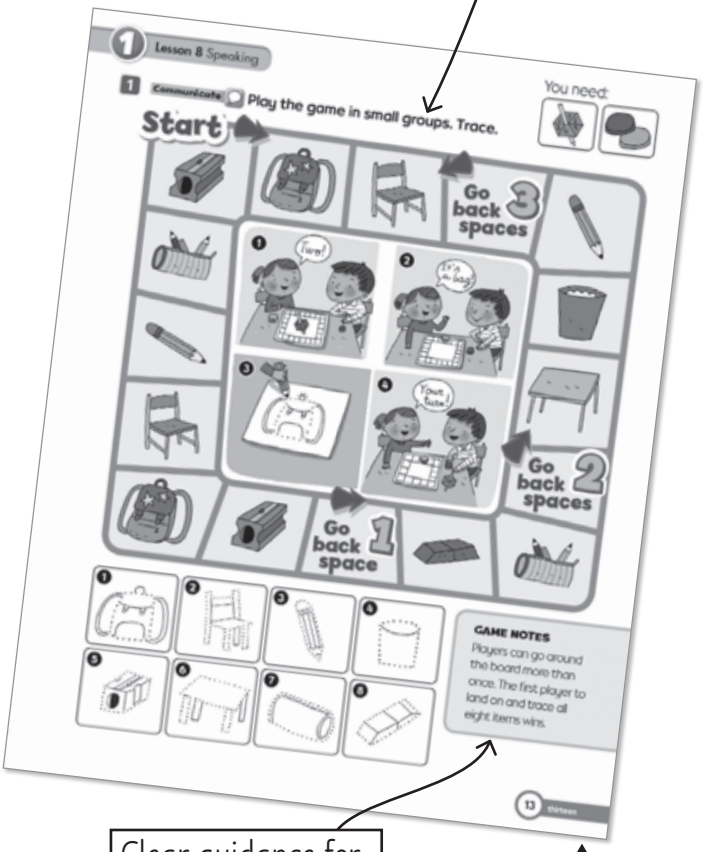
This activity presents the sound for this lesson with example words the students know.

Pronunciation practice of the target sound




Class Book

Language from the unit is reviewed through a game. The games vary across the course. Encouraging students to work together in groups or pairs fosters co-operation.




Clear guidance for how the games are played is provided.

Activity Book

### Warm up

- Do the warm-up activity in the teaching notes.

### Class Book

- Play the recording for the students to listen and repeat. Play the recording again and repeat the activity as necessary.
- Play the recording of the rhyme or tongue twister, encouraging the students to listen the first time and then join in when they can. Challenge individual students to try saying the rhyme or tongue twister (as fast as they can!) themselves.

### Activity Book

- Give clear instructions for the game and do a demonstration with some of the students in the class while displaying the Activity Book page on-screen via the CPT. Check that the students have understood how to play by asking concept-checking questions.
- Divide the class into groups to play the game.
- Monitor while the students are playing. Praise the students when they use English well. Make a note of any common errors the students make with the new language and plan to provide more revision or practice in the next class if necessary.



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# Tour of a unit

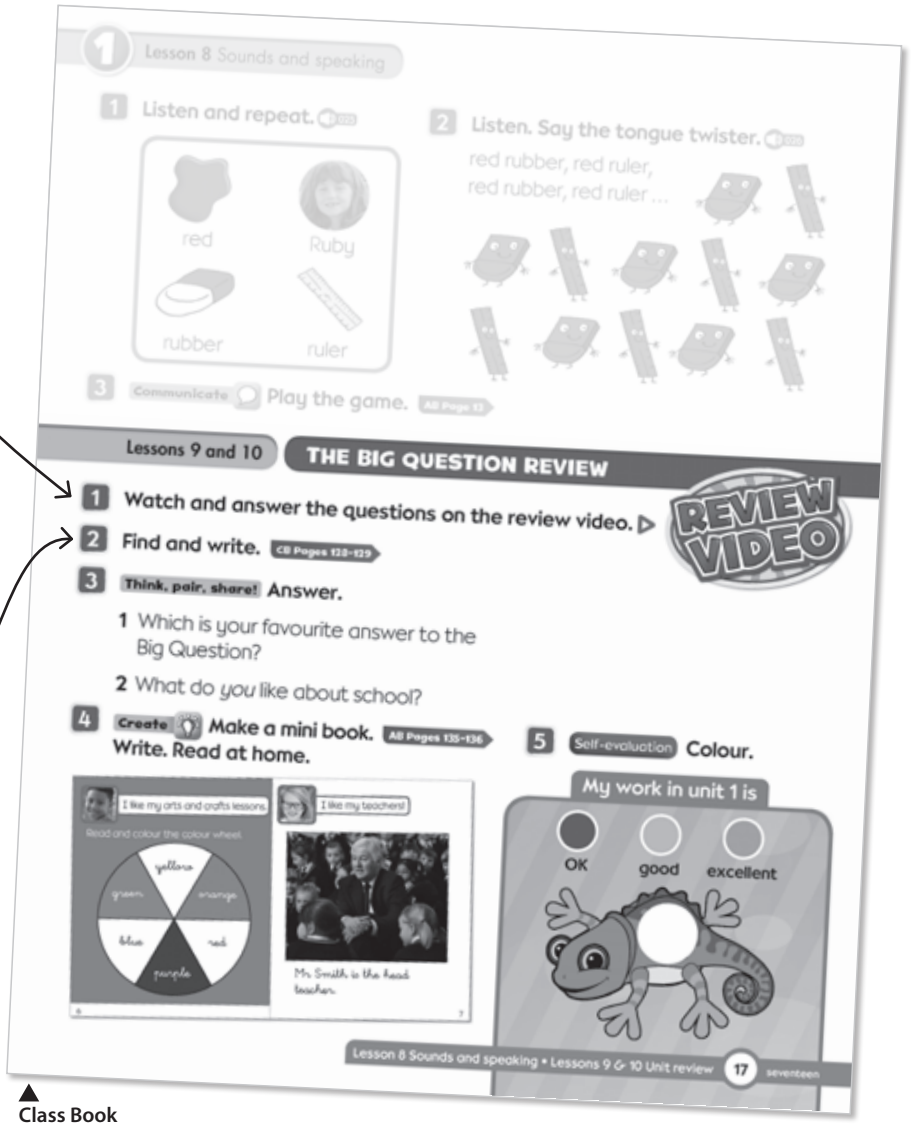
## Lessons 9 and 10 The Big Question Review

**Class Book and Activity Book**

Lessons 9 and 10 are the round-up lessons which review all the vocabulary and grammar from the unit through the interactive Big Question review video. The lesson also encourages reflection and discussion of the unit's Big Question, and provides an opportunity for the students to answer the question for themselves. Students are challenged to produce some of the vocabulary they have learned in the writing pages at the end of the Class Book, and in the personalized mini books they make. They also evaluate their own progress in this unit.

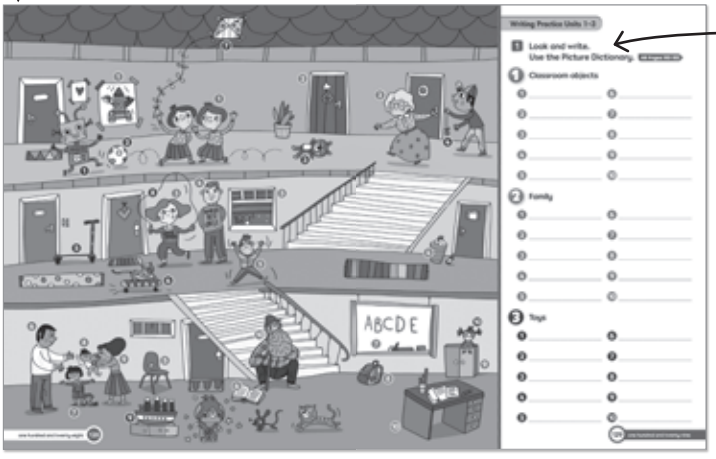
The Big Question review video is interactive. It reviews language from the unit.

There is a fun writing practice activity for the Lesson 2 vocabulary at the back of the book. See below.




Class Book

Class Book

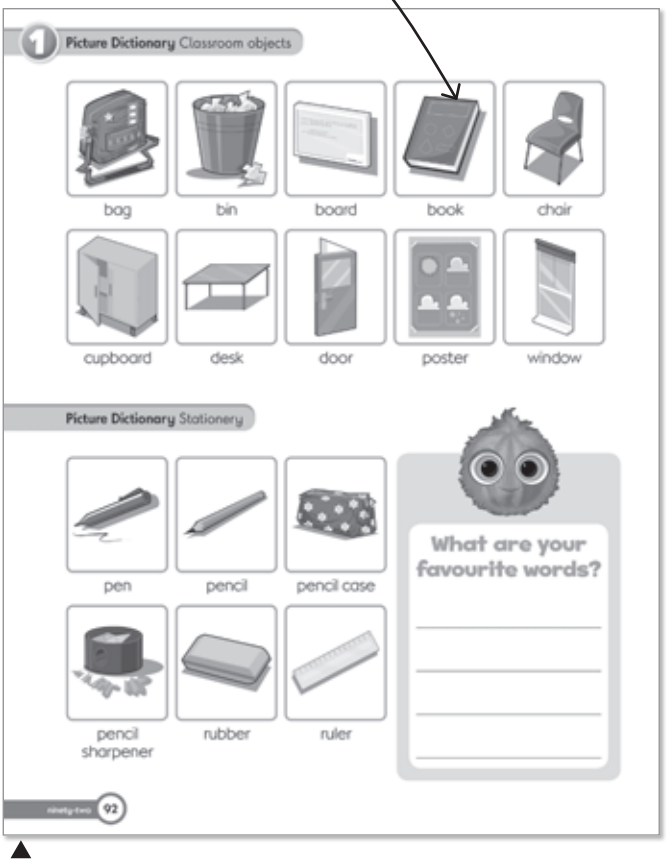



Students have to find and write ten vocabulary items which are numbered and colour-coded for each unit.



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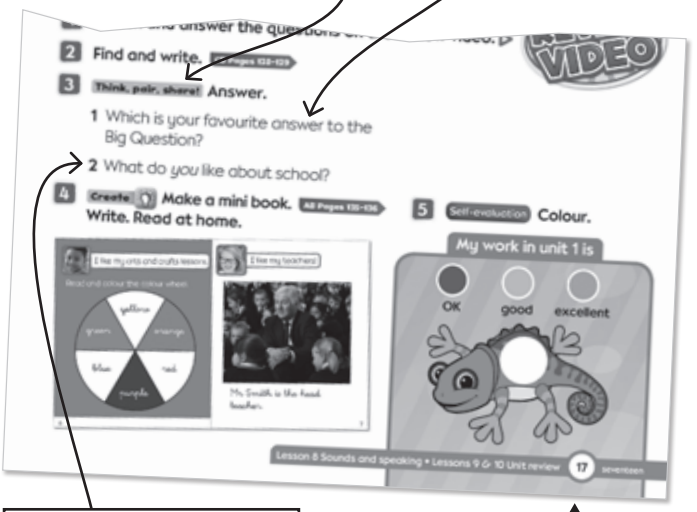
The Picture Dictionary develops skills of learning to learn. Students can refer to this for their writing practice.




Activity Book

This technique encourages students to bring their own opinions, ideas and experience to the lesson. It also helps to prepare them for the activity, gives them a purpose for speaking, and therefore maximizes their oral production.

Students remember the answers to the Big Question from the unit.




Class Book

Students answer the Big Question with their own ideas.

## Warm up

- Do the warm-up activity in the teaching notes.

## Video

- Play the Big Question review video, encouraging the students to join in as prompted by the video's teacher presenter.

## Class Book

- Tell the students to look at the picture on the Writing Practice pages, and find and write the words for this unit. Encourage them to use the Picture Dictionary in the Activity Book to help them.
- Then ask the students to look at the words at the bottom of the Picture Dictionary page, and write their favourite words for this unit in the space provided.
- Encourage the students to remember the five different answers to the Big Question in this unit. Find each one on the on-screen Class Book on the CPT and review them, or write the five answers on the board.
- Focus the students on the two questions in activity 3. Tell them to think about their own answers for a few minutes. Then organize the students into pairs and ask them to compare their ideas. Lastly, encourage the students to share their ideas and answers as a class.
- Ask the students to make their own answer post for the Big Question of this unit by drawing a picture to illustrate their answer and adding a profile picture of themselves. Help them to write their answer post in English. Make a Big Question poster with all their answer posts. Alternatively, use this as an opportunity for digital collaborative learning. Students can post their answers onto a school blog or share their answers through a blog with other schools. See the Digital collaborative learning section on page 17 of the Introduction.



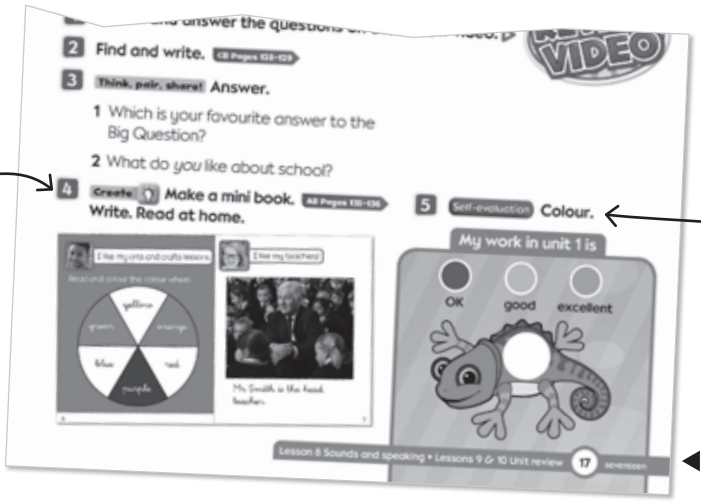
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## Lessons 9 and 10 The Big Question Review

## Class Book and Activity Book

Students make and personalize their mini book.



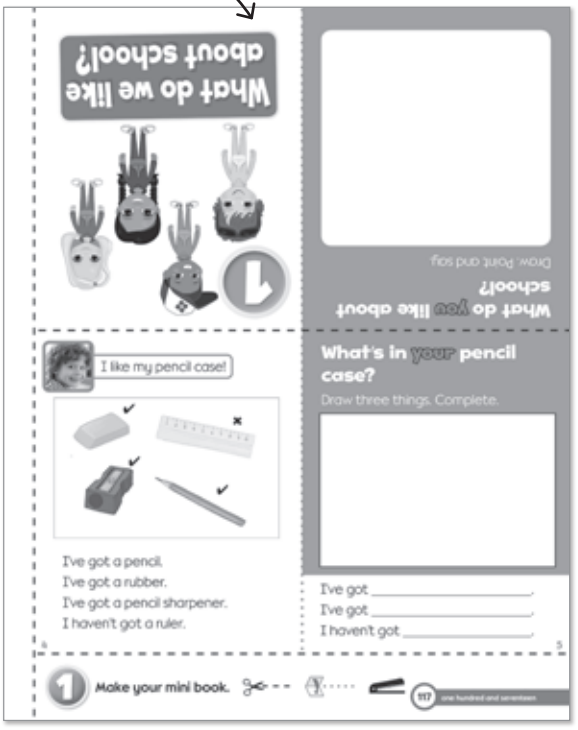

Students evaluate their progress in the unit.

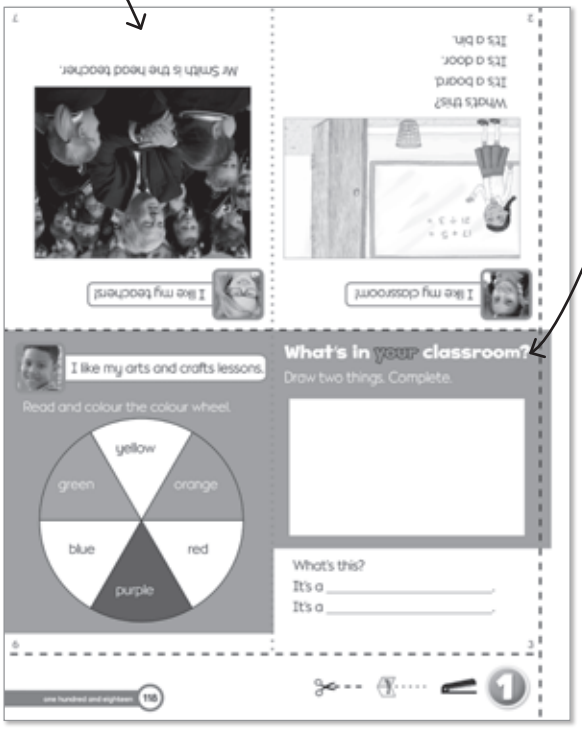
◀ Class Book

Consolidation and productive practice of the language from the unit

Reading the mini books to a parent or guardian forms a beneficial home–school link.

Students personalize the language they have learned.




◀ Activity Book

### Activity Book

- Students cut out, make and complete their mini books.
- Encourage students to take their mini books home to show and read to their parents or guardians.

### Class Book

- Students do the self-evaluation activity. They rate their work in the unit by colouring Norman according to the key.

*NB We suggest to split Lessons 9 and 10 as follows: activities 1–3 in Lesson 9 (review video and Big Question round-up), activities 4–5 in Lesson 10 (mini book and self-evaluation).*

### Tests

- At the end of a unit, students can do the unit test, as well as the end-of-term or end-of-year test, as appropriate. The tests are available as printable or editable documents, so the material can be adapted to suit individual students or classes.
- Use the evaluation grids and portfolio material to assess students' progress.

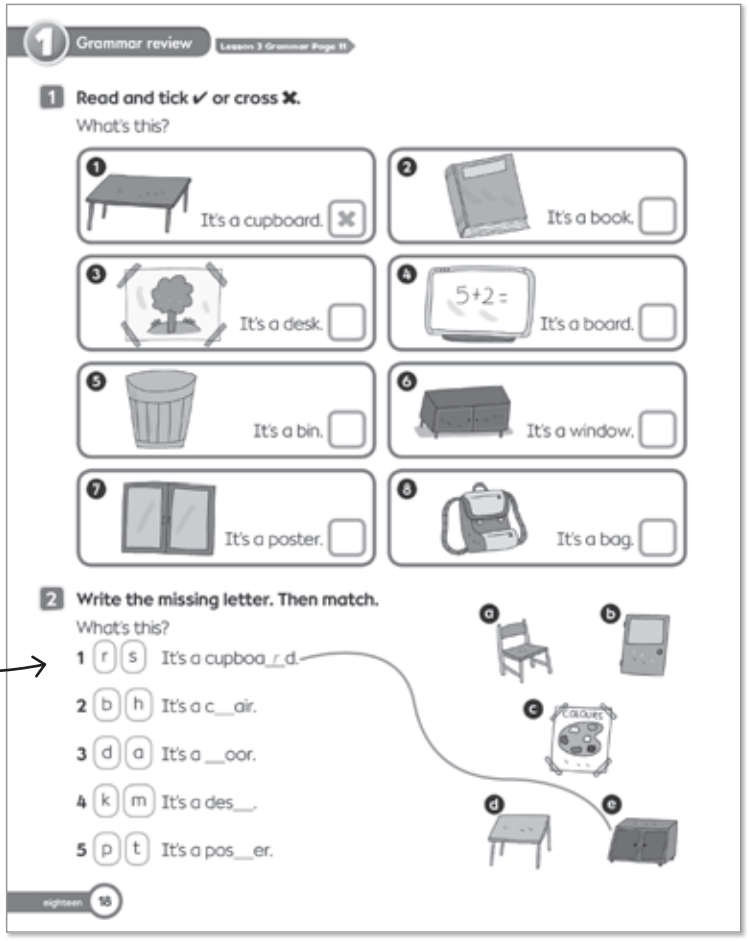


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# Tour of a unit

**Grammar review: Lesson 3** **Class Book**

This lesson consolidates the grammar and vocabulary from Lesson 3 in each unit. In this Grammar Review lesson, students check their ability to both understand and correctly use not only the new grammar and vocabulary learned in that unit, but also to review previously learned language, thus increasing their confidence and overall performance.




Students practise target language and review previous language through reading and writing activities.

## Warm up

- Review the grammar covered in this lesson using one of the games from the Ideas bank on pages 137–140.

## Class Book

- Students complete the activities individually.
- Allow students to compare answers when they have completed each activity, then check the answers as a whole class.
- Use this opportunity to correct any common errors that students continue to make and to offer explanations for students with remaining doubts. You can also check students' pronunciation by asking them to read the completed sentences aloud individually or as a group.
- Depending on the time remaining, you can extend the final activity by asking students to read out their sentences about themselves and have the other students say how different or similar they are to their own sentences.



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# Tour of a unit

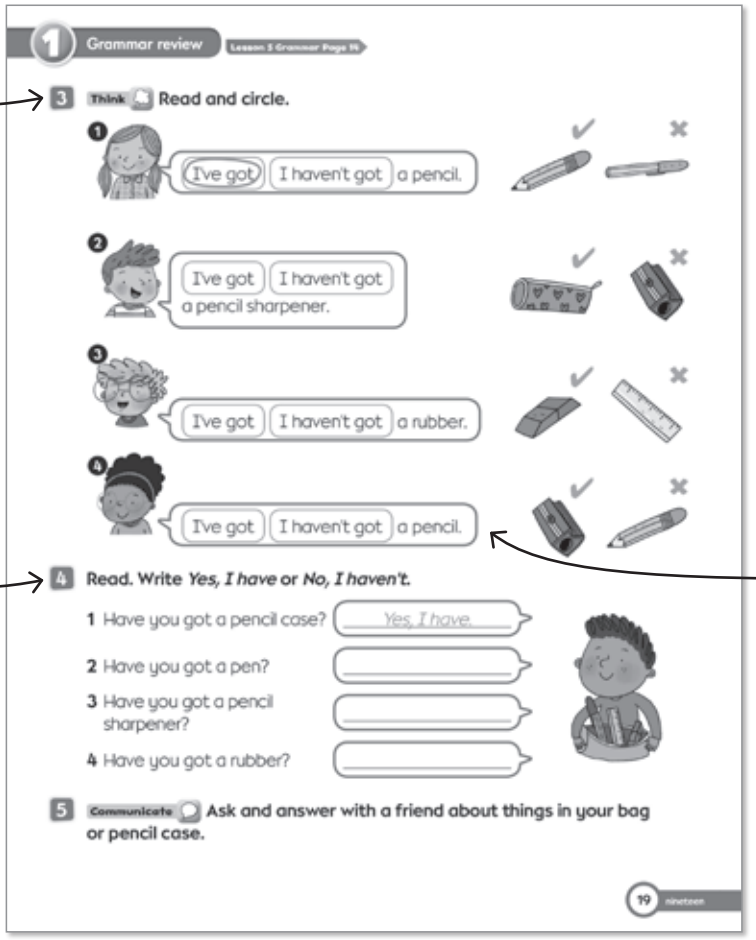
**Grammar review: Lesson 5** **Class Book**

This lesson consolidates grammar and vocabulary from Lesson 5 in each unit.

Students' ability to produce the target language is gradually tested with carefully structured activities.

In this activity, students are encouraged to develop critical thinking skills.

Students personalize the language they have learned.




## Warm up

- Review the grammar covered in this lesson using one of the games from the Ideas bank on pages 137–140.

## Class Book

- Students complete the activities individually.
- Monitor students as they are working and offer help as needed.
- Allow students to compare answers when they have completed each activity, then check the answers as a whole class.
- Use this opportunity to correct any common errors that students continue to make and to offer explanations for students with remaining doubts. You can also check students' pronunciation by asking them to read the completed sentences aloud individually or as a group.
- Depending on the time remaining, you may like to finish this section by repeating the game from the warm-up activity.



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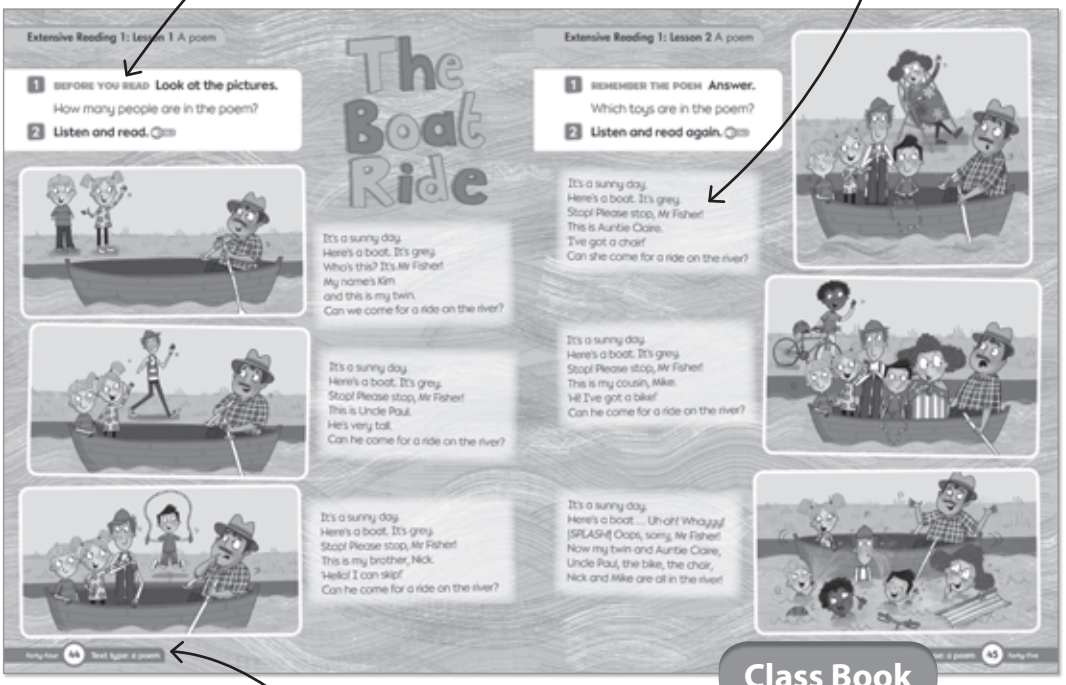
# Tour of other lessons

## Extensive Reading lessons

The Extensive Reading lessons encourage reading for pleasure, develop literacy skills and recycle language from previous units and levels of the course.

The pre-reading question generates interest and raises expectations for reading.

The reading text recycles vocabulary and grammar from Units 1–3.

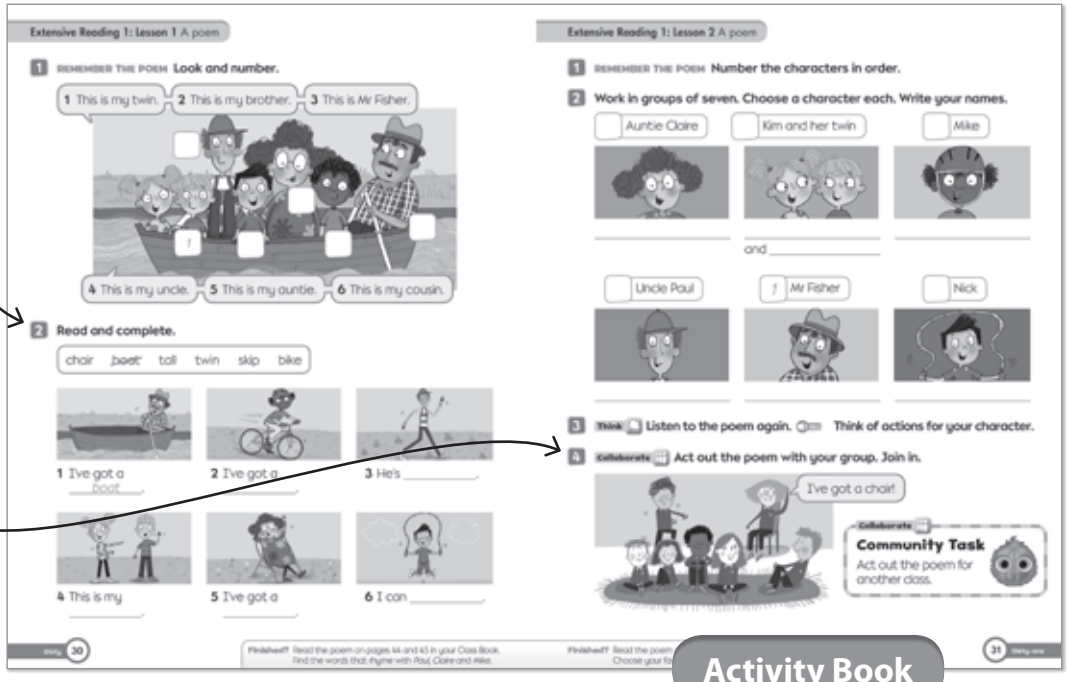



Class Book

Each Extensive Reading has a different genre.

Students practise language from the previous three units in the context of the text.

Students' collaboration and creativity is encouraged as they act out the text.




Activity Book



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# Tour of other lessons

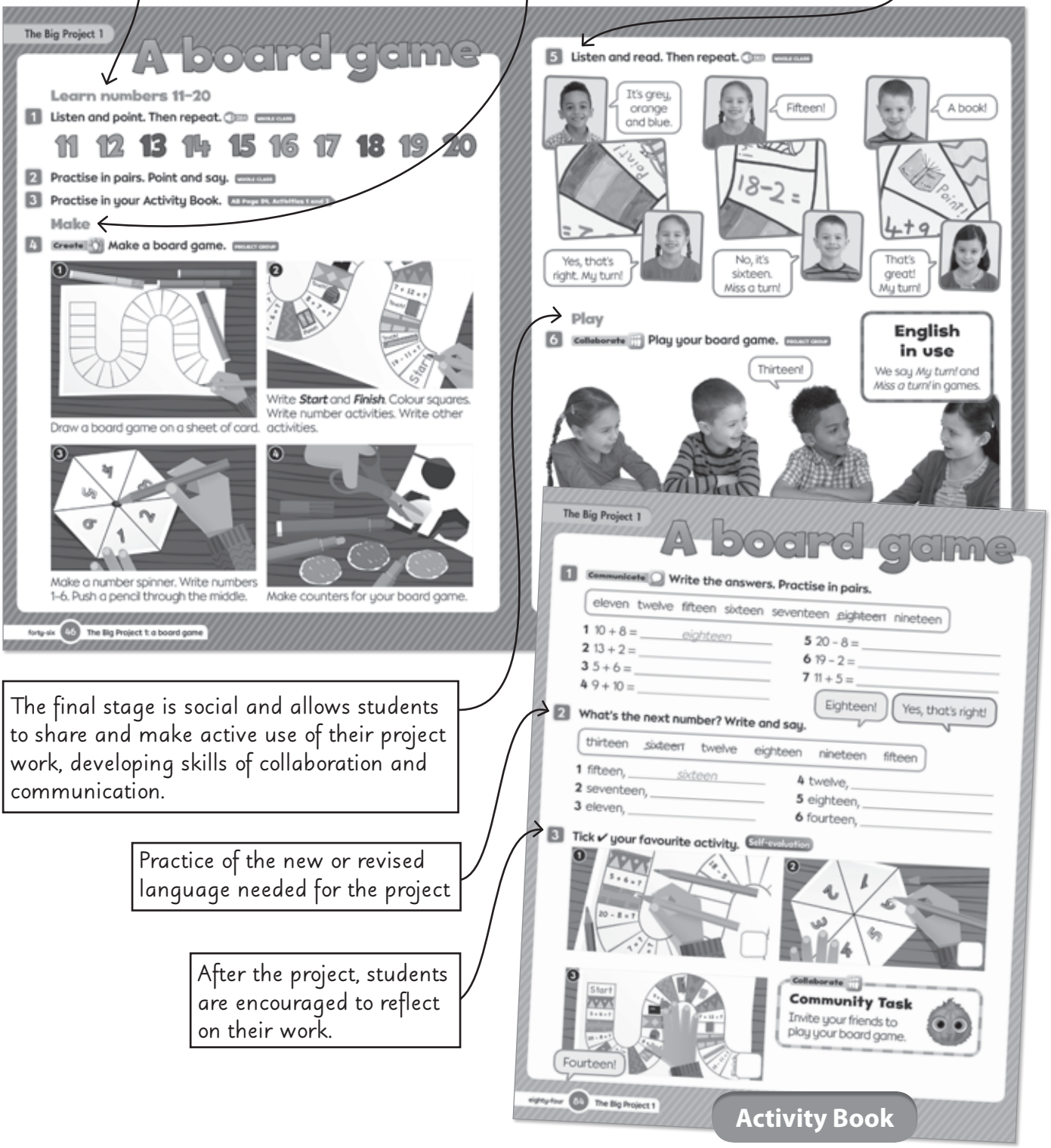
## Big Projects | Class Book

The Big Projects provide an opportunity for hands-on, student-centred learning and develop the 21st century skills of critical thinking, communication, collaboration and creativity. They also present and practise everyday language to ensure students are equipped linguistically for the productive stages.

In the first project stage students learn and practise new language, or review language they know, to help them in their project work.

The *Make* stage gives the students an opportunity to develop creative skills.

Presentation and practice of language the students will need to participate in the final project stage.




The final stage is social and allows students to share and make active use of their project work, developing skills of collaboration and communication.

Practice of the new or revised language needed for the project

After the project, students are encouraged to reflect on their work.



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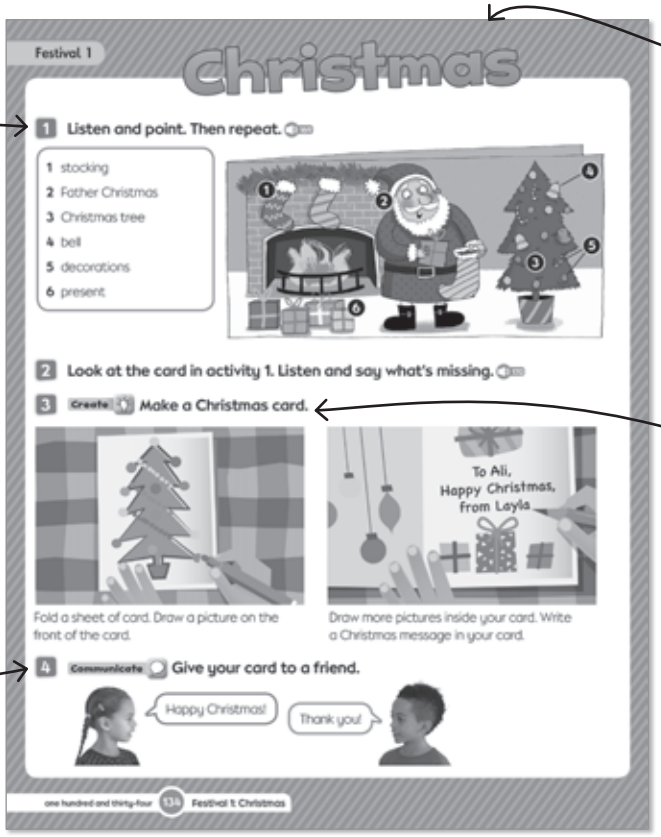
# Tour of other lessons

## Festival lessons | Class Book

The Festival lessons develop intercultural knowledge. Engaging with the content of these lessons helps students develop a stronger understanding of the culture behind the language they are learning. These lessons also present and practise vocabulary to support the festival themes and provide integrated skills practice.

High-frequency vocabulary related to the theme is presented.

The Festival lessons are to be used at the appropriate time of year.

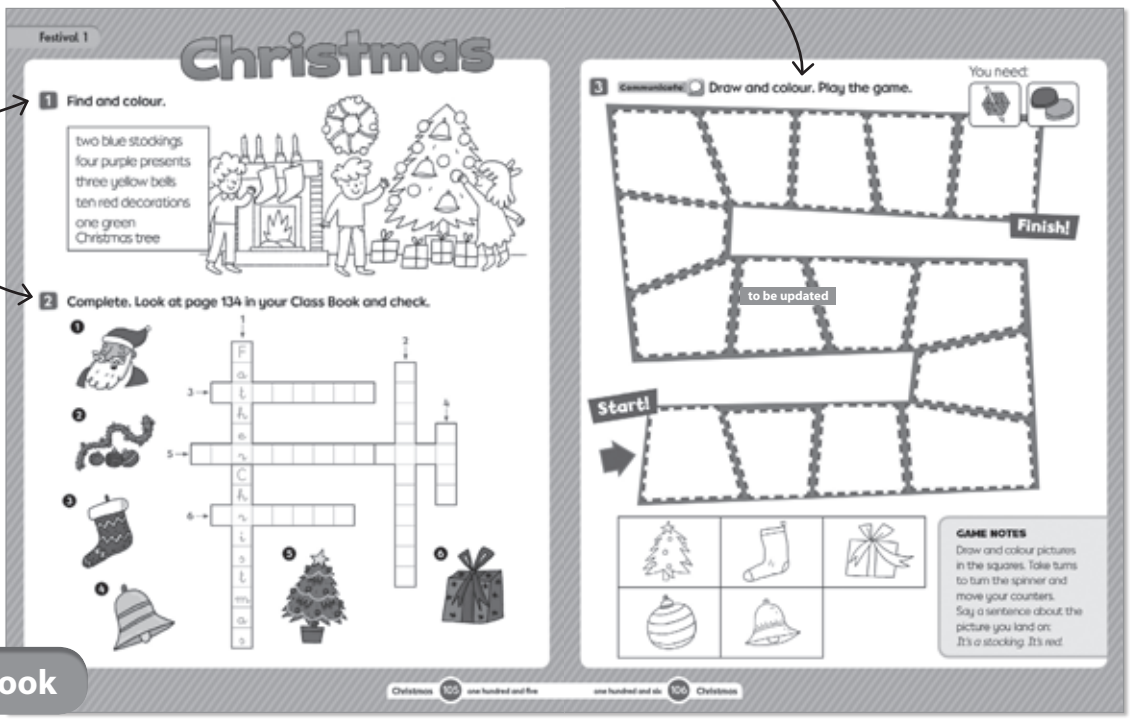



Students are encouraged to actively engage with the lesson content in these personalized tasks.

Students share and talk about what they have made.

Students activate their knowledge in a fun game, bringing a little cultural festivity into the classroom.

The festival vocabulary from the lesson is consolidated and practised.




## Activity Book



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# Tour of the Classroom Presentation Tool (CPT)

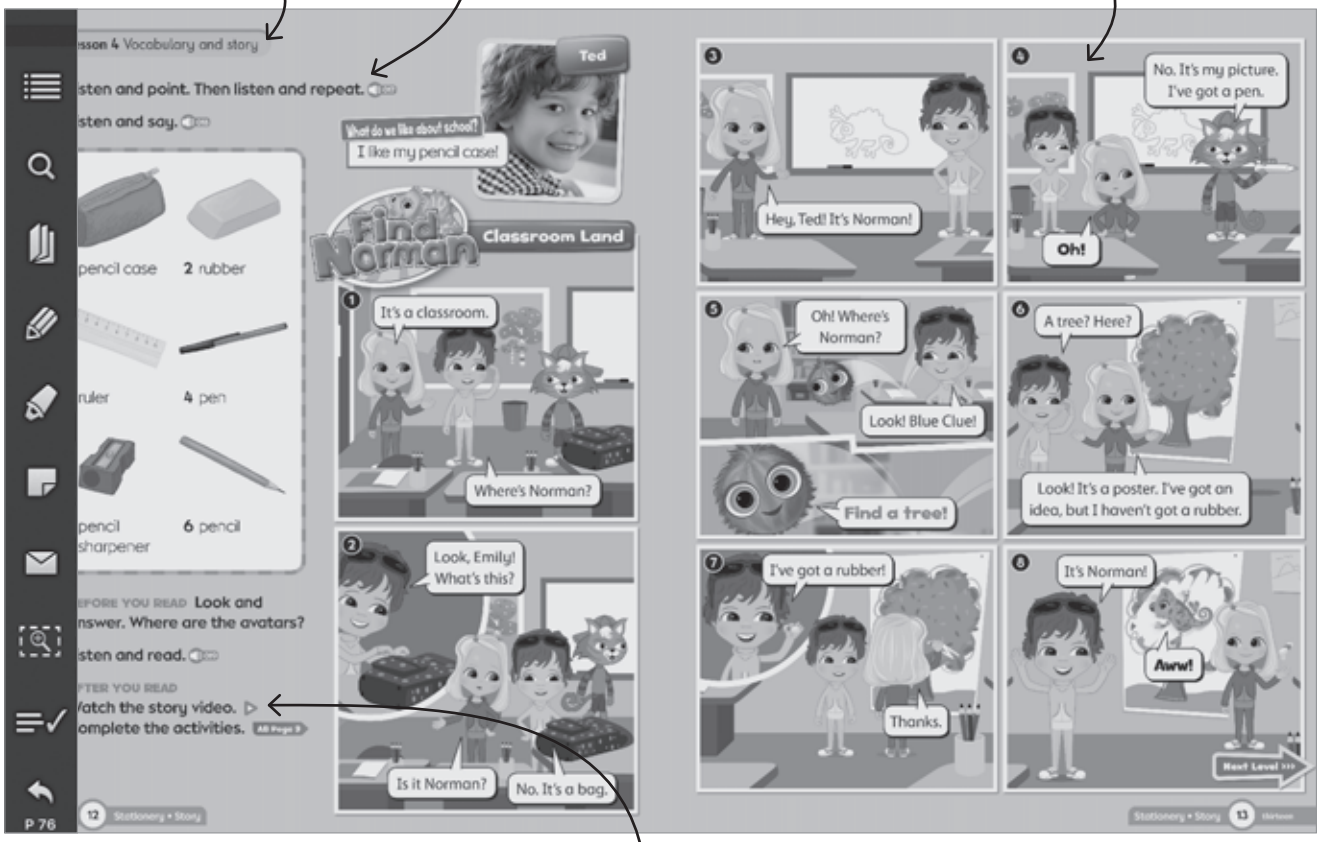
## CPT

The CPT digital component is for use in conjunction with the Class Book and Activity Book print materials. It is a valuable tool for effective classroom management, providing a clear focus in the classroom and strong visual support for students, as well as extra practice of new language through engaging digital games.

There are on-screen versions of both the Class Book and Activity Book on the CPT.

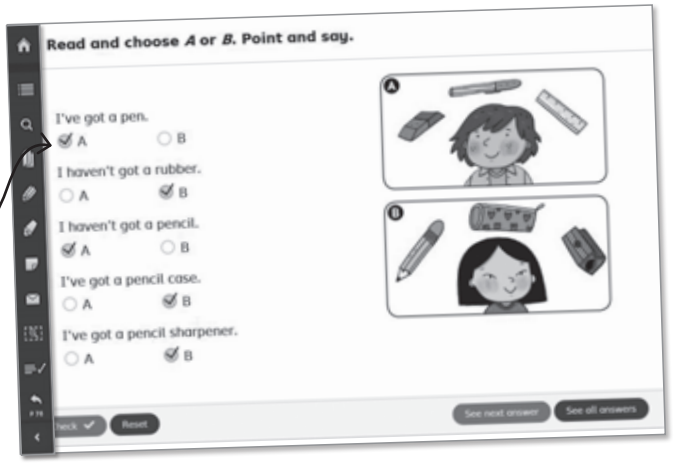
All audio recordings can be accessed via hotspots.

The unit story animation is found on the CPT.




There's a fun game and a flashcard activity to practise vocabulary.

The video material is also easily accessed.




The answers for the activities can be displayed.



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# S Starter What's Your name?

## Lesson 1
## Functional language and song

**Lesson Objectives**

Present language for introducing yourself and greeting people.

Learn a song about greeting people.

Practise introducing yourself and greeting people.

**Language**

New: *Hello! What's your name? My name's (Daniel). How are you? I'm fine, thank you.*

### Warm up

Greet the students as they come into the classroom. Say *Hello!* and encourage students to say *Hello!* to you in return.

Hand out blank sticky labels to the students. Ask them to write their names on the labels. Ask students to hold up their labels and say their names. Students can then wear their name tags.

Arrange the students in a circle. Hold up a soft ball or beanbag. Point to a student and say *Hello (student's name)*. Gently toss the ball or beanbag to the student. Encourage the student to greet another student and throw the ball or beanbag to them. Repeat until all students have had a chance to greet someone.

## Class Book page 4

### 1 Listen and point to the photos. 001

- Ask students to open their Class Books to page 4. Show the class the photos of the children and explain that these children are in every unit of *Oxford Thinkers* 1. Help students to read out the children's names.
- Play the recording and encourage students to point to the correct photos.

### Audio transcript

1 My name's Rosie.
2 My name's Chen.
3 My name's Priti.
4 My name's Finn.
5 My name's Zara.
6 My name's Leo.
7 My name's Emily.
8 My name's Ted.

### 2 Listen and point. Then listen and sing. 002

- Tell the students that they are going to listen to a song about the children in the photos. Play the song once, encouraging students to point to the children in the photos as they hear their names.
- Play the song again, and encourage students to join in as much as possible. You can play the song as many times as you like, as long as the students are enjoying themselves and trying to join in.

**TIP Cultural awareness and expression**

Expressing themselves through music helps students to develop cultural awareness and expression. You can divide the class into groups of four and encourage them to sing the first verse of the song and the chorus about themselves (using their own names). Students can then perform their version of the song for the class.

### 3 Listen and repeat. 003

- Play the recording once through for students to listen. Then play the recording again, pausing after each line for the students to repeat the questions and answers. Encourage students to repeat the questions and answers chorally first, then individually.

### 4 Ask and answer. Communication

- Ask a student to read out the first question (*What's your name?*). Answer using your own name. Then ask the second question (*How are you?*) to a student and encourage him / her to answer.
- Ask the questions to students around the class, then divide the class into pairs to practise asking and answering the questions. Invite pairs of students to ask and answer the questions for the rest of the class to observe.

## Activity Book page 2

### 1 REMEMBER THE SONG Read and number. Then listen and check. 002

- Play the song for students to listen and point to the photos in their Activity Books as each name is mentioned.
- Read out the first sentence and ask students to point to the correct photo. Show the students the example number 1 in the box for this photo. Students then read the rest of the sentences and number the photos.

**TIP** Students can look at the photos on page 4 of the Class Book to help them remember the children's names.

**ANSWERS**

**a** 5 **b** 2 **c** 7 **e** 8 **f** 4 **g** 3 **h** 6

### 2 Match the questions and answers. Then act out.

- Tell the students to draw lines to match the questions and answers. Then divide the class into pairs to practise acting out the conversations. Invite students to model the conversations for the class. Students can use their own names in the conversation.

**ANSWERS**

Hello! What's your name? – My name's Ella.
How are you? – I'm fine, thank you.



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# Lesson 2
# Vocabulary, functional language and chant

**Lesson Objectives**

Present and practise numbers 1–10.

Introduce the course characters Norman and Blue Clue.

Learn how to ask and answer about age.

**Language**

New: *one, two, three, four, five, six, seven, eight, nine, ten; How old are you? I'm (six).*

### Warm up 002

Play the song from Lesson 1 of the Starter Unit. Encourage students to join in as much as possible.

Ask students around the class *What's your name? / How are you?* and encourage them to answer.

## Class Book page 5

### 1 Listen and point to the numbers. Then listen and repeat. 004

- Play the recording and encourage students to point to the correct numbers. Play the recording again for students to repeat the numbers. Encourage students to repeat the numbers chorally first, then individually.

### 2 Match the pictures below with the children on page 4. Say the names.

- Ask students to look at the pictures in activity 3. Tell the class that these pictures are avatars for a computer game and they are the same children they met in Lesson 1. Ask students to say which child from Lesson 1 each avatar represents.

**ANSWERS**

**1** Emily (7) **2** Zara (5) **3** Leo (6) **4** Rosie (1)
**5** Priti (3) **6** Chen (2) **9** Finn (4) **10** Ted (8)

### 3 Listen and point at pictures 1–10. Then listen and say the chant. 005

- Point to pictures 7 and 8 in activity 3. Tell the class that these characters appear in *Oxford Thinkers* 1. Their names are Norman (picture 7) and Blue Clue (picture 8).
- Tell the students that they are going to listen to a chant about the characters in the pictures.

### 4 Listen and repeat. 006

### 5 Ask and answer. Communication

- Ask the question to students around the class and encourage them to answer using their own ages.
- Divide the class into pairs to practise asking and answering the question.

### 6 Complete the activities. AB page 4

## Activity Book page 3

### 1 Look and write the number word. Point and say.

- Students count the objects in each set of pictures and write the correct numbers in their books. Check answers by pointing to each set of pictures and asking students to say the numbers.

**ANSWERS**

**b** five **c** seven **d** two **e** four **f** eight **g** ten
**h** one **i** nine **j** six

**TIP Mixed-ability teaching**

- Support less confident students by providing extra practise in writing number words. Write number words on the board and invite students to come to the board and write the matching numbers. Then write numbers on the board and invite students to come to the board and write the matching words.
- Stretch more confident students by asking them to write the numbers and the number words under the sets of pictures in activity 1.

### 2 Complete. Then act out.

- Students count the candles and write the number words. They then act out the conversations in pairs.

**ANSWERS**

**2** I'm six. **3** I'm four.

## Activity Book page 4

### 1 Read and draw the candles on the cakes.

**ANSWERS**

**2** five candles **3** one candle **4** nine candles
**5** seven candles

### 2 Count the candles. Write *Yes* or *No*. Listen, check and repeat. 007

**ANSWERS**

**2** No **3** No **4** Yes

**Audio transcript**

**1** **A** Are you seven?
**B** Yes, I am.
**2** **A** Are you seven?
**B** No, we aren't.
**3** **A** Are you seven?
**B** No, I'm not.
**4** **A** Are you seven?
**B** Yes, we are.

### 3 Look, read and circle the correct answer.

**ANSWERS**

**2** Yes, she is. **3** No, he isn't. **4** Yes, they are.



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# Lesson 3
# Vocabulary and story

**Lesson Objectives**

Present and practise colours.

Develop listening, speaking and reading skills.

Check and consolidate understanding of the Colour Land story.

**Language**

New: *red, blue, green, yellow, pink, purple, orange, white, brown, black; Where's Norman? I don't know, Here's Norman.*

Review: *Hello!, My name's (Norman)., numbers 1–10*

### Warm up 005

Play the chant from Lesson 2 again using the audio download or the CPT. Encourage the students to join in.

Play a game of *Bingo!* from the Ideas bank using numbers 1–10. Call out numbers at random for this version.

## Class Book pages 6–7

### 1 Which colours do you know? Critical Thinking

- Ask students if they know any English words for colours. Ask students to point to items in the classroom (which are the colours they know) and say the colour words.

**ANSWERS**

Students' own answers

### 2 Listen and point. Then listen and repeat. 008

- Play the recording for the students to listen and point. Then play the recording again, pausing after each word for the students to repeat the colours.

### 3 Listen and say the colour. 009

**Audio transcript**

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

**ANSWERS**

Number 3 – green; Number 10 – black; Number 6 – purple; Number 2 – blue; Number 4 – yellow; Number 9 – brown; Number 5 – pink; Number 8 – white; Number 7 – orange; Number 1 – red

### 4 BEFORE YOU READ Look and answer. Which children are in the story?

- Ask the students to look at the pictures in the story and name the children they can see.

**ANSWERS**

Chen, Finn, Emily, Zara, Priti, Ted, Leo and Rosie

### 5 Listen and read. 010

- Play the story recording using the audio download or on the CPT for the students to listen and read.

### 6 AFTER YOU READ Watch the story video. Complete the activities.

- Direct students to the activities in the Activity Book.

**TIP** Before the students watch the story video, tell them to watch and listen carefully. You can also ask them to try to remember what colour things are in the story while they are watching. This will give them a purpose for watching and also help them with the follow-up activities in the Activity Book.

## Activity Book page 5

### 1 Read and colour.

**ANSWERS**

Students colour the areas according to the labels.

### 2 REMEMBER THE STORY What colour are these things in the story? Colour and say.

**ANSWERS**

1 green 2 blue 3 yellow 4 red and white / green and brown

### 3 What has seven colours in the story? Tick ✓. Say the colours.

**ANSWERS**

the rainbow, picture 3

Red, orange, yellow, green, (light / dark) blue, purple

**TIP Mathematical ability**

Help students to practise their maths skills by asking them to tell the class which colour each number represents in their pictures.



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# 1 What do we like about school?

## Lesson 1
## The Big Question

**Lesson Objectives**

Introduce the unit and the Big Question: What do we like about school?

Activate knowledge and preview lessons from the unit.

Review language from previous units.

**Language**

Review: present simple *(I / we)*

### Warm up 002

Play the song from the Starter Unit Lesson 1 via the audio download or the CPT, encouraging the students to join in. Then play the song again and ask individual students to sing the lines in the verses with their own names instead of the character names.

### Class Book pages 8–9

**1 Look at the pictures with your teacher. Answer. What can you see?**

- Talk about the pictures on pages 8–9. Encourage the students to tell you the names of all the things they can see.

SUGGESTED ANSWERS

a playground or children at school, a classroom, a pencil case, paintbrush and paints, a music lesson, etc.

**TIP** Use the Big Picture to lead into the Big Question video. Ask the students to look at the Big Picture and tell you their thoughts and ideas about what they see. Encourage them to use English where possible. If they use their own language, reformulate their ideas back to them in English. If you like, prompt them by asking questions, e.g. *Where do you think these children are? What are they doing? Are they happy? Why?* Encourage them to use their imagination, e.g. *What are their names? Which children are friends?* You could also ask them some personalized questions, e.g. *Can you climb?*

**2 Watch the Big Question video. Do you like Ruby's playground?**

**Video transcript**

See page 146.

ANSWERS

Students' own answers

**TIP Social and civic awareness**

Ask the students to think about the playground games in the film and how everyone plays nicely together. Encourage them to consider how playing in the playground can be fun if everyone co-operates and takes turns.

**3 Watch the Big Question video again. What's pink and purple?**

ANSWERS

the scooter

**TIP** Ask the students to join in saying the numbers when the narrator in the star post film counts, to encourage participation and maximize engagement with the video content.

### Activity Book page 6

**1 Listen and colour. 011**

**Audio transcript**

Number 1 is blue.
Number 2 is orange.
Number 3 is white.
Number 4 is red.
Number 5 is brown.
Number 6 is green.
Number 7 is yellow.
Number 8 is purple.
Number 9 is pink.
Number 10 is black.

**2 Find and write. Point and say.**

ANSWERS

**b** eight **c** ten **d** seven **e** two **f** four

## Lesson 2
## Vocabulary and song

**Lesson Objectives**

Present and practise classroom objects vocabulary.

Develop listening, speaking and word-level reading and writing skills.

Develop critical-thinking skills.

**Language**

New: *window, poster, board, door, cupboard, desk, bin, chair, bag, book*

### Warm up

Play *Bingo!* from the Ideas bank to review numbers 1–10.

### Class Book page 10

**1 Listen and point. Then listen and repeat. 012**

- Play the recording for the students to listen and point to the correct items in the picture. Then play the recording again for the students to repeat the words, first chorally, then individually.



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### 2 Listen and point. Then listen and sing. 013

- Play the song for the students to listen and point to the correct objects in the picture. Then play the song again and encourage the students to join in as much as possible.

### 3 Say what's in your classroom. Critical Thinking

ANSWERS

Students' own answers

**TIP Mixed-ability teaching**

- Support less confident students by asking them to listen to a word which a more confident student says, then go and find the object in the classroom, point to it and repeat the word they heard.
- Stretch more confident students by asking them to say not only the classroom object, but what colour it is, e.g. *A door. It's brown.* or *A brown door.*

### 4 Put on the stickers.

- Tell the students that one of the Activity Book activities involves putting on stickers. They will find the stickers at the back of their Activity Books.

## Activity Book page 7

### 1 Read, find and number. Point and say.

ANSWERS

**1** window **2** bin **3** desk **4** poster **5** bag **6** door **7** chair **8** cupboard **10** book

**TIP** Puzzle activities encourage students to develop skills of concentration and deduction, which are vital in developing problem-solving skills.

### 2 Look and put on the stickers. Write. Point and say.

ANSWERS

**2** poster **3** bag **4** bin **5** chair **6** door **7** cupboard **8** desk **9** book **10** board

# Lesson 3
# Grammar

| Lesson Objectives |
|---|
| Present and practise asking and answering questions to identify objects. |
| Develop listening, speaking, reading and writing skills. |
| Develop critical-thinking and communication skills. |

| Language |
|---|
| New: *What's this? It's (a bag).* |
| Review: *window, poster, board, door, cupboard, desk, bin, chair, bag, book* |

### Warm up

Review the classroom objects vocabulary from the previous lesson. Play *What's missing?* from the Ideas bank using the Unit 1 classroom objects flashcards from the Classroom Resource Pack.

## Class Book page 11

### 1 Listen. Then repeat. 014

- Play the recording for the students to listen and follow the dialogue in their Class Book. Then play it again, pausing after each line for the students to listen and repeat.

### 2 Act out. Collaboration

**TIP Mixed-ability teaching**

- Support less confident students by dividing them into a Blue Clue group and a Norman group. Play 014 again and firstly just encourage the groups to physically act out the cartoon in turn without speaking. You can lead them by doing appropriate actions for each part. Then play the recording again and this time ask the groups to do the actions and join in speaking with the audio in turn.
- Stretch more confident students by organizing them into pairs to act out the cartoon independently (while you work with other students). Encourage them to think about their own appropriate actions. Stretch them further by suggesting they substitute the bin in the cartoon for another classroom item. Students can then act out their new cartoon for the rest of the class.

### 3 Look and guess. Then join the dots. Critical Thinking

ANSWERS

**1** a desk **2** a chair **3** a cupboard **4** a bag

**TIP Developing critical thinking**

Before the students join the dots, encourage them to look at the numbers and dots and think about which classroom objects the dots might form. Making predictions and forming expectations prior to doing a task encourages a positive attitude towards problem solving. Don't tell them if their ideas are correct before they join the dots, but when they have finished the pencil activity, discuss with them which of the objects they guessed correctly and what helped them guess.

### 4 Listen and point. 015 Critical Thinking

- Play the recording for the students to listen and point to the correct pictures in activity 3.

### Audio transcript

**A** What's this?
**B** It's a cupboard.

**A** What's this?
**B** It's a desk.

**A** What's this?
**B** It's a bag.

**A** What's this?
**B** It's a chair.



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**5 Ask and answer.** Communication

**TIP Mixed-ability teaching**

- Support less confident students by displaying the on-screen version of Class Book page 11 on the CPT. Invite individual students to come to the board, point to one of the join-the-dots images and ask the group what it is. The rest of the group should put up their hands to answer. Repeat with different students coming up to the board.
- Stretch more confident students by organizing them into pairs to do the Communicate activity independently (while you work with other students). Encourage them to then play a game by taking it in turns to draw just part of one of the classroom objects they have learned, and guessing what it is.

## Activity Book page 8

**1 Listen and circle.** 016

**Audio transcript**

1 **A** What's this?
**B** It's a door.
2 **A** What's this?
**B** It's a bin.
3 **A** What's this?
**B** It's a board.
4 **A** What's this?
**B** It's a cupboard.
5 **A** What's this?
**B** It's a chair.
6 **A** What's this?
**B** It's a poster.

ANSWERS
2 b 3 b 4 b 5 a 6 a

**2 Colour and write. Point and say.**

- Students colour in the shapes in the puzzles which contain dots to reveal an object.

ANSWERS
1 window 2 poster 3 bin 4 book

## Grammar Review Class Book page 18

**1 Read and tick ✓ or cross ✗.**

ANSWERS
2 It's a book. ✓
3 It's a desk. ✗
4 It's a board. ✓
5 It's a bin. ✓
6 It's a window. ✗
7 It's a poster. ✗
8 It's a bag. ✓

**2 Write the missing letter. Then match.**

ANSWERS
2 h – match to picture a
3 d – match to picture b
4 k – match to picture d
5 t – match to picture c

# Lesson 4
# Vocabulary and story

**Lesson Objectives**

Present and practise stationery items vocabulary.
Develop listening, speaking and reading skills.
Check and consolidate understanding of the Classroom Land story.

**Language**

New: *pencil case, rubber, ruler, pen, pencil sharpener, pencil*
Review: *What's this? It's (a bag).*

**Warm up** 013

Play the song from Lesson 2 again using the audio download or the CPT, encouraging the students to join in. If you like, choose a song activity from the Ideas bank.

## Class Book pages 12–13

**1 Listen and point. Then listen and repeat.** 017

- Play the recording for the students to listen and point to the correct pictures. Then play the recording again for the students to repeat the words, first chorally, then individually.

**2 Listen and say.** 018

**Audio transcript**

It's green.
It's blue.
It's purple.
It's red and black.
It's yellow.
It's pink.

ANSWERS
pencil, pencil case, pencil sharpener, pen, ruler, rubber

**3 BEFORE YOU READ Look and answer. Where are the avatars?**

ANSWER
In a classroom / In Classroom Land

**4 Listen and read** 019

- Play the story recording using the audio download or on the CPT for the students to listen and follow the story in their books.

**5 AFTER YOU READ Watch the story video. Complete the activities.**

**TIP** Before the students watch the story video, tell them to watch and listen carefully because they will be asked some more detailed questions in the Activity Book afterwards. Ask them to remember the people and the things in the story while they are watching. This will give them a purpose for watching and also help them with the follow-up activities in the Activity Book.



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## Activity Book page 9

### 1 Read and colour. Point and say.

ANSWERS
1 red 2 purple 3 green 4 yellow 5 blue
6 orange

### 2 REMEMBER THE STORY Circle the people and things in the story. Point and say.

- Tell students that not all of the people and things in the pictures are in the story. They should think about the Classroom Land story and circle the people and things which they remember from the story.

ANSWERS
People in the story: 2, 4
Things in the story: 5, 8

### 3 Where's Norman in the story? Tick ✓ and say.

ANSWER
2 ✓

# Lesson 5
# Grammar

**Lesson Objectives**

Present and practise talking about possession and lack of possession.

Practise stationery items vocabulary.

Develop listening, speaking, reading, writing and communication skills.

**Language**

New: *I've got (a pen). I haven't got (a ruler). Have you got (a rubber)? Yes, I have. No, I haven't.*

Review: *pencil case, rubber, ruler, pen, pencil sharpener, pencil*

### Warm up

Review the stationery items vocabulary from the previous lesson. Play *Pass the flashcards* from the Ideas bank with the stationery items flashcards from the Classroom Resource Pack.

**TIP Student teachers!**

When you have played a game on the Classroom Presentation Tool with the students once, you can ask individual students to take your role as teacher to lead the same game on subsequent occasions in order to help them develop confident use of digital technology.

## Class Book page 14

### 1 Listen and say the chant. 020

- Play the chant using the audio download or on the CPT for the students to listen. Then play the chant again, pausing after each line for the students to repeat. Play the chant all the way through again and encourage the students to join in as much as possible.

### 2 Listen, find and tick ✓ or cross ✗. 021

**Audio transcript**
I've got a pencil sharpener.
I've got a pen.
I haven't got a ruler.
I haven't got a rubber.
I've got a pencil case.
I've got a pencil.

ANSWERS
✓ pen, pencil case, pencil
✗ ruler, rubber

### 3 Listen and repeat. 022

- Play the recording using the audio download or on the CPT for the students to listen and repeat.

### 4 Play the guessing game. Communication

**TIP Mixed-ability teaching**

- Support less confident students by playing the guessing game with them. Hide a stationery item or a flashcard of a stationery item behind your back. Encourage the students to take turns to guess what you've got by saying the names of stationery items. Answer them each time as shown in the Class Book. Once the students have had plenty of aural practice of the grammar, encourage one of them to take your role. Repeat with different students.
- Stretch more confident students by asking them to play the game independently in pairs or small groups. Stretch them further by suggesting they guess not only the stationery items, but the colour, e.g. *Pencil! Yes, I've got a pencil. What colour? Blue! No! Red! Yes!* etc.

## Activity Book page 10

### 1 Read and write *A* or *B*. Point and say.

ANSWERS
2 B 3 A 4 B 5 B

### 2 Complete the questions. Then read and match.

ANSWERS
1 Have you got a pencil case? No, I haven't.
2 Have you got a rubber? Yes, I have.
3 Have you got a pencil? No, I haven't.
4 Have you got a ruler? Yes, I have.
5 Have you got a pen? Yes, I have.

## Grammar Review Class Book page 19

### 3 Read and circle. Critical Thinking

ANSWERS
3 I've got
4 I haven't got

### 4 Read. Write *Yes, I have* or *No, I haven't.*

ANSWERS
2 No, I haven't.
3 No, I haven't.
4 Yes, I have.



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**5 Ask and answer with a friend about things in your bags or pencil cases.** Communication

ANSWERS
Students' own answers

# Lesson 6
# Cross-curricular

**Lesson Objectives**

Learn about primary and secondary colours in English.

Review and practise colour vocabulary.

Develop listening, speaking, reading and writing skills.

Develop critical-thinking skills.

**Language**

New: *a colour wheel*

Review: *blue, red, yellow, orange, green, purple, grey, pink, brown*

### Warm up

Review the Starter Unit colour vocabulary and the classroom objects and stationery items from this unit by playing *I spy colours!* from the Ideas bank.

## Class Book page 15

**1 Listen and point. Then listen and repeat.** 023

### Audio transcript

1 Look! Blue, red and yellow.
2 Red and yellow make orange. Red and yellow … Orange!
3 Blue and yellow make green. Blue and yellow … Green!
4 Red and blue make purple. Red and blue … Purple!

**2 Look and colour.**

ANSWERS
1 blue 2 red 3 blue

**3 Complete the colour wheel.**

- Tell the students to look at the colours on each side of the blank segments in the colour wheel. Ask them what each of the missing secondary colours are (they are the blend of the colours either side).
- Tell the students to complete the wheel by colouring.

ANSWERS
Colour wheel from the top: yellow, orange, red, purple, blue, green

**CROSS-CURRICULAR NOTE The colour wheel**

- A full colour wheel shows primary, secondary and tertiary colours. If you mix a primary colour with the secondary colour next to it on the colour wheel, this will make a tertiary colour. If you mix the primary colour blue with the secondary colour green, for example, the tertiary colour will be turquoise.
- Artists use the warm colours of the colour wheel (from red through orange to yellow) for things they want to come forwards or towards us in a painting. They use the cool colours (from violet or purple through blue to green) to make things seem more distant in a painting.

**4 What's your favourite colour in the wheel?** Critical Thinking

**TIP** Extend this activity to a class survey to find out the most popular colours in the class. Tell the students to raise their hands if their favourite colour is blue, for example. Then ask all the students whose hands are not raised to count with you as far as they can. Repeat with other colours. Keep a tally on the board so you can find the most and least popular colours in the class.

**TIP Imagination and expression**

Making things is a great way for students to express their ideas. It stimulates their imagination and sense of creativity. You could ask the students to make and paint a colour wheel, so that they can physically mix their own secondary colours.

## Activity Book page 11

**1 Read and colour. Then write.**

ANSWERS
1 green 2 orange 3 purple

**2 Follow, colour and circle.** Critical Thinking

ANSWERS
1 pink 2 brown 3 grey

**TIP Curriculum link**

If the students are learning art in their own language at school, encourage them to tell their art teacher what the names of primary and secondary colours are in English. If they make a colour wheel in your English class, you can also suggest that they take it to their art class.



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# Lesson 7
# Literacy and culture

**Lesson Objectives**

Develop literacy skills and familiarize students with a poster text.

Raise awareness of culture in the UK.

Raise awareness of the importance of being polite.

**Language**

New (passive): *Mr, Mrs, head teacher, art and craft, music, PE teacher*

Review: *school, is*

### Warm up

Play *Word match* from the Ideas bank with the classroom objects and / or stationery items flashcards and wordcards from this unit.

## Class Book page 16

### 1 BEFORE YOU READ Look at the photos.

- 1 Where are the people?
- 2 Who are the people?

**ANSWERS**

**1** at a UK school **2** teachers and school children

### 2 Listen and read the poster. 024 Then answer your teacher's questions.

- Play the recording. Then ask the students questions to check their understanding, e.g.
  1 *How many teachers are there?* (four)
  2 *Is the teacher in picture 3 the music teacher?* (Yes.)
  3 *Is the teacher in picture 2 the PE teacher?* (No, she's the arts and crafts teacher.)
  4 *Is the teacher in picture 4 the head teacher?* (No, she's the PE teacher.)

**TIP** Ask the students if they know why some of the teachers are called *Mr* and some are called *Mrs*. Encourage them to guess or try to work it out by looking at the photos.

**CULTURE NOTE** **Personal titles**

In the UK we use *Mr* for men and *Mrs* for married women. *Miss* is used for unmarried women. We also use *Ms*, which doesn't specify if a woman is married or not. We use these titles with surnames (or family names), not first names.

**BIG VALUES!** Focus the students on the Big Values! feature. Tell them what it says and use the picture as an example of being polite, i.e. greeting your teachers when you see them at school. Ask them if they can think of other ways they can be polite at school, e.g. remembering to say please and thank you, listening and not speaking when other people are speaking, putting their hand up to ask a question, etc. You might like to make a chart with these different ways of being polite and the names of all the students in the class. When you witness a student being polite in one of these ways, reward them by (e.g.) sticking or drawing a star next to their name.

### 3 AFTER YOU READ Complete the activities.

- Students complete the activities on page 12 of the Activity Book.

## Activity Book page 12

### 1 Read and circle. Write.

**ANSWERS**

**2** Mrs **3** Mr **4** Mrs

### 2 Complete the poster. Draw, circle and write.

Creativity

**ANSWERS**

Students' own answers

**COMMUNITY TASK** Collaboration Students can make a poster showing all the teachers in the school, or they can make a poster showing all the students in their class and their favourite teachers. They can each contribute to the poster by adding photos / pictures of themselves and writing their names, or by each choosing one particular teacher to write about.

**TIP** **Digital poster**

Students could use a computer to make the class poster. They could take photographs of the teachers at the school and of each other with a mobile phone or digital camera and use these to illustrate the poster. They can also use different fonts and text styles to make their posters attractive. In this way, you can help them develop their skills and confidence in using ICT.

**DIGITAL COLLABORATIVE LEARNING** A sense of audience greatly increases learners' motivation to write. Digital collaborative learning is a means to gain a genuine audience. Extend activity 2 and the Community Task by setting up a real class blog and asking the students to upload photos of themselves and their favourite teachers to it, and to caption the photos with their names / their teachers' names, and the subjects the teachers teach. Link together more than one class blog in the school for a wider audience. See the Digital collaborative learning section on page 17 of the Introduction.



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# Lesson 8
# Sounds and speaking

**Lesson Objectives**

Present and practise the pronunciation of the sound /r/.

Develop speaking and communication skills.

Review and practise classroom objects and stationery items vocabulary.

**Language**

Review: *red, rubber, ruler, pencil sharpener, bag, chair, pencil, bin, desk, pencil case*

### Warm up

Review the grammar from Lessons 3 and 5. Play *Slow reveal* from the Ideas bank using the Unit 1 stationery flashcards from the Classroom Resource Pack, and *Possessions* from the Ideas bank using classroom objects.

## Class Book page 17

### 1 Listen and repeat. 025

- Play the recording using the audio download or on the CPT for the students to listen and repeat the words with the /r/ sound.

### 2 Listen. Say the tongue twister. 026

- Play the recording using the audio download or on the CPT for the students to listen and then join in with the tongue twister.

### 3 Play the game. Communication

- Organize the students into groups to play the game in the Activity Book.

## Activity Book page 13

### 1 Play the game in small groups. Trace. Communication

**TIP** Demonstrate the game by displaying the Activity Book page on-screen via the CPT and playing with individuals from the class for a few minutes. When you land on an item, trace the dots of the corresponding item on the whiteboard with a board pen. When a student lands on an item, ask them to come to the board and do the same.

# Lessons 9 and 10
# The Big Question Review

**Lesson Objectives**

Review and practise language from the unit.

Answer the Big Question.

Develop creative skills.

Self-evaluation of progress.

**Language**

Review vocabulary: *board, poster, window, door, cupboard, bin, desk, book, bag, chair, pencil case, rubber, ruler, pen, pencil sharpener, pencil*

Review grammar: *What's this? It's (a bag). I've got (a pen). I haven't got (a ruler).*

### Warm up

Ask the students to choose one of the flashcard games from the unit to play.

## Class Book page 17

### 1 Watch and answer the questions on the review video.

### Video transcript

See page 146.

**ANSWERS**

See video transcript.

### 2 Find and write.

- Students turn to pages 128–129 in their Class Books. They look for the classroom objects in the picture, then write the words, using the Picture Dictionary in the Activity Book to help them.
- Students choose and write their favourite words for this unit in the Picture Dictionary.

### 3 Answer. Communication

**ANSWERS**

Students' own answers

**TIP** Ask the students to make their own answer post for the unit's Big Question. They can do this by drawing a picture to illustrate their answer and adding a profile picture of themselves. You can help them to write their answer post in English. Make a Big Question poster with all their answer posts to display in your classroom or school.

**DIGITAL COLLABORATIVE LEARNING** Alternatively, students can post their answers onto a school blog or share their answers through a blog with other schools. See the Digital collaborative learning section on page 17 of the Introduction.

### 4 Make a mini book. Write. Read at home. Creativity

- Students make and complete their mini book.



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**5 Colour.**

**SELF-EVALUATION** This self-evaluation activity encourages the students to reflect on their learning. Discuss the students' ratings with them. Ask them to think about what they would like to improve on in the next unit, and encourage them to take pride in the things they have done well.

**TIP** You might like to set up a system for students to tell you more regularly and immediately how they are coping in class activities. Distribute small green, orange and red pieces of card per student. Then, after a lesson, you can ask, *How was your work today?* and encourage the students to hold up red for OK, orange for good or green for excellent. You can also choose to pause during an activity and ask for a show of cards to gauge how the students are managing.

## Writing Practice Units 1–3 Class Book pages 128–129

**ANSWERS**

**1** poster **2** door **3** window **4** bin **5** chair **6** book
**7** board **8** bag **9** cupboard **10** desk

## Picture Dictionary Activity Book page 92

**ANSWERS**

Students' own answers

## Mini Book Activity Book pages 117–118

**ANSWERS**

Students' own answers

### Unit 1 Test

Students are now ready to do the unit test. Tests and audio available at www.oup.com/elt/download with the code on the access card in this Teacher's Pack.



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# 2 What's interesting about families?

## Lesson 1
## The Big Question

**Lesson Objectives**

Introduce the unit and the Big Question: What's interesting about families?

Activate knowledge and preview lessons from the unit.

Review language from previous units.

**Language**

Review: numbers 1–10

### Warm up 013

Play the song from Unit 1 Lesson 2 either using the audio download or on the CPT. Encourage the students to join in and point to the items in their classroom as they are mentioned.

### Class Book pages 20–21

**1 Look at the pictures with your teacher. Answer. What can you see?**

- Talk about the pictures on pages 20–21. Encourage the students to tell you the names of all the things they can see.

**SUGGESTED ANSWERS**

a forest / wood, trees, leaves, a family, a girl, etc.

**TIP** Use the Big Picture to lead into the Big Question video. Ask the students to look at the Big Picture and tell you who they can see, how the people feel and any other thoughts and ideas they have about the picture. Encourage them to use English where possible. If they use their own language, reformulate their ideas back to them in English. Prompt them by asking questions, e.g. *Where are they? What are they doing? Are they happy? Why?* Encourage them to use their imagination, e.g. *What are their names? How old is the girl?* You could also ask them some personalized questions, e.g. *How many people are in your family?*

**2 Watch the Big Question video. Which family is your favourite?**

**Video transcript**

See page 146.

**ANSWERS**

Students' own answers

**TIP Social and civic awareness**

Ask the students to think about Archie's star idea and think of how families can be different (there are families with one parent, two parents, one child, several children, grandparents, etc.). Encourage them to think about how all families are the same (they love and help each other).

**3 Watch the Big Question video again. How many people are in Ethan's family?**

- After watching the video, ask students *How many people are in your family?* If you have time, you can ask students to draw their families, then count the people in their picture for the class.

**TIP** Ask the students to join in saying the numbers when the narrator in the star post film counts. Pause the video after the narrator asks questions with *How many … ?* to prepare the students to count with the narrator.

**ANSWERS**

There are ten people in Ethan's family.

### Activity Book page 14

**1 Listen and tick ✓. 027**

- Play the recording for students to tick the correct picture in each pair.

**Audio transcript**

1 Hi! I'm Ella. This is my family. Look. One, two, three people.
2 This is my house. It's small.
3 This is Poppy, my dog. She's brown and big!
4 This is Naji and his family. Look. Nine people.

**ANSWERS**

2 b✓ 3 a✓ 4 b✓

**2 Count and write. Point and say.**

- Ask students to read out the number words in the box and hold up the correct number of fingers for each word. Students then complete the activity in their books.

**ANSWERS**

b seven c three d five

## Lesson 2
## Vocabulary and song

**Lesson Objectives**

Present and practise family vocabulary.

Review grammar from previous units.

Develop listening, speaking and word-level reading and writing skills.

Develop critical-thinking skills.

**Language**

New: *mum, brother, dad, uncle, auntie, grandma, grandpa, sister, twin, cousin*

Review: *I've got … / I haven't got …*



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### Warm up

Play *Possessions* from the Ideas bank using classroom objects to review the structures *I've got / I haven't got.*

## Class Book page 22

### 1 Listen and point. Then listen and repeat. 028

- Play the recording for the students to listen and point to the correct people in the picture.

### 2 Listen and point. Then listen and sing. 029

- Play the song for the students to listen and point to the correct people in the picture. Then play the song again and encourage the students to join in as much as possible.

**TIP Cultural awareness and expression**

You can ask students to change the first verse of the song to make it about themselves, then invite volunteers to sing their verses for the class. This helps students to learn to express their thoughts and ideas through music.

### 3 Say who's in your family. Critical Thinking

- Tell the students who's in your family. Say *I've got (a mum), (a dad), (a brother), (an auntie) and (an uncle). I've got a (big / small) family!* Encourage students around the class to talk about their families.

**ANSWERS**

Students' own answers

**TIP Mixed-ability teaching**

- Support less confident students by asking questions to prompt them, e.g. *Have you got a (brother / cousin / twin / auntie)?*
- Stretch more confident students by asking them to say sentences with *I've got* and *I haven't got*, e.g. *I've got a brother. I haven't got a sister.*

### 4 Put on the stickers.

- Tell the students that one of the Activity Book activities involves putting on stickers. They will find the stickers at the back of their Activity Books.

## Activity Book page 15

### 1 Read and circle. Point and say.

**ANSWERS**

**2** sister **3** grandpa **4** dad **5** brother **6** twin
**7** grandma **8** auntie

### 2 Look and put on the stickers. Write. Point and say.

**ANSWERS**

**2** dad **3** grandma **4** grandpa **5** brother **6** sister
**7** twin **8** uncle **9** auntie **10** cousin

# Lesson 3
# Grammar

**Lesson Objectives**

Present and practise asking and answering questions to identify people.

Develop listening, speaking, reading and writing skills.

Develop critical-thinking and communication skills.

**Language**

New: *Who's this? This is my (mum).*

Review: *mum, brother, dad, uncle, auntie, grandma, grandpa, sister, twin, cousin*

### Warm up

Review the family vocabulary from the previous lesson. Play *Number words* from the Ideas bank with the Unit 2 family flashcards from the Classroom Resource Pack.

## Class Book page 23

### 1 Listen. Then repeat. 030

- Play the recording for the students to listen and follow the dialogue in their Class Book. Then play it again, pausing after each line for the students to listen and repeat.

### 2 Act out. Collaboration

**TIP Mixed-ability teaching**

- Support less confident students by encouraging them to act out the dialogue along with the recording.
- Stretch more confident students by encouraging them to replace the people in the dialogue with other family members. Invite pairs of students to act out their new dialogue for the rest of the class.

### 3 Listen and number. 031

**Audio transcript**

**1** **A** Who's this?
**B** This is my sister.
**2** **A** Who's this?
**B** This is my auntie.
**3** **A** Who's this?
**B** This is my brother.
**4** **A** Who's this?
**B** This is my grandpa.

**ANSWERS**

4, 2, 3

### 4 Draw and colour two people in your family. Critical Thinking

- Tell the students that they can draw any two people in their family. They can even choose to draw imaginary family members if they like, as long as they remember who each person is supposed to be.



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### 5 Ask and answer. Communication

- Ask students around the class *Who's this?* about the people in their pictures. Encourage students to answer *This is my (mum).* Students can then ask and answer about their pictures in pairs.
- Invite pairs of students to show their pictures to the class and encourage other students to ask *Who's this?* about the pictures.

## Activity Book page 16

### 1 Listen and circle. 032

#### Audio transcript

**Narrator** This is a picture of May's family. Look at number 1.
**A** Who's this? Your dad?
**B** No! This is my uncle.
**Narrator** Look at number 2.
**A** Who's this? Your mum?
**B** No! This is my auntie.
**Narrator** Look at number 3.
**A** Who's this? Your brother?
**B** No! I haven't got a brother. He's my cousin.
**Narrator** Look at number 4.
**A** Who's this? Your uncle?
**B** No! This is my grandpa.

**ANSWERS**
**2** auntie **3** cousin **4** grandpa

### 2 Complete. Then act out.

- Students write the correct word for each picture, then practise acting out the conversations in pairs. Invite pairs of students to model the conversations for the class.

**ANSWERS**
**2** uncle **3** mum **4** cousin

## Grammar Review Class Book page 30

### 1 Read and match.

**ANSWERS**
**1** This is my twin. **2** This is my auntie.
**3** This is my grandpa. **4** This is my cousin.

### 2 Look and complete.

**ANSWERS**
**2** twin
**3** dad
**4** brother
**5** mum
**6** grandma

# Lesson 4
# Vocabulary and story

**Lesson Objectives**

Present and practise adjectives for describing appearance.

Develop listening, speaking and reading skills.

Check and consolidate understanding of the Party Land story.

**Language**

New: *tall, short, old, young, pretty, handsome; Is that (Auntie Ann)?*

Review: *What's this, It's (a party)., Where's Norman?, I don't know., auntie*

### Warm up 029

Play the song from Lesson 2 again either using the audio download or on the CPT encouraging the students to join in. If you like, choose a song activity from the Ideas bank.

## Class Book pages 24–25

### 1 Listen and point. Then listen and repeat. 033

- Play the recording for the students to listen and point to the correct pictures. Then play the recording again for the students to repeat the words, first chorally, then individually.

### 2 Listen and say what's missing. 034

- Play the first item on the recording. Ask the students to say which picture is not mentioned (young). Repeat for the remaining items on the recording.

#### Audio transcript

**1** tall, short, old, pretty, handsome
**2** tall, short, old, young, handsome
**3** tall, old, young, pretty, handsome
**4** tall, short, old, young, pretty
**5** short, old, young, pretty, handsome

**ANSWERS**
**1** young **2** pretty **3** short **4** handsome **5** tall

### 3 BEFORE YOU READ Look and answer. Where are the avatars?

**ANSWER**
They are at a party. / They are in Party Land.

### 4 Listen and read. 035

- Play the story recording using the audio download or on the CPT for the students to listen and follow the story in their books.



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**5 AFTER YOU READ Watch the story video. Complete the activities.**

**TIP** Before the students watch the story video, ask them to remember what the people in the story look like and where Norman is while they are watching. This will give them a purpose for watching and also help them with the follow-up activities in the Activity Book.

## Activity Book page 17

**1 Read, find and number. Point and say.**

ANSWERS
1 old 3 handsome 4 young 5 pretty 6 short

**2 REMEMBER THE STORY Read and match. Point and say.**

ANSWERS
1 He's young. 2 She's old. 3 She's short. 4 He's tall.

**3 Where's Norman in the story? Tick ✓ and say.**

ANSWER
2 ✓

# Lesson 5
# Grammar

| Lesson Objectives |
|---|
| Present and practise using *He's / She's* to describe people. |
| Practise using adjectives for describing appearances. |
| Develop listening, speaking, reading, writing and communication skills. |

| Language |
|---|
| New: *He's (short). She's (tall).* |
| Review: *tall, short, old, young, pretty, handsome, mum, brother, dad, uncle, auntie, grandma, grandpa, sister, twin, cousin* |

### Warm up

Review the adjectives for describing appearances from the previous lesson. Play *Stop the cards* from the Ideas bank with the Unit 2 adjectives flashcards from the Classroom Resource Pack.

## Class Book page 26

**1 Listen and say the chant.** 036

- Play the chant using the audio download or on the CPT for the students to listen. Then play the chant again, pausing after each line for the students to repeat. Play the chant all the way through again and encourage the students to join in.

**2 Listen and number.** 037

- Point to each of the people in turn and ask students to suggest adjectives to describe each person.
- Play the recording once through, then play it again for the students to number the people.

### Audio transcript

1 She's young.
2 He's short.
3 She's pretty.
4 He's tall.
5 She's old.
6 He's handsome.

ANSWERS
6, 2, 3, 4, 5

**3 Listen and repeat.** 038

- Play the recording using the audio download or on the CPT for the students to listen and repeat.

**4 Play the game.** Communication

**TIP Mixed-ability teaching**

- Support less confident students by playing the guessing game as a class. Think of a family member and describe him / her to the class. Encourage students to guess who you are talking about. The first student to guess correctly can choose a member of their family to describe to the class.
- Stretch more confident students by asking them to play the game in pairs or small groups. Move around the class and make sure students are using *He's / She's* correctly.

## Activity Book page 18

**1 Read and tick ✓ or cross ✗. Point and say.**

ANSWERS
2 ✗ 3 ✗ 4 ✓ 5 ✗ 6 ✓

**2 Read and write *He's* or *She's*. Point and say.**

ANSWERS
1 He's, She's 2 He's, She's 3 She's, He's 4 She's, He's

## Grammar Review Class Book page 31

**3 Read and circle.**

ANSWERS
2 young
3 handsome
4 old
5 pretty
6 short

**4 Read and write *He's* or *She's*.** Critical Thinking

ANSWERS
2 He's 3 He's 4 She's 5 She's 6 He's

**5 Tell a friend about a person in your family.**

ANSWERS
Students' own answers



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# Lesson 6
# Cross-curricular

**Lesson Objectives**

Learn about animal families in English.

Present and practise science-related CLIL vocabulary.

Develop listening, speaking, reading and writing skills.

Develop critical-thinking skills.

**Language**

New: animal families: *ducks, deer, lions, family, baby*

Review: *mum, dad, family*

### Warm up

Review the family vocabulary from this unit by playing *What's missing?* from the Ideas bank, using the Unit 2 family flashcards from the Classroom Resource Pack.

## Class Book page 27

### 1 Look at the photos. Listen and point. 039

**Audio transcript**

Look! Ducks!
It's a family of ducks.
Number 1 is the dad.
Number 2 is the mum.
Number 3 is the baby.

Look! Deer!
It's a family of deer.
Number 1 is the mum.
Number 2 is the baby.
Number 3 is the dad.

Look! Lions!
It's a family of lions.
Number 1 is the dad.
Number 2 is the mum.
Number 3 is the baby.

### 2 Look at the photos again. Listen and repeat. 040

**Audio transcript**

Ducks
Deer
Lions

### 3 Look at the lions photo. Listen and repeat. 041

- Play the recording for the students to listen and repeat the words.
- Ask students to point to the baby ducks / deer / lion in the pictures.
- Point to number 1, 2 or 3 in any of the three pictures for the students to call out *mum* / *dad* / *baby* as appropriate.

**Audio transcript**

Family
Baby

**CROSS-CURRICULAR NOTE Animal families**

Many animal families are similar to human families in several ways. Animal parents look after their babies and help them to grow. They feed them, protect them, and teach them the skills they need to survive on their own. Different animal babies stay with their parents for different lengths of time. Baby ducks stay with their parents for about two months, but young elephants stay with a female family unit for up to sixteen years. Lions live together in a big family group called a pride. A pride has several females, their cubs and a few males.

### 4 Look and circle.

- Students follow the key and circle the animals.

### 5 Point and say.

- Students point to the animals they have circled. Encourage them to say *This is a (mum / dad / baby / family).*

**TIP** Bring some photos of other animal families to class. You can find pictures in nature magazines, or online. Show the photos to the class and ask students to identify the mums, dads and babies. Ask students to tell you how they know which animals are mums, dads or babies.

### 6 Which of the animals is your favourite?

Critical Thinking

- Students discuss their answers in pairs, then tell the class their favourite animals. If you like, you can have a class vote to decide on the class' favourite animal.

**ANSWERS**

Students' own answers

## Activity Book page 19

### 1 Read and match.

**ANSWERS**

family – picture 3 ducks – picture 2 lions – picture 5
deer – picture 1 baby – picture 4

### 2 Look and write. Then draw and label another animal family. Critical Thinking

**ANSWERS**

Lion family: 1 mum 2 dad 3 baby
Students' own answers

**TIP** Encourage students to choose different animal families to research to help them to develop autonomous learning skills. Students can choose animals from the photos which you have brought to class, or they can look in books, in magazines or online to find out about another animal family.

**TIP Curriculum link**

If the students are learning science in their own language at school, encourage them to tell their science teacher the names of the animals they have learned in English. They can also take their pictures of animal families to their science class and tell their science teacher which animals are mums, dads and babies.



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# Lesson 7
# Literacy and culture

**Lesson Objectives**

Develop literacy skills and familiarize students with a greetings card text.

Raise awareness of culture in Australia.

Raise awareness of the importance of helping your family.

**Language**

New (passive): *Dear, special, card, Mother's Day, Father's Day, I / We love you, Love from …*

Review: *family, mum*

### Warm up

Play *Matching pairs* from the Ideas bank with the family and / or adjectives flashcards and wordcards from this unit.

## Class Book page 28

### 1 BEFORE YOU READ Look at the photos.

- 1 How many people are there?
- 2 Who are the people?

**ANSWERS**

1 There are three people.
2 They are a family (mum, brother, sister).

**CULTURE NOTE** Explain to the students that the child posting in this unit isn't one of the *Oxford Thinkers* main characters, but a child from the wider international community. Ask the students to guess where this child is from. Explain that Joe is Australian and lives in Australia. Help the students to find Australia on a map or globe.

### 2 Listen and read the card. 042 Then answer your teacher's questions.

- Play the recording. Then ask the students questions to check their understanding, e.g.
  1 *Who is the card from?* (Joe and Jenny)
  2 *Who is the card for?* (Joe and Jenny's mum)
  3 *What is the special day?* (Mother's Day)
  4 *Is the woman in the picture Joe and Jenny's auntie?* (No, she's Joe and Jenny's mum.)

**CULTURE NOTE** **Mother's Day**

Mother's Day is celebrated in several countries around the world. It is usually in March (the UK) or May (Australia). It is a day to show love and respect for the mother of the family, and people often celebrate by giving their mothers small gifts or by making her a special meal. There are similar celebrations for other family members, such as Father's Day, Grandparents' Day and Siblings' Day.

**TIP** Ask the students if they celebrate special family days in their country and, if so, how they celebrate.

**BIG VALUES!** Focus the students on the Big Values! feature. Tell them what it says and use the picture as an example of helping your family, i.e. reading a book to your little brother or sister. Ask them how they help their family and ask them to think of other things they could do to help their family (tidy up, wash the dishes, help in the kitchen or garden, etc.). In the next lesson, you can ask students how they helped their family this week, and reward them by (e.g.) handing out stickers with *I help my family!* written on them.

### 3 AFTER YOU READ Complete the activities.

- Students complete the activities on page 20 of the Activity Book.

## Activity Book page 20

### 1 Read and match.

**ANSWERS**

1 b 2 a 3 c

### 2 Complete the card. Draw, circle and write. Creativity

- Students choose either their mum or dad to complete the card about. They then complete the card by drawing a picture of the family member, writing who the card is to and from and circling the correct words in the greetings card text.

**ANSWERS**

Students' own answers

**COMMUNITY TASK** Collaboration Hand out sheets of card and make sure the students have coloured pens / pencils / crayons. Students can make a card for any member of their family. They can use the text in activity 2 as a model. Students can then take their cards home and give them to their chosen family members. Tell students to take a photo of the person with their card, using a camera or a mobile phone. They can print the photo or email it to you to print. Students can then use the photos to make a family poster.

**DIGITAL COLLABORATIVE LEARNING** Extend the Community Task by helping students to upload their photos to the class blog. Write a short description of the Community Task to accompany the photos. You can encourage feedback by allowing the students to comment (positively!) on each other's photos, and perhaps choose their favourite photo. See the Digital collaborative learning section on page 17 of the Introduction.



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# Lesson 8
# Sounds and speaking

**Lesson Objectives**

Present and practise the pronunciation of the sound /ə/.

Develop speaking and communication skills.

Review and practise family vocabulary.

**Language**

Review: *brother, sister, poster, teacher, mum, dad, uncle, auntie, grandma, grandpa, twin, cousin*

### Warm up

Review the grammar from Lessons 3 and 5. Play *Guess who?* from the Ideas bank. Choose a person in the class and say *Who's this? He's / She's (tall / young / short).* The first student to guess who you are describing can choose another person to describe for the class.

## Class Book page 29

### 1 Listen and repeat. 043

- Play the recording using the audio download or on the CPT for the students to listen and repeat the words with the /ə/ sound.

### 2 Listen. Say the rhyme. 044

- Play the recording using the audio download or on the CPT for the students to listen and then join in with the rhyme.

### 3 Play the game. Communication

- Organize the students into pairs to play the game in the Activity Book. Try to pair confident students with less confident students.

## Activity Book page 21

### 1 Play the game in pairs. Communication

**TIP** Demonstrate the game by displaying the Activity Book page on-screen via the CPT and drawing quick sketches of some of your family members in the squares. Invite individual students to spin the spinner and move along your game board, then encourage them to ask *Who's this?* Show the students that they need to write the correct family words for their friend's board next to the matching numbers below their own boards in their Activity Books. Students can then play the game in pairs. Move around the class and make sure all students understand how to play the game.

**TIP** As you are monitoring the students playing the game, encourage confident students to help less confident students by being patient and explaining how to play the game if necessary.

# Lessons 9 and 10
# The Big Question Review

**Lesson Objectives**

Review and practise language from the unit.

Answer the Big Question.

Develop creative skills.

Self-evaluation of progress.

**Language**

Review vocabulary: *mum, brother, dad, uncle, auntie, grandma, grandpa, sister, twin, cousin, tall, short, old, young, pretty, handsome*

Review grammar: *Who's this? This is (my grandma). She's (young). He's (handsome).*

### Warm up

Ask the students to choose one of the flashcard games from the unit to play.

## Class Book page 29

### 1 Watch and answer the questions on the review video.

**Video transcript**

See page 147.

**ANSWERS**

See video transcript.

### 2 Find and write.

- Students turn to pages 128–129 in their Class Books. They look for the family members in the picture, then write the words, using the Picture Dictionary in the Activity Book to help them.
- Students choose and write their favourite words for this unit in the Picture Dictionary.

### 3 Answer. Communication

**ANSWERS**

Students' own answers

**TIP** Ask the students to make their own answer post for the unit's Big Question. They can draw a picture to illustrate their answer and add a profile picture of themselves with their name written under it. Help students to write a short answer post in English. You can use the answer posts to make an *Oxford Thinkers* poster.

**DIGITAL COLLABORATIVE LEARNING** Alternatively, you can upload students' answer posts to the class blog. Encourage students to read and comment on each other's answers online. See the Digital collaborative learning section on page 17 of the Introduction.

### 4 Make a mini book. Write. Read at home. Creativity

- Students make and complete their mini book.



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**TIP** Encourage students to take their books home and read them to their families to boost their self-esteem and give them a sense of achievement.

**5 Colour.**

**SELF-EVALUATION** This self-evaluation activity encourages the students to reflect on their learning. Discuss the students' ratings with them. Ask them to think about what they would like to improve on in the next unit, and encourage them to take pride in the things they have done well. Ask students to say which lesson in Unit 2 they liked best and why. Ask them to say which lessons they found easy or difficult. You can provide extra support in areas which students found difficult.

## Writing Practice Units 1–3 Class Book pages 128–129

**ANSWERS**

**1** twin **2** grandma **3** auntie **4** uncle **5** cousin
**6** dad **7** sister **8** brother **9** mum **10** grandpa

## Picture Dictionary Activity Book page 93

**ANSWERS**

Students' own answers

## Mini Book Activity Book pages 115–116

**ANSWERS**

Students' own answers

### Unit 2 Test

Students are now ready to do the unit test. Tests and audio available at www.oup.com/elt/download with the code on the access card in this Teacher's Pack.



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# 3 How do we have fun?

## Lesson 1
## The Big Question

**Lesson Objectives**

Introduce the unit and the Big Question: How do we have fun?

Activate knowledge and preview lessons from the unit.

Review language from previous units.

**Language**

Review: *mum, brother, dad, uncle, auntie, grandma, grandpa, sister, twin, cousin*

### Warm up e 029

Hand out the Unit 2 family flashcards to students around the class. Play the song from Unit 2 Lesson 2 either using the audio download or on the CPT. Encourage the students to join in and hold up the correct flashcards as they are mentioned in the song. Pass the flashcards to different students and repeat.

## Class Book pages 32–33

### 1 Look at the pictures with your teacher. Answer. What can you see?

- Talk about the pictures on pages 32–33. Encourage the students to tell you the names of all the things they can see.

**SUGGESTED ANSWERS**

a family, a game, ducks, a skateboard, a scooter, a football, a park, etc.

**TIP** Use the Big Picture to lead into the Big Question video. Ask the students to look at the Big Picture and tell you who they can see, where they think the people are, how the people feel and any other thoughts and ideas they have about the picture. Encourage them to use English where possible. If they use their own language, reformulate their ideas back to them in English. If you like, prompt them by asking questions, e.g. *Who is in this picture? Where are they? Are they happy? Why*? You could also ask students some personalized questions, e.g. *Where do you go? How do you have fun with your family?*

### 2 Watch the Big Question video. r What's fun about Maria's family?

**Video transcript**

See page 147.

**ANSWERS**

Students' own answers

**TIP Maths skills**

Play the first part of the video again (up to *Come on! Let's go!*). Ask the class *How many people are in Maria's family?* (four) Encourage the students to make similar sentences about themselves, e.g. *There are four people in my family. And me! That's five people!* More confident students can add *I've got (a mum, a dad, a brother and a sister).*

### 3 Watch the Big Question video again. r Which family members can you see?

- After watching the video, ask students *How do you have fun with your family?* Ask students to draw pictures showing how they have fun with their families, then show their pictures to the class and name the family members.

**ANSWERS**

Maria's mum, dad, sister, grandma and grandpa

**TIP** Ask the students to join in saying the words for family members when the narrator in the star post film introduces her family members. Pause the video for students to say the correct words if necessary.

## Activity Book page 22

### 1 Listen and number. e 045

- Play the recording for students to number the pictures in the correct order.

**Audio transcript**

1 Hello. I'm Luca. This is my family. My family is big. Look! One, two, three, four, five, six people!
2 This is my little sister. She's young.
3 This is my big sister. She's pretty.
4 This is my brother. He's tall.
5 This is my dad. He's a teacher.
6 This is my mum. She's a teacher, too! My family is great!

**ANSWERS**

2 e 3 f 4 d 5 b 6 c

### 2 This is May's family. Look and write. Point and say.

- Ask students to read out the words in the box and point to the correct people in the picture. Students then complete the activity in their books.

**ANSWERS**

2 auntie 3 uncle 4 grandpa 5 grandma 6 sister
7 mum 8 dad



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# Lesson 2
# Vocabulary and song

**Lesson Objectives**

Present and practise toy vocabulary.

Review grammar from previous units.

Develop listening, speaking and word-level reading and writing skills.

Develop critical-thinking skills.

**Language**

New: *kite, scooter, teddy, doll, skipping rope, skateboard, ball, yoyo, robot, boat*

Review: *I've got …*

### Warm up

Play a game to review the structure *I've got …* . Divide the class into two teams. Ask a student from Team A to list their family members, e.g. *I've got a mum, a dad and a brother.* Ask a student from Team B to say how many people that is, e.g. *That's three people!* Repeat with students from each team in turn listing family members for the other team to count. Award one point for each correct number. The team with the most points wins the game.

## Class Book page 34

### 1 Listen and point. Then listen and repeat. 046

- Play the recording for the students to listen and point to the correct toys in the picture. Then play the recording again for the students to repeat the words, first chorally, then individually.

### 2 Listen and point. Then listen and sing. 047

- Play the song for the students to listen and point to the correct toys in the picture. Then play the song again and encourage the students to join in as much as possible.

### 3 Say the toys you've got. Critical Thinking

- Say *I've got (a kite), (a ball), (a yoyo) and (a doll).* Encourage students around the class to talk about what toys they have got.

**ANSWERS**

Students' own answers

**TIP** If students want to know the words for things in English, tell them the words, write them on the board and model the pronunciation for them. Ask students to repeat the words and write them in their notebooks. If the words are for topics already covered in *Oxford Thinkers* 1 (classroom things, family, toys), you can tell students to add the new words to the Writing Practice sections at the back of their Class Books.

**TIP Mixed-ability teaching**

- Support less confident students by asking questions and holding up toy flashcards to prompt them, e.g. *Have you got a (teddy bear)?*
- Stretch more confident students by asking them to say what colour each of their toys is, e.g. *I've got a (red) (boat).*

### 4 Put on the stickers.

- Tell the students that one of the Activity Book activities involves putting on stickers. They will find the stickers at the back of their Activity Book.

## Activity Book page 23

### 1 Read, find and write *E* for Ella or *J* for Josh. Point and say.

**ANSWERS**

boat – E, yoyo – J, ball – J, kite – E, teddy – J, doll – E, robot – J, skipping rope – E, skateboard – E

### 2 Look and put on the stickers. Write. Point and say.

**ANSWERS**

**2** scooter **3** kite **4** teddy **5** doll **6** skateboard **7** boat **8** yoyo **9** skipping rope **10** ball

# Lesson 3
# Grammar

**Lesson Objectives**

Present and practise asking and answering questions about possessions.

Develop listening, speaking, reading and writing skills.

Develop critical-thinking and communication skills.

**Language**

New: *He's got a (ball). She's got a (kite).*

Review: *kite, scooter, doll, teddy, robot, skateboard, yoyo, ball, skipping rope, boat*

### Warm up

Review the toy vocabulary from the previous lesson. Play *What's missing?* from the Ideas bank with the Unit 3 toy flashcards from the Classroom Resource Pack.

## Class Book page 35

### 1 Listen. Then repeat. 048

- Play the recording for the students to listen and follow the dialogue in their Class Book. Then play it again, pausing after each line for the students to listen and repeat.



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### 2 Act out. Collaboration

**TIP Mixed-ability teaching**

- Support less confident students by encouraging them to act out the dialogue along with the recording.
- Stretch more confident students by encouraging them to replace the toys in the dialogue with other toys, and to answer truthfully about themselves. Invite pairs of students to act out their new dialogue for the rest of the class.

### 3 Look, colour and find. Critical Thinking

- Tell students to colour the sections with dots in them to find the toys.
- Ask students to name the toys in the puzzle.

**ANSWERS**

Students find and colour: a green boat, an orange teddy bear, a red skipping rope, a blue robot, a pink skateboard, a purple scooter.

### 4 Listen, check and point. 049

**Audio transcript**

**A** She's got a boat. It's green.
**B** She's got a skipping rope, too. It's red.
**A** An d she's got a robot. It's blue.
**A** Look, he's got a teddy.
**B** Yes. It's orange.
**A** He's got a skateboard, too. I's pink.
**B** And he's got a scooter. It's purple.

### 5 Talk about the girl and boy in activity 3. Communication

- Point to the girl in activity 3 and the robot in the puzzle and say *She's got a robot*. Have students repeat. Then do the same with the picture of the boy and the teddy in the puzzle, saying *He's got a teddy*.
- Students can then talk about the other toys in the puzzles in pairs.

**TIP** As an extension, students can ask and answer about their own toys, e.g. *Have you got a (doll)? Yes, I have. It's (pink). / No, I haven't*. Then, they tell the class what they remember about their partner's toys, e.g. *She's got a (skateboard). He's got a (teddy)*.

## Activity Book page 24

### 1 Listen and match. 050

- Play the recording once through, then play it again, pausing after each exchange for students to match the children to the correct toys.

**Audio transcript**

**1** This is Zoe. She's got a robot. It's red.
**2** This is Daniel. Look, he's got a kite. It's pink.
**3** This is Erin. She's got a ball. It's blue.
**4** **A** This is May. She's got a doll.
**B** Oh yes!
**5** **A** Where's Luca?
**B** He's over there. He's got a skateboard. It's purple.
**6** **A** This is Naji.
**B** He's got a boat!
**A** Yes, it's red.

**ANSWERS**

**1** c **2** e **3** a **4** d **5** b **6** f

### 2 Look. Write *He's got* or *She's got*.

- Students complete the sentences with *He's got* and *She's got* according to whether the toys belong to Josh or Ella.

**ANSWERS**

**2** She's got **3** He's got **4** He's got **5** He's got **6** She's got

## Grammar Review Class Book page 42

### 1 Read and tick ✓ or cross ✗. Critical Thinking

**ANSWERS**

**2** ✓ **3** ✓ **4** ✓ **5** ✗ **6** ✗

### 2 Look and write sentences.

**ANSWERS**

**2** He's got a scooter.
**3** She's got a yoyo.
**4** He's got a robot.

# Lesson 4
# Vocabulary and story

**Lesson Objectives**

Present and practise park activities.

Develop listening, speaking and reading skills.

Check and consolidate understanding of the Park Land story.

**Language**

New: *play football, play tennis, ride a horse, run, ride a bike, rollerblade, park, I can / can't (run)., I'm tired!, Me too!*

Review: *Have you got (a bike)? Yes, I have. No, I haven't., This is my (teddy bear).*

### Warm up 047

Play the song from Lesson 2 again either using the audio download or on the CPT. Encourage the students to join in. If you like, you can choose a song activity from the Ideas bank.



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## Class Book pages 36–37

### 1 Listen and point. Then listen and repeat. 051

- Play the recording for the students to listen and point to the correct pictures. Then play the recording again for the students to repeat the words, first chorally, then individually.

### 2 Listen and say. 052

- Play the first item on the recording. Tell the students to point to the correct picture and name the activity (rollerblade).
- Repeat for the remaining items on the recording.

**Audio transcript**

**SFX** rollerblading
**SFX** running
**SFX** riding a horse
**SFX** playing tennis
**SFX** riding a bike
**SFX** playing football

**ANSWERS**

rollerblade, run, ride a horse, play tennis, ride a bike, play football

### 3 BEFORE YOU READ Look and answer. Where are the avatars?

**ANSWER**

They are in a park. / They are in Park Land.

### 4 Listen and read. 053

- Play the story recording using the audio download or on the CPT for the students to listen and follow the story in their books.

### 5 AFTER YOU READ Watch the story video. Complete the activities.

**TIP** Before the students watch the story video, ask them to remember what the people in the story can / can't do and where Norman is while they are watching. This will give them a purpose for watching and also help them with the follow-up activities in the Activity Book.

## Activity Book page 25

### 1 Listen and number. 054

**Audio transcript**

**1** play football
**2** play tennis
**3** ride a horse
**4** ride a bike
**5** run
**6** rollerblade

**ANSWERS**

**a** 6 **c** 5 **d** 3 **e** 2 **f** 4

### 2 REMEMBER THE STORY Read and match.

**ANSWERS**

**1** b **2** d **3** a **4** c

### 3 Where's Norman in the story? Tick ✓ and say.

**ANSWER**

**2** ✓

# Lesson 5 Grammar

| Lesson Objectives |
| --- |
| Present and practise using *I can / can't …* |
| Practise talking about abilities. |
| Develop listening, speaking, reading, writing and communication skills. |

| Language |
| --- |
| New: *I can (run). I can't (rollerblade).* |
| Review: *play football, play tennis, ride a horse, run, ride a bike, rollerblade* |

### Warm up

Review the activities from the previous lesson. Play the Unit 3 Lesson 4 vocabulary practice game on the CPT or play *Mime the word* from the Ideas bank.

## Class Book page 38

### 1 Listen and say the chant. 055

- Play the chant using the audio download or on the CPT for the students to listen. Then play the chant again, pausing after each line for the students to repeat. Play the chant all the way through again and encourage the students to join in.

### 2 Listen and circle. 056

- Point to each pair of pictures in turn and ask students to name the activities.
- Play the recording once through, then play it again, pausing after each sentence for the students to circle the correct picture in each pair.

**Audio transcript**

**1** I can play football.
**2** I can ride a bike.
**3** I can't play tennis.
**4** I can rollerblade.
**5** I can run.
**6** I can't ride a horse.

**ANSWERS**

Students circle the pictures which represent: 2 can ride a bike 3 can't play tennis 4 can rollerblade 5 can run 6 can't ride a horse

### 3 Listen and repeat. 057

- Play the recording using the audio download or on the CPT once through. Then play it again, pausing after each sentence for the students to listen and repeat.

### 4 Find two things you can both do. Play the game. Communication

- Model the game with confident students for the class to observe. Say a sentence about an activity that you can /



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can't do. Ask the students to make true sentences about themselves and the same activity. Tell the rest of the class to raise their hands if you and the student can both do the activity.

- Students can then play the game in pairs. Ask students to tell the class which two activities they can both do.

## Activity Book page 26

### 1 Read. Tick ✓ the things Naji can do and cross ✗ the things he can't do.

ANSWERS
1 ✗ 2 ✓ 3 ✗ 4 ✓ 6 ✗

### 2 Read and write *can* or *can't*.

ANSWERS
2 can 3 can 4 can't

## Grammar Review Class Book page 43

### 3 Read and circle.

ANSWERS
2 can't
3 can't
4 can
5 can't
6 can

### 4 Complete the sentences for you. Use *can* or *can't*.

ANSWERS
1 I can/can't ride a horse.
2 I can/can't run.
3 I can/can't play tennis.
4 I can/can't ride a bike.
5 I can/can't play football.
6 I can/can't rollerblade.

### 5 Tell your friend what you can and can't do. Communication

ANSWERS
Students' own answers

# Lesson 6
# Cross-curricular

| Lesson Objectives |
|---|
| Learn how to make a football game. |
| Present and practise topic-related CLIL vocabulary. |
| Develop listening, speaking, reading and writing skills. |
| Develop critical-thinking skills. |

| Language |
|---|
| New: *make, football game, box, paper, glue, counters, stars* |
| Review: *pen, ruler, numbers 1–8, yellow, green, white* |

### Warm up

Review the activities from Lesson 4 by playing *Blue Clue says* from the Ideas bank.

## Class Book page 39

### 1 Listen and point. Then listen and repeat. 058

- Play the recording for the students to listen and point to the correct pictures. Then play the recording again for the students to repeat the words.

### 2 Listen and number. 059

- Tell the class that the pictures show how to make the football game, but they are in the wrong order.
- Point to the pictures and ask the students which objects from activity 1 they can see in each picture. Ask the students to guess the correct order of the pictures.
- Play the recording once through for the students to listen and point to the correct pictures. Then play the recording again for the students to number the pictures in the correct order.

### Audio transcript

1 Write 1, 2, 3, 4, 5 on a piece of paper. Colour the paper green.
2 Make some yellow stars. Write 6, 7 and 8 on the stars.
3 Glue the yellow stars to the paper.
4 Put the paper in the box.
5 Draw footballs. Make the counters.
6 Play the football game!

ANSWERS
6, 1, 2, 4, 3, 5

**TIP** Bring boxes, paper, glue, etc. to class and have students work in groups to make the football game. Students can then play the game, and invite students from other classes to come and play it, too.
How to play the game:

- Place the box at the edge of the table.
- Place a counter overlapping the edge of the table.
- Shove the counter over the table using the palm of your hand.
- If the counter falls completely within a section, you score the points for that section.
- Continue until each player has had four turns. The player with the highest total score wins.

### 3 Design a new game in your notebook.

Critical Thinking

- Have the students work in pairs or small groups to design their own game. Try to place confident students with less confident students to provide support.
- Tell the students to think of sports they like and decide which sport they will use for their game.
- Invite students to show their game to the class.
- If you have time, students can make the games they design.


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## Activity Book page 27

### 1 Read, find and colour.

ANSWERS
Students colour the items according to the key.

### 2 You need card, scissors and a cup to make this game. What else? Look and write. Critical Thinking

ANSWERS
2 glue 3 box 4 ball

**TIP Game instructions**
Thinking about the stages involved in making something and the materials needed to make something helps students to develop basic competences in technology. Encourage students to draw similar pictures showing the stages involved in making the game they designed in Lesson 6 of the Class Book. They can then show their pictures to the class and name the materials needed to make the game.

**TIP Curriculum link**
If the students have arts and crafts lessons in their own language at school, encourage them to show their games to their arts and crafts teacher and tell him / her how to make the game. If you don't have time to make a game in your English lessons, perhaps the students can make the game in their arts and crafts lessons.

# Lesson 7
# Literacy and culture

**Lesson Objectives**

Develop literacy skills and familiarize students with an online message text.

Raise awareness of culture in Germany.

Raise awareness of the importance of being safe on your bike.

**Language**

New (passive): *Germany, message*

Review: *I can (ride a bike), horse, boat, family, park, rollerblades*

### Warm up
Play *Word match* from the Ideas bank with the toy and / or activities flashcards and wordcards from this unit.

## Class Book page 40

### 1 BEFORE YOU READ Look at the photos.
- 1 Where is it?
- 2 What can you see?

ANSWERS
1 It is in Germany. 2 I can see a park, a boat, a horse and a bike (trees, a river, clouds, etc.).

**CULTURE NOTE** Explain to the students that the child posting in this unit isn't one of the *Oxford Thinkers* main characters, but a child from the wider international community. Ask the students to guess where this child is from. Explain that Hanna is from Germany. Help the students to find Germany on a map or globe.

### 2 Listen and read the messages. 060 Then answer your teacher's questions.
- Play the recording. Then ask the students questions to check their understanding, e.g.
  1 *Who are the messages from?* (Hanna.)
  2 *Where is Hanna?* (She's in a park in Germany.)
  3 *Is it a small park?* (No, it's a big park.)
  4 *Can Hanna ride a horse?* (No.)

**CULTURE NOTE Germany**
Germany is a county in the centre of Europe. It has borders with nine other countries. Germany covers almost 350,000 square kilometres. It has a coast, forests, mountains, lakes and rivers. It has sixteen national parks and lots of nature parks. More than 80 million people live in Germany. They speak the German language and use the Euro.

**TIP** Ask the students what parks they can visit in their area, and what activities they can do in these parks.

**BIG VALUES!** Focus the students on the Big Values! feature. Tell them what it says and use the picture as an example of being safe on your bike, i.e. wearing a helmet. Ask them how they stay safe on their bikes and ask them to think of other things they could do to be safe on their bikes (wear knee pads / gloves, ride your bike carefully, don't ride your bike on busy roads, etc.). Ask students to draw pictures showing how they stay safe on their bikes. Help them to write captions, e.g. *I wear my helmet!* Students can display their pictures in the classroom or in a public area of the school. They can make a banner for their display, with the words *Be safe on your bike!*

### 3 AFTER YOU READ Complete the activities.
- Students complete the activities on page 28 of the Activity Book.

## Activity Book page 28

### 1 Read and complete.

ANSWERS
2 boat 3 horse 4 bike

### 2 Complete the messages. Circle, write and draw. Creativity
- Students complete the messages by drawing pictures of themselves, circling the correct words (to fit their pictures) and completing the final sentence in the message text.

ANSWERS
Students' own answers


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**COMMUNITY TASK** Collaboration If students have mobile phones or tablets, they can use them to take photos and send them to their friends with short messages. Alternatively, students can ask their parents for permission to use their parents' mobile phones or tablets to complete this activity. They can send their photos and messages to other family members, or to friends. Another option would be to take photos using a digital camera, and attach the photos to emails or online messages to send to their friends.

**DIGITAL COLLABORATIVE LEARNING** Extend the task in activity 2 and the Community Task by asking students to take photos of themselves in their local park(s). They can then upload the photos to the class blog and write captions for their photos saying where they are, what they can see and what activities they can do. See the Digital collaborative learning section on page 17 of the Introduction.

# Lesson 8
# Sounds and speaking

**Lesson Objectives**

Present and practise the pronunciation of the sound /p/.

Develop speaking and communication skills.

Review and practise toy vocabulary.

**Language**

Review: *play, park, purple, kite, scooter, doll, teddy, robot, skateboard, yoyo, ball, skipping rope, (toy) boat; I've got … / I haven't got …; Have you got … ? Yes, I have. No, I haven't.*

### Warm up

Review the grammar from Lessons 3 and 5. Play *Find somebody who …* from the Ideas bank and *Have you got … ?* from the Ideas bank using the Unit 3 toys flashcards.

## Class Book page 41

### 1 Listen and repeat. 061

- Play the recording using the audio download or on the CPT for the students to listen and repeat the words with the /p/ sound.

### 2 Listen. Say the tongue twister. 062

- Play the recording using the audio download or on the CPT for the students to listen and then join in with the tongue twister.

**TIP** As an extra challenge, the students might like to extend the tongue twister to:
*Play, pretty Poppy, in the pink and purple park!*

### 3 Play the game. Communication

- Organize the students into pairs to play the game in the Activity Book. Try to pair confident students with less confident students.

## Activity Book page 29

### 1 Play the game in pairs. Communication

**TIP** Demonstrate the game by displaying the Activity Book page on-screen via the CPT and completing the sections about what you have / haven't got. Ask a student questions and complete the other two sections of the game. Turn the CPT off and then say what the student has from memory, e.g. *You've got a ball*. They say if you are right or wrong. When the class is confident about how to play the game, they can play in their pairs. Move around the class and make sure students are using the correct structures.

# Lessons 9 and 10
# The Big Question Review

**Lesson Objectives**

Review and practise language from the unit.

Answer the Big Question.

Develop creative skills.

Self-evaluate progress.

**Language**

Review vocabulary: *kite, scooter, doll, teddy, robot, skateboard, yoyo, ball, skipping rope, boat, play football, play tennis, ride a horse, run, ride a bike, rollerblade*

Review grammar: *Have you got a (ball)? Yes, I have. No, I haven't.; I can (run). I can't (rollerblade).*

### Warm up

Ask the students to choose one of the flashcard games from the unit to play.

## Class Book page 41

### 1 Watch and answer the questions on the review video.

### Video transcript

See page 147.

**ANSWERS**
See video transcript.

### 2 Find and write.

- Students turn to pages 128–129 in their Class Books. They look for the toys in the picture, then write the words, using the Picture Dictionary in the Activity Book to help them.
- Students choose and write their favourite words for this unit in the Picture Dictionary.

### 3 Answer. Communication

**ANSWERS**
Students' own answers

**TIP** Help students to make a class poster about how they have fun. They can draw pictures or take photos and write short captions about how they have fun.



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**DIGITAL COLLABORATIVE LEARNING** Alternatively, you can make a page about how the students have fun on the class blog, and upload photos and pictures to it. Students can add captions for their photos and pictures and comment on other students' photos and pictures. See the Digital collaborative learning section on page 17 of the Introduction.

**4 Make a mini book. Write. Read at home.** Creativity

- Students make and complete their mini book.
- Students can colour, add illustrations to and decorate their mini books in whatever way they like. Encourage students to show their mini books to each other or to read them to the class.

**5 Colour.**

**SELF-EVALUATION** Hand out coloured (red, orange and green) circles to the students. Look through each lesson in Unit 3 again using the CPT. Ask students to hold up the coloured circle which shows how they felt about each lesson. If students are holding up their red circles, ask them to tell you if they had any problems with the lesson.

## Writing Practice Units 1–3 Class Book pages 128–129

**ANSWERS**

**1** robot **2** ball **3** teddy **4** yoyo **5** scooter
**6** skateboard **7** kite **8** skipping rope **9** boat
**10** doll

## Picture Dictionary Activity Book page 94

**ANSWERS**

Students' own answers

## Mini Book Activity Book pages 113–114

**ANSWERS**

Students' own answers

### Unit 3 Test

Students are now ready to do the unit test and end-of-term test 1. Tests and audio available at www.oup.com/elt/download with the code on the access card in this Teacher's Pack.



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# Extensive Reading 1

## Lesson 1
## A poem

**Lesson Objectives**

Read a poem about a boat trip.

Develop reading comprehension skills.

**Language**

New: *river*

Review: *sunny, boat, grey, twin, ride, uncle, tall, brother, skip, chair, cousin, bike, Who's this? It's …, I can (skip).*

### Warm up

Play a game of *Odd one out* from the Ideas bank, using the flashcards for classroom furniture and objects (Unit 1), family members (Unit 2) and toys (Unit 3).

### Class Book page 44

**1 BEFORE YOU READ Look at the pictures.**

- How many people are in the poem?
- Show the class the pictures and ask them to name the objects and activities they can see.
- Ask the students to count the people in each picture, then say how many people are in the poem.

**ANSWER**

There are seven people in the poem.

**TIP** As an extension, ask the students questions about the pictures, e.g. *Can you see a (boat / horse / bike / table)?* Students look at the pictures and answer *Yes* or *No.*

**2 Listen and read.** 063

- Play the recording for the students to listen and follow the poem in their books.
- Encourage students to point to the correct people in the pictures as each new person is mentioned in the poem.

### Activity Book page 30

**1 REMEMBER THE POEM Look and number.**

- Students read the sentences and number the correct people in the picture.
- Ask students around the class *Who's number (1)?* Students read out the correct sentences.

**ANSWERS**

Left to right: 1, 4, 2, 5, 6, 3

**2 Read and complete.**

- Students complete the sentences with the words in the box.

**ANSWERS**

**2** bike **3** tall **4** twin **5** chair **6** skip

## Lesson 2
## A poem

**Lesson Objectives**

Remember a poem about a boat trip.

Think about the characters in a poem.

Act out a poem.

**Language**

Review: *river, sunny, boat, grey, twin, ride, uncle, tall, brother, skip, chair, cousin, bike, Who's this? It's …, I can (skip).*

### Warm up

Play a game of *Noughts and crosses* from the Ideas bank, using the flashcards for classroom furniture and objects (Unit 1), family members (Unit 2) and toys (Unit 3).

### Class Book page 45

**1 REMEMBER THE POEM Answer.**

- Which toys are in the poem?
- Ask the students what they can remember about the poem. Ask questions to prompt the students, e.g. *How many people are in the poem? What has Mr Fisher got? Who can skip? Who is tall? What has Auntie Claire got?*
- Ask the students to say what toys are in the poem. Students can look at the pictures in their books to help them remember.

**ANSWER**

a skipping rope and a bike

**2 Listen and read again.** 063

- Play the recording for the students to listen and follow the poem in their books.
- Invite confident students to read out lines / verses from the poem.

### Activity Book page 31

**1 REMEMBER THE POEM Number the characters in order.**

- Point to the pictures in activity 2 and ask students to name the characters.
- Students number the characters in the order they appear in the poem.

**ANSWERS**

**2** Kim and her twin **3** Uncle Paul **4** Nick **5** Auntie Claire **6** Mike



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**2 Work in groups of seven. Choose a character each. Write your names.**

**TIP Mixed-ability teaching**

- Support less confident students by assigning them characters and telling them to write their names under the correct pictures.
- Stretch more confident students by asking them to decide who will be each character in their groups. When students have written their names in their Activity Books, they can make name tags for themselves. Hand out sticky labels and tell students to write *My name is (Auntie Claire).* on their labels.

ANSWERS

Students' own answers

**3 Listen to the poem again.** 063 **Think of actions for your character.** Critical Thinking

- Play the recording for students to listen and decide on actions for their characters in their groups.

**TIP Character expression**

Encourage students to think about how the characters feel, what the characters do and how the characters react to events in the story.

**4 Act out the poem with your group. Join in.** Collaboration

- Play the recording for groups of students to act out the poem for the class.
- Encourage confident students to join in with the poem as much as possible.

COMMUNITY TASK Collaboration Invite students from another class to come in and watch the students act out the poem.



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# The Big Project 1

## A board game

| Lesson Objectives |
| --- |
| Present and practise numbers 11–20. |
| Make a colours and numbers board game. |
| Present and practise useful language for playing board games. |
| Play a colours and numbers board game. |

| Language |
| --- |
| New: Numbers 11–20, *Yes, that's right., My turn!, Miss a turn!, That's great!* |
| Review: Numbers 1–10 |

### Warm up

Play a game of *What's missing?* from the Ideas bank. Write the numbers 1–10 on the board and ask the class to say the words. Tell the class to close their eyes. Rub out two or three of the numbers. The students open their eyes and say which numbers are missing.

## Class Book pages 46–47

### LEARN NUMBERS 11–20

**1 Listen and point. Then repeat.** 064
**WHOLE CLASS**

- Play the recording and encourage students to point to the correct numbers.
- Play the recording again for students to repeat the numbers. Encourage students to repeat the numbers chorally first, then individually.

**2 Practise in pairs. Point and say. WHOLE CLASS**

- Students take turns to point to a random number in their books for their partner to say the number.

**3 Practise in your Activity Book.**

- Students turn to page 84 of their Activity Books and complete activities 1 and 2 (see below).

### MAKE

**4 Make a board game.** Creativity **PROJECT GROUP**

- Divide the class into groups of four.
- Hand out card, scissors, pencils, rulers and coloured pens / pencils / crayons to the students.
- Demonstrate how to make a board game and a number spinner (you may need to draw hexagons for students to cut out to make their number spinners). Explain the three types of squares: maths, colours and point or touch squares. Help if needed, and ask questions, e.g. *What colour is this? What's the answer?*
- Students can write their initials on their counters, colour them, or draw a simple symbol (e.g. a flower) on them to mark them as theirs.

**5 Listen and read. Then repeat.** 065
**WHOLE CLASS**

- Play the recording for students to listen and point to the speech bubbles. Tell the students that these are useful phrases for them to use when they play their board games.
- Play the recording again, one line at a time, for the students to repeat the sentences. Encourage students to repeat chorally first, then individually.

### PLAY

**6 Play your board game.** Collaboration
**PROJECT GROUP**

- Students play their board games in their groups. They take turns to spin their number spinners, then move their counters the corresponding number of squares along the board. They do the activity in the square they land on. If they answer correctly, they continue the game on their next turn. If they answer incorrectly, they miss their next turn.

## Activity Book page 84

**1 Write the answers. Practise in pairs.** Communication

ANSWERS
2 fifteen 3 eleven 4 nineteen 5 twelve
6 seventeen 7 sixteen

**2 What's the next number? Write and say.**

ANSWERS
2 eighteen 3 twelve 4 thirteen 5 nineteen
6 fifteen

**3 Tick ✓ your favourite activity.**

SELF-EVALUATION Ask students to think about which stage of the project they enjoyed the most. Students tick the picture which shows their favourite stage of the project.

ANSWERS
Students' own answers

COMMUNITY TASK Collaboration Students can play their board games with other students in the class, or you can invite students from other classes to come and play the games. Students can also take their board games home to play them with their families and friends.



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# 4 What do we like about animals?

## Lesson 1
## The Big Question

**Lesson Objectives**

Introduce the unit and the Big Question: What do we like about animals?

Activate knowledge and preview lessons from the unit.

Review language from previous units.

**Language**

Review: *baby, animal*

### Warm up 047

Review the Unit 3 toy vocabulary by playing *Pass the flashcards* from the Ideas bank. Play the song from Unit 3 Lesson 2 either using the audio download or on the CPT. Encourage the students to join in with the song as they play the game.

### Class Book pages 48–49

**1 Look at the pictures with your teacher. Answer. What can you see?**

- Talk about the pictures on pages 48–49. Encourage the students to tell you the names of all the things they can see.

**SUGGESTED ANSWERS**

(baby) animals, lemurs, a pet shop, a rabbit, a cat, fish, a tortoise, a goat, a chicken, a bird, a flower, etc.

**TIP** Use the Big Picture to lead into the Big Question video. Ask the students to look at the Big Picture and tell you how many animals they can see, what colours the animals are, which animal is the mum and which animals are the babies. Encourage them to use English where possible. If they use their own language, reformulate their ideas back to them in English. If you like, prompt them by asking questions, e.g. *Do you know what these animals are called? Where do you think these animals are from?* You could also ask students some personalized questions, e.g. *Which animals do you like? What's your favourite animal?*

**2 Watch the Big Question video. Which baby animal is your favourite?**

**Video transcript**

See page 148.

**ANSWERS**

Students' own answers

**3 Watch the Big Question video again. How many baby animals can you see?**

- Ask students to count the baby animals as they watch the video. You can watch the video for a second time for students to do this. Students can count, or tally, the baby animals on their own, then compare answers with the class, or you can count the animals together as a class.

**ANSWERS**

Baby animals: two puppies, three kittens, one rhino, one camel, two deer, one antelope

**TIP** Ask the students to join in when the narrator in the star post film introduces the rhino family. Play this section of the video for students to watch and listen, then play the section again for the students to join in with the words *mum*, *dad* and *baby*. Pause the video for students to say the correct words if necessary.

### Activity Book page 32

**1 Listen and number. 066**

**Audio transcript**

1 **A** Look at these baby animals, Josh!
**B** Oh yes! I like the puppies. They're baby dogs. They can play! Look, they've got a ball!
2 **A** I love the kittens. They're baby cats.
**B** Look! They can run!
3 **A** Look! Horses!
**B** Oh, yes! I like the baby horse!
4 **A** And here are sheep!
**B** Oh, look at the baby sheep. They're tired. Shh!

**ANSWERS**

**a** 3 **b** 4 **d** 2

**2 Read and circle.**

- Read out the first sentence with both answer options. Show the class the circled answer. Ask a student to read out the sentence with the correct answer.
- Tell students that they need to read the remaining sentences, look at the pictures and circle the correct words.

**ANSWERS**

**2** is **3** has **4** isn't **5** can **6** hasn't

**TIP** As an extension, ask students questions about the animals on page 32 of the Activity Book. Point to pictures and ask *Can it (run / sleep / play / walk)?* Encourage students to answer with full sentences, e.g. *Yes! It can (run). / No! It can't (walk).*

## Lesson 2
## Vocabulary and song

**Lesson Objectives**

Present and practise vocabulary for pets.

Review grammar from previous units.

Develop listening, speaking and word-level reading and writing skills.

Develop critical-thinking skills.



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**Language**

New: *fish, snake, tortoise, rabbit, cat, dog, spider, mouse, hamster, bird,* (passive) *I like (pets).*

Review: *I've got …, Have you got … ?*

### Warm up

Review the structure *Have you got … ?* by playing a game of *What have you got?* from the Ideas bank. You can use any flashcards showing objects from Units 1–3.

## Class Book page 50

### 1 Listen and point. Then listen and repeat. 067

- Play the recording for the students to listen and point to the correct animals in the picture. Then play the recording again for the students to repeat the words, first chorally, then individually.

### 2 Listen and point. Then listen and sing. 068

- Play the song for the students to listen and point to the correct animals in the picture. Then play the song again and encourage the students to join in.

### 3 Say which pets you've got and haven't got.

Critical Thinking

- Say *I've got (a cat). I haven't got (a dog).* Encourage students around the class to talk about what pets they have / haven't got.

ANSWERS

Students' own answers

**TIP Mixed-ability teaching**

- Support less confident students by asking questions and holding up animal flashcards to prompt them, e.g. *Have you got a (fish)?*
- Stretch more confident students by asking them to say what colour each of their animals is, e.g. *I've got a (cat). It's (orange and white).*

### 4 Put on the stickers.

- Tell the students that one of the Activity Book activities involves putting on stickers. They will find the stickers at the back of their Activity Books.

## Activity Book page 33

### 1 Read, find and number.

ANSWERS

cat – 1, fish – 5, snake – 7, dog – 4, hamster – 2, mouse – 3, tortoise – 9, spider – 6, bird – 8

### 2 Look and put on the stickers. Write.

- Point to the silhouettes. Ask students if they can tell what the animals are before they look for the matching stickers.

ANSWERS

**2** snake **3** hamster **4** spider **5** cat **6** mouse
**7** rabbit **8** bird **9** tortoise **10** fish

# Lesson 3
# Grammar

**Lesson Objectives**

Present and practise talking about animals you like / don't like.

Develop listening, speaking, reading and writing skills.

Develop critical-thinking and communication skills.

**Language**

New: *I like (cats). I don't like (dogs). He/She likes (cats). He/She doesn't like (dogs).*

Review: *fish, snake, tortoise, rabbit, cat, dog, spider, mouse, hamster, bird*

### Warm up

Review the pets vocabulary from the previous lesson. Play *Draw and guess* from the Ideas bank.

## Class Book page 51

### 1 Listen. Then repeat. 069

- Play the recording for the students to listen and follow the dialogue in their Class Book. Then play it again, pausing after each line for the students to listen and repeat.
- Focus on the Look! box. Tell students that we usually make plural nouns by adding *-s* to the end of a word, but some words are different.
- Hold up animal flashcards and ask students to say *1 (cat), 2 (cats)* to practise the plural for each animal.

### 2 Act out. Collaboration

**TIP Mixed-ability teaching**

- Support less confident students by encouraging them to act out the dialogue along with the recording.
- Stretch more confident students by encouraging them to replace the animals in the dialogue with other animals, and to make true sentences about animals they like / don't like. Invite pairs of students to act out their new dialogue for the rest of the class.

### 3 Listen and draw ☺ or ☹. Then listen and repeat. 070 Critical Thinking

- Point to the pictures next to each face and elicit the number of animals, e.g. *two tortoises, six fish.*
- Tell students that they need to listen and draw a smile or an unhappy face on each boy or girl according to if they like the animals.
- Play the recording twice for students to listen and draw. Pause after each line to give them time to draw.

### Audio transcript

**1** Two tortoises! I like tortoises.
**2** Six fish! I like fish.
**3** Three snakes! I don't like snakes.
**4** Five mice! I don't like mice.
**5** Four spiders! I like spiders.
**6** Three rabbits! I don't like rabbits.



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ANSWERS
1 ☺ 2 ☺ 3 ☹ 4 ☹ 5 ☺ 6 ☹

### 4 Point to the animals and talk about yourself. Communication

- Point to the snakes in the picture in activity 3 and say *Three snakes! I don't like snakes.* Point to the mice and say *Five mice! I like mice.*
- Encourage students to point to the animals in activity 3 and say true sentences about the animals they like / don't like. Students can do this activity in pairs or as a class.

ANSWERS
Students' own answers

## Activity Book page 34

### 1 Listen and tick ✓. 071

- Point to the happy and sad faces and elicit that the happy face represents *I like*, and the sad face represents *I don't like.*
- Play the recording and have the students tick the faces.

**Audio transcript**
1 Look! It's a spider! I like spiders.
2 Oh no! It's a mouse! I don't like mice!
3 Look at this snake! I don't like snakes!
4 Oh, look at this rabbit! I like rabbits.
5 Aw it's a hamster. I like hamsters.
6 Look at this tortoise. I don't like tortoises.

ANSWERS
2 ✓☹ 3 ✓☹ 4 ✓☺ 5 ✓☺ 6 ✓☹

### 2 Look and complete.

- Tell students that they need to look at the pictures and decide whether each person likes the animal in the picture. They should then complete the sentences with the correct words from the box.

ANSWERS
2 don't like 3 like 4 don't like

## Grammar Review Class Book page 58

### 1 Read and draw ◡ or ◠.

ANSWERS
2 ☹, ☺ 3 ☹, ☺ 4 ☺, ☹

### 2 Read, find and write *like* or *don't like*.

ANSWERS
2 don't like
3 like
4 don't like
5 don't like
6 like

### 3 Complete the sentences for you.

ANSWERS
Students' own answers

# Lesson 4
# Vocabulary and story

**Lesson Objectives**
Present and practise vocabulary for farm animals.
Develop listening, speaking and reading skills.
Check and consolidate understanding of the Farm Land story.

**Language**
New: *cow, chicken, donkey, duck, goat, sheep;* (passive) *farm, Wait a minute! They're (black and white).*
Review: colours; *I like (baby cows). I don't like (goats). Where's Norman? I don't know.*

### Warm up 068

Play the song from Lesson 2 again either using the audio download or on the CPT. Encourage the students to join in. You can choose a song activity from the Ideas bank.

## Class Book pages 52–53

### 1 Listen and point. Then listen and repeat. 072

- Play the recording for the students to listen and point to the correct pictures. Then play the recording again for the students to repeat the words, first chorally, then individually.

### 2 Listen and say the animal. 073

- Play the first item on the recording. Tell the students to name the animal (duck).
- Repeat for the remaining items on the recording.

**Audio transcript**
**SFX:** duck quacking
**SFX:** donkey braying
**SFX:** goat bleating
**SFX:** chicken clucking
**SFX:** sheep baa-ing
**SFX:** cow moo-ing

ANSWERS
duck, donkey, goat, chicken, sheep, cow

### 3 BEFORE YOU READ Look and answer. Where are the avatars?

ANSWER
They are on a farm. / They are in Farm Land.

### 4 Listen and read. 074

- Play the story recording using the audio download or on the CPT for the students to listen and follow the story in their books.


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**5 AFTER YOU READ Watch the story video. Complete the activities.**

**TIP** Before the students watch the story video, ask them to remember what colours the animals in the story are and where Norman is while they are watching. This will give them a purpose for watching and also help them with the follow-up activities in the Activity Book.

## Activity Book page 35

### 1 Listen and circle. 075

**Audio transcript**

1 This is a cow.
2 Look! It's a goat.
3 This is a duck.
4 What's this? It's a sheep.
5 Look! Here's a chicken.
6 This is a donkey.

**ANSWERS**

2 b 3 a 4 b 5 b 6 a

### 2 REMEMBER THE STORY Read and match.

- Students draw lines to match the pairs of sentences and the matching pictures.

**ANSWERS**

1 match: Norman likes chickens., But they're red and brown., d
2 match: He doesn't like donkeys., And they're black and grey., b
3 match: Look! Goats!, They're white. But they aren't black!, a
4 Look! Cows!, They're black and white!, c

### 3 Where's Norman in the story? Tick ✓ and say.

**ANSWER**

1 ✓

# Lesson 5 Grammar

| Lesson Objectives |
|---|
| Present and practise using *They're …* |
| Practise talking about two or more animals. |
| Develop listening, speaking, reading, writing and communication skills. |

| Language |
|---|
| New: *He / She likes (fish). He / She doesn't like (birds).* |
| Review: colours; *snake, spider, mouse, bird, fish, rabbit, hamster, cat, dog, tortoise, cow, chicken, donkey, duck, goat, sheep* |

### Warm up

Review the farm animals and pets vocabulary by playing *Bingo!* from the Ideas bank, using the Unit 4 pets and farm animals flashcards.

## Class Book page 54

### 1 Listen and say the chant. 076

- Play the chant using the audio download or on the CPT for the students to listen. Then play the chant again, pausing after each line for the students to repeat. Play the chant all the way through again and encourage the students to join in.

### 2 Listen and number. 077

- Play the first item on the recording. Ask students to say which pictures were mentioned (the second set).
- Play the recording once through, then play it again, pausing after each item for the students to number the correct set of pictures.

**Audio transcript**

1
He likes cats.
He doesn't like fish.
2
She likes goats.
She doesn't like tortoises.
3
She likes ducks.
She doesn't like chickens.
4
He likes snakes.
He doesn't like donkeys.

**ANSWERS**

a 2 c 4 d 3

### 3 Listen and repeat. 078

- Play the recording using the audio download or on the CPT once through. Then play it again, pausing after each sentence for the students to listen and repeat.

### 4 Look at activity 2. Play the game. Communication

- Model the game with confident students for the class to observe. Choose a pair of animals from activity 2 and say the corresponding sentences with likes and dislikes, e.g. *He likes cats*. *He doesn't like fish*. Encourage the student to look at activity 2 and try to guess the pair you are thinking of. Students can then play the game in pairs.

**TIP Mixed-ability teaching**

- Support less confident students by playing the game as a class, with the first student to guess the correct animals taking a turn to choose another pair of animals for the rest of the class to guess.
- Stretch more confident students by asking them to say whether they like / don't like each animal once they have guessed correctly.

## Activity Book page 36

### 1 Read and match.

- Students read the first sentence in each box and match it to the correct picture.



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ANSWERS
He doesn't like ducks. 3
She likes donkeys. 2
He likes hamsters. 5
He doesn't like goats. 6
She likes dogs. 4
She doesn't like fish. 1

**2 Look and write.**

ANSWERS
**2** He doesn't like birds. **3** She doesn't like spiders.
**4** He likes cows.

## Grammar Review Class Book page 59

**4 Read and circle.**

ANSWERS
**2** sheep
**3** fish
**4** tortoises

**5 Read, find and complete the words.** Critical Thinking

ANSWERS
**3** spiders
**4** snakes
**5** cats
**6** cows
**7** hamsters
**8** horses

# Lesson 6
# Cross-curricular

**Lesson Objectives**

Learn how to draw animals using basic shapes.
Present and practise topic-related CLIL vocabulary.
Develop listening, speaking, reading and writing skills.
Develop critical-thinking skills.

**Language**

New: *circle, square, triangle, rectangle, oval; draw, finish*
Review: *chicken, cow*

### Warm up

Review the farm animals from Lesson 4 by playing *What's missing?* from the Ideas bank, using the farm animal flashcards.

## Class Book page 55

**1 Listen and point to the shapes. Then listen and repeat.** 079**Play the recording for the students to listen and point to the correct shapes. Then play the recording again for the students to repeat the words.**

**2 Number the pictures in order. Then listen and check.** 080

- Tell the class that the pictures show how to draw a chicken using shapes, but they are in the wrong order.
- Point to the pictures and ask the students which shapes from activity 1 they can see in each picture. Ask the students to guess the correct order of the pictures.
- Play the recording once through for the students to listen and point to the correct pictures. Then play the recording again for the students to number the pictures in the correct order.

### Audio transcript

**1** Draw a circle, a square and an oval.
**2** Now draw two triangles.
**3** Draw another circle and two rectangles.
**4** Draw seven more ovals.
**5** Now finish the chicken with a pen.

ANSWERS
2, 1, 3, 5, 4

**3 Draw and colour a chicken.**

- Tell the students to use shapes to draw a picture of a chicken in the drawing space. They can copy the stages in activity 2, or use their own ideas about which shapes to use and how to arrange the shapes. Students then colour their pictures.

**4 Which shapes and colours has your chicken got?** Critical Thinking

- Invite students to show their pictures to the class.

**TIP Mixed-ability teaching**

- Less confident students can simply point to and name the shapes and colours in their pictures, e.g. *Red! Circle!*
- More confident students can say sentences about their pictures, e.g. *It's a chicken! It's red, yellow and brown. This is a circle.*, etc.

ANSWERS
Students' own answers

## Activity Book page 37

**1 Look, read and complete.**

ANSWERS
**2** square **3** triangle **4** rectangle **5** oval

**2 What shapes do you need to draw a cow? Look and write.** Critical Thinking

- Ask students to look at the pictures and say what shapes they can see. Students then write the words for the shapes under the pictures.

ANSWERS
circles, triangles, ovals
(Answers can be in any order.)


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**TIP** **Curriculum link**
If the students have arts and crafts lessons in their own language at school, encourage them to show their animal pictures to their arts and crafts teacher and tell him / her what shapes and colours they used to draw their pictures. Students could also draw some more animal pictures using shapes in their arts and crafts lessons.

# Lesson 7
# Literacy and culture

**Lesson Objectives**

Develop literacy skills and familiarize students with an email.

Raise awareness of culture in Brazil.

Raise awareness of the importance of rainforests.

**Language**

New (passive): *Brazil, hummingbird*

Review: *They're (animals from Brazil). I like (birds). I don't like (fish). This is a (hummingbird). It's (small).*

### Warm up

Play *Matching pairs* from the Ideas bank using the Unit 4 pets and farm animal flashcards and wordcards.

## Class Book page 56

### 1 BEFORE YOU READ Look at the photos.

- 1 Which animals can you see?
- 2 What colour are they?

**ANSWERS**

1 a bird, a snake, a fish
2 The bird is purple, blue, white and green. The snake is green, white and yellow. The fish is grey and white.

**CULTURE NOTE** Explain to the students that the child posting in this unit isn't one of the *Oxford Thinkers* main characters, but a child from the wider international community. Ask the students to guess where this child is from. Explain that Miguel is from Brazil. Help the students to find Brazil on a map or globe.

### 2 Listen and read the email. 081 Then answer your teacher's questions.

- Play the recording. Then ask the students questions to check their understanding, e.g.
  1 *Who is the email from?* (Miguel.)
  2 *Where is Miguel from?* (He's from Brazil.)
  3 *Which animals does he like?* (Birds and snakes.)
  4 *Which animal is small and pretty?* (The bird.)

**CULTURE NOTE** **Brazil**
Brazil is the largest country in South America, and the fifth largest country in the world. About 200 million people live in Brazil. The official language in Brazil is Portuguese. Brasilía is the capital city of Brazil, and other major cities include São Paulo and Rio de Janeiro. The Amazon river flows through Brazil, and about 60% of the Amazon rainforest is in Brazil. The rainforest is home to many different species of plants and animals.

**TIP** Ask the students what animals they can see in their country, what these animals look like and whether or not they like these animals.

**BIG VALUES!** Focus the students on the Big Values! feature and read out the sentence. Ask students why they think rainforests are important (because many different plants and animals live there) and why we need to look after the rainforests (because we need the plants and animals, and they need to have a home). Ask students what kinds of animals they think live in the rainforests (bird, snakes, frogs, insects, spiders, etc.). Bring in photos of rainforest animals to show the class. Ask students to draw pictures showing their favourite rainforest animals. Help them to write captions, e.g. *(Snakes) are important!* Students can display their pictures in the classroom or in a public area of the school. They can make a banner for their display, with the words *Rainforests are important!*

### 3 AFTER YOU READ Complete the activities.

- Students complete the activities on page 38 of the Activity Book.

## Activity Book page 38

### 1 Read and complete.

**ANSWERS**

2 small 3 white 4 big

### 2 Complete the fact file. Write and circle. Creativity

**ANSWERS**

bird, blue / white, pretty

**COMMUNITY TASK** Collaboration Ask students what animals live in their country. Write their answers on the board. Provide the English names as needed. Students can draw pictures of their favourite animals from their country, or find photos of the animals. They can write sentences about the animals using the fact file on page 38 of the Activity Book as a model. Students can then use their pictures / photos and sentences to make a wall display. They can make a banner with the words *Animals from [name of country]* for their display.

**DIGITAL COLLABORATIVE LEARNING** Extend the task in activity 2 and the Community Task by helping students to upload their pictures / photos and sentences to the class blog. You can create a page or section on the blog called *Animals from [name of country]*. Encourage students to read about the animals online and leave comments, e.g. *I like (snakes)!* See the Digital collaborative learning section on page 17 of the Introduction.



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# Lesson 8
# Sounds and speaking

**Lesson Objectives**

Present and practise the pronunciation of the sound /s/.

Develop speaking and communication skills.

Review and practise animal vocabulary.

**Language**

Review: *snake, spider, skateboard, scooter, six, seven, mouse, bird, fish, rabbit, hamster, cat, dog, tortoise, cow, chicken, donkey, duck, goat, sheep, counters, They're …*

### Warm up

Review the grammar from Lessons 3 and 5. Play *Memory chain* from the Ideas bank. Start with the sentence *I like (cats).* Students add animals they like to the sentence. You can repeat the game using the sentence *I don't like (spiders)*. This time, students add animals they don't like to the sentence. At the end of the game, challenge students to remember what their classmates said, e.g. *Rashid likes rabbits. Sherri doesn't like chickens.*

## Class Book page 57

### 1 Listen and repeat. 082

- Play the recording using the audio download or on the CPT for the students to listen and repeat the words with the /s/ sound.

### 2 Listen. Say the tongue twister. 083

- Play the recording using the audio download or on the CPT for the students to listen and then join in with the tongue twister.

**TIP** Challenge students to say the tongue twister as fast as they can. They can practise in pairs, then say the tongue twister to the class.

### 3 Play the game. Communication

- Organize the students into groups to play the game in the Activity Book. Try to group confident students with less confident students.

## Activity Book page 39

### 1 Play the game in groups. Communication

**TIP** Display the Activity Book page on-screen via the CPT. Point to the animals and ask students to name them and say what colours they are. Demonstrate the game by playing a few moves of the game with confident students. When the class is confident about how to play the game, they can play in their groups. Move around the class and make sure students are using the correct structures as they play the game.

# Lessons 9 and 10
# The Big Question Review

**Lesson Objectives**

Review and practise language from the unit.

Answer the Big Question.

Develop creative skills.

Self-evaluate progress.

**Language**

Review vocabulary: *snake, spider, mouse, bird, fish, rabbit, hamster, cat, dog, tortoise, cow, chicken, donkey, duck, goat, sheep*

Review grammar: *I like (cats). I don't like (dogs)., They're …*

### Warm up

Ask the students to choose one of the flashcard games from the unit to play.

## Class Book page 57

### 1 Watch and answer the questions on the review video.

### Video transcript

See page 148.

**ANSWERS**

See video transcript.

### 2 Find and write.

- Students turn to pages 130–131 in their Class Books. They look for the animals in the picture, then write the words, using the Picture Dictionary in the Activity Book to help them.
- Students choose and write their favourite words for this unit in the Picture Dictionary.

**TIP Picture Dictionary**

As students progress through the units, encourage them to write any other new words they learn in the correct sections of their Picture Dictionaries. Categorizing new vocabulary is a useful learning strategy, and will help students to remember new words.

### 3 Answer. Communication

**ANSWERS**

Students' own answers

**TIP** Help students to make a class poster about their favourite animals. They can draw pictures, take photos or find photos online and print them. Help students to write short captions saying what they like about their favourite animals, e.g. *I like (cats). They're (pretty).*



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**DIGITAL COLLABORATIVE LEARNING** Alternatively, you can make a page about the students' favourite animals on the class blog, and upload photos and pictures with captions to it. Students can comment on other students' photos and pictures, and share the link with their families and friends. See the Digital collaborative learning section on page 17 of the Introduction.

**4 Make a mini book. Write. Read at home.** Creativity

- Students make and complete their mini book.

**5 Colour.**

**SELF-EVALUATION** Say simple statements to check how well students have understood the language in this unit, e.g. *I can talk about pets / farm animals. I can name five shapes. I can talk about animals I like or don't like. I can talk about what colour animals are*. Ask students to raise their hand for each statement and hold up one to five fingers, with five fingers showing that they can do it easily down to one finger showing that they have trouble with this language. Help students by providing extra support and practice in areas which they are having trouble with.

## Writing Practice Units 4–6 Class Book pages 130–131

**ANSWERS**

**1** bird **2** dog **3** cat **4** fish **5** tortoise **6** hamster **7** snake **8** mouse **9** spider **10** rabbit

## Picture Dictionary Activity Book page 95

**ANSWERS**

Students' own answers

## Mini Book Activity Book pages 111–112

**ANSWERS**

Students' own answers

### Unit 4 Test

Students are now ready to do the unit test. Tests and audio available at www.oup.com/elt/download with the code on the access card in this Teacher's Pack.



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# 5 What do we eat?

## Lesson 1
## The Big Question

**Lesson Objectives**

Introduce the unit and the Big Question: What do we eat?

Activate knowledge and preview lessons from the unit.

Review language from previous units.

**Language**

New (passive): *eggs, milk, cheese, food*

Review: animals, colours, *farm*

### Warm up 068

Review the Unit 4 animal vocabulary. Play *First letters* from the Ideas bank using the Unit 4 pets and farm animals flashcards. Play the song from Unit 4 Lesson 2 either using the audio download or on the CPT. Encourage the students to join in with the song as they play the game.

### Class Book pages 60–61

**1 Look at the pictures with your teacher. Answer. What can you see?**

- Talk about the pictures on pages 60–61. Encourage the students to tell you the names of all the things they can see.

SUGGESTED ANSWERS

an egg, toast, breakfast, a fridge, milk, eggs, meat, bananas, tomatoes, a plant, a girl, a tree, a spider, etc.

**TIP** Use the Big Picture to lead into the Big Question video. Ask the students to look at the Big Picture and tell you what food they can see and what meal they think this is. Encourage them to use English where possible. If they use their own language, reformulate their ideas back to them in English. You could also ask students some personalized questions, e.g. *Do you like (eggs)? What do you eat for (breakfast)?*

**2 Watch the Big Question video. Do you like the farm?**

**Video transcript**

See page 149.

ANSWERS

Students' own answers

**3 Watch the Big Question video again. Which animals can you see?**

- Ask students to call out the names of the animals as they watch the video.

ANSWERS

a cow, a goat and chickens

**TIP** Ask the students to join in when the narrator in the star post film counts the eggs. Play this section of the video for students to watch and listen, then play the section again for the students to join in. You can also ask students to join in when the narrator says what colour the animals are. Raise your hand during each question about colour to alert the students and encourage them to join in with the answer.

**TIP** After watching the video, ask students to say which animal(s) milk / cheese / eggs come from. Ask students if they can think of any other food which comes from animals. If students answer in their own language, reformulate their ideas back to them in English. Write the English words on the board and model the pronunciation for students to repeat.

### Activity Book page 40

**1 Listen, find and colour.** 084

- Make sure students have coloured pens / pencils / crayons ready.
- Play the recording for students to find and colour the animals.

**Audio transcript**

**Erin** We're on the farm today. There are lots of animals on the farm.
**Daniel** Can you see the cows?
**Erin** Yes, I can.
**Daniel** What colour are they?
**Erin** They're brown and white.
**Daniel** Can you see the goats?
**Erin** Yes, I can. I can see two goats.
**Daniel** What colour are they?
**Erin** They're brown.
**Daniel** There are chickens on the farm too. Can you see them?
**Erin** Yes, I can. I can see three chickens.
**Daniel** What colour are they?
**Erin** They're black and white.
**Daniel** Look at the horse. Can you see it?
**Erin** Yes, I can. It's very big!
**Daniel** What colour is it?
**Erin** It's black. I love horses.
**Daniel** Me too!

ANSWERS

1 brown and white 2 brown 3 black and white 4 black

**2 Look and complete.**

ANSWERS

2 goats 3 Cheese 4 chickens



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# Lesson 2
# Vocabulary and song

**Lesson Objectives**

Present and practise vocabulary for food.

Review grammar from previous units.

Develop listening, speaking and word-level reading and writing skills.

Develop critical-thinking skills.

**Language**

New: *fish, meat, juice, milk, eggs, pasta, rice, bread, sandwiches, cheese;* (passive) *I'm hungry., What's for dinner?, I think (pasta's) very nice.*

Review: *I like / don't like (milk).*

### Warm up

Review the structure *I like / don't like …* by playing a variation on the game *Find somebody who …* from the Ideas bank. Tell the students to write three animals they like on a piece of paper, then move around the class to find somebody who likes the same three animals. Encourage students to talk together, e.g. *I like (spiders). Me too! / Oh no! I don't like (spiders).*

## Class Book page 62

### 1 Listen and point. Then listen and repeat. 085

- Play the recording for the students to listen and point to the correct foods in the picture. Then play the recording again for the students to repeat the words.

### 2 Listen and point. Then listen and sing. 086

- Play the song for the students to listen and point to the correct foods in the picture. Then play the song again and encourage the students to join in as much as possible.

### 3 Say which food you like and don't like.

Critical Thinking

- Say *I like (pasta). I don't like (eggs).* Encourage students around the class to talk about what food they like / don't like.

ANSWERS

Students' own answers

**TIP Mixed-ability teaching**

- Support less confident students by asking questions and holding up food flashcards to prompt them, e.g. *Do you like (cheese)?*
- Stretch more confident students by asking them to talk about each of the foods in the picture in pairs, e.g. *I like (fish). Me too! / Oh no. I don't like (fish).*

### 4 Put on the stickers.

- Tell the students that one of the Activity Book activities involves putting on stickers. Students turn to page 41 of the Activity Book to complete the vocabulary activities.

## Activity Book page 41

### 1 Read, find and write *A* or *B*. Point and say.

- Show the students the letters A and B and explain that they should write the correct letters next to the words to show which picture each food is in.
- Check answers by asking *Where's the (pasta)?* Encourage students to answer *In picture (B)!*

ANSWERS

Picture A: juice, sandwiches, cheese, fish, eggs
Picture B: meat, rice, milk, bread

### 2 Look and put on the stickers. Write.

- From this unit on, the first letters of each word are not provided. Students need to write the whole word. When students have put on all the stickers, point to each one and ask students to name the foods. Ask students to say what letter each word starts with. Students can then write the words in their books.

ANSWERS

2 cheese 3 meat 4 pasta 5 eggs 6 bread 7 fish 8 sandwiches 9 milk 10 rice

# Lesson 3
# Grammar

**Lesson Objectives**

Present and practise using *What do you have for (lunch)? I have (pasta) for (lunch).* to talk about what you have for breakfast / lunch / dinner.

Develop listening, speaking, reading and writing skills.

Develop critical-thinking and communication skills.

**Language**

New: *Do you like (bread) for (lunch)? Yes, I do. No, I don't.*

Review: *fish, meat, juice, milk, eggs, pasta, rice, bread, sandwiches, cheese*

### Warm up

Review the food vocabulary from the previous lesson. Play *Stop the cards* from the Ideas bank using the Unit 5 food flashcards.

## Class Book page 63

### 1 Listen. Then repeat. 087

- Play the recording for the students to listen and follow the dialogue in their Class Book. Then play it again, pausing after each line for the students to listen and repeat.

### 2 Act out. Collaboration

**TIP Mixed-ability teaching**

- Support less confident students by dividing the class into a Norman group and a Blue Clue group. The students can say their lines in chorus.
- Stretch more confident students by encouraging them to replace the food words in the dialogue with other food words. Invite pairs of students to act out their new dialogue for the rest of the class.



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### 3 Listen, find and draw ☺ or ☹. 088

- Point to the pictures in the chart and ask students to say what each picture is. Draw their attention to the different meals (breakfast / lunch / dinner).
- Play the recording for the students to draw a smiley face or an unhappy face next to each picture according to what they hear in the audio.

**Audio transcript**

**A** Do you like sandwiches for breakfast?
**B** No, I don't.
**A** Do you like eggs for breakfast?
**B** Yes, I do. I like eggs!
**A** Do you like juice for breakfast?
**B** Yes, I do.
**A** Do you like milk for lunch?
**B** No, I don't.
**A** Do you like sandwiches for lunch?
**B** Er ... yes, I do.
**A** Do you like meat for dinner?
**B** No, I don't. I don't like meat.
**A** Do you like pasta for dinner?
**B** Yes, I do.
**A** And do you like milk for dinner?
**B** Yes, I do.

**ANSWERS**

breakfast: juice ☺ sandwiches ☹ eggs ☺
lunch: milk ☹ sandwiches ☺
dinner: milk ☺ pasta ☺ meat ☹

### 4 Draw your favourite breakfast, lunch and dinner in your notebook. Critical Thinking

- Students draw three pictures in their notebooks, showing what they usually have, or what they like to have for each meal.

**ANSWERS**

Students' own answers

### 5 Ask and answer. Communication

- Model the activity with a confident student. Ask *Do you like (eggs) for (breakfast)?* The student looks at his / her pictures from activity 4 and answers *Yes, I do* or *No, I don't*.
- Students ask and answer questions about their meals in pairs. Move around the class and make sure they are using the correct structures.

**ANSWERS**

Students' own answers

## Activity Book page 42

### 1 Look, read and circle.

- Students look at the pictures, read the sentences and circle the correct words.

**ANSWERS**

**2** sandwiches **3** pasta **4** eggs

### 2 Unscramble and complete. Then answer the questions about yourself.

- Point to the pictures and ask students to name the foods in the pictures.
- Students unscramble the names of the meals in the top boxes and complete the questions. Then, they complete the answers with the short answers from the box.
- Model the conversations with a confident student. Ask *Do you like (rice) for (breakfast)?* The student answers *Yes, I do. / No, I don't.*
- Students can then act out conversations about the pictures in pairs.

**ANSWERS**

Questions: **2** dinner **3** lunch **4** breakfast
Answers: Students' own answers

## Grammar Review Class Book page 70

### 1 Read and circle.

**ANSWERS**

**2** No, I don't.
**3** Yes, I do.
**4** No. I don't.

### 2 Read and complete.

**ANSWERS**

**2** eggs
**3** rice
**4** sandwiches
**5** fish
**6** meat

# Lesson 4
# Vocabulary and story

**Lesson Objectives**

Present and practise vocabulary for fruit and vegetables.
Develop listening, speaking and reading skills.
Check and consolidate understanding of the Garden Land story.

**Language**

New: *bananas, apples, strawberries, tomatoes, carrots, lettuce;* (passive) *garden, hungry, Yum!, insects, What food does Norman like? Does Norman eat (tomatoes)? Norman eats (insects). Norman doesn't eat (apples).*

Review: *It's a (garden). Where's Norman? I don't know. Here's Norman!*

### Warm up 086

Play the song from Lesson 2 again, either using the audio download or on the CPT. Encourage the students to join in. If you like, you can choose a song activity from the Ideas bank.

## Class Book pages 64–65

### 1 Listen and point. Then listen and repeat. 089

- Play the recording for the students to listen and point to the correct pictures. Then play the recording again for the students to repeat the words.



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**2 Look and say which are fruit and which are vegetables.** Critical Thinking

- Ask students to say which of the foods they think are fruit and which they think are vegetables. Students can discuss their ideas in pairs before telling the class.
- Explain that we use tomatoes like a vegetable (in salads, soups, sandwiches, etc.), but they are really fruit.
- Ask students to say which of the fruits and vegetables they like / don't like.

ANSWERS
Fruit: bananas, apples, strawberries, tomatoes
Vegetables: carrots, lettuce

**3 BEFORE YOU READ Look and answer. Where are the avatars?**

ANSWER
They are in a garden. / They are in Garden Land.

**4 Listen and read.** 090

- Play the story recording using the audio download or on the CPT for the students to listen and follow the story in their books.

**5 AFTER YOU READ Watch the story video. Complete the activities.**

TIP Before the students watch the story video, ask them to remember what foods the characters in the story like / don't like and where Norman is while they are watching.

## Activity Book page 43

**1 Look and write.**

- Read out the words in the box and ask students to point to the correct items in the picture.
- Students look at the numbers in the picture and write the correct words next to the numbers in their Activity Books.

ANSWERS
2 carrots 3 lettuce 4 strawberries 5 bananas
6 apples

**2 REMEMBER THE STORY Read and circle.**

- Students circle the correct words in the sentences. They can look back at the story on pages 64–65 of their Class Books to help them if necessary.
- Ask students to read out the sentences with the correct words.

ANSWERS
2 tomatoes 3 apples, apple juice 4 carrots

**3 Where's Norman in the story? Tick ✓ and say.**

ANSWER
2 ✓

# Lesson 5
# Grammar

**Lesson Objectives**

Present and practise using *I eat (bread). I don't eat (apples). He / She eats (bananas). He / She doesn't eat (fish).*

Practise asking and answering about likes and dislikes.

Develop listening, speaking, reading, writing and communication skills.

**Language**

New: *I eat (bread). I don't eat (apples). He / She eats (bananas). He / She doesn't eat (fish).*

Review: *meat, juice, eggs, milk, fish, pasta, rice, sandwiches, bread, cheese, bananas, apples, strawberries, tomatoes, carrots, lettuce*

### Warm up

Review the fruit and vegetables and food vocabulary by playing *Find the cards* from the Ideas bank, using the Unit 5 food and fruit and vegetables flashcards.

## Class Book page 66

**1 Listen and say the chant.** 091

- Play the chant using the audio download or on the CPT for the students to listen. Then play the chant again, pausing after each line for the students to repeat. Play the chant all the way through again and encourage the students to join in as much as possible.

TIP If you like, you can divide the class into groups and have them replace the food words in the chant with other food words. Students can practise their new chants in their groups, then perform them for the class.

**2 Listen and tick ✓ or cross ✗.** 092

- Tell students to look at the pictures and name the foods.
- Tell the students that they need to listen to whether each person eats or doesn't eat the food they have got. If they eat it, the students should draw a tick. If they don't eat it, the students should draw a cross.
- Play the recording once through, then play it again, pausing after each item for the students to tick or cross.

### Audio transcript

1 I don't put cheese in my sandwiches. I put meat in my sandwiches.
2 I don't eat meat. I eat fish.
3 I eat bananas. I don't eat strawberries.
4 I drink juice. I don't drink milk.
5 I don't drink apple juice. I drink strawberry juice!
6 I put lettuce in my sandwiches. I don't put tomatoes in my sandwiches.

ANSWERS
2 ✗✓
3 ✓✗
4 ✓✗
5 ✗✓
6 ✓✗



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### 3 Listen and repeat. 093

- Play the recording using the audio download or on the CPT. Then play it again, pausing after each sentence for the students to listen and repeat.

### 4 Find two things you both do. Play the game.

Communication

- Model the game with confident students for the class to observe. Tell students that they need to find two things that they and their partner both do.
- Students play the game in pairs. Move around the class and make sure they are using the correct structures. Invite confident students to model the game for the rest of the class to observe.

**TIP Mixed-ability teaching**

- Support less confident students by modelling the game with more students before they play the game in pairs. You can ask the students to find three foods that they and their partner both like.
- Stretch more confident students by asking them to also find five foods that they and their partner don't like. Invite students to tell the class which foods they like and which foods they don't like.

## Activity Book page 44

### 1 Listen and tick ✓ or cross ✗. 094

- Students listen and tick the foods that the children eat or drink and cross the foods that the children don't eat or drink.
- Ask students around the class *Do you eat (bananas)?* about each of the foods.

**Audio transcript**

1 I eat cheese, but I don't eat bananas.
2 I don't eat carrots, but I eat sandwiches. I like sandwiches!
3 I don't drink juice. I drink milk.
4 I eat fish. I don't eat apples. I don't like apples!

ANSWERS

2 carrots ✗ sandwiches ✓
3 juice ✗ milk ✓
4 fish ✓ apples ✗

### 2 Look, read and write.

ANSWERS

1 eats, doesn't eat 2 doesn't eat, eats
3 eats, doesn't eat

## Grammar Review Class Book page 71

### 3 Look, read and circle. Critical Thinking

ANSWERS

2 She doesn't eat tomatoes.
3 She doesn't drink juice.
4 She eats apples.
5 She drinks milk.
6 She doesn't eat bananas.

### 4 Complete the sentences for you.

ANSWERS

Students' own answers

### 5 Read activity 4 with a friend. Are your sentences the same or different? Communication

ANSWERS

Students' own answers

# Lesson 6
# Cross-curricular

**Lesson Objectives**

Learn about how food comes from plants.
Present and practise topic-related CLIL vocabulary.
Develop listening, speaking, reading and writing skills.
Develop critical-thinking skills.

**Language**

New: *flower, leaves, fruit, root, plants, cauliflower*
Review: *tomato, apple, lettuce, banana, carrot, strawberries, food*

### Warm up

Review the food words from Unit 5 by playing *Memory game* from the Ideas bank, using the Unit 5 food and fruit and vegetables flashcards.

## Class Book page 67

### 1 Listen and point. 095

- Play the recording for the students to listen and point to the correct parts of the picture.

**Audio transcript**

This is a plant. It's a tomato plant.
The flowers are yellow.
The leaves are green.
The fruit is red.
The roots are brown.

### 2 Listen and repeat. 096

- Play the recording, pausing for the students to repeat the words.

### 3 Match and draw. Then point to your pictures and say. Critical Thinking

- Point to the picture of the cauliflower. Ask *Is this a flower, leaves, fruit or a root?* Confirm that it is a flower and explain that part of its name in English is also *flower*. Write the word *cauliflower* on the board and model the pronunciation for students to repeat.
- Show the students the cauliflower drawn in the first column of the table.
- Students think about what part of a plant each of the other foods is, then draw the pictures in the correct sections of the table. Less confident students can do this activity in pairs.



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- Students then work in pairs, taking turns to point to the pictures in their tables and say which is a flower / leaves / a fruit / a root.
- Invite students to tell the class what part of a plant each food is.

**ANSWERS**
Flower: cauliflower
Leaves: lettuce
Fruit: apple, banana, strawberries
Root: carrot

**TIP** Show the Unit 5 flashcards and ask students to say which foods they think come from plants and which parts of plants these foods are.

### 4 Which other flowers, leaves, fruit and roots do we eat? Critical Thinking

- Students can discuss their ideas in pairs, then share their ideas with the class.
- If students don't know the English word for a food, they can say it in their own language. Write the English word on the board and model the pronunciation for students to repeat.

**ANSWERS**
Students' own answers

## Activity Book page 45

### 1 Read and circle.

**ANSWERS**
**2** leaves **3** fruit **4** root

### 2 How do plants grow? Number the pictures in order. Write. Critical Thinking

- Ask students to look at the pictures and say what parts of a plant they can see. Students then number the pictures in the order a plant grows and write the words for the parts of a plant.

**ANSWERS**
**a** 3 **b** 5 flower **d** 6 fruit **e** 2 roots **f** 4 leaves

**TIP Curriculum link**
If the students have science lessons in their own language at school, encourage them to tell their science teacher what they have learned about how plants grow and to tell him / her the English words for the parts of a plant. Students could also grow some plants from seeds in their science lessons.

# Lesson 7
# Literacy and culture

**Lesson Objectives**
Develop literacy skills and familiarize students with a cartoon story.
Raise awareness of culture in Liberia.
Raise awareness of the importance of eating fruit and vegetables every day.

**Language**
New (passive): *Liberia, forest, meet, plums, honey, greedy, Can I come with you?, Bye bye*
Review: *tree, bananas, spider, big, yellow, purple; They're (big and yellow). Do you like (honey)? Yes, I do.*

### Warm up
Play *Word match* from the Ideas bank using the Unit 5 food and fruit and vegetables flashcards and wordcards.

## Class Book page 68

### 1 BEFORE YOU READ Look at the pictures.

- 1 Which animal can you see?
- 2 Which food can you see?

**ANSWERS**
**1** a spider
**2** bananas, plums, honey

**CULTURE NOTE** Explain to the students that the child posting in this unit isn't one of the *Oxford Thinkers* main characters, but a child from the wider international community. Ask the students to guess where this child is from. Explain that Tardy is from Liberia. Help the students to find Liberia on a map or globe.

### 2 Listen and read the story. 097 Then answer your teacher's questions.

- Play the recording. Then ask the students questions to check their understanding, e.g.
  1 *Who is the story about?* (Ariana.)
  2 *What animal is in the story?* (A spider.)
  3 *What does the spider eat?* (Bananas, plums and honey.)
  4 *Does Ariana eat bananas, plums and honey?* (No.)
  5 *Can the spider come with Ariana at the end?* (No. It's too big. It can't get out of the tree.)

**CULTURE NOTE Liberia**
Liberia is a country in Western Africa. It is surrounded by the Atlantic Ocean, Sierra Leone, Guinea and the Ivory Coast. The largest city in Liberia is Monrovia. Monrovia is also the country's capital city. About 4.5 million people live in Liberia. The country's official language is English, but about 20 African languages are also spoken there. Liberia has mountains, forest, beaches and plains. Farmers in Liberia grow coffee, cocoa, rice, sugarcane and bananas. They also farm sheep and goats.


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**TIP** Ask the students what food comes from their country. You can ask them to think about what food grows on trees, or what animals live on farms in their country.

**BIG VALUES!** Focus the students on the Big Values! feature and read out the sentence. Ask students why they think it is important to eat fruit and vegetables every day (because fruit and vegetables are very good for us, and they keep our bodies healthy). Ask students what fruit and vegetables they like, and ask them if they eat fruit and vegetables every day. If you like, you can ask students to keep a fruit and vegetables diary for one week. They should write the days of the week, then draw pictures of the fruit and vegetables they eat each day. Students can present their diaries to the class. If they have eaten fruit and vegetables every day, you can give them a sticker with the words *Healthy Eater!* on it.

### 3 AFTER YOU READ Complete the activities.

- Students complete the activities on page 46 of the Activity Book.

## Activity Book page 46

### 1 Number the pictures in order. Then complete.

- Students order the pictures and complete the story with the words in the box.

**ANSWERS**

**a** 4 – like, do
**b** 2 – yellow, bananas
**c** 3 – purple, plums
**d** 1 – you

**TIP Optional activity**

Ask students to work in pairs to make their own versions of the story. They can change the name of the character, the food words and / or the animal in the story. As an extension of this activity, students can practise acting out their stories in pairs, then perform them for the class.

### 2 Read and tick ✓ or cross ✗.

- Students read the sentences and look back at the story to decide whether each sentence is correct or incorrect.
- More confident students can correct the incorrect sentences.

**ANSWERS**

2 ✗ 3 ✗ 4 ✗ 5 ✓

**COMMUNITY TASK** Collaboration Divide the class into pairs to practise acting out the story. Students can work together to make props (e.g. paper or card plums and bananas) and costumes (e.g. a spider mask). You can invite other classes and / or family members to come and watch the students perform the story. Students can perform their own versions of the story to give the performances some variety.

**DIGITAL COLLABORATIVE LEARNING** If you decide to video the students' performances of the story, you can upload the videos to the class blog. Encourage students to watch each other's videos online and to comment (kindly) on each other's performances. See the Digital collaborative learning section on page 17 of the Introduction.

# Lesson 8
# Sounds and speaking

**Lesson Objectives**

Present and practise the pronunciation of the sound /tʃ/.
Develop speaking and communication skills.
Review and practise food vocabulary.

**Language**

New (passive): *munch*
Review: *chicken, cheese, lunch, meat, juice, eggs, milk, fish, pasta, rice, bread, bananas, apples, strawberries, tomatoes, carrots, lettuce; Do you like (bananas)? Yes, I do. / No, I don't.*

### Warm up

Play *Think fast!* from the Ideas bank. Ask students *What food / fruit / vegetables do / don't you eat?* Students answer with as many full sentences as possible in thirty seconds.

## Class Book page 69

### 1 Listen and repeat. 098

- Play the recording using the audio download or on the CPT for the students to listen and repeat the words with the /tʃ/ sound.

### 2 Listen. Say the rhyme. 099

- Play the recording using the audio download or on the CPT for the students to listen and then join in with the rhyme.

**TIP Optional activity**

Ask students to think of a tune for the rhyme. Students can do this in pairs or groups. Invite students to sing the rhyme to the class using their tunes.

### 3 Play the game. Communication

- Organize the students into groups to play the game in the Activity Book. Try to group confident students with less confident students.



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## Activity Book page 47

### 1 Play the game in pairs. Communication

**TIP** This activity can also be played as a Bingo-type game with the whole class. Display the Activity Book page on-screen via the CPT. Say *I like (apples).* and draw an apple in one square of the grid. Repeat with one or two other foods. Tell the students to complete their grids with foods they like. Ask a student about the foods in their grid, e.g. *Do you like (apples)?* If the student answers *Yes, I do.*, cross out the picture of apples in your grid. When students are confident about how to play the game, they can play it in pairs. Move around the class and make sure that students are using the correct language and taking turns.

# Lessons 9 and 10
# The Big Question Review

| Lesson Objectives |
|---|
| Review and practise language from the unit. |
| Answer the Big Question. |
| Develop creative skills. |
| Self-evaluate progress. |

| Language |
|---|
| Review vocabulary: *meat, juice, eggs, milk, fish, pasta, rice, sandwiches, bread, cheese, bananas, apples, strawberries, tomatoes, carrots, lettuce* |
| Review grammar: *What do you have for (lunch)? I have (pasta) for (lunch)., Do you like (bananas)? Yes, I do. / No, I don't.* |

### Warm up

Ask the students to choose one of the flashcard games from the unit to play.

## Class Book page 69

### 1 Watch and answer the questions on the review video.

### Video transcript

See page 149.

**ANSWERS**

See video transcript.

### 2 Find and write.

- Students turn to pages 130–131 in their Class Books. They look for the foods in the picture, then write the words, using the Picture Dictionary in the Activity Book to help them.
- Students choose and write their favourite words for this unit in the Picture Dictionary.

### 3 Answer. Communication

**ANSWERS**

Students' own answers

**TIP** Help students to make a class collage showing their favourite food. They can draw pictures, take photos or find photos online and print them, then cut out their pictures and glue them onto the collage. They can arrange the foods into different sections for meals, or for fruit, vegetables, meat, etc. Students can write sentences about their favourite foods, e.g. *I like (chicken and pasta). / I have (bread and honey) for breakfast.* and stick them onto the collage.

**DIGITAL COLLABORATIVE LEARNING** Alternatively, you can make a page about the students' favourite food on the class blog. Students can take photos of their favourite foods and upload them to the blog. They can write sentences about their photos, comment on other students' photos, and share the link with their families and friends. See the Digital collaborative learning section on page 17 of the Introduction.

### 4 Make a mini book. Write. Read at home. Creativity

- Students make and complete their mini book.

### 5 Colour.

**SELF-EVALUATION** Ask students to think about Unit 5 and to think of one thing they have learned about, one thing they want to know more about, and one question they have. You can write these prompts on the board and allow students time to discuss in pairs before they tell you their answers. This activity helps students to reflect on the unit and process their learning.

## Writing Practice Units 4–6 Class Book pages 130–131

**ANSWERS**

**1** pasta **2** meat **3** fish **4** rice **5** sandwiches
**6** juice **7** cheese **8** eggs **9** milk **10** bread

## Picture Dictionary Activity Book page 96

**ANSWERS**

Students' own answers

## Mini Book Activity Book pages 109–110

**ANSWERS**

Students' own answers

### Unit 5 Test

Students are now ready to do the unit test. Tests and audio available at www.oup.com/elt/download with the code on the access card in this Teacher's Pack.



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# 6 How are people and animals different?

## Lesson 1
## The Big Question

**Lesson Objectives**

Introduce the unit and the Big Question: How are people and animals different?

Activate knowledge and preview lessons from the unit.

Review language from previous units.

**Language**

New (passive): *broccoli, fruit salad, dessert, ice cream*

Review: animals; family members, food; *I / My cat / My dog like(s)* …

### Warm up 086

Review the Unit 5 food vocabulary. Play *Number words* from the Ideas bank using the Unit 5 food and fruit and vegetables flashcards. Play the song from Unit 5 Lesson 2 either using the audio download or on the CPT. Encourage the students to join in with the song as they play the game.

### Class Book pages 72–73

**1 Look at the pictures with your teacher. Answer. What can you see?**

- Talk about the pictures on pages 72–73. Encourage the students to tell you the names of all the things they can see.

**SUGGESTED ANSWERS**

a family (a mum, a brother, a sister), pasta, a boy, flowers, a bird, a giraffe, a squirrel, etc.

**TIP** Use the Big Picture to lead into the Big Question video. Ask the students to look at the Big Picture and tell you what food they can see and what meal they think this is. Encourage them to use English where possible. If they use their own language, reformulate their ideas back to them in English. You could also ask them some personalized questions, e.g. *What meals do you have with your family? What do you eat for breakfast / lunch / dinner?*

**2 Watch the Big Question video. Do you like Martha's lunch?**

**Video transcript**

See page 149.

**ANSWERS**

Students' own answers

**3 Watch the Big Question video again. Which animals can you see?**

- Ask students to call out the names of the animals as they watch the video.

**ANSWERS**

squirrel, dogs, goats, rabbits, hamsters, a / some fish

**TIP** Ask the students to join in when the narrator in the star post film names the food they have for lunch and pets. Play the video for students to watch and listen, then play it again for the students to join in with the family and animal words.

### Activity Book page 48

**1 Listen and match.** 100

- Before listening, tell the class that they are going to hear children talking about their pets. Point to the pictures and ask students to name the animals.

**TIP** Ask the questions from the recording (*Do you like animals? Have you got a pet? What pet have you got?*) to students around the class. If you have confident students, you can ask them to ask and answer these questions in pairs after you have modelled a few exchanges with the class.

**Audio transcript**

1 **A** Do you like animals, May?
**B** Yes, I do. I love animals.
**A** Have you got a pet?
**B** Yes, I have. I've got a hamster.

2 **A** Have you got a pet, Luca?
**C** Yes, I have. My pet is great!
**A** What is it?
**C** It's a snake!
**A** Wow! A pet snake!

3 **A** Have you got a pet, Erin?
**D** Yes, I have. I've got a pet cat. Her name is Lucky.
**A** That's nice. I like cats.

4 **A** What about you, Daniel? Have you got a pet?
**E** Yes, I have. It's really cool!
**A** What pet have you got?
**E** I've got a big spider!
**A** Oh!

**ANSWERS**

1 c hamster 2 a snake 3 d cat 4 b spider

**2 Look and complete.**

**ANSWERS**

2 meat 3 sandwiches 4 fish



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# Lesson 2
# Vocabulary and song

**Lesson Objectives**

Present and practise vocabulary for parts of the body.

Review grammar from previous units.

Develop listening, speaking and word-level reading and writing skills.

Develop critical-thinking skills.

**Language**

New: *wings, beak, ears, tail, eyes, head, nose, mouth, arms, legs*

Review: *I've got / I haven't got …*

### Warm up

Review the structure *I've got / I haven't got …* by playing a game of *Possessions* from the Ideas bank using the pets and farm animal flashcards from Unit 5.

## Class Book page 74

### 1 Listen and point. Then listen and repeat. 101

- Play the recording for the students to listen and point to the correct parts of the body in the picture.
- Play the recording again for the students to repeat the words.

### 2 Listen and point. Then listen and sing. 102

- Play the song for the students to listen and point to the correct parts of the body in the picture.
- Play the song again and encourage the students to join in as much as possible.

### 3 Say what you've got and haven't got. Critical Thinking

- Say *I've got (two arms). I haven't got (wings).* Encourage students around the class to talk about what parts of the body they have / haven't got.

**ANSWERS**

Students' own answers

**TIP Mixed-ability teaching**

- Support less confident students by asking questions and holding up parts of the body flashcards to prompt them, e.g. *Have you got (a beak)?*
- Stretch more confident students by asking them to say which animals in the picture in activity 2 have got each body part mentioned in the song, e.g. *I haven't got (a beak). The (bird) has got (a beak).*

### 4 Put on the stickers.

- Tell the students that one of the Activity Book activities involves putting on stickers. Have students turn to page 49 of the Activity Book to complete the vocabulary activities.

## Activity Book page 49

### 1 Read, find and number.

- Point to the parts of the body in the picture and ask students to name them.
- Ask students to find the number 8 in the picture and name the part of the body (head). Show the students the example number 8 and explain that they should write the correct numbers next to the words.

**ANSWERS**

**1** beak **2** wings **3** legs **4** ears **5** eyes **6** nose **7** arms **9** mouth **10** tail

### 2 Look and put on the stickers. Write.

- Point to each of the silhouettes in the Activity Book and ask students which part of the body they think each one shows.
- Ask students to turn to the sticker page. Point to each of the stickers and ask students to name the parts of the body.

**ANSWERS**

**2** legs **3** head **4** mouth **5** ears **6** nose **7** eyes **8** tail **9** wings **10** arms

**TIP Spelling words**

If students don't know how to spell a word, they can look at activity 1 and copy the spellings. You can also teach students the phrase *How do you spell … ?* and encourage them to ask you (or other students) how to spell words they are not sure about.

# Lesson 3
# Grammar

**Lesson Objectives**

Present and practise using *We've / (Horses) have got … and We / (Birds) haven't got …* to talk about what parts of the body a group of people / animals has got.

Develop listening, speaking, reading and writing skills.

Develop critical-thinking and communication skills.

**Language**

New: *chameleon; We've got / Birds have got (eyes). / We / Horses haven't got (wings).*

Review: *wings, beak, ears, tail, eyes, head, nose, mouth, arms, legs*

### Warm up

Review the vocabulary for parts of the body.

Play *Listen and draw* from the Ideas bank. Describe a strange animal / monster / alien for the class to draw. You can hold up the Unit 6 parts of the body flashcards to help students if necessary. Invite students to show their finished pictures to the class and talk about them, e.g. *Look! It's got (three eyes)!*



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## Class Book page 75

### 1 Listen. Then repeat. 103

- Play the recording for the students to listen and follow the dialogue in their Class Book.
- Play the recording again, pausing after each line for the students to listen and repeat.

### 2 Act out. Collaboration

**TIP Mixed-ability teaching**

- Support less confident students by letting them practise saying the lines along with the recording several times before they practise saying the lines in pairs.
- Stretch more confident students by encouraging them to replace the words for parts of the body in the dialogue with other parts of the body. Tell them to think about which parts of the body both people and chameleons have got and which parts are different. Invite pairs of students to act out their new dialogue for the rest of the class.

### 3 Number and draw. Critical Thinking

- Students number the body parts 1–3, then complete the pictures by drawing the missing body parts.
- Invite students to show their completed pictures to the class and talk about them, e.g. *(Chickens) have got (wings).*

**ANSWERS**

3, 2, 1, 3, 2, 1, 1, 3

### 4 Look at pictures 1–3 in activity 3. Listen and point. 104

- Play the recording for the students to listen and point to the correct body parts in the completed pictures in activity 3.

#### Audio transcript

1 We've got eyes.
We've got a mouth.
We've got arms.
2 Chickens have got a beak.
We haven't got a beak!
Chickens have got wings.
We haven't got wings.
3 Cows have got ears.
We've got ears!
Cows have got a tail.
We haven't got a tail.
Cows have got four legs.
We haven't got four legs. We've got two legs!

### 5 Point at pictures 1–3 and say. Communication

- Model the activity. Point to one of the pictures in activity 3 and talk about it, using the recording in activity 4 as a model.
- Divide the class into pairs and ask them to take turns to talk about the pictures. Move around the class and make sure students are using the correct structure.

**ANSWERS**

Students' own answers

## Activity Book page 50

### 1 Listen and match. 105

- Play the recording for the students to listen and draw lines to match the children to the animal costumes.

#### Audio transcript

1 **A** Hello. I'm Zoe.
**B** And I'm Josh. We're ready for the animal party! We've got costumes.
**C** Great! Are you birds?
**A** No! Birds have got wings. We haven't got wings.
**C** Are you cats?
**A** No! We've got big ears! Cats haven't got big ears!
**C** Oh, I know! You're rabbits!
**A** Yes!
2 **D** Hello! I'm Daniel.
**E** And I'm May. We've got costumes too!
**C** That's good. Are you rabbits, too?
**D** No! Rabbits have got small tails. We haven't got small tails.
**C** Are you birds?
**D** No! We've got four legs. Birds haven't got four legs!
**C** Oh, I know! You're cats!
**D** Yes!
3 **E** Hello. I'm Erin!
**F** And I'm Luca. We've got costumes too!
**C** Are you cats?
**E** No! Cats have got long tails. We haven't got long tails.
**C** Are you tortoises?
**E** No! We've got wings! Tortoises haven't got wings.
**C** Oh, I know! You're birds!
**E** Yes!

**ANSWERS**

1 b 2 c 3 a

### 2 Look and complete.

**ANSWERS**

1 have got / haven't got
2 have got / haven't got
3 haven't got / have got
4 haven't got / have got

## Grammar Review Class Book page 82

### 1 Read and circle.

**ANSWERS**

1 Lions, We 2 Birds, Birds 3 Rabbits, We
4 Snakes, We

### 2 Read and complete. Critical Thinking

**ANSWERS**

2 beaks
3 wings
4 arms
5 legs
6 wings



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# Lesson 4
# Vocabulary and story

**Lesson Objectives**

Present and practise vocabulary for abilities.

Develop listening, speaking and reading skills.

Check and consolidate understanding of the Jungle Land story.

**Language**

New: *fly, swim, climb, jump, talk, walk;* (passive) *jungle, footprints, What's that noise? Wake up!*

Review: *They haven't got …, can / can't, Where's Norman? I don't know. They're …*

### Warm up 102

Play the song from Lesson 2 again, either using the audio download or on the CPT. Encourage the students to join in. If you like, you can choose a song activity from the Ideas bank.

## Class Book pages 76–77

### 1 Listen and point. Then listen and repeat. 106

- Play the recording for the students to listen and point to the correct pictures.
- Play the recording again for the students to repeat the words.

### 2 Say what you can and can't do. Critical Thinking

- Ask students to say which of the activities in activity 1 they can / can't do.

**TIP Mixed-ability teaching**

- Support less confident students by asking questions and holding up the Unit 6 abilities flashcards to prompt them, e.g. *Can you (swim)?*
- Stretch more confident students by telling them to ask and answer questions about the abilities in pairs, e.g. *Can you (swim)? Yes, I can. No, I can't.*

**ANSWERS**

Students' own answers

### 3 BEFORE YOU READ Look and answer. Where are the avatars?

**ANSWER**

They are in a jungle. / They are in Jungle Land.

### 4 Listen and read. 107

- Play the story recording using the audio download or on the CPT for the students to listen and follow the story in their books.

### 5 AFTER YOU READ Watch the story video. Complete the activities.

**TIP** Before the students watch the story video, ask them to remember what things chameleons can / can't do while they are watching.

## Activity Book page 51

### 1 Read and write.

- Point to the animals in the picture and ask students to name them. Ask students to say what each animal can do and what the boy can do.
- Read out the words in the box and ask students to point to the correct animals (or the boy) in the picture.
- Students write the correct words next to the numbers in their Activity Books.

**ANSWERS**

2 jump 3 fly 4 walk 5 talk 6 climb

### 2 REMEMBER THE STORY Read and circle.

- Students read the questions and circle the correct answers. They can look back at the story on pages 76–77 of their Class Books to help them if necessary.
- Ask pairs of students to read out the questions and the correct answers.

**ANSWERS**

2 Yes, they can. 3 No, they can't. 4 Yes, they can.

**CULTURE NOTE** Chameleons don't normally swim, but there is video evidence that they can swim if they need to (e.g. if they fall into water).

### 3 Where's Norman in the story? Tick ✓ and say.

**ANSWER**

1 ✓

# Lesson 5
# Grammar

**Lesson Objectives**

Present and practise using *Can you / they (swim)? Yes, I / they can. No, I / they can't.*

Practise asking and answering about abilities.

Develop listening, speaking, reading, writing and communication skills.

**Language**

New: *Can you / they (swim)? Yes, I / they can. No, I / they can't.*

Review: animals, *They're …, fly, swim, climb, jump, talk, walk*



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### Warm up

Review the abilities and parts of the body vocabulary by playing *Blue Clue says* from the Ideas bank, using instructions such as *swim / jump / fly / climb / walk / point to your (ears / eyes / mouth / nose)*.

## Class Book page 78

### 1 Listen and say the chant. 108

- Play the chant using the audio download or on the CPT for the students to listen.
- Play the chant again, pausing after each line for the students to repeat.
- Play the chant all the way through again for students to join in.

### 2 Listen and circle. 109

- Tell the students to look at the first pair of pictures. Play the first item on the recording. Ask *Can he swim?* about each of the pictures. Elicit the answers *Yes, (he can).* for the first picture and *No, (he can't).* for the second picture.
- Play the recording once through, then play it again, pausing after each item for the students to circle the correct pictures.

### Audio transcript

**1** **A** Can you swim?
**B** No, I can't.
**2** **A** Can you walk?
**B** Yes, I can.
**3** **A** Can you jump?
**B** Yes, I can.
**4** **A** Can you fly?
**B** No, I can't.
**5** **A** Can you talk?
**B** Yes, I can.
**6** **A** Can you climb?
**B** Yes, I can.

**ANSWERS**

Students circle the pictures which represent:
**2** can walk **3** can jump **4** can't fly **5** can talk **6** can climb

### 3 Listen and repeat. 110

- Play the recording using the audio download or on the CPT. Then play it again, pausing after each sentence for the students to listen and repeat.

### 4 Play *Guess the animal.* Communication

- Model the game with confident students for the class to observe. Make sure students understand that they need to take turns to choose an animal for their partner to guess.
- Students play the game in pairs. Move around the class and make sure they are using the correct structures.

## Activity Book page 52

### 1 Read and circle.

- Students read the questions, look at the pictures and circle the correct answers.

**ANSWERS**

**2** Yes, they can. **3** No, I can't. **4** No, they can't.

### 2 Read and write.

**ANSWERS**

**2** No, I can't. **3** No, they can't. **4** Yes, I can.

## Grammar Review Class Book page 83

### 3 Read and match.

**ANSWERS**

**1** Yes, they can.
**2** No, they can't.
**3** No, I can't.
**4** Yes, I can.

### 4 Write questions and answer them for yourself.

**ANSWERS**

Questions: **2** Can you swim? **3** Can you climb a tree?
**4** Can you play football?
Answers: Students' own answers

### 5 Ask and answer with a friend. Communication

**ANSWERS**

Students' own answers

# Lesson 6
# Cross-curricular

| Lesson Objectives |
|---|
| Learn about how many hours of sleep different animals need. |
| Present and practise topic-related CLIL vocabulary. |
| Develop listening, speaking, reading and writing skills. |
| Develop critical-thinking skills. |

| Language |
|---|
| New: *hours, giraffe, human, squirrel, bat, elephant* |
| Review: animals, numbers, *sleep* |

### Warm up

Review numbers 1–20 by playing a game of *Bingo!* from the Ideas bank.

## Class Book page 79

### 1 Look at the photos in the graph. Listen and point. 111

- Point to the photos and read out the words.
- Play the recording for the students to listen and point to the correct photos.



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**Audio transcript**
This is a giraffe.
Giraffes sleep for two hours.
This is a human.
Humans sleep for eight hours.
This is a squirrel.
Squirrels sleep for 15 hours.
This is a bat.
Bats sleep for 20 hours!

**CULTURE NOTE** The number of hours sleep given for each animal in this lesson is an average. Some animals will sleep for more or less time.

### 2 Listen and repeat. 112

- Play the recording, pausing for the students to repeat the words.

### 3 Guess and tick ✓ the number of hours the animals sleep.

- Point to the pictures and ask students to name the animals. Ask students around the class how long they think each animal sleeps for.
- Students can discuss ideas in pairs, then tick the boxes to show how long they think each animal sleeps. You can tell students to use a pencil so that they can change their answers later.

**ANSWERS**
Students' guesses. See activity 4 for correct answers.

### 4 Listen and check. 113 Then complete activity 2. Draw in the correct box.

- Play the recording for students to listen and check their answers in activity 3.
- Ask students to say which of their guesses were correct. Students can change their answers if their guesses were not correct.
- Students then draw the animals from activity 3 in the correct boxes in the graph in activity 2.

**Audio transcript**
1 Donkeys sleep for three hours.
2 Cats sleep for 12 hours.
3 Sheep sleep for four hours.
4 Hamsters sleep for 14 hours.

**ANSWERS**
1 3 hours 2 12 hours 3 4 hours 4 14 hours

### 5 How many hours do you sleep? Critical Thinking

- Ask the question (*How many hours do you sleep?*) to students around the class. If students don't know how many hours they sleep, you can ask them to write down what time they go to bed and what time they wake up for the nights between this lesson and the next. Ask the question to students around the class in the next lesson.

**ANSWERS**
Students' own answers

**TIP** Explain to the students that eight hours is the average number of hours sleep for an adult human. Some people sleep for more or less time. Children need more sleep than adults; primary school aged children need about 9–11 hours. Ask students whether they think that babies sleep for more or less than eight hours (they sleep for 16 hours a day on average) and whether they think that senior citizens sleep for more or less than eight hours (they sleep for 5.5 hours a day on average).

## Activity Book page 53

### 1 Which sentence is correct? Read and tick ✓.

- Students look at the pictures and tick the correct sentences.
- Ask students to point to the pictures and say the correct sentences.

**ANSWERS**
2 This is a giraffe. ✓ 3 This is a bat. ✓
4 This is a squirrel. ✓

### 2 Read and complete the chart. Critical Thinking

- Ask students to look at the pictures in the chart and say what animals they can see.
- Students work in pairs to read the sentences and complete the graph in their books. Try to pair confident students with less confident students to provide support.
- Ask questions to students around the class, e.g. *How many hours do (lions) sleep?*

**ANSWERS**
Goat – five hours, Dog – ten hours, Rabbit – eleven hours, Mouse – twelve hours, Lion – thirteen hours, Hamster – fourteen hours

**TIP Curriculum link**
If the students have science lessons in their own language at school, encourage them to tell their science teacher what they have learned about how long animals sleep. Students could find out about how long other animals sleep for in their science lessons.

# Lesson 7
# Literacy and culture

**Lesson Objectives**
Develop literacy skills and familiarize students with riddles.
Raise awareness of culture in Scotland.
Raise awareness of the importance of protecting animals.

**Language**
New (passive): *Scotland, home, riddle, live (v), cave, nest, ground, What am I?*
Review: *squirrel, bird, bat, rabbit, snake, tree, ears, eyes, head, beak, wings, tail, arms, nose, mouth, legs, fly, swim, climb, jump, talk, walk, I've got / I haven't got …, I can / can't …, I'm a …*


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**Warm up**

Play *Matching pairs* from the Ideas bank using the Unit 6 parts of the body and abilities flashcards and wordcards.

## Class Book page 80

### 1 BEFORE YOU READ Look at the photos.

- 1 Which animals are brown?
- 2 Which animal has got eggs?

**ANSWERS**

**1** the squirrel, the rabbit **2** the bird

**CULTURE NOTE** Explain to the students that the child posting in this unit isn't one of the *Oxford Thinkers* main characters, but a child from the wider international community. Ask the students to guess where this child is from. Explain that Callum is from Scotland. Help the students to find Scotland on a map or globe.

### 2 Listen, read and match the riddles with the photos. 114

- Play the recording for the students to listen and follow the text in their books.
- Students read the riddles in pairs and match them with the photos.
- Read out the riddles and ask students to name the correct animals.
- Explain that birds don't live in nests all the time. They use nests when they incubate eggs and raise their young.

**ANSWERS**

**1** squirrel **2** bird **3** bat **4** rabbit

**CULTURE NOTE Scotland**

Scotland is a country in the United Kingdom. It is in the north of Great Britain and borders England. Scotland has more than 700 islands. It also has lots of mountains and forests. Lots of animals and birds live in Scotland. There are red squirrels, red deer, golden eagles, harbour seals, mountain hares, puffins and otters.

**TIP** Ask the students what wild animals and birds they can see in their country.

**BIG VALUES!** Focus the students on the Big Values! feature and read out the sentence. Ask students why they think it is important to protect animals (because all kinds of animals and birds are important for our planet, so we need to keep all of them safe). Focus on the picture as an example of what we shouldn't do (disturbing eggs in a nest). Ask students what other things we should / shouldn't do to protect animals. If you like, you can ask students to work in groups to make posters showing ways to protect animals. Reward the students by letting them vote on a game to play to review the animal / parts of the body vocabulary from Units 4 and 6.

### 3 AFTER YOU READ Complete the activities.

- Students complete the activities on page 54 of the Activity Book.

## Activity Book page 54

### 1 Read and number.

- Students write the correct numbers to match the sentences to the pictures.

**ANSWERS**

It lives in the ground. – 2
It lives in a tree. – 4
It lives in a nest. – 1

**TIP Extension**

Ask students *What other animals live in (a nest / a tree / a cave / the ground)?* If students answer in their own language, reformulate their ideas back to them in English. Write the English words on the board and model the pronunciation for students to repeat.

### 2 Read and circle (Riddle 1). Draw an animal and complete (Riddle 2). Creativity

- Students complete the first riddle by circling the correct words to make the riddle about a snake.
- Students complete the second riddle about their own choice of animal. They draw a picture of their chosen animal and write the correct words to complete the riddle.
- Students can read out their riddles to a partner and try to guess each other's animals.
- Invite students to read their riddles to the class for the class to guess the animals.

**ANSWERS**

**1** legs, beak, can't
**2** Students' own answers

**COMMUNITY TASK** Collaboration As well as taking their riddles home and reading them to friends and family, you can invite students from other classes to come and listen to the riddles and try to guess the animals.

**DIGITAL COLLABORATIVE LEARNING** Upload students' riddles to the class blog. Invite students to read the riddles on the blog and leave comments guessing which animal each riddle is about. See the Digital collaborative learning section on page 17 of the Introduction.

# Lesson 8
# Sounds and speaking

**Lesson Objectives**

Present and practise the pronunciation of the sound /g/.

Develop speaking and communication skills.

Review and practise vocabulary for parts of the body and abilities.

**Language**

Review: animals, *leg, egg, dog, bag, big, ears, eyes, head, beak, wings, tail, arms, nose, mouth, fly, swim, climb, jump, talk, walk, It can (fly)., It's got (wings).*



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### Warm up

Play *Think fast!* from the Ideas bank. Ask students *How are we different from (birds / fish / dogs / snakes / bats, etc.)?* Students answer with as many full sentences as possible in thirty seconds (e.g. *We can't (fly). (Birds) can (fly). We haven't got (wings). (Birds) have got wings.* etc.).

## Class Book page 81

### 1 Listen and repeat. 115

- Play the recording using the audio download or on the CPT for the students to listen and repeat the words with the /g/ sound.

### 2 Listen. Say the rhyme. 116

- Play the recording using the audio download or on the CPT for the students to listen and then join in with the rhyme.

### 3 Play the game. Communication

- Organize the students into groups to play the game in the Activity Book. Try to group confident students with less confident students.

## Activity Book page 55

### 1 Draw. Play the game in groups. Communication

**TIP** Display the Activity Book page on-screen via the CPT. Demonstrate how to complete some of the animal pictures. Think of one of the animals and say sentences about it. Encourage the students to guess which animal you are thinking of. Repeat with one or two other animals. Tell the students to complete the pictures in their books, then play the game in their groups. Move around the class and make sure that students are using the correct language and taking turns.

# Lessons 9 and 10
# The Big Question Review

| Lesson Objectives |
|---|
| Review and practise language from the unit. |
| Answer the Big Question. |
| Develop creative skills. |
| Self-evaluate progress. |

| Language |
|---|
| Review vocabulary: *ears, eyes, head, beak, wings, tail, arms, nose, mouth, legs, fly, swim, climb, jump, talk, walk* |
| Review grammar: *We've got / Birds have got eyes. We / Horses haven't got wings. Can you / they (swim)? Yes, I / they can. No, I / they can't.* |

### Warm up

Ask the students to choose one of the flashcard games from the unit to play.

## Class Book page 81

### 1 Watch and answer the questions on the review video.

### Video transcript

See page 150.

**ANSWERS**

See video transcript.

### 2 Find and write.

- Students turn to pages 130–131 in their Class Books. They look for the parts of the body in the picture, then write the words, using the Picture Dictionary in the Activity Book to help them.
- Students choose and write their favourite words for this unit in the Picture Dictionary.

### 3 Answer. Communication

**ANSWERS**

Students' own answers

**TIP** Help students to make a class poster showing how people and animals are different. They can draw pictures or find photos online and print them to illustrate their answers to the Big Question. Students can write their answers to the Big Question and stick them onto the poster.

**DIGITAL COLLABORATIVE LEARNING** Alternatively, you can make a page with the students' answers to the Big Question on the class blog. Students can upload their pictures / photos to the blog and write their answers. They can comment on other students' answers, vote for the best answer and share the link with their families and friends. See the Digital collaborative learning section on page 17 of the Introduction.

### 4 Make a mini book. Write. Read at home. Creativity

- Students make and complete their mini book.

### 5 Colour.

**SELF-EVALUATION** Draw a simple spidergram on the board. Write the word *Animals* in the central circle, with lines leading to circles with the words *Food*, *Homes*, *Sleep* and *Activities* in them. Tell students to copy the spidergram into their notebooks, then work in pairs or small groups to complete the spidergram with as many ideas as they can. Less confident students can write words or notes in the circles, e.g. *Homes: nests, caves, trees, ground, Sleep: giraffe – two hours, bat – 20 hours*. More confident students can write full sentences in the circles, e.g. *Homes: Birds live in nests. Rabbits live in the ground. Sleep: Giraffes sleep for two hours. Bats sleep for twenty hours.* Move around the class and see which areas students have problems with and which areas they feel confident about. Ask students to say how people are different to animals based on the ideas in their spidergrams.



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## Writing Practice Units 4–6 Class Book pages 130–131

**ANSWERS**

**1** eyes **2** nose **3** head **4** mouth **5** tail **6** arms
**7** legs **8** beak **9** wings **10** ears

## Picture Dictionary Activity Book page 97

**ANSWERS**

Students' own answers

## Mini Book Activity Book pages 107–108

**ANSWERS**

Students' own answers

### Unit 6 Test

Students are now ready to do the unit test and end-of-term test 2. Tests and audio available at www.oup.com/elt/download with the code on the access card in this Teacher's Pack.



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# Extensive Reading 2

## Lesson 1
## A fable

**Lesson Objectives**

Read a fable.

Develop reading comprehension skills.

**Language**

New: *fox, idea, begin, fall*

Review: *bird, fly, farm, cow, black, white, garden, carrots, park, cheese, tall, tree, forest, hungry, beak, talk, pretty, eyes, wings, sing, Can you … ?, Yes, I can., I can …, You can't …, I like / don't like (cheese)., I've got …*

### Warm up

Play a game of *Categories* from the Ideas bank using the flashcards for animals (Unit 4), food (Unit 5) and parts of the body (Unit 6).

### Class Book page 84

**1 BEFORE YOU READ Look at the pictures.**

- Which characters are in the fable?
- Explain that a fable is a story with a lesson for the reader.
- Show the class the pictures and ask them to name the animals and objects they can see.
- Ask students to say which characters are in the fable.

**ANSWER**

a bird and a fox

**2 Listen and read.** 117

- Play the recording for the students to listen and follow the fable in their books.

### Activity Book page 56

**1 REMEMBER THE FABLE Read and tick ✓ or cross ✗.**

- Students read the sentences and decide which are true and which are false. They can look back at the fable in their Class Books to find the answers.
- Invite students to read out the correct sentences and correct the false sentences.

**ANSWERS**

1 ✗ The cows are black and white. 2 ✗ The bird can see carrots / cheese. 3 ✓ 4 ✓ 5 ✗ The bird can't sing.

**2 Circle and write the things in the fable.**

- Check answers by asking students around the class *What (animals) are in the fable?*

**ANSWERS**

Animals: cows, bird
Food: carrots, cheese
Body: eyes, beak, wings

## Lesson 2
## A fable

**Lesson Objectives**

Remember a fable.

Think about the characters in a fable.

Act out a fable.

**Language**

Review: *fox, idea, begin, fall, bird, fly, farm, cow, black, white, garden, carrots, park, cheese, tall, tree, forest, hungry, beak, talk, pretty, eyes, wings, sing, Can you … ?, Yes, I can., I can …, You can't …, I like / don't like (cheese)., I've got …*

### Warm up

Play a game of *Number words* from the Ideas bank using selected flashcards for animals (Unit 4), food (Unit 5) and parts of the body (Unit 6).

### Class Book page 85

**1 REMEMBER THE FABLE Answer.**

- Who eats the cheese?
- Ask the students what they can remember about the fable. Ask questions to prompt the students, e.g. *What animals / foods / places are in the fable?*
- Ask the students to say who eats the cheese in the fable. Students can look at the pictures in their books to help them remember.

**ANSWER**

The fox

**2 Listen and read again.** 117

- Play the recording for the students to listen and follow the fable in their books.

### Activity Book page 57

**1 REMEMBER THE FABLE Number the pictures in order.**

- Ask students to say what animals / places / food they can see in each picture.
- Students number the pictures in order.

**ANSWERS**

1 e (The bird can see the cows.)
2 f (I don't like carrots.)
3 d (I like cheese.)
4 b (My eyes and my wings are pretty.)
5 c (Can you sing?)
6 a (Now I've got the cheese.)



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**2 Read and find the picture in activity 1. Write.**

- Students write the sentences in the correct speech bubbles or caption in activity 1.

ANSWERS

See answers in activity 1.

**3 Act out the fable in groups.** 117 Collaboration

- Divide the class into pairs / groups and assign each student a character. Less confident students can act out each character in pairs.
- Play the recording for students to listen and decide on actions for their characters in their pairs / groups.
- Invite pairs / groups of students to act out the fable for the class. Encourage them to join in with the sentences in activity 1.

**COMMUNITY TASK** Collaboration Invite students from another class to come in and watch the students act out the fable.



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# The Big Project 2

## A food picture

| Lesson Objectives |
| --- |
| Review vocabulary for food. |
| Make a food picture. |
| Present and practise *Is this … ? Yes, it is. No, it isn't.* |
| Ask and answer about food pictures. |

| Language |
| --- |
| New: *Is this … ? Yes, it is. No, it isn't.* |
| Review: food |

### Warm up

Play a game of *Number words* from the Ideas bank using the Unit 5 food flashcards from the Classroom Resource Pack.

### Class Book pages 86–87

## THINK ABOUT IT

**1 Which food words can you remember?** Critical Thinking **WHOLE CLASS**

- Ask students to say what food words they can remember.
- You can play a game of *Minute race!* from the Ideas bank to make this activity more challenging.

**2 What's your favourite food in English? Ask your teacher.** Critical Thinking **WHOLE CLASS**

- Ask students to think of their favourite foods. If they don't know the words for these foods, they can tell you the words in their own language, and you can provide the English translations. Write the English words on the board and model the pronunciation for students to repeat. Encourage the students to ask you what your favourite food is.

## MAKE

**3 Make a food picture.** Creativity **WHOLE CLASS**

- Hand out coloured craft paper, scissors and glue to the students.
- Demonstrate how to make a food picture using cut up pieces of craft paper, then move around the class as students make their pictures. Help if needed, and ask questions, e.g. *What's this? Do you like (pasta)?*
- Students make their own food pictures, but they can sit in groups and help each other. Students can write their names on the backs of their pictures, but shouldn't write them on the front.
- Students display their food pictures on the classroom wall to make a favourite foods collage / display. Fast finishers can make a banner for the display (e.g. with the words *Favourite Food*).

**4 Listen and read. Then repeat.** 118 **WHOLE CLASS**

- Play the recording for students to listen and point to the speech bubbles. Tell the students that these are useful phrases for them to use when they talk about their pictures.
- Play the recording again, one line at a time, for the students to repeat the speech bubbles. Encourage students to repeat chorally first, then individually.

**5 Practise in your Activity Book.**

- Students turn to page 85 of their Activity Books and complete activity 1 (see below).

## PRACTISE

**6 Ask and answer about your food pictures.** Collaboration **WHOLE CLASS**

- Ask students to look at the food pictures in the wall display and try to guess which picture belongs to each student. Model the activity and the exchange with confident students first.
- If you like, you can divide the class into pairs to do this activity. When the students have found each other's pictures, you can rearrange the pairs so that students can repeat the game with new partners.

### Activity Book page 85

**1 Join the dots. Then ask and answer.** Communication

- Ask students to guess which foods the pictures show before they join the dots to complete the pictures. Once students have completed the pictures, ask them to say whether or not their guesses were correct.

ANSWERS

1 lettuce 2 bread 3 fish 4 banana 5 carrot 6 cheese

**2 Tick ✓ your favourite activity.**

SELF-EVALUATION Ask students to think about which stage of the project they enjoyed the most. Students tick the picture which shows their favourite stage of the project.

ANSWERS

Students' own answers

COMMUNITY TASK Collaboration Students can display their pictures in a public area of the school (such as the school canteen), under a *Favourite Food* banner. If you like, you can take photos of the display and upload them to the class blog.



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# 7 How are we different?

## Lesson 1
## The Big Question

**Lesson Objectives**

Introduce the unit and the Big Question: How are we different?

Activate knowledge and preview lessons from the unit.

Review language from previous units.

**Language**

New (passive): *juggle, paint, sail, use the computer, dance, read*

Review: family members, *balls, flowers, fruit, boat, I / He / She can / can't …*

### Warm up 102

Review the Unit 6 vocabulary for parts of the body and abilities. Play *Pass the flashcards* from the Ideas bank using the Unit 6 flashcards. Play the song from Unit 6, Lesson 2 either using the audio download or on the CPT, encouraging the students to join in.

## Class Book pages 88–89

### 1 Look at the pictures with your teacher. Answer. What can you see?

- Talk about the pictures on pages 88–89. Encourage students to tell you what they can see.

**SUGGESTED ANSWERS**

a girl painting, a little boy running, some men and women dancing, etc.

**TIP** Use the Big Picture to lead into the Big Question video. Ask the students to look at the Big Picture and tell you what the girl can do (paint) and their thoughts about the picture. Encourage them to use English where possible. If they use their own language, reformulate their ideas back to them in English. If you like, prompt them by asking questions, e.g. *What colours can you see in the painting? What things has she painted?* You could also ask students some personalized questions, e.g. *Do you like painting? What things do you like to paint?*

### 2 Watch the Big Question video. Which of the activities can you do?

- Ask students to name the activities in the video (*juggle, paint, sail, use a computer, act*). Write the words on the board.
- Say the words in random order and ask students to mime the activities.
- Ask students to say which of these activities they can / can't do.
- Ask students what other activities they can think of (e.g. *rollerblade, run, ride a bike / horse, play football, play tennis*). Write their suggestions on the board. Ask students to say which of the activities they can / can't do.

### Video transcript

See page 150.

**ANSWERS**

Students' own answers

### 3 Watch the Big Question video again. Who can juggle? Who can paint? Who can sail?

- Read out the questions and tell students to find the answers as they watch the video. Ask the questions to students around the class.

**ANSWERS**

Liam's dad can juggle. Liam's mum can paint. Liam's brother can sail.

**TIP** Play the video for students to watch and listen, then play it again for the students to join in with the things Liam and his family can and can't do. Pause the video after *can* and *can't* for the students to complete the sentence.

## Activity Book page 58

### 1 What can each child do? Listen and match. 119

- Before listening, tell the class that they are going to hear a girl talking about her friends. Point to the pictures and ask students to name the activities.
- Play the recording for students to listen and draw lines to match the pictures to the names.

### Audio transcript

**A** Have you got lots of friends, Zoe?
**B** Yes, I have. And my friends are all different.
**A** How are they different?
**B** They can do different things.
**A** What things can they do?
**B** Well, my friend Erin can ride a horse. My friend Daniel can't ride a horse, but he can ride a bike.
**A** And what can your friend Ella do?
**B** She can play computer games. And my friend Josh can rollerblade.
**A** Wow!
**B** And my friend Luca can play tennis. And May can climb a tree!
**A** Your friends can do lots of things!
**B** Yes, they can! They're lots of fun!

**ANSWERS**

**1** Erin **2** Daniel **3** Ella **4** Josh **5** Luca **6** May

### 2 Look and complete.

**ANSWERS**

**2** scooter **3** ball **4** skateboard **5** book **6** robot



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# Lesson 2
# Vocabulary and song

**Lesson Objectives**

Present and practise vocabulary for clothes.

Review grammar from previous units.

Develop listening, speaking and word-level reading and writing skills.

Develop critical-thinking skills.

**Language**

New: *hat, shorts, sweater, shirt, jacket, skirt, trousers, T-shirt, shoes, socks, dress up, Let's …*

Review: *It's a …, They're …; I've got / I haven't got …*

### Warm up

Review the structures *It's a …* and *They're …* by playing a game of *Slow reveal* from the Ideas bank using the Unit 4 farm animals flashcards and the Unit 5 fruit and vegetables flashcards. Hold up a card and ask *What is it / are they?*, then slowly reveal the card. Encourage students to call out full sentences using *It's a / They're … .*

## Class Book page 90

### 1 Listen and point. Then listen and repeat. 120

- Play the recording for the students to listen and point to the correct clothes in the picture.
- Play the recording again for the students to repeat the words.

### 2 Listen and point. Then listen and sing. 121

- Play the song for the students to listen and point to the correct clothes in the picture.
- Play the song again and encourage the students to join in as much as possible.

### 3 Say the clothes you've got and haven't got.

Critical Thinking

- Say *I've got (a skirt). I haven't got (shorts).* Write these sentences on the board.
- Encourage students around the class to talk about what clothes they have / haven't got. Make sure the students understand that they need to use *a* with singular nouns and no article with plural nouns.

**ANSWERS**

Students' own answers

**TIP My clothes**

Ask students to tell you more about the clothes they have got, e.g. *A: I've got a sweater. B: What colour is it? A: It's red.*

### 4 Put on the stickers.

- Tell the students that one of the Activity Book activities involves putting on stickers. They will find the stickers at the back of their Activity Books.

## Activity Book page 59

### 1 Read and tick ✓ or cross ✗.

- Point to the clothes in the picture and ask students to name them.
- Explain that students should cross the sentences if they are incorrect and tick them if they are correct.

**ANSWERS**

2 ✗ 3 ✓ 4 ✗ 5 ✗ 6 ✓ 7 ✓ 8 ✓ 9 ✓ 10 ✗

**TIP** As an extension, ask students to say the correct sentences for the crossed items, e.g. *1 They're socks.*

### 2 Look and put on the stickers. Write.

- Point to each of the silhouettes in the Activity Book and ask students what they think each one shows.
- Ask students to turn to the sticker page. Point to each of the stickers and ask students to name the clothes. Then tell the students to complete the activity in their books.

**ANSWERS**

2 socks 3 hat 4 sweater 5 T-shirt 6 shoes
7 shorts 8 shirt 9 jacket 10 trousers

**TIP Mixed-ability teaching**

- Support less confident students by asking questions about the stickers once they have placed the stickers in their Activity Books. Ask *What's this / What are these? Can you find the word (skirt) in activity 1? How do you spell (skirt)?* Students can then write the words in their books.
- Stretch more confident students by asking them to write sentences about the stickers in their notebooks, e.g. *1 It's a skirt. 2 They're socks.*

# Lesson 3
# Grammar

**Lesson Objectives**

Present and practise using *What are you wearing? I'm wearing shorts / a shirt. I'm not wearing shoes / a hat.*

Develop listening, speaking, reading and writing skills.

Develop critical-thinking and communication skills.

**Language**

New: *What are you wearing? I'm wearing shorts / a shirt. I'm not wearing shoes / a hat.*

Review: *party, hat, sweater, shorts, jacket, shirt, skirt, trousers, T-shirt, shoes, socks*

### Warm up

Review the vocabulary for clothes from the previous lesson.

Play *Draw and guess* from the Ideas bank, drawing items of clothing for students to guess.

## Class Book page 91

### 1 Listen. Then repeat. 122

- Play the recording for the students to listen and follow the dialogue in their Class Book.



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- Play the recording again, pausing after each line for the students to listen and repeat.

### 2 Act out. Collaboration

- Allow students time to practise the dialogue in pairs.
- Invite pairs of students to act out the dialogue for the class.

**TIP** As an extension, students can replace the clothes in the dialogue with other words for clothes and act out new dialogues.

### 3 Listen and number. 123

- Point to the pictures and ask students to say what clothes they can see.
- Play the rest of the recording for students to complete the activity.
- When they have finished the activity, point to yourself and say true sentences about what you're wearing. Then introduce the negative by saying what you are not wearing, e.g. *I'm wearing (trousers) and a (T-shirt). I'm not wearing (a hat)*. Invite volunteers around the class to say what they are wearing and what they are not wearing.
- Point to picture 1 and say *I'm wearing a T-shirt and I'm wearing shorts. I'm not wearing (trousers). I'm not wearing (a skirt)*. Repeat for the other pictures, eliciting what the person is not wearing from around the class, with students saying *I'm not wearing …* each time.

#### Audio transcript

1 **A** What are you wearing?
**B** I'm wearing a shirt and I'm wearing trousers.
2 **A** What are you wearing?
**B** I'm wearing a T-shirt and I'm wearing shorts.
3 **A** What are you wearing?
**B** I'm wearing a shirt and a skirt. I'm wearing a hat.
4 **A** What are you wearing?
**B** I'm wearing trousers. I'm wearing a sweater and a jacket.

**ANSWERS**
2, 4, 3

### 4 Draw and colour the clothes you're wearing today. Critical Thinking

- Students draw and colour pictures of the clothes they are wearing today in the box provided.

**ANSWERS**
Students' own answers

**TIP Mixed-ability teaching**
- Have less confident students label their pictures.
- Stretch more confident students by asking them to write sentences about their pictures with *I'm wearing …* and *I'm not wearing …*

### 5 Ask, point and answer. Communication

- Students ask and answer about what they are wearing in pairs. Encourage them to use both *I'm wearing …* and *I'm not wearing …* in their dialogues.

**ANSWERS**
Students' own answers

**TIP Mixed-ability teaching**
- Support less confident students by modelling the activity with several students around the class before students ask and answer in pairs. Point to items of clothing in their books and ask *What are you wearing?* The students answer *I'm wearing (a jacket)*.
- Stretch more confident students by telling them to ask what colour each item of clothing is, e.g. *A: What are you wearing? B: I'm wearing (a jacket / trousers). A: What colour (is it / are they)? B: (It's / They're) blue.*

## Activity Book page 60

### 1 Read and number.

**ANSWERS**
**a** 3 **b** 4 **d** 2

### 2 Look and complete.

- Students look at the pictures and complete the sentences.
- Invite students to point to the pictures and read out the completed sentences.

**ANSWERS**
2 I'm wearing trousers. I'm not wearing shorts.
3 I'm wearing a T-shirt. I'm not wearing a shirt.
4 I'm wearing a jacket. I'm not wearing a skirt.

## Grammar Review Class Book page 98

### 1 Read and colour.

**ANSWERS**
Students colour the pictures as follows:
girl: black trousers, purple shirt, pink jacket
boy: green T-shirt, red shorts, orange hat

### 2 Read and complete. Critical Thinking

**ANSWERS**
1 shirt, socks, jacket
2 trousers, shoes, sweater, hat

*NB Teachers should focus on the understanding of the affirmative and negative, and not worry about whether or not students can recognize when a clothes item requires the article* a *(e.g. they might write* I'm wearing a trousers.*).*

### 3 Ask and answer with a friend. Communication

**ANSWERS**
Students' own answers

# Lesson 4
# Vocabulary and story

| Lesson Objectives |
| --- |
| Present and practise vocabulary for appearances. |
| Develop listening, speaking and reading skills. |
| Check and consolidate understanding of the Circus Land story. |



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**Language**

New: *blond hair, dark hair, curly hair, straight hair, long hair, glasses;* (passive) *circus, balloon, clown; Has he got … ? Yes, he has. No, he hasn't.*

Review: *He's got …, Where's Norman? I don't know. Oh no! Come on! There's (the balloon)! It's (Norman).*

### Warm up 121

Play the song from Lesson 2 again, either using the audio download or on the CPT. Encourage the students to join in. If you like, you can choose a song activity from the Ideas bank.

## Class Book pages 92–93

### 1 Listen and point. Then listen and repeat. 124

- Play the recording for the students to listen and point to the correct pictures.
- Play the recording again for the students to repeat the phrases.

### 2 Say what you've got and haven't got. Critical Thinking

- Ask students to say which of the features in activity 1 they have / haven't got, e.g. *I've got blond hair. I haven't got dark hair.*

**ANSWERS**

Students' own answers

### 3 BEFORE YOU READ Look and answer. Where are the avatars?

**ANSWER**

They are at a circus. / They are in Circus Land.

### 4 Listen and read. 125

- Play the story recording using the audio download or on the CPT for the students to listen and follow the story in their books.

### 5 AFTER YOU READ Watch the story video. Complete the activities.

**TIP** Before the students watch the story video, ask them to remember what the clowns look like (what each clown has / hasn't got) while they are watching.

## Activity Book page 61

### 1 Read, find and number.

- Explain that some of the people may match more than one word, so students need to think carefully to decide which number to write next to each word. For example, numbers 2 and 4 have got dark hair, but only number 4 has got curly hair, so they should write the number 4 next to the words curly hair.
- Check answers by asking *What has number (1) got?*

**ANSWERS**

1 long hair 2 dark hair 4 curly hair 5 glasses
6 blond hair

### 2 REMEMBER THE STORY Read and write *A*, *B* or *C*.

- Students read the sentences and match them to the correct pictures.
- Ask students to read out the sentences and the correct letters.

**ANSWERS**

1 B 2 C 3 A

### 3 Where's Norman in the story? Tick ✓ and say.

**ANSWER**

3 ✓

# Lesson 5 Grammar

**Lesson Objectives**

Present and practise using *What's he / she doing? He's / She's (swimming). He / She isn't (walking). Has he / she got (curly hair)? Yes, he / she has. No, he / she hasn't.*

Practise asking and answering about appearances.

Develop listening, speaking, reading, writing and communication skills.

**Language**

New: *What's he / she doing? He's / She's (swimming). He / She isn't (walking). Has he / she got (curly hair)? Yes, he / she has. No, he / she hasn't.*

Review: *blond hair, dark hair, curly hair, straight hair, long hair, glasses*

### Warm up

Review the features from the previous lesson by playing a game of *Guess who?* from the Ideas bank, describing people in the class for the students to guess.

## Class Book page 94

### 1 Listen and say the chant. 126

- Play the chant using the audio download or on the CPT for the students to listen.
- Play the chant again, pausing after each line for the students to repeat.
- Play the chant all the way through again for students to join in as much as possible.

### 2 Listen and number. 127

- Play the recording once through, then play it again, pausing after each item for the students to number the correct pictures.

### Audio transcript

1 **A** What's he doing?
**B** He's walking.
**A** Has he got straight hair?
**B** Yes, he has.
2 **A** What's he doing?
**B** He's climbing.
**A** Has he got blond hair?



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**B** No, he hasn't. He's got dark hair.
**3** **A** What's he doing?
**B** He's riding a bike.
**A** Has he got blond hair?
**B** Yes, he has.
**4** **A** What's he doing?
**B** He's walking.
**A** Has he got straight hair?
**B** No, he hasn't. He's got curly hair.
**5** **A** What's he doing?
**B** He's climbing.
**A** Has he got curly hair?
**B** No, he hasn't. He's got straight hair.
**6** **A** What's he doing?
**B** He's running.
**A** Has he got straight hair?
**B** Yes, he has.
**7** **A** What's he doing?
**B** He's riding a bike.
**A** Has he got curly hair?
**B** No, he hasn't. He's got straight hair.
**8** **A** What's he doing?
**B** He's running.
**A** Has he got dark hair?
**B** Yes, he has.

**ANSWERS**
**2** d **3** a **4** f **5** c **6** h **7** b **8** g

### 3 Listen and repeat. 128

- Play the recording using the audio download or on the CPT. Then play it again, pausing after each sentence for the students to listen and repeat.

### 4 Point, ask and answer. Communication

- Model the activity with confident students for the class to observe. Make sure students understand that they need to take turns to choose a person in activity 3 for their partner to guess.
- Students do the activity in pairs. Move around the class and make sure they are using the correct structures. Invite confident students to model for the rest of the class to observe.

## Activity Book page 62

### 1 Listen and match. 129

- Point to each of the pictures in turn and ask questions, e.g. *Has he / she got (curly hair)?* Elicit answers from students around the class.
- Tell students that they are going to listen to two children talking about different people. They have to listen and decide which of the people in the pictures they are talking about.
- Play the recording for students to listen and match. Pause after each dialogue for students to match the person to the picture.

#### Audio transcript

**A** Where's Anna?
**B** She's over there. She's jumping.
**A** Has she got straight hair?
**B** Yes, she has.
**A** Where's Jan?
**B** He's over there. Look, he's riding a bike.
**A** Oh yes. He's got blond hair.
**A** Where's Ben? Is he swimming?
**B** No, he isn't. He's running. He's got glasses.
**A** Where's Sofia?
**B** Look, she's there. She's walking. She's got curly hair.
**A** Where's Lin?
**B** She's over there. She's reading.
**A** Has she got dark hair?
**B** Yes, she has.
**A** Where's Pablo?
**B** Look, he's over there.
**A** Is he climbing?
**B** No, he isn't. He's swimming.

**ANSWERS**
Anna – d Jan – b Ben – c Sofia – f Lin – a Pablo – e

### 2 Look, read and write.

- Students look at the pictures and write the correct answers. They can then describe the pictures in pairs.

**ANSWERS**
**2** He's reading. He isn't talking.
**3** She's drinking. She isn't eating.
**4** He isn't jumping. He's swimming.

## Grammar Review Class Book page 99

### 4 Read, find and circle.

**ANSWERS**
**2** Yes, he has. **3** No, she hasn't. **4** Yes, he has.

### 5 Read, find and complete.

**ANSWERS**
**2** She's riding
**3** He's climbing
**4** She's playing
**5** He's reading
**6** She's eating

# Lesson 6
# Cross-curricular

| Lesson Objectives |
| --- |
| Learn about the human life cycle. |
| Present and practise topic-related CLIL vocabulary. |
| Develop listening, speaking, reading and writing skills. |
| Develop critical-thinking skills. |

| Language |
| --- |
| New: *baby, toddler, child, teenager, adult, elderly person* |
| Review: family members, numbers |

### Warm up

Review numbers 1–20 by writing sequences of four numbers on the board. Leave one number out of each sequence


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(e.g. *4, 5, ___, 7*). Ask students to say which number is missing. If you like, you can play this game in two teams, writing gapped sequences on the board for each team in turn and awarding one point for each correct answer.

## Class Book page 95

### 1 Listen and point. 130

- Point to the photos and read out the words.
- Play the recording for the students to listen and point to the correct photos.

**Audio transcript**

1 This is a baby. She's sleeping.
2 This is a toddler. He's two years old.
3 This is a child. She's eight years old.
4 This is a teenager. He's 15 years old.
5 This is an adult. She's a mum.
6 This is an elderly person. He's a grandpa.

### 2 Listen and repeat. 131

- Play the recording, pausing for the students to repeat the words.

### 3 Who's missing? Draw. Then point to the pictures and say. Critical Thinking

- Point to the pictures and ask students to say the correct words from activity 1.
- Ask students to say what people / stages are missing from the cycle (baby and elderly person).
- Students draw pictures of a baby and an elderly person to complete the cycle. They then point to each of the pictures in activity 3 and say the correct words.

**ANSWERS**
Students draw a baby and an elderly person.

### 4 Where are you in the human life cycle? Critical Thinking

- Students think about which stage of the cycle they are in and answer.

**ANSWERS**
Students' own answers

**TIP** As an extension, ask students to think about where other people in their family are in the human life cycle. Ask *Where is your (brother / dad / cousin / grandma) in the human life cycle?*

## Activity Book page 63

### 1 Look and complete.

- Students look at the pictures and complete the sentences with the words in the box.
- Ask students to point to the pictures and read out the completed sentences.

**ANSWERS**
2 toddler 3 child 4 teenager 5 adult
6 elderly person

### 2 Complete the table. Critical Thinking

- Point to the family members and read out the names. Ask the class *Where is Amina in the human life cycle?* Show the class the example answer in the table.
- Students work in pairs to complete the table with the names of the family members. Try to pair confident students with less confident students to provide support.
- Ask questions to students around the class, e.g. *Where is (Rana) in the human life cycle?*

**ANSWERS**
2 Rana 3 Malik / Naji 4 Naji / Malik 5 Jamal / Aisha
6 Aisha / Jamal 7 Basma / Adil 8 Adil / Basma
9 Fatima / Hasim 10 Hasim / Fatima

**TIP Curriculum link**
If the students have science lessons in their own language at school, encourage them to tell their science teacher what they have learned about the human life cycle. Students could find out about the life cycles of other animals in their science lessons.

# Lesson 7
# Literacy and culture

| Lesson Objectives |
| --- |
| Develop literacy skills and familiarize students with a poem. |
| Raise awareness of culture in Turkey. |
| Raise awareness of the importance of learning about other cultures and trying different things. |

| Language |
| --- |
| New (passive): *Turkey, city, palace, folk dancing, dancers, together, plate, cool* |
| Review: *I like …, I've got …; wear, fun, sun, dinner, tomatoes, rice, bread, shoes, skirts, trousers, hats, shirts, boat, school, brothers, friends* |

### Warm up

Play *Word match* from the Ideas bank using the Unit 7 clothes and appearances flashcards and wordcards.

## Class Book page 96

### 1 BEFORE YOU READ Look at the photos.

- 1 Which food can you see?
- 2 Which clothes can you see?

**ANSWERS**
1 bread
2 shoes, skirts, trousers, hats and shirts

**CULTURE NOTE** Explain to the students that the child posting in this unit isn't one of the *Oxford Thinkers* main characters, but a child from the wider international community. Ask the students to guess where this child is from. Explain that Esma is from Turkey. Help the students to find Turkey on a map or globe.


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**2 Listen and read the poem.** 132 **Then answer your teacher's questions.**

- Play the recording for the students to listen and follow the text in their books.
- Ask the students questions to check their understanding, e.g.
  1 *What is the poem about?* (Esma's favourite things in Turkey.)
  2 *Where does Esma live?* (In Istanbul.)
  3 *How many brothers has Esma got?* (Three.)
  4 *What food does Esma like?* (Tomatoes, rice and bread.)
  5 *What do the girl dancers wear?* (They wear coloured shoes and skirts.)

**CULTURE NOTE** **Turkey**

Turkey is a country which connects Europe and Asia. Ninety-seven per cent of the country is in Asia, and three per cent of the country is in Europe. The capital of Turkey is Ankara, but the biggest city in Turkey is Istanbul. Istanbul is the only city in the world which is on two continents (Europe and Asia). The city has a very interesting history. It was the capital of the Roman, Byzantine and Ottoman empires. There are many beautiful old buildings in Istanbul, including the Topkapi Palace, Hagia Sophia and the Grand Bazaar.

**TIP** Ask the students what their favourite things in their country are.

**BIG VALUES!** Focus the students on the Big Values! feature and read out the sentence. Ask students why they think it is important to learn about other cultures and try different things (because it's important to know how other people live and to know about the world). Focus on the picture as an example of trying different things (trying new foods). Ask students what different things they like to try or want to try. If you like, you can bring some new foods to class for students to try. Reward the students who try the most new foods by letting them choose a song from Units 1–7 to sing.

**TIP** **Social and civic awareness**

If you like, you can ask students to work in groups to find out about another city or country (focusing on animals, clothes and food in that country). Students can make posters about their chosen countries and display them in the classroom.

**3 AFTER YOU READ Complete the activities.**

- Students complete the activities on page 64 of the Activity Book.

## Activity Book page 64

**1 Read and number.**

- Students write the correct numbers to match the sentences to the pictures.

**ANSWERS**

4 The palace here is very pretty.
3 I like the boat ride to my school.
1 I like folk dancing.

**2 Complete the poem about things you like. Write and draw.** Creativity

- Students complete the poem about their own city by writing words to complete the poem and drawing pictures of the foods / clothes / people / places they mention in their poems.
- Invite students to read their poems to the class.

**ANSWERS**

Students' own answers

**COMMUNITY TASK** Collaboration Use a digital camera, tablet or mobile phone to record students reading their poems. You can invite students' families and friends to come to school and watch the videos.

**DIGITAL COLLABORATIVE LEARNING** Upload the videos of students reading their poems to the class blog. Invite students to watch the videos, leave comments and share the link with their family and friends. See the Digital collaborative learning section on page 17 of the Introduction.

# Lesson 8
# Sounds and speaking

**Lesson Objectives**

Present and practise the pronunciation of the sound /ʃ/.
Develop speaking and communication skills.
Review and practise vocabulary for clothes and appearances.

**Language**

Review: *shoes, T-shirt, shorts, sheep, hat, sweater, jacket, shirt, skirt, trousers, socks, blond hair, dark hair, curly hair, straight hair, long hair, glasses; What's he wearing? He's wearing (shoes). Has (Lucy) got (long hair)? Yes he / she has. No, he / she hasn't. What colour is the (T-shirt)?*

### Warm up

Review the grammar from Lessons 3 and 5.

Play *Find somebody who …* from the Ideas bank using the prompts *… has got a brother with curly hair. / … has got a sister with long hair. / … has got a cousin with glasses. / … is wearing blue socks today. / … is wearing a white T-shirt today.*

## Class Book page 97

**1 Listen and repeat.** 133

- Play the recording using the audio download or on the CPT for the students to listen and repeat the words with the /ʃ/ sound.

**2 Listen. Say the rhyme.** 134

- Play the recording using the audio download or on the CPT for the students to listen and then join in with the rhyme.



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### 3 Play the game. Communication

- Organize the students into pairs to play the game in the Activity Book. Try to pair confident students with less confident students.

## Activity Book page 65

### 1 Draw and colour. Play the game in pairs. Communication

**TIP** Display the Activity Book page on-screen via the CPT. Demonstrate how to complete the pictures by drawing and colouring hair for each person in row A and colouring their clothes. Students can also draw glasses and hats on some of the people. Explain that students should choose to be A or B, then complete the pictures in their row. They should then ask their partner questions to find out about the people in the other row, and use their partner's answers to complete the pictures. When students have completed their rows of pictures, model the game with a few students for the rest of the class to observe. The students can then play the game in pairs. Move around the class and make sure that students are using the correct language and playing the game correctly.

# Lessons 9 and 10
# The Big Question Review

| Lesson Objectives |
|---|
| Review and practise language from the unit. |
| Answer the Big Question. |
| Develop creative skills. |
| Self-evaluate progress. |

| Language |
|---|
| Review vocabulary: *hat, sweater, shorts, jacket, shirt, skirt, trousers, T-shirt, shoes, socks, blond hair, dark hair, curly hair, straight hair, long hair, glasses* |
| Review grammar: *What are you wearing? I'm wearing shorts / a shirt. Has he / she got (curly hair)? Yes, he / she has. No, he / she hasn't.* |

### Warm up

Ask the students to choose one of the flashcard games from the unit to play.

## Class Book page 97

### 1 Watch and answer the questions on the review video.

### Video transcript

See page 150.

ANSWERS

See video transcript.

### 2 Find and write.

- Students turn to pages 132–133 in their Class Books. They look for the clothes in the picture, then write the words, using the Picture Dictionary in the Activity Book to help them.
- Students choose and write their favourite words for this unit in the Picture Dictionary.

**TIP** Encourage students to organize the words for clothes into two lists: one for singular nouns and one for plural nouns. Thinking about whether words are singular or plural will help students to use them correctly in speech and writing.

### 3 Answer. Communication

ANSWERS

Students' own answers

**TIP** Ask students to write their own answers to the Big Question on pieces of paper and draw pictures to illustrate their answers. Students can use their answers to make a wall display in the classroom.

**DIGITAL COLLABORATIVE LEARNING** Alternatively, students can upload their pictures / photos to the class blog and write their answers. Encourage students to comment on other students' answers, vote for the best answer and share the link with their families and friends. See the Digital collaborative learning section on page 17 of the Introduction.

### 4 Make a mini book. Write. Read at home. Creativity

- Students make and complete their mini book.

### 5 Colour.

**SELF-EVALUATION** Draw a simple T-chart on the board. Draw a happy face at the top of the first column and a sad face at the top of the second column. Ask students to look back through Unit 7 and write the lesson numbers under the face which shows how they feel about each lesson (the happy face shows that they understand and feel confident about what they learned in the lesson, and the sad face shows that they don't understand and need help with the material in the lesson). Ask students to give you their charts so that you can see which areas they need help or reinforcement in.

## Writing Practice Units 7–9 Class Book pages 132–133

ANSWERS

**1** trousers **2** T-shirt **3** shoes **4** socks **5** shorts
**6** shirt **7** hat **8** jacket **9** sweater **10** skirt

## Picture Dictionary Activity Book page 98

ANSWERS

Students' own answers

## Mini Book Activity Book pages 105–106

ANSWERS

Students' own answers

### Unit 7 Test

Students are now ready to do the unit test. Tests and audio available at www.oup.com/elt/download with the code on the access card in this Teacher's Pack.



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# 8 What are our homes like?

## Lesson 1
## The Big Question

**Lesson Objectives**

Introduce the unit and the Big Question: What are our homes like?

Activate knowledge and preview lessons from the unit.

Review language from previous units.

**Language**

New (passive): *home, cottage, garden, flat, house, rooms*

Review: *cousin, friend, big, small, old, nice, trees, flowers, different*

### Warm up 121

Review the Unit 7 vocabulary for clothes and appearances. Play *Guess who?* from the Ideas bank, describing people in the class for students to guess. Play the song from Unit 7 Lesson 2 using the audio download or on the CPT. Encourage students to join in with the song as they play the game.

## Class Book pages 100–101

### 1 Look at the pictures with your teacher. Answer. What can you see?

- Talk about the pictures on pages 100–101. Encourage the students to tell you the names of all the things they can see.

**SUGGESTED ANSWERS**

a house, a flower, a cat, a man, a girl, a rabbit, a plant, books, a picture, a boat, etc.

**TIP** Use the Big Picture to lead into the Big Question video. Ask the students to look at the Big Picture and tell you what they can see. Encourage them to use English where possible. If they use their own language, reformulate their ideas back to them in English. If you like, prompt them by asking questions, e.g. *What colour is the door / flower? Who do you think lives here?* You could also ask students some personalized questions, e.g. *Do you like this house? Is your house big / small / old / new?*

### 2 Watch the Big Question video. Which home do you like best?

- Ask students to say which home on the video they like best. If you like, you can have a class vote to decide on the best home.

**Video transcript**

See page 151.

**ANSWERS**

Students' own answers

### 3 Watch the Big Question video again. How many homes can you see?

- Ask students to say how many homes they can see on the video. Write the words *cottage, flat* and *house* on the board. Point to the word *cottage* and ask *Is it small / big?* Repeat with the word *flat*. Point to the word *house* and ask *Is it old / new?*

**ANSWER**

Three

**TIP** Write the words *cottage*, *big*, *flat*, *old* on the board. Ask the students to raise their hands when the narrator in the star post film says these words. Play the video for students to watch and raise their hands. Then tell the students to join in when the narrator says these words. Play the video again, pausing if necessary for students to join in with the words on the board.

## Activity Book page 66

### 1 Listen and tick ✓. 135

- Play the recording for students to listen and tick the correct pictures.
- Check answers by asking students *Is (Josh's house) (big)?* Encourage students to answer *Yes, it is. / No, it isn't.*

**Audio transcript**

1 **A** Our homes are all different. What's your home like, Josh? Have you got a big house?
**B** No, I haven't. I've got a small house. It's very nice.
2 **A** Has Ella got a small house too?
**B** No, she hasn't. She's got a big house.
3 **A** Has Ella's house got a garden?
**B** Yes, it has.
**A** Is it a big garden?
**B** No, it isn't. It's a small garden.
4 **A** What about Naji? Has he got an old house?
**B** No, he hasn't. He's got a very new house. It's really cool!
**A** That's good.

**ANSWERS**

2 a✓ 3 b✓ 4 b✓

### 2 Look and complete.

**ANSWERS**

2 big 3 flowers 4 small



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# Lesson 2
# Vocabulary and song

**Lesson Objectives**

Present and practise vocabulary for furniture.

Review grammar from previous units.

Develop listening, speaking and word-level reading and writing skills.

Develop critical-thinking skills.

**Language**

New: *picture, wardrobe, bed, clock, bookcase, plant, television, table, sofa, cushion,* (passive) *over there, home sweet home, room*

Review: *I've / We've got …, I / We haven't got …*

### Warm up

Review the structures *We've got …* and *We haven't got …* by playing a variation on the game *Possessions* from the Ideas bank using the Unit 7 clothes flashcards. Divide the class into two teams to play the game, and hand out half of the clothes flashcards to each team. Students from each team in turn make sentences about the flashcards they have / haven't got.

## Class Book page 102

### 1 Listen and point. Then listen and repeat. 136

- Play the recording for the students to listen and point to the correct furniture in the picture.
- Play the recording again for the students to repeat the words.

### 2 Listen and point. Then listen and sing. 137

- Play the song for the students to listen and point to the correct furniture in the picture.
- Play the song again and encourage the students to join in as much as possible.

### 3 Say what you and your family have got and haven't got. Critical Thinking

- Say *I live with my family. We've got (a sofa and a television). We haven't got (a clock). What about you?*
- Encourage students around the class to talk about what furniture they have / haven't got.

**ANSWERS**

Students' own answers

### 4 Put on the stickers.

- Tell the students that one of the Activity Book activities involves putting on stickers. They will find the stickers at the back of their Activity Books.

## Activity Book page 67

### 1 Read, find and write *A* or *B*.

**ANSWERS**

Picture A: bookcase, picture, wardrobe, clock
Picture B: cushion, table, plant, sofa, television

**TIP Mixed-ability teaching**

- Support less confident students by asking questions about each of the furniture words before they complete the activity. Ask *Where's the / Can you find the (bookcase)?* Encourage students to point to the correct objects in their books. Students can then complete the activity.
- Stretch more confident students by telling them to ask and answer questions about the furniture in pairs when they have completed the activity, e.g. *A: Where's the (bookcase)? B: It's in picture A. Where's the … ?*

### 2 Look and put on the stickers. Write.

- Point to each of the silhouettes in the Activity Book and ask students what they think each one shows.
- Ask students to turn to the sticker page. Point to each of the stickers and ask students to say the correct words and then put on the stickers.

**ANSWERS**

**2** bed **3** table **4** wardrobe **5** cushion **6** picture
**7** sofa **8** plant **9** clock **10** television

# Lesson 3
# Grammar

**Lesson Objectives**

Present and practise using *Where's the … ?* and prepositions of place (*in, on* and *under*)

Develop listening, speaking, reading and writing skills.

Develop critical-thinking and communication skills.

**Language**

New: *Where's the (book)? It's in / on / under the (table).*

Review: *picture, wardrobe, bed, clock, bookcase, plant, television, table, sofa, cushion*

### Warm up

Review the vocabulary for furniture from the previous lesson.

Play *What have you got?* from the Ideas bank using the Unit 8 furniture flashcards.

## Class Book page 103

### 1 Listen. Then repeat. 138

- Play the recording for the students to listen and follow the dialogue in their Class Book.
- Play the recording again, pausing after each line for the students to listen and repeat.

**TIP** Place a pencil / pen / rubber in different places (in / on / under a book / pencil case / table / bag). Say sentences about where the item is at first, e.g. *It's in / on / under the pencil case / bag / table / book.* Then ask *Where's the (pencil)?* Encourage students to answer using the correct prepositions.



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### 2 Act out. Collaboration

- Allow students time to practise the dialogue in pairs.
- Invite pairs of students to act out the dialogue for the class.

**TIP** As an extension, students can change the dialogue to make it about different objects and different positions. Invite pairs of students to act out their new dialogues for the class.

### 3 Find and match. Then colour. Critical Thinking

- Point to each of the outlined objects around the main picture and ask students to name the objects.
- Show the students the example line leading from the outline of the book. Ask students to find the book in the main picture and complete the line to match the two books.
- Students then match the remaining outlines to the same objects in the main picture by drawing lines in their books. They can then colour the outlines to match the objects in the main picture.

**ANSWERS**

Students draw lines from the outlines of the objects to the matching objects in the main picture.

### 4 Listen and point. 139

- Tell the students to look at activity 3. Play the recording for students to point to the objects in their books.

**Audio transcript**

1 **A** Where's the book?
**B** It's on the wardrobe. It's brown.
2 **A** Where's the yoyo?
**B** It's on the bookcase. It's blue.
3 **A** Where's the ball?
**B** It's in the bin. It's green and white.
4 **A** Where's the ruler?
**B** It's under the bin. It's blue.
5 **A** Where's the teddy?
**B** It's in the bag. It's yellow.
6 **A** Where's the pencil sharpener?
**B** It's under the table. It's orange.
7 **A** Where's the rubber?
**B** It's on the cushion. It's pink.
8 **A** Where's the sock?
**B** It's under the bed. It's red.
9 **A** Where's the sweater?
**B** It's in the wardrobe. It's purple.

### 5 Ask, answer and point. Communication

- Ask questions about the objects in activity 3 to students around the class, e.g. *Where's the (sock)?* Encourage students to point to the object in their books and respond *It's (under the bed).* Ask *What colour is the (sock)?* Encourage students to look at the main picture in activity 3 and answer.
- Students ask and answer about the objects in activity 3 in pairs.

## Activity Book page 68

### 1 Listen and tick ✓. 140

**Audio transcript**

1 **A** Where's the cushion? Is it on the sofa?
**B** No, it isn't. It's under the sofa.
2 **A** Have you got a clock?
**C** Yes, I have.
**A** Where is it? Is it on the table?
**C** No, it isn't. It's on the bookcase.
3 **D** I've got a cushion too.
**A** Where is it? Is it on the wardrobe?
**D** No, it isn't. It's *in* the wardrobe.
4 **A** Where's the plant? Is it under the table?
**E** No! It's *on* the table.

**ANSWERS**

2 b the clock on the bookcase ✓
3 a the cushion in the wardrobe ✓
4 b the plant on the table ✓

### 2 Look and complete.

- Students look at the pictures and complete the sentences.
- Invite pairs of students to point to the pictures and read out the completed conversations.

**ANSWERS**

1 book / under 2 cushion / on 3 bag / in
4 clock / on

## Grammar Review Class Book page 110

### 1 Read and complete.

**ANSWERS**

2 under
3 in
4 on

### 2 Read, find and write answers.

**ANSWERS**

2 It's on the table.
3 It's in the wardrobe.
4 It's under the bed.

# Lesson 4
# Vocabulary and story

**Lesson Objectives**

Present and practise vocabulary for rooms.

Develop listening, speaking and reading skills.

Check and consolidate understanding of the House Land story.

**Language**

New: *kitchen, living room, dining room, bathroom, bedroom, garden,* (passive) *light; There's … / There are …*

Review: furniture; *Where's Norman? I don't know. Here's …, I can't see., What's that? It's …, Is this …?, in, on, under*

### Warm up 137

Play the song from Lesson 2 again, either using the audio download or on the CPT. Encourage the students to join in. If you like, you can choose a song activity from the Ideas bank.



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## Class Book pages 104–105

### 1 Listen and point. Then listen and repeat. 141

- Play the recording for the students to listen and point to the correct pictures.
- Play the recording again for the students to repeat the words.

### 2 Say how many rooms you've got at home.

Critical Thinking

- Ask students to say how many of the rooms in activity 1 they have got, and which rooms they haven't got (e.g. *I've got three bedrooms. I haven't got a dining room.*).

ANSWERS

Students' own answers

### 3 BEFORE YOU READ Look and answer. Where are the avatars?

ANSWER

They are in a house. / They are in House Land.

### 4 Listen and read. 142

- Play the story recording using the audio download or on the CPT for the students to listen and follow the story in their books.

### 5 AFTER YOU READ Watch the story video. Complete the activities.

TIP Before the students watch the story video, ask them to remember what furniture is in each room while they are watching.

## Activity Book page 69

### 1 Read, find and number.

- Students write the numbers of the matching pictures next to the words in their books.

ANSWERS

6 bathroom 2 bedroom 1 dining room
5 garden 3 living room

### 2 REMEMBER THE STORY Read, complete and number.

- Students complete the sentences with the words in the box, then write the number of the matching sentence in the box for each picture.
- Ask students to read out the completed sentences and point to the matching pictures.

ANSWERS

1 living room 2 bathroom 3 sofa
a 2 b 1 c 3

### 3 Where's Norman in the story? Tick ✓ and say.

ANSWER

2 ✓

# Lesson 5
# Grammar

**Lesson Objectives**

Present and practise using *There's a (kitchen). There are (two bathrooms).*

Practise talking about what rooms there are in your house.

Develop listening, speaking, reading, writing and communication skills.

**Language**

New: *There's a (kitchen). There are (two bathrooms).*

Review: *kitchen, living room, dining room, bathroom, bedroom, garden*

### Warm up

Review the rooms from the previous lesson by playing a game of *Guess what?* from the Ideas bank, describing rooms for the students to guess (e.g. *In this room, there's a wardrobe and there's a desk. There's a clock and there's a bed.*)

## Class Book page 106

### 1 Listen and say the chant. 143

- Play the chant using the audio download or on the CPT for the students to listen.
- Play the chant again, pausing after each line for the students to repeat.
- Play the chant all the way through again for students to join in as much as possible.

### 2 Listen and say true or false. 144

- Tell the students to look at the picture. Ask students what rooms / furniture they can see.
- Play the first item on the recording. Students look at the picture and answer (*False*). Ask students to correct the sentence (*There's one living room.*).
- Play the recording, pausing after each sentence for the students to answer true or false.

### Audio transcript

In my house, there are two living rooms.
There's one bedroom.
There's a kitchen.
There's a dining room.
There are three bathrooms.
And there's a garden.

ANSWERS

1 false 2 false 3 true 4 false 5 false 6 true

### 3 Listen and repeat. 145

- Play the recording using the audio download or on the CPT. Then play it again, pausing after each sentence for the students to listen and repeat.



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### 4 Guess what is in a friend's home. Play the game. Communication

- Model the game with confident students for the class to observe. Make sure students understand that they need to take turns guessing about their partner's homes.
- Students play the game in pairs. Move around the class and make sure they are using the correct structures. Invite confident students to model the game for the rest of the class to observe.
- Encourage students to report back to the class about their partner's house, e.g. *There are two bathrooms in Isabel's house.*

## Activity Book page 70

### 1 Read and tick ✓ or cross ✗.

- Students read the sentences, look at the picture and tick or cross the sentences to show whether they are true or false.
- Ask students if they can correct the false sentences.

**ANSWERS**

2 ✗ 3 ✗ 4 ✓ 5 ✗ 6 ✓

### 2 Correct the sentences.

- Students look at the pictures, read the false sentences and write correct sentences.

**ANSWERS**

2 There are three chairs in the kitchen.
3 There's a wardrobe in the bedroom.
4 There are two trees in the garden.

**TIP** As an extension, students can work in pairs to think of one more negative sentence and one positive sentence about each picture. Students write their sentences in their notebooks, then read them out to the class.

## Grammar Review Class Book page 111

### 3 Read and circle. Critical Thinking

**ANSWERS**

2 bedrooms
3 kitchen
4 bathroom
5 chairs
6 plants

### 4 Look, read and complete.

**ANSWERS**

2 There are two sofas
3/4 There are three chairs / There's a clock
5/6 There's a wardrobe / There are two beds

# Lesson 6
# Cross-curricular

**Lesson Objectives**

Learn about what homes are made of.
Present and practise topic-related CLIL vocabulary.
Develop listening, speaking, reading and writing skills.
Develop critical-thinking skills.

**Language**

New: *materials, bricks, wood, rock, mud; is made of*
Review: *house, homes, different*

### Warm up

Review the rooms and furniture vocabulary from this unit by playing a game of *Think fast!* from the Ideas bank. Ask students around the class *What's in your (bedroom)?* Students give as many answers as possible in thirty seconds.

## Class Book page 107

### 1 Listen and point. 146

- Point to the photos and read out the words.
- Play the recording for the students to listen and point to the correct photos.

### Audio transcript

1 This house is made of bricks.
2 This house is made of wood.
3 These houses are made of rock.
4 This house is made of mud.

**CULTURE NOTE** Point to each of the photos and ask the students in which country they think each house is. Photo 1 is in the UK (brick); Photo 2 is in Russia (wood); Photo 3 is in Turkey (rock), they are cave houses from the Cappadocia region; Photo 4 is in New Mexico in the US (mud), they're from the village Taos Pueblo which is a living Native American community.

Ask if students know examples of each type of house in their country.

### 2 Listen and repeat. 147

- Play the recording, pausing for the students to repeat the words.

### 3 Match the materials and the houses. Critical Thinking

- Ask students to look at the pictures of the houses, decide what each house is made of, then draw lines to match the materials to the houses.

**ANSWERS**

1 rock 2 mud 3 bricks 4 wood



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### 4 What's your house made of? Draw, point and say.

Critical Thinking

- Students think about what their houses are made of. Provide additional vocabulary as needed, e.g. *concrete, steel*. They draw pictures of their houses in the box provided.
- Students then show their pictures to the class, point to the different materials and say *My house is made of (brick)*.

**ANSWERS**

Students' own answers

## Activity Book page 71

### 1 Look and write.

- Students look at the pictures and write the correct words from the box.
- Ask students to point to the pictures and say the words.

**ANSWERS**

2 mud 3 bricks 4 rock

### 2 Look and complete. Critical Thinking

**ANSWERS**

2 wood 3 bricks 4 mud

**TIP Curriculum link**

If the students have science lessons in their own language at school, encourage them to tell their science teacher what they have learned about building materials.

# Lesson 7
# Literacy and culture

**Lesson Objectives**

Develop literacy skills and familiarize students with a letter.

Raise awareness of culture in the Netherlands.

Raise awareness of the importance of tidying your bedroom.

**Language**

New (passive): *The Netherlands, letter, special*

Review: *There's / There are, We haven't got …; home, boat, rooms, kitchen, dining room, living room, bathroom, bedroom, teddy, garden, plants*

### Warm up

Play *Matching pairs* from the Ideas bank using the Unit 8 furniture and rooms flashcards and wordcards.

## Class Book page 108

### 1 BEFORE YOU READ Look at the photos.

- 1 Which rooms can you see?
- 2 Where are the rooms?

**ANSWERS**

1 a bedroom, a kitchen
2 on a boat

**CULTURE NOTE** Explain to the students that the child posting in this unit isn't one of the *Oxford Thinkers* main characters, but a child from the wider international community. Ask the students to guess where this child is from. Explain that Lotte is from the Netherlands. Help the students to find the Netherlands on a map or globe.

### 2 Listen and read the letter. 148 Then answer your teacher's questions.

- Play the recording for the students to listen and follow the text in their books.
- Ask the students questions to check their understanding, e.g.
  1 *Who is the letter from?* (Lotte.)
  2 *What is the letter about?* (Lotte's home.)
  3 *Where does Lotte live?* (On a boat. / In the Netherlands.)
  4 *How many bedrooms has Lotte's home got?* (Three.)
  5 *Has Lotte got a garden?* (No, she hasn't.)

**CULTURE NOTE The Netherlands**

The Netherlands is a country in Europe. It is also called Holland. Amsterdam is the capital city of the Netherlands. It's the largest city in the country. The Netherlands is a very low country. About 26% of the Netherlands is below sea level, so there is lots of water there. The Netherlands has lots of canals, and lots of houseboats. There are about 10,000 houseboats in the Netherlands.

**TIP** Ask the students if they like Lotte's home, and ask them to think about the good and bad things about living on a boat.

**BIG VALUES!** Focus the students on the Big Values! feature and read out the sentence. Ask students why they think it is important to keep their bedrooms tidy (because if your bedroom is tidy, you can find things you want, your bedroom looks nice, and it is easier to clean). Focus on the picture as an example of tidying your room (putting your books in a bookcase). Ask students what other things they can do to keep their bedroom tidy (put clothes in the wardrobe, put toys in a box, etc.). If you like, you can ask students to take photos or draw pictures of their tidy bedrooms and bring them to the next lesson to show the class. Reward the students by handing out stickers with the words *My bedroom is tidy!* on them.

### 3 AFTER YOU READ Complete the activities.

- Students complete the activities on page 72 of the Activity Book.

## Activity Book page 72

### 1 Read Lotte's letter in the Class Book on page 108 again. Complete.

- Students write the correct words from the box to complete the sentences about Lotte's home.

**ANSWERS**

2 small 3 teddy 4 garden 5 plants



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### 2 Complete the letter. Write and draw. Creativity

- Students complete the letter about their own homes by writing words in the gaps and drawing a picture of their home.
- Invite students to read their letters to the class.

**ANSWERS**
Students' own answers

**COMMUNITY TASK** Collaboration Help students to create a wall display in a public area of the school. Students can make a banner for the display with the words *Our homes*.

**DIGITAL COLLABORATIVE LEARNING** Students can upload their letters and pictures to the class blog. Invite students to read each other's letters, leave comments and share the link with their family and friends. Alternatively, students could exchange email addresses with other students in the class, or students from another class (or from another school, if you can arrange it), and change their letters into emails to send to each other, attaching their pictures or photos of their homes. See the Digital collaborative learning section on page 17 of the Introduction.

# Lesson 8
# Sounds and speaking

| Lesson Objectives |
| --- |
| Present and practise the pronunciation of the sound /ɪŋ/. |
| Develop speaking and communication skills. |
| Review and practise vocabulary for furniture and rooms. |

| Language |
| --- |
| Review: *living room, dining room, skipping rope, wing, bed, wardrobe, picture, clock, sofa, cushion, bookcase, table, television, plant, kitchen, bathroom, bedroom, garden; Where's the (cushion)? It's in the (living room).* |

### Warm up

Review the grammar from Lessons 3 and 5.

Play *Two truths and a lie* from the Ideas bank. Model the game with the class first. Write three sentences on the board, e.g. *There's a bookcase in my bathroom. There isn't a television in my house. There's a teddy on my bed*. Students guess which sentence is a lie, then take turns to say two true sentences and one false sentence about their homes.

## Class Book page 109

### 1 Listen and repeat. 149

- Play the recording using the audio download or on the CPT for the students to listen and repeat the words with the /ɪŋ/ sound.

### 2 Listen. Say the tongue twister. 150

- Play the recording using the audio download or on the CPT for the students to listen and then join in with the tongue twister.
- Encourage students to practise saying the tongue twister as fast as they can.

### 3 Play the game. Communication

- Organize the students into pairs to play the game in the Activity Book. Try to pair confident students with less confident students.

## Activity Book page 73

### 1 Draw. Play the game in pairs. Communication

**TIP** Display the Activity Book page on-screen via the CPT. Demonstrate how to play the game. Complete one of the pictures by drawing furniture. Explain that students should choose to be A or B, then complete their pictures. When students have completed their pictures, model the game with a few students for the rest of the class to observe. Make sure the students understand that they need to ask their partner questions to find out about their partner's house, and use their partner's answers to complete the other picture. The students can then play the game in pairs. Move around the class and make sure that students are using the correct language and playing the game correctly.

# Lessons 9 and 10
# The Big Question Review

| Lesson Objectives |
| --- |
| Review and practise language from the unit. |
| Answer the Big Question. |
| Develop creative skills. |
| Self-evaluate progress. |

| Language |
| --- |
| Review vocabulary: *bed, wardrobe, picture, clock, sofa, cushion, bookcase, table, television, plant, kitchen, living room, dining room, bathroom, bedroom, garden* |
| Review grammar: *Where's the (book)? It's in / on / under the (table). There's a (kitchen). There are (two bathrooms).* |

### Warm up

Ask the students to choose one of the flashcard games from the unit to play.

## Class Book page 109

### 1 Watch and answer the questions on the review video.

### Video transcript

See page 151.

**ANSWERS**
See video transcript.

### 2 Find and write.

- Students turn to pages 132–133 in their Class Books. They look for the furniture in the picture, then write the words, using the Picture Dictionary in the Activity Book to help them.



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- Students choose and write their favourite words for this unit in the Picture Dictionary.

### 3 Answer. Communication

**ANSWERS**
Students' own answers

**TIP** Write the following questions on the board: *What is your home like? What rooms are there in your home? What furniture is in your home? What is your home made of?* Ask students to draw or take photos to answer these questions. They can then use their photos / pictures to make a poster about their home. Tell students to write sentences about their home on their posters. You can then display the posters in the classroom.

**DIGITAL COLLABORATIVE LEARNING** Alternatively, students can upload pictures / photos of their homes to the class blog and write captions for their photos. Encourage students to comment (politely) on other students' photos and share the link with their families and friends. See the Digital collaborative learning section on page 17 of the Introduction.

### 4 Make a mini book. Write. Read at home. Creativity

- Students make and complete their mini book.

### 5 Colour.

**SELF-EVALUATION** Draw a large happy face on one side of the board and a large sad face on the other side of the board. Show students the Unit 8 lessons, one by one, and talk about what they learned in each lesson. If students feel happy and confident about the lesson, they can move to the happy face side of the classroom. If they feel unhappy or unsure about what they learned in the lesson, they can move to the sad face side of the classroom. You can use the results of this activity to provide extra help and practice in areas which students feel unhappy or unsure about.

## Writing Practice Units 7–9 Class Book pages 132–133

**ANSWERS**
**1** television **2** plant **3** bed **4** bookcase **5** table
**6** sofa **7** cushion **8** picture **9** clock **10** wardrobe

## Picture Dictionary Activity Book page 99

**ANSWERS**
Students' own answers

## Mini Book Activity Book pages 103–104

**ANSWERS**
Students' own answers

### Unit 8 Test

Students are now ready to do the unit test. Tests and audio available at www.oup.com/elt/download with the code on the access card in this Teacher's Pack.



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# 9 Why do we like birthdays?

## Lesson 1
## The Big Question

**Lesson Objectives**

Introduce the unit and the Big Question: Why do we like birthdays?

Activate knowledge and preview lessons from the unit.

Review language from previous units.

**Language**

New (passive): *birthday, cake, candles, party games, musical chairs, pin (v), blow out*

Review: family members, food, numbers 1–7

### Warm up 137

Review the Unit 8 vocabulary for furniture and rooms. Draw the outline of a house on the board, with five spaces for rooms. Stick one of the Unit 8 rooms flashcards in each space, and stick the garden flashcard outside the outline.

Invite a student to come to the front of the class. Hand the student one of the furniture flashcards. The student looks at the card and asks where it should be placed, e.g. *Where's the (television)?* Tell the student *It's in the (dining room).* The student sticks the card in the correct room. Remove and shuffle the furniture cards to repeat the game.

## Class Book pages 112–113

### 1 Look at the pictures with your teacher. Answer. What can you see?

- Talk about the pictures on pages 112–113 with the class. Encourage the students to say the names of all the things they can see.

**SUGGESTED ANSWERS**

a cake, candles, fruit (raspberries), chocolate, a dress, a camera, children, a living room, a sofa, a balloon, a card, etc.

**TIP** Use the Big Picture to lead into the Big Question video. Ask the students to look at the Big Picture and tell you what they can see. Encourage them to use English where possible. If they use their own language, reformulate their ideas back to them in English. If you like, prompt them by asking questions, e.g. *What kind of cake is it? How many candles are there?* Ask students what words the candles spell. You could also ask students some personalized questions, e.g. *Do you like cake? Do you like birthdays?*

### 2 Watch the Big Question video. Do you like Felix's birthday party?

- Ask students *Who is at Felix's birthday party?* (His friends, his mum, his dad, his grandma and his grandpa.)
- Ask *How old is Felix?* (Seven.) Then ask students around the class *How old are you?*
- Ask students to say whether they like Felix's birthday party and encourage them to say what they like about it.

### Video transcript

See page 152.

**ANSWERS**

Students' own answers

### 3 Watch the Big Question video again. Which foods and drink can you see?

- Play the video again for the students to join in when the narrator counts the candles on the birthday cake.
- Ask students what foods and drink they can see on the video. You can play the video again for students to remember the foods and drink. Ask the students what they like to eat and drink at birthday parties.

**ANSWERS**

sandwiches, carrots, juice, cake

## Activity Book page 74

### 1 Listen and match. 151

### Audio transcript

1 **A** Happy birthday, Naji!
**B** Thank you! I love my birthday!
**A** Why do you like your birthday?
**B** My family is here! It's great!

2 **A** Why do you like birthdays, Ella?
**C** I like the cake and the candles. Look, there are seven candles on Naji's cake! He's seven today!

3 **D** I like my birthday, too!
**A** Why do you like your birthday, Josh?
**D** I like party food. My favourite food is sandwiches. There are lots of sandwiches at Naji's party!

4 **A** Do you like your birthday, May?
**E** Yes, I do. My friends come to my house. We play games!

**ANSWERS**

1 c 2 a 3 b 4 d

### 2 Look and complete.

- Students complete the sentences in their books.

**ANSWERS**

2 sandwiches 3 cousins 4 seven

## Lesson 2
## Vocabulary and song

**Lesson Objectives**

Present and practise vocabulary for presents.

Review grammar from previous units.

Develop listening, speaking and word-level reading and writing skills.

Develop critical-thinking skills.



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**Language**

New: *board game, jigsaw, balloon, camera, dress, necklace, chocolate, watch, umbrella, dinosaur;* (passive) *Happy birthday!, Lucky you!, new, presents, lots of*

Review: *toys, There's a …, We like …*

### Warm up

Review the structure *There's a …* by playing a memory game. Stick five of the Unit 3 toys flashcards on the board. Point to each of the flashcards in turn and ask students to name the toys. Turn the flashcards face down, so that the students can't see them. Ask students to say what flashcards there are (e.g. *There's a (robot).*). Turn the flashcards around on the board as students remember them. Repeat using different sets of flashcards.

## Class Book page 114

### 1 Listen and point. Then listen and repeat. 152

- Play the recording for the students to listen and point to the correct items in the picture.
- Play the recording again for the students to repeat the words.

### 2 Listen and point. Then listen and sing. 153

- Play the song for the students to listen and point to the correct items in the picture.
- Play the song again and encourage the students to join in as much as possible.

### 3 Say what you've got and haven't got. Critical Thinking

- Say *I've got (a dress and a watch). I haven't got (a dinosaur). What about you?*
- Encourage students around the class to talk about what items they have / haven't got.
- Make sure students understand that we don't need to use *a* with *chocolate*, but we do need to use *a* with the other presents.

**ANSWERS**

Students' own answers

### 4 Put on the stickers.

- Tell the students that one of the Activity Book activities involves putting on stickers. They will find the stickers at the back of their Activity Books.

## Activity Book page 75

### 1 Read, find and tick ✓ or cross ✗.

- Point to the picture and ask students how many presents they can see (18) and how many balloons they can see (4).
- Explain that students need to tick the words which are in the picture and cross the words which are not in the picture.

**ANSWERS**

✓ = camera, dinosaur, dress, watch, necklace, umbrella, balloon, board game, chocolate
✗ = book, robot, scooter, skateboard, boat

### 2 Look and put on the stickers. Write.

- Point to each of the silhouettes in the Activity Book and ask students what present they think each one shows.
- Ask students to turn to the sticker page. Point to each of the stickers and ask students to say the correct words and then put on the stickers.

**ANSWERS**

**2** balloon **3** necklace **4** watch **5** camera
**6** dinosaur **7** jigsaw **8** dress **9** chocolate
**10** umbrella

# Lesson 3
# Grammar

**Lesson Objectives**

Present and practise using the possessive adjectives *his* and *her* and possessive *'s.*

Develop listening, speaking, reading and writing skills.

Develop critical-thinking and communication skills.

**Language**

New: *This is his (camera). This is her (necklace). This is (Chen)'s (balloon).*

Review: *toys, board game, jigsaw, balloon, camera, dress, necklace, chocolate, watch, umbrella, dinosaur*

### Warm up

Review the vocabulary for presents from the previous lesson. Play *Have you got … ?* from the Ideas bank using the Unit 9 presents flashcards.

## Class Book page 115

### 1 Listen. Then repeat. 154

- Play the recording for the students to listen and follow the dialogue in their Class Book.
- Play the recording again, pausing after each line for the students to listen and repeat.

**TIP** Make sure the students understand that we use *his* for boys and *her* for girls. Ask a boy and a girl to come to the front of the class and stand either side of the board. Invite another student to come to the front of the class. Hand this student one of the Unit 9 presents flashcards, or one of the Unit 3 toys flashcards. Say *This is (his / her) (skateboard).* The student gives the flashcard to the correct person (the boy or the girl). Repeat with other students. You can replace the boy and girl with other students so that all students have a chance to give flashcards to the correct people.

### 2 Act out. Collaboration

- Allow students time to practise the dialogue in pairs.
- Invite pairs of students to act out the dialogue for the class.

**TIP** As an extension, students can change the dialogue to make it about different items (e.g. This is his / her / my (cake / present / card).). Invite pairs of students to act out their new dialogues for the class.



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### 3 Listen and number. 155

- Point to the pictures and ask students to say what objects they can see.
- Tell students that they will listen to the children talking about their presents. They should number the presents in the order they hear them mentioned.
- Play the recording twice and pause after each sentence to number the picture. Then play the recording again for students to repeat each sentence.

**Audio script**

1 This is Ellie's umbrella.
2 This is her dinosaur.
3 This is Tom's chocolate.
4 This is his umbrella.
5 This is Ellie's watch.
6 This is her chocolate.
7 This is Tom's watch.
8 This is his dinosaur.

**ANSWERS**

Tom's presents: watch 7, umbrella 4, dinosaur 8, chocolate 3
Ellie's presents: dinosaur 2, chocolate 6, umbrella 1, watch 5

### 4 Point to the pictures and say.

- Point to the watch and say *It's Tom's watch. It's his watch.* Repeat with an item belonging to Ellie. Then point to a different item (belonging to either child) and encourage students to say correct sentences about it.
- Tell students to point to the pictures and make sentences in pairs. Move around the class and make sure the students are using the correct possessive adjectives.

## Activity Book page 76

### 1 Read, find and match.

- Explain that students need to read the sentences, find the objects in the two pictures, then match them to the correct person.

**ANSWERS**

This is his watch. 6
This is May's umbrella. 2
This is her dinosaur. 1
This is Luca's shirt. 8
This is his chocolate. 5
This is May's skirt. 4
This is her camera. 3

**TIP Mixed-ability teaching**

- Support less confident students by guiding them through the activity as a class. Point to each of the items in the sentences in turn and ask students to find them in the pictures. Ask *Is this his / her (chocolate)?* about each object and encourage students to say sentences, e.g. *This is (his) (chocolate).* Students can then complete the activity in their books.
- Stretch more confident students by asking them to point to other items in the pictures and say sentences about them once they have completed the activity, e.g. *This is her (cushion). / This is his (bed).* Students can do this in pairs.

### 2 Complete. Use *his* or *her* and a word from the box.

**ANSWERS**

2 his scooter 3 is his jigsaw 4 This is her necklace.
5 This is her robot. 6 This is his book.

## Grammar Review Class Book page 122

### 1 Read, find and circle.

**ANSWERS**

2 a – circle the girl's watch
3 b – circle the girl's dinosaur
4 b – circle the boy's book
5 a – circle the boy's jigsaw
6 a – circle the girl's balloon

### 2 Read and complete. Critical Thinking

**ANSWERS**

2 Zoe's
3 Zoe's
4 May's
5 May's
6 Naji's

# Lesson 4
# Vocabulary and story

**Lesson Objectives**

Present and practise vocabulary for feelings.
Develop listening, speaking and reading skills.
Check and consolidate understanding of the Birthday Land story.

**Language**

New: *happy, sad, hungry, thirsty, angry, tired,* (passive) *orange juice, Are you (tired)? Yes, I am. No, I'm not., Is he / she (hungry)? Yes, he / she is. No, he / she isn't., It's your turn now.*
Review: numbers 1–3; *Where's Norman? I don't know. Here's …, party, pin (v), tail, donkey, sandwich, play, go*

### Warm up 153

Play the song from Lesson 2 again, either using the audio download or on the CPT. Encourage the students to join in. If you like, you can choose a song activity from the Ideas bank.

## Class Book pages 116–117

### 1 Listen and point. Then listen and repeat. 156

- Play the recording for the students to listen and point to the correct pictures.
- Play the recording again for the students to repeat the words.

### 2 Say how you feel and how you don't feel.

Critical Thinking

- Say *I'm happy. I'm not sad. I'm thirsty. I'm not hungry.* Mime each of the feelings as you say the words.



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- Ask students around the class to say how they feel and how they don't feel. Prompt students if necessary by asking *Are you (sad / happy / etc.)?*

**ANSWERS**
Students' own answers

### 3 BEFORE YOU READ Look and answer. Where are the avatars?

**ANSWER**
They are in a house / at a (birthday) party. / They are in Birthday Land.

### 4 Listen and read. 157

- Play the story recording using the audio download or on the CPT for the students to listen and follow the story in their books.

### 5 AFTER YOU READ Watch the story video. Complete the activities.

**TIP** Before the students watch the story video, ask them to remember how the people in the story feel while they are watching.

## Activity Book page 77

### 1 Read, find and number.

- Point to each of the people in the picture and ask students to say how each person feels.
- Students write the numbers of the people in the picture next to the words in their books.

**ANSWERS**
2 tired 3 thirsty 4 hungry 5 sad 6 happy

### 2 REMEMBER THE STORY Look, read and circle.

- Students look at the pictures, read the sentences and circle the correct words.
- Ask the students to read out the sentences with the correct words.

**ANSWERS**
1 angry 2 hungry 3 happy

### 3 Where's Norman in the story? Tick ✓ and say.

**ANSWER**
1 ✓

# Lesson 5
# Grammar

**Lesson Objectives**

Present and practise using *Are you (tired)? Yes, I am. No, I'm not., Is he / she (hungry)? Yes, he / she is. No, he / she isn't.*

Practise talking about how you feel.

Develop listening, speaking, reading, writing and communication skills.

**Language**

New: *Are you (tired)? Yes, I am. No, I'm not., Is he / she (hungry)? Yes, he / she is. No, he / she isn't.*

Review: *happy, sad, hungry, thirsty, angry, tired*

### Warm up

Review the feelings from the previous lesson by playing a game of *Mime the word* from the Ideas bank inviting students to mime feelings for their teams to guess.

## Class Book page 118

### 1 Listen and say the chant. 158

- Play the chant using the audio CD or on the CPT for the students to listen.
- Play the chant again, pausing after each line for the students to repeat.
- Play the chant all the way through again for students to join in as much as possible.

### 2 Listen and circle. 159

- Tell the students to look at the pictures. Ask students to say how the people feel in each picture.
- Play the recording once through, then play it again, pausing after each item for the students to circle the correct pictures in their books.

### Audio transcript

1 **A** Is she happy?
**B** Yes, she is.
2 **B** Is he thirsty?
**A** No, he isn't.
3 **A** Is she tired?
**B** Yes, she is.
4 **B** Is he sad?
**A** Yes, he is.
5 **A** Is she hungry?
**B** No, she isn't.
6 **B** Is he angry?
**A** Yes, he is.

**ANSWERS**
Students circle:
2 the boy who isn't thirsty
3 the tired girl
4 the sad boy
5 the girl who isn't hungry
6 the angry boy

### 3 Listen and repeat. 160

- Play the recording using the audio download or on the CPT. Then play it again, pausing after each sentence for the students to listen and repeat.

### 4 Find two feelings the same. Play the game.

**Communication**

- Model the game with confident students for the class to observe. Make sure students understand that they need to take turns to ask about how their partner feels, and try to find two feelings that they both have.



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- Students play the game in pairs. Move around the class and make sure they are using the correct structures. Invite confident students to model the game for the rest of the class to observe.

## Activity Book page 78

### 1 Listen and match. 161

- Play the first item on the recording. Ask students which picture in the bottom row matches how number 1 is feeling.
- Play the rest of the recording, pausing after each item for students to match the children to the pictures.

#### Audio transcript

1 **A** Hello, Naji. How are you today? Are you sad?
**B** No, I'm not.
**A** Are you tired?
**B** Yes, I am. I'm very tired.
2 **A** Is Ella happy today?
**B** No, she isn't.
**A** Is she sad?
**B** Yes, she is.
**A** Oh dear.
3 **A** What about May? Is she hungry?
**B** No, she isn't.
**A** Is she thirsty?
**B** Yes, she is.
4 **A** Is Josh thirsty too?
**B** No, he isn't.
**A** Is he hungry?
**B** Yes, he is.
5 **A** Is Luca angry today?
**B** No, he isn't.
**A** Is he happy?
**B** Yes, he is. He's very happy.
**A** Great!

ANSWERS
1 e 2 d 3 b 4 a 5 c

### 2 Write. Then act out.

- Students read the questions, look at the pictures and write the answers.

ANSWERS
2 No, I'm not. 3 Yes, I am. 4 No, I'm not.

## Grammar Review Class Book page 123

### 1 Read and tick ✓.

ANSWERS
2 Yes, he is.
3 No, she isn't.
4 No, he isn't.
5 Yes, she is.
6 Yes, he is.

### 4 Look, read and write *Yes, I am* or *No, I'm not*.

ANSWERS
2 No, I'm not.
3 Yes, I am.
4 No, I'm not.

### 5 Ask and answer with a friend. Communication

ANSWERS
Students' own answers

# Lesson 6
# Cross-curricular

| Lesson Objectives |
|---|
| Learn about how to make a birthday card. |
| Present and practise topic-related CLIL vocabulary. |
| Develop listening, speaking, reading and writing skills. |
| Develop critical-thinking skills. |

| Language |
|---|
| New: *card, string, sticky tape, scissors, pens, glue,* (passive) *You need …, fold, piece, cut, stick, take, other* |
| Review: triangles, *13* |

### Warm up 153

Review the presents vocabulary from this unit by playing a game of *Pass the flashcards* from the Ideas bank. Use the presents flashcards and the song from Lesson 2.

## Class Book page 119

### 1 Listen and point. Then listen and repeat. 162

- Point to the pictures and read out the words.
- Play the recording for the students to listen and point to the correct pictures.

### 2 Guess and number the pictures in order.

Critical Thinking

- Show students the pictures showing the different stages of making a birthday card. Ask students which picture they think is first and which picture they think is last.
- Ask students to guess the order of the pictures. Accept all answers at this stage.

### 3 Listen and check 163

- Play the recording for the students to listen and point to the pictures in the correct order. Ask students if their guesses in activity 2 were correct.
- Play the recording again for the students to listen and number the pictures in order.

#### Audio transcript

1 Fold one piece of card.
2 Take the other piece of card. Cut 13 triangles with the scissors.
3 Write *Happy Birthday* on the triangles.
4 Cut two pieces of string.
5 Stick the triangles to the string with sticky tape.
6 Stick the two strings with *Happy Birthday* in the card.

ANSWERS
2, 1, 3, 5, 6, 4



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### 4 Design the front of the birthday card. Critical Thinking

- Point to the pictures in activity 3 and explain that this is just the inside of the card. A birthday card needs a picture on the front too.
- Ask students what things they could draw on the front of a birthday card (e.g. a cake, presents, balloons, candles, etc.).
- Students draw their designs for the front of the card in the space provided.
- Invite students to show their designs to the class and say what is on the front of their card.

**ANSWERS**

Students' own answers

## Activity Book page 79

### 1 Read and match.

**ANSWERS**

1 sticky tape 3 glue 4 scissors 5 string

### 2 Read, find and write.

- Students look at the card and think about the design and what materials were used to make it. They complete the labels with words from the box.

**ANSWERS**

Clockwise from top left: balloon, card, scissors, string, glue

**TIP Curriculum link**

If the students have arts and crafts lessons in their own language at school, encourage them to tell their arts and crafts teacher what materials you can use to make birthday cards. Students could make one of the cards from this lesson, or use different craft materials to make birthday / greetings cards in their arts and crafts lessons.

# Lesson 7
# Literacy and culture

**Lesson Objectives**

Develop literacy skills and familiarize students with a set of instructions.

Raise awareness of culture in Greece.

Raise awareness of the importance of being a good loser.

**Language**

New (passive): *Greece, statues, player, close, think, secret, stand, move, winner*

Review: *game, friends, garden, house, school, table*

### Warm up

Play *Word match* from the Ideas bank using the Unit 9 presents and feelings flashcards and wordcards.

## Class Book page 120

### 1 BEFORE YOU READ Look at the pictures.

- 1 How many children are there?
- 2 Where are they?

**ANSWERS**

1 Four.
2 They are at a birthday party.

**CULTURE NOTE** Explain to the students that the child posting in this unit isn't one of the *Oxford Thinkers* main characters, but a child from the wider international community. Ask the students to guess where this child is from. Explain that Georgios is from Greece. Help the students to find Greece on a map or globe.

### 2 Listen and read the instructions. 164
### Then answer your teacher's questions.

- Play the recording for the students to listen and follow the text in their books.
- Ask the students questions to check their understanding, e.g.
  1 *Where is the game from?* (Greece.)
  2 *What is the game called?* (Statues.)
  3 *What does 'It' shout?* ('Statues!')
  4 *What does 'It' try to do?* (Make the statues move.)
  5 *Who is the winner?* (The statue that doesn't move.)

**TIP** Tell the students that Greece has a lot of famous statues. The picture of the statue in the text is a picture of a real Greek statue. You can also tell the students that 'Statues' is an English word, but the game is called 'Agalmata' in Greece. 'It' shouts 'Agalmata' when Greek children play the game.

**CULTURE NOTE Greece**

Greece is a country in south east Europe. It is close to Africa and Asia. Athens is the capital city of Greece, and it is the largest city in the country. About two thirds of the people in Greece live in towns and cities. Greece is a very historic country, and there are lots of ancient buildings there, including the Parthenon in Athens. The Olympic Games started in Ancient Greece, and the first modern Olympics were held in Athens in 1896.

**TIP** Ask the students if they like Georgios's game, and ask them what games they play at birthday parties in their country.

**BIG VALUES!** Focus the students on the Big Values! feature and read out the sentence. Ask students why they think it is important to be a good loser (because we should be happy for the winner, and enjoy playing the game. Being a bad loser makes other people feel bad). Focus on the picture as an example of being a good loser (being happy for the winner). If you like, you can play a game of Statues with the class, and encourage students to be good losers if they don't win.

### 3 AFTER YOU READ Complete the activities.

- Students complete the activities on page 80 of the Activity Book.

## Activity Book page 80

### 1 Read and match.

- Students draw lines to match the pictures to the sentences.



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ANSWERS
1 f 2 d 3 a 4 c 5 b 6 e

**2 Draw a scene from a game in your country. Tick ✓ the sentences that are true for your game.** Creativity

- Tell students that they can think of any kind of game. It could be a party game, a sport, or a board game.
- Students complete the activity, then show their pictures to the class and say sentences about their game, using their answers to help them.

ANSWERS
Students' own answers

**COMMUNITY TASK** Collaboration Students can play their games with their friends or family, and take photos or record videos of the game to show to the class in the next lesson.

**DIGITAL COLLABORATIVE LEARNING** Students can upload their photos or videos to the class blog. Invite students to look at each other's photos and videos, leave comments and share the link with their family and friends. See the Digital collaborative learning section on page 17 of the Introduction.

# Lesson 8
# Sounds and speaking

| Lesson Objectives |
| --- |
| Present and practise the pronunciation of the sound /w/. |
| Develop speaking and communication skills. |
| Review and practise vocabulary for feelings. |

| Language |
| --- |
| Review: *watch, white, window, wardrobe, happy, sad, hungry, thirsty, angry, tired* |

### Warm up

Review the grammar from Lessons 3 and 5.

Play *Find somebody who …* from the Ideas bank to review the feelings vocabulary from Lesson 4 and the grammar from Lesson 5. Use the prompts *… is happy. / … is hungry. / … is tired. / … is thirsty.*

## Class Book page 121

**1 Listen and repeat.** 165

- Play the recording using the audio download or on the CPT for the students to listen and repeat the words with the /w/ sound.

**2 Listen. Say the tongue twister.** 166

- Play the recording using the audio download or on the CPT for the students to listen and then join in with the tongue twister.
- Encourage students to practise saying the tongue twister as fast as they can.

**3 Play the game.** Communication

- Organize the students into groups to play the game in the Activity Book. Try to group confident students with less confident students.

## Activity Book page 81

**1 Draw. Play the game in groups.** Communication

**TIP** Display the Activity Book page on-screen via the CPT. Demonstrate how to play the game. Complete the board game by drawing faces showing different feelings in each of the circles. Roll a dice or spin a number spinner and move a counter (or small object) along the board. Ask a question about the face you land on and encourage students to answer. Make sure they use the correct pronoun. Repeat until the students are confident about how to play the game. Hand out dice or number spinners and counters to each group. Alternatively, students can use small objects (rubbers, pencil sharpeners, coins, etc.) instead of counters. Move around the class and make sure that students are using the correct language and playing the game correctly. Remind students to be good losers if they don't win the game.

# Lessons 9 and 10
# The Big Question Review

| Lesson Objectives |
| --- |
| Review and practise language from the unit. |
| Answer the Big Question. |
| Develop creative skills. |
| Self-evaluate progress. |

| Language |
| --- |
| Review vocabulary: *balloon, dinosaur, camera, dress, umbrella, board game, watch, jigsaw, chocolate, necklace, happy, sad, hungry, thirsty, angry, tired* |
| Review grammar: *This is his (camera). This is her (necklace). Are you (tired)? Yes, I am. No, I'm not., Is he / she (hungry)? Yes, he / she is. No, he / she isn't.* |

### Warm up

Ask the students to choose one of the flashcard games from the unit to play.

## Class Book page 121

**1 Watch and answer the questions on the review video.**

### Video transcript

See page 152.

ANSWERS
See video transcript.

**2 Find and write.**

- Students turn to pages 132–133 in their Class Books. They look for the presents in the picture, then write the



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words, using the Picture Dictionary in the Activity Book to help them.

- Students choose and write their favourite words for this unit in the Picture Dictionary.

**TIP** **Reviewing vocabulary**

Remind students to review the vocabulary they have learned regularly. They can look back at their Picture Dictionaries to help them remember what words they have learned in each unit. Have students look at their Picture Dictionaries, then play a game of *Minute race!* from the Ideas bank to review the vocabulary learned in *Oxford Thinkers* 1.

### 3 Answer. Communication

ANSWERS

Students' own answers

**TIP** Ask students to draw a picture showing their answer to the question *Why do you like birthdays?* Tell the students to write a sentence about their picture, e.g. *I like (party games).* Students can use their pictures to make a wall display in the classroom. Fast finishers can make a banner for the display with the words *We like birthdays! / Why do you like birthdays?*

**DIGITAL COLLABORATIVE LEARNING** Alternatively, students can upload their pictures or photos from their own birthday parties to the class blog and write captions for their pictures / photos. Encourage students to comment on other students' pictures / photos and share the link with their families and friends. See the Digital collaborative learning section on page 17 of the Introduction.

### 4 Make a mini book. Write. Read at home. Creativity

- Students make and complete their mini book.

### 5 Colour.

**SELF-EVALUATION** Draw a chart on a large sheet of paper, with three columns and a row for each of the lessons in Unit 9. Hand out coloured (red, orange and green) stickers to the students. Ask students to place stickers on the chart to show how they feel about each of the lessons (using the colour code from activity 5). Students should look back at the lessons in their Class Books to decide which colour sticker to use for each lesson. You can use the chart to see which areas students need more practice in.

## Writing Practice Units 7–9 Class Book pages 132–133

ANSWERS

**1** board game **2** watch **3** dinosaur **4** umbrella
**5** necklace **6** chocolate **7** balloon **8** camera
**9** jigsaw **10** dress

## Picture Dictionary Activity Book page 100

ANSWERS

Students' own answers

## Mini Book Activity Book pages 101–102

ANSWERS

Students' own answers

### Unit 9 Test

Students are now ready to do the unit test and end-of-term test 3. Tests and audio available at www.oup.com/elt/download with the code on the access card in this Teacher's Pack.



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# Extensive Reading 3

## Lesson 1
## A play

**Lesson Objectives**

Read a play.

Develop reading comprehension skills.

**Language**

New: *knock, nobody, open, porridge, hot, cold, bear, broken, never*

Review: *long, curly, blond, dress, shoes, forest, house, door, home, kitchen, hungry, dining room, table, nice, living room, chairs, big, small, cushion, bedroom, beds, tired, breakfast, under, girl, wake up, run, I'm wearing …, I'm (hungry)., There's a …, There are …, I haven't got …*

### Warm up

Play a game of *Odd one out* from the Ideas bank using the flashcards for clothes (Unit 7), rooms (Unit 8), furniture (Unit 8) and feelings (Unit 9).

### Class Book page 124

**1 BEFORE YOU READ Look at the pictures.**

- What can you see?
- Show the class the pictures and ask them to say what they can see.
- Ask *How many bears / beds / chairs are there?*

SUGGESTED ANSWERS

a girl, three bears, a house, a tree, a table, three chairs, three bowls (of porridge), three beds

**2 Listen and read.** 167

- Play the recording for the students to listen and follow the play in their books.
- Encourage students to point to the correct pictures as they listen to the play.

### Activity Book page 82

**1 REMEMBER THE PLAY Number the pictures in order. Read and write.**

- Ask students to say what furniture / places / people they can see in each picture.
- Students number the pictures in order, then complete the sentences with the words from the box.
- Ask students to point to the pictures and read out the completed sentences.

ANSWERS

**a** living room – 3 **b** forest – 1 **c** in the bedroom – 4
**d** She's in bed. – 5 **e** She's in the dining room. – 2

**2 Read, complete and match.**

- Students complete the sentences with the words in the box, then draw lines to match the sentences to the correct characters.
- Ask students to read out the completed sentences, then say who says the sentences in the play.

ANSWERS

**1** breakfast – Dad Bear **2** haven't – Baby Bear
**3** dress – Goldilocks **4** chair – Mum Bear

## Lesson 2
## A play

**Lesson Objectives**

Remember a play.

Think about the characters in a play.

Act out a play.

**Language**

Review: *knock, nobody, open, porridge, hot, cold, bear, broken, never, long, curly, blond, dress, shoes, forest, house, door, home, kitchen, hungry, dining room, table, nice, living room, chairs, big, small, cushion, bedroom, beds, tired, breakfast, under, girl, wake up, run, I'm wearing …, I'm (hungry)., There's a …, There are …, I haven't got …*

### Warm up

Play a game of *Number words* from the Ideas bank using selected flashcards for clothes (Unit 7), rooms (Unit 8), furniture (Unit 8) and feelings (Unit 9).

### Class Book page 125

**1 REMEMBER THE PLAY Answer.**

- How do the characters feel?
- Ask the students what they can remember about the play. Ask *What's in the kitchen / dining room / living room? What does Goldilocks eat / break? Where does she sleep?*
- Ask the students to say how they think the characters in the play feel. Ask *Who is happy / tired / hungry / angry / sad?*

SUGGESTED ANSWERS

Goldilocks is happy when she finds things she likes; she's hungry; she's tired; she's scared when she sees the bears. The bears are sad and angry when their things are broken, and angry when they find Goldilocks.

**2 Listen and read again.** 167

- Play the recording. Students listen and follow the play.



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## Activity Book page 83

**1 REMEMBER THE PLAY Listen and number the characters.** 167

- Play the recording. Students listen and number the characters in the order they appear in the play.

ANSWERS

**a** 2 Dad Bear **b** 3 Mum Bear **c** 4 Baby Bear

**2 Work in groups of four. Choose a character each. Write your names.**

- Students decide who will play each character in their groups. They write their names under each picture of the character they have chosen and write their friends' names under their chosen characters.

ANSWERS

Students' own answers

**3 Listen to the play again.** 167 **Think of actions for your character.** Critical Thinking

- Play the recording for students to listen and decide on actions for their characters in their groups.

**4 Act out the play with your group. Join in.**

Collaboration

- Play the recording for groups of students to act out the play for the class. Encourage them to join in with the play as much as possible.

COMMUNITY TASK Collaboration Invite students from another class to come in and watch the students act out the play.



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# The Big Project 3

## A bedroom collage

| Lesson Objectives |
| --- |
| Review vocabulary for bedroom furniture and objects. |
| Make a bedroom collage. |
| Practise using the phrases *So do I!* or *Me too!* |
| Talk about bedroom collages. |

| Language |
| --- |
| New: *So do I!, Me too!* |
| Review: bedroom furniture and objects |

### Warm up

Play a game of *Draw and guess* from the Ideas bank to review words for bedroom furniture and objects.

## Class Book pages 126–127

### THINK ABOUT IT

**1 Which bedroom words can you remember? Tell your teacher.** Critical Thinking **WHOLE CLASS**

- Ask students to say what words they can remember for bedroom furniture and objects.
- If you like, you can play a game of *Minute race!* from the Ideas bank.

**2 Prepare your collage in your Activity Book.** Critical Thinking **WHOLE CLASS**

- Students turn to page 86 of their Activity Books and complete activity 1 (see below).

### MAKE

**3 What's your perfect bedroom like? Make a collage.** Creativity **WHOLE CLASS**

- Hand out craft paper, craft materials (cardboard, lollipop sticks, scraps of material, wool, sweet wrappers (cellophane and foil), straws, etc., scissors and glue) to the students.
- Tell students that they can make a collage showing the bedroom they want (their perfect / dream bedroom). Students make their own collages, but they can sit in groups and help each other. Alternatively, students could create joined collages in project groups.
- Demonstrate how to make a bedroom collage by sticking craft materials onto a sheet of paper to make bedroom furniture and accessories. Help if needed, and ask questions, e.g. *What's this? Have you got a (clock) in your bedroom?*
- Students make a display of their collages.
- Fast finishers can make a title banner (*My Perfect / Dream Bedroom*) for the wall display.

**4 Listen and read. Then repeat.** 168 **WHOLE CLASS**

- Play the recording for students to listen and point to the speech bubbles. Tell the students that these are useful phrases for them to use when they talk about their collages.
- Play the recording again, one line at a time, for the students to repeat the sentences. Encourage students to repeat chorally first, then individually.

### PRACTISE

**5 Talk about the bedroom collages.** Collaboration **WHOLE CLASS**

- Gather the class around the wall display. Point to various collages and model the sentences *I really like your collage! / I like this bedroom! The (bed) is nice. I like it!* Encourage students to respond with *So do I! / Me too!* Then encourage students to talk about the collages they like.

## Activity Book page 86

**1 What's in your perfect bedroom? Read and tick ✓. Write extra words.**

- Students think about what they want to have in their dream bedroom and tick the words. They can then add other things they want to have in their dream bedrooms to the table in the spaces below.
- If students don't know the words for things they want to have in their dream bedrooms, they can tell you the words in their own language, and you can provide the English translations. Write the English words on the board and model the pronunciation for students to repeat.

ANSWERS
Students' own answers

**2 Tick ✓ your favourite activity.**

SELF-EVALUATION Ask students to think about which stage of the project they enjoyed the most. Students tick the picture which shows their favourite stage of the project.

ANSWERS
Students' own answers

COMMUNITY TASK Collaboration Students can display their pictures in the school library, or in another public area of the school. If you like, you can take photos of the display and upload them to the class blog.



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# Festival 1

## Christmas

| Lesson Objectives |
| --- |
| Present and practise vocabulary related to Christmas. |
| Make a Christmas card. |
| Make and play a Christmas board game. |

| Language |
| --- |
| New: *stocking, Father Christmas, Christmas tree, bell, decorations, present, Happy Christmas!* |
| Review: *card, board game* |

### Warm up

Bring some Christmas cards to the lesson. Show them to the class and tell them that they will be learning about Christmas in this lesson.

Ask students if / how they celebrate Christmas in their country. Then ask them if they can think of any English words to talk about Christmas, or whether they know any English Christmas songs.

## Class Book page 134

### 1 Listen and point. Then repeat. 169

- Play the recording for students to listen and point to the correct items in the picture.
- Play the recording again for students to repeat the words. Encourage students to repeat the words chorally first, then individually.

**CULTURE NOTE Christmas**

At Christmas, lots of people have a Christmas tree and decorations in their house. The decorations often look like stars, snowflakes or bells. People give cards and presents to their friends and family at Christmas. Father Christmas (Santa Claus) gives presents to children. He puts the presents in stockings.

### 2 Look at the card in activity 1. Listen and say what's missing. 170

- Tell the students they are going to listen to the items from the card in activity 1, but there is one item missing from each list. Pause after each list.

### Audio transcript

1 Father Christmas, Christmas tree, present, decorations, stocking
2 Christmas tree, bell, Father Christmas, decorations, present
3 bell, present, decorations, stocking, Father Christmas

**ANSWERS**

1 bell 2 stocking 3 Christmas tree

### 3 Make a Christmas card. Creativity

- Hand out sheets of card and make sure the students have coloured pens / pencils / crayons. You can also provide the students with glitter and glue if you like.
- Demonstrate how to make a Christmas card by folding the card in half, drawing a picture on the front of the card and writing a message inside the card.
- If you like, you can assign students partners to make cards for before they start this activity, so that each student in the class gets a card in activity 4.
- Students should make their own cards, but they can sit in groups and help each other.

### 4 Give your card to a friend. Communication

- Model the exchange with a confident student. Tell the students that they should greet each other this way when they exchange their cards.

## Activity Book pages 87–88

### 1 Find and colour.

- Students read the phrases in the box and colour the objects in the picture.

**ANSWERS**

Students colour: two stockings blue, four presents purple, three bells yellow, ten decorations red, the Christmas tree green

### 2 Complete. Look at page 134 in your Class Book and check.

- Tell students that they need to write one letter in each square to complete the crossword. Students can use Class Book page 134 to check the spelling.

**ANSWERS**

2 decorations 3 stocking 4 bell 5 Christmas tree
6 present

### 3 Draw and colour. Play the game. Communication

- Demonstrate how to complete the board game, then move around the class as the students draw and colour Christmas items in the squares. Ask questions, e.g. *What's this? What colour is the (present)?*
- Students play their board games in pairs or small groups.



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# Festival 2

## International Day of Friendship

**Lesson Objectives**

Learn about the International Day of Friendship.

Present and practise adjectives to describe personality.

Make paper friends.

Talk about your best friend.

**Language**

New: *helpful, fun, tidy, honest, bright, creative*

Review: appearances, *friend, cards, good*

### Warm up

Tell students that they are going to learn about a special day for friends in this lesson.

Ask students around the class to tell you about their best friends. Ask *Who's your best friend? What does he / she look like?* Encourage students to answer using words for appearances (e.g. *He's got brown hair / curly hair / glasses / etc.*) from Unit 7.

## Class Book page 135

### 1 Read and listen. 171

- Play the recording for students to listen and follow the text in their books.
- Ask questions about the text, e.g. *When is the International Day of Friendship? What do people do? Are good friends important?* Encourage students to look at the text and answer.

**CULTURE NOTE International Day of Friendship**

The International Day of Friendship is a special day to celebrate our friends and let them know how important they are to us. However, people in different countries celebrated the occasion on different dates. In 2011, the United Nations announced that July 30th was the International Day of Friendship.

### 2 Listen and point. Then repeat. 172

- Play the recording for students to listen and point to the correct people in the picture.
- Play the recording again for students to repeat the words.
- Point to people in the picture and encourage the students to say *He's / She's (helpful).*

### 3 Look at the picture in activity 2. Listen and say what's missing. 173

- Tell the students to look at the picture in activity 2.
- Play the first item on the recording. Tell the students to point to the people as they are mentioned. Ask the students to say which person is not mentioned (the bright boy). Repeat for the remaining items on the recording.

**Audio transcript**

**1** honest, helpful, creative, fun, tidy
**2** tidy, bright, helpful, fun, creative
**3** helpful, honest, bright, creative, fun

**ANSWERS**

**1** bright **2** honest **3** tidy

### 4 Make paper friends. Creativity

- Hand out sheets of paper and scissors to the students. If you like, you can hand out craft materials (fabric, buttons, wool, glue, etc.) for students to use to make their paper friends. Alternatively, students can use coloured pens / pencils / crayons to decorate them.
- Demonstrate how to make a string of paper friends. Help if needed, and ask questions, e.g. *What colour is this? What's his / her name?*

### 5 Tell the class about your friends. Communication

- Read out the speech bubble and continue to talk about the paper friends in the picture, giving each friend a name and describing his / her personality.
- Invite students to talk about their paper friends.

## Activity Book pages 89–90

### 1 Read and number.

**ANSWERS**

**a** 2 **b** 4 **c** 6 **e** 3 **f** 5

### 2 Complete the quiz. What makes a good friend? Circle the faces.

- Students read the sentences and decide which sentences they agree or disagree with, then colour the faces accordingly. Students can compare their answers with a partner.
- Ask students around the class to read out sentences they agree with. Ask the other students in the class if they also agree with each sentence.

**ANSWERS**

Students' own answers

### 3 Draw your best friend.

- Students draw pictures of their best friends in the space provided. Move around the class as they work and ask questions, e.g. *What's his / her name? What colour eyes / hair has he / she got? Is he / she (honest / helpful / etc.)?*

### 4 Tell the class about your best friend. Communication

- Read out the text in the speech bubble.
- Invite students to talk about their best friends.



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# Ideas bank

## Vocabulary games

### Blue Clue says

Tell the students that they should follow your instruction if you first say the words *Blue Clue says*. Tell them that they are out of the game if they follow an instruction that doesn't begin with *Blue Clue says*, or if they fail to do what Blue Clue says to do. Begin by saying, *Blue Clue says stand up*. Look to make sure everybody is doing the action. Give another instruction such as *Blue Clue says run*. Check again. Continue giving instructions. Mix it up and say something like *Sit down*, without the preface *Blue Clue says*. Call out the students who do the action. Play until one student is left. This student is the winner.

### Mime the word

Divide the class into two teams. Give the class a topic (e.g. hobbies). Invite students from each team in turn to come to the front of the class and mime a word related to the topic for their team to guess. If their team can't guess the word, the other team can guess the answer. Award one point for each correct word. The team with the most points wins.

### Draw and guess

Divide the class into two teams. Start drawing a known item on the board. Students from each team call out and guess what the item is. The student who guesses correctly wins a point for their team and takes a turn to draw an item on the board.

### Sharkman

Draw a set of six steps leading into the sea with a stick man at the top of the steps. Draw a shark's fin poking out of the sea. Think of a word to elicit. Write a line for each of the letters in the word. Ask the students to call out letters they think are in the word, e.g. *e!* If there is an *e*, write it in the correct place in the word. If they don't get it correct, move the stick man down a step towards the sea. The students must try to finish the word before they reach the sea and the shark.

### Jumbled words

Divide the class into two teams. Give the class a topic (e.g. animals). Write the letters for a word related to the topic on the board in jumbled order. Write words for each team in turn. The students call out the correct word, or come to the board and write the word. Award one point for each correct word. The team with the most points wins.

### First letters

Tell students to think of an object in a picture in the Class Book, or in the classroom, and say what letter it starts with. Their partners, or the rest of the class, guess the object. You can stick a set of flashcards on the board and have students choose a flashcard and say what letter it starts with.

e.g. *The first letter is F.*
*Is it 'fish'?*
*No, it isn't.*
*Is it 'floor'?*
*Yes, it is!*

### I spy colours!

Think of an object in the classroom and say *I spy something (blue)!* The students look around the classroom and try to guess the object. The first student to guess correctly can choose another object for the rest of the class to guess.

### Memory chain

Ask students to stand up. Say a sentence using the unit vocabulary, e.g. *I've got a (cat)*. Invite a student to add an item to the sentence, e.g. *I've got a (cat) and a (dog)*. Repeat with students around the class. If a student can't remember the list of items, they have to sit down. The last student left standing is the winner.

You can play this game with lots of different lists to practise different vocabulary sets using different grammar structures, e.g. *There's …, I've got …, I can …, I like …*, etc.

### Guess who / what?

Ask students to think of a person in the class, a famous person, an animal or an item and describe him / her / it to the class. The student who correctly guesses the person or item then takes a turn to describe a new person or item, e.g. *She's tall. She's pretty. She's got black hair. She's got green eyes.* etc.

### Categories

Write three headings on the board, for three different vocabulary sets. Ask students to say words for each heading, or come to the board and write words under the headings. Alternatively, you can hand students flashcards and ask them to say the words, then stick the flashcards under the correct headings. If you like, you can play this as a game in two teams, inviting students from each team in turn to say or write a word, or stick a flashcard on the board for one of the headings.

### Minute race!

Seat the students in a circle. Set a timer for one minute. You can use a timer on your phone or watch, or use a sand timer. Call out a vocabulary set, e.g. hobbies. The students take turns calling out words / phrases for hobbies around the circle. They have to try to get all the way around the circle before the minute is up. Alternatively, in a large class, students can try to say as many words as they can in one minute. Play the game again and see if they can beat their record with the same vocabulary. Alternatively, play the game again using a different set of words.



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### Listen and draw

Describe an animal / a monster / a person / an object / a scene to the class and tell them to draw what you are describing. See how accurately the students draw what you are describing. If you have confident students, you can invite a student to describe something to the class.

## Flashcard games

### Bingo!

Show a set of flashcards and ask students to say the words. Ask students to write six of the words in their notebooks or on a piece of paper. Alternatively, students can draw pictures to illustrate the words. Call out the words or show the flashcards in a random order. When a student hears or sees a word on their list, they cross it out. The first student to cross out all their words wins the game, but continue playing until all students have crossed out all their words. You can also play this game to review numbers (students write six numbers) or colours (students colour six circles).

### Slow reveal

Cover a flashcard with a sheet of paper and hold it up in front of the class. Start to move the paper very slowly and ask the students: *What's this?* Carry on sliding the paper further down the flashcard, stopping now and then to ask the students *What's this?* and to allow the class to offer their ideas (e.g. *It's a (pencil)!*).

### Find the cards

Stick a set of flashcards on the board. Point to each flashcard and ask the class: *What is it?* Repeat the correct word for each flashcard with the students, then turn each flashcard over. When the flashcards are all face down, ask again and see how many students can remember which flashcard is which.

### Number words

Stick a set of flashcards on the board. Write a number under each flashcard. Say the word for one of the flashcards and ask: *What number is it?* Alternatively, say the number and ask: *What is it?*

### Noughts and crosses

Play a game of noughts and crosses using a set of flashcards. Divide the class into two teams. Assign noughts to one team and crosses to the other team. Draw a 3x3 grid on the board and stick a flashcard in each square. Students from each team in turn say the word for one of the flashcards and draw a nought or cross in the cell. The first team to get three in a row wins.

### Pass the flashcards

Arrange the students in a circle. Hand out flashcards to the students. Play a song from the Class CD. The students pass the flashcards around the circle. Stop the music at random points. The students hold up the flashcards they have and say the correct words. Alternatively, when you stop the music, you can call out a word, and the student with that flashcard must hold it up.

### Stop the cards

Show a set of flashcards one after the other, fairly fast, saying the name of the item on one of the flashcards as you go. The students call *stop* when the word and the picture match.

### What's missing?

Stick ten flashcards on the board. Point to the flashcards and ask the class to say the words. Tell the class to close their eyes. Remove two or three of the flashcards. The students open their eyes and say which flashcards are missing.

### What have you got?

Invite a student to come to the front of the class. Without letting the rest of the class see, give the student a flashcard and tell the student to hold the flashcard behind his / her back. The other students take turns to ask questions, e.g. *Have you got a (pen)?* The student with the flashcard answers *Yes, I have. / No, I haven't.* The first student to guess the item on the flashcard can come to the front of the class and take a different flashcard. You can also play this game with small items.

### Memory game

Stick six or eight flashcards on the board. Point to the flashcards and ask students to say the words. Tell students to look at the flashcards for about 20 seconds. Tell students to close their eyes. Remove the flashcards from the board. Tell students to open their eyes. Ask students to tell you which flashcards were on the board. If you like, you can play this game in two teams. Once you have removed the flashcards and students have opened their eyes, ask students from each team in turn to say the word for one of the flashcards. Award one point for each correct answer. If students in one team can't remember any more flashcards, pass to the other team.

### Have you got … ?

Divide the class into two teams. Hand half the flashcards from one vocabulary set to the students in Team A. Hand the other half to the students in Team B. Tell the students not to let the other team see their cards. Students from each team in turn ask the other team *Have you got (a scooter)?* If a student from the other team has the flashcard, they must answer *Yes, I have.* and hold up the card (or stick it on the board). Continue until all the cards have been revealed.

### Odd one out

Choose three flashcards from one vocabulary set, and one flashcard from a different vocabulary set. Stick the flashcards on the board. The students have to say which flashcard does not belong with the others in the group. Encourage students to say why this card is the odd one out (e.g. *They're toys. This is an animal.*). You can play this game in two teams if you like, showing sets of flashcards to each team in turn. Award one point for each correct answer. The team with the most points wins.



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### Word match

Divide the class into two teams. Invite a student from each team in turn to come to the board. Stick a flashcard on the board and hand the student three wordcards (including the wordcard to match the flashcard on the board). The student sticks the correct wordcard on the board. Award one point for each correct answer. The team with the most points wins.

### Matching pairs

Stick one or two sets of flashcards on one side of the board and stick the corresponding wordscards on the other side of the board, in jumbled order. Invite students from each team in turn to come to the board and take a matching flashcard and wordcard. Repeat until all the cards have gone. Award one point for each correct pair. The team with the most points wins.

## Song activities

### Song flashcards

Hand out the flashcards for the vocabulary set featured in the song. Play the song and tell students to hold up their flashcards when they hear that word in the song. You can shuffle the flashcards and hand them out to different students to repeat the game. Alternatively, you can pin flashcards around the classroom and tell the students to point to the flashcards when they hear that word in the song.

### Next lines

When students have sung a song a couple of times and become familiar with the lyrics, play the song again, pausing at random points for students to sing the next line.

### Singing groups

Divide the class into groups. Play a song for students to familiarize themselves with the lyrics, then play the song again, pointing to each group in turn. When you point to a group, only that group should sing along with the recording. Start by pointing to groups in order, then point to groups at random to make the game more exciting.

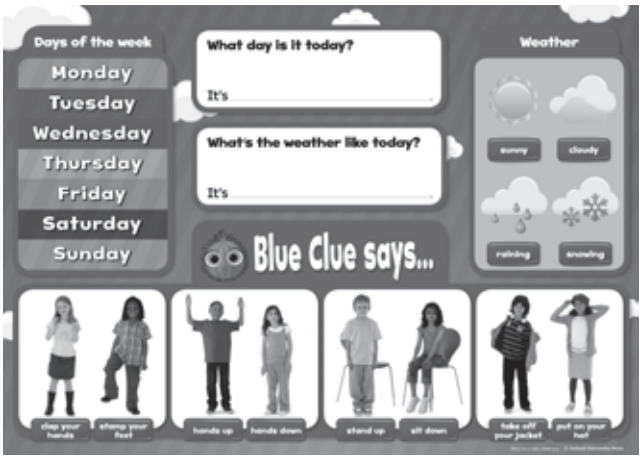
### Actions

Divide the class into groups and tell each group to think of actions for the song. Play the song a few times for the students to practise singing the song and doing the actions in their groups. Invite groups to perform their song for the class along with the recording.

### Singing stars

Divide the class into groups. Students should take turns to sing lines from the song verses, then the whole group should sing the chorus. The students can practise singing the song, then perform it for the class, along with the recording. If you like, you can have a class vote for the best performance.

## *Oxford Thinkers* poster




### Blue Clue says

These imperatives should be taught as early as possible, as they are useful instructions for the classroom. You can present these in the first lesson you have with your new class. Use the poster to present the instructions, then say the imperatives and encourage students to do the actions. For extra practice, you can play a game of *Blue Clue says* from the Vocabulary games section.

### Days of the week

You can present the days of the week during the Starter unit of *Oxford Thinkers* 1. Point to the days on the poster and model the words for students to repeat. Ask *What day is it today?* Students answer and point to the correct day on the poster. Write the correct day under the question on the poster. You can then ask students to say what day it is and nominate a student to write the correct day on the poster in each subsequent lesson.

### Weather

You can present the weather vocabulary before the end of Unit 3 of *Oxford Thinkers* 1. Point to the pictures on the poster and model the words for students to repeat. Ask *What's the weather like today?* Students answer and point to the correct picture on the poster. Write the correct word under the question on the poster. You can then ask students what the weather is like and nominate a student to write the correct word on the poster in each subsequent lesson. During Unit 7, Lesson 3, say *It's (sunny) today. I'm wearing (a T-shirt)*. Encourage students to think about what clothes they wear in different weather and make sentences.

## Story animation activities

### Who said it?

Say sentences from the story. Ask students to watch or remember the story animation and call out the name of the character who said each sentence. You can play this game in two teams if you like, saying sentences to students from each team in turn and awarding one point for each correct answer.



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### Who did it?

Ask questions about actions in the story, e.g. *Who … ?* Students watch or remember the story animation and call out the name of the character who did the action. You can play this game in two teams if you like, asking questions to students from each team in turn and awarding one point for each correct answer.

### What's next?

On the second viewing of the story animation, pause the story at random points and ask students to say what line comes next. Try to do this with memorable lines or answers to questions.

### True or false?

Divide the class into two teams. Say true or false sentences about the story animation to students from each team in turn. The students respond with *True* or *False*. Award one point for each correct answer. Award extra points if students can correct the false sentences. The team with the most points wins.

### Quiz

Divide the class into two teams. Ask questions about the story animation to students from each team in turn. Award one point for each correct answer. The team with the most points wins.

### Who is it?

Describe a character from the story animation for the class to guess. Invite a volunteer to stand up and describe a character for the class to guess. Repeat with other students.

## Grammar games

### Possessions

Select six classroom objects (e.g. a ruler, a pencil, a book, a rubber, a pen and a pencil sharpener). Hand three of the objects to a student. Hold up one of your objects and say *I've got a (pen)*. Encourage the student to say *I haven't got a (pen). I've got a (ruler)*. Respond with *I haven't got a (ruler). I've got a (book)*. Continue until you and the student have named all the items. Then repeat with another student, or have the students play the game in pairs. You can play this game with flashcards or other small objects to practise different vocabulary.

### Two truths and a lie

Tell the students to say or write two true sentences about themselves and one untrue sentence about themselves using the target grammar (e.g. *I've got a brother. I haven't got a sister. I've got ten cousins.*). Students then read out their sentences. The rest of the class tries to guess which sentence is a lie. You can play this game in two teams if you like, with students from each team in turn reading out a set of sentences for the other team to say which is a lie.

### Find somebody who …

Write three prompts on the board, using the target grammar, e.g. (for can) … *can ride a bike* / … *can play football* / … *can rollerblade*. Tell the students to move around the class asking questions until they find one person for each prompt. Invite students to tell the class about the people they found, e.g. *Sarah can ride a bike*.

### Think fast!

Divide the class into two teams. Ask a question to students from each team in turn, using the target grammar structure, e.g. *What three things can you do? / How many cousins do you have?* etc. The students have 30 seconds to give as many answers as possible, e.g. *I can ride a bike, I can swim, I can climb*, etc. Give one point for each answer. The team with the most points wins.



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# Wordlist

(lots of) love from … 28
orange juice 117
(primary) school 16
adult 95
again 5
**angry** 116
animal families 27
**apples** 64
Are you … ? 117
**arms** 74
arts and crafts 15
**auntie** 22
baby 27
**bag** 10
**ball** 34
**balloon** 92
**bananas** 64
bat 79
**bathroom** 104
**beak** 74
bear 125
**bed** 102
**bedroom** 104
begin 85
**bell** 134
big 22
**bin** 10
**bird** 50
birthday 112
**black** 6
**blond hair** 92
**blue** 6
**board game** 46
**board** 10
**boat** 34
**book** 10
**bookcase** 102
box 39
Brazil 56
**bread** 62
**bricks** 107
**bright** 135
broken 125
**brother** 22
**brown** 6
bye bye 68
cake 112
call 135
**camera** 4
Can I … ? 68
Can you / they (swim)? 78
card 28
**carrots** 64
**cat** 50
cauliflower 67
cave 80
**chair** 10
chameleon 75
chant 5
**cheese** 62
**chicken** 52
child 95
children 5
**chocolate** 114
**Christmas tree** 134
**circle** 55
circus 92
city 96
classroom 8
**climb** 76
**clock** 102
close 120
clown 92
cold 124
colour wheel 15
colours 6
Come in! 10
cool 96
cottage 101
counters 39
**cousin** 22
**cow** 52
**creative** 135
**cupboard** 10
**curly hair** 92
**cushion** 102
cut 86
**dad** 22
dance 89
dancers 96
**dark hair** 92
day 135
dear 28
**decorations** 134
deer 27
**desk** 10
dessert 73
different 20
**dining room** 104
**dinosaur** 114



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Do you like (apples)? 65
**dog** 50
**doll** 34
**donkey** 52
**door** 10
draw 55
dress up 90
**dress** 114
**duck** 52
ducks 27
**ears** 74
**eggs** 62
**eight** 5
elderly person 95
**eyes** 74
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families 20
farm 52
**Father Christmas** 134
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**fish** 50
**five** 5
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**fly** 76
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**garden** 104
Germany 40
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**glasses** 92
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**hamster** 50
**handsome** 24
**Happy Christmas!** 134
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Has he got … ? 93
**hat** 90
he's 26
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**head** 74
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here 7
Hey 13
his 115
home sweet home 102
home 80
**honest** 135
honey 68
hot 124
hours 79
house 100
How are you? 4
How old are you? 5
human 79
hummingbird 56
**hungry** 116
I can / can't (run). 37
I don't know. 6
I don't like (dogs). 51
I have (pasta) for (lunch). 63
I haven't got (a ruler). 14
I like (cats). 51
I think (pasta's very nice). 62
I / We love you 28
I'm (six). 5
I'm fine, thank you. 4
I'm hungry. 62
I'm tired. 37
I'm wearing shorts / a shirt. 91
I've got (a pen). 14
ice cream 73
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Is he / she … ? 117
is made of 107
Is that (Auntie Ann)? 25
Is this … ? 87
It's (a bag). 11
It's your turn now. 117
**jacket** 90
**jigsaw** 114
juggle 89
**juice** 62
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**kite** 34
knock 124
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leaves 67
**legs** 74
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**lettuce** 64
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Me too! 37
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**meat** 62
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Miss a turn! 47
Mother's Day 28
**mouse** 50
**mouth** 74
move 120
Mr 16
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**mud** 107
**mum** 22
munch 69
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My name's Rosie. 4
My turn! 47
**necklace** 114
need 119
nest 80
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**nine** 5
No, I haven't. 35
No, it isn't. 87
nobody 124
**nose** 74
numbers 5
Oh dear! 85
Oh no! 37
**old** 24
olives 73
on 103
**one** 5
Oops! 75
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**orange** 6
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party 20
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PE teacher 16
**pen** 12
**pencil** 12
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pens 119
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piece 84
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**pink** 6
**plant** 102
plants 67
plate 96
**play football** 36
**play tennis** 36
play 34
player 120
playground 8
plums 68
porridge 124
**poster** 10
**present** 134
**pretty** 24
**purple** 6
**rabbit** 50
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read 89
**rectangle** 55
**red** 6
**rice** 62
riddle 80
**ride a bike** 36
**ride a horse** 36
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**robot** 34
**rock** 107
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**ruler** 12
**run** 36
**sad** 116
sail 89
salad 73
**sandwiches** 62
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**scooter** 34
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**seven** 5
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she's 26
**sheep** 52
**shirt** 90
**shoes** 90
**short** 24
**shorts** 90
**sister** 22
**six** 5
**skateboard** 34
**skipping rope** 34
**skirt** 90
**snake** 50
So do I! 127
**socks** 90
**sofa** 102
special 28
**spider** 50
**square** 55
squirrel 79
stand 120
star 8
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stick 119
sticky tape 119
**stocking** 134
**straight hair** 92
**strawberries** 64
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sun 34
**sweater** 90
**swim** 76
**table** 102
**tail** 74
take 119
**talk** 76
**tall** 24
teacher 9
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That's great! 47
The Netherlands 108
There are 105
There's 105
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think 120
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**tortoise** 50
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**trousers** 90
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**umbrella** 114
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Wake up! 77
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**watch** 114
We haven't got … 75
We've got … 75
Welcome 16
What am I? 80
What are you wearing? 91
What do you have for (lunch)? 63
What's for dinner? 62
What's that noise? 77
What's this? 11
What's your name? 4
Where's Norman? 6
**white** 6
Who's this? 23
**window** 10
**wings** 74
winner 120
**wood** 107
**yellow** 6
Yes, he has. / No, he hasn't. 93



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Yes, he / she is. / No, he / she isn't. 117
Yes, I / they can. / No, I / they can't. 78
Yes, I am. / No, I'm not. 117
Yes, I do. / No, I don't. 66
Yes, I have. 35
Yes, it is. 87
Yes, that's right. 47
**young** 24
your 26
**yoyo** 34
Yum! 65



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# Letter to parents

Dear Parents,

This year, your child will be learning English using *Oxford Thinkers* Level 1. The young characters in *Oxford Thinkers* 1 provide a modern, motivating and fun presentation of topics which students can relate to their own studies or to their daily lives.

*Oxford Thinkers* recognizes that your support and encouragement are important to your child's success and provides plenty of ways for you to join in actively with the *Oxford Thinkers* community of learners, even if you don't speak English.

Lively and motivating videos, real-life texts, interactive games, exciting stories and entertaining songs make *Oxford Thinkers* a fascinating window to the English-speaking world, enriching your child's learning of English and other school subjects, and improving their understanding of a variety of topics, cultures around the world and important values. Encourage your child to sing you the songs they learn in class, ask them to tell you about the stories, texts and website posts they have engaged with, and invite them to tell you what topics they have learned about in *Oxford Thinkers* 1. Try to look at their work regularly and get them to tell you their favourite activities in each unit. Remember to give them lots of praise for their efforts!

*Oxford Thinkers* 1 has a strong focus on the development of your child's literacy skills with its variety of modern, real-world text types. Get involved and encourage your child to read some English words or phrases aloud to you. Ask them to show you their writing of vocabulary and simple phrases.

Each unit of *Oxford Thinkers* 1 presents aspects of life in other countries for students to read about and compare to their own lives. Ask your child to tell you what they have learned about other cultures in each unit, and take the opportunity to talk about the similarities and differences in culture between the country presented and your own country.

In each unit of *Oxford Thinkers* 1, students have the opportunity to carry out a Community Task, which enables them to take the language they have learned in the unit and use it in the world outside the classroom. These tasks vary from asking family and friends to take part in a survey, to inviting family members to come and watch a class performance. Taking part in these activities will give you a chance to witness how your child is progressing in English and contribute to their learning process.

In addition to the video, audio and printed material they will encounter in the *Oxford Thinkers* course, you can help to expose your child to the English language by finding English films to watch or English comics, magazines or children's websites to read. Encountering English outside the classroom will help your child to see English as a real means of communication in the modern world.

Your child will be encouraged to self-evaluate his / her progress at the end of each unit, and to ask for help in any areas in which he / she has difficulties. Encourage your child to tell you about any problems he / she may have with the material covered in class, and feel free to contact me at any time to ask for any extra help and support necessary.

Please do not hesitate to ask me anything about your child's progress this year.

Welcome to our community of learners!

Yours sincerely

_____

Class teacher



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# Video transcripts

## Unit 1

### Lesson 1

My name's Ruby!
What do I like about school? I like the playground!
It's Monday. Look, it's Molly! She's got a hula-hoop. It's orange.
It's Tuesday. Here's Lilly, Thomas, Layla and Lewis.
One, two, three, four! Four children … and one ball! The ball is red!
It's Wednesday! Where's Molly? Here she is.
Look! It's hop scotch! One, two, three, four, five, six, seven, eight, nine, ten.
It's Thursday! Here's Poppy! She's got a scooter. It's pink and purple.
It's Friday! They've got a sand box. It's yellow. Look! A sandcastle!
I like the playground! It's fun!

### Lesson 10

**Part 1**

Hello. I'm Mrs Clarke.
Can you remember the classroom objects?
Let's play a game!
Look at the pictures and say the words with me.
window
poster
board
cupboard
door
bin
Now remember the pictures.
What's this?
It's a door!
Let's play again!
Look at the pictures and say the words with me.
chair
bag
bin
desk
book
board
Now remember the pictures.
What's this?
It's a bag!
Let's play one more time!
Look at the pictures and say the words with me.
book
poster
chair
bin
window
desk
Now remember the pictures.
What's this?
It's a chair!

**Part 2**

Can you remember these school things?
Look at the pictures and say the words with me.
pen
pencil
pencil sharpener
ruler
rubber
pencil case
Let's play a game!
This is my school bag.
What have I got in my bag?
Guess!
I've got a ruler.
Here's my bag again.
What have I got?
Guess!
I've got a pencil case.
Here's my bag.
What have I got?
Guess again!
I've got a pencil.
I've got a ruler.
I've got a pencil case.
I've got a pencil.
What about you?
What have you got?
Great! Well done!
You've got lots of things!
I haven't got a rubber.
I haven't got a pen.
I haven't got a pencil sharpener.
What about you?
What haven't you got?
OK. Thank you!
Well done!

## Unit 2

### Lesson 1

My name's Archie.
What's interesting about families?
All families are different!
This is Logan. He's got a big family.
How many people are there?
One, two, three, four, five, six people.
This is Blair.
She's got a small family. There are two people.
Blair has got a dog too.
This is Ethan.
Ethan has got a big family.
How many people are in his family?
One, two, three, four, five, six, seven, eight, nine, ten.
This is Ethan's house. It's a big house for a big family!
This is baby Amelie. She's Paula's baby.
Amelie has a small family. How many people are there? One, two, three people.
All families are different. That's what's interesting about families.



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## Lesson 10

### Part 1

Can you remember the family words?
Let's play a game!
Look at the pictures and say the words with me.
dad
mum
grandma
brother
sister
Now listen carefully.
Say which family member I don't say.
dad
mum
brother
sister
Grandma!
That's right.
Now look at these pictures and say the words with me.
uncle
auntie
cousin
twin
grandpa
Listen again and say which family member I don't say.
uncle
auntie
cousin
grandpa
Twin!
That's right.
Here's someone in my family.
Who is it?
Can you guess?
This is my sister, Daniela.
This is someone in my family too.
Who's this?
Guess!
This is my cousin, Tom.
Now tell me about you!
Who is your friend in the class?
OK! Thank you!

### Part 2

Can you remember these words?
Say them with me.
tall
short
old
young
pretty
handsome
Now let's play a game!
Look carefully and remember the order.
Can you remember the first picture?
Handsome.
Can you remember the next picture?
Tall.
Can you remember the next picture?
Young.
And the last one?
Old.
My sister is pretty.
My cousin is short.
Now tell me about one person in your family!
OK! Great!
Well done!

# Unit 3

## Lesson 1

My name's Maria.
How do I have fun? I have fun with my family!
There are three people in my family. And me! That's four people!
I've got a dad, a mum and a sister.
This is my dad.
This is my mum.
And this is my sister.
Come on! Let's go!
Look! I'm in the playground.
What do I like about the playground?
I like the swings. They're fun!
Time to go!
Now I'm at my grandma and grandpa's house.
Who's this? It's my grandma!
Who's this? It's my grandpa!
Time to go again!
And now I'm at home!
Let's sing! It's fun!
I have fun with my family!

## Lesson 10

### Part 1

Can you remember the toys?
Let's play a game!
Look at the pictures and say the words with me.
kite
scooter
doll
robot
skateboard
Now remember the pictures.
What's missing?
kite
scooter
doll
skateboard
Let's play again!
Look at the pictures and say the words with me.
teddy
yoyo
ball
skipping rope
boat
Now remember the pictures.
What's missing?
teddy
ball
skipping rope
boat
Let's play one more time!
Look and remember the pictures.


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What's missing?
yoyo
robot
scooter
ball
Well done!

**Part 2**
Can you remember the kinds of activities?
Let's play a game!
Look and listen.
Which kind of activity is it?
Do the action and say the activity.
Ride a bike!
Look and listen again.
Which kind of activity is it now?
Play football!
Look and listen.
What's the activity?
Ride a horse!
Look and listen again.
What's the activity this time?
Rollerblade!
Look and listen.
Which kind of activity is it?
Run!
Look and listen.
Which kind of activity is it?
Play tennis!
I can ride a bike.
What about you?
What can you do?
That's good!
I can't ride a horse.
What can't you do?
OK. Well done, everyone!

# Unit 4

## Lesson 1
My name's Harry.
What do we like about animals?
I like baby animals!
This is my cousin, Toby!
And look! Puppies!
A puppy is a baby dog. The puppies have got a bed and a ball!
And here's a kitten.
A kitten is a baby cat. Kittens often play together!
These are rhinos. Here's the mum, the dad and a baby rhino.
It's small. It can walk!
Look at this camel! It's a big baby camel.
It's very tired.
This mum has got two babies.
And this baby can run!
… and this baby can run too!
I like baby animals!

## Lesson 10

**Part 1**
Can you remember the pets?
Let's play a game!
Look at the pictures and say the words with me.
mouse
bird
fish
snake
rabbit
Now look and listen carefully.
When you know the word, put up your hand.
I spy with my little eye something beginning with *b* … !
Bird!
Let's play again!
Look, listen, put up your hand.
I spy with my little eye something beginning with *m* … !
Mouse!
Now look at these pictures and say the words with me.
spider
hamster
cat
dog
tortoise
Let's play the game again.
I spy with my little eye something beginning with *t* … !
Tortoise!
One more time.
I spy with my little eye something beginning with *h* … !
Hamster!
I like pets!
I like cats!
Which pets do you like?
I see!
Thank you!
I don't like fish.
Which pets don't you like?
OK!
Well done, everyone!

**Part 2**
Can you remember the farm animals?
Look at the pictures and say the words with me.
goats
ducks
sheep
cows
chickens
donkeys
Now let's play a game!
Look and listen.
Which animals can you hear?
Cows!
Now which animals can you hear?
Sheep!
Now which animals can you hear?
Chickens!
And now?
Donkeys!
What are these animals?
Ducks!
And what are these?
Goats!
Now let's see if you can remember.
What colour are the cows?
They're brown and white!
What colour are the chickens?


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They're brown!
And the donkeys?
They're grey!
Very good!

# Unit 5

## Lesson 1

My name's Nina.
What do we eat?
We eat food that comes from animals.
Today I'm at a farm!
There are lots of animals.
I'm here with my family.
This is a cow. What colour is it? It's black and white.
I like cows. They make milk!
I like milk! Cheese comes from milk and cheese is my favourite food!
Look, it's a goat! What colour is it? It's brown!
Milk comes from goats too.
We can make goat's cheese from goat's milk.
There are chickens on the farm too. What colour are they?
They're brown and white.
We eat eggs from chickens. How many eggs are there? One, two, three eggs.
Milk, cheese and eggs – they all come from animals!

## Lesson 10

### Part 1

Can you remember the food?
Let's find out!
Look! Here's Zara.
And here's some food.
Look at the pictures and say the words with me.
milk
cheese
eggs
bread
juice
meat
What does Zara have for breakfast?
Guess!
Milk, eggs and bread!
Here's some more food.
Say the words with me.
pasta
cheese
sandwiches
fish
bread
juice
What does Zara have for lunch?
Guess!
Sandwiches and juice!
Here's some more food.
Say the words with me.
meat
pasta
rice
fish
sandwiches
cheese
What does Zara have for dinner?
Guess!
Fish and rice!
I have meat, pasta and juice for dinner.
What about you?
What do you have for dinner?
Yum!

### Part 2

Can you remember the fruit and vegetables?
Let's play a game!
Look and say the words with me.
bananas, apples, strawberries, tomatoes, carrots, lettuce
Now remember and say all the words with me.
bananas, apples, strawberries, tomatoes, carrots, lettuce
Let's say them again.
bananas, apples, strawberries, tomatoes, carrots, lettuce
And again!
bananas, apples, strawberries, tomatoes, carrots, lettuce
Say them again very fast!
bananas, apples, strawberries, tomatoes, carrots, lettuce
And again!
bananas, apples, strawberries, tomatoes, carrots, lettuce
Can you remember ALL the words on your own?
bananas, apples, strawberries, tomatoes, carrots, lettuce
Very good!

# Unit 6

## Lesson 1

My name's Martha.
How are people and animals different?
We eat different food!
This is my family. It's lunchtime.
We like potatoes …
… and chicken …
… and vegetables.
We've got carrots and broccoli.
We like fruit salad for dessert.
We've got bananas, apples and strawberries.
Yum. Our favourite lunch!
Finished.
Time for dessert!
We like fruit. We like ice cream too!
Here are Bella and Minnie.
We play together every day.
They're hungry too.
Sometimes we eat the same food.
They eat carrots …
And we eat carrots!
They eat hay too.
But we don't eat hay.
This is our fish, Freddie.
Freddie eats special fish food.
We don't eat fish food.
People and animals are different. We eat different food!

## Lesson 10

### Part 1

Can you remember the parts of the body?
Let's play a game!


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Look at the pictures and listen carefully.
Say which part of the body I don't say.
ears
head
beak
wings
Eyes!
That's right.
Look and listen again.
Say which part of the body I don't say.
tail
arms
nose
legs
Mouth!
Let's play again.
wings
tail
eyes
beak
Nose!
Look! Here's a bird!
How are people and birds different?
Let's talk about wings!
For example:
Birds have got wings.
We haven't got wings.
Here's a snake!
How are people and snakes different?
Tell me about arms!
Snakes haven't got arms.
We've got arms.
Here's a dog!
How are people and dogs different?
Tell me about the tail!
Dogs have got a tail.
We haven't got a tail.
Very good!

### Part 2

Can you remember the actions?
Look and say the words with me.
fly
swim
climb
jump
talk
walk
Let's play a mime game!
What's this?
Jump!
And this?
Swim!
What's this?
Walk!
Last one! What's this?
Climb!
Now tell me about you!
Can you talk?
OK! Good!
Can you fly?
No, you can't!
Now ask me a question.
Yes, I can!
Well done!

# Unit 7

## Lesson 1

My name's Liam.
How are we different?
We can do different things!
This is my dad. He's in the park.
He can juggle!
He can juggle two balls and he can juggle three balls!
This is my mum.
She can paint.
She's at a painting class. She's painting some flowers and some fruit too.
This is my brother.
He's on a boat. He can sail!
He goes sailing every summer. He likes sailing a lot.
I can't juggle, I can't paint very well and I can't sail.
But I can use the computer!
And I can act.
We can all do different things. That's how we're all different!

## Lesson 10

### Part 1

Can you remember the clothes?
Let's play a game!
Look at the pictures and say the words with me.
hat
sweater
shorts
jacket
skirt
trousers
Now remember the pictures.
What's missing?
The sweater!
Look and say the words with me.
shirt
T-shirt
shoes
socks
shorts
jacket
Now remember the pictures.
What's missing?
The socks!
Look and remember the pictures.
What's missing?
The T-shirt!
Now tell me about you.
What are you wearing today?
Very nice!
Well done!

### Part 2

Can you remember these words?
Look and say them with me.
blond hair
dark hair
curly hair


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straight hair
long hair
glasses
Here are the children from Sunny Lane Primary school.
Say their names with me.
Rosie
Chen
Priti
Finn
Zara
Leo
Emily
Ted
Now remember.
Has Zara got glasses?
Yes, she has!
Has Chen got dark hair?
Yes, he has!
Has Ted got blond hair?
No, he hasn't!
Has Rosie got curly hair?
No, she hasn't!
Has Priti got straight hair?
Yes, she has!
Has Finn got long hair?
No, he hasn't!
Very good, everyone!

## Unit 8

## Lesson 1

My name's Grace.
What are our homes like?
Our homes are all different!
This is my home. It's a cottage.
It's big – I've got a big family!
And this is my room! I like it very much!
We've got a big garden with trees and flowers.
My cousin's home is different! It's a flat.
She's got a small family.
This is my friend's house. It's old.
It's got nice rooms.
And a big garden with chairs and a table!
I like my friend's house!
My friend, my cousin and I all live in different places and we've all got different houses!

## Lesson 10

### Part 1

Can you remember the furniture?
Let's play a game!
Look at the pictures and say the words with me.
bed
cushion
picture
table
sofa
Now look and listen carefully.
Say the word.
I spy with my little eye something beginning with *s* … !
Sofa!
Let's play again!
Look and listen. Say the word.
I spy with my little eye something beginning with *p* … !
Picture!
Now look at these pictures and say the words with me.
wardrobe
bookcase
clock
television
plant
Let's play the game again.
I spy with my little eye something beginning with *t* … !
Television!
One more time.
I spy with my little eye something beginning with *c* … !
Clock!
Here's a bedroom.
Look and remember.
Where's the sweater?
It's in the wardrobe.
It's under the bed.
Where's the sock?
Where's the yoyo?
It's on the bookcase.
Very good!

### Part 2

Can you remember the rooms?
Look at the pictures and say the words with me.
kitchen
living room
dining room
bathroom
bedroom
garden
Let's play a game!
Here's a house.
How many bedrooms are there?
Guess!
There are four bedrooms.
How many dining rooms are there?
Guess!
There's one dining room.
How many gardens are there?
Guess!
There are two gardens.
How many kitchens are there?
Guess!
There's one kitchen.
Now tell me about your house or flat!
How many bathrooms are there?
OK!
And how many living rooms are there?
I see! Thank you.
Well done, everyone!

## Unit 9

## Lesson 1

Hi! My name's Felix.
Why do we like birthdays?
I like birthday cake!
I'm with my best friends and my family.
My mum, my dad, my grandma and my grandpa are all here!


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We play games! There are lots of special party games we can play!
We can play pin the tail on the donkey …
… and we can play musical chairs!
Now it's time to eat!
There's special party food! There are sandwiches and carrots.
There's juice too! I like juice!
Then we all eat my birthday cake! I love cake! Yum!
I've got candles too. How many candles are there?
One, two, three, four, five, six, seven – I've got seven candles because today I'm seven!
Watch me blow the candles out!
I like my birthday! And I like my birthday cake!

## Lesson 10

### Part 1

Can you remember the birthday presents?
Let's play a game!
Here are some presents.
Say the words with me.
umbrella
jigsaw
camera
Here's Chen.
He's got a present.
What is it?
Look at the pictures and guess.
It's a camera!
Look! More presents!
Say the words with me.
board game
chocolate
balloon
Chen's got another present.
What is it?
Guess!
It's chocolate!
Here are some more presents.
Say the words with me.
watch
dinosaur
dress
Here's Emily.
She's got a present too.
What is it?
Look at the pictures and guess.
It's a watch!
Look! More presents!
Say the words with me.
necklace
balloon
dinosaur
Emily's got another present.
What is it? Guess!
It's a balloon!
Here are Chen and Emily and here's a present.
Is this his watch or is this her watch?
This is her watch!
Whose camera is this?
This is his camera!
Is this his chocolate or is this her chocolate?
This is his chocolate!

### Part 2

Can you remember the feelings?
Look and say the words with me.
happy
sad
hungry
thirsty
angry
tired
Let's play a mime game!
What's this?
Sad!
And this?
Angry!
What's this?
Thirsty!
What about this?
Tired!
What's this?
Hungry!
Last one! What's this?
Happy!
Now tell me about you!
Are you happy?
OK!
And are you hungry?
I see!
Now ask me a question!
Yes, I am.


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