

1

My friend Meg!

Main topics:	friends, home, school, colours
Main grammar:	because: D past simple -ed endings: E
Test practice:	Reading and Writing Part 3: G; Part 4: H Listening Part 2: J; Part 5: F Speaking Part 2: I; Part 4: C
Flyers words:	bus stop (n), everyone (pron), fast (adv), find out (v), maths (n)
Non-YLE words:	film star (n), pop star (n), sum (n), trainers (n)
Equipment:	<ul style="list-style-type: none">CD 1: Story, F, Jpictures of pop star, film star, trainers (or pair of trainers): Acolouring pencils: Fphotocopies (one per pair) of 'Word friends' (p 50) and scissors: H

A New words for you!

- With books closed, introduce the topic of the story by asking learners about their best friends. Ask: *Have you got a best friend? What's his/her name?* Say: *This story is about a girl's best friend. Her name's Meg. Meg is always losing things.*
- Teach/revise *film star*, *pop star*, *trainers* and *sum*. Show pictures of a *film star* and a *pop star* and draw a star on the board to help learners remember these words. Ask: *Who's your favourite pop star / film star?* Show a picture of trainers or a real pair. Write a simple *sum* on the board, such as $20 + 16 = ?$ Ask: *Do you like doing sums?*
- Learners open their books. Ask different learners to read out the new words. Make sure they pronounce the new words correctly.
- In pairs, learners look at the pictures and words and complete the four sentences. Walk round and check they have done this correctly.

Check answers:	
I always wear my trainers ...	The answer is 36!
My favourite pop star ...	This is my favourite film star.
This sum is very easy.	

- Ask: *What colour are the trainers?* (red and white) *What colour is the film star's hair?* (blonde) *Where's the star on the pop star's clothes?* (on his jacket)

Storytelling

Before listening

- Learners look at the first three pictures of Meg on SB p4.
Ask: *What's Meg like?* (e.g. She's funny. She's clever. She's good at riding her bike.)
How old is Meg? (learners guess)

Say: *Now let's look at the pictures and listen to the story.*

CD1 02 Play Track 02 of CD1 or read the story.

Suggestions for two pauses if required:

- Stop the CD after 'Go and look under your bed!' (SB p 5)
Ask: *How old is Meg?* (ten)
What can't Meg find? (her pencils)
Where does her friend tell her to look? (under the/her bed)
Are the pencils there? (learners guess)
- Stop the CD after 'Go and look in your garden!' (SB p 6)
Ask: *Does Meg like wearing shoes?* (no)
What can't Meg find now? (her trainers)
Which lesson does she need them for? (sports)
Where does her friend tell her to look? (in the garden)

After listening to the whole story

- Ask: *Has Meg got her pencils, trainers and music homework now?* (yes)
Where are Meg and her friend going now? (to school)

B Right or wrong?

- Say something that is right and something that is wrong about your classroom. For example: *The door is closed. Is that right?* (Yes!) *Your chairs are white. Is that right?* (No, it's wrong!)
- Learners read the instruction. Ask: *What do you have to do?* (Tick the right or wrong box.)
- Look at the examples. Ask: *Why is the second example wrong?* (Meg is ten.)
- Learners read sentences 1–5 and tick the boxes. Learners then check their answers in pairs and by looking at the story again if necessary.

Check answers:	
1 right	2 right 3 wrong 4 right 5 wrong

- Ask: *Do you like drawing too? What do you like drawing? Can you play the guitar too? What can you play? How do you come to school?*
- In pairs, learners make sentences 3 and 5 correct.

Suggested answers:	
3	Meg doesn't like wearing shoes.
5	Meg goes to school by bus.

© When does Meg say these things?

- With books closed, write on the board: *pencils, comic, socks, homework, trainers, rubber*. Ask: *In the story, which three things can't Meg find?* (pencils, homework, trainers)
- Learners open their books and see these three things in the speech bubbles. In pairs, they try to remember which lesson Meg needed each thing for.
- They look at the line connecting *I can't find my pencils!* and *in the morning*. Say: *Meg said this in the morning*. Learners now draw lines connecting the other five speech bubbles to the correct time of day.

Check answers:
(pencils) and maths – morning, trainers and sports – afternoon, homework and music – evening

- Ask: *Is it the morning, afternoon or evening now?*
- Practise Part 4 of the Speaking Test. Write these questions on the board and ask them in open class.
Who do you talk to in the morning? Where do you go in the afternoon? What do you like doing in the evening?
Learners ask and answer the questions in pairs.

© Because ...

- Read the first paragraph on SB p 4 aloud while learners follow in their books. Write on the board: *Everyone in our class likes Meg because she's always happy and she's very funny*. Ask: *Why do the children in Meg's class like her?* Point to *because* and say: *Because she's always happy and she's very funny!*
- Say one or two sentences about yourself with *because*. For example: *I like (my cat) because it's (funny)*. *We're at school today because it's (Tuesday)*.
- Say: *You're sitting down because ...* (we're in class / we're working / we're having an English lesson) *You're all wearing shoes because ...* (we're in class / we aren't at home / we have to wear shoes at school)
- Learners look at the sentences. Ask a learner to read out the connected first sentence. Check pronunciation of *because*. In pairs, learners draw lines to show how sentences 2–6 end.

Check answers:
2 she enjoys drawing. 3 she's got a sports lesson.
4 her teacher wants it. 5 she puts things on top of it.

Homework idea:
Learners think of six different friends (real or imaginary) and say why they like them. Give them a model structure: *I like because she/he's*

© Meg phoned me in the morning.

- Learners read the sentences from the story. Write them on the board. Point to *phone* and *phoned* and ask learners how the meaning is different. You may need to use L1 to do this. (Meg *phones* every day. She *phoned* yesterday.) Say: *I phoned my best friend yesterday too!*
- Learners now look at the top of SB p 5: Tell them to find another word that ends in *-ed* (*looked*). Explain that with lots of verbs, we add *ed* or just *d* to the end when we talk about the past. We use this *-ed* verb with *I, you, he, she, it, we* and *they*: *I/You/He/She/It/We/They phoned/looked*.
- Write on the board: *I look in my school bag every day. I looked in my sports bag* Ask: *What word can I write here?* (yesterday)
- Learners read the example. In pairs, learners read sentences 1–5 and look at the pictures. They decide which verb they need and complete the sentences.

Check answers:
1 played 2 painted 3 cleaned/washed 4 listened
5 watched

- Ask: *Did you do some of these things yesterday too?*

Extension:
Learners write six things that they did yesterday using any of the following verbs: *ask, colour, clean, close, kick, listen, paint, phone, play, talk, walk, wash, watch*.

© CD1 03 Do some colouring.

- Learners look at Meg's pictures on SB p 5. Ask questions about the colours in them. For example: *What colour are the boy's trousers?* (green and red)
- Learners look at the bottom picture on the same page. Ask: *Where's Meg now?* (in her living room) *What's she doing?* (reading) *What's she reading?* (a comic)
- In pairs, learners find and write other objects in this picture (two things that begin with *a*, two things that begin with *b* and two things that begin with *c*). Write their suggestions on the board.

Suggestions:
a apple, armchair, arm
b books, bookcase, box, body, bag
c clock, computer, cupboard, CD, clothes, child, cake

- Ask: *What's green in this picture?* (the shoe under the sofa) Say: *Now you can colour four things in this picture*.
- Check that learners have all their colouring pencils.
- Say: *Listen. A woman is telling a boy to colour some things in this picture*. Play Track 03 of CD1. Learners listen and colour.

Check answers:
computer – blue; shoe next to armchair – purple;
guitar next to piano – orange; cake – pink

Tapescript:

Look at the picture. Listen and look. There is one example.

Woman: Can you colour one of Meg’s shoes in this picture?

Boy: OK! Which one?

Woman: The one under the sofa. Colour that shoe.

Boy: All right. Can I colour that one green?

Woman: Yes. Good idea!

Can you see the green shoe? This is an example.
Now you listen and colour.

One

Boy: Can I colour another thing?

Woman: Yes. You can colour Meg’s computer. Make it blue.

Boy: OK. I’m colouring her computer now.

Woman: Thanks.

Two

Woman: Now colour the shoe that’s next to the armchair.

Boy: Pardon? The shoe next to the armchair?

Woman: Yes. Colour it purple, please.

Boy: OK.

Three

Boy: And can I colour the guitar? The guitar next to the piano?

Woman: Yes. What colour?

Boy: Mmmm. Orange?

Woman: OK. Have you got the right pencil?

Boy: Yes!

Four

Woman: And now colour the cake. Can you see it?

Boy: Yes. Meg’s mother’s holding it.

Woman: That’s right. Colour the cake pink.

Boy: OK! There!

Woman: Thank you!

Extension:

- Learners finish colouring the objects. Then, in pairs, they choose five more objects to colour and the colours to use for each one. Write two example instructions on the board, for example: *Now colour the TV. Colour it red. Now colour Meg’s sweater yellow.*
- Pairs write their short instructions using the model on the board.
- Pairs then work with other pairs, giving instructions or listening and following the colouring instructions of the other pair.

G What do Meg’s friends say?

- Learners look at the first conversation. Say: *Meg phoned her friend about her school bag. She said ...?* (I can’t find my school bag!) Ask: *Which is the best answer? A, B or C?* (A) Learners draw a circle around the letter A. Ask two learners to role play this first conversation. They should try to use Meg’s voice and her friend’s voice.
- In pairs or small groups, learners choose the best answer for the other three conversations.

Check answers:		
2 B	3 A	4 C

- Groups think of something for Meg to say at the end of 3 and 4. For example: *Great! I love maths.* and *To the lake.* Pairs/groups role play their different three-turn conversations.
- Ask: *What are Meg’s four friends called?* (Rose, Paul, Lucy and Jack) *What are your four friends called?* (Their names are ... / They’re called ...)

Extension/Homework idea:	
Learners think of four questions that Meg (or learners themselves if preferred) could ask these four children for 1B, 2A, 3B and 4B to be good answers. Suggestions: Can you swim? Have you got a fast bike? Who is your maths teacher? How do you come to school?	

H Meg looked in lots of places!

- Learners read the text. Ask: *Why did Meg look in all these places?* (Because she couldn’t find her homework.)
- Learners look at the four pictures and write the words on the lines.

Check answers:	
1 guitar	2 car 3 kitchen 4 kitten

- Learners, in turn, read aloud one line of the rhyming sentences each. Ask: *Which words sound the same at the end?* (guitar and car, kitchen and kitten).
- In pairs, learners look at the rhyming sentences about the lost pencils and trainers (SB pp 5–6) and underline the rhyming words in them.

Check answers:	
hall – wall, door – floor, stairs – chairs, box – socks	

- Give a photocopy of ‘Word friends’ (p 50) to each pair. Learners cut it up into 24 cards. Explain that they have to find words that sound the same. Explain that words which sound the same are not always spelt the same. Use the *tree/sea* pair to show this. Ask: *Which other words do you know that end in /i:/?* How do you spell them? (Starters/Movers: *me, see, be, he, we, pea, three*, easy Flyers: *key, ski*)

- Learners match the words. The first pair to find 11 more pairs wins. If you don't want to use scissors, learners list the pairs, crossing them off in pencil as they work.

Check answers:

talked – walked, head – bed, word – bird, losing – choosing, needs – reads, star – car, sum – mum, how – now, shoe – you, draw – floor, go – know

- Learners choose four pairs and write their own two-line 'poems' by ending two short sentences with their rhyming words. For example: *I love this tree. I love the sea. I talked. He walked. I don't know. I want to go. What's that word? Look at that bird!*

I Meg's bad day

- Say: *Look at the pictures. They show a story. It's called 'Meg's bad day'. Look at the first picture. What can't Meg find now?* (her watch) Say: *Meg can't find her watch. Now you tell the story.*
- Divide learners into groups of three or four. Learners look at the other five pictures and work out how to tell the story. Walk round and help if necessary. Ask two or three groups to tell their stories to others in the class. Stronger learners could write the story in the past tense.

Suggested story:

Meg can't find her watch. She looks in her dad's hat. She looks under the mat. She looks next to the cat, but she can't find her watch. She phones her friend. Her friend says, 'Oh Meg! Go and look in the shower!'

- Ask: *Do you wear a watch? What colour is it?*

Extension:

Learners draw pictures or cut out photos from old magazines to make a different word and picture story about losing something. For example: *This cat is called Fluffy. Fluffy likes eating fish and drinking milk. Fluffy likes playing with her toy mouse too. But today she can't find her toy mouse. She looks in the garden. She finds it under a tree!*
Learners bring their picture stories to school. Display these around the classroom for other learners to read.

J CD1 04 Meg's friend Rose!

- Say: *We know lots of things about Meg, but we don't know about her friend. Meg's friend's name is Rose.*
- Learners look at Rose's form. Ask: *How many things must we find out about Rose?* (six) Say: *Listen to Meg. She's telling her dad about Rose.*
- Play Track 04 of CD1. Learners listen and add these six pieces of information.

Check answers:

9/nine, blue, comics, homework, tennis, animals

Tapescript:

Listen and look. There is one example.

Dad: Meg, tell me about your best friend. What's her name?

Meg: She's called Rose, Dad.

Can you see the answer? Now you listen and write.

Dad: How old is she?

Meg: She's nine.

Dad: Nine?

Meg: Yes, that's right.

Dad: And why is she your best friend?

Meg: She's my best friend because she's funny and clever.

Dad: She's funny and clever? Oh! And what colour's her hair?

Meg: She's got very nice brown hair.

Dad: And what colour are her eyes?

Meg: They're blue.

Dad: Pardon? Blue?

Meg: Yes.

Dad: And what does Rose like doing?

Meg: She loves reading comics.

Dad: Ha ha! And what doesn't she like doing?

Meg: She doesn't like doing homework!

Dad: Oh! What sports does she like?

Meg: She likes tennis. Yes, she likes playing tennis a lot. She likes finding things out on the computer too.

Dad: Oh! What does she like finding out about?

Meg: She likes finding out about animals.

Dad: Oh!

- Learners now draw the face of one of their friends and create their own friend form. Learners help each other to do this in small groups.
- Stronger groups could write complete sentences about a friend instead. Walk round and help with vocabulary where necessary. Ask different learners questions about their best friends, for example: *What's your best friend called? How old is your best friend? What colour is/are your best friend's hair/eyes? What does/doesn't your best friend like doing? What sport does your best friend like? What does your best friend like finding out about?*

K Make a poster.

- Using ideas from Activity J, learners find out information about a pop star, film star, famous sports person or anyone else they admire. They make a poster with cut-out photos and information and their own decorations. Learners use the internet, magazines or books to find their information.
- Encourage them to use the structure *I like him/her because ...* somewhere on their poster and to be as creative as they like.
- Display these posters around the classroom if possible.

2

Henry's holiday

Main topics:	hobbies, weather, days of the week
Main grammar:	verb + <i>ing</i> : D verb + infinitive: D past simple irregular verbs: E preposition of time (<i>on</i>): J
Test practice:	Reading and Writing Part 4: E, I; Part 5: G Listening Part 4: F Speaking Part 1: H; Part 2: C
Flyers words:	camp (v), forget (n), hill (n), other (det), postcard (n), tent (n), time (n), torch (n)
Non-YLE words:	barbecue (n), campsite (n), own (adj), pillow (n), put up (tent) (v), sleeping bag (n), snore (v)
Equipment:	<ul style="list-style-type: none">CD 1: Story, Fpictures (tent, barbecue, sleeping bag) and real objects (torch, pillow): Acolouring pencils: Hphotocopies (one per learner) of 'What was the weather like last week?' (p 51): K

A New words for you!

- With books closed, introduce the topic of the story by asking learners about their holidays. Ask: *Where do you like going on holiday? Do you like going to the beach? The mountains? The city? The countryside?* Say: *This story is about a boy. His name's Henry. Henry goes on holiday with his parents.*
- Teach/revise *tent, barbecue, pillow, torch* and *sleeping bag*. Draw or show pictures to teach *tent, barbecue, pillow, torch* and *sleeping bag*. Or you could bring a torch or a pillow to show learners. Ask questions to check meaning. For example: *What do you do in a tent? (sleep) When do you need a torch? (at night)*
- Learners open their books. They look at the example and then, in pairs, draw a line between each word and its object in the picture. Check answers by asking questions. For example: *Who's cooking sausages on the barbecue? (the boy) What colour is the pillow? (blue) What colour is the torch? (red) What colour is the sleeping bag? (yellow)*

Extension:

Write the new words on the board. Say a sentence about each object. Learners guess what it is.
Suggestions: *You need me to see at night.* (a torch) *You can sleep in me outside.* (a tent or a sleeping bag) *You can put your head on me.* (a pillow) *You can cook on me.* (a barbecue)

- Teach *camp* and *campsite*. Draw a picture of yourself in a tent. Say: *This is me in my tent. I'm camping in a field. I'm sleeping in my tent in a field.* Draw more tents around yours. Say: *Lots of people are camping near me. We are all camping on a campsite. There are showers and toilets on the campsite. There's a shop too.*

Storytelling

Before listening

- Learners look at the first picture on SB p 12.
Ask: *Who's this?* (Henry/a boy)
What's he holding? (a torch)
Where is he? (in the kitchen)
What does Henry want to eat? (learners guess – ice cream)
Say: *Now let's look at the pictures and listen to the story.*

CD1 05 Play Track 05 of CD1 or read the story.

Suggestions for two pauses if required:

- Stop the CD after '*And no TV!*' thought Henry. *I want to go home.*' (SB p 13)
Ask: *Where are the family now?* (at the campsite)
Is there a television at the campsite? (no)
Is Henry happy? (no)
What does Henry want to do? (go home)
- Stop the CD after '*Can we go home now, Mum?*' he asked. (SB p 13)
Ask: *Does Henry want to help his parents?* (no)
Is it sunny now? (No. It's raining.)
What is wet now? (the/their pillows)

After listening to the whole story

- Ask: *Did the family have a good dinner?* (no)
Teach *snore* by making the noise. Tell learners to make snoring sounds too for fun.
Ask: *Who snored in the night?* (Henry's dad/father)
Were Henry and his parents happy the next morning? (no)
Where are they going at the end of the story? (home)

B Which word is right?

- Learners look at the example. Ask: *Why is there a line through 'likes'?* (Because that's wrong. Henry doesn't like holidays.)
- Learners read sentences 1–5 and, in pairs, choose the right answer, crossing out the wrong one. Tell them to use a pencil. They will want to change their answers if they are incorrect.

Check answers:

- 1 Saturday 2 in the countryside 3 mum 4 badly
5 lizard

- Practise Part 4 of the Speaking Test. Write the questions below on the board. Ask one or two learners the questions in open class, and then learners practise asking and answering the questions in pairs.
What do you do on Saturdays? Do you like going to the countryside or to the beach?
- Ask: *Which animal do you like most? A mouse, a bird, a frog, a lizard or a spider?*
Divide learners into groups of three or four. Draw a lizard and a spider on the board. Ask: *What's the difference between a lizard and a spider? How many legs has a lizard got? How many has a spider got?* Give groups two minutes to think of other differences. The group with the most ideas wins the task.

Suggestions:	
<u>Lizards</u> are grey or green have feet and a tail eat fruit like sunny places	<u>Spiders</u> are black or brown (usually) don't have feet or a tail don't eat fruit don't like sunny places

© Which is first?

- Learners find the picture with the number 1 next to it.
Say: *This is the first picture.* Ask: *Where's Henry? (in bed) What's he doing? (reading a comic)*
Learners find the picture with the number 7 next to it.
Say: *This is the last picture.* Ask: *Where's Henry? (in the car) Where are the family going? (home)*
- In pairs, learners look at the other pictures and write numbers 2–6 in the boxes to show the correct order.
- As you check the answers, ask pairs to say what people are doing in each picture. That way the class is retelling the story.

Check answers:
B 6 Henry and his parents are tired in the morning. C 4 Henry, his mum and his dad are eating. D 5 Henry is sitting in the tent. He can't sleep. His parents are sleeping. E 3 Henry is in the car. Henry's dad is putting up the tent. F 2 Henry, his mum and his dad are in the car. They're going to the campsite.

- Ask: *What are the family eating in picture 4? (cold soup) Why has Henry got his hands on his ears in picture 5? (Because his dad is snoring!)* Ask everyone to make snoring noises again.

Ⓓ Henry likes ... Henry doesn't like ...

- Ask: *What do you like doing?* Put learners' first three suggestions on the board. For example: *Alex likes playing football.*
- Ask: *What don't you like doing?* Put the first three suggestions on the board too. For example: *Maria doesn't like doing homework.*
- Learners look at the 12 activities in Activity D. Different learners each mime an activity to check understanding. Other learners guess what they are doing.

Ask: *Can you remember one thing that Henry likes doing? And one thing that Henry doesn't like doing?*
Write their answers on the board.

- In pairs, learners now write each of these activities under the 'Henry likes' or 'Henry doesn't like' headings in the table. Learners may have to look at pages 12 and 13 of the story or at the pictures to do this. If they don't know if Henry likes or dislikes an activity, they shouldn't list it.
Pairs do this as quickly as they can and tell you when they've finished.

Check answers:	
Likes:	eating ice cream, listening to music, having hot showers, reading comics, watching television
Doesn't like:	writing postcards, having sand in his socks, sleeping in a tent, going for long walks, going on holiday
(We don't know about making pizzas or taking photos.)	

- Ask learners if they or their friends like making pizzas or taking photos.
- Teach/revise *want/don't want to do* (verb + to infinitive).
Say: *I like watching television. I want to watch television at the weekend. I don't want to read comics.* Ask: *What do you want to do at the weekend?* (read comics, listen to music, etc.) Write on the board: *I want to ... at the weekend and I don't want to ... at the weekend.*
- In closed pairs, learners talk about three things they want to do and three things they don't want to do. They can use the ideas in the activity or their own.
- Ask three or four learners what they or their partners want to do.

Homework idea:
Learners write four things that they like doing and four things that they don't like doing and draw a picture of themselves doing one of these activities.

Ⓔ Last Saturday, Henry went on holiday.

- Tell learners to find the sentence *But last Saturday, Henry and his parents went on holiday*, which is on SB p 12. Tell learners to underline *went*. Ask: *Why can't we say 'goes' here?* (Because Henry did this *last Saturday*.) Explain that *went* is the past form of *go*. Explain that we can't add *-ed* to all verbs when we use them to talk about the past. Give examples of irregular past forms in the learners' own language(s) if possible.
- Say: *Last Saturday, I went to my friend's house. Then I went to the beach. Then I went home again.* Ask: *Where did you go last Saturday?* Write some of the learners' answers on the board. For example: *Talia went to the park. Julio went to the cinema.* Explain that *went* doesn't change when we talk about more than one person. Write on the board: *Last Sunday, I went to the supermarket with my friend. In the afternoon, we went to the swimming pool.*
- Learners look at the example in Activity E. In pairs, learners choose words to complete the other sentences.

- Learners read out their past tense sentences. Check pronunciation.

Check answers:

1 took 2 sat 3 had 4 slept 5 found 6 said

- Learners find the past tense of *think* in the story. (It is at the top of SB p 13.) Check pronunciation.

F

CD1 06

What did Dad forget to bring?

- Teach/revise *forget*. Say: *I'm going to see my friend. I want to take my camera, my toothbrush, an apple, my pen and my sunglasses with me.*
Mime putting things in a bag saying: *Here's my apple, my sunglasses, my toothbrush and my pen. Good!* Ask: *What did I forget to put in my bag?* (Your camera!) Ask: *What do you sometimes forget to put in your school bag?*
- Learners look at the 12 pictures. Revise the five key Movers words that learners will hear. Ask: *In which picture can you see this?* and write on the board: *map, grass, towel, sandwich, toothbrush*. In pairs, learners write down the number and letter of the picture which shows each thing.

Check answers:

map – 1C grass – 3C towel – 1B sandwich – 4C
toothbrush – 1A

- Learners read the four questions.
- Play Track 06 of CD1. Stop after the first question and check the answer. Play the rest of the recording. Learners listen and tick the correct boxes.

Check answers:

1 A 2 B 3 A 4 C

- Ask: *Who didn't bring his toothbrush?* (Henry's father) *Who was afraid?* (Henry's mother) *Who's got a kite?* (Henry) *Who wants eggs for breakfast?* (Henry and his mother)

Tapescript:

Look at the pictures. Listen and tick the box.

One What did Dad forget to bring?

Henry: Have you got the towels, Dad?

Dad: Yes. Here you are! But I didn't put my toothbrush in my bag. Oh dear!

Henry: Did you forget it?

Dad: Yes! But here's the map, Henry.

Two What's in Mum's bag?

Mum: Aaagh! Come and help me, Henry. There's an animal in my bag!

Henry: What is it, Mum? A mouse?

Mum: No, and it's not a lizard.

Henry: It's only a frog, Mum! Don't be afraid!

Three Where's Henry's kite now?

Dad: Where's your kite, Henry? Is that it? On the grass?

Henry: No. It's in the car, Dad.

Dad: Well, go and get it. Then put it in the tent.

Henry: OK!

Four What's for breakfast?

Henry: What's for breakfast, Mum? Sausages?

Mum: We can't have those, Henry, but we can have some sandwiches.

Henry: Can we have eggs too? I love those.

Mum: Me too, but no. Sorry, Henry! We haven't got any.

G

At the campsite!

- Learners look at the example. Ask: *How many words are in the answer?* (one) *How many words can you write in an answer?* (one or two)
- In pairs, learners find the answers and write them on the dotted lines. The answers are all on SB pp 13 and 14.

Check answers:

1 television/TV 2 rain 3 cold soup 4 Henry
5 bad headache 6 lizard

- Ask: *How many times did Henry wake up?* (seventeen!!)

Test tip:

Question structures in Part 5 of the Reading and Writing Test may vary from the structures that are used in the story, but answers are always the exact words found in the story.

H

Find the differences.

- Learners look at the top picture on SB p 15. Ask: *Is it the night or the morning now?* (the morning) *Are Henry and his parents happy?* (no)
- Learners also look at the picture in the activity. Say: *Some things in the two pictures are different. In this picture (point to the picture on SB p 15) it's cloudy. But in this picture (SB p 18) it's ... (sunny).*
- Write this model on the board on two lines:
In this picture it's cloudy,
but in this picture it's sunny.
Drill this in open class and leave it on the board.
- Practise talking about one more difference. Ask an open pair to complete another sentence: *In this picture the tent is green, but in this picture it's purple.*
- In pairs or small groups, learners find six other differences and think how to describe them. Walk round, helping with language if necessary. Groups take turns to tell the class one difference.

Check answers:

Henry’s mum has got a towel / a bag / some food/bread.
Henry’s T-shirt has 23/32 on it. A duck is on/under the table.
Henry isn’t/is happy. Henry’s dad has got / hasn’t got a headache. Henry’s mum’s back hurts/doesn’t hurt.

- Learners close their books. Make sure learners have some colouring pencils ready and give each pair / small group a large piece of paper. Ask one learner in each pair or group to draw eight big boxes on their sheet of paper.
- Pairs/groups now draw the differences that they remember on the paper. You can point to the example of *cloudy/sunny* on the board. Learners draw a cloud and a sun in one square to show this.
- Learners talk and draw together the other differences as quickly as they can.
- Teach/revise *drew* and *wrote*. Draw a sun on the board and write *This is a sun* under your picture. Point and say: *I drew this sun. I wrote these words.*
- Ask different pairs/groups what they drew and wrote on their piece of paper. For example: *We drew a green tent and a purple tent. We wrote 23 and 32.*

I What am I? I am a lizard!

- Learners read the text without completing it. Ask: *What colour is this animal?* (green) *Is it big or small?* (small) Say: *Find the picture of the lizard at the end of the story. Is this lizard small and green too?* (yes) Ask: *Do you like lizards?*
- Learners complete the text, using words from the box. Encourage them to cross words out after they have used them. Note there is one extra word.

Check answers:

1 spiders 2 legs 3 crocodile 4 slept 5 shoe

- Ask: *Do you like hot, sunny weather? Do crocodiles like hot, sunny weather? Which other animals like hot, sunny weather?*
- Pairs list animals they know that live in hot, sunny places. Each pair chooses one of their animals. The rest of the class guesses which animal they have chosen by asking questions about it, e.g. *What colour is it? How many legs has it got?*

Suggestions:

Starters words: elephant, giraffe, hippo, monkey, snake, tiger
Movers words: kangaroo, lion

Homework idea:

Learners find pictures in magazines, comics, etc. of animals that like hot, sunny weather. They cut them out and bring them to school. In pairs, they make a poster with their pictures, gluing them on the paper and adding the animals’ names and any other information that they choose (e.g. where they live). Display the posters around the classroom. Stronger learners could use the model text to help them write similar *What am I?* texts about their chosen animals.

J What did Henry do last week?

- Teach/revise the days of the week. Learners have only used *Saturday* and *Sunday* until now. Show learners that in English the names of the days of the week begin with a capital letter, like names for boys and girls.
Drill the days of the week.
- Ask: *What day was it yesterday? What day is it today?* Two learners write these days on the board. (You could begin future lessons by asking different learners to write the name of yesterday and today on the board.)
- Point out that we say *on* a day. Say a sentence about yourself, using *on* and a day, as an example.
- Learners read Henry’s diary and write the correct day under each picture.

Check answers:

1 Tuesday 2 Friday 3 Monday 4 Saturday 5 Thursday
6 Wednesday

- Ask: *What did Henry do on Monday? Tuesday? Wednesday?* (He had an ice cream. He played with his kite. He watched a film on TV.)
- Learners look at Henry’s diary. Say: *One day isn’t here. Which day isn’t here?* (Sunday) Ask: *What did you do on Sunday?*

Homework idea:

Learners write seven short sentences to make a short diary about their week. For example:
On Monday I went to school. On Tuesday I watched TV.

K Do a weather project!

- Ask: *What was the weather like on Henry’s holiday? Was it sunny?* (no) *Did it rain?* (yes) *Did it snow?* (no) *Was it windy?* (yes)
- Give each learner a copy of ‘What was the weather like last week?’ (p 51).
- Learners complete the spellings of each day.
- Beginning next Monday, at the end of school or after school, learners draw a weather picture in the box to show what the weather was like that day. They write a short sentence about the weather in the past tense. For example: *On Monday it was cloudy. / On Monday it rained.*
- They complete their week’s weather project and answer the questions at the bottom of the page. Display these weather sheets around the classroom if possible. You might ask different groups of learners to make further weather pictures in future weeks.



There's a monster under my bed!

Main topics:	home, family, colours, parts of the body
Main grammar:	<i>I think/know ...</i> : E, J when clauses: I
Test practice:	Reading and Writing Part 2: B; Part 5: D Listening Part 2: J; Part 5: G Speaking Part 1: F; Part 4: H
Flyers words:	away (adv), hear (v), might (v), untidy (adj)
Non-YLE words:	count (v), scare (v), scared (adj), scary (adj), silly (adj), toe (n), worry (v)
Equipment:	<ul style="list-style-type: none">CD 1: Story, G, Jcolouring pencils: G, Lphotocopies (one per learner) of 'My monster' (p 52): L

A New words for you!

- With books closed, introduce the topic of the story by saying: *This story is about a girl. She's afraid of a monster.* Ask: *Are you afraid of monsters?*
- Teach/revise *steal, scare, hear* and *count*. Cover your ears with your hands and say: *I can't hear you.* Then take your hands away and say: *I can hear you now.* Draw a picture of a monster and a little boy to teach *scare, scared* and *scary*. *Count* something in the classroom and then ask two or three learners: *Please count the windows/desks/students.* They should point and say one, two, three, etc.
- Learners open their books and read the instruction. Check they understand what they have to do. They look at the pictures and words in the box and write the correct verb under each picture. Check answers by asking: *What's the man stealing?* (the treasure) *What is scaring the woman?* (the mouse) *What can the girl hear?* (a bird) *Who's counting the cakes?* (the boy)

Storytelling

Before listening

- Learners look at the picture on SB p 20.
Ask: *What kind of room is this?* (a bedroom)
Is this like your bedroom? (learners answer)
What's the girl carrying? (her clothes)
Why is she running? (learners guess)
Say: *Now let's look at the pictures and listen to the story.*

CD1 07 Play Track 07 of CD1 or read the story.

Suggestions for two pauses if required:

- Stop the CD after *I know it's there.* (SB p 21)
Ask: *What's under the girl's bed?* (a monster)
Does she enjoy playing computer games in her room? (no!)
Can the girl see the monster? (no)
But is she afraid of the monster? (yes)

- Stop the CD after *I can understand that.* (SB p 22)
Ask: *What does the girl do when she tries to sleep?*
(counts to 100)
Does the monster find food in the garden?
(learners guess)
Who did the girl tell about the monster?
(her brother, mum, dad)
Did they help her to find the monster? (no)

After listening to the whole story

- Ask: *What kind of animal is under the bed?*
(learners guess)
Is it a spider? (yes!)
- Say: *The girl in the story is called Vicky. When Vicky catches the spider at the end of the story, what does she say?* (Got you!)

Explain that we can say this when we catch something or someone that we're chasing. Learners pretend to catch a fly/mosquito/mouse in the classroom and call out *Got you!*

B Yes or no?

- Say something that is correct and something that is incorrect about your classroom. For example: *The window is open. Is that correct?* (yes!) *You are all boys. Is that correct?* (no!)
- Learners read the instruction. Ask: *When must you write 'yes'?* (when the sentence is correct) *When must you write 'no'?* (when the sentence is not correct)
- Look at the examples. Ask: *Why is the answer 'no'?* (The monster isn't inside a cupboard. It's under the bed.)
- In pairs, learners read sentences 1–6 and write *yes* or *no* on the dotted lines.

Check answers:					
1	yes	2	no	3	no
4	yes	5	no	6	no

- Divide pairs into two groups, A and B. Pairs in group A make sentences 2 and 3 correct. Pairs in group B make sentences 5 and 6 correct. (They change the wrong words or numbers.) Stronger learners can rewrite the sentences in full.

Suggested answers:	
2	Vicky <i>can't/doesn't</i> want to play on her computer this week.
3	Vicky counts to <i>100</i> when she's in bed.
5	Vicky's mum <i>didn't</i> see the monster.
6	Vicky found the monster under the bed.

- Ask: *Do you like playing computer games? Do you count to 100 when you can't sleep?*

© Who's talking about this story?

- Learners look at the boy and girl. Say: *These children are talking about two different stories. One of them read 'There's a monster under my bed!' and one of them read another story. Who read our story? Was it the boy or the girl?*
- Learners read what each child says and underline words that show differences between the stories. For example: steals socks, hides them under her bed.
- In pairs, learners look at the underlined words and choose their answer.
- Ask: *Was it the boy? Was it the girl?*

Check answers:
the girl

- Ask: *Why isn't it the boy's story?* (The monster didn't steal the socks in our story.)
- Say: *Which was the girl's favourite picture in the story?* (The picture of the child's room at night.) Learners look at all the pictures again. Ask: *Which is your favourite picture? Why?* Learners vote for the best picture.
- Ask: *What are the children's names?* Learners choose names and write them next to their faces.

© This monster is scary!

- Look at the example. Ask: *How many words are in the answer?* (one) *How many words can be in each answer?* (only one)
- Revise *stairs*. Draw a picture of stairs on the board and move your fingers up and down them to revise *upstairs* and *downstairs*. Draw a picture to teach *toes*. Ask: *How many toes have you got?*
- Learners look at sentences 1–7, find the answers and write them on the dotted lines. All the answers are on SB pp 20–1.

Check answers:
1 clothes 2 bathroom 3 steal 4 computer 5 feet 6 eat 7 homework

- Ask one learner to read out sentence 1 (including the answer word). Ask: *What's in a classroom cupboard / a kitchen cupboard / a cupboard in your bedroom?*

© I think ... I know ...

- Show a photograph of someone famous that your learners will know, for example David Beckham. Say: *I know this is (David Beckham). I think he's 32, but I don't know.* Write the sentences on the board and underline *know* and *think*. You can explain it further if necessary: *I know* = This is right. *I think* = This is right or wrong. *I don't know*.
- Ask one learner: *How old are you, Mario?* (nine) Write on the board:
I Mario is nine. Ask: *Shall I write 'think' or 'know' here?* (know)

- Learners look at the example. Ask one learner to say it and then ask: *Does the monster get its food from Vicky's garden? Yes, or 'don't know'?* (don't know)
- Learners complete sentences 1–4 on their own in pencil (so they can change their answers if necessary) and then check their answers in pairs.

Suggested answers:
1 I know 2 I think 3 I think 4 I know

Note:
In YLE texts, <i>I think</i> is also seen at the end of sentence, for example: <i>That girl's name is Jane, I think.</i>

© Find the differences.

- Learners look at the big picture on SB p 21. Ask: *Where's Vicky?* (in bed) *Is she awake?* (yes)
- Learners also look at the picture in the activity. Say: *Some things in the two pictures are different. In this picture* (point to the picture on SB p 21) *the window is open. But in this picture* (SB p 25) *the window is ...* (closed).
- Write this model on the board on two lines:
In this picture the window is open,
but in this picture the window is closed.
Drill this in open class and leave it on the board.
- In pairs or small groups, learners find five other differences by pointing or using one or two words. They then think how to describe them in longer sentences. Walk round, helping with language if necessary. Stronger learners could write the differences.
- Groups take turns to tell the class one difference.

Check answers:
There are socks/sweater on the chair. There are no clouds / clouds. We can't/can see Vicky's feet. The monster is/isn't under the bed. There are five/four CDs on the floor.

© CD1 08 Do some colouring.

- Ask the colours of a few things in the classroom. Revise all the YLE colours this way (black, blue, brown, green, grey/gray, orange, pink, purple, red, white, yellow). Alternatively, ask learners to point to something that's red, blue, white, etc.
- Check that learners can spell all these colours correctly. Learners label each colour in the SB.

Check answers:
Colours appear in this order: black, white, blue, green, brown, pink, grey/gray, orange, purple, yellow, red.

- Learners look at the big picture on SB p 22. Ask: *What can you see in this picture?* Learners put up hands to suggest answers. For example: a boy, a bedroom, a picture, a monster.
- Ask: *Which clothes can you see in this picture?* (dress, T-shirt, shoe, scarf, sweaters, trousers, shoes, socks, skates)