Unit 1 Overview

Unit objectives: give personal descriptions and describe how often they do things

Vocabulary: decimal numbers, clothes

Grammar: *is, be, can*; frequency adverbs

Phonics: sounds /st/, /sk/, /k/

Value: Cooperation – Solve problems

Cross-curricular focus: Physical education – Recognising different sports

Country focus: New Zealand

Overview materials: map or globe; realia or pictures of New Zealand

Short lesson option: b & c

Culture Connection

- The picture shows a panoramic view of a green and humid zone of New Zealand.
- The native people in New Zealand are the Maori. They speak English and Maori in New Zealand.
- Rugby is one of the most important sports in New Zealand. The national rugby team is known as the All Blacks.

Warmer

Have the children look at the character pictures of Tina and Bouncer on p.4. Introduce the characters. Ask the children what kind of animal Bouncer is (*kangaroo*). Ask the children if they have ever been on a journey to a different country. Have them tell the class about their journey.

Then tell the children that they are going on a journey of discovery to learn English and find out about different places and people in the world. Use the world map/globe to make sure the children can identify the continents. Point to New Zealand on the map/globe. Ask the children to guess the country. Confirm or tell them that New Zealand is the first stop on their journey. Use the realia or pictures and find out what the children already know about New Zealand. Ask questions, e.g. *What do you know about New Zealand? What places do you know in New Zealand?*

Picture activity: Zoom In

Ask the children to look at the picture. Point to Tina and read aloud the speech bubble. Ask the children if they have ever visited an area like this.

Read the information in the first box. Read the questions in the second box and discuss the answers with the whole class.

Answers: south-western Pacific Ocean; English, Maori and New Zealand Sign Language; children’s own answers

Visual literacy

This feature develops visual literacy by encouraging the children to use their prior knowledge to interpret the picture. Read out the question in the third box. In pairs, the children discuss their answers. Invite some pairs to share their ideas with the class.

Answers: lake, trees, hills

Wrap up

Ask children to come to the front of the class to point to different geographical features on the map or globe.

Lesson 1, after Activity 3

Have the children look at the picture and count different items, e.g. *How many houses are there?*

Lesson 2, after Activity 2

Have the children look at Tina again and describe her personality and appearance from what they have learnt in this lesson, e.g. *She is friendly."

Lesson 6, after Activity 2

Have the children draw a picture of themselves dressed to explore New Zealand. Have them write a sentence about what they are wearing, e.g. *I usually wear shorts and a sunhat on holiday.*
Learning objective: learn and use decimal numbers

New vocabulary: numbers 10 to 100

Vocabulary review: book, boy, chair, children, class, desk, girl

Grammar review: There are …s

Lesson 1

Warmer

Write numbers 10, 20, 30, 40, 50, 60, 70, 80, 90, and 100 on the board at random. Point to and say the numbers for the children to repeat. Do this several times, asking them to repeat the numbers in different ways (singing, chanting, whispering, etc.).

CD 1, Track 2 Have the children look at the numbers. Play the CD. Ask the children to listen and point to the numbers in their book. Play the CD again. Pause after each number for the children to repeat. Say the numbers and ask the children to spell the words.

Blended Teaching Tip

Use the Interactive Pupil’s Book page on the Presentation Kit to show the children the numbers. Put the children into pairs and invite one pair at a time to come to the board. Tell them you are going to say a number and one of them has to point to the corresponding digits and the other to the word. Repeat with other pairs and numbers.

CD 1, Track 3 Explain that the children will hear three numbers and that they have to say which number comes next. Give an example with 20, 30, 40 (50). Play the CD. Pause for the children to call out the number chorally.

Activity extender

Ask the children to write the decimal numbers on a piece of paper at random. Then have them write the words for the numbers at random also. Have them draw lines to match the numbers to the correct words without any of the lines touching each other.

Audio script: 1 10, 20, 30 2 30, 40, 50 3 50, 60, 70 4 70, 80, 90

Answers: 1 40 2 60 3 80 4 100

Ask the children How many shoes are there in our class? Encourage them to count and answer: There are (20) shoes in our class. Point to the sentences. The children complete the sentences individually and then compare their answers with a friend. Invite children to the board to write the answers.

Answers: Children’s own answers.

Competency development: Collaborate and Communicate

This activity allows the children to use the numbers from the first two activities and put them into practice in a real-life context. They are extending their knowledge and making it relevant to their own circumstances. The children work individually to show what they have learnt and then compare their answers with a friend, before reviewing the answers as a whole class, encouraging collaboration.

You can now go back to the unit opener (Teacher’s Book Pack p.21, Pupil’s Book p.5) and do the additional picture activity for this lesson.

Wrap up

Ask the children to write a number that is important for them (birthday, age, number of family members). In pairs, the children guess what the number represents. If time permits, talk about the numbers with the whole class.
Lesson 2

Learning objectives: describe a person's personality, nationality, appearance and ability

New grammar: I'm/She's (smart), I'm/She's (from Australia), I have/She has (black hair), I/She can (run).

New vocabulary: explorer, friendly, kangaroo, smart, strong

Materials: slips of white paper, small bag (optional)

Warmer

Ask the children personal questions, e.g. How old are you? What colour hair do you have? Can you run? Can you speak English? Help them to answer with full sentences.

CD 1, Track 4 Ask the children to describe the pictures. Play the CD. Ask the children to listen and read. Play the CD again with pauses for the children to repeat chorally. Ask questions to check understanding, e.g. Who is Tina? (She's an explorer.) Who is Bouncer? (She's a kangaroo.) What can Bouncer do? (She can jump.)

Write the phrases from the grammar box on the board. Play the CD again and ask the children to point to the phrases in the speech bubbles as they hear them. Ask them the difference between She has and She's and help them deduce that She's is an abbreviation for She is.

Discover Grammar

Ask the children to read the story again and underline a physical description of Tina and circle a character description of Bouncer. Then have them look at the sentences on the right-hand side of the box and circle the appropriate words in blue. Review the answers with the class. Write the sentences on the board while they are working and invite children to say which verb we use to describe characteristics (have) and which to describe personality (be).

Answers: I have long, black hair and brown eyes; She's smart, she's friendly and she's strong! I have brown eyes. I'm friendly. She has black hair. She's smart.

Competency development: Think

This activity helps the children analyse statements with the verbs have and be, deducing which describes physical appearance and which describes personality. Encourage the children to learn to process and analyse information for themselves instead of just absorbing what you tell them.

Read the first question and encourage the children to answer orally. Have the children work in pairs and answer the other questions. Check answers orally.

Answers: 1 No, she doesn’t. 2 No, she isn’t. 3 Yes, she is. 4 Yes, she does.

You can now go back to the unit opener (Teacher’s Book Pack p.21, Pupil’s Book p.5) and do the additional picture activity for this lesson.

Lesson extender

Have the children write an adjective from this lesson on a slip of paper. Collect all the papers in a bag. Ask children to take a slip from the bag and describe one of their friends with the adjective on it using the correct verb.

Wrap up

Ask the children to close their book. Read out sentences from the story and ask the children to remember who said them, Tina or Bouncer.
Lesson 3

Learning objective: recognise and practise sounds /st/, /sk/ and /k/
New phonics sounds: /st/, /sk/ and /k/
New vocabulary: ask, clock, dark, desk, fast, forest, house, knock, lost, past, rock, skate
Materials: soft ball

Warmer
Write the following word halves on the board: clo-ck, da-rk, de-sk, for-est, sk-ate. In pairs, the children form the correct words. Read all the words chorally for the children to repeat. Exaggerate the final sounds. In pairs, the children practise saying the words.

1 CD 1, Track 5 Tell the children that they are going to listen to a poem. Write the letters st, sk, ck on the board. Play the CD. Have the children circle the letters in the words. Repeat the circled words chorally with the class, exaggerating the sounds. Correct any errors in pronunciation. Play the CD again. Pause after each line of the poem for the children to repeat chorally.

2 CD 1, Track 6 Have the children look at the gapped words. Play the CD. Pause after each word and ask the children to complete the words in their book. Then have the children cross out the word that sounds different in each column. Invite children to write a word on the board and say it aloud.

Audioscript and answers: 1 lost, rock, clock 2 forest, fast, rock 3 skates, lost, ask

3 Have the children look back at the words they circled in the poem and add one more word to each of the columns in Activity 2. Invite children to write the words on the board. In pairs, the children practise saying the words in the three columns. Check and correct pronunciation as appropriate.

Answers: 1 knock 2 past 3 desk

Competency development:
Learn
Here, the children demonstrate that they can identify the sounds studied in the lesson and extend their knowledge by recognising them in other words. Finding new words with the same rules reinforces learning.

Lesson extender
Ask the children to take out a red, blue and green coloured pencil. Call out words from the lesson and have the children hold up a coloured pencil according to the sound of the word, e.g. blue pencil for desk. Repeat faster to make it fun!

Wrap up
Throw a ball to a child and say one of the sounds from this lesson. Ask the child to say a word with that sound and have them throw the ball to a friend. Play several times.
Lesson 4

Learning objectives: practise reading skills and explore the value of cooperation
New vocabulary: help, scarf, sheep, team
Grammar review: present simple can, be

Warmer
Tell the children that they are going to read a story about sheep. With books closed, ask them to guess how many sheep they think there are. Encourage them to use numbers 1 to 100. Write the children’s guesses on the board.

1 CD 1, Track 7 Ask the children to look at the pictures and predict why Jack’s dad wants the scarf (to save the sheep). Play the CD and ask the children to read. Ask How many sheep are there? (99) How many sheep are missing? (one). Compare the number with the children’s guesses from the Warmer.

2 Read aloud the values and check understanding. Ask the children to read the story again and decide which value to tick. Encourage the children to talk about situations where they have worked as teams.

Answer: Team work solves problems.

3 Read out the question and statements and ask the children to raise their hand for the statements that are true for them. Allow them time to write Yes or No for each statement. Ask the children to walk around the classroom and find someone who marked the same answers as they did. Ask pairs with the same answers to share them with the class.

In pairs, the children tell each other about a situation they have been in where they had to cooperate to solve a problem. Have children share their experience with the class.

Answers: Children’s own answers.

Competency development:

Me

By taking part in this activity, the children reflect on the value in the story and demonstrate their own self-awareness by evaluating if they cooperate with their friends and family.

Lesson extender
Ask the children to close their book. Read out sentences from the story, e.g. What for? We’re a great team! Each time, have the children call out Jack or Jack’s dad according to who said the sentence. Invite different children to read out sentences for the class to guess.

Wrap up
Divide the class into groups of five and take roles from the story (the narrator, Jack, Dad, Tess, a sheep). Have the children act out the story. Invite groups to perform for the class.

Workbook p.7 Pupil’s DVD-ROM: Language Interactivity
Unit 1 Lesson 5

**Learning objective:** learn names of clothing items and when to wear them

**New vocabulary:** gloves, pyjamas, scarf, school uniform, shorts, sunglasses, sunhat, sweatshirt

**New grammar:** I need ..., You need ...

**Warmer**

Write *hot weather* and *cold weather* in two large circles on the board. In pairs, the children brainstorm clothes words for each circle. Invite children to write the words in the circles on the board. Ask the children to copy the information into their notebook.

**CD 1, Track 8** Have the children look at the picture and name the clothes or accessories they have. Play the CD. Ask the children to listen and point. Play the CD again. Pause after each word for the children to repeat chorally.

**Activity extender**

Dictate *shorts, scarf, sunhat, gloves, sunglasses, pyjamas* for the children to write in their notebook. Check spelling by asking volunteers to come to the front and write the words on the board.

**CD 1, Track 9** Say *It's hot and sunny. Do you need shorts or gloves?* Write on the board *I need ...* and encourage the children to answer *I need shorts.* Play the CD. Pause after each question for the children to answer chorally.

**Audio script:**

1 **Speaker:** It's hot and sunny. You're having a picnic at the beach. Do you need a scarf or a sunhat? **Child:** I need a sunhat. 2 **Speaker:** It's cold and snowy. You're playing in the park. Do you need a scarf or shorts? **Child:** I need ...

3 **Speaker:** It's 11 o'clock at night. You're sleeping in your bed. Do you need glasses or pyjamas? **Child:** I need ...

4 **Speaker:** It's 10 o'clock in the morning. You're at school. Do you need a sunhat or a school uniform? **Child:** I need ...

5 **Speaker:** It's hot and sunny. You're relaxing in the sun. Do you need sunglasses or a scarf? **Child:** I need ...

**Answers:**

1 a sunhat 2 a scarf 3 pyjamas 4 a school uniform 5 sunglasses

3 Say the sample dialogue aloud for the children to repeat chorally. In pairs, one child says a sentence about the weather and the other says which clothing item they need. Encourage the children to say some incorrect items for their friend to correct, as in the sample dialogue.

**Answers:** Children's own answers.

**Competency development:**

**Learn**

In this activity, the children are being encouraged to process the words and their meanings from the first activity. They are required to analyse the weather and which clothes are suitable for it.

**Lesson extender**

Have the children highlight *sunglasses* in Activity 1 with a coloured pencil. Ask the children why this word is special (because it doesn't have a singular). Have the children find two more special words like this (*pyjamas, shorts*).

**Wrap up**

Have the children draw three clothing items in their notebook. In pairs, the children exchange notebooks and write the words under the drawings.
**Unit 1**

**Lesson 6**

**Learning objective:** learn to talk about how often they wear items of clothing

**New grammar:** always, never, sometimes, usually

**New vocabulary:** funny, wear

**Vocabulary review:** days of the week

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**Warmer**

Ask the children to look at the pictures in Activity 1 quickly and then close their book. In pairs, they name as many as they can remember.

1. **CD 1, Track 10** Have the children look at the chart. Write the frequency words always, never, sometimes and usually on the board. Discuss their meanings. Play the CD and have the children refer to the chart and listen. Play the CD again and pause after each sentence for the children to repeat sentences. Review the meaning of the sentences.

2. **Discover Grammar**

   Have the children read the text in Activity 1 again and circle the frequency words. Point to Discover Grammar. Read the percentages aloud. Discuss which words they circled go with 0% and 100% (never, always) and possible percentages of the other words (usually, sometimes). Ask the children to complete the activity. Draw the line on the board and invite children to write the answers.

   **Answers:** 0% never, 50% sometimes, 80% usually, 100% always

**Competency development:**

**Think**

In this activity, the children analyse the meaning of adverbs of frequency by noting the frequency of days in the chart. This kind of experiential learning helps the children to learn new language.

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2. Ask children to read the sentences aloud, completing them with their own ideas. Then have the children write their answers in their book.

**Competency development:**

**Learn**

In this activity, the children demonstrate their ability to use adverbs of frequency correctly by writing about their own habits.

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You can now go back to the unit opener (Teacher’s Book Pack p.21, Pupil’s Book p.5) and do the additional picture activity for this lesson.

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3. **CD 1, Track 11** Have the children read through the song and guess the missing words. Play the CD and allow them time to complete the song. Play the CD again and have the children sing along.

   **Answers:** always, usually, always, sometimes, never

**Blended Teaching Tip**

Use the Interactive Pupil’s Book page for the lesson on the Presentation Kit. Invite a pair to come to the board to fill in the answers to Activity 3 using the pen tool. Play the song again for the children to sing along. Invite a child to come to the board and highlight an item of clothing. Then ask Do you wear (a scarf)? to elicit always, sometimes, never, usually replies.

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**Wrap up**

**CD 1, Track 11** Play the CD again and have the children sing. Divide the class into two groups and have each group sing a verse each with their books closed.

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**Workbook p.9**

Pupil’s Book p.106: Grammar Guide

Pupil’s DVD-ROM: Language Interactivity, Song Animation

Teacher’s Resource Centre: Grammar File 1
Lesson 7

Learning objective: learn about rugby and physical education

New vocabulary: fern, game, kiwi, leaf, Maori, rugby, silver, sport

Vocabulary review: hat, shirt, shorts, socks

Warmer

Point to the rugby team in the pictures and have the children identify the colour of the uniform. Ask them what colour the uniform of the national football team in their country is.

1. Ask the children to read the text in silence. Ask them to say if they already knew any of this information. In pairs, they discuss the answer to the question How many players are there in a rugby team? (Fifteen.)

2. Read the questions aloud and make sure the children understand their meaning. Ask the children to answer the questions individually and then compare with a partner. Review the answers chorally with the children.

Answers: 1. They wear a rugby shirt, shorts and long socks.
2. They perform a traditional Maori dance.

Think Twice

1. Read the first question with the children. In pairs, the children decide on the answer. Invite pairs to tell the class their answer.

2. Read the questions in item 2 with the children. In pairs, the children discuss special sports teams in their country. Encourage them to use English as much as possible. Invite children to tell the class their ideas and write a list on the board.


Stop and reflect

Reflect back on the unit with the children to review what they have learnt about New Zealand. Pause for ten seconds to allow them time to think. Ask questions, e.g. What languages do they speak in New Zealand? What food comes from New Zealand? What are the similarities between New Zealand and your country? Encourage the children to use English, but if they use L1, that’s fine, too.

Lesson extender

Cross-curricular focus: Physical education

Explain that there are a lot of national parks, countryside and water in New Zealand, which is why people do many types of sports there. Ask Which sports do people do in New Zealand? Name different sports, e.g. swimming, cycling, tennis, hiking, rowing. In pairs, the children choose one sport and describe it orally. Refer them to Activity 1 for ideas.

Wrap up

Ask What is your favourite sport? Why? Ask the children to find others who chose the same sport as they did and form a group. Encourage the children in groups to share information with each other about the sport and why it is their favourite. Make sure all the children have at least one other person to work with.
Lesson 8

Learning objective: draw, write and give a presentation about a national sport or hobby from their country

New vocabulary: hobby, match

Vocabulary review: sport

Materials: information from the Internet or magazines about sports or hobbies from their country; Presentation File template 1

Competency development:

Act

The activities throughout this lesson encourage the children to be aware of hobbies and sports from their own country and appreciate their place in the wider world. Encourage them to think about sports and hobbies that stand out from their country and to research information about them.

Warmer

Have the children name some sports or hobbies that are popular in their country. Write their ideas on the board. Stick any pictures you have brought on the board and elicit the names for the sports. Ask Which sports/hobbies do you do?

Activity extender

Have a class vote to find the most popular sport from Activity 1. Have a class discussion about that sport, comparing notes from different children who chose that same sport.

Wrap up

Write on the board We like (sport or hobby) because … and ask individual children to call out reasons for you to list.

1 Ask the children to look at the picture and describe it (children taking a tennis lesson). Distribute the Presentation File template to each child. Ask the children to choose a sport or hobby from where they live that they would like to learn more about. Ask them to draw or paste pictures of it using their own knowledge or materials, as well as the information you have brought. Have them read the questions and answer them about their sport or hobby.

2 Divide the children into small groups to practise presenting their information about their sport or hobby. Have the children read and practise using the phrases in their book. Monitor by checking pronunciation and making sure everyone is using the words and structures correctly.

3 CD 1, Track 12 Play the CD of the sample presentation and have the children read. Invite children to come to the front and present their work to the class. Try to have as many children as possible present their work. If time is short, the children could present to each other in groups. Give them positive feedback on their work.
Progress check

Learning objective: review grammar and vocabulary from Unit 1
Vocabulary review: always, never, sometimes, usually, clothing items
Grammar review: She is/has/can ...

Warmer

Draw a chart on the board. Across the top write the four frequency adverbs and down the left draw four items of clothing. Check the columns randomly. In pairs, the children make sentences about the clothing using the correct frequency adverb.

1 Ask the children to describe what they can see in the poster. Ask them to choose the correct options from below to complete the sentences. Invite children to write the answers on the board. Have the children write in their score.

Answers: 1 is 2 She’s 3 is hair 4 brown 5 friendly

Activity extender

For further practice, ask the children to write two descriptive sentences about themselves similar to those in Activity 1.

2 Ask the children to look at the clothes in the chart. Point to the jeans and read the example aloud. Ask the children to write sentences for the other clothing items with always, sometimes, usually and never. Check answers orally. Have the children write in their score for the activity and then their total score.

Answers: 1 He always wears jeans. 2 He sometimes wears shoes. 3 He usually wears a sweatshirt. 4 He never wears a skirt. 5 He sometimes wears a hat. 6 He always wears pyjamas.

Blended Teaching Tip

After the children have completed Activities 1 and 2 in their book, display the Interactive Pupil’s Book page on the Presentation Kit. Elicit their answers for both activities and mark the correct answers on the board using the pen tool. This is a good way to check answers as a class.

My Progress

Congratulate the children on completing Unit 1. Ask them to read the I can … sentences and do each task in pairs. Have them circle the symbol that represents how well they could do each task. Ask the children to look back in the unit to review any tasks they had trouble with.

Wrap up

In pairs, the children take turns describing the clothes a friend wears using the adverbs of frequency.