

Scope and sequence

Unit	Vocabulary	Grammar	CLIL	Value
Starter Unit Hello!	Jack, Lucy, Uncle Alex, hello, goodbye	What's your name? I'm (Jack).	-	We are friendly.
1 At School	pen, book, pencil, backpack, desk, chair, Uncle Alex, ruler, pencil case, crayon, picture, in, out; A crayon, please. OK. Thank you.	What is it? It's a (book). The (pen) is in/out of the backpack.	Math	We put away our things.
2 Fun Colors	green, blue, yellow, white, black, red, purple, pink, brown, blue, orange, gray; Look! Good job! My favorite color is (blue).	What color is it? It's (blue).	Art	We take care.
Culture 1 Our Art Class	paint, glue, yarn, paper, colors, classroom objects			
3 Cool Toys!	ball, scooter, kite, doll, teddy, bike, plane, train, boat, helicopter, wood, metal, plastic; It's your turn. Thanks!	It's a (red) (ball). It's a (green) (kite).	Science	We take turns.
4 Let's Count!	one, two, three, four, five, six, seven, eight, nine, ten, equals, plus; Please help. OK.	How many (balls)? (Three.)	Math	We help others.

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Unit	Vocabulary	Grammar	CLIL	Value
Culture 2 Our Playground	swings, slide, jungle gym, see-saw			
5 My Body	head, fingers, hands, arms, legs, feet, eyes, ears, mouth, nose, mask; I'm sorry. That's OK. Look! (Green) (eyes).	Touch your (head)! Shake your (arms)!	Art	We are active.
6 Animals	monkey, lion, zebra, snake, giraffe, hippo, tiger, kangaroo, bear, penguin, baby; Watch out!	This is a (lion). This is a (zebra).	Science	We are careful.
Culture 3 A Petting Zoo	duck, goat, sheep, pony			
7 My Family	mom, grandma, dad, sister, brother, grandpa, dog, cat, hamster, bird; How are you? I'm fine, thank you.	Who's this? This is my (brother).	History	We respect others.
8 Feeling Good	cold, hot, sad, happy, tired, hungry, fast, slow, noisy, quiet, face; Thanks. You're welcome.	She's (happy). He's (sad).	Art	We are kind.

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Unit	Vocabulary	Grammar	CLIL	Value
Culture 4 My Family Barbecue	salad, burger, corn, juice			
Happy Easter	egg, flowers, bunny, basket			
It's Christmas!	star, present, decoration, tree			

For more information about planning your classes, go to the *Shine On! Plus* Teacher's Resources on:

[Oxford English Hub](#)



Unit 1 At School

Lesson 1 pages 6-7

Classroom Presentation Tool

Objectives

To present and practice six new items of vocabulary.

To review vocabulary from a previous unit.

Language and structures

Active: book, pencil, pen, backpack, desk, chair

Passive: listen, point, say, stick, stickers, chant, find it, picture dictionary, classroom

Extra: whiteboard, marker, teacher, student

Materials

Unit 1 flashcards; Class Audio; Megabyte puppet; stickers section; colored pens

Warmer

- Play the *Shine On! Plus Song* from Starter Unit Lesson 1 page 2  01 for students to listen and join in as much as possible.

1 Listen and point. Say. 06

- Books closed. Introduce the new words using the Megabyte puppet and the flashcards. Use Megabyte to hold up or point to the flashcards and say the words for students to repeat (see *How to...* section on using puppets, Teacher's Book page 33).
- Books open. Play the recording for students to listen and point to the items in the picture. Play the recording again for students to listen, point, and repeat the words.

TEACHING TIP

Use real items in the classroom to present the new words instead of the flashcards.

Transcript

book, pencil, pen, backpack, desk, chair
pencil, desk, pen, backpack, chair, book

Activity

- Ask students to turn to the stickers section in the Student Book. Hold up your book and point to each of the classroom object stickers in turn. Encourage students to say the words. Then say the words for students to point to the correct stickers.
- Students stick the stickers in the correct spaces on page 7. When they have finished, ask students to point to the stickers and say the words.



Fast finishers

Ask fast finishers to draw a picture of their classroom, and then tell the class what items there are in their picture.



Notes

Play the chant once more for students to join in and point to the items mentioned.

Chant

pen, pen, pen
 book, book, book
 pencil, pencil, pencil
 backpack, backpack, backpack
 chair, chair, chair
 desk, desk, desk

Be a Mega Star: Close your book. How many words can you remember?

- If you have less confident students, divide the class into two teams. Ask students to look at the main picture on Student Book pages 6–7 for one minute, then close their books and raise their hands if they can remember one of the classroom objects. Draw the outline of the main picture on the board, and ask a volunteer from each team to come and draw one of the classroom objects in the correct

position. If they wish, they can label their drawing or you can write the word. Continue until you have all six items on the board. Ask students to look back at their books and compare the picture with what is on the board. You can award points for drawings of the correct classroom objects, with additional points for the correct position and labelling.

- More confident students can do this activity individually, drawing in their notebooks or on a piece of paper. Have them compare their drawing with a partner and make corrections.
- Congratulate students for the items they remembered and explain that developing their visual memories with activities like this one will help them to learn new words.

Find it!

- Point to Lucy's tablet and ask students what they can see (Uncle Alex). Ask students to find Uncle Alex in the main picture. (He's on the poster to the right of the whiteboard.)
- Tell students to turn to page 88 of their Student Books and look at the Picture Dictionary section for Unit 1 and find Uncle Alex. Ask students to color Uncle Alex's clothes in the Picture Dictionary the same colors as they are on Lucy's tablet (white jacket, blue T-shirt).

21ST CENTURY SKILLS:

Information literacy

Students learn how to recognize information in different settings and situations.

Finisher

- Play *Find the flashcards*. See Ideas Bank (Teacher's Book page 152) for instructions.

EXTRA VOCABULARY

computer
 eraser
 garbage can
 pencil sharpener
 poster
 scissors
 whiteboard

Further practice

Vocabulary and Grammar Worksheet
 Unit 1 Lesson 1 in Teacher's Resources on
 Oxford English Hub
 Workbook page 4

Lesson 2 pages 8–9

Classroom Presentation Tool

Objectives

- To present a new grammar structure.
- To practice the new grammar structure with the Lesson 1 vocabulary.
- To sing a song using the Lesson 1 vocabulary and the new grammar.
- To do a personalization activity that involves a simple craft activity.

Language and structures


Active: *pen, pencil, backpack, desk, chair; What is it? It's a (book).*

Passive: *draw, sing, circle; What's your favorite school object?*

Materials

Unit 1 flashcards; Class Audio;
Craft Worksheet Unit 1 Lesson 2;
colored pens

Warmer

- Play the chant from Unit 1 Lesson 1 page 7  07 for students to listen and join in as much as possible.

TEACHING TIP

Ask students to point to the classroom items on the flashcards as they say the chant.

1 Listen and point. Say. 08

- Point to the picture and ask students the names of the course characters.
- Play the recording for students to listen. Then play it again and encourage students to repeat the grammar structure.
- Point to the book in the picture and ask *What is it?* Encourage students to reply *It's a book.* Hold up a real book and repeat. Then hold up other known classroom objects and ask the question, encouraging students around the class to answer.

Transcript

Lucy: What is it?
Jack: It's a book!

2 Listen and circle. Say. 09

- Point to the pictures and ask students the words for each item. Help with any words that students struggle to remember, and reinforce them by pointing to those items in the classroom and naming them.
- Play the recording for students to listen and point to the items they hear. Then play the recording again, pausing after each item for students to circle the correct items.

1 Listen and point. Say.  08

Learn with
Lucy and Jack

2 Listen and circle. Say.  09

1 **2** **3** **4**

What is it? It's a book.

Check answers by pointing to each pair of pictures and asking *What is it?*

- Students can ask and answer questions about the items in the pictures, using *What is it? It's a (pencil).*

Transcript

- 1** **A:** What is it?
B: It's a backpack.
- 2** **A:** What is it?
B: It's a desk.
- 3** **A:** What is it?
B: It's a pen.
- 4** **A:** What is it?
B: It's a pencil.

Lesson 3 pages 10–11

Classroom Presentation Tool

Objectives

- To present new vocabulary in the context of the story.
- To practice the new vocabulary using the grammar from Lesson 2.
- To practice a short Everyday English role play taken from the story.

Language and structures

Active: pencil case, ruler, crayon, picture, pen, book, pencil, backpack, desk, chair; What is it? It's a (pen), A crayon, please. OK. Thank you.

Passive: watch, act it out, repeat

Materials

Unit 1 flashcards; Class Audio; Storycards; Megabyte puppet

Warmer

- Play the *At School Song* from Unit 1 Lesson 2 page 9 10 for students to listen and join in with.

1 Watch or listen. 11 Act it out.

- Point to the first frame of the story and ask students who they can see in the picture. Point to known items (the pencils, the desk) and ask students to name them.
- Play the recording, encouraging students to point to the correct pictures as they listen.
- Play the recording again and use the questions to ask students about each frame.

Frame 1: Where are Lucy and Jack? (In the yard.) What are they doing? (Drawing.) Are they drawing with pens? (No, with pencils.) Are they happy? (Yes.)

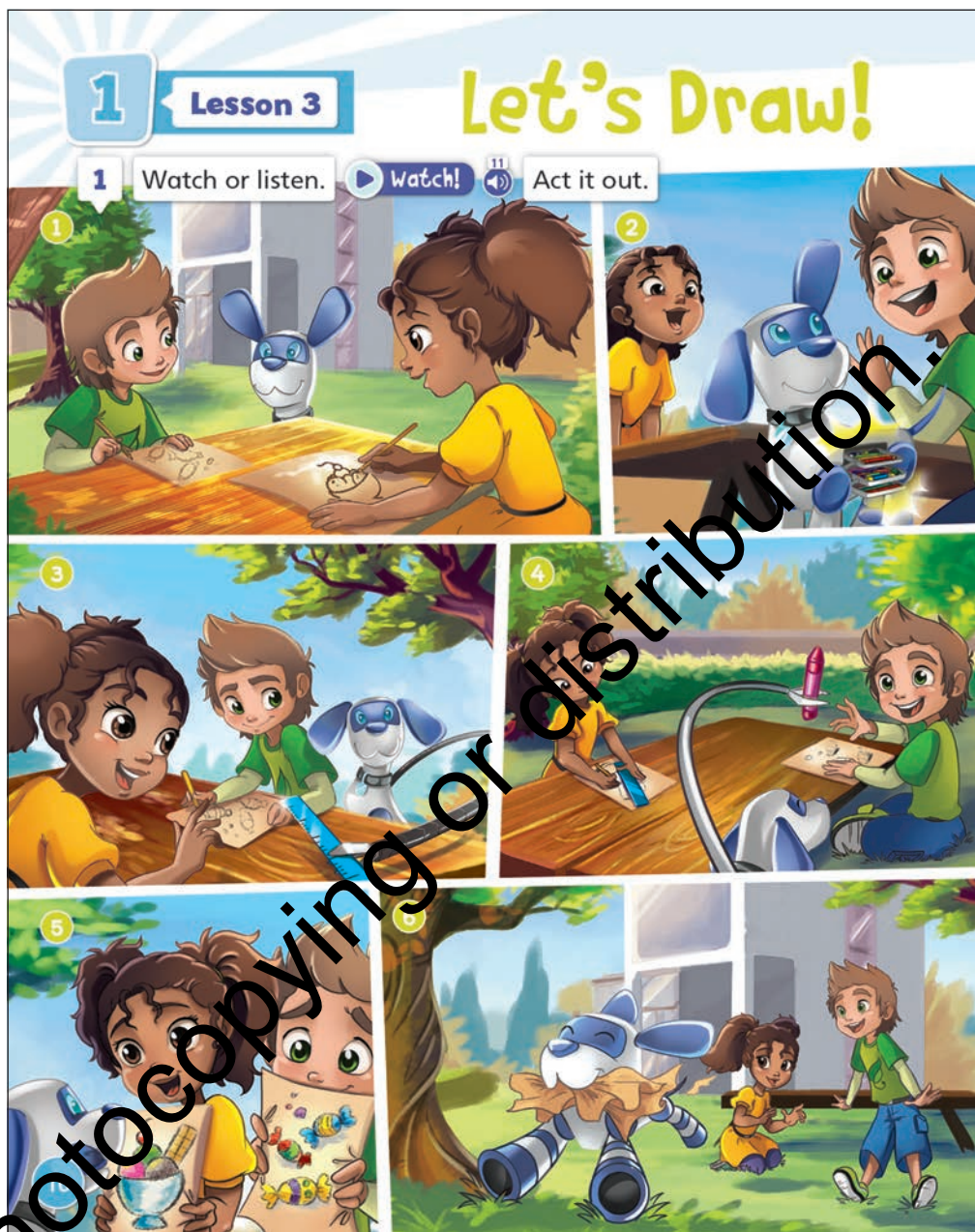
Frame 2: Who's this? (Point to Megabyte.) What is it? (Point to Megabyte pencil case.) Are Lucy and Jack happy? (Yes.) Why? (Because Megabyte is a special dog.)

Frame 3: What is Megabyte giving Lucy? (A ruler.) Does Lucy want a ruler? (Yes.)

Frame 4: Now what is Megabyte giving Jack? (A crayon.) Does Jack want a crayon? (Yes.) Why is he happy? (Because he can color his picture.)

Frame 5: What is Lucy showing Megabyte? (A picture.) What can you see in Lucy's picture? (Ice cream.) What can you see in Jack's picture? (Candy.) Is Megabyte happy? (Yes.) Why? (He likes ice cream and candy!)

Frame 6: What does Megabyte have? (Lucy's and Jack's pictures.) Are Lucy and Jack angry? (No.) What are Jack and Lucy doing? (Laughing.)



Allow students to talk about the story. Ask them how they think Megabyte is different from a normal dog.

- Alternatively, you can use the storycards to present the story. Hold up the cards while the recording plays and then ask students the questions on the back of the storycards.
- Divide the class into groups to act out the story. Allow students time to practice in their groups, then invite groups to act out the story for the class.

Story: Let's Draw!

Jack and Lucy: Hello, Megabyte!

Megabyte: Hello!

Jack: What is it, Megabyte?

Megabyte: It's a pencil case.

Lucy: Wow!

Lucy: A ruler, please.

Megabyte: OK.

Lucy: Thank you!

Jack: A crayon, please.

Megabyte: OK.

Jack: Thank you!

Lucy: Look, Megabyte! It's a picture!

Jack: Megabyte, stop!

Megabyte: Thank you! Thank you!

Jack and Lucy: Oh, Megabyte!

Further practice

Workbook page 6

Lesson 4 page 12

Classroom Presentation Tool

Objectives

- To present a CLIL concept (Math).
- To practice the unit vocabulary and grammar through a CLIL concept.
- To talk about a value.

Language and structures

Active: *in, out; The (pen) is in/out of the backpack. It's a (ruler).*

Passive: *check, X, make, play; What is it? We put away our things.*

Materials

- Unit 1 flashcards; Class Audio;
- CLIL stickers; Our Values sticker; pen; backpack; CLIL Worksheet Unit 1 Lesson 4; sets of classroom objects (pen, pencil, ruler, colored pen); scissors; glue

Warmer

- Play the Everyday English dialogue from Unit 1 Lesson 3 page 11 14 again. Hold up one of the unit flashcards, making sure that students can't see it. Invite students to ask you for a classroom item using the Everyday English, e.g. *A (crayon), please*. If the item they ask for matches the flashcard, give it to them, saying *OK* and encourage them to say *Thank you*.

1 Listen and stick. 15

- Hold up a pen, and then place it in a backpack. Say *The pen is in the backpack*. Take the pen out of the backpack and say *The pen is out of the backpack*. Repeat, stressing the words *in* and *out*.
- Ask students to turn to the stickers section in the Student Book. Hold up your book and point to each of the CLIL stickers in turn. Then say the words for students to point to the correct stickers.
- Play the recording pausing after each item and asking students to point to the correct pictures on page 12. Play the recording again for students to listen and tick the stickers in the correct spaces on page 12.
- Ask students to point to the stickers and name the item. Then they say where it is.

Transcript

It's a pencil. It's in the pencil case.
 It's a crayon. It's in the pencil case.
 It's a ruler. It's out of the pencil case.
 It's a book. It's out of the pencil case.

2 Is it in the pencil case? Make a ✓ or an X.

- Point to each of the smaller pictures on the right and ask students to name the items.

4 Make a pencil case. Play and say.

Vocabulary in, out

Show students the check mark in the first box. Ask *Is the crayon in the pencil case?* Elicit the answer *Yes*. Make a check on the board and tell students that it means *Yes*. Point to the small picture of the book. Ask *Is the book in the pencil case?* Elicit the answer *No*. Draw an X on the board. Tell students that it means *No*.

3 Listen and circle. What is it? 16

- Point to the items in the pictures and ask students *What is it?* Ask students where each item is (in/out of the backpack / pencil case).
- Play the recording for students to listen and point to the items they hear. Then play the recording again, pausing after each item for students to circle it.

Transcript

A: It's in the backpack. B: It's a ruler!
 A: It's out of the backpack. B: It's a book!
 A: It's in the pencil case. B: It's a pencil.

A: It's out of the pencil case.

B: It's a ruler.

4 Make a pencil case. Play and say.

- Hand out the CLIL worksheets. Tell students that they are going to cut out and assemble a pencil case.
- Students take turns placing an item in the pencil case for their partner to guess.

Our Values

- Show the class the space for the *Our Values* sticker. Read aloud the value (*We put away our things.*).
- Ask students to show you how they put away / clean up their things. Congratulate students and award them the value sticker. They stick the sticker in the space on page 12.

Finisher

- Play *Hit the card*. See the Ideas Bank (Teacher's Book page 152) for instructions.

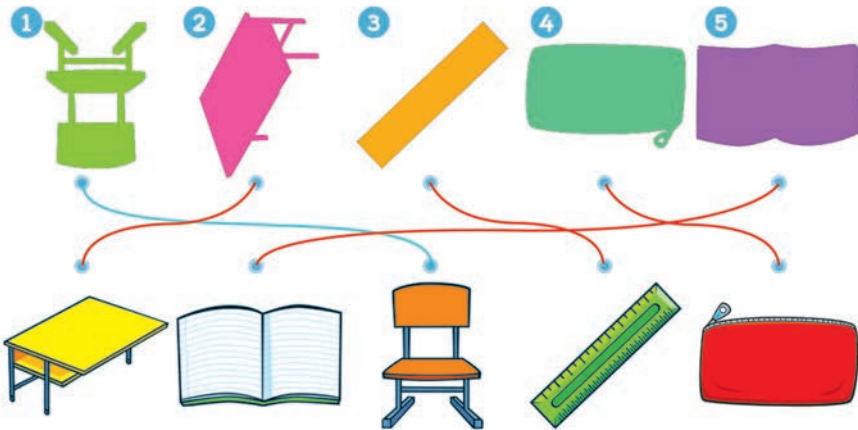
Further practice
 Workbook page 8

1

Review



1 Match and say.



2 Make a pencil holder. Play and say.

Page 133



3 Complete your picture dictionary.

Page 88

13

Review page 13

Classroom Presentation Tool

Objectives

To review the linguistic content of the unit.

Language and structures

Active: *pen, book, pencil, backpack, desk, chair, ruler, pencil case, crayon, picture, What is it? It's a (book). The (crayon) is in/out of the box.*

Passive: *pencil holder, picture dictionary; Is the (crayon) in the pencil holder? Is it a (book)? Where is the ruler?*

Materials

Unit 1 flashcards; Class Audio; Craft Cut-out Unit 1 Review; ready-made pencil holder (optional); card stock; scissors; glue; colored pens

Warmer

- Play *Mystery flashcard* with the Unit 1 flashcards. See the Ideas Bank (Teacher's Book page 152) for instructions.
- Play a game to practice *in* and *out*. Place a few classroom objects in a box and a few out of the box. Ask students to look at the items. Say a false sentence about one of the items (e.g. *The crayon is in the box*). Students correct your sentence (e.g. *No! The crayon is out of the box*).

1 Match and say.

- Point to each of the silhouettes and ask students what each one is. Repeat with the row of pictures below.
- Ask students to point to the two chairs. Show the class the line connecting the two.
- Students complete the activity. Check answers by asking students to show you the connecting lines in their books.

TEACHING TIP

Students can turn their books around to help them identify the silhouettes.

Fast finishers

Ask fast finishers to draw a picture of their backpack and draw items in it. Ask them to tell the class what is in their bag.

2 Make a pencil holder. Play and say.

- Point to the photo and ask what the boy has (a pencil holder). Show students a ready-made pencil holder and how they can put away their colored pens in it.
- Tell students they are going to make a pencil holder. Point to the picture and ask students what they need to make one (card stock / paper, scissors, glue, colored pens).
- Tell students to turn to page 133 in their Student Books and read how to make a pencil holder by coloring the classroom objects. Then have them fold the card lengthways into three sections, with a tab on one of the out sections so that the sections can be stuck together to make a triangular tube. Cut tabs at the bottom of the card stock and fold them over, sticking them in place to make the bottom of the pencil holder.
- Make sure students have all the materials. Move around the class offering help if necessary. Ask students questions about their pencil holders, e.g. *What is it? Is it a (book)? Is the pen in the pencil holder?*
- Students can talk about their pencil holders in pairs, saying what items are in the pictures on their pencil holders, and what items are in their pencil holders.

21ST CENTURY SKILLS:

Collaboration

Students learn how to participate in a craft and share ideas and resources.

3 Complete your picture dictionary.

- Tell students to turn to page 88 of their Student Books and look at the Picture Dictionary section for Unit 1.
- Point to each of the pictures and ask students the words.
- Students can then color the items in the Picture Dictionary. Move around the class as they work, asking questions, e.g. *What is it? Is it a (pencil)? Where is the (ruler)?*

Finisher

- Play *Pass the flashcards* with the Unit 1 flashcards. See Ideas Bank (Teacher's Book page 152) for instructions.

Further practice

Unit 1 Test in Teacher's Resources on Oxford English Hub
Workbook page 9

