

Scope and sequence

Unit	Vocabulary	Grammar	CLIL	Value
Starter Unit Welcome Back!	computer game, model, yo-yo, top, numbers 1 to 10; Hello, I'm...	I can... / I can't... Do you like (models)? Yes, I do. No, I don't.	–	–
1 My Bedroom	clock, door, lamp, closet, bookshelf, window, nightstand, rug, poster, toy chest, on, in, under, next to, to the left of, to the right of, in front of, behind; See you later! Have a nice day!	Where's the (clock)? It's (on) the (bookshelf)	Geography	We put away our things.
2 Wild Animals	mouse, owl, tortoise, lizard, otter, alligator, ant, bee, butterfly, spider, chameleon, octopus, tick bug, crab; What is it? I'm not sure.	What is it? It's a (tortoise). It's an (alligator).	Science	We play nicely.
Culture 1 Sleepovers	friend, games, snacks, pillow fight			
3 Nature	tree, flower, rock, leaf, lake, river, caterpillar, ladybug, snail, beetle, ocean, hill, mountain, valley; Can you help me? Yes, of course.	Is it a (leaf)? Yes, it is. No, it isn't.	Geography	We work together.

Unit	Vocabulary	Grammar	CLIL	Value
Project 1 Portraits	Sad, Happy, Serious, Worried, Tired, Hungry, Bored, Frame, Drawing, Painting, Photo			
4 Fabulous Food	apple, orange, banana, peach, pear, pineapple, hamburger, sandwich, pizza, milkshake, juice, smoothie, soda, sugar; Can I have two milkshakes, please? Yes, of course. Here you go. Thank you.	Can I have (two apples), please? Here you go.	Science	We are patient.
Culture 2 Camping	tent, fire, flashlight, stove			
5 Is He a Chef?	teacher, doctor, chef, pilot, firefighter, bus driver, singer, soccer player, astronaut, vet, farmer, nurse, baker, soldier; I want to be a (doctor).	He's a (teacher). She's a (pilot). Is he/she a (doctor)? Yes, he/she is. No, he/she isn't.	History	We pay attention.
Project 2 Healthy Eating	Oil, Cereal, Bread, Pears, Fish, Nuts, Carrots, Meat, Potatoes, Chocolate, Healthy, Unhealthy			
6 My Town	supermarket, library, cafe, swimming pool, toy store, school, restaurant, bakery, playground, bookstore, north, south, east, west; I'm hungry. How about you? Me, too!	What can you see? I can see a (school). Can you see a (toy store)? Yes, I can. No, I can't.	Geography	We listen carefully.

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Unit	Vocabulary	Grammar	CLIL	Value
Culture 3 A Trip to New York	statue, museum, building, park			
7 Big or Small?	big, small, tall, short, young, old, clean, dirty, heavy, light, centimeter, millimeter; Come on! Wait for me!	This (clown) is (tall). That (dog) is (small).	Math	We respect other people
Project 3 Maps and Symbols	Hospital, Museum, Swimming Pool, School, Post Office, Parking Lot, Supermarket, Movie Theater, Restaurant, In front of, Opposite, Next to, Behind			
8 Our Faces	long hair, short hair, curly hair, straight hair, dark hair, light hair, freckles, glasses, braces, (brown, blue, green) eyes, drawing, painting, photograph, mosaic: You look great! Thank you!	I have (dark hair). He/she has (short hair). He/she doesn't have (curly hair).	Art	We help each other.
Culture 4 Madame Tussauds	sculpture, tourists, famous, photo			
St. Patrick's Day	Ireland, parade, green costumes, shamrock			
Thanksgiving	turkey, sweet potatoes, corn, pumpkin pie			

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

[Oxford English Hub](#)

Unit 1 My Bedroom

Lesson 1 pages 6–7

Classroom Presentation Tool

Objectives

To present and practice six new items of vocabulary.

To review one item of vocabulary from the previous unit.

Language and structures

Active: *window, clock, bookshelf, closet, door, lamp, yo-yo; rooms*

Passive: *numbers 1–6; What's number (1)?*

Extra: *curtains, mug, wastebasket, dinosaur*

Materials

Unit 1 flashcards; Starter Unit flashcards; Level 2 Unit 4 flashcards (rooms); Class Audio; Megabyte puppet; Unit 1 Lesson 1 stickers

Warmer

- Play *Fast flashcards*. See Ideas Bank (Teacher's Book page 152) for instructions. Use the Level 2 Unit 4 flashcards to review room vocabulary.
- Place the *bedroom* flashcard on the board and ask what you usually find in a bedroom. Listen to the students' ideas and praise them.

1 Listen and point. Say. 09

- Books closed. Introduce the new words using the Megabyte puppet and the flashcards. Place the flashcards on the board. Use Megabyte to point to the flashcards and say the words for students to repeat.
- Books open. Ask students what Megabyte is showing them (*a bedroom*). Play the recording for students to listen and point to the items in their picture. Play the recording again for them to listen, point, and repeat the words.

Transcript

window, clock, bookshelf, closet, door, lamp, lamp, closet, clock, bookshelf, window, door

Extension activity

With a more confident class, ask students to take turns calling out the words for the rest of the students to point to and say.

With a less confident class, say the words yourself, first slowly and then faster and faster.



2 Listen and number. 10

- Point to the six answer boxes next to each item on pages 6–7. Say *Listen and number*. Write 1, 2, 3, 4, 5, or 6.
- Play the recording, pausing after the first item to check the answer (1 *door*) and that the students have written the number 1 in the correct box.
- Play the remainder of the recording for students to write the numbers. Play the recording twice or pause after each item, if necessary.
- Ask students to check their answers in pairs before checking together as a class.

Transcript

- 1 door
- 2 window
- 3 lamp
- 4 bookshelf
- 5 clock
- 6 closet

Notes

21ST CENTURY SKILLS**Media literacy**

Students consolidate their knowledge of key vocabulary through chanting the words to music.

Be a Mega Star: What's in your bedroom? Write.

- Ask students to take out their notebooks. Tell them that they are going to write the new words of the things that they have in their bedrooms. Alternatively, you can ask them to write all the words and check or circle the ones they have in their bedrooms. Students can close their Student Book to increase the challenge.
- Walk around the class as they work, helping as needed. Fast finishers can draw pictures of the items.
- When they have finished, they should compare with a partner, saying *I've got ... or I haven't got ...*
- Explain to students that relating the vocabulary to themselves in this way will help them to learn it.

Find it!

- Point to Lucy's tablet and ask students what they can see (a yo-yo). Ask them to find the yo-yo in the main picture. (It's next to the bed and the rug on page 6).
- Tell students to turn to the Picture Dictionary for Unit 1 (Student Book page 88) and find the yo-yo. Elicit what color the yo-yo is in the main picture on page 6 (green). Ask them to color the yo-yo in the Picture Dictionary the same color.

Fast finishers

- Ask fast finishers to find other items they know in English in the picture and point to and name them with a partner.

Finisher

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

EXTRA VOCABULARY

drapes
dart board
desk
dinosaur
jar
model airplane
MP3 player
mug
pillow
wastebasket

Further practice

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

**3** Read and stick.**4** Chant. 

clock



door



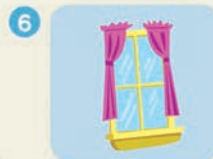
lamp



closet



bookshelf



window

BE A MEGA STAR

What's in your bedroom?
Write.

Find it! **7**

3 Read and stick.

- Point to the sticker spaces on page 7 and say *Read the words*. Point to each word and read it aloud as a class.
- Ask students to turn to the stickers section in the Student Book. Say the words in a random order and ask students to point to the correct stickers. Encourage students to say the words as they point to them.
- Say *Stick your stickers on page 7*. Students stick the stickers in the correct spaces.
- With a more confident class, encourage students to stick the stickers independently. With a less confident class, name and stick each sticker in turn with the class or ask students to work in pairs.
- Check answers by asking the students *What's number (1)?*

TEACHING TIP

To check answers, write the numbers 1–6 on the board and put each flashcard on the board next to its corresponding number.

4 Chant. 11

- Play the chant once for students to listen and point to the stickers.
- Play the chant again and encourage students to join in and point to the stickers or the flashcards.
- Hand out the flashcards to students around the room. Play the chant once more. When students hear the word on their flashcard, they hold it up. The rest of the class points to it. Repeat, giving the flashcards to different students.

Chant

clock, clock, clock
door, door, door
lamp, lamp, lamp
closet, closet, closet
bookshelf, bookshelf, bookshelf
window, window, window

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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.
- To talk about a value.

Language and structures

Active: *Where's the (clock)? It's (on) the (bookshelf); on, in, under, next to; bedroom objects, cat, T-shirt*

Passive: *write, make the bedroom, tick-tock; What is it? We put away our things.*

Materials

Unit 1 flashcards; Class Audio; Craft worksheets Unit 1 Lesson 2; scissors, glue, colored pens; *Our Values* sticker

Warmer

- Play the chant from Unit 1 Lesson 1 page 7 11 for students to listen and join in.

TEACHING TIP

Place the bedroom objects flashcards around the room and ask students to point to the correct object as they say the chant.

1 Listen and read. Say. 12

- Point to the picture and ask students what they can see (*Lucy, Jack, bookshelf, books, clock, lamp, table, box*).
- Play the recording for students to listen and read. Then play it again and encourage students to repeat the grammar structure.
- Draw a simple bookshelf on the board and place the clock flashcard on it. Ask *Where's the clock?* Hold your hands palms up to show it's a question. Elicit the answer *It's on the bookshelf*. Point to the clock on the bookshelf.
- Draw three boxes and a table on the board as in activity 1. Place the four Starter Unit flashcards *on, in, under, and next to* each box/table. While you do this, model the sentence using the preposition, e.g. *It's on the box*. and write the preposition, e.g. *on*, on the board next to the drawing.
- Ask four confident students where each of the objects on the flashcards is, e.g. *Where's the yo-yo?* and elicit the correct answer *It's under the table*. etc.

Lesson 2

1 Listen and read. Say. 12

Learn Grammar

Where's the clock?
It's on the bookshelf.

on in under next to

2 Listen and draw. Write. 13

1 It's on the bookshelf.

2 It's in the closet.

3 It's next to the door.

4 It's under the window.

Grammar Where's the clock? It's on the bookshelf.

Repeat, asking the whole class to give you the correct answers.

Transcript

Lucy: *Where's the clock?*

Jack: *It's on the bookshelf.*

2 Listen and draw. Write. 13

- Point to the small pictures numbered 1–4. Ask *What is it?* as you point to each object. Elicit *It's a (lamp/T-shirt/clock/cat)*.
- Point to the bedroom to the left and ask *What can you see?* Elicit the bedroom objects. Ask *Where's the lamp?* Elicit *It's on the bookshelf*.
- Say *Listen and draw*. Play the recording, pausing after each item to give students time to draw. With a less confident class, play the recording twice. Move around the room checking that students are drawing only.
- Ask students to check their answers in pairs before checking together as a class. Ask *Where's the (T-shirt)? It's (in) the (closet)*. etc.

- Point to the small pictures numbered 1–4 again and explain that students need to write the correct word (*on, in, under, or next to*). Ask them to work independently.
- Ask students to check their answers in pairs before checking together as a class.

Transcript

- Where's the lamp? It's on the bookshelf.
- Where's the T-shirt? It's in the closet.
- Where's the clock? It's next to the door.
- Where's the cat? It's under the window.



3 Sing. 14

- Play the *Where's the Clock?* song once for students to listen. Encourage them to point to the bedroom object in the picture every time they are mentioned.
- Play the song again. Model actions or create them with the class, e.g. hold your palms up as you sing *Where's the clock?*; cup a ear as you sing *Listen*; shake your finger and point to your eye as you sing *Don't look*. Ask students to help you create an action for *tick-tock*.

Where's the Clock? Song

Where's the clock? Oh, where's the clock?
Listen. Don't look! Tick-tock.
It's on the bookshelf, on the bookshelf.
There's the clock. Tick-tock. Tick-tock.

Where's the clock? Oh, where's the clock?
Listen. Don't look! Tick-tock.
It's next to the door, next to the door.
There's the clock. Tick-tock. Tick-tock.

Where's the clock? Oh, where's the clock?
Listen. Don't look! Tick-tock.
It's under the window, under the window.
There's the clock. Tick-tock. Tick-tock.

Where's the clock? Oh, where's the clock?
Listen. Don't look! Tick-tock.
It's in the closet, in the closet.
There's the clock. Tick-tock. Tick-tock.

Where's the clock? Oh, where's the clock?
Listen. Don't look! Tick-tock.

It's next to the lamp, next to the lamp.
There's the clock. Tick-tock. Tick-tock.

Culture note

Tick-tock is the sound a clock makes in English.

21ST CENTURY SKILLS

Media literacy

Students learn to express language and ideas creatively through song.

4 Make the bedroom. Say.

- Hand out the Craft worksheets and tell the class they are going to make the bedroom. Ask what materials they think they will need (scissors, glue, and colored pens). Students color the bedroom and six objects and then cut them out.
- Model the activity with a confident student. Place the lamp on the bookshelf and ask *Where's the lamp?* Elicit the reply *It's on the bookshelf*.
- Put students into pairs. They take turns placing their objects in the room in a different place and asking and answering questions. Move around the class, offering help if necessary and giving praise.

Extension activity

With a more confident class, ask students to stick their bedroom objects onto the bedroom and write sentences describing where they are.

Our Values

- Show the class the space for the *Our Values* sticker. Read aloud the value (*We put away our things*). Ask why it's important to put away our things (*So that everyone can find them next time they need them, to keep the classroom clean*, etc). Listen to students' ideas and praise them.
- Ask the class if they put away their materials after the craft activity, and remind them to try and always do this after an activity and at the end of the class. Congratulate students and award them with the values sticker. They stick the sticker in the space on page 9.

Finisher

- Play *Tic-Tac-Toe*. See Ideas Bank (Teacher's Book page 153) for instructions. Ask students to use the prepositions in a sentence, e.g. *It's on the table*.

Further practice

Extra Practice Student Book page 92
Workbook page 5

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: rug, poster, toy chest, nightstand; See you later. Have a nice day; bedroom objects, prepositions; It's (under) the (rug).

Passive: write the words, listen and repeat; It's time for school. Let's go! Come on. There you are! Where's the (rug)?

Materials

Unit 1 flashcards; Class Audio; Megabyte puppet

Warmer

- Play the *Where's the Clock?* song from Unit 1 Lesson 2 (page 9) 14 for the students to listen and join in if possible.
- Encourage students to do the actions as they sing the song.

1 Watch or listen. 15 **Act it out.**

- Point to the first frame of the story and read the dialogue. Ask students who they can see in the picture (*Lucy and Lucy's mom*).
- Ask *Where's Lucy?* (*In the bedroom*). Ask *Where is she going?* Don't confirm any answers yet.
- Play the recording, encouraging students to point to the correct picture as they listen. Ask again *Where is Lucy going?* (*to school*)
- Play the recording again, encouraging students to ask questions about each frame: 1 *Where's Lucy's backpack?* (*It's on the bed.*) 2 *Can you see Megabyte?* (*No.*) 3 *Is Megabyte under the rug?* (*No.*) 4 *Can you see Megabyte in the toy chest?* (*No.*) 5 *Who can you see?* (*Jack, Jack's mom.*) How does Lucy feel? (*Sad.*) Why? (*She can't find Megabyte.*) 6 *How does Lucy feel now?* (*Happy.*) Why? (*Megabyte is in her backpack!*)
- Look at the story again. Ask, e.g. *Where's the clock/bed/kite/teddy bear?* Elicit answers, e.g. *It's (next to) the (bed).*



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.

TEACHING TIP

With a less confident class, allow students to act along with the recording.

Further practice

Workbook page 6

Notes

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2 Listen and point. Say. 16



3 Listen and number. Write. 17



1 nightstand 3 rug
 2 poster 4 toy chest

Everyday English!

4 Listen and repeat. 18
5 Act it out.



Vocabulary rug, poster, toy chest, nightstand

Practice Page 93 11

2 Listen and point. Say. 16

- Introduce the new words with the Megabyte puppet and the flashcards. Slowly reveal the flashcards from behind a piece of paper and place them on the board. Encourage students to repeat the words.
- Play the recording for students to listen and point to the correct pictures in their books. Play the recording again for them to listen, point, and say the words.
- Ask students to find and point to the items in the story and say the words.
 Ask: *Is Megabyte under the rug? Is he in the toy chest?*

Transcript

rug, poster, toy chest, nightstand
 toy chest, rug, nightstand, poster

3 Listen and number. Write. 17

- Ask students what they can see in the picture.

Point to the four answer boxes next to each item in the picture and say *Listen and number. Write 1, 2, 3, or 4.*

- Play the recording, pausing after the first item, and ask *What's number 1? (nightstand)*. Point to the example answer in the picture.
- Play the remainder of the recording, pausing for students to write the numbers. Play the recording twice or pause after each item, if necessary.
- Ask students to check their answers in pairs before checking together as a class.
- Point to the writing lines below the picture and say *Now write the words*. Refer students to the spelling of the vocabulary in activity 2.
- Ask students to check their answers in pairs before checking together as a class.

Transcript

- 1 Where's the nightstand? It's next to the bed.
- 2 Where's the poster? It's in the closet.

- 3 Where's the rug? It's under the window.
- 4 Where's the toy chest? It's on the desk.

Fast finishers

Ask fast finishers to number other items in the picture and write the English words for each item in their notebooks.

4 Listen and repeat. 18

- Play the recording for students to listen. Then play it again, pausing after each line for students to repeat the phrases.

Transcript

Boy 2: See you later.
 Girl 2: Have a nice day!

21ST CENTURY SKILLS

Communication

Students learn to communicate in an appropriate and meaningful context.

5 Act it out.

Model the dialogue a few times with the Megabyte puppet or with more confident students.

- Play some music and ask students to stand and move around the room. Pause the music. Tell students to turn to the classmate closest to them and repeat the exchange. Encourage them to act it out by waving and walking away. Play the music again and repeat several times.
- Tell students they can use this exchange whenever they say goodbye to someone in English. Encourage them to use this exchange when they leave the class and say goodbye at the end of the day.

Finisher

- Play *Kim's game*. See Ideas Bank (Teacher's Book page 152) for instructions.

Further practice

Extra Practice Student Book page 93
Vocabulary and Grammar Worksheet
Unit 1 Lesson 3 Teacher's Resources on Oxford English Hub
Workbook page 7

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Lesson 4 page 12

Classroom Presentation Tool

Objectives

- To present a CLIL concept (Geography).
- To practice the unit vocabulary and grammar through a CLIL concept.

Language and structures

- Active:** *to the left of, to the right of, in front of, behind; It's (to the left of) the (closet); bedroom objects, rooms, box*
- Passive:** *circle the correct word, Make a plan, house; Where's the (closet)? What's (to the left of) (the closet)?*

Materials

- Unit 1 flashcards; Class Audio; CLIL stickers; CLIL Worksheet Unit 1 Lesson 4; colored pens; glue; home magazines (optional)

Warmer

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

1 Listen, read, and stick. 19

- Books closed. Write the words *left* and *right* on the board. Ask two confident students to come to the front of the class and stand facing the board with their backs to the rest of the class. Say *To the left of*. Move one student to the left of the other. Repeat *To the left of*. Move that same student now to the right of the other. Say *To the right of*. Repeat *To the right of*.
- Ask both students to turn to face the class and move one student in front of the other. Point to the student standing in front and say *In front of*. Repeat *In front of*. Move that student behind the other and say *Behind*. Repeat *Behind*.
- Books open. Point to a flashcard and say *Listen and read*.
- Play the recording. Pause after each item and ask students to point to the picture and read the word aloud.
- Ask students to turn to the stickers section in the Student Book and find the CLIL stickers and get them ready. Say *Stick your stickers on page 12*.
- Check answers by asking *Where's the ball? It's (to the left of) the box*.

Transcript

- to the left of
- to the right of
- in front of
- behind



Lesson 4

1 Listen, read, and stick. 19

1  **to the left of**

2  **to the right of**

3  **in front of**

4  **behind**

2 Read, look, and circle the correct word.



- 1 It's to the left of the bookshelf.
- 2 It's behind the clock.
- 3 It's in front of the window.
- 4 It's to the right of the bookshelf.

bed	closet
lamp	nightstand
rug	bookshelf
door	window

3 Make a plan of a room. 14

Vocabulary to the left of, to the right of, in front of, behind

2 Read, look, and circle the correct word.

- Ask students what they can see in the picture and elicit the bedroom objects.
- Read the first sentence below the picture *It's to the left of the bookshelf*. Ask *Where's the bookshelf?* Students point to it. Then ask *What's to the left of the bookshelf?* (closet).
- Ask students to check their answers in pairs before checking together as a class.

21ST CENTURY SKILLS

Critical thinking and problem-solving
Students read and collect data to solve problems.

3 Make a plan of a room.

- Hand out CLIL worksheets and tell the class they are going to make a plan of a room.

- If necessary, start an example together on the board. Draw a few items and elicit from the class where they are, e.g. *The closet is to the right of the bookshelf*.
- Tell students to draw all eight objects in the space labeled *My room*.
- Give students time to draw their room plans. Then put them into pairs. Tell them not to show their plan to their partner. They ask and answer questions about their partner's room, e.g. *Where's the (rug)? It's (next to) the (bed). To the left or to the right? It's to the (left)*. They draw their partner's room plan in the space labeled *My friend's room*. When they have finished, they compare plans to see if they were correct.

Finisher

- Play the *Where's the Clock?* song from Unit 1 Lesson 2 page 9 14.

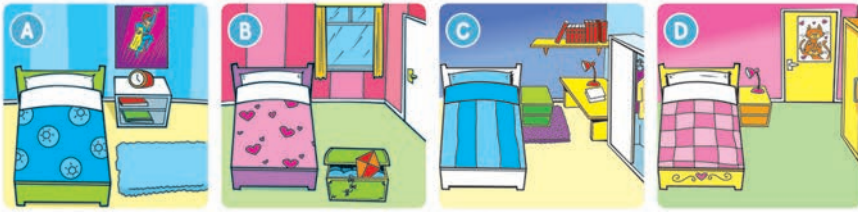
Further practice
Workbook page 8

1

Review



1 Read, look, and write A–D.



1 The lamp is under the bookshelf. **C**

2 The poster is on the door. **D**

3 The clock is on the nightstand. **A**

4 The window is next to the door. **B**

2 Make your bedroom. Say.

Page 133

The bed is under the window.



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: bedroom objects, prepositions; *Where's the (clock)? It's (on) the (bookshelf). The (bed) is (next to) the (nightstand).*

Passive: *Is it picture A, B, C, or D? read, look and write, complete the picture dictionary*

Materials

Unit 1 flashcards; Class Audio; Craft worksheet Unit 1 Review; scissors, colored pens, paper, glue

Warmer

- Play *Four in a row*. See Ideas Bank (Teacher's Book page 153) for instructions.

1 Read, look, and write A–D.

- Ask students to look at pictures A–D and say what objects they can see in each bedroom.
- Read the first sentence *The lamp is under the bookshelf*. Ask *Is it picture A, B, C, or D?* (Picture C). Say *Read, look, and write A, B, C, or D.*

2 Make your bedroom. Say.

- Point to the photo in the Student Book and ask what the student is holding (a picture of a bedroom).
- Hand out Craft worksheets and tell the class they are going to make a bedroom.
- Students color and cut out the objects and stick them onto a piece of paper to create a bedroom. Ensure they know to place their objects *on, in, under, next to, behind, to the left/right of, or in front of* something else, because they will be describing where things are.

- When the class is ready, read the speech bubble in the Student Book or invite a confident student to read it. Model the activity by holding up a ready-made bedroom and describe where things are, e.g. *The bed is under the window. The rug is next to the bed.*
- Put the students into pairs. They take turns describing their pictures. Move around the class offering help if necessary. Ask students questions about their bedrooms, e.g. *What's that? Is it a (bed)? Where's the (lamp)?*

TEACHING TIP

Put the preposition flashcards on the board for support.

Fast finisher

Ask fast finishers to draw additional objects in their bedroom or write sentences about where the bedroom objects are.

Extension activity

Put the class into groups of four. Number each student 1, 2, 3, and 4.

Tell students to listen and move within their groups. Say, e.g. *Number 1 is in front of number 2*. Student number 1 in each group moves in front of student number 2. Repeat with different instructions. Play for 4–5 minutes.

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 to say the words in English.
- Students write the words in English on the writing lines below each picture. With a less confident class, allow students to work in pairs. Refer them to the spelling of the vocabulary in Unit 1.
- Move around the class asking questions, e.g. *What is it? Is it a (rug)?*
- Students can then color the items in the Picture Dictionary.

21ST CENTURY SKILLS

Initiative and self-direction

Students implement different strategies to learn English.

Finisher

- Play *Change places*. See Ideas Bank (Teacher's Book page 153) for instructions.

Further practice

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

Unit 2 Wild Animals

Lesson 1 pages 14–15

Classroom Presentation Tool

Objectives

- To present and practice six new items of vocabulary.
- To review one item of vocabulary from the previous unit.

Language and structures

- Active:** lizard, alligator, owl, mouse, otter, tortoise
- Passive:** door; Do you like (dogs)? Yes, I do. / No, I don't.
- Extra:** wings, scales, teeth, fur

Materials

Unit 2 flashcards; Level 2 Unit 6 flashcards (animals); Class Audio; Megabyte puppet; Unit 2 Lesson 1 stickers

Warmer

- Play *Little by Little*. See Ideas Bank (Teacher's Book page 152) for instructions. Use the Level 2 Unit 6 flashcards to review animals.
- Place the flashcards on the board. Point to different animals and ask the class, or individual students *Do you like (dogs)?* Elicit the answers *Yes, I do./No, I don't.*

1 Listen and point. Say. 20

- Books closed. Introduce the new words using the Megabyte puppet and the flashcards. Place the flashcards on the board. Use Megabyte to point to the flashcards and say the words for students to repeat.
- 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

Ask confident students to take turns calling out the words for the rest of the class to point to. Encourage them to name them starting slowly, and getting faster and faster.

Transcript

lizard, alligator, owl, mouse, otter, tortoise
owl, otter, lizard, mouse, tortoise, alligator

2 Listen and number. 21

- Point to the six answer boxes next to each item on pages 14–15. Say *Listen and number.* Write 1, 2, 3, 4, 5, or 6.
- Play the recording, pausing after the first item to check the answer (1 otter) and that students have written the number 1 in the correct box.



- Play the remainder of the recording for students to write the numbers. Play the recording twice, or pause after each item, if necessary.
- Ask students to check their answers in pairs before checking together as a class.

Transcript

- otter
- owl
- lizard
- alligator
- mouse
- tortoise

21ST CENTURY SKILLS

Information literacy

Students determine the relationship between words and pictures through listening.

Notes
