

Suggested Lesson Plans

Learning focus

Language:		
Key words	Toys	a car, a train, a bus, an aeroplane, a dinosaur, a doll, a teddy bear, a robot, a ball, a toy gun
	Colours	red, orange, yellow, green, blue, purple, pink, brown, grey, black, white
Key structures	Ask and answer questions about colours	What colour is it / are they? It is / They are yellow.
	Use <i>the</i>	I have a train and an aeroplane. The train is red. The aeroplane is white.
Skills:		Values:
Reading: Guess the meaning of unknown words Listening: Listen for colours		Empathy – Understand others' feelings

Teaching overview

Skills focus

Lesson 1	Lead-in	- Lead in to the topic of toys. - Introduce the vocabulary about toys and colours.	Vocabulary
Lessons 2–3	Reading	Read a story about two girls sharing their toys.	Reading Speaking
Lesson 4	Key words	Practise the vocabulary about toys and colours.	Vocabulary
Lesson 5	Grammar 1	Introduce and practise the structures <i>What colour is it / are they? It is / They are ...</i>	Speaking
Lesson 6	Grammar 2	Introduce and practise the article <i>the</i>.	Speaking Writing
Lesson 7	Listening	Listen to a telephone conversation and identify some toys.	Listening
	Phonics	Introduce the initial consonant sounds /r/ and /f/ (represented by the letters <i>r</i> and <i>f</i>) and the rime /ʌn/ (represented by the letters <i>un</i>).	Pronunciation Listening
Lesson 8	RaC	Read a text about colours	Reading

Lesson 1

Lead-in

Teaching Resources:

- Key words PPT



Other Resources:

- Toys (optional)

Learning objectives / outcomes:

By the end of the lesson, students will be able to:

- name different toys
- name different colours

Lesson procedure:

Introduce & Explain

- Say *Today, let's learn about toys!*
- If you wish, you may also bring some toys to class. Show them to students as you teach the vocabulary.
- Using the **Key Words PPT**, display the pictures on p.45. Say *Wow! The boy has many toys!* Have students name any toys in the pictures that they know.
- Follow the steps below to teach the vocabulary for toys:
 - *a car*: Point to the car and say *Look! A car. It is yellow and black! Wow. Cars are fun. I like cars. Do you like cars?*
 - *a train*: Say *Look. A train! It is long.* Hold your hands wide apart to illustrate *long*. Pretend to pull a train whistle and shout and say *A train makes the sound 'Choo-choo'!*
 - *a bus*: Say *A bus! It is big. This bus is red. Do you like buses?*
 - *an aeroplane*: You may wish to point out that we can also call it *a plane*. Say *An aeroplane has two wings!* Point to the wings on the plane or hold out your hands to show what you mean. Point to the boy holding the aeroplane and say *A plane can fly! Do you like this toy plane? It is cool!*
 - *a dinosaur*: Tell students a dinosaur is an animal that lived a long, long time ago. Have students pretend to be a dinosaur and say *Roar!*
 - *a doll*: Say *Look! A doll. It looks like you and me. It has a head, hair, arms and a body.* Point to each part of the body as you say so.
 - *a teddy bear*: Say *Look! A teddy bear. It is cute! I like teddy bears. Do you like teddy bears*
 - *a robot*: Say *A robot can move!* Move your arms like a robot and encourage students to follow you. Point to the robot and say *It is red and white!*
 - *a ball*: Say *A ball is round.* Hold your arms above or in front of you in the shape of a circle to illustrate the meaning of the word. Point to the ball and say *The ball has many colours!*
 - *a toy gun*: Say *A toy gun is fun! It can shoot water.* Point out that a toy gun is for playing, not for fighting.
- Say *Wow! I like toys. They are fun!*
- Then say *The toys come in many colours. What colours are they? Let's learn!*
- Point to the colour red and say *Look! Red.* To illustrate the meaning of the word further, point to something red in the classroom or hold up a red object. Repeat the name of the colour.
- Display the pictures of all the toys and ask *Which toy is red? (The bus.)* Demonstrate how to describe the colour of a toy in a sentence, e.g. *Yes. The bus is red!*
- Repeat the steps above to teach the other vocabulary for colours. You can ask students to find the colours in the picture of the toys or any objects in the classroom.
- Introduce the chapter to students. Read out the chapter title *Colourful toys.*
- Ask *Do you like toys? Are they fun? What toys do you have?* Encourage students to tell the class about their toys.
- Say *In this chapter, we will learn all about colourful toys!*



Lesson 2–3

Reading

Text type: a story about two girls sharing their toys

Reading skill: guess the meaning of unknown words

Learning objectives / outcomes:

By the end of the lesson, students will be able to develop their reading skills, e.g.

- **Pre-reading**
 - observe details from picture clues
 - make guesses using picture clues
- **While reading**
 - locate specific information in response to questions
 - identify pronoun references using contextual clues
 - understand the meaning of unknown words using context / picture clues
 - observe details from picture clues
 - giving personal responses to the story
- **Post-reading**
 - recall important details from the story
 - work out the meaning of unknown words using context / picture clues
- **Values**
 - make text-to-self connections, e.g. understand others' feelings

Lesson procedure:

1. Pre-reading

- Display the story using the **Reading PPT**.
❖ You can also start by playing the audio for students to listen to or show them the animated text.
- Say *Today we are going to read a story about two girls and their toys.*
- Draw students' attention to the first picture. Introduce the two characters in the story, i.e. Rita and Penny. Say *Rita and Penny are friends!*
- Guide students to notice the setting in the story. Ask *Where is Rita / Penny? Is she at home? (Yes.)* – **observing**
- Display Picture 3 in the story. Say *Wow! Rita has a big box. What is in the box?* Encourage students to look at the items and guess what they are. – **observing / guessing**
- Point to Rita's phone and say *Rita is talking to Penny. What do they talk about?? Let's read the story and find out!*

2. While Reading

- Read out the text or play the audio, pausing at certain points to ask questions, e.g.
 - Picture 1: Ask *Who has some new toys, Rita or Penny? (Rita.) They are her birthday presents! Happy birthday, Rita! Penny asks, 'Can you show me?' Does she want to look at Rita's presents? (Yes.)* – **inferring**
 - **Reading Skill** Picture 2: Point to each toy and have students identify what it is. Ask *Which toy is red? (The car.) Is the bus red too? (No.) What colour is it? (Blue.) Penny says the car looks cool and she likes it. Is 'cool' good or bad? (Good.)* – **locating specific information / unknown words**
 - Picture 3: Draw students' attention to Rita's description of her toy. Ask *What is 'it'? (Her new teddy bear.) Can you see it in the picture?* Have students point to the teddy bear in the picture. – **pronoun references**
 - Picture 4: Say *Look! This is Rita's new teddy bear. Does Penny like it? (Yes.) It is cute!* – **locating specific information**

Teaching Resources:

- Reading PPT
- Reading skill PPT
- Animated text
- Values PPT
- Post-reading PPT



Self-Learning Resources:

- Animated text



Lesson 2–3

Reading

- **Reading Skill** Picture 5: Ask *Who has a teddy bear too? (Penny.) What colour is her teddy bear? (Grey.) Look at Penny's face. Is she happy? (No.) Why? Is her teddy bear new? (No.) Penny's teddy bear is old. She has it for a long time. But does she like her teddy bear? (Yes.)* – *locating specific information / unknown words*
- **Reading Skill** Picture 6: Mime thinking, then snap your fingers. Draw students' attention to the light bulb and say *Rita has an idea! She says, 'Come to my place.' She wants to play together. What is her 'place'? Is it her home? Can the girls play together at Rita's home? (Yes.) So Rita's 'place' means her ... (Home.)* – *unknown words*
- Picture 7: Say *Now, the girls are at Rita's home. Look! What does Penny have? (Her teddy bear.) Oh, there is something new on Penny's teddy bear. Do you know what it is? (A dress.) Look! Rita's teddy bear doesn't have a dress now. It is on Penny's teddy bear. Now Penny's teddy bear looks new!* – *observing*
- Ask *Do you think Rita is a good friend?* – *personal responses*
 ★★ You can ask **more able students** to give reasons, e.g. *Yes. She helps Penny's teddy bear to look new.*
- You may play the audio again and invite the class to read along. Encourage students to read with appropriate intonations and feelings. Pause to drill pronunciation if needed.

Reading skill**Guess the meaning of unknown words**

- Use the **Reading skill PPT** to help students learn more about the reading skill in the text.
- Tell students that sometimes, we may see a word that we don't know. However, we can try to guess its meaning. One way is to read the sentence that it is in. We can also look at the pictures to help us.
- Show the first example from Picture 2 of the story. Say *In the story, Rita shows her friend Penny her birthday presents. Penny says, 'The car looks cool!' We may not know the meaning of the word 'cool' but we can try to guess its meaning! First, we can read the sentences before and after the word. Penny also says, 'I like it.' We can guess that 'cool' is a good word. We can also look at the picture. The car looks nice!*
- Show the next example from Picture 4 of the story. Read the text aloud to students. Mime thinking and ask *Do you know the word 'cute'? Let's try to guess its meaning.* Guide students to read the sentence after it. Penny likes the teddy bear, so *cute* must mean *nice* too! Get students to look at the picture to consolidate the meaning – The bear looks cute!
- Follow the above steps to help students guess the meaning of the word *old* in Picture 5. Prompt them to read the sentence after it and look at the picture. Students can also compare Penny's teddy bear with Rita's which is new.
- At the end, encourage students to use this reading strategy the next time they come across a word they don't know. It can help them to learn to read on their own.

3. Post-reading

- Display the questions in the *Post-reading* activity using the **Post-reading PPT**. Read the rubrics and questions aloud to students.
- For Question 1, get students to look for the toys in the pictures in the story. They can either write the answers by looking at the pictures or read what Rita says to find the answers.
- If needed, guide students to read Pictures 1 and 5 of the story again to decide whether sentences (a) and (b) in Question 2 are true or false. For sentence (c), they can look at the last picture. You can tell them to read Pictures 1, 5
 ★★ You can ask **more able students** to correct the false sentence, e.g. (a) *Rita and Penny are friends.*

Lesson 2–3

Reading

- For Question 3, if students don't remember the discussion in *While Reading*, you can prompt them with questions, e.g. *What does Penny say in the next sentence? So is it good or bad to be 'cool'? Which word means 'good', 'nice', 'red' or 'big'? (Good.)*
- For Question 4, get students to Pictures 5 to 7 again. Point out that Rita asks Penny to come to her home to play together. She also helps Penny's teddy bear look nice and pretty. Ask *Is Rita nice? (Yes.) Which word means 'nice', 'funny', 'sad' or 'kind'? (Kind.)*
- For Question 5, you can tell students to find the answer in the narration in Picture 7.

4. Values: Understand others' feelings

- Using the **Values PPT**, introduce the value in this chapter.
- Guide students to recall the story, e.g. Display Picture 1 and say *In the story, Rita shows Penny her new toys. Look at Penny! Is she happy or sad? (Happy.) – observing*
- Next, display Picture 5. In this picture, Penny shows Rita her teddy bear. Ask *Does Penny love her teddy bear? (Yes.) But does she look happy? (No.) She looks a little sad. Look. Her teddy bear looks old.*
- Display Picture 7 in the story. In this picture, Rita and Penny are playing at Rita's home. Have students recall what Rita gives to Penny's teddy bear in this picture, i.e. Her teddy bear's dress. Now Penny's teddy bear looks new and pretty! Ask *Look at Penny's face. How does she feel? (Happy.)*
- Ask *Is Rita a good friend? Why / Why not? Does she make Penny happy?*
- Tell students that good friends care about each other and how they feel. When our friends are sad, we help them. We try to make them happy.
- Ask *What can you do for your friends to show you care for them?* Encourage students to think about some ways in which they can do so.
- Go through some ways in which students can show care for their friends, such as asking *What's wrong?*, listening to their friends and sharing their toys with their friends.
- Encourage students to be good friends to each other. Tell them that good friends are kind to each other. They use nice words with each other. They listen to each other and they help each other. Everyone can be a good friend!
- Tell students about the Values activity in this chapter (See *My values pledge* on p.85). In this activity, ask students to try to cheer their friends up when they are sad. They can talk to their friends while their friends talk about what happened or think of other ways to make their friends feel better, e.g. sharing snacks or inviting them to play together. After doing so, they can check off the mission on the *My values pledge* page on p.85 of their Pupil's Book. Encourage students to be a good friend and always try to understand their friends' feelings.

Lesson 4

Key words

Learning objectives / outcomes:

By the end of the lesson, students will be able to:

- review and practise the vocabulary about toys and colours

Lesson procedure:

1. Teach

- Say *Today, let's learn about toys and their colours!*
- Display the **e-Flashcards** one by one and ask students to recall the key words.

Teaching Resources:

- Key words PPT
- Vocab booster PPT
- Vocabulary game
- e-Flashcards



Self-Learning Resources:

- Picture dictionary
- Vocabulary game



Other Resources:

- Pictures of toys (optional)
- Video of playing a yo-yo (optional)

Lesson 4

Key words

- Display the vocabulary item *an aeroplane* again. Point out that we can also say *a plane*. Have students notice the different articles that the words *plane* and *aeroplane* take. Remind them that we use *an* with *aeroplane* because it starts with the letter *a* which makes a vowel sound.
- For the colour word *grey*, you may wish to point out that we can also spell it *gray*. Tell students that *gray* is more commonly used in the US.

2. Practise

- At the end, you can put students in pairs to talk about their favourite toy on p.45 or you can also provide students with a new set of toy images, e.g. *I like the car. It is yellow.*
- You can also play the vocabulary game *Run and Grab* with students. In each round, invite three students to play the game. Stick picture of toys on the board. Call out a toy or a colour, and prompt students to race to grab the correct card.

Vocab booster

- Use the **Vocab booster PPT** to help students learn more vocabulary on the same theme.
- Show the picture spread. Say *Wow! Look at these toys.* Have students look at them and identify any, if able. Say *Let's learn what they are!*
- Show the pictures of the toys and the words / phrases. You can also bring your own props to class to show students. Play the audio or read the words / phrases aloud.
- Tell students more about the toys:
 - *a rocket / spaceship*: A rocket / spaceship can fly. It is like a plane but it flies to the space!
 - *an action figure*: This is a toy that looks like a person or a character. It can be a superhero or a character from a cartoon, a show or even a movie! Ask if any students have action figures at home and have them tell you what kind of action figure it is.
 - *a puzzle*: Explain that a puzzle has many pieces. To play, we put the pieces together to make a picture.
 - *a board game*: There are many different types of board games. Point to the board and say *We play the game on a board, so it is called a 'board game'.* Tell students some examples of board games, e.g. *Monopoly, snakes and ladders.* Ask students to list more examples of board games, allowing them to use their language, e.g. *chess.*
 - *a makeup set*: We can play with a makeup set, to make ourselves look nice! Makeup has colour. It is like colouring our face. Point to your face to illustrate the meaning of the word.
 - *a yo-yo*: Ask *Do you know how to play?* Play a video on the Internet or demonstrate using your own prop.
 - *a Frisbee*: Ask students if they have ever played with a Frisbee before. Explain that it is fun to play with outside. We can throw and catch the Frisbee with our friends.
 - *a spinning top*: This toy can spin for a very long time. It is fun to watch!
- Next, say *We already know the names of many colours. Do you know there are more colours to learn?*
- Teach the vocabulary for colours.
 - Point to the colour gold and say *Look! Gold.* To illustrate the meaning of the word further, point to something gold in the classroom or hold up a gold object.
 - silver: Point out the difference between silver and grey. Silver is shiny but grey is not.
 - dark / light purple: Point out that dark purple and light purple are both purple, but one is dark and one is light. Show other examples of dark and light colours, e.g. dark blue and light blue.
- At the end, say *Wow! There are so many fun toys and colours.*

Lesson 5

Grammar 1

Learning objectives / outcomes:

By the end of the lesson, students will be able to:

- role-play some children talking about the colour of their toys, e.g.

What colour is it / are they?

It is / They are yellow.

- talk about their own toys

Lesson procedure:

1. Review & Introduce

- Display the story on pp.42 and 43. Remind students that in the story, the girls' toys have different colours.
- Ask *What toys do they have? What colour are the toys?* You may prompt students with **e-Flashcards** of the toys. Review the other toys and colours with students.
- Say *In this lesson, we will learn to ask and answer about the colours of things!*

2. Explain

- Using the **Grammar PPT**, display the question *What colour is it?* and the reply *It is blue*. Tell students that we don't ask *What colour it is?* Also show them how the order of *is it* in the question changes in the answer.
- Repeat the steps to teach *What colour are they? They are ...* Point out that we use *they are* to talk about two or more things.
- Display some examples of things with more than one colour. Explain that we use the connective *and* to link two colours and a comma / commas and *and* to link three or more colours. In this case, *and* is used to link the last and second last colours.
- Review students' understanding of the grammar rules by completing the Quick Check questions in the PPT with students. You can also have them complete the questions in pairs before going through the answers as a class.
- You can also guide the class to sing the song on p.81. Play the audio a few times and let the class sing along. When they are familiar with the song, put them into two groups to sing the song, e.g. Have Group A sing the first two lines and Group B sing the last two lines.

2. Practise & Apply

- When students are confident about using the grammar rules, have them open their Pupil's Book to p.46. Point to Kenny and then the other children and say *This is Kenny. Macy, Calvin and Jane are his friends. The children are talking about their toys.*
- Go through 1 as an example. Put the class into two groups. Have one group role-play Macy and the other group role-play Kenny. Make sure 'Kenny' uses *is it* to ask the question.
- Then have students work in pairs for the activity, taking turns to role-play the children.
- At the end of the activity, you may choose to invite different students to role-play the children in front of the class.

4. Extension activity

❖ Ask students to bring a toy to class.

- Next, say *Now, it is your turn to talk about your toys!*
- Go through the example. Point out that students will talk about the toy they bring to class. Remind them to use a comma / commas and / or *and* when the toy has more than one colour.
- Put students into pairs. Ask the pairs to tell each other about their toy at lunchtime. Remind them to include an invitation to play together and a response to the invitation. If they have learnt extra words in the **Vocab booster**, they can also use them.

Teaching Resources:

- Grammar PPT 1
- Grammar answer PPT 1
- Grammar game
- e-Flashcards



Self-Learning Resources:

- Grammar game
- Grammar video



Other Resources:

Toys

Lesson 6

Grammar 2

Learning objectives / outcomes:

By the end of the lesson, students will be able to:

- role-play some children talking about their toys, e.g.

I have a train and an aeroplane.

The train is red. The aeroplane is white.

- write about their toys

Lesson procedure:

1. Introduce & Explain

- Tell students that they are going to talk about some toys.
- Using the **Grammar PPT**, display some sentences about a ball. Show students that we use the article *a* when we talk about the ball for the first time. When we talk about it again, we know which ball we are talking about and we use *the* instead of *a*.
- Display another example about an aeroplane to show how *an* becomes *the*. Elicit from students or remind them that we use *an* for *aeroplane* because *aeroplane* starts with a vowel sound.
- Review students' understanding of the grammar rules by completing the Quick Check questions in the PPT with students.

2. Practise & Apply

- When students are confident about using the grammar rules, have them open their Pupil's Book to p.47. Draw their attention to the gifts and say *Look! The children are happy! They have some gifts. What are the gifts?*
- Then go through the example with students. Point to the boy's thought bubble and say *Look at this boy. What does he have? (A toy gun and a bus.) What colour are they? (Toy gun – blue and yellow; bus – orange and black.)* Guide students to read aloud what the boy says, drawing attention to the change of the articles used. If needed, review the use of *and* to talk about two colours.
- Have students work in pairs to complete the rest of the activity, taking turns to role-play the children and talk about what toys they have and the colours of the toys.
- At the end, you may choose to invite different students to do the role-play in front of the class.

3. Extension activity

- Say *Now it is your turn to write about your toy!*
- Go through the example on p.47. If needed, review the use of commas and *and* to talk about three or more colours.
- Give students some time to write about their toys. Tell them that they should write about at least two toys and they should add photos or draw pictures of their toys for their writing. If they have learnt extra words in the **Vocab booster**, they can also use them.

Teaching Resources:

- Grammar PPT 2
- Grammar answer PPT 2
- Grammar game



Self-Learning Resources:

- Grammar game
- Grammar video



Lesson 7

Listening

Learning objectives / outcomes:

By the end of the lesson, students will be able to:

- identify some toys by listening to a telephone conversation

Teaching Resources:

- Listening activity audio
- Listening activity audio script



Lesson 7

Listening

Lesson procedure:

Practise

- Say *In this chapter, we learnt about toys and their colours.* Introduce the listening activity to students. Say *Today we will listen to a girl and a boy talk about the colour of their new toys.*
- Give students some time to look at the pictures first. Tell students that they should listen to the telephone conversation and circle the correct pictures. They should identify the toys by listening to their colours. Identify the toys with the class, then ask them to identify the colours of each toy before they listen to the audio. Have them describe the colours of the toys. Remind them that we use *and* to link two colours.
- ★ You can ask **less able students** to write down the colours above or below each toy to help them find the answer while listening.
- Play the audio. Have students answer the questions and write the correct letters.
- Play the audio again, if needed. Then go through the answers with students.

Audio script

Kelly and her cousin Terry are on the phone. They are talking about their new toys. Listen and circle the correct pictures.

- 1 Terry: Hi, Kelly. I have a new car.
Kelly: Great! What colour is it?
Terry: It is green.*
- 2 Terry: I have a new toy plane too. It is blue and white.*
- 3 Kelly: I have a new teddy bear.
Terry: Nice! What colour is it? Is it brown?
Kelly: No, it is purple.*
- 4 Kelly: I have a new train too. It is red and black.
Terry: Cool! Let's bring our new toys and play in the park together!*

* = a beep sound + 8-second pause

Lesson 7

Phonics

Learning objectives / outcomes:

By the end of the lesson, students will be able to:

- say the consonant sounds /r/ and /f/ (represented by the letters *r* and *f*) and the rime /ʌn/ (represented by the letters *un*)
- sound out CVC (consonant-vowel-consonant) words by blending onset (initial consonant) with the rime, e.g. *r* + *un* = *run*, *f* + *un* = *fun*

Lesson procedure:

1. Introduce & Explain

- Display the letters *r*, *f* and *un*. Say *Today, let's learn these sounds!*
- Ask students if they know what sound the letter *r* makes. Say *The letter 'r' makes the sound /r/.*
- Play the phonics video in the **Super eBook** to let students see how the mouth shapes and the letter sounds. Have students repeat the sound after the video.

Teaching Resources:

- Phonics videos
- Phonics songs
- Phonics games



PEC

Self-learning Resources:

- Phonics videos
- Phonics songs
- Phonics games



PEC

Lesson 7

Phonics

- Display the phonics words. Point to the words and say *These words have the /r/ sound. Let's say them.* Play the audio for students to listen to the sound and words, then ask them to repeat.
- Introduce more words with the /r/ sound for students to learn, e.g. *rope* and *rain*. Have them write the words down in their books. Alternatively, ask them what other words with the /r/ sound they know.
- Repeat the steps above to teach the letter *f*, and the sound it makes, /f/.
- Introduce more words with the /f/ sound for students to learn, e.g. *fish* and *fan*. Have them write the words down in their books. Alternatively, ask them what other words with the /f/ sound they know.
- Write the letters *r-u-n* one by one, saying the sounds as you write: /r/, /ʌ/, /n/.
- Say *How many sounds can you hear?* Count with your fingers as you say /r/, /ʌ/, /n/. (*Three.*)
- Move your index finger under the three letters and blend the sounds to make the word *run*: /rrrrʌʌnnnn/ (exaggerate the length of the three sounds).
- Write the letters *f-u-n* and repeat the procedure to show students how to blend the sounds.
- Ask *Can you see a pattern with these words? They both make the /ʌʌ/ sound.*
- Circle the letters *un* in both words. Say *The letters 'un' make the sound /ʌʌ/.*
- Introduce more words with the /ʌʌ/ sound for students to learn, e.g. *bun* and *sun*. Have them write the words down in their books. Alternatively, ask them what other words with the /ʌʌ/ sound they know.

2. Practise

- Ask *Are you ready to sing some songs?* Play the phonics song for /r/ for students to listen to. The first time you play it, students only need to listen to the lyrics. You can also encourage students to clap along to the beat as they listen. Then play the song again for students to sing along.
- Repeat the step above to let students listen to the phonics songs for /f/ and /ʌʌ/.
- Have students open their Pupil's Book to p.48. Guide students to put the sounds together and then write the words in the blanks.
- Say *Now let's listen.* Play the audio for Part A once and have students listen.
- Play the audio of the words again and guide students to number the words 1–3.
- Check the answers with the class.
- Next play the audio of the rhyme in Part B at least once and have students listen. Use the picture to teach any new words, e.g. *under the big red sun, sing, What a lot of fun!*
- Have students practise saying the rhyme together, fixing any problems in pronunciation as necessary. If needed, you may ask students to exaggerate the sounds in their words, opening their mouth bigger to say the /r/, /f/ and /ʌʌ/ sounds.

3. Extension activity

- For further practice on the letters *r*, *f* and *un* and their sounds, play a game of *Robotic Phonics*. For more details on how to play the game, you can refer to p.T114 of the *Activity Bank* in this Teacher's Guide.

Lesson 8

RaC - Science

Topic: Fun with colours

Learning objectives / outcomes:

By the end of the lesson, students will be able to:

- read and understand the information in a text
- understand how to make new colours

Lesson procedure:

1. Warm up

- Say *In this lesson, we will have fun with colours!*
- Display the page using the **RaC PPT**.
- Ask students *Do you play with colours? Sometimes, mixing two colours can give us a new colour!*
- Display some examples of mixing colours, e.g. yellow + red = orange, white + black = grey.
- Say *Let's read and find out more about colours!*

2. Explore

- Read out the text or play the audio. You can also bring paint or coloured water to class to visually demonstrate the colour experiments.
 - Primary colours: Tell students that red, blue and yellow are primary colours. Explain that primary colours are very important colours. We can't mix other colours to make the primary colours, but we can use the primary colours to make other colours!
 - Mixing colours: Hide the orange, green and purple patches. Have students recall what yellow and red becomes when we mix them – orange. Then have them make guesses about mixing yellow with blue and blue with red. Reveal the answers and provide feedback for students' guesses in Warm up, e.g. *Good try! / Well done!*
- Say *Wow! Colours are fun. Do you like colours?* You may also guide students to think about why colours are important, e.g. They help us to see better.

3. RaC questions

- Display the questions on p.49 of the Pupil's Book.
- For Question 1, remind students they can look at the second picture to recall the primary colours.
- For Question 3, point out the answer should be about the whole text, not just part of the text. If needed, go through the options with the class. Option A is only about the first part of the text and Option C is only about the first and last parts. Option B is the correct answer. Explain that the first part of the text tells us why we talk about mixing colours, and the rest of the text tells us how we do it.

4. HOT question

- Ask *What other colours can you mix to get new colours?*
- Elicit some ideas from students. Encourage them to express their ideas in the same way as in the text, i.e. *Mix (colour 1) and (colour 2). You get (new colour).*
- You can also display or demonstrate other colour mixing combinations with paint or coloured water, such as red + white (pink), red + green (brown). Encourage students to try finding other colour combinations by mixing their own colours with paint or water colour.

Teaching Resources:

- RaC PPT
- RaC video



Self-Learning Resources:

- RaC video



Other Resources:

- Paint or coloured water (optional)

Suggested Lesson Plans

Learning focus

Language:		
Key words	Clothes	a T-shirt, a shirt, a blouse, a jacket, a vest, a skirt, a dress, a hat, a scarf, shorts, trousers, shoes, boots, socks, gloves
Key structures	Use possessive adjectives to identify other people's clothes	His / Her / Our / Their hats are pink.
	Use 's to identify other people's clothes	Look at John's clothes.
Skills:		Values:
Reading: Identify the purpose Speaking: Give praise		National identity & Respect – Love my culture and respect other cultures

Teaching overview

Skills focus

Lesson 1	Lead-in	- Lead in to the topic of clothes we wear. - Introduce the vocabulary about clothes.	Vocabulary
Lessons 2–3	Reading	Read a magazine article about clothes from around the world.	Reading Speaking
Lesson 4	Key words	- Practise the vocabulary about clothes. - Introduce nouns that are always plural.	Vocabulary
Lesson 5	Grammar 1	Introduce and practise the possessive 's and the possessive adjectives <i>his</i> and <i>her</i>.	Speaking
Lesson 6	Grammar 2	Introduce and practise the possessive adjectives <i>our</i> and <i>their</i>.	Speaking
Lesson 7	Speaking	Introduce and practise giving praise.	Speaking
	Phonics	Introduce the consonant sounds /dʒ/, /ʃ/ and the consonant blend /kw/ (represented by the letters <i>j</i>, <i>sh</i> and <i>qu</i>).	Pronunciation Listening
Lesson 8	Text type	Explore the features of riddles.	Reading
Lesson 9	Task	Design clothes for a class fashion show.	Writing

Lesson 1

Lead-in

Teaching Resources:

- Key words PPT   

Other Resources:

- Clothing items (optional)

Learning objectives / outcomes:

By the end of the lesson, students will be able to:

- name different clothes
- review the vocabulary about colours

Lesson procedure:**Introduce & Explain**

- Say *Today, let's learn about the clothes we wear!*
- Using the **Key Words PPT**, display the pictures on p.53. Say *Wow! I can see many clothes.* Have students name any of the clothes, e.g. *a hat, a skirt*. You can also show them the clothing items you bring to class.
- Follow the steps below to teach the vocabulary for clothes:
 - *a T-shirt*: Say *Look! A T-shirt. What colour is it? (Blue.) Do you wear T-shirts?*
 - *a shirt*: Say *This is a shirt*. Explain that a shirt has buttons. You may point out to students the difference between a shirt and a T-shirt, i.e. *A shirt has buttons, but a T-shirt usually doesn't.*
 - *a blouse*: Tell students a blouse is a type of shirt for girls.
 - *a jacket*: Say *We wear a jacket when we are cold. Jackets keep us warm.*
 - *a vest*: Say *We wear a vest when it is hot*. Point to the sleeves on your top or students' uniform and say *A vest has no sleeves. It keeps us cool.*
 - *a skirt*: Use your hands to demonstrate *long* and *short* as you say *A skirt can be long or short*. Point to the skirt in the picture and ask *Is this skirt long or short? (Short.) What colour is it? (Yellow.) Who usually wears skirts? Girls or boys? (Girls.)*
 - *a dress*: Say *A dress can be long or short too. Who usually wears dresses? Girls or boys? (Girls.)* You may point out to students the difference between a skirt and a dress, e.g. *A skirt only covers your legs. A dress covers your legs and body*. Use body gestures to illustrate the meaning of your words.
 - *a hat*: Point to your head and say *We wear a hat on our heads*. Point out that there are different types of hats and they will read about them later in the chapter.
 - *a scarf*: Point to your head and say *We wear a scarf around our necks. A scarf keeps us warm. We wear it when it is cold.*
 - *shorts*: Point out to students that the word *shorts* is always plural. We don't call them *short*. Explain that shorts are short, i.e. They don't cover all of our legs.
 - *trousers*: Point out that just like shorts, the word *trousers* is always plural. However, unlike shorts, trousers are long.
 - *shoes*: Point to your shoes and say *We wear shoes on our feet*. Point to the shoes in the picture. Say *Look at these shoes. What colour are they? (Blue and white.) What about you? Can you show me your shoes? What colour are your shoes?*
 - *boots*: Tell students boots are special types of shoes. We usually wear them when it is cold. They keep our legs warm. We may also wear boots when it rains. They keep our feet dry.
 - *socks*: Say *We wear socks on our feet. Socks keep us warm. These socks are colourful! What colours can you see? (e.g. Red, orange, yellow, green, blue, purple.) What about you? Are you wearing socks? What colour are they?* Have students say what colour their socks are.
 - *gloves*: Ask *Where do we wear gloves? On our hands or feet?* Point to the different parts of your body to illustrate their meaning. Point out that we wear gloves to keep us warm.
- Say *Wow! We wear many different clothes*. If you like, you can have students name the clothes you or they are wearing.
- Introduce the chapter to students. Read out the chapter title *Colourful clothes*.
- Say *In this chapter, we'll learn all about colourful clothes!*

Lesson 2–3

Reading

Text type: a magazine article about clothes from around the world

Reading skill: Identify the purpose

Learning objectives / outcomes:

By the end of the lesson, students will be able to develop their reading skills, e.g.

➤ **Pre-reading**

- observe details from picture clues
- recognise the text features of magazine articles
- make guesses using context / picture clues

➤ **While reading**

- observe details from picture clues
- locate specific information in response to questions
- understand unknown words using context / picture clues
- make guesses using context / picture clues
- make text-to-self connections
- identify the main idea of a text

➤ **Post-reading**

- recall important details from the story
- identify the purpose of a text

➤ **Values**

- make text-to-self connections, e.g. love my culture and respect other cultures

Lesson procedure:

1. Pre-reading

- Display the magazine article using the **Reading PPT**.
❖ You can also start by playing the audio for students to listen to or show them the animated text.
- Explain that what a magazine is, e.g.
 - A magazine is like a little book. It has fun things to read and look at.
 - Magazines can be about many topics. For example, some magazines are about animals, some are about sports, some are about science. We can often read magazines to learn new things!
 - In a children's magazine, we can look at interesting pictures, read stories and comics and even play games.

If possible, bring a children's magazine to show the class what a magazine is.
- Introduce the text type features of magazines, e.g.
 - Point to *Kids' weekly* and tell students it is the name of the magazine.
 - Point to *Dec 20XX* and tell students this tells us when the magazine is published.
 - Draw students' attention to the pictures and say *We can see a lot of pictures in magazines. The pictures tell us what the article is about. Look at the pictures. What is the article about? Is it about children / animals / toys / clothes? - guessing*
 - Point to the title and tell students the title tells us what it is about. Read aloud the title to verify students' guesses. – *text features*
- Explain what the title means. Display the pictures of Ming and say *Look at this boy. He lives in China*. Then display the pictures of objects and other children in the article and ask *Does he / she / Do they live in China? - observing*
- Ask *Do the children wear the same clothes? (No.) Some places are cold, and some places are hot. People wear different clothes*. Use body language to mime *cold* and *hot*. – *observing*

Teaching Resources:

- Reading PPT
- Reading skill PPT
- Animated text
- Values PPT
- Post-reading PPT



Self-Learning Resources:

- Animated text



Other Resources:

- A children's magazine (optional)
- A world map (optional)

Lesson 2–3

Reading

- Say *Let's read about clothes from around the world!*

2. While Reading

- Read out the text or play the audio, pausing at certain points to ask questions, e.g.
 - Finland: Ask *Where is Emma from? (Finland.)* If you wish, you may also show students where Finland is in a world map. Then draw students' attention to the picture. Ask *Is Finland a hot or cold place? (A cold place.)* You can give hint by pointing to the picture of Emma and mime shivering and hugging yourself. Ask *Finland is very cold. What does Emma wear to keep warm? (A thick jacket, trousers, a hat.)* – *locating specific information*
 - Mexico: Ask *Where is Alan from? (Mexico.)* Show students where Mexico is in the world map. Then draw students' attention to the picture of Alan. Ask *What does Alan wear in Mexico? (A hat.) Is it a warm hat like Emma's hat? (No.) Mexico is hot so Alan wears a big hat. It protects him from the sun. Do you like his hat? What colours can you see?* – *locating specific information / observing*
 - Scotland: Say *This is Joseph. Where is he from? (Scotland.)* Show students where Scotland is in the world map. Then draw students' attention to the picture of Joseph. Ask *What is Joseph wearing? (A kilt / skirt.)* Explain that a kilt is a special skirt that boys in Scotland wear on special days. – *locating specific information*
 - Germany: Ask *Where are Greta and Alice from? (Germany.)* Show students where Germany is in the world map. Point to the girl's dresses and aprons and ask *What are they wearing? (Dresses and aprons.) What colours can you see? (e.g. Blue, red, green, white.) Their dresses and aprons are colourful! So what does 'colourful' mean? A lot of colours or one colour? (A lot of colours.)* – *locating specific information / observing / unknown words*
 - China: Say *Look at Ming's clothes. Where is he from? Can you guess? (e.g. China.)* Point to the dancing lion and say *It is Chinese New Year. Ming and his family are wearing special Chinese clothes. What colour are the special clothes? (Red.) Do you wear red at Chinese New Year?* – *guessing / locating specific information / relating text to self*
 - **Reading Skill** At the end, say *This magazine article is telling us about something. What does it tell us about? (Clothes from around the world.)* You can prompt students by having them look to the children's clothes again or simply read aloud the title. – *main idea*
- You may play the audio again and invite the class to read along. Encourage students to read with appropriate intonations and feelings. Pause to drill pronunciation if needed.

Reading skill Identify the purpose

- Use the **Reading skill PPT** to help students learn more about the reading skill in the text.
- Explain that the purpose of a text is why a writer writes a text. It answers the question: What does the writer want us to know or do?
- Point out that some texts help us learn more about something. Some texts tell a story or make us laugh. You can display some examples to illustrate what you mean.
- Have students look at the magazine article in *Reading*. Ask *What is the article about? (Clothes around the world.) Does the article tell a story? (No.) Does it make us laugh? Does it help us learn more? (Yes.)*
- Say. *Look at the title and the pictures. What can we learn from the article?* Guide students to work out the answer by displaying the descriptions of the children one by one and ask *Is the article about children in Finland / Mexico / ...? (No.)* Then display the whole article and say *The article helps us learn more about all these children's clothes. So it is about ...* Point to the title to prompt students to tell you the answer, i.e. Clothes around the world. Remind them that the title can also tell us what an article is about.
- Tell students that when we know the purpose of a text, it helps us understand the text better. And when we read more, it gets easier to understand the purpose of a text!

Lesson 2–3

Reading

3. Post-reading

- Display the questions in the *Post-reading* activity using the **Post-reading PPT**. Read the rubrics and questions aloud to students.
- For Question 1, have students scan the description about each child quickly to spot the clothing items and circle them in the text. Then they draw lines to match the children's names and the clothing items to complete Question 1.
- For Question 3, encourage students to spell out the number when writing in the blank, i.e. *Two*. Alternatively, they can also write the digit 2.
★ **Remind less able students to use a capital letter for the first letter of *Two*.**
- For Question 4, remind students of the difference between a dress and a skirt. They should read the article carefully, not just look at the pictures, to find the correct child.
- For Question 5, point out that *our* is a pronoun. Remind them to read the previous sentence to find out what *our* refers to.
- For Question 6, point out that the answer that is about the whole text, not just part of it. Even though the text tells us about A and B, they are not the best answers because they are only part of the text. The best answer is C. In the whole text, we learn about what children wear in different places, such as Scotland, Mexico, Finland and China. Remind them that we can also find out what the text is about by looking at the title.

4. Values: Love my culture and respect other cultures

- Using the **Values PPT**, introduce the value in this chapter.
- Say *We wear different clothes in different places. Some clothes keep us warm, and some clothes keep us cool*. Guide students to recall the clothes that the children wear in Finland and Mexico in the article. You may display the article page to help them recall.
- Display the pictures of Joseph, Ella and Ada and Ming. Tell them that these children are wearing traditional clothes. Traditional clothes are special clothes people wear to show where they come from or to celebrate special days.
- Tell students more about traditional clothes, e.g.
 - Men and boys in Scotland often wear kilts at weddings and special festivals and events.
 - In Germany, women and girls sometimes wear special dresses and aprons. The dresses are colourful and pretty, and the aprons are tied in a special way. They wear these on special occasions like Oktoberfest, weddings. Explain what weddings are, i.e. They are a special day when two people get married, like students' Mum and Dad!
 - People celebrating Chinese New Year sometimes wear Chinese clothes like the ones that Ming and his family are wearing. The clothes are often red. Sometimes they are gold, blue or other colours too.
 - In some places, children may also wear traditional clothes on their birthdays, such as in India or South Korea.
- Explain that every place in the world is special. They have special clothes and ways of celebration. These differences make our world interesting and colourful!
- Display the questions and read them aloud, *When do you wear traditional clothes? What do you like about them?*
- Have students recall the times when they wear traditional clothes, e.g. at Chinese New Year, school cultural day, etc. Encourage them to show respect for other cultures. Tell them we can say something nice to others, e.g. *I like your dress. It is beautiful!* We can also ask politely about their clothes and what they mean. Point out that many traditional clothes have special meanings, e.g. The red colour in many traditional Chinese clothes means good luck!

Lesson 2–3

Reading

- Ask *What do you like about the clothes in the article?* Encourage students to give their personal responses and provide reasons for their answers.
- Tell students about the Values activity in this chapter (See *My values pledge* on p.85). In this activity, ask students to find pictures of traditional clothes of a different country that they like. They bring the picture to class to share what they like about the clothes, e.g. the colours or any special features – For example, does it have a belt, a special hat or jacket? After doing so, they can check off the mission on the *My values pledge* page on p.85 of their Pupil's Book.

Lesson 4

Key words

Learning objectives / outcomes:

By the end of the lesson, students will be able to:

- name different clothes
- recognise some nouns that are always plural

Prior knowledge:

a / an (Ch 4), plural *s* (Ch 4)

Lesson procedure:

1. Review

- Say *Today, let's learn about the clothes we wear!*
- Display the **e-Flashcards** one by one and ask students to recall the key words.
- Draw students' attention to the words *shorts* and *trousers*. Point to the two legs of the clothing items and explain *These clothes have two legs, so we always use the plural form. We don't say 'short' or 'trouser'.*
- Show students some pictures of clothing items that are always plural, e.g. *jeans, glasses, pyjamas, underpants*. Point to the two parts of each item to explain why they are always plural. Tell them we don't use *a* or *an* with these names, i.e. We can't say ~~a jeans~~.
- Give students more examples of nouns that are always plural, e.g. *sunglasses, leggings, tights*.
- Draw students' attention to the words *shoes, boots, socks* and *gloves*. Point out that they are in plural form because they come in pairs. For example, socks, boots and shoes come in twos, one for each feet. Gloves also come in twos, one for each hand. Unlike *shorts* and *trousers*, we say *a sock / boot / shoe / glove* when there is only one.

2. Practise

- You can point to your clothes and say *Look at my clothes! What am I wearing today?* Point to each item and have students name it using the vocabulary they just learnt.
- You can bring some clothes items to class, such as a jacket, a scarf, a hat. Invite students to put them on. Have the class identify the clothes items that they are wearing. If you like, you may also review the vocabulary for colours at the same time.

Vocab booster

- Use the **Vocab booster PPT** to help students learn more vocabulary on the same theme.
- Show the picture spread. Say *Wow! Look at these clothes*. Have students look at them and identify any, if able. Say *Let's learn what they are!*
Show the pictures of the clothes and the words / phrases. Play the audio or read the words / phrases aloud.

Teaching Resources:

- Key words PPT
- Vocab booster PPT
- Vocabulary game
- e-Flashcards



Self-Learning Resources:

- Picture dictionary
- Vocabulary game



Other Resources:

- Pictures of jeans, glasses, pyjamas, underpants
- Clothing items (optional)

Lesson 4

Key words

- Say *We wear different clothes in different weather. Sometimes it is cold!* Mime shivering and hugging yourself to illustrate the meaning of the word. Mime thinking and ask *What can we wear?*
- Tell students about more clothes we wear when it is cold:
 - *mittens*: They are a special type of gloves. Draw students' attention to the picture and guide students to notice how mittens don't have separate parts for each finger.
 - *a hoodie / a sweatshirt / a jumper*: A hoodie has a hood for our heads, but a sweatshirt and a jumper don't. A sweatshirt and a jumper look alike, but they are made of different materials. A sweatshirt may be thicker and looks sporty. A jumper is lighter.
 - *a coat / a down jacket*: A coat is usually long. It may end at our legs. A down jacket is a type of jacket which is short. It is made from feathers from a bird.
- Say *Sometimes it is hot!* Mime fanning yourself and wiping sweat from your forehead to illustrate the meaning of the word. Mime thinking and ask *What can we wear?*
- Tell students about more clothes we wear when it is hot:
 - *a cap / a sun hat*: When it is very sunny, we can wear a hat to protect ourselves from the sun. A cap and a sun hat are different types of hats. A cap is round and has a flat part at the front. A sun hat is a big and wide hat. Both help to keep the sun out of our eyes!
 - *a polo shirt*: This is a type of shirt with a collar and buttons. Point to the parts of the polo shirt to help students understand.
- Say *Sometimes it is rainy!* Mime covering your head from the rain. Mime thinking and ask *What can we wear?*
- Tell students about more clothes we wear when it is rainy:
 - *a raincoat*: A raincoat is a special type of coat. It is usually long like a coat. It helps us stay dry when it rains!
 - *flip-flops / sandals*: Help students understand the difference between the two, i.e. Flip-flops have a strap between our toes. Sandals have a strap over the top and around the back of our feet.
- If you like, you can play the *Sort it out* game with students. Prepare picture cards of different clothes and have students sort them into correct groups, e.g. Cold Weather Clothes, Hot Weather Clothes and Rainy Day Clothes.
- At the end, say *Wow! We learned about so many different clothes today. Wearing the right clothes can keep us feeling good and comfortable.*

Lesson 5

Grammar 1

Learning objectives / outcomes:

By the end of the lesson, students will be able to:

- complete what a girl says about some book characters, e.g.
Look at Pam's clothes. Her trousers are purple.
- talk about their friends' clothes

Prior knowledge:

plural s (Ch 4), colours (Ch 5), *is / are* (Ch 5)

Teaching Resources:

- Grammar PPT 1
- Grammar answer PPT 1
- Grammar game
- e-Flashcards



PEC

Self-Learning Resources:

- Grammar game
- Grammar video



PEC

Other Resources:

- A pop-up book (optional)
- Students' self-portraits

Lesson 5

Grammar 1

Lesson procedure:

1. Review & Introduce

- Display the magazine article in *Reading*. Ask *Do you remember the magazine article about clothes from around the world? In this lesson, we will learn to talk about people's clothes.*
- Have students review clothes we wear. You may prompt students with the **e-Flashcards**.

2. Explain

- Using the **Grammar PPT**, display an example. Point out that we use 's to say who things belong to. For example, *Lily's hat* tells us that the hat belongs to Lily.
- Show students more examples of 's. Tell them when we talk about people's clothes again, we don't have to say their name again. We use possessive adjectives such as *his / her*, which also tell us who things belong to. When things belong to a boy, we use *his*. When things belong to a girl, we use *her*. Point out that Sue / Kitty is a girl, so we use *her*. Mike / Paul is a boy, so we use *his*.
- Review students' understanding of the grammar rules by completing the questions in the PPT with them. You can also have them complete the questions in pairs before going through the answers as a class.

3. Practise & Apply

- When students are confident about using the grammar rules, have them open their Pupil's Book to p.54. Say *Look! Amy and her friend are reading a book! Look at the book. It is a pop-up book. Is it cool?* If possible, bring a pop-up book to class to show them what it is.
- Say *Amy is talking about the people's clothes in the pop-up book. Let's read what she says.*
- Go through the example with students. Guide them to understand what Amy says by asking questions, e.g. *Is Pam a boy or a girl? (A girl.) So do we use 'his' or 'her'? (Her.) What colour are her trousers? (Purple.)*
- Draw students' attention to the arrows pointing at the other book characters' clothes. Tell them Amy also talks about these clothing items.
- If needed, complete 1 together as a class before asking them to work on their own. Point to the blank and ask *Is Joe a boy or a girl? Do we use 'his' or 'her' here?*
- Point out that Amy uses *are* with Pam's trousers and *is* with Joe's T-shirt. Remind students that we use *is* with one thing and *are* with plural nouns like trousers, shorts and shoes.
- Then have students work in pairs for the activity, taking turns to role-play Amy talking about the other book characters' clothes and then complete what she says in their books. Remind them to use *is* and *are* correctly.
- ★ **With a less able class, review the colour words with them.**
- At the end of the activity, check students' answers. You may also choose to invite different students to do their role-play in front of the class.

4. Extension activity

- ❖ **Ask students to bring a self-portrait to class.**
- Next, say *Now, it is your turn to talk about people's clothes!*
- Go through the example with the class. Tell students that they will look at their friends' photos and talk about their clothes. Point out that in the activity above, Amy uses the structure *His / Her (clothing item) is / are (colour).* to describe the book characters. In this activity, they should follow what the child says: *His / Her (colour) (clothing item) is / are nice.*
- ★★ **Encourage more able students to use different words to describe their friends' clothes, e.g. cool, cute, funny.**
- Put the class into groups of three to four. The students swap their photos with one another and then talk about what their friend is wearing in the photo.

Lesson 6

Grammar 2

Learning objectives / outcomes:

By the end of the lesson, students will be able to:

- complete what a boy says at a fashion show, e.g.
Our / Their hats are black.

Prior knowledge:

plural *s* (Ch 4), colours (Ch 5), *are* (Ch 5)

Lesson procedure:

1. Introduce & Explain

- Tell students that we are going to learn more language to help us talk about people's clothes.
- Using the **Grammar PPT**, review the possessive adjectives *his* and *her*.
- Then display the sentences showing the use of *we / our* and *they / their*. Tell students that we use the possessive adjective *our* to talk about things that belong to *we*. We use the possessive adjective *their* to talk about things that belong to *they*.
- Also guide students to notice that the clothing items are in plural, because we are talking about more than one item. There are two T-shirts, etc.
- Review students' understanding of the grammar rules by completing the Quick Check questions in the PPT with students.

2. Practise & Apply

- When students are confident about using the grammar rules, have them open their Pupil's Book to p.55. Say *Look! A fashion show! The children have nice clothes!*
- Go through the example with students. Guide them to notice that the arrows in the example are pointing towards Daniel's and David's hats. Point out that David is talking about his and Daniel's hats so he uses *We* and *Our*.
- Display the picture of Sam and Ben and what they say. Ask *Who is speaking? (Ben.) Ben is telling us about his and Sam's ... (Socks.) Does he use 'they' and 'their' / 'we' and 'our'?*
- Repeat the procedure with 2 and 3. Also remind students to use *are* to talk about the clothes because there is always more than one.
- Point to the boy at the bottom of p.55. Say *The boy is talking about the children's clothes.*
- Then have students work in pairs for the activity, taking turns to role-play the children and then complete what they say in their books.
- At the end of the activity, check students' answers. You may also choose to invite different students to do their role-play in front of the class.

Teaching Resources:

- Grammar PPT 2
- Grammar answer PPT 2
- Grammar game



Self-Learning Resources:

- Grammar game
- Grammar video



Lesson 7

Speaking

Learning objectives / outcomes:

By the end of the lesson, students will be able to:

- use different expressions to give and respond to praise

Lesson procedure:

1. Introduce

- Say *Now, let's look at some other children!*
- Using the **Speaking PPT**, introduce the context as a lead-in to the chapter's speaking activity.

Teaching Resources:

- Speaking PPT



Self-Learning Resources:

- Speaking video



Lesson 7

Speaking

- Say *Look! This is Mark and Janet. They are at a party. Look at their clothes. They look nice! What clothes can you see?* Have students identify the clothes items they see.
- Play the audio.
- Check students' understanding by asking *Does Mark like Janet's dress? (Yes.) Her dress is nice. She looks like a queen! Is it good to look like a queen? (Yes.) Janet likes Mark's clothes too. She likes Mark's ... (Hat.)* Prompt students by pointing at Mark's hat. Say *Mark's hat is cool!*
- Say *Mark says Janet's dress is nice. How does Janet feel? Happy or sad? (Happy.)* You can mime a smile or a sad face to remind students of the meaning of the words. Say *Janet says Mark's hat is cool. How does Mark feel? Happy or sad? (Happy.)*
- Explain the value of giving praise. We feel happy when someone says nice things about us. Point out how Mark gives praise in the conversation. Tell them we can also say *Cool dress, Janet!* or *Lovely dress, Janet!*
- Also point out how Janet give praise, i.e. She says she likes Mark's hat. She also says his hat is cool.
★★ You can tell or elicit from **more able students** more words or expressions to give praise, e.g. *I love your ..., It looks / They look smart.*
- Draw students' attention to how the children respond to praise, i.e. They say *Thank you* and *Thanks*.
- Invite a student to role-play the conversation with you. Have the student role-play Mark and read her lines as you role-play Janet. Hold your thumbs up as you say Mark's first line and encourage the student to do the same when he / she gives praise. Then reverse roles with the student, having him / her role-play Janet as you role-play Mark.
- Say *Now, let's talk in pairs!* Have students work in pairs and practise role-playing the conversation. Display the prompts for students to follow as they talk in pairs. You can invite students to act out their conversations for the class. Encourage them to use different expressions to give praise.

2. Practise & Apply

- Say *Let's practise the skill now.*
- Have students role-play talking about the other clothes that Mark and Janet are wearing. Display some prompts for students to follow. At the end, invite several pairs to role-play their conversations for the class.
★★ You can ask **more able students** to use the expressions they learnt in the previous step to give praise.

Lesson 7

Phonics

Learning objectives / outcomes:

By the end of the lesson, students will be able to:

- say the consonant sounds /dʒ/, /ʃ/ and /kw/ (represented by the letters *j*, *sh* and *qu*) and sound out the words containing the consonant sounds, e.g. *jacket*, *shirt*, *queen*

Lesson procedure:

1. Introduce & Explain

- Display the letters *j*, *sh* and *qu*. Say *Today, let's learn the sounds for these letters!*

Teaching Resources:

- Phonics videos
- Phonics songs
- Phonics games



PEC

Self-learning Resources:

- Phonics videos
- Phonics songs
- Phonics games



PEC

Lesson 7

Phonics

- Ask students if they know what sound the letter *j* makes. Say *The letter 'j' makes the sound /dʒ/*.
- Play the phonics video in the **Super eBook** to let students see how the mouth shapes and the letter sounds. Have students repeat the sound after the video.
- Display the phonics words. Point to the words and say *These words have the /dʒ/ sound. Let's say them*. Play the audio for students to listen to the sound and words, then ask them to repeat.
- Introduce more words with the /dʒ/ sound for students to learn, e.g. *juice* and *jam*. Have them write the words down in their books. Alternatively, ask them what other words with the /dʒ/ sound they know.
- Repeat the procedures to teach the /ʃ/ and /kw/ sounds.
- Introduce more words with the /ʃ/ and /kw/ sounds for students to learn, e.g. *shout* and *ship*, *question* and *quick*. Have them write the words down in their books. Alternatively, ask them what other words with the /ʃ/ and /kw/ sounds they know.

2. Practise

- Ask *Are you ready to sing some songs?* Play the phonics song for /dʒ/ for students to listen to. The first time you play it, they only need to listen to the lyrics. You can also encourage them to clap along to the beat as they listen. Then play the song again for them to sing along.
- Repeat the step above to let students listen to the phonics songs for /ʃ/ and /kw/.
- Say *Now let's listen*. Play the audio for Part A once and have students listen.
- Have students open their Pupil's Book to p.56. Go through the words in Part A and use the pictures to teach any new words, e.g. *sheep, jeep, shell, sell*. Play the audio again. Have students listen and circle the correct words.
- Check the answers with the class.
- Next, play the audio of the rhyme in Part B at least once and have students listen. Use the picture to teach any new words, e.g. *quiet, jug, beautiful* and demonstrate the action of *put on*.
- Play the audio again and have students follow along.
- Next, play the audio of the rhyme. Have students practise saying the rhyme together, fixing any problems in pronunciation as necessary.

3. Extension activity

- For further practice on the letters *j*, *qu* or *sh* and their corresponding sounds, play a game of *Noisy sounds*. For more details on how to play the game, you can refer to p.T114 of the *Activity Bank* in this Teacher's Guide.

Lesson 8

Text type

Text type: Riddles

Learning objectives / outcomes:

By the end of the lesson, students will be able to:

- understand the text features of riddles

Lesson procedure:

1. Warm up

- Say *In this lesson, let's read a type of word puzzle called a riddle*.

Teaching Resources:

- Text type PPT  

Lesson 8

Text type

- Display the riddle using the **Text Type PPT**.
- Tell students a riddle is a word puzzle. It is like a little mystery that we have to solve! We use clues in the riddle to find the answer.
- Ask students if they like solving puzzles or mysteries. They are fun!
- Say *Let's read the riddle and guess the answer!*

2. Explore

- Guide students to read and guess the riddle, pausing after each two lines:
 - Lines 1 and 2: The first line tells us that the answer is a kind of clothing. The second line gives us a clue about the type of clothing. It comes in a pair or in twos! You can also draw students' attention to the use of the pronouns *These (Line 1)* and *They (Line 2)*. Tell them these pronouns give us a clue too, i.e. The name of the clothing item is always plural! Encourage students to make some guesses about clothing items that come in a pair, e.g. pants, gloves, shoes. Write these guesses on the board.
 - Lines 3 and 4: After reading the new clues in these lines, encourage students to revise their guesses, if needed. Cross out the students' previous guesses that we now know are not the answer.
 - Lines 5, 6, and 7: Explain what *L-shaped* means, e.g. Say '*L-shaped*' tells us this thing looks like the big letter *L*! You may draw it on the board to help students visualise. Encourage them to make new guesses or revise their guesses if needed, or reveal the answer if their previous guess is correct.
 - Explain how the clues fit the answer, e.g. *Let's go back and see how the answer 'socks' fit the clues. Socks are something you wear. They come in pairs. You put them on your feet. They are L-shaped. They keep your feet warm!*
- At the end, guide students to notice a feature of this riddle, i.e. rhyming words. Explain that rhyming words are words with the same ending sound! Tell students we can often find rhyming words at the end of the lines in a riddle. They make the riddle even more fun to read.
- Guide students to identify the three pairs of rhyming words in the riddle, i.e. *wear* and *pair*, *day* and *say*, and *form* and *warm*.
- Ask *Do you like this riddle? Is it fun?*

3. Text type questions

- Display the questions on p.57 of the Pupil's Book.
- For Question 2, read the options aloud with students to help them identify the answer. Remind them that rhyming words are words with the same ending sound, like *cat* and *hat*!
- For Question 3, remind students things that come in a pair mean that they come in twos. For example, pants come in a pair – one for each leg! Socks come in a pair too. They are two of the same clothing item. In this question, the answer is B. Explain that Option C is not the answer because there is only one shoe and one sock.

Lesson 9

Task

Task: Design clothes for a class fashion show

By the end of the lesson, students will be able to:

- describe someone's clothes from top to bottom for a fashion show
- use the correct subject and verb, e.g. *His cap is yellow. His shorts are green and white.*

Teaching Resources:

- Task PPT  
- Graded task sheets 

Lesson 9

Task

Prior knowledge:

is / are (Ch 5), colours (Ch 5)

Lesson procedure:**1. Introduce & Explain**

- Say *In this chapter, we learnt about different clothes. In this lesson, we will design some clothes for a class fashion show.*
- Using the **Task PPT**, display the picture of about Paul. Say *Look. This is Paul! Wow! He looks cool. What is he wearing?* Have students identify the clothes they see.
- Read the descriptions aloud or play the audio.
- Check students' understanding by asking questions, e.g. *Is Paul a boy or a girl? (A boy.) What colour is his cap / vest? (Yellow / Purple and blue.) What colour are his shorts / sandals? (Green and white / Orange.)*
- Draw students' attention to the sentence *His cap is yellow.* Point to the word *is* and say *We use 'is' here. Why? Is there one cap or two caps? (One.)* Repeat with the next sentence.
- Next, point to *are* in *His shorts are green and white.* Ask *Why do we use 'are' here? Is the word 'shorts' plural? (Yes.)*
- Remind students to use *is* and *are* with different clothing items. We use *is* with one clothing item and we use *are* when the clothing item is plural, i.e. when there is more than one, or if the item is always plural like shorts or trousers.
- Also point out that we write about Paul's clothes from top to bottom, i.e. from his cap to his sandals. This makes the writing easy to follow.

2. Practise

- Display the picture of Anna. Say *This is Anna! Wow! Look at Anna's clothes! She looks nice. What is she wearing?* Have students identify the clothes from top to bottom.
- Display the descriptions about Anna. Read aloud the first sentence and then point to the blank in the second sentence. Say *Look at Anna's clothes. What is brown? (The hat.) Do we write 'His hat' or 'Her hat'? (Her hat.) 'Her hat is brown.' or 'Her hat are brown.'? (Her hat is brown.)*
- Give students some time to complete the other sentences in their Pupil's Book. Remind them to use *is* and *are* correctly.
- ★ Review the colour words with less able students if needed.
- Check students' answers.

3. Extension activity

- Say *Now it is your turn to design clothes for a class fashion show!*
- Put students into groups of three or four. Give out a **Task sheet** to each student.
- Explain what to do for the task. Tell students they will work in groups to design some clothes for all the group members for a class fashion show. To do so, they will fill in a table about the clothes. Go through the headings with students, making sure they know what information is needed in each column.
- Have the groups work together to think of ideas to fill in the table. Students can use the helping words provided in the Task Sheet. If they have learnt extra words in the **Vocab booster** for Chapters 5 and 6, they can also use them. Tell students they can have the same clothes for more than one group member.
- Next, have students draw a picture of their group member based on the information in their table and then write a description of the clothes. Remind them to write about the clothes from top to bottom so that their writing is easy to follow and to use *is / are* correctly.

Lesson 9

Task

★ For **less able students**, you may display sentence frames for them to use in their writing, e.g.

Look at (name).

Her / His hat / shirt / jacket is (colour).

Her / His boots / socks / gloves are (colour).

She / He is cute / nice / cool.

★★ Encourage **more able students** to put more than four pieces of clothing on each group member.

- After students have written a draft, encourage them to check and revise their own writing. Display the writing checklist for them to follow. Students should check to make sure they have used the correct pronoun, verb and colour words in their writing. They should revise their writing according to the checklist.

★★ You can ask **more able students** to swap their writing with a partner and check each other's writing.

- Once students have finalised their writing, ask them cut out the picture of their group member and stick it to the end of a pencil. To make the presentation more interesting, you can ask students to bring a photo of themselves. They can dress up the photo using the clothes they designed, just like the example on p.59 of the Pupil's Book.
- Have each group present their pictures and writing to the class. Encourage them to follow a few presentation tips, e.g. reading their writing with the appropriate expression and intonation, and looking at the audience during their presentation at least some of the time. Make sure that the rest of the class sits quietly and listens to the presenter when he or she is speaking.
- After all the groups have shared their designs, ask the class to vote for the best clothes.
- You can collect all the pictures and writings to display on the class noticeboard for a 'Class fashion show'. Students can read one another's work during their free time. Alternatively, have a 'real' fashion show by having students walk around the classroom holding their group members' pictures on a pencil.