

Suggested Lesson Plans

Learning focus

Language:		
Key words	Feelings	hungry, thirsty, bored, tired, cold, hot
	Actions	eat some biscuits, eat some bread, eat some cakes, drink some water, drink some juice, drink some soya milk, watch a cartoon / a video, read comics / storybooks, take a rest, take a nap, drink some hot milk, eat an ice lolly
Key structures	Ask and answer questions about how people feel	Are you cold? Yes, I am. / No, I'm not. I'm fine.
	Use adjectives and too to talk about how people feel	I'm bored. I'm bored too.
	Use Let's to make suggestions	Let's read comics.
Skills:		Values:
Reading: Identify the main idea		Perseverance – Never give up
Listening: Understand how the speaker feels		

Teaching overview

Skills focus

Lesson 1	Lead-in	- Lead in to the topic of caring for others. - Teach the vocabulary about feelings and things to do.	Vocabulary
Lessons 2–3	Reading	Read a story about a hare and a tortoise in a race.	Reading Speaking
Lesson 4	Key words	- Practise the vocabulary about feelings and things to do. - Introduce some opposite adjectives.	Vocabulary
Lesson 5	Grammar 1	Introduce and practise the structures <i>Are you ...? Yes, I am. No, I’m not. I’m fine.</i>	Speaking
Lesson 6	Grammar 2	Introduce and practise <i>too</i> and <i>Let’s</i>.	Speaking
Lesson 7	Listening	Listen to some conversations to find out how some people feel.	Listening
	Phonics	Introduce the final consonant blend /st/ and final consonant trigraph /tʃ/ (represented by the letters <i>-st</i> and <i>-tch</i>).	Pronunciation Listening
Lesson 8	Text type	Explore the text features of book covers and contents pages.	Reading

Lesson 1

Lead-in

Teaching Resources:

- Key words PPT

**Learning objectives / outcomes:**

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

- Name basic feelings and actions to take care of them

Lesson procedure:**Introduce & Explain**

- Say *Today, let's learn about feelings and the things we can do!*
- Using the **Key Words PPT**, display the pictures on p.25.
- Say *Look! Here are some children. How are they feeling? What can they do? Let's learn the words!*
- Follow the steps below to teach the vocabulary in the chapter:
 - *hungry*: Say *Look at the girl. She's hungry! She wants to eat.* Rub your stomach to illustrate *hungry*. Have students imitate your expression, e.g. *Can you show me 'hungry'?*
 - *eat some biscuits / bread / cakes*: Say *The girl wants to eat some biscuits / bread / cakes. Biscuits are hard. Bread is soft. Cakes are sweet. Do you like biscuits / bread / cakes?*
 - *thirsty*: Ask *Is this girl hungry too? (No.) She is thirsty!* Stick your tongue out and rub your throat with your fingers to illustrate *thirsty*. Have students imitate your expression, e.g. *Can you show me 'thirsty'?*
 - *drink some water / juice / soya milk*: Say *Look. A glass of water. Water is good for us. We should drink eight glasses of water each day.* Point to the glass of juice and ask *What juice is it? Can you guess? Orange or apple?* For soya milk, you may have students look at the picture and guess its name in Chinese.
 - *bored*: Say *Look at this boy. He's bored. He has nothing to do!* Mime a bored expression and rest your head on your hand. Have students imitate your expression, e.g. *Can you show me 'bored'?*
 - *watch a cartoon / video*: Say *The boy is bored. what can he do? He can watch a cartoon! Cartoons are fun. He can also watch a video. Do you like to watch cartoons / videos?*
 - *tired*: Say *Look at this girl. She's tired!* Mime yawning to illustrate the meaning of the word. Have students imitate your expression, e.g. *Can you show me 'tired'?*
 - *take a rest / nap*: Say *The girl is tired. What can she do?* Introduce the vocabulary items and point out the difference between *take a rest* and *take a nap*, e.g. *to take a nap is to sleep for a short time. To take a rest is to simply sit or lie down. It may not mean to sleep.*
 - *cold*: Say *This boy is cold.* Mime shivering to illustrate the meaning of the word. Have students imitate you, e.g. *Can you show me 'cold'?*
 - *drink some hot milk*: Say *The boy can drink some hot milk. It keeps him warm!* Check students' understanding of the word *milk*. Ask *Where does milk come from? Does it come from cows? (Yes.) Do you drink milk?*
 - *hot*: Say *This boy is hot.* Mime fanning yourself to illustrate the meaning of the word. Have students imitate you, e.g. *Can you show me 'hot'?*
 - *eat an ice lolly*: Say *The boy can eat an ice lolly. It keeps him cool! Is an ice lolly hot or cold? (Cold.) Is it sweet? (Yes.)*
- Say *Wow! We learnt some words to describe our feelings. And we learnt some things we can do to take care of our feelings.*
- Introduce the chapter to students. Read out the chapter title *How we feel*. Tell students this chapter is about our different feelings and what we can do to take care of them.



Lesson 2–3

Reading

Text type: a story about a hare and a tortoise in a race

Reading skill: identify the main idea

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
 - predict the development of the story using context / picture clues
- **While Reading**
 - locate specific information in response to questions
 - work out the meaning of unknown words using context / picture clues
 - make inferences using context / picture clues
 - observe details from picture clues
 - identify the main idea of a story
- **Post-reading**
 - recall important details from the story
 - identify the main idea of a story
- **Values**
 - make text-to-self connections, e.g. never give up

Lesson procedure:

1. Pre-reading

- Display the title of 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're going to read a story! Let's look at the title of the story.*
- Read out the title *Harry and Tony in a Race*.
- Introduce the characters Harry and Tony. Have students try to identify what animals they are. Tell them Harry is a hare and Tony is a tortoise. Explain that a hare is like a rabbit and a tortoise is like a turtle. – **observing**
- Say *In the story, Harry and Tony has a running race. A race is like a running competition, to see who can run faster!* Mime running to illustrate what you say.
- Ask *Who do you think will win the race? Why? Do hares run fast? Do tortoises run fast?* Mime running fast to illustrate what you mean. – **predicting**
- Say *Let's read the story and find out who wins the race!*

2. While Reading

- Read out the text or play the audio, pausing at certain points to ask questions, e.g.
 - Picture 1: Explain what the letters represent. Say, e.g. *'H' is for 'Harry. 'M' is for Milly.* etc. Ask *Do the animals want to race with Harry? (No.) Why not? (e.g. Harry is very fast.)* Explain that the animals don't want to lose. – **locating specific information / inferring**
 - Picture 2: Ask *What does Tony want to do? (Race Harry.)* Mime a surprised expression and say *But Tony is a tortoise. Is he fast? (No.) Tony is very slow. Does Harry think Tony can win? (No.)* – **observing / inferring**
 - Say *Let's read on to see who will win the race!*
 - Picture 3: Say *Now Tony and Harry are having a race. Harry is running. Who does he see? (Fay.) What does she have? (Some cakes and biscuits.) Yummy! Is Harry hungry? (Yes.) Harry is hungry so he eats a ... (Biscuit.)* – **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

- Picture 4: Say *How do Harry and Dan feel? Are they hungry or thirsty? (Thirsty.) What can they do? (Drink some water.)* – **locating specific information**
- Picture 5: Say *Now, let's look at Tony! What is he doing? (Walking.) Is he fast? (No.) Which word tells us this? ('Slow'.)* Mime walking slow to illustrate the meaning of the word. Ask *How does Tony feel? (Hungry and thirsty.) Does he want a biscuit / some water? (No.) He says, 'I must keep going.' He doesn't want to stop!* – **locating specific information**
- Picture 6: Ask *Can Harry see Tony? (No.) Why not? (Tony is very slow.) Tony is slow and Harry thinks he can win easily. How does Harry feel? (Bored.) What does Candy give him? (Some comics.)* – **locating specific information**
- Picture 7: Mime walking slowly and say *Now, let's look at Tony! He is walking. He is slow. Candy has something for Tony too. What are they? (Some comics.) Does Tony want to read them? (No.) What must Tony do? (Move on.) What does 'move on' mean? Does it mean Tony will stop or go on walking? (Go on walking.)* – **locating specific information / unknown words**
- Picture 8: Say *Now, Harry sees Sammy the snake. How does Sammy feel? (Tired.) Is Harry tired too? (Yes.) What can they do together? (Take a nap in the sun.)* – **locating specific information**
- Picture 9: Say *Look! What is Harry doing? (Sleeping / Taking a nap.) Is Tony tired too? (Yes.) Does he stop to take a rest, like Harry? (No.)* – **observing / locating specific information**
- Picture 10: Say *Wow! Who wins the race? (Tony.) Now, he can eat, drink and take a nap!* Draw students' attention to Harry. Ask *Why does Harry say, 'Oh no!'? Does he win the race? (No.) He rests for too long and now he can't win.* – **locating specific information / inferring**
- **Reading Skill** At the end, ask *Why does Tony win the race? Is he fast? (No.) He is slow but he doesn't give up. He wins the race because he works hard! He doesn't stop to eat, drink or take a rest. What does the story want to tell us? Is it important to work hard? (Yes.)* – **recalling / main idea**

Tell students that this story is from another story called *The hare and the tortoise*. This story is very old – It is over 2,500 years old! It is written by a writer called Aesop. Aesop wrote 725 stories to teach us life lessons! For example, *The hare and the tortoise* tells us that it is important to work hard. Students may also know some of his other stories, such as *The lion and the mouse*, *The ant and the grasshopper*, *The boy who cried wolf*. You may wish to recap these stories briefly with students or encourage them to read the stories in their free time.

- 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 main idea

- Use the **Reading skill PPT** to help students learn more about the reading skill in the text.
- Tell students that every story has a main idea. It is the most important message of the story. Finding the main idea of a story can help us understand the story better.
- To help us find the main idea, we can think about who the main characters are and what they do in the story.
- Guide students to identify the main characters in the story, i.e. Harry and Tony.
- Walk students through the story again to identify what happens to Harry and Tony in the whole story, i.e. They run in a race. During the race, Harry is fast and he stops to take a nap. Tony is slow but he doesn't give up. He keeps going and wins the race.

- Ask *What do you think this story tells us?* Go through the options with students. Ask *Do you think this story tells us that turtles are fast / we mustn't have a running race / take a rest? (No.)* Point out that these options are either not true, not mentioned in the story or they are only about part of the story. Explain that the whole story tells us to work hard, just like Tony. We can win even if we are slow. We just need to work hard.

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, students can complete the summary with words from the story. You can help students by telling them where they can find the answers (a – Picture 3, b – Picture 4, c & d – Picture 6, e – Picture 8, f – Picture 10) or providing them with the first letter of each answer.
★ You may help **less able students** by providing words for them to choose from.
- For Question 2, have students look at the last picture in the story. Point to Tony and ask *Who wins the race? (Tony.) Harry doesn't win the race and he says, 'Oh no!' Is he happy or excited? (No.) Does he feel bored when Tony wins the race? (No.) Look at Picture 8. What does Harry do? (Takes a nap.) So is he tired in Picture 10? (No.)* Point out that Harry thinks that Tony is very slow. He doesn't think Tony can win and he always thinks he can win. Therefore when Tony wins in the end, Harry is surprised!
- For Question 3, point out that A is not correct. Harry doesn't need a rest or any snacks now because he had them in Pictures 3 and 9. C is not correct either because Tony wins the race in Picture 10. We don't know if Tony and Harry become friends so D is not the answer. From what Fay and Sammy say in Picture 10, B is the best answer.
- For Question 4, review the story with students. At the end of the story, Tony wins the race. What can we learn from this? In the story, Tony doesn't win with other animals' help so A is not the answer. He doesn't win because he eats the food others share or take a rest so C and D aren't the answers. A, C and D happen in the story but they are not the most important message. Tony wins the race because he works hard and doesn't give up. Therefore, the answer is B.

4. Values: Never give up

- Using the **Values PPT**, introduce the value in this chapter.
- Recap the story briefly, i.e. *In the story, Tony and Harry run in a race. Who wins the race? (Tony wins the race.)*
- Ask *Is the race easy or difficult for Tony? Why does Tony win?* Encourage students to discuss the answers in pairs before sharing them with the class. Guide them by asking, e.g. *What does he do when he's hungry / thirsty / tired? Does he stop to take a rest / eat / drink?*
- Explain the value of never giving up. Point out that the race is difficult for Tony but he doesn't give up. He keeps going and wins the race in the end.
- Ask *Can we learn from Tony? Do you keep going when things are difficult?* Encourage students to talk about the things that are difficult for them. This may be a subject at school, such as English, or a hobby or skill they are learning, such as playing the piano or playing basketball. Say *It isn't easy to learn something new. When things become difficult, do you keep trying or do they give up?*
- Go through some of the ways we can help ourselves and each other keep going, e.g.
 - We can say nice things to each other, like *You can do it!*
 - It is also important to take care of ourselves. For example, we must rest when we are tired. Rest helps us feel better and gives us more energy to keep going.

Lesson 2–3

Reading

- We should believe in ourselves. Instead of saying *I can't do this.*, we can say, *I will try my best!*
- Encourage students to keep trying even when things get hard. When we keep trying, we can get better and even win. When we don't try, we will never get better.
- Tell students about the Values activity in this chapter (See *My values pledge* on p.84). In this activity, ask students to think of one thing that is hard for them and try to do it again, e.g. learn to ride a bike / ice-skate, solve a difficult sum, play a difficult song on the piano / violin, make a new friend at school / in the playground. Make sure they tell themselves *I can do this!* and keep on trying. After doing so, they can check off the mission on the *My values pledge* page on p.84 of their Pupil's Book. Encourage students to always try their best and not give up easily!

Lesson 4

Key words

Learning objectives / outcomes:

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

- review and practise the vocabulary about feelings and things to do
- recognise some opposite adjectives

Lesson procedure:

adjectives (1B Ch 1)

Lesson procedure:

1. Review

- Have students recall the feelings and things to do.
- Say *Today we're going to practise the words we learnt about feelings and things to do!*
- Display the **e-Flashcards** one by one and ask students to recall the key words.
- Point out that the words describing feelings are adjectives. Adjectives describe things. Here, they describe our feelings.
- Explain that some adjectives have opposites. The opposites have opposite meanings, e.g. *hungry – full*. Mime the feelings to explain why they are opposites. Tell students more opposite adjectives, such as *hot – cold*, *happy – sad*, *slow – fast*, *thin – fat*.
★★ **More able students** may be able to identify more opposite words, e.g. *big – small*, *tall – short*, *good – bad*.

2. Practise

- Ask *How do I feel? Guess!* Mime different feelings and let students guess.
- Next, ask *What can I do? Look and guess!* Mime the same feelings again. This time, have students shout out what you can do, e.g. For *tired*, they can say *Take a rest!* or *Take a nap!*

Vocab booster

- Use the **Vocab booster PPT** to help students learn more vocabulary on the same theme.
- Say *Let's learn about more feelings and how we can take care of them!*
- Show the pictures and the words / phrases. Play the audio or read the words / phrases aloud.
- Tell students more about actions we can do when we are bored, e.g.:

Teaching Resources:

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



Self-Learning Resources:

- Picture dictionary
- Vocabulary game



- *play online games / video games*: Explain the difference between online games and video games, i.e. We play online games on the Internet. We play video games on a screen, such as on the computer or on TV.
- *play card games / board games*: Tell students some examples of card and board games, e.g. UNO and Monopoly / Snakes and ladders. Card games are played with cards, while board games are played on a board or a piece of paper.
- Tell students more about the actions we can do when we are hungry or thirsty, e.g.:
 - *eat jelly / pudding*: Guide students to understand the difference between pudding and jelly. Pudding is usually made with milk while jelly is made with water.
 - *snacks*: A snack can be some biscuits or a fruit. It is something we eat between meals. Tell students *snack* can also be a verb. It is another verb for eat. We usually use it to mean that we are eating a little bit of food.
- Tell students more about other feelings we may have:
 - *full*: Students may remember that this is the opposite of *hungry*. *To feel full is to feel like you can't eat anymore.*
 - *scared*: Mime a scared expression to illustrate the meaning of the word. We may be scared of different things. For example, some of us are scared of the dark. Some of us are scared of dogs.
 ★★ You may prompt **more able students** to say what they are scared of.
 - *angry*: Sometimes, we feel angry! It means to feel upset or mad about something. Tell students some common things that make us angry, such as when someone makes fun of us. When we feel angry, it's important to take a deep breath and talk to someone about how we feel.
 - *excited*: *Feeling excited* means *to be very happy*. For example, we are excited for a birthday party because we can eat cake and play games.
- Tell students that our feelings are important. They help us take care of ourselves! For example, we eat when we feel hungry. We drink water when we feel thirsty. We should always notice how we feel and do somethings that helps.

Lesson 5

Grammar 1

Learning objectives / outcomes:

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

- role-play some children asking and answering questions about each other's feelings, e.g.
Are you cold?
Yes, I am. / No, I'm not. I'm fine.
- role-play some children offering things according to how each other feels
Here's a fan for you.
- talk about their own feelings and offer help

Lesson procedure:

1. Review & Introduce

- Display Picture 3 in *Reading*. Say *Do you remember Harry? He's in a race.*
- Ask *How does Harry feel? What can he do?* Display Pictures 3, 4, 6 and 8 or prompt students with **e-Flashcards** of feelings. Review the other feelings and things to do with students.

Teaching Resources:

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



Self-Learning Resources:

- Grammar game
- Grammar video



Other Resources:

- Some snacks

Lesson 5

Grammar 1

- Say *In this lesson, we'll learn to find out how to find out others' feelings and talk about things to do!*

2. Explain

- Using the **Grammar PPT**, display a girl asking her friends how they feel. Point out that we can say *I'm fine* following a *No* reply but not a *Yes* reply. Also teach some alternative ways to say *I'm fine*, e.g. *I'm great / good / alright / okay*. Tell students that *I'm* is the short form for *I am*.
- 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.
- Next, teach the use of *Here's ... for you* to offer help. Tell students that we use the structure when we want to offer something to help our friends. Point out that *Here's* is the short form for *Here is*.
- 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.

3. Practise & Apply

- When students are confident about using the grammar rules, have them open their Pupil's Book to p.26. Say *The children are at home. They're talking about how they feel.*
- Go through 1 as an example with students. Guide them to look at the girl's thought bubble and the juice in her hands as they complete what the children say.
- Then have students work in pairs for the activity, taking turns to role-play the children finding out each other's feelings and offering help.
- At the end of the activity, you may choose to invite different students to do their role-play in front of the class.

4. Extension activity

- ❖ Ask students to bring some snacks to class.
- Next, say *Now, it's your turn to talk about how you feel!*
- Display the instruction and read it aloud *Get into groups and share your snacks.*
- Go through the example on p.26. Tell students that now they will find out if their classmates are hungry or thirsty and share their snacks. Draw their attention to the sentence *Here are some biscuits for you*. Remind students that they should use *Here are*, not *Here is*, when the noun (the snack) is plural. Also point out that we say *Thanks for sharing* to thank others politely.
- Put students into groups to complete the activity.

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 feelings, e.g.
I'm bored. I'm bored too.

Teaching Resources:

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



Self-Learning Resources:

- Grammar game
- Grammar video



Lesson 6

Grammar 2

- make suggestions according to how people feel, e.g.
Let's read comics.

Prior knowledge:

actions (1B Ch 5 & 6)

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

- Tell students that we are going to learn more language to express feelings. We are also going to learn to make suggestions to help others.
- Using the **Grammar PPT**, display some examples of children expressing similar feelings. Point out that the word *too* means *also*. We use it at the end of a sentence. It means the second child has the same feeling. Tell students we don't use *too* and *not* in the same sentence, e.g. We don't say *I am not happy. I am not happy too*.
 ★★ Teach more able students we use *either* with negative adjectives, i.e. *I am not happy. I am not happy either*.
- 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.
- Then teach the use of *Let's* to make suggestions to help the children feel better. Tell students that *Let's* is the short form for *Let us*.
- 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.

2. Practise & Apply

- When students are confident about using the grammar rules, have them open their Pupil's Book to p.27 and introduce the children. Say *Look! The children are doing different things! They have different feelings.*
- Then go through 1 as an example with students. Guide students to look at the word *too* to identify how the boy feels, i.e. Like the girl, he also feels thirsty. Ask them to finish what he says by choosing one of the phrases above the pictures.
 ★ Support less able students by identifying the other children's feelings and matching the phrases above the pictures with the pairs of children before they complete the activity.
- Then have students work in pairs to complete the rest of the activity, taking turns to role-play the children.
- 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's your turn to talk about your feelings and think of things to do.*
- Display the instruction and read it aloud *Imagine your friend is playing at your house. Talk about what to do together.*
- Go through the example on p.27 and explain what *do a puzzle* mean. Point out what to say if they agree with their friend's suggestions, i.e. *Good idea!* and what to say to make counter-suggestions, i.e. *Let's do something else*. Remind students to use different verbs according to how they feel, e.g. *Let's eat / drink something else*.
- Then get students into pairs or groups to do the activity. If they have learnt extra words in the **Vocab booster** for Chapters 5 and 6, they can also use them.

Lesson 6

Grammar 2

- ★ Write a list of things to do at home for **less able students'** reference.
- ★★ Encourage **more able students** to be creative when they make suggestions. They don't need to use the things to do taught in this chapter.

Lesson 7

Listening

Teaching Resources:

- Listening activity audio
- Listening activity audio script



Learning objectives / outcomes:

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

- identify some people's feelings by listening to some conversations

Lesson procedure:

Practise

- Introduce the listening activity to students. Say *Today we'll listen to a boy talking to his friend and family.*
- Have students open their Pupil's Books to p.28. Point to the names and say *You'll find out how these people feel.*
- Go over the names of the people. Make sure students notice how they are pronounced. Then give students some time to look at the pictures showing different emotions. Use the pictures to review the feeling words if needed. Tell them that they should listen to what people say and match the feelings with the correct people by writing A to E in the boxes. Tell students they won't hear the feeling words but they should listen to the speakers' tone of voice to work out how they feel.
- Play the audio. Have students complete the listening activity.
- Play the audio again, if needed. Then go through the answers with students.

Audio script

Jason is talking with his friend and some family members. How do they feel? Listen and write the correct letters in the boxes.

- 1 Mum: *(angry)* Jason!
Jason: Yes, Mum.
Mum: *(angry)* Your room is so messy! All your toys are on the floor!
Jason: Sorry, Mum. I can tidy it now.*
- 2 *(telephone rings)*
Chris: Hi, Jason. Are you free?
Jason: No, I'm tidying my room. What are you doing, Chris?
Chris: *(bored)* Nothing. I don't have anything to do.*
- 3 *(sound of tidying things)*
Jason: There's a watch in my drawer. Is it yours, Grandma?
Grandma: *(surprised)* Oh, yes! It is! Thanks, Jason!*
- 4 Narrator: Two hours later.
Dad: Are you alright, Jason?
Jason: *(tired)* Phew! My room is clean now. I need a rest.
Dad: Let's sit on the sofa and watch TV together.
Jason: Good idea.*

* = 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 final consonant blend /st/ and final consonant trigraph /tʃ/ (represented by the letters *-st*, *-tch*) and sound out the words containing the sounds, e.g. rest, first, best, watch, catch, match

Prior knowledge:

t (1A Ch 2), s (1A Ch 3), ch (1B Ch 3)

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

- Display the letters *-st* and *-tch*. Say *Today, let's learn the sounds for these letters!*
- Ask students if they know what sound the letters *-st* make. Say *The letters 's-t' make the sound /st/.*
- Play the phonics video in the **Super eBook** to let students see how the mouth shapes and the letters sound. Have students repeat the sound after the video.
- Display the phonics words. Point to the words and say *These words have the /st/ 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 /st/ sound for students to learn, e.g. *last* and *test*. Have them write the words down in their books. Alternatively, ask them what other words with the /st/ sound they know.
- Repeat the steps above to teach the letters *-tch*, and the sound they make, /tʃ/.
- Introduce more words with the /tʃ/ sound for students to learn, e.g. *fetch* and *hatch*. Have them write the words down in their books. Alternatively, ask them what other words with the /tʃ/ sound they know.

2. Practise

- Ask *Are you ready to sing some songs?* Play the phonics song for /st/ for students to listen to. The first time you play it, students 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 song for /tʃ/.
- 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.28. Play the audio again. Have students listen and complete the words by writing the letters *st* or *tch*, paying attention to the ending sounds of the words.
- Check the answers with the class. Ask *Do 'tch' and 'ch' make the same ending sound? For example, do the words 'match' and 'bench' have the same ending sound? (Yes.)* Have students black the circle for Yes in their books.
- 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. *watch the time, a cold*.
- 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 /st/ and /tʃ/ sounds.

3. Extension activity

- For further practice on the letters *-st* and *-tch*, and the /st/ and /tʃ/ sounds, play a game of *Noisy sounds*. For more details on how to play the game, you can refer to p.T121 of the *Activity Bank* in this Teacher's Guide.

Teaching Resources:

- Phonics videos
- Phonics songs
- Phonics games



PEC

Self-learning Resources:

- Phonics videos
- Phonics songs
- Phonics games



PEC

Lesson 8

Text type

Teaching Resources:

- Text type PPT   

Other Resources:

- Books (optional)

Text type: Book covers & contents pages

Learning objectives / outcomes:

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

- understand the text features of book covers & contents pages

Lesson procedure:

1. Warm up

- Say *In this lesson, let's look at a fun book.*
- Display the book cover using the **Text Type PPT**.
- Draw students' attention to the book cover. Explain that a book cover is the front of a book. It tells us what the book is about.
- Say *Let's look at the title of the book.* Read the title aloud. Encourage students to say what they see on the cover, e.g. a bus, animals. Prompt students to guess what the book is about from the title and the picture.
- Say *Let's open the book to the contents page.*
- Have students look at an overview of the contents page. Say *Before we read a book, we can look at a contents page. It tells us what we can read in a book!*
- Say *Now, let's look at the book!*

2. Explore (text type)

- Point out that the book cover is usually looks nice, with pictures on it. It wants to catch our attention so that we want to read it. On this book cover, we can see a yellow bus. There are some animals in it. We may guess that the animals are on a school bus, and they are going to Animal School.
- Guide students to notice the features of the book cover:
 - Title: The title is the name of the book. The title *Kitty's First Day of School* tells us that the book is about Kitty's first day of school.
 - Author: An author writes the book. We also call him / her the writer. Here, the author's name is Kelly Cheung.
 - Illustrator: An illustrator draws pictures for a book. The illustrator of this book is James Evans. He draws the pictures in this book. You may point out that an illustrator is different from a photographer. Sometimes, books may use real photos and a photographer takes photos for the books.
 - Publisher: The publisher is a company. It makes the book.
- Guide students to notice the features of the content page:
 - Chapter: This book is divided into chapters, or parts. Guide students to notice that there are four chapters in the book. Read the chapter names aloud. The chapter names tell us what each chapter is about.
 - Page: For each chapter, we can see a page number. It tells us where we can find the chapter in the book. This is very useful in helping us find things in a book.
- You may also wish to bring other books to class to show students. As you show students the book covers and contents pages, point out the features explained above.

3. Text type questions

- Display the questions on p.29 of the Pupil's Book.
- Instruct students to answer the questions by filling in the blanks. You may hint to students that they need to write a name for Question 1 and numbers for Questions 2 and 3.

Suggested Lesson Plans

Learning focus

Language:		
Key words	Yummy food	banana → bananas, pear → pears, lemon → lemons, egg → eggs, mango → mango <u>e</u> s, tomato → tomato <u>e</u> s, potato → potato <u>e</u> s, peach → peach <u>e</u> s, sandwich → sandwich <u>e</u> s, cherry → cherri <u>e</u> s, strawberry → strawberri <u>e</u> s
	Adjectives	sweet, sour, juicy, soft, hard
Key structures	Ask and answer questions about what people want	Do you want some bananas? Yes, please. / No, thank you.
	Use plural nouns to talk about food we like / don't like	bananas / sandwich <u>e</u> s / cherri <u>e</u> s
	Use the simple present tense to talk about food we like / don't like	I like / don't like peaches.
	Use <i>because</i> to give reasons	I like peaches because they are sweet.
Skills:		Values:
Reading: Identify reasons Speaking: Show our care		Empathy – Understand others' needs

Teaching overview

Skills focus

Lesson 1	Lead-in	- Lead in to the topic of sharing food. - Introduce the vocabulary about food and adjectives describing food.	Vocabulary
Lessons 2–3	Reading	Read a play about Hans and Greta's walk in the forest.	Reading Speaking
Lesson 4	Key words	- Practise the vocabulary about food and adjectives describing food. - Introduce some compound nouns about food.	Vocabulary
Lesson 5	Grammar 1	- Introduce and practise the structures <i>Do you want ...? Yes, please. I'm hungry. / No, thank you. I'm fine.</i> - Introduce and practise different plural forms of nouns.	Speaking
Lesson 6	Grammar 2	Introduce and practise the structure <i>I like / I don't like ... because ...</i>	Speaking Writing
Lesson 7	Speaking	Introduce and practise the expressions to show our care.	Speaking
	Phonics	Introduce the final sounds /ŋk/ and /nt/ (represented by the letters -nk and -nt).	Pronunciation Listening
Lesson 8	RaC	Read a text about how fruit grow.	Reading
Lesson 9	Task	Rewrite the play <i>Hans and Greta in the forest</i>.	Writing

Lesson 1

Lead-in

Teaching Resources:

- Key words PPT



Learning objectives / outcomes:

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

- name some food items
- name some adjectives describing how food tastes

Lesson procedure:

Introduce & Explain

- Say *Today, let's learn some words about food!*
- Using the **Key Words PPT**, display the pictures on p.33.
- Say *Look! I can see lots of yummy food! Let's learn the words!*
- Follow the steps below to teach the vocabulary in the chapter:
 - *banana*: Say *Look! There are some bananas. What do they look like? (e.g. yellow, long.)* You may point out that some bananas come in other colours. They may be green or red! Guide students to pay attention to the plural form bananas. Point out that we add s when there is more than one banana.
 - *pear*: Ask *What do they look like? (e.g. green.)* You may point out that pears come in other colours too, such as yellow.
 - *lemon*: Ask *What colour are lemons? (Yellow.) Do they taste good? (No.)* Make a 'sour' expression and say *They taste sour!* Point out that sometimes we use lemons to make other food, such as lemon tea, lemon water or lemon cake.
 - *egg*: Say *Eggs are round. Do you like eggs?* Ask students if they know where these eggs come from, e.g. chickens / hens.
 - *mangoes*: Encourage students to say what mangoes say or look like, e.g. big, yellow, round. Tell them mangoes taste sweet. Guide students to pay attention to its plural form *mangoes*.
 - *tomatoes*: Say *Tomatoes are red and round. Do you like tomatoes?* Point out that we can use tomatoes to make many things, such as tomato sauce or tomato juice.
 - *potatoes*: Ask students to describe potatoes, e.g. brown, round. Tell students that we can cook potatoes in many ways. We can bake them with cheese. We can make soup with potatoes. We can also cut them and fry them to make fries!
 - *peaches*: Say *These peaches are red and round. I like peaches. They are soft and sweet.* Ask students if they have eaten peaches before and if they like them.
 - *sandwiches*: Say *We make a sandwich with bread and other things, e.g. tomatoes, eggs, ham, jam, peanut butter. What do you like in your sandwich?* Allow students to use their own language, if needed.
 - *cherries*: Say *Cherries are small and red. They're sweet!* Ask students if they have eaten cherries before and if they like them. Draw students' attention the singular and plural form, cherry → cherries.
 - *strawberries*: Say *Strawberries are small and red too. Do you like strawberries?*
- Follow the same steps to teach the adjectives describing food:
 - *sweet*: Say *Some foods taste sweet.* Tell students some examples of sweet foods, e.g. bananas, pears and mangoes. Invite students to come up with other examples if they can, e.g. cherries, apples, chocolates. Ask *Do you like sweet food?*
 - *sour*: Say *Some foods taste sour.* Make a sour expression as you mime eating something sour. Tell students some examples of sour foods, e.g. lemons. Ask *Do you like sour food?*
 - *juicy*: Say *Some foods have lots of juice.* Give students some examples of juicy foods, e.g. watermelons, tomatoes, grapes and oranges.



Super eBook



Teachers' Resource Centre



Pearson English Connect (SDL)

Lesson 1

Lead-in

- **soft / hard:** Say *Some foods are hard. We need to chew them more. For example, apples are hard.* Mime chewing to show what the word means. Then say *Some foods are soft. They are easy to eat and we don't need to chew them much.* Give examples, such as bananas, yoghurt and ice cream. Point out that we can use the adjectives *soft* and *hard* to describe other things too. For example, our bed is soft and our desk is hard.
- Introduce the chapter to students. Read out the chapter title *Food we like*. Make a thumbs up gesture and rub your tummy. Explain that this chapter is about good food! They are yummy!

Lesson 2–3

Reading

Text type: a play about Hans and Greta's walk in the forest

Reading skill: identify reasons

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 predictions using context / picture clues
- **While Reading**
 - understand the text features of plays
 - locate specific information in response to questions
 - make inferences using context / picture clues
 - observe details from picture clues
- **Post-reading**
 - recall important details from the story
 - identify the reasons for the characters' preferences
- **Values**
 - make text-to-self connections, e.g. understand others' needs

Lesson procedure:

1. Pre-reading

- Display the play 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're going to read a play*. Explain that a play is like a special type of story. It is a fun way to tell a story with acting!
- Point out the features of a play, starting with the character list. It tells us who is going to be in the story. Explain who a narrator is, i.e. someone who tells a story. – *text features*
- Instead of just reading about what happens in a story, we get to see and hear the characters speak. This is called *dialogue*. In this play, we can see the names of the characters at the beginning of each line. This tells us who says what.
- Say *Now let's look at the title of this play*. Read aloud the title of the play *Hans and Greta in the Forest*. Remind students that the title tells us what the play is about.

Teaching Resources:

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



Self-Learning Resources:

- Animated text



Lesson 2–3

Reading

- Display the first picture and introduce the main characters, Hans and Greta. Guide students to notice the trees in the background. Tell them Hans and Greta are in a forest, a place with many trees!
- Have students look at the rest of the pictures to predict what or who they think Hans and Greta will see in the forest. Prompt them by asking, e.g. *Where are the children? What do they see? What are they doing?* – **predicting**
- Say *Let's read the play!*

2. While Reading

- Read out the text or play the audio, pausing at certain points to ask questions, e.g.
 - **Reading Skill** Picture 1: Ask *How do Hans and Greta feel? (Hungry.) What is there in Hans' coat pocket? (Some bananas.) Does Greta eat the bananas? (No.) Does she like bananas? (No.) Why not? They're ... (Soft.)* – **locating specific information / inferring**
 - Say *Look at the picture. Where is Hans' coat? Is he wearing it? (No.) Greta is sitting on it.* – **observing**
 - Picture 2: Say *Hans says, 'Oh no'? Why? (Greta is sitting on the bananas.) Can Hans still eat the bananas? (No.) Does he throw away the bananas? (No.) What does he do? (Take them home and ask Mum to make a banana cake.)* – **locating specific information**
 - Mime a worried expression and say *Hans is worried. He and Greta are still hungry but they have no food. What can they do? (Find some food in the forest.)* – **locating specific information**
 - **Reading Skill** Picture 3: Ask *What do the children see? (Some mangoes.) Yes, there are some mangoes on a mango tree. Does Greta like mangoes? (Yes.) Why? Are they sweet? (Yes.) Greta likes mangoes so she's excited!* Mime an excited expression to explain the meaning of the word. – **locating specific information**
 - Mime taking a bite and say *Greta takes a bite of the mango. Does she like it? (No.) Why not? (It's sour and hard.)* Draw students' attention to the word *ugh*. Tell them we make the sound *ugh* when we don't like something. – **locating specific information**
 - Picture 4: Ask *What do the children see now? (A house / garden.) What is there in the garden? (A lot of peaches and mangoes.)* – **locating specific information**
 - Picture 5: Ask *Who do the children see in the garden? (An old lady.) How does she feel? (A bit hot.) What does Hans give her? (A paper fan.) What does Greta give her? (Some water.) The children are kind. Smile and say The old lady is smiling. Is she happy? (Yes.) What does she give the children? (Some peaches and mangoes.) Do you think they taste good? (Yes.) How do you know? (They're juicy and yummy.)* – **locating specific information / inferring / supporting**
 - **Reading Skill** Picture 6: Ask *What do Hans and Greta do with the old lady? (Eat and chat.) Is the old lady happy? (Yes.) Why? Can she see her grandchildren? (No.) Why can't she see them? (They live in the big city.) The big city is far far away. She misses them!* – **locating specific information / inferring**
 - Say *Hans and Greta can help the old lady. What can they do? (They can come and talk with her again.) Is the old lady happy to hear this? (Yes.) Does she like talking with the children? (Yes.)* – **locating specific information / inferring**
- 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 reasons

- Use the **Reading skill PPT** to help students learn more about the reading skill in the text.
- Tell students that in a story or a play, characters are like us. They have feelings. They may feel sad, hungry or happy. They may like some things and they may not like others. When we try to understand why or identify the reason, we can understand the story better.

Lesson 2–3

Reading

- Explain that characters may explain their feelings in a story. We can look for the word *because* to find out why. *Because* is a word to give reason. We can use it to talk about why we like or don't like something.
- Display the first example from Picture 3. Greta says she likes mangoes and she uses the word *because* to tell us why, i.e. She likes mangoes because they are sweet.
- Display the second example from Picture 6. Remind students that the old lady can't see her grandchildren. We can find out the reason by reading the words after *because*. Get students to identify the reason by reading this part again.
- Encourage students to use this reading skill when they read. It will help them understand the people in the story better.

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, guide students to underline the people, place or objects in the sentences. Then ask them to look for these things in the play to help them put the sentences in the correct order.
★ You may help **less able students** by identifying the first event with them.
- For Question 2, ask students to read what Hans says next to find the reason.
- For Question 4, ask students to identify who says this line, i.e. Greta. Ask *Does 'we' mean one person or more than one person? (More than one person.) What do we use the word 'we' to talk about? Do we use it to talk about 'I' and someone else? Can Greta / Hans / the old lady's grandchildren talk to the old lady again? (Yes / Yes / No.) So which is the answer? (A.)* Point out that D is not the answer because it doesn't make sense for the old lady to talk to herself.
- For Question 5, explain that Option A means the old lady is blind, which is not true. B is not mentioned in the play. From the picture, we can see that the old lady's grandchildren are young so D is incorrect. C is correct because the grandchildren live in the big city but the old lady lives in the forest, i.e. They live far away from one another.

4. Values: Understand others' needs

- Using the **Values PPT**, introduce the value in this chapter.
- Recap the story briefly, i.e. *Where do Hans and Greta go? What do they see in the forest? Who do they see? Is she happy? Do the children help her?*
- Display the questions *Are the children kind to the old lady? How do they help her?*
- Guide students to recall the ways in which they are nice to the old lady or the ways in which they help her, e.g.
 - The children ask *Are you OK?* This shows that they care.
 - They give the old lady a paper fan and some water because she is feeling a bit hot. The paper fan and water will help the old lady feel better.
 - They want to go and talk to the old lady again because she misses her grandchildren.
- Tell students that when we help others, we are being kind. We care about other people and try to help them. Being kind makes everyone feel happier. It helps us make friends and makes the world a better place!
- Ask *What do you do to people who need your help?* Encourage students to think about how they can help others. One way of doing this is to think about how others feel. For example, if our teachers feel tired, we can help them carry some books. If our friends feel hungry, we can

Lesson 2–3

Reading

share our snacks with them. Small actions, like asking if someone is okay or sharing snacks, can make a big difference. Being kind makes others happy, but it also makes us happy!

- Tell students about the Values activity in this chapter (See *My values pledge* on p.85). In this activity, ask students to share their things with others who need help. Elicit some examples, e.g. They can share their food or snacks with their classmates at recess or lunchtime. They can lend their erasers or pencils to their partner. They can share their umbrella with a schoolmate when it is raining. They can give a tissue to someone who sneezes. 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 always look for ways to help others and to share. Sharing can make everyone feel happy!

Lesson 4

Key words

Learning objectives / outcomes:

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

- review and practise the vocabulary about food and adjectives describing food
- recognise some compound nouns about food

Prior knowledge:

plural s (1A Ch 4)

Lesson procedure:

1. Review

- Have students recall the *food* vocabulary and adjectives describing food.
- Say *Today we're going to practise the words we learnt about food!*
- Display the **e-Flashcards** one by one and ask students to recall the key words.
- Explain the plural forms of the food vocabulary, e.g.
 - For many words, we simply add an *s* to the end of the word, e.g. *bananas*.
 - For some special words, we spell them differently. We add *es* to the end of words that end with *ch*, *s*, *x*, *sh* or *o*. We add an extra syllable after we add *es* after words ending with *ch* and *sh*, e.g. *sandwiches*.
 - Other words end with the letter *y*. We change that letter to *i* and add *es* to the end of the word, e.g. *cherry* → *cherries*.
- Tell students that some food names are made up of two words, such as *egg sandwiches*, *cherry tomatoes*, *mango juice* and *strawberry smoothie*!
- ★ ★ **More able students** may know more examples of food items that are made up of two words, e.g. *lemon tea*, *banana cake* and *mango pudding*.

2. Practise

- Say *Wow! Look at the yummy food. Which do you like? What is the food like?* Ask students if they like any of the food items taught and prompt them to describe them using an adjective learnt.

Vocab booster

- Use the **Vocab booster PPT** to help students learn more vocabulary on the same theme.
- Show the picture spread. Say *There are many more food items we can learn! Let's look at some of them today.*

Teaching Resources:

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



Self-Learning Resources:

- Picture dictionary
- Vocabulary game



Lesson 4

Key words

- Show the pictures of the vocabulary and the words / phrases. Play the audio or read the words / phrases aloud.
- Tell students more about the food items, e.g.:
 - *a sweet*: Remind students *sweet* is an adjective describing the taste of food. Explain that it can also be a noun referring to a food item and tell them another word for *sweet* is *candy*.
 - *a grape*: Grapes are small. They can come in many different colours, like purple, red and green.
 - *an avocado*: An avocado is green on the outside and inside. Some people like to eat avocado with bread.
 - *a blueberry / a raspberry / a cranberry*: These are different types of berries. They are small! Guide students to notice the plural form of these words, e.g. *blueberries*.
 - *a dragon fruit*: Ask students if they have eaten a dragon fruit before. Encourage them to describe the taste and texture of its flesh, e.g. sweet, soft. Point out that the plural form for *dragon fruit* is simply *dragon fruit*. There is no need to add an s.
 - *a starfruit*: A starfruit is named for its shape. It looks like a star! It is juicy. The plural form is the same as the singular form.
- Tell students more about the adjectives to describe food:
 - *round*: Fruit like oranges, melons and cranberries are round. They have a circle shape.
 - *oval*: Explain that an oval is a long circle.
 - *bitter*: Point out some examples of bitter foods, e.g. coffee, some types of chocolate, bitter melon.
 - *spicy*: Mime the word *spicy* by sticking your tongue out and fanning your mouth. Ask students if they like spicy food. They make us feel hot!
- At the end, say *Wow! We learn about so many different foods. They all look and taste different. Have you tried these foods before? Which foods do you want to try?*

Lesson 5

Grammar 1

Learning objectives / outcomes:

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

- role-play some children offering and accepting or declining some food, e.g.

Do you want some bananas?

Yes, please. I'm hungry.

No, thank you. I'm fine.

Prior knowledge:

plural s (1A Ch 4)

Lesson procedure:

1. Review & Introduce

- Display Picture 1 in *Reading*. Ask *How does Greta feel? (Hungry.) Hans has some bananas. What does he ask Greta? (Do you want some bananas?) Does Greta want them? (No.) What does she say? (No, thank you.)*

Teaching Resources:

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



Self-Learning Resources:

- Grammar game
- Grammar video



Other Resources:

- Some fruit

Lesson 5

Grammar 1

- Ask *What food do the children have in the play? What is the food like?* Display Pictures 3 and 5 or prompt students with the **e-Flashcards**. Review the other food vocabulary and adjectives describing food with students.
- Say *In this lesson, we'll learn to find out how to offer food to others and what we say when others give us food!*

2. Explain

- Using the **Grammar PPT**, display examples of different food items to review the *s*, *es* and *ies* plural endings of nouns. Remind students that we add *s* to many nouns when there is more than one. When the words end in *ch*, *o*, *sh*, *x* or *s*, we add *es* and the words are pronounced with an extra syllable at the end. For words ending in *y*, we change *y* to *i* then add *es*.
- 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.
- Then show how we use the plural nouns in the structure *Do you want some ...?* Point out we must use a plural noun after *some*. Also teach the expressions for responding to the question, i.e. *Yes, please. I'm hungry.* and *No, thank you. I'm fine.* Point out that *I'm hungry.* and *I'm fine.* can be added or omitted.
- 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 students are familiar with the song, divide them into two groups to sing alternative lines. Swap roles after they have sung the song for a few times.

3. Practise & Apply

- When students are confident about using the grammar rules, have them open their Pupil's Book to p.34. Say *The children are having a fruit party. Look! They have a lot of fruit!*
- Ask the class to look at the fruit in the first basket. Point out that there is more than one strawberry so we write the plural form *strawberries* in the box. Get students to write the names of fruit in the other boxes. Check their answers.
★ Remind less able students they can look at p.33 for the plural form of the fruit names.
- Then go through the example with students. Remind them that we use a plural noun after *some*. Also guide them to notice the tick in the girl's bubble and say *A tick means the boy or girl wants the food. A cross means he or she doesn't want the food.*
- Next, have students work in pairs for the activity, taking turns to role-play the children and offer food to one another.
- At the end of the activity, you may choose to invite different students to do their role-play in front of the class.

4. Extension activity

❖ Ask students to bring one type of fruit to class.

- Next, say *Now, it's your turn to have a fruit party!*
- Say *You'll share your fruit with your classmates. What do you say? Let's look at an example.*
- Go through the example. Remind students to use the correct plural form of the fruit names.
- Then get students to walk around and offer food to their classmates. Remind them to respond politely to their classmates.

Lesson 5

Grammar 1

- ★ Allow **less able students** to have the fruit party in smaller groups.
- ★★ You can ask **more able students** to bring more than one type of fruit to class for the party.

Lesson 6

Grammar 2

Learning objectives / outcomes:

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

- role-play some children talking about fruit they like or don't like and give reasons, e.g.
I like peaches because they are sweet.
I don't like lemons because they are sour.
- write about things they like / don't like to eat at teatime

Lesson procedure:

1. Introduce & Explain

- Tell students that we are going to learn more language to talk about food.
- Using the **Grammar PPT**, display some examples of children talking about food they like to teach *I like ...* Tell students that we use a plural noun after *like* because we are talking about the kind of food in general.
- 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.
- Then teach the use of *because* to give reasons. Explain that we can use *because* to talk about why we like or don't like something, e.g. *I like pears because they are sweet. I don't like lemons because they are sour.*
- 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.35. Say *Look! The children are talking about fruit they like and don't like.*
- Go through 1 as an example with students. Guide them to look at the pictures and word in Erica's thought bubble as they complete what she says. Have them write the answers in their books.
- Then have students work in pairs for the activity, taking turns to role-play the children and talk about the fruit and then completing the sentences in their books. Remind them to use *because* to give reasons.
- At the end of the activity, check students' answers. You may also choose to invite different students to role-play the children in front of the class.

3. Extension activity

- Say *Now it's your turn to write about fruit you like or don't like at teatime.*
- Explain what *teatime* means, e.g. It is a small meal in the late afternoon or early evening. We usually have some snacks at teatime.

Teaching Resources:

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

Self-Learning Resources:

- Grammar game
- Grammar video



Lesson 6

Grammar 2

- Go through the example. Teach the name of the food *buns* and *doughnuts* using the pictures and explain that *healthy* food is food that is good for us. Point out to students that when they write about food they like or don't like using a variety of adjectives.
- Then get students to write about things they like or don't like to eat at teatime. If they have learnt some extra words in the **Vocab booster**, they can also use the words in their writing.
 - ★ Brainstorm with **less able students** the adjectives to be used to describe some common types of food, e.g. oranges – *juicy*, grapes – *sweet*, cakes / eggs – *soft*.
 - ★★ Encourage **more able students** to write about more than one type of food that they like and don't like and think of their own adjectives to give reasons.

Lesson 7

Speaking

Learning objectives / outcomes:

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

- use different expressions to show they care

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.
- Introduce the girl. Say *Look! This is Pam. She's not feeling OK.*
- Introduce the boy. Say *This is her brother Nick. Nick is worried about Mandy. She is not looking well. Let's listen to what they say.*
- Play the audio.
- Check students' understanding by asking, *What does Nick ask Pam? (Are you OK?)* Point out that we can ask *Are you OK?* to show our care. Ask *How does Pam feel? (A bit bored.) Pam is bored, so Nick suggests they can play in the park. Do you think Nick is a good brother? What does Pam say? (Good idea!) Pam likes the idea!*
- Tell students some other ways in which we can express our concern, e.g. *Are you alright? / Is everything OK / alright? What's wrong?* To answer the question, we can say *(Yes,) I'm fine.* or *(No,) I'm not.*
- 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 them to act out their conversations for the class. Encourage them to use different expressions to show they care.

2. Practise & Apply

- Say *Let's practise the skill now.*
- Have students role-play showing they care and responding to their friends using different feelings and activities. Display some prompts for them to follow. At the end, invite several pairs to role-play their conversations for the class.
 - ★★ You can ask **more able students** to think of more situations to show they care.

Teaching Resources:

- Speaking PPT  

Self-Learning Resources:

- Speaking video  

Lesson 7

Phonics

Learning objectives / outcomes:

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

- say the final consonant sounds /ŋk/ and /nt/ (represented by the letters *-nk* and *-nt*) and sound out the words containing the sounds, e.g. *thank*, *drink*, *want*, *plant*

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

- Display the letters *-nk* and *-nt*. Say *Today, let's learn the sounds for these letters!*
- Ask students if they know what sound the letters *-nk* make. Say *The letters 'n-k' make the sound /ŋk/.*
- Play the phonics video in the **Super eBook** to let students see how the mouth shapes and the letters sound. Have students repeat the sound after the video.
- Display the phonics words. Point to the words and say *These words have the /ŋk/ 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 /ŋk/ sound for students to learn, e.g. *think* and *pink*. Have them write the words down in their books. Alternatively, ask them what other words with the /ŋk/ sound they know.
- Repeat the steps above to teach the letters *-nt*, and the sound they make, /nt/.
- Introduce more words with the /nt/ sound for students to learn, e.g. *chant* and *mint*. Have them write the words down in their books. Alternatively, ask them what other words with the /nt/ sound they know.

2. Practise

- Ask *Are you ready to sing some songs?* Play the phonics song for /ŋk/ for students to listen to. The first time you play it, students 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 /nt/.
- 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.36. Play the audio again. Have students listen and complete the words by writing the letters *n*, *nk* or *nt*, paying attention to the ending sounds of the words. Then guide them to match the words with the pictures by writing the numbers in the correct boxes.
- Check the answers with the class.
- Next, play the audio of the rhyme in Part B at least once and have students listen. You can use the picture to teach the words *giant* and *sink*.
- 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 /ŋk/ and /nt/ sounds.

3. Extension activity

- For further practice on the letters *-nk* and *-nt*, and the /ŋk/ and /nt/ sounds, play a game of *Noisy sounds*. For more details on how to play the game, you can refer to p.T121 of the *Activity Bank* in this Teacher's Guide.

Teaching Resources:

- Phonics videos
- Phonics songs
- Phonics games

**Self-learning Resources:**

- Phonics videos
- Phonics songs
- Phonics games



Lesson 8

RaC - Science

Topic: From seed to fruit

Learning objectives / outcomes:

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

- read and understand the information in a text
- understand how fruit grows

Lesson procedure:

1. Warm up

- Say *In this lesson, let's learn about how fruit grows!*
- Display the page using the **RaC PPT**.
Ask students about their favourite fruit. Common answers may include oranges and strawberries. Tell students that they all come from plants. Ask *What plants need to grow?* Write students' guesses on the board, but make sure not to reveal the answers yet.
- Display the title of the text. Explain what a seed is to students, i.e. *It is the beginning of a new plant. Inside a seed, there is a baby plant and food for it to grow.*
- You may mention that different fruits have different types of seeds. Apples have small, brown seeds. Strawberries have many small seeds on its skin! Mangoes have a big seed in the middle. You may also wish to bring in some different types of washed seeds to show students.
- Say *Let's read and find out more about how fruit grows!*

2. Explore

- Read out the text or play the audio, pausing at certain points to ask questions, e.g.
 - *How does fruit grow?:* Explain that just like us, plants need water to drink. They need food too. They make their food with sunlight. This is why plants need water and sunlight to grow.
 - Go through the different parts of a plant with students using the picture.
 - Tell students flowers are important because they help the plant make seeds. Some flowers turn into fruit but some don't! When the fruit is ripe, it is ready to be eaten. Then the seed can be planted to grow a new plant!
 - *Where do other types of fruit grow?:* Fruits like apples, oranges and cherries grow on trees. Some fruit like grapes and watermelon grow on long plants called vines. Vines are long and thin. They are not strong like trees so they need something to hold onto as they grow. Usually they climb up fences or trees, but they may also grow on the ground. Other fruit like blueberries grow on bushes.
- At the end, encourage students to find out how their favourite fruit grows – on a tree, vine, or bush? They can share their answers with the class in the next lesson.

3. RaC questions

- Display the questions on p.37 of the Pupil's Book.
- For Question 1, tell students that they should write two things in the answer, i.e. water and sunlight.
- For Question 2, guide students to find the answer in the *How does fruit grow?* section. They can circle the key words in each stage to help them order the sentences.
- For Question 3, tell students they can either write *No.* or *No, they don't.*
★★ Encourage **more able students** to list some examples of fruit that grow on trees and those that don't.

4. HOT question

- Ask *Why do watermelons grow on the ground?* Elicit some ideas from students. You can prompt them by asking, e.g. *Are watermelons big or small? Are they heavy? Can the vines hold them up high?*

Teaching Resources:

- RaC PPT
- RaC video



PEC

Self-Learning Resources:

- RaC video



PEC

Other Resources:

- Seeds (Optional)

Lesson 8

RaC - Science

- Ask *Can you think of any other kinds of fruit that grow on the ground too?*
- Elicit some ideas from students. You can prompt them by asking, e.g. *Do mangoes / bananas / tomatoes / strawberries grow on the ground?*
- Explain that some fruits grow on trees, and some grow on the ground because their plants are different and they need more support.

Lesson 9

Task

Teaching Resources:

- Task PPT  
- Graded task sheets 

Task: Rewrite the play 'Hans and Greta in the forest'

Learning objectives / outcomes:

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

- rewrite the play 'Hans and Greta in the forest' with their own ideas
- use questions to brainstorm ideas
- complete the dialogue for the play based on the pictures, using the structures learnt, e.g. *Do you want ...? I like / don't like ...*

Lesson procedure:

1. Introduce & Explain

- Say *In this chapter, we read a play about the Hans and Greta. What happens in the play? Where are they? What do they do / see? Who do they talk to?*
- Say *Today we're going to read another play. You're going to complete the play too.*
- Using the **Task PPT**, display the unfinished play on pp.38 & 39. Guide students to notice its features, e.g. We can look at the character list to find out who is in the play. We can look on the left to see who is talking. We look on the right to see what they say.
- Display the first picture in the play. Point to the river and say *Look. Hans and Greta are not in the forest now. They're now near a river.*
- Tell students they are going to complete the play about Hans and Greta. To help them think of ideas for the play, they can ask themselves some questions, e.g. *Where are the characters? What do they have / say / do? What can they see? How do they feel?*
- Say *Let's write the play!*

2. Practise

- For this activity, ask students to turn to p.95 for the **Task sheet** or give them a printed copy. Guide them to complete the play by asking questions, e.g.
 - Picture 1: *What are the children doing? How does Hans / Greta feel?*
 - Picture 2: *What does Hans have? What is Greta doing? What is Hans giving Greta? Draw it in your book. Does Greta want it?*
 - Picture 3: *What fruit can the children see? Draw it in your book. Does Greta usually like this kind of fruit? Why or why not? Does she like it now?*
 - Picture 4: *What is in the old man's baskets? Draw it in your book.*
 - Picture 5: *How does the old man feel? What are Hans and Greta giving him? Draw them in your book. What does the old man say then?*
- Allow students to complete the play in the Pupil's Book individually or in pairs. Encourage them to be creative in writing what the old man says in the end. If students have learnt some extra words in the **Vocab booster**, they can also use the words in their writing.

Lesson 9

Task

★ You can ask **less able students** to finish the play in the one-star Task Sheets instead of in the Pupil's Book.

★★ You can ask **less able students** to finish the play in the two-star Task Sheets instead of in the Pupil's Book.

- After students have written a draft, encourage them to check and revise their own writing. Display the writing checklist for students to follow. Some things students can check for include using the correct plural endings in their writing.
- Students can swap their writings with a partner. They check their partner's work using the checklist for revising and editing and mark any mistakes. You can ask them to tell the class any mistakes they have found as you go along so other students can listen and check their drafts for the same mistakes.
- Students swap back their drafts and correct the mistakes to produce the final writing.

3. Acting out the play

- Have students share their plays with one another in small groups. They listen to all the plays and choose the best one ending in their group. Then, encourage students to practise acting out the play in their groups.
- Give the groups enough time to rehearse the play they have chosen and then invite each group to come to the front to perform for the whole class. Encourage students to follow a few tips, e.g. reading their lines with the appropriate expression and intonation and looking at the audience at least some of the time. Have the class vote for the best play.