



TEACHER'S BOOK

1

Contents

Scope and sequence	2
Introduction	4
Cross-curricular teaching	5
Literacy	6
What is Assessment for Learning?	7
Components	9
Unit walkthrough	10
How to use stories	14
Classroom management tips	15
Game bank	16
Extension bank	18
Unit worksheet teaching notes	19
Lesson notes and worksheets	20
Festivals	172
Festival cutouts	178
Evaluation	182
Evaluation teaching notes	184
Evaluation sheets	188

Scope and sequence

Welcome

Vocabulary: **Colours:** blue, green, red, yellow
Numbers: one, two, three, four, five

Structures: Hello. I'm Harry.
 Hello, Harry.

1 My birthday

Vocabulary: **Colours:** pink, purple, orange, brown, black, white, grey
Numbers: six, seven, eight, nine, ten
Actions: clap, stamp, jump
Nature: bird, butterfly, fish, flower, leaf

Phonics: /b/ and /p/
 bee, black, blue, brown
 panda, purple, pink

Cross-curricular:
Science: colours in nature

Structures: (Five) (pink) flowers.
 I'm (six).
 Happy Birthday!
 It's a (bird). A (blue) (bird).

2 At school

Vocabulary: **Classroom objects:** chair, table, pencil, ruler, rubber, pen, book
Actions: play, climb
Musical instruments: violin, drum, guitar, piano

Phonics: /t/ and /l/
 rabbit, ruler, rubber, red
 lamb, look, leaf

Cross-curricular:
Music: musical instruments

Structures: It's a (red) (pencil).
 Let's (jump).
 What's this?

3 My family

Vocabulary: **Family members:** sister, brother, friend, aunt, mum, dad, granny, grandad
Feelings: sad, happy
Occupations: pilot, teacher, doctor, vet

Phonics: /s/ and /z/
 seal, sad, six
 zebra, zoo

Cross-curricular:
Social Science: occupations

Structures: This is my brother/sister.
 He's/She's (nine).
 He's/She's (happy).
 He's/She's a (doctor).

4 My body

Vocabulary: **Parts of the body:** legs, feet, arms, hands, body, head
More parts of the body: wings, tail, fingers, toes
Actions: click, wiggle
Keeping clean: clean, dirty, face, wash

Phonics: /h/ and /g/
 hippo, head, hands
 gorilla, guitar, game

Cross-curricular:
Social Science: keeping clean

Structures: I've got a (red) (head).
 I've got (eight) (toes).
 I've got a (dirty) (face).
 Wash your (hands).

5 Pets

Vocabulary: **Pets:** dog, cat, mouse, rabbit, parrot, tortoise, frog
Adjectives: big, small
Baby animals: chick, kitten, puppy

Phonics: /d/ and /t/
 dog, doctor, drum
 tortoise, ten, two

Structures: It's a (small) (cat).
 He's/She's got a (mouse).
 The (dog)'s got a (puppy).

Cross-curricular:
Science: animals and their young

6 My house

Vocabulary: **Places and things at home:** bedroom, living room, door, dining room, bathroom, window, kitchen
More places and things at home: bed, bath, garden, shed
Places in the neighbourhood: shop, library, park, café

Phonics: /w/ and /v/
 wing, window, wave
 violin, vet

Structures: Where's my (dad)? (He's) in the (bathroom).
 Where's the (dog)? It's in the (garden).
 This is the living room.

Cross-curricular:
Social Science: places in the neighbourhood

7 Food

Vocabulary: **Food items:** fruit, salad, cake, bread, yoghurt, milk, cheese, fish
More food items: jelly, honey, apples, ice cream
Healthy food: good, bad, chocolate

Phonics: /dʒ/ and /t/
 jellyfish, juice, jelly
 yak, yoghurt, yellow

Structures: I like (fruit).
 I don't like (yoghurt).
 It's (good) for me.

Cross-curricular:
Food Science: healthy food

8 I'm happy!

Vocabulary: **Adjectives:** tired, hungry, thirsty, scared, happy
Verbs: eat, drink, turn around

Phonics: /ʃ/ and /tʃ/
 shark, shadow, shell
 cheetah, chair, chocolate, cheese

Structures: I'm (scared).
 He's/She's (tired).
 It's a (big) shadow.

Cross-curricular:
Science: light and shadow

Introduction

Dear Teachers,

Welcome!

It is my pleasure to introduce you to *English Discovery*. This is the most exciting and important series for teaching English to young learners on the market today. It is designed to educate learners for the twenty-first century. This involves more than teaching learners to communicate in English. It also involves helping learners to socialise and work cooperatively, to have a sense of responsibility to others, to develop their ability to reflect on their learning processes and to begin learning and using English independently.

The series is based on some key educational principles. The most important of these is that of catering to the whole learner. This means that you are not just responsible for developing the ability of learners to communicate through English, you are also responsible for their emotional, social and moral development. This is a very challenging task, but *English Discovery* will provide you with resources to help you meet that challenge.

Through these materials, learners engage with English by using it in a wide range of interesting and fun situations that relate to their everyday lives. Yes, they have to learn vocabulary and master the pronunciation and grammar of the language, but they do so through engaging tasks that keep them motivated and show them the relevance of English to their lives beyond the language classroom.

The journey from infancy to adulthood is an amazing adventure, of which language learning is a part. I hope that you enjoy taking your pupils on the adventure with *English Discovery*.

David Nunan
Series Advisor
English Discovery



English Discovery is a five-level course for children learning English at primary level. It offers best practice methodology in the classroom, with the unique combination of beautiful materials and fun-filled stories, songs and games, creating a world of excitement and adventure that children won't want to leave.

Children follow the characters through their book, while listening to stories, singing songs, communicating and playing games along the way. Most importantly, pupils will enjoy themselves and make their own discoveries in English.

Methodology

English Discovery assumes no previous knowledge of English and takes a '5Ps' approach to communication in order to provide support and encourage production from an early stage. The PPP (Presentation, Practice and Production) method is a tried and tested approach which is favoured by many teachers in the primary classroom. The lesson sequence is clear and easy to follow and works in a structured way. The **English Discovery** '5Ps' approach adds also Personalisation and Pronunciation.

Presentation is the first stage. The teacher demonstrates the key language while providing a model (on audio) for pupils to hear the correct pronunciation.

Practice is provided in the form of controlled and more open activities using the presented language.

Production activities encourage pupils to use the language either to speak or write something. These activities encourage pupils to become more autonomous and to manipulate the language in order to communicate.

Personalisation activities are also included in the lesson structure to engage pupils further with the unit language and to help them with language recall.

Pronunciation is a key area in language teaching and it is addressed in all units. Pupils practise it through fun and engaging songs and chants that help them acquire the stress, rhythm and intonation of English.

Cross-curricular teaching

Children are naturally curious about the world around them. They want to know how nature works (Science), how man's inventions function (Technology), they are drawn to the exciting stories behind man's achievements and artistic creations (History/Art), as well as the fascinating landscapes and customs of far-away places (Geography/Social Science). Therefore, it seems natural and appropriate for their foreign language classroom to provide opportunities for them to explore this world and to integrate the resulting knowledge and understanding with language learning.

Here are some other reasons for integrating content with language learning, as well as some tips for making the most of the cross-curricular pages in **English Discovery**:

- Young pupils already bring an incredible amount of previous knowledge of the world to the language-learning classroom.

Tip 1: Start the lesson by inviting pupils to focus on the images on the page and ask a few warm-up questions, e.g. *What can you see on the page?* *What is the lesson about?* *What do you know about the topic?* *What else would you like to know?* Use the children's first language if necessary.

- What the pupils hear or read about a topic can later provide realistic reasons for speaking and writing about it.

Tip 2: As the pupils do the activities in the lesson, highlight any new vocabulary relating to the topic and collect it in a simple list on the board. At the end of the lesson, invite the pupils to copy the list into their notebooks for later reference.

- Cross-curricular lessons can lead to very motivating individual or small group projects.

MUSIC 2

12 Listen and point. Then say.

13 Listen and number.

Lesson 6

Can name some common musical instruments.

SCIENCE 5

12 Listen and point. Then match and say.

13 Listen and number. Then say.

Lesson 6

Can match animals with their young.

SOCIAL SCIENCE 6

12 Listen. Then number.

13 Find and say.

Lesson 6

Can talk about places in the neighbourhood.

In Grade 1, reading is introduced in the Pupil's Book and Activity Book. In the Pupil's Book, it is used for consolidation purposes and pre-readers can use the book easily without needing to read. In the Activity Book, pupils trace and copy single words to practise the new language.

The *Sounds fun* notebook is something pupils prepare in class to be used at the end of Lesson 4 of each unit. Pupils record the sounds learnt in each unit in their *Sounds fun* notebook and find or draw pictures of words with these sounds. More confident pupils could also write the words below their drawings. With the introduction of target vocabulary at the beginning of every unit, teachers should encourage pupils to add these new words to the appropriate page in their *Sounds fun* notebook. In this way, pupils are consistently recycling the sounds introduced in this level. Pupils could use an exercise book as their *Sounds fun* notebook and then carry it through into next year. Alternatively, you could help them to make their own mini book using the instructions below and three sheets of A4 paper.

Making a *Sounds fun* notebook

- Take one A4 sheet for every 8 pages needed in the book, i.e. three A4 sheets for a 24-page book.
- Put the sheets neatly one on top of the other. Fold the pile in half so that the short sides touch, then in half again in the other direction. You should now have a small book shape.
- Cut along the folds at the top/bottom of the book so that the pages can turn, then staple at the top and bottom of the spine.

Pronunciation table

Consonants		Vowels		
Symbol	Keyword		Symbol	Keyword
p	pen	short	ɪ	bit
b	back		e	bed
t	ten		æ	cat
d	day		ɒ	dog
k	key		ʌ	cut
g	get		ʊ	put
f	fat		ə	about
v	view		i	happy
θ	thing		u	actuality
ð	then			
s	soon		i:	sheep
z	zero		ɑ:	father
ʃ	ship		ɔ:	four
ʒ	pleasure		u:	boot
h	hot		ɜ:	bird
x	loch	diphthongs	eɪ	make
tʃ	cheer		aɪ	lie
dʒ	jump		ɔɪ	boy
m	sum		əʊ	note
n	sun		aʊ	now
ŋ	sung		ɪə	real
w	wet		eə	hair
l	let		ʊə	sure
r	red		uə	actual
j	yet		ɪə	peculiar

What is Assessment for Learning?

English Discovery includes elements of **Assessment for Learning** methodology, which help to enhance learning by supporting pupils in understanding what they know and what they need to do next, empowering them to move themselves forward and making them active in their own learning, as well as helping teachers understand where their pupils are. **Assessment for Learning** is looking for ways to understand how pupils are doing and using this information to help them improve, as well as helping teachers make decisions about how to help pupils improve.

Assessment: isn't this testing?

It can be, but when we talk about **Assessment for Learning**, we're really talking about assessing pupils formatively, watching and listening to our pupils to see how much they understand and using this to help decide what we need to do next. This can be during any activity in class – the kind of assessment you already do every day!

Why is Assessment for Learning important in English Discovery?

English Discovery provides fun and engaging material to help your pupils have an exciting and motivating early experience with English. A handful of **Assessment for Learning** techniques and activities have been integrated into each lesson, to build on this positive experience. These activities give pupils an awareness of what and how they are learning, while giving you, the teacher, lots of opportunities to assess how each pupil is doing. Introducing the **learning adventure** in your lessons to talk about pupils' learning, makes each step along their English language adventure visible and interactive, engaging and motivating pupils while also developing self-assessment skills.

What is the learning adventure?

The **learning adventure**, based on each of the **English Discovery** islands, is a path which represents how confident the pupil feels about a particular learning objective. Using this poster in class enables pupils to develop self-assessment skills by reflecting on how well they can remember vocabulary, for example, from the lesson or unit. It can also help gather evidence for the teacher on who is confident about the lesson and who needs more practice.

Where is the learning adventure used?

The **learning adventure** is used in *Vocabulary*, *Cross-curricular* and *I can do it!* lessons.

How do I introduce the learning adventure to my pupils?

It's a good idea to model with pupils how to use the **learning adventure** poster. The **learning adventure** poster can be put up in the classroom and the image used in a sequence of activities in conjunction with both the Pupil's Book and accompanying teaching notes, as well as in **English Discovery World** for class presentation.

There are four steps on the **learning adventure**:

- 1 Let's go!** – This means that pupils have started a new learning objective and are at the beginning of their learning; maybe they know one or two words.
- 2 I'm on my way!** – This means that pupils are moving along their journey with increasing understanding or knowledge; maybe they know five or six words.
- 3 I'm almost there!** – This means that pupils are feeling increasingly confident about what they have learnt; they have a good (though not necessarily 100%) knowledge or understanding.
- 4 I've arrived!** – This means that pupils are very confident about what they have learnt; they have a good (though not necessarily 100%) knowledge or understanding.

How do I use the poster with my class?

It's really useful if you can have the poster on the wall for every class. The poster is used in two different ways.



For Vocabulary lessons

The poster works in the same sequence each time and the lesson plans show you exactly when and how. Every lesson begins with **pupil-friendly objectives** – these will appear in the teaching notes for each lesson. You can write these on the board. The first activity in these lessons is **What do you know?** – this is a Pupil's Book activity asking pupils which words they know on this topic before the main class presentation. This will find out what pupils already know about a topic, engage them and give pupils confidence that they know something already. Now, using the poster, ask the pupils, *Where are you on your learning adventure?* Ask pupils to think about how many words they know and to say which stage on the poster they think they are at, e.g. if they know two or three words they might say, *Let's go!* as they are at the beginning of their learning. You should respond positively, as they are already moving along their learning adventure! At the end of the lesson, ask the pupils again, *Where are you on your learning adventure?* Pupils think how many words they know now and choose another stage on the poster, e.g. if they know eight words they might say, *I know teddy bear, car, kite, doll, boat, bike, ball, train.* It's a good idea to remind pupils of where they were at the beginning of the lesson and where they are now, to really emphasise the progress they are making.

What other Assessment for Learning activities are there? Why should I use them?

What do you know? – Asks pupils if they know any words associated with the unit topic before the main vocabulary presentation.

Pupils will feel confident that they already know some words from the topic so they aren't at the beginning of their learning.

Pop quiz – Gives you a quick end-of-lesson activity to help you check who has 'got it' and who needs more help.

Provides opportunities to see where pupils are in their learning, enabling you to provide useful feedback and adjust your teaching in line with individual needs.

Extension questions – Asks pupils a question to help extend their thinking and learning.

Requires more than only remembering what they have learnt; illustrates that they have understood it.

I can do it! – Self-assessment lessons develop pupils' skills to assess where they are in their learning and what they need to do next to achieve their learning goals, motivating them to continue learning.

Developing the skills to identify what you know and what you don't forms a huge part of learning. With practice, this should facilitate learning and produce confident pupils, not afraid to ask for help from their teachers and classmates.

When can I use the learning adventure?

You can use the **learning adventure** in any lesson with learning objectives. For pupils new to this concept, it's good to begin with vocabulary, where it's easy to identify what you know and have learnt.

What if my pupils do not use the learning adventure accurately?

It doesn't matter too much about accuracy. They aren't giving themselves grades, they're simply increasing their awareness about their own learning. What matters is helping your pupils to increase their awareness by modelling how to use the poster, using examples to show how many words you might know for each stage on the poster. Also, by encouraging pupils to think more positively about their progress if they underestimate on the **learning adventure**. Or, if pupils indicate too confidently where they are, ask pupils to think a little more carefully about how many words they can remember, for example. For strong pupils, keep them motivated by asking them to find out more about the topic or new words on the topic. Also, using the poster regularly in class will help pupils integrate this into their learning more easily.

What if my pupils are very shy?

If pupils don't want to say where they are, you can make cards that pupils can hold up in class. Each pupil can make a card for each stage, e.g. *Let's go!*

Components

For the pupil

Print

The **Pupil's Book** provides materials to present and practise the target language effectively. It includes:

- *Goodbye* unit to consolidate and wrap up;
- Festival pages and cutout activities;
- Activity stickers for further consolidation of language.

The **Activity Book** provides reinforcement and consolidation of the language presented in the Pupil's Book. It contains controlled and freer practice plus personalisation and further listening and reading texts. It also contains a Picture dictionary with all key vocabulary.

For the teacher

The **Teacher's Book** provides step-by-step lesson plans covering all the course material.

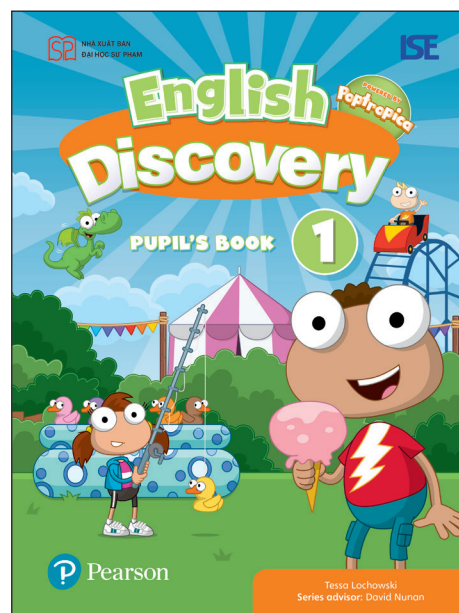
Each lesson plan is clearly structured into stages:

- Starting the lesson
- Presentation
- Practice
- Ending the lesson.

The lesson notes are designed to provide flexible support for all teachers, including those who may lack time for planning or who have limited access to resources. The Introduction includes recommended procedures for using games and stories effectively. For maximum flexibility and variety, the following **photocopiable materials** can be found in the Teacher's Book:

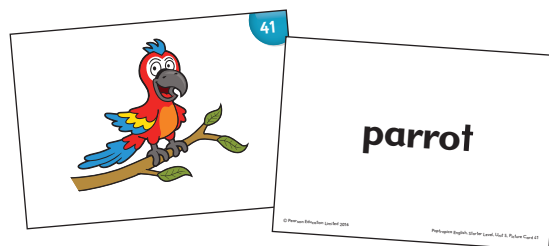
- Unit worksheets
- Festival cutout activities
- Unit and End-of-year evaluations

The **Active Teach** software let you present the material using an interactive whiteboard or projector. The lessons contain activities mirroring the sequence of material introduced in the Pupil's Book and in the Teacher's Book but in an interactive format best suited to a digital experience. The lessons contain all the audio for the course. Full teaching notes are also available. The **videos** are available as part of Active Teach. They give pupils a new context in which to recycle the language of the Pupil's Book.



The **Class Audio CDs** contain all the songs (including karaoke versions), chants, stories and listening activities which appear in the Pupil's Book. They also contain audio for the evaluations which are at the back of the Teacher's Book.

The **flashcards** present main target vocabulary in each unit. The teaching notes in the Teacher's Book clearly explain how the flashcards can be used to present, practise and consolidate language through games and activities.



The **posters** accompanying the course are of two types. **Learning adventure** posters help pupils and teachers gain awareness of what and how the pupils are learning. **Vocabulary** posters serve as another tool for teaching and consolidating vocabulary.

The **evaluations** (unit and End-of-year) can be found at the back of the Teacher's Book. The audio for these evaluations is on the Audio CD. These evaluations and the audio are also available online as part of **English Discovery World**.

Unit walkthrough

Lesson 1

Presentation and practice of vocabulary with audio support

Previous knowledge of the topic is activated through an **Assessment for Learning** activity.

Lesson 2

Presentation and practice of grammar with audio support

The new structure is presented in the unit chant and practised in a listening activity.



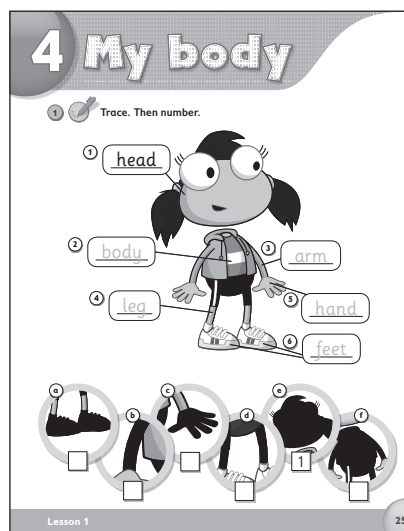
Pupils listen to the key unit vocabulary in the context of a dialogue between the characters. They then listen and repeat the vocabulary.

Target vocabulary is included in the opening scene.

Pupils also sing the Quest song and find the item on the page card on the opening spread.

Clear and concise learning objectives help clarify the aim of the lesson for the teacher and parent.


Further practice of the target language is provided in the Activity Book for **all** lessons.




Lesson 3

Presentation and practice of vocabulary with audio support


Pupils learn a new set of vocabulary in the unit song, which is linked to the unit topic. This may be additional words or a separate vocabulary set. The new language is then practised in a speaking activity. Karaoke versions of the songs are included in the class audio


 **SONG**


6  Listen and find. Then sing.





7  Match and count. Then say.


 1

 2


 3

 4

 a

 b

 c

 d

30 Lesson 3
Can say more body words / Can follow a simple song

 **LISTENING**

8  Listen and number.



Now make and play (page 75).

 **SOUNDS FUN!**

9  Listen and say.



h



g

Lesson 4
Can describe bodies / Can say the sounds /h/ and /g/
31

Lesson 4

Skills practice and pronunciation

A skills activity helps to consolidate the grammar and vocabulary of the unit.

The *Sounds fun* pronunciation feature with audio presents English sounds with humorous characters.

Lesson 5

Story

The story is provided with speech bubbles and audio support. It consolidates vocabulary and structures from previous lessons and introduces new functional language.

10 Listen to the story.

STORY

11 Act out the story.

32 Lesson 5

Can understand a simple story / Can act out a story.

12 Listen and number.

SOCIAL SCIENCE

4

13 Listen and say.

Lesson 6

Can talk about keeping clean

33

Lesson 6

Cross-curricular content and mini-project

Target language is practised and extended through a cross-curricular topic in English. The material in Grade 1 is related to Science, Social Science and Music.

A teacher-led mini-project encourages production of the unit language.

Lesson 7

Self-assessment and review

Pupils complete a self-assessment in every unit. This involves pupils completing two activities – one vocabulary and one grammar. After completing each activity, pupils are invited to self-assess what they can now do by sticking the **Assessment for Learning** sticker next to the activity.

14 Trace and match. Then say.

1 head

3 legs

5 feet

2 hands

4 arms

6 body

I CAN DO IT!

15 Listen and ✓ or X. Then say.

a

1 ☐ 2 ☐

b

3 ☐ 4 ☐

34 Lesson 7

Can assess what I have learnt in Unit 4

16 Find and circle two the same. Then say.

4

1

2

3

17 Colour. Then play.

I've got green legs.

Lesson 8

Can use what I have learnt in Unit 4

35

Lesson 8

Review and consolidation

Pupils consolidate and practise the unit language through a fun language game.

How to use stories

Stories are an essential part of language learning because they allow pupils to absorb information in a fun and stimulating way. Learning outside the normal boundaries of a teacher-based classroom environment creates the opportunity for pupils to develop their creative and communicative skills. Using stories in the classroom greatly enhances pupils' ability to listen and to actively respond to target language and structures in a fun and relaxed atmosphere. Stories increase motivation and encourage less confident pupils to contribute with their ideas and opinions because they are not confined to the limits of a certain structure. They provide larger chunks of language in a context and provide an opportunity for pupils to produce language.

There's a story in Lesson 5 of each unit, featuring the characters. These stories serve to review and reinforce the target language and structures of the unit. The artwork is visually stimulating and the audio effects ensure pupils listen avidly from start to finish. Below is a four-step method for using stories in the classroom that starts with anticipation and ends with (assisted) performance.

Stage 1 – Anticipating the story

Before listening to the audio, ask pupils questions or carry out a simple discussion in English or L1 to get them thinking about the story. This will enable pupils to begin forming an idea of the theme of the story and how it might develop. It also provides an opportunity to introduce any new vocabulary or to review previously learnt language, allowing teachers to assess how thoroughly pupils have absorbed the target language of the unit. Teachers should not provide any answers at this stage but rather allow pupils to think for themselves.

Stage 2 – Hearing and seeing the story

At this stage, pupils listen to the story and work through it to find answers to your questions. If access to technology is limited or if it fails during the lesson, teachers can simply read from the book.

Stage 3 – Checking the story

Some suggested questions to be asked after listening to the story are provided in the teaching notes. This gives teachers the possibility to further assess the depth of pupils' comprehension of the story and of the language used. It also sparks pupils' creativity and imagination by encouraging them to visualise how the story develops.

Stage 4 – Role playing the story

After listening to the story several times, pupils are ready to role play it in groups, providing them with the opportunity to reproduce larger chunks of language. Props can be brought to class and used to make the experience even more stimulating. Teachers may play the audio or read the audioscript from the Teacher's Book, while pupils role play or pupils may recite the story from memory. Try to ensure that, as far as possible, every pupil gets an opportunity to be involved in the role play.

Below are some suggestions for extra work with the stories:

- While pupils listen to the story, they perform a specific action for target vocabulary (e.g. pupils clap when they hear the word *purple* or stamp their feet when they hear the word *blue*).
- Pupils draw a new picture for any frame of the story.
- Pupils create a new ending for the story.
- Pupils draw or describe their favourite character.
- Pupils discuss real-life situations that are related to the story.
- Pupils comment on how they would feel or how they would behave if they were in a similar situation to one of the story characters.
- You might like to give pupils feedback. You could give pupils two stars and one wish, e.g. *Fantastic actions!*, *Great teamwork!*, *Speak a bit louder next time*. This could be given in L1.

Story card activities

The story cards are greatly versatile and can be used in conjunction with a number of activities:

- Stick the story cards in random order on the board and pupils put them in the correct order.
- Stick the story cards on the board in order. Ask pupils to close their eyes while you remove one card. Pupils guess which card is missing.
- Hide the story cards around the classroom. Pupils find the cards and stick them on the board in the correct order.
- Pupils invent a new dialogue for one or all of the cards.
- Read the audioscript printed on the back of the story cards, making deliberate mistakes (e.g. say *red* instead of *yellow*). Pupils correct your mistakes.
- Hand each story card to a different pupil. When you read the audioscript, the pupil with the appropriate story card stands up and shows it to the class.
- Show any story card and pupils remember and recite the audioscript.

Classroom management tips

English Discovery presents different classroom dynamics. It goes from individual work to pairwork, group work and whole-class activities. When working in pairs, groups or in a whole-class setting, pupils foster cooperative learning; learning with and from each other. The following suggestions focus on different ways of grouping or pairing pupils. All the activities presented here are suited to any group size, age or interest.

Ideas on how to divide pupils into pairs and groups

Grouping by order: Organise pupils in a specific order and then divide them up. Ask pupils to get in line in alphabetical order (according to their first name, last name or the number of letters in their name), order of birthdays (grouped either by month or by their date of birth), months of the year, days of the week or height.

Animal sounds: This is a loud but fun way to divide pupils up. Write names of animals on slips of paper. Distribute them and ask pupils not to show their slips to each other. When they are ready, ask them to start making the sound of the animal that is written on their slip of paper. They have to find the other members of their animal family.

Pick and mix: Pupils can be divided into groups or pairs by having them pick objects from a bag. Then you can ask them to find their teammates. Some examples of objects you can use are:

Coloured counters: (e.g. ask pupils to team with same colours together; different colours together; two same colour counters and two different ones, etc.).

Coloured pencils: (e.g. pupils who pick the same colours from the bag are in the same group/pair; light and dark of the same colour makes a pair; four different colours makes a group, etc.)

Numbered lolly sticks: Prepare lolly sticks by writing a number on the end of each stick and placing them number down in a small can or container. Each pupil picks one and finds their group/pair (e.g. same numbers, sequential numbers, odd numbers, etc.).

Word jumble: Write vocabulary words from a topic on slips of paper and put them in a bag or box. Ask pupils to pick one and find the rest of their group or pair. Pupils should look for others who have similar words or things (e.g. animals – all dogs together, all birds together, all cats together), others who group together (e.g. jungle animals, farm animals, sea animals) or others whose word starts with the same letter (e.g. roses, rainbow, red, rock).

Strategic grouping: Depending on the activity, you may want to group pupils using one of these combinations: stronger and weaker pupils together, stronger pupils together, weaker pupils together, talkers and listeners together. Whatever you choose, do not let pupils know what your strategy is.

Signalling that the activity has finished

When assigning speaking activities and playing games in large classes, it can often be hard to grab pupils' attention. With this in mind, here are some suggestions to help you deal with this situation.

Can you hear me? Start talking to them in a very low voice and say, *If you can hear me, raise your hand.* Pupils who hear you raise their hand, which will get the attention of other pupils, who will do the same.

Clapping: Clap your hands in different patterns and speed. Pupils have to join you in clapping. Say, *Clap once if you can hear me.* Some pupils join you. Then say, *Clap twice if you can hear me.* And finally, *Clap three times if you can hear me.* At this point, pupils will notice that the activity has finished.

Eyes on me: Count to three saying, *One, two, three... eyes on me!* Pupils stop the activity and say, *One, two, three... eyes on you!* This way, if the other pupils have not heard you, they will hear the pupils and then notice that the activity is finished.

Give me five: Put your hand up and say, *Give me five.* Pupils put their hands up and say, *five.* Then they start to count from one to five. If that does not grab everyone's attention, say, *Give me five again.* Pupils repeat the count.

Putting hands up: Put your hands. Wait until pupils notice your hands up and gradually stop talking.

Ring a bell: Set a timer for the amount of time you would like the activity to last or ring a bell. When pupils hear the sound, they stop the activity.

Silent request: Create a signal for silence. Then practise the signal with your pupils until they know that every time you make that signal it's time to stop the activity.

Singing: Play or sing a **English Discovery** song or chant. Have pupils join you.

Traffic light: Make a traffic light with removable coloured circles. When green, pupils can talk in pairs or in groups. When orange, they must be ready to end the conversation. When red, it's time to stop talking. If they're too loud, you can quickly go from green to red. If they're quieter again, go back to green.

Flashcard games

Guess the card: Cut out a small square in the centre of a sheet of A4 paper. Hold the sheet in front of a flashcard, allowing pupils to see only a small part of the picture through the hole. Pupils guess the item.

Memory game: Stick flashcards on the board. After pupils memorise the cards, remove them and pupils list the items. To make the game more challenging, ask pupils to say the cards in the order they appeared on the board.

Flashcard mime: Invite a pupil to the front. Show him/her a card or a written word while hiding it from the rest of the class. He/She mimes the word silently. The pupil who correctly guesses the word is the next one to come forward. Alternatively, split the class into two teams and ask a member of each team to mime the same word for their teams.

Sort the cards: Divide the class into small groups. Mix flashcards from different units, then divide them into piles according to the number of groups. Pupils sort them back into categories. The first group to finish wins.

Noughts and crosses: Divide the class into two teams. One is noughts and the other is crosses. Draw a large grid on the board with nine spaces. Stick one flashcard in each space, facing toward the board. Pupils select a card, turn it over and say the word on the flashcard. If it's correct, remove the flashcard and write a nought or a cross accordingly.

Hot seat: A pupil sits with his/her back to the class. The teacher shows the class a flashcard, e.g. lion. Pupils make sentences about the animal, e.g. *They live in Africa. They can run fast. They eat meat.* The pupil in the hot seat has to guess the animal as quickly as possible. Set a limit for the number of sentences/guesses pupils can make.

TPR games

Aye, aye, Captain! You are the captain. Give orders to the class. This is a useful activity for reviewing actions, parts of the body, colours, numbers and classroom objects. For example, you say, *Jump three times. Touch your head. Turn around.* Pupils say, *Aye, aye, Captain!* and carry out the action. Model a few times and then invite pupils to be the captain.

Basketball: Ask a question to a pupil. If he/she answers correctly, he/she has a shot at the 'basket' (the bin or a small box). If the pupil gets the 'ball' (of paper) in the basket, he/she wins two points. If the ball hits the basket without going in, he/she wins one point.

Pass the ball: Pupils stand in a large circle. Make a paper ball (or use a soft ball), then call out a category, e.g. *family*, and throw the ball to a pupil. He/She must say a word in the category, then throw the ball to another pupil, who says another word in the same category. If a pupil drops the ball, he/she must sit down. Continue until one pupil remains. This game can also be used to have pupils ask and answer questions or practise vocabulary that follows a sequence, e.g. days of the week, months of the year, etc.

Teacher says: Give the pupils instructions but tell them to follow the instructions only if they are preceded by 'Teacher says'. If you say, *Pick up a pencil*, pupils should do nothing, but if you say, *Teacher says pick up a pencil*, pupils must pick up a pencil. They are out of the game if they do an action when they shouldn't.

Team games

Category writing: Divide the class into groups. Each group chooses their 'captain'. Write the name of a vocabulary category on the board, e.g. sports, food or animals. Each group helps their captain to write as many words as they can which belong to that category in two minutes.

Drawing race: Divide the class into two teams and invite a pupil from each team to the front. Whisper a word to the two pupils. Each pupil draws the item on the board. The first team to identify the item correctly wins a point.

Parachute: Play a guessing game in teams. Draw a large parachute on the board with some strings leading to a stick figure hanging from the parachute. Think of a word pupils have learnt and draw a dash inside the parachute for each letter in the word. Pupils from one team try to guess the word. For each incorrect guess, rub out one of the parachute's strings. Award points to the team when they guess the word correctly. If all the parachute's strings are rubbed out before pupils guess the word, the other team can try.

Reading race: Write sets of sentences on strips of paper describing flashcards, e.g. *It's big. It's black and white. It's got four legs.* Divide the class into teams and ask each team to stand in a line. Place a set of sentences face down at the front of each line. Stick the flashcards on the board. When you say, *Go!* one pupil from each team picks up a sentence, sticks it below the appropriate flashcard on the board and goes back to his/her team. The first team to stick all its sentences under the correct cards wins.

Literacy and spelling games

Spelling bee: Divide the class into two teams. The first player in Team A is given a word to spell. If correct, the team gets a point. This can also be done as a class competition by having pupils line up to be given words one by one. When they make a mistake, they sit down. The last pupil standing is the winner.

Little books labelling: Do an activity to practise spelling words with the target sounds/graphemes. Give each pupil a sheet of paper and have them fold and tear it in half lengthways, then join the ends of the two strips with tape. Now fold the paper like a fan and stick some tape along the spine to make an eight-page book. Pupils write their name on the cover and then draw four simple illustrations on alternate pages. Next they swap books with a partner and label the illustrations in each other's books. Then check the books together.

Letter mess: Write a selection of letters on the board. Explain to the class that they have to make as many words as possible from the given letters. Model one or two examples on the board for them. Then give pupils a time limit to do the activity in pairs or small groups.

Speedy sounds: Make letter cards to review the key sounds from a unit. Show the cards in random order and have pupils chorus the letter sounds. Gradually increase the speed. Then show a card and elicit a word containing that sound. Repeat with the other cards.

Rhyming tennis: Play a game to practise spelling words with target sounds that rhyme, (e.g. *ou, ow, all, aw, ew* or *y* graphemes). Put the class in two teams with a different set of letter cards. The first team must make a word using their first letter card, e.g. *y* and write it on the board, e.g. *try*. The second team must make a word that rhymes with *try* and write it on the board, e.g. *my*. The first team must hit back with another rhyming word, e.g. *fly*. The teams go back and forth until one team can't make a word. The game is over when all the cards are gone.

Spin the pencil: Play a game to practise spelling words with target sounds/graphemes. Put the pupils in pairs. Have them draw a large circle on a sheet of paper with graphemes around the edge of the circle (like a clock face). They take it in turns to spin a pencil in the circle and spell a word from the letter sound that the pencil is pointing to.

Spell check: Do an activity to practise spelling words with target sounds and to focus on punctuation. Write five sentences on the board, each with two errors, e.g. the sentence does not begin with a capital letter, the final punctuation is missing or wrong, sample words are misspelt. In pairs, pupils correct the mistakes.

Miscellaneous games

Bingo: Play bingo with any topic. Ask pupils to draw the bingo grids. Then they write or draw in the boxes the vocabulary items you wish to review. Call out the words in random order. The winner is the first pupil to tick off all the items in his/her grid.

Drawing game: Pupils draw pictures of target vocabulary on the board. They must do this slowly, line by line. The class tries to guess what each pupil is drawing before he/she finishes the picture. The first pupil to guess draws the next item.

I spy: Choose something you can see and say, *I spy with my little eye, something beginning with (g)*. Pupils guess the object. The pupil who guesses correctly has a turn at choosing an item.

Pass the secret: Have pupils sit in a circle. Start the secret by whispering a simple sentence to the pupil next to you, e.g. *I've got a yellow hat*. The pupils whisper the secret around the circle. The last pupil says the secret out loud. Compare how close it is to your original secret sentence. If necessary, write the original secret sentence on the board.

Picture dictation: Divide the class into pairs. Pupil A describes a picture for Pupil B to draw. Then they switch roles. This game can be played with any lexical set.

Stop the bus: Write a letter on the board and shout, *Start the bus!* Pupils write as many words beginning with this letter as they can think of. When you shout, *Stop the bus!*, everyone stops writing. Pupils get one point for each correctly spelt word.

Song or chant extension: Have pupils work in pairs or small groups. Prompt them to write a new verse for the song, using the lyrics on the Pupil's Book pages. You can change just some words or all the lyrics depending on their level.

Extension bank

Welcome

Numbers game: Divide the class into two teams. Draw a line down the middle of the board. Call a pupil from each team to stand near the board. Now call out a number from 1–5 and the first pupil to write the correct number wins a point for his or her team.

Unit 1

Balloon game: Divide the pupils into small teams. Each team forms a circle and the pupils hold hands. Give each team a balloon. As a team pupils have to keep their balloon in the air inside the circle. Tell the pupils that if the balloon touches a specific body part (e.g. arm or face) that pupil must shout out a colour. If it falls to the floor each member of the team must shout out a number.

Unit 2

Be the teacher: Pupils work in groups of three, one acting out the role of the teacher, the other two acting the role of pupils. The 'teacher' uses the Pupil's Book (Unit 2) to identify objects, e.g. *What's this?* and the 'pupils' answer, e.g. *It's a pencil*. Remind pupils playing teacher that they must only ask questions they know the answer to. Repeat until all pupils in each team have had a turn at being the teacher.

Unit 3

My family show and tell: Give pupils a piece of drawing paper and ask them to draw and colour their family. Once pupils have finished their pictures, they can take turns to stand at the front and tell the other pupils about their family, talking about their family member's names, ages and occupations.

Unit 4

Pass the drawing: Tell pupils they are going to draw a monster. Give each pupil a piece of paper and ask them to write their name on one side. On the other side ask them to draw the head and neck at the top of the page. Give them 2 minutes. When all the pupils are finished, show them how to fold the top of the paper over so that the head and neck can't be seen. Ask pupils to pass the paper to the pupil next to them. Then ask pupils to draw the monster's body, arms and fingers. Fold it over and pass it along. Repeat with legs, feet and toes. When all the body parts are finished return pupils' original drawings back to them. Pupils then describe their monster to their partner.

Body call out: Put the body part flashcards (28–35) in a bag or small box. Have pupils sit in a circle and as they pass the box/bag around shout *Stop!* The pupil holding it takes out a flashcard and says the body part on the card. Then choose another pupil to give them an action to do related to that body part (e.g. if the body part is *hands* another pupil might say *Clap your hands!*). Repeat until all pupils have had a turn.

Unit 5

My pet shop: Tell pupils they are going to pretend to have their own pet shop. Pupils draw the animals they would like to have in their own shop. Pupils should label the animals in their shop and write the number of those animals next to it. When they are finished, pupils share their drawings with their partner and tell them about their shop (e.g. *I've got four cats. I haven't got a parrot*).

Unit 6

Where are they?: Stick the rooms flashcards (43–47) on the walls in different parts of the classroom. Write the rooms on the board. Write the words of family members on sticky notes and stick each one on a pupil. Ask the pupils to choose and go to the room in the house where they think family member should be. Once pupils are all in the rooms, ask a pupil, e.g. *Where is mum?* and they answer, e.g. *She's in the living room*. Repeat until all pupils have had a turn being a family member and answering a question.

Unit 7

Which food don't I like?: Ask pupils to draw a secret picture of a food they don't like (chosen from the unit words). When they are finished, ask them to work with a partner. Pupil A asks, *Do you like _____?* and tries to guess their picture. Pupil B answers yes or no. If Pupil A guesses correctly the picture Pupil B drew, then he/she wins a point.

Unit 8

People puppets: Give each pupil paper, coloured pencils and a lolly stick. Ask them to draw a person's face showing an emotion (e.g. happy, sad, scared, tired, etc...). They can add hair and anything else they want to. When pupils are finished, have them take turns to stand at the front while the other pupils guess how their puppet feels (e.g. *Is she sad?*). Repeat until all pupils have had a turn.

Goodbye

Same or different: For this game, pupils look at three flashcards and decide which one is the odd one out. Call three pupils to the front of the class. Then select three flashcards, e.g. *granny*, *teacher* and *pilot* and give one to each pupil. As you say each word, ask the pupils to hold up their flashcard. Then point to *teacher* and *pilot* and say *Same!* Point to *granny*, shake your head and say *Different*. *Teacher and pilot are occupations. Granny isn't*. Repeat with another set, e.g. *mum*, *sister* and *pencil*. Prompt pupils to say *Same!* or *Different*. Repeat with new flashcards and new groups of pupils each time.

Unit worksheet teaching notes

Consolidation and extension worksheet 1

1 Trace. Then count and ✓ or X.

- Pupils read the sentences below each birthday cake. They then count the number of candles on top of the cake and put a tick in the box if the sentence corresponds with the number of candles and a cross if it doesn't.

2 Find and colour.

- Point to each of the items and ask pupils *What's this?* Pupils follow the path from each colour word to the pictures and colour them accordingly. Pupils check their answers in pairs by saying, e.g. *It's a fish. It's orange.*

Consolidation and extension worksheet 2

1 Look. Then draw and colour.

- Pupils read the classroom object words and draw them in the boxes. Then say, e.g. *It's a (red) (pencil).* Pupils colour the pencil red. The colouring instructions could also be done in pairs or small groups.

2 Find and count. Then write.

- Pupils find the classroom objects in the picture and count them. They then write the number of objects next to the appropriate word. Ask *How many (pencils)?* (*Eight pencils.*)

Answer key: 2 8 pencils 3 4 rubbers 4 2 rulers
5 5 books 6 3 pens

Consolidation and extension worksheet 3

1 Read and find. Then circle and write.

- Pupils read the sentences and find the family member they describe. They then circle *He's* or *She's* accordingly and complete the sentences by writing *happy* or *sad*.

Answer key: 2 happy 3 sad 4 happy

2 Read. Then write Yes or No.

- Pupils read the sentences and decide whether they're true or false according to the picture. They then write *Yes* if it's true and *No* if it's false.

Answer key: 1 No 2 No 3 Yes 4 No 5 Yes

Consolidation and extension worksheet 4

1 Draw and write.

- Pupils dictate a monster to a partner who draws it in the box. They can use the parts of the body written on the right side of the page as a guide. Pupils then count the number of e.g. heads, legs, arms and write the correct number next to the corresponding word.

2 Read. Then find and write.

- Pupils read the sentences below the monsters. They find the monster that the sentence describes and write the correct number in the box. In pairs, pupils take turns to make sentences about a monster, e.g. *I've got one head* and guess which monster their partner's sentence refers to (monster 1).

Answer key: 1 a 2 b 3 b 4 a 5 b

Consolidation and extension worksheet 5

1 Draw. Then write.

- Pupils draw an animal next to the child in each box. They then complete the sentence by writing the name of the animal they've drawn.

2 Read and find. Then write.

- Pupils read the sentences below the picture. They find the animal the sentence describes and write *big* or *small* in the gap.

Answer key: 2 big 3 big 4 small 5 big 6 small
7 big

Consolidation and extension worksheet 6

1 Read and draw.

- Pupils read the sentences and draw the people in the correct rooms of the house. Then pupils cover up the sentences at the bottom of the activity and ask a partner *Where's my (dad)?* (*He's in the living room.*)

Consolidation and extension worksheet 7

1 Read and colour.

- Pupils read the colour written on the sign being held by each child. They colour the food they like red and the food they don't like blue. Pupils make sentences in pairs, e.g. *I like jelly. I don't like juice.*

2 Ask and answer. Then ✓ or X.

- Pupils write the food words below each food in the first column. Pupils first answer the questions for themselves by putting a ✓ or X in the boxes below 'Me'. Pupils then choose two friends and write their names on the lines in the boxes next to the word 'Me' and ask *Do you like (milk)?* Pupils record their friends' responses.

Consolidation and extension worksheet 8

1 Match. Then say.

- Pupils match the pictures of the children to the correct feelings and then say the words.

2 Read. Then find and write.

- Pupils read each sentence then find the child in the picture that it describes and write the correct numbers in the box.