

New language

Grammar: *to be* all forms

Vocabulary: colours

Functions: greetings

Pre-teach: red, purple, black, yellow, skateboard, dog, thing

Preparation: Exercise 6.

Choose questions from Exercises 4 and 5 to jumble. Write them on a sheet of A4 and copy enough for pairwork.

Culture notes

Students are 10–11 years old in Year 6, which is the last year of primary school in England. Secondary school begins in Year 7 when they are 11–12. (See Unit 8e *Students' Book* page 80.)

Unit and book introduction

(*Books closed*) Introduce the theme of websites. Ask students for the names of some sites they know, using L1 if necessary. Explain that *Discover English 1* features a group of children involved in creating a web page. They explore a different theme in each unit.

(*Books open*) Ask the class to predict themes for a website and to look through their books to check their predictions. Use an idea suggested in the Introduction to focus on *In this unit*.

Exercise 1

▶ (*Books closed*) Quickly review colours. Say a colour. Ask the class to repeat it after you in chorus and point at something that colour. Continue with different colours. Use a strong

1 Listen and read. Complete the chart.

Name	Age	Class	Favourite colour	Favourite thing
Monica	11	Year 6	red	MP3 player
Gemma	11	Year 6	purple	Smartie / dog
Felix	10	Year 5	black and yellow	skateboard

IN THIS UNIT:
Revision

- *to be*
- favourite things
- possessive adjectives
- countries and nationalities
- *this, that, these, those*

student to demonstrate: *What's your name? How old are you? What's your favourite colour? What's your favourite thing?*

▶ (*Books open*) Play the recording while students follow the text, then get students to complete the chart individually or in pairs.

Answers → student page

Grammar

- ▶ Ask students to repeat the examples in the grammar box in chorus after you. Tell students *they* is used for people and plural nouns and give an example of each.
- ▶ You could get students to personalise this, e.g. *Ivan is 11. He is in Year 5.*

Exercise 2

- ▶ Look at the example and use the grammar box to explain it. Get



Grammar to be

I	am	ten.
He She It	is	in Year 5.
You We They	are	in Year 6.
I She They	am not is not are not	ten. in Year 5. in Year 6.

2 Complete the information about Gemma.

- I am eleven.
- My favourite thing is an animal.
- I am in Year 6.
- Smartie is my dog.
- He is not purple.
- My favourite colours are not blue and yellow.
- I am not in Year 5.

3 Match the words.

- | | |
|----------------|---------------|
| 1 I am | a You're |
| 2 We are | b I'm |
| 3 He is | c She isn't |
| 4 They are not | d We're |
| 5 She is not | e He's |
| 6 You are | f They're |
| 7 They are | g He isn't |
| 8 He is not | h They aren't |



What is a cat's favourite colour? Purrrrrple!

Grammar to be: questions

Am	I	ten?
Is	he she it	in Year 5?
Are	you we they	in Year 6?

Yes, I am. / No, I'm not.
Yes, she is. / No, she isn't.
Yes, they are. / No, they aren't.

What's your name?

4 Listen and match.

- | | |
|---------------------------------|--------------------|
| 1 What's your name? | a No, I'm not. |
| 2 How old are you? | b My name's Felix. |
| 3 Are you in Year 6? | c No, it isn't. |
| 4 Is your favourite colour red? | d I'm ten. |

5 Read and answer.

- Is Felix ten? *Yes, he is.*
- Is he in Year 6?
- Is his favourite colour purple?
- Is his favourite thing a skateboard?
- Is your favourite thing an animal?

6 Find two questions. Answer the questions.



Exercise 4



- Before you play the recording, ask students to try and match the questions with the answers. Play the recording while students check their matching. Check answers, then play the recording again, stopping after each question and answer for the class to repeat in chorus. Do not forget to pay attention to intonation. Remember the voice falls at the end of wh- questions.

Answers → student page

Exercise 5

- Give students time to do the exercise. Invite individuals to write their answers on the board to check.

Answers

- No, he isn't.
- No, it isn't.
- Yes, it is.
- Yes, it is./No, it isn't.

Exercise 6

- Ask students to find the two questions individually and to work in pairs and ask/answer the questions.

Answers

- What's your name?
How old are you?

Suggestion: Write more jumbled questions from Exercises 4 and 5 on the board and repeat the activity or use copies prepared.

Photocopiable resource for beginning of year 1, page 116.

students to complete the sentences. Check answers. Refer back to the grammar box if necessary.

Answers → student page

have done the matching exercise, check answers with the whole class, getting students to repeat each contraction after you.

Answers → student page

Exercise 3

- Tell students it is usual to use contractions when you speak. Use your fingers to explain the example, e.g. *I am* (two fingers separately) and *I'm* (bring the two fingers together). After students

Grammar

- Ask students to look at the grammar box. Draw students' attention to short answers. Ask them to repeat some of the questions and answers in chorus after you.





New language

Grammar: possessive adjectives

Vocabulary: favourite things, countries, nationalities

Functions: talking about favourite things

Pre-teach: home, country

Preparation: Exercise 5. Bring a world map or globe if possible. **Exercise 7.** Bring a picture of a famous person students will recognise.

Culture notes

Baseball is a very popular game in America. In England children sometimes play a similar game called rounders.

Exercise 1



Ask students to look at the photograph. Say: *This is Ben.* Ask how they would greet him. Ask the class to think of questions to ask him, e.g. *How old are you?* Give a weaker group time to refer to Starter A for ideas. Ask students to name objects they know in the photograph. Play the recording while students follow the text. Students do the exercise individually, then compare answers with a partner. Check answers with the group.

Answers → student page

Discover Words

Exercise 2

Ask students to do the matching exercise. Check answers.

Answers → student page

Starter
B

A New Home

1 1.4 Listen and read. True or false?

- 1 Ben is from the USA. *true*
- 2 His new home is in England. *true/false*
- 3 His favourite thing is his football shirt. *false*
- 4 His baseball cap is from Liverpool. *false*



Hi! My name's Ben Grant. My family are from New York City, in the USA, but our new home is in England.

Liverpool is my favourite football team. Their matches are great! My football shirt is English, but my Mets baseball cap is American.

My favourite things are my CD player, my Star Wars watch and my mobile phone. It's a camera too!

Discover Words

▶ favourite things

2 Match the words with the objects in the picture.

watch 3 football shirt 5 baseball cap 4 CD player 1
mobile phone 2

Watch Out!

cap	→	caps
match	→	matches
city	→	cities

3 1.5 Write the plurals. Listen and repeat.

- | | |
|----------------|----------------------|
| 1 mobile phone | <u>mobile phones</u> |
| 2 family | <u>families</u> |
| 3 shirt | <u>shirts</u> |
| 4 watch | <u>watches</u> |
| 5 camera | <u>cameras</u> |

Watch Out!

▶ Tell students that nouns ending *-ch* form plurals by adding *-es* and nouns ending consonant + *-y* form plurals with *-ies*.

Exercise 3



Ask students to do the exercise individually. Play the recording, then check spelling on the board. Play it again and ask students to repeat in chorus. Get students to repeat /s/ and /ɪz/ sounds too.

Answers → student page

Grammar

- ▶ Give two or three examples of sentences containing possessive adjectives from the text, e.g. *Their matches are great.* Ask students to repeat them in chorus. Get students to study the grammar box and ask them to underline examples in the text.
- ▶ Careful! *Liverpool is my favourite team. Their matches are great.*



Grammar

possessive adjectives

subject pronouns	possessive adjectives
I	my
you	your
he	his
she	her
it	its
we	our
they	their
I am Ben.	My name is Ben.

4 Look at the pictures. Complete the sentences.



1 It's his baseball cap.



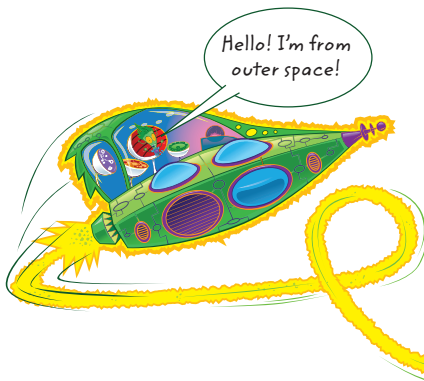
2 It's her mobile phone.



3 We're Lucy and Liam and it's our CD player.



4 It's their dog.



Discover Words

countries

5 1.6 Match the countries and nationalities. Listen, check and repeat.

England Portugal Russia Spain Poland
Greece Italy Argentina USA Turkey Brazil

Italian American English Russian
Portuguese Turkish Greek Brazilian
Spanish Argentinian Polish

English English

6 1.7 Complete the sentences. Listen and check.



1 I'm American.
I'm from the USA.



2 He's from Argentina.
He's Argentinian.



3 They're from Brazil.
They're Brazilian.



4 She's Spanish.
She's from Spain.



5 They're English. They're from England.

Speaking

7 Work with a friend. Talk about your favourite stars.

My favourite star is ...
He / She's from ...

(Books open) Give students time to do the matching exercise. Play the recording twice. The second time, check answers and ask students to repeat in chorus.

Answers

England – English;
Portugal – Portuguese;
Russia – Russian;
Spain – Spanish;
Poland – Polish;
Greece – Greek;
Italy – Italian;
Argentina – Argentinian;
the USA – American;
Turkey – Turkish;
Brazil – Brazilian

Exercise 6

1.7

Give students time to complete the exercise, then play the recording to check answers.

Answers → student page

Exercise 7

Show students a picture of a famous person and introduce him/her. My favourite star is ... He's/ She's from ... Students continue in pairs.

Make sure students understand the difference between the possessive *its* and the contraction *it's*.

Exercise 4

Ask students to look at the pictures and see if they can remember favourite things vocabulary. Give students time to do the exercise. Check answers.

Answers → student page

Discover Words

Exercise 5

1.6

(Books closed) Brainstorm names of countries before doing the exercise or play Hangman with known countries to generate interest. Ask students to point out the countries on a world map. Demonstrate the difference between country and nationality using your country, e.g. I'm from England. I'm English.

New language

Grammar: *this, that, these, those*

Pre-teach: Earth

Exercise 1



● (Books closed) Introduce the cartoon by asking students if they like science fiction films. See if they can name any. Use L1 if necessary. Check *Earth*.

(Books open) Ask the class to look at the pictures and to tell you the words they know. Play the recording while students follow, then ask: *Who is Fiz?* (*An Earth Explorer.*) Divide the class into three and allocate roles: Kit, Fiz and Bandit. Play the recording again. Give students time to repeat their lines in chorus, pausing if necessary. Ask students to continue in groups of three. Tell them to change roles and do it again.

Grammar

● Use the examples in the cartoon to show the difference between *this* and *that*. Use gesture to make the concept of distance clear. Ask students to give you examples using the classroom. Teach *these* and *those*, e.g. *This is a book. These are books.* After choral repetition ask students for more examples.

Tip: to get students to say /ɪ/ and /i:/ sounds correctly, tell them to smile when they say /i:!

Starter
C

Earth Explorer



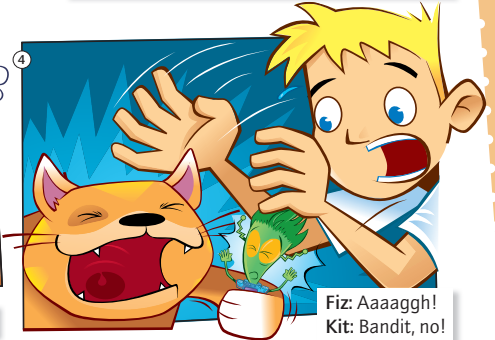
Kit: Hey! Is that a spaceship?



Fiz: Yes, it's my spaceship. I'm an Earth Explorer.



Bandit: This isn't an Earth Explorer. It's a mouse.



Fiz: Aaaaggh!
Kit: Bandit, no!

1 Listen and read. Who is Fiz?

2 Complete. Use *this, that, these, those*.

Grammar *this, that, these, those*



this spaceship



that spaceship



these spaceships



those spaceships



1 This is my cat.



2 That is my CD player.



3 Those are my football shirts.



4 These are my friends.

Exercise 2

● Give students time to do the exercise individually or in pairs before checking answers with the whole class.

Answers → student page

Suggestion: To round off the lesson, choose two or three groups of students to perform the cartoon dialogue they have practised for the class.

Fast finishers: Get them to ask each other questions, e.g. *What's this? It's your pencil case. What are those? They're books.*

Photocopiable resource for beginning of year 2, page 117.