

Unit 1 Overview

Unit objectives: give personal descriptions and describe how often they do things

Vocabulary: decimal numbers, clothes

Grammar: *is, be, can*; frequency adverbs

Phonics: sounds /st/, /sk/, /k/

Value: Cooperation – Solve problems

Cross-curricular focus: Physical education – Recognising different sports

Country focus: New Zealand

Overview materials: map or globe; realia or pictures of New Zealand

Short lesson option: b & c



Culture Connection

- The picture shows a panoramic view of a green and humid zone of New Zealand.
- The native people in New Zealand are the Maori. They speak English and Maori in New Zealand.
- Rugby is one of the most important sports in New Zealand. The national rugby team is known as the All Blacks.

a Warmer

Have the children look at the character pictures of Tina and Bouncer on p.4. Introduce the characters. Ask the children what kind of animal Bouncer is (*kangaroo*). Ask the children if they have ever been on a journey to a different country. Have them tell the class about their journey.

Then tell the children that they are going on a journey of discovery to learn English and find out about different places and people in the world. Use the world map/globe to make sure the children can identify the continents. Point to New Zealand on the map/globe. Ask the children to guess the country. Confirm or tell them that New Zealand is the first stop on their journey. Use the realia or pictures and find out what the children already know about New Zealand. Ask questions, e.g. *What do you know about New Zealand? What places do you know in New Zealand?*

b Picture activity: Zoom In

Ask the children to look at the picture. Point to Tina and read aloud the speech bubble. Ask the children if they have ever visited an area like this.

Read the information in the first box. Read the questions in the second box and discuss the answers with the whole class.

Answers: south-western Pacific Ocean; English, Maori and New Zealand Sign Language; children's own answers

c Visual literacy

This feature develops visual literacy by encouraging the children to use their prior knowledge to interpret the picture. Read out the question in the third box. In pairs, the children discuss their answers. Invite some pairs to share their ideas with the class.

Answers: lake, trees, hills

d Wrap up

Ask children to come to the front of the class to point to different geographical features on the map or globe.

Picture activities for Unit 1

Lesson 1, after Activity 3

Have the children look at the picture and count different items, e.g. *How many houses are there?*

Lesson 2, after Activity 2

Have the children look at Tina again and describe her personality and appearance from what they have learnt in this lesson, e.g. *She is friendly.*

Lesson 6, after Activity 2

Have the children draw a picture of themselves dressed to explore New Zealand. Have them write a sentence about what they are wearing, e.g. *I usually wear shorts and a sunhat on holiday.*

Learning objective: learn and use decimal numbers

New vocabulary: numbers 10 to 100

Vocabulary review: *book, boy, chair, children, class, desk, girl*

Grammar review: *There are ...s*

Warmer

Write numbers 10, 20, 30, 40, 50, 60, 70, 80, 90, and 100 on the board at random. Point to and say the numbers for the children to repeat. Do this several times, asking them to repeat the numbers in different ways (singing, chanting, whispering, etc.).

- 1** **CD 1, Track 2** Have the children look at the numbers. Play the CD. Ask the children to listen and point to the numbers in their book. Play the CD again. Pause after each number for the children to repeat. Say the numbers and ask the children to spell the words.

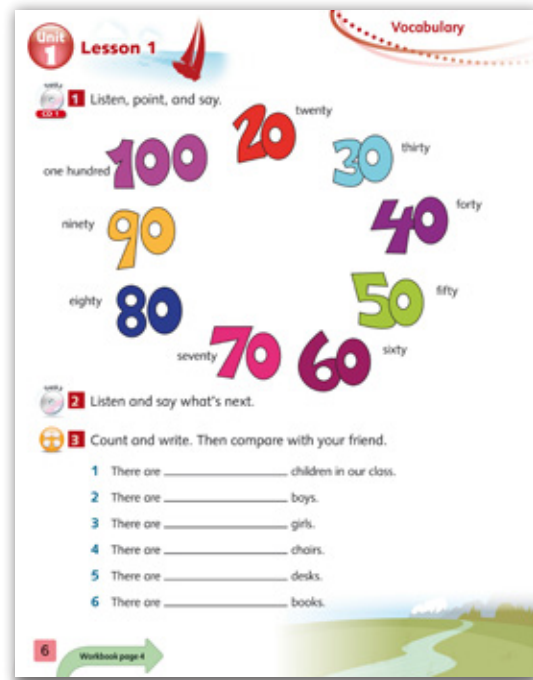
Blended Teaching Tip

Use the Interactive Pupil's Book page on the Presentation Kit to show the children the numbers. Put the children into pairs and invite one pair at a time to come to the board. Tell them you are going to say a number and one of them has to point to the corresponding digits and the other to the word. Repeat with other pairs and numbers.

Activity extender

Ask the children to write the decimal numbers on a piece of paper at random. Then have them write the words for the numbers at random also. Have them draw lines to match the numbers to the correct words without any of the lines touching each other.

- 2** **CD 1, Track 3** Explain that the children will hear three numbers and that they have to say which number comes next. Give an example with 20, 30, 40 (50). Play the CD. Pause for the children to call out the number chorally.



Audioscript: 1 10, 20, 30 2 30, 40, 50 3 50, 60, 70 4 70, 80, 90

Answers: 1 40 2 60 3 80 4 100

- 3** Ask the children *How many shoes are there in our class?* Encourage them to count and answer: *There are (20) shoes in our class.* Point to the sentences. The children complete the sentences individually and then compare their answers with a friend. Invite children to the board to write the answers.

Answers: Children's own answers.

Competency development: Collaborate and Communicate

This activity allows the children to use the numbers from the first two activities and **put them into practice** in a real-life context. **They are extending their knowledge** and making it relevant to their own circumstances. The children work individually to show what they have learnt and then compare their answers with a friend, before reviewing the answers as a whole class, encouraging **collaboration**.

← You can now go back to the unit opener (Teacher's Book Pack p.21, Pupil's Book p.5) and do the additional picture activity for this lesson.

Wrap up

Ask the children to write a number that is important for them (birthday, age, number of family members). In pairs, the children guess what the number represents. If time permits, talk about the numbers with the whole class.

Learning objectives: describe a person's personality, nationality, appearance and ability

New grammar: *I'm/She's (smart), I'm/She's (from Australia), I have/She has (black hair), I/She can (run).*

New vocabulary: *explorer, friendly, kangaroo, smart, strong*

Materials: slips of white paper, small bag (optional)

Warmer

Ask the children personal questions, e.g. *How old are you? What colour hair do you have? Can you run? Can you speak English?* Help them to answer with full sentences.

- 1** **CD 1, Track 4** Ask the children to describe the pictures. Play the CD. Ask the children to listen and read. Play the CD again with pauses for the children to repeat chorally. Ask questions to check understanding, e.g. *Who is Tina? (She's an explorer.) Who is Bouncer? (She's a kangaroo.) What can Bouncer do? (She can jump.)*

Write the phrases from the grammar box on the board. Play the CD again and ask the children to point to the phrases in the speech bubbles as they hear them. Ask them the difference between *She has* and *She's* and help them deduce that *She's* is an abbreviation for *She is*.

Discover Grammar

Ask the children to read the story again and underline a physical description of Tina and circle a character description of Bouncer. Then have them look at the sentences on the right-hand side of the box and circle the appropriate words in blue. Review the answers with the class. Write the sentences on the board while they are working and invite children to say which verb we use to describe characteristics (*have*) and which to describe personality (*be*).

Answers: I have long, black hair and brown eyes; She's smart, she's friendly and she's strong! I have brown eyes. I'm friendly. She has black hair. She's smart.

Unit 1 Lesson 2

Grammar I have / She has black hair. She's smart.

1 Listen, read, and say.

1 Hi! I'm Tina. I'm ten years old and I'm an explorer. I have long, black hair and brown eyes.

2 This is my friend. Her name's Bouncer. She's a kangaroo. She's from Australia. Australia is next to New Zealand.

3 She's smart, she's friendly, and she's strong!

4 I can run and jump, and Bouncer can, too. Woof!

Discover Grammar

Read again.
Underline a physical description of Tina.
Circle a character description of Bouncer.

Circle.
I have smart. / brown eyes.
I'm friendly. / black hair.
She has friendly. / black hair.
She's smart. / brown eyes.

2 Look and write

1 Does Tina have brown hair?
No, she doesn't.

2 Is Bouncer a monkey?

3 Is Bouncer friendly?

4 Does Tina have brown eyes?

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Competency development:

Think

This activity helps the children analyse statements with the verbs *have* and *be*, **deducing** which describes physical appearance and which describes personality. Encourage the children to learn to **process and analyse information for themselves** instead of just absorbing what you tell them.

- 2** Read the first question and encourage the children to answer orally. Have the children work in pairs and answer the other questions. Check answers orally.

Answers: **1** No, she doesn't. **2** No, she isn't. **3** Yes, she is. **4** Yes, she does.



You can now go back to the unit opener (Teacher's Book Pack p.21, Pupil's Book p.5) and do the additional picture activity for this lesson.

Lesson extender

Have the children write an adjective from this lesson on a slip of paper. Collect all the papers in a bag. Ask children to take a slip from the bag and describe one of their friends with the adjective on it using the correct verb.

Wrap up

Ask the children to close their book. Read out sentences from the story and ask the children to remember who said them, Tina or Bouncer.

Learning objective: recognise and practise sounds /st/, /sk/ and /k/

New phonics sounds: /st/, /sk/ and /k/

New vocabulary: ask, clock, dark, desk, fast, forest, house, knock, lost, past, rock, skate

Materials: soft ball

Warmer

Write the following word halves on the board: *clo-ck*, *da-rk*, *de-sk*, *for-est*, *sk-ate*. In pairs, the children form the correct words. Read all the words chorally for the children to repeat. Exaggerate the final sounds. In pairs, the children practise saying the words.

- 1** **CD 1, Track 5** Tell the children that they are going to listen to a poem. Write the letters *st*, *sk*, *ck* on the board. Play the CD. Have the children circle the letters in the words. Repeat the circled words chorally with the class, exaggerating the sounds. Correct any errors in pronunciation. Play the CD again. Pause after each line of the poem for the children to repeat chorally.

Blended Teaching Tip

Use the Interactive Pupil's Book page on the Presentation Kit to practise the poem with the children. Have the children stand up every time they hear one of the target sounds. This will help aural, visual and kinaesthetic learners, all at the same time. Do the same thing with the Animated Phonics Presentation to engage the children's attention in the lesson.

- 2** **CD 1, Track 6** Have the children look at the gapped words. Play the CD. Pause after each word and ask the children to complete the words in their book. Then have the children cross out the word that sounds different in each column. Invite children to write a word on the board and say it aloud.

Audioscript and answers: 1 *lost*, *rock*, *clock*
2 *forest*, *fast*, *rock* 3 *skates*, *lost*, *ask*

Unit 1 Lesson 3 Sounds and Spelling

1 Listen to the poem.
st sk ck

I'm lost in the forest.
It's ten o'clock.
There's a house with a door.
So I go and knock.

Where am I? I ask.
As the door opens fast.
Then I look into the house
And a ghost skates past.

I run to the forest.
But I fall on a rock.
It's very dark now.
It's twelve o'clock.

I'm lost again.
I fall into a pool.
Then I wake up
At my desk in school.

2 Listen and complete. Then cross (X) out the word with the different sound.

1 lo st	2 fore _ _	3 _ _ otes
ro _ _	fa _ _	gho _ _
clo _ _	ro _ _	a _ _

3 Look back at the poem. Find one more word for each column.

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- 3** Have the children look back at the words they circled in the poem and add one more word to each of the columns in Activity 2. Invite children to write the words on the board. In pairs, the children practise saying the words in the three columns. Check and correct pronunciation as appropriate.

Answers: 1 knock 2 past 3 desk

Competency development: Learn

Here, the children **demonstrate that they can identify the sounds** studied in the lesson and **extend their knowledge** by recognising them in other words. Finding new words with the same rules reinforces learning.

Lesson extender

Ask the children to take out a red, blue and green coloured pencil. Call out words from the lesson and have the children hold up a coloured pencil according to the sound of the word, e.g. blue pencil for *desk*. Repeat faster to make it fun!

Wrap up

Throw a ball to a child and say one of the sounds from this lesson. Ask the child to say a word with that sound and have them throw the ball to a friend. Play several times.

Learning objectives: practise reading skills and explore the value of cooperation

New vocabulary: *help, scarf, sheep, team*

Grammar review: present simple *can, be*

Warmer

Tell the children that they are going to read a story about sheep. With books closed, ask them to guess how many sheep they think there are. Encourage them to use numbers 1 to 100. Write the children's guesses on the board.

1 **CD 1, Track 7** Ask the children to look at the pictures and predict why Jack's dad wants the scarf (to save the sheep). Play the CD and ask the children to read. Ask *How many sheep are there?* (99) *How many sheep are missing?* (one). Compare the number with the children's guesses from the Warmer.

2 Read aloud the values and check understanding. Ask the children to read the story again and decide which value to tick. Encourage the children to talk about situations where they have worked as teams.

Answer: Team work solves problems.

3 Read out the question and statements and ask the children to raise their hand for the statements that are true for them. Allow them time to write Yes or No for each statement. Ask the children to walk around the classroom and find someone who marked the same answers as they did. Ask pairs with the same answers to share them with the class.

In pairs, the children tell each other about a situation they have been in where they had to cooperate to solve a problem. Have children share their experience with the class.

Answers: Children's own answers.

Competency development:
Me

By taking part in this activity, the children reflect on the value in the story and **demonstrate their own self-awareness** by evaluating if they cooperate with their friends and family.

Unit 1 Lesson 4 Reading Time

1 Listen and read.

1 Jack, his dad, and their dog, Tess, live on a sheep farm.
Let's check the sheep.

2 The sheep is on a rock. Dad asks Jack for his scarf.
Ninety-nine... One sheep is lost. Let's look for it.
Jack, give me your scarf. What for?

3 I can help. And so can Tess.
OK, Take this.

4 Here's our last sheep.
Come on, Tess! Pull!

5 We're a great team!
Woof!

2 Read again and check (✓) the **value**.
Cooperation: Team work solves problems. Individual work solves problems.

3 Do you cooperate well with others? Read and write Yes or No.
I help my family _____ I work in a team _____
I try to help my friends with their problems _____

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Lesson extender

Ask the children to close their book. Read out sentences from the story, e.g. *What for? We're a great team!* Each time, have the children call out *Jack* or *Jack's dad* according to who said the sentence. Invite different children to read out sentences for the class to guess.

Wrap up

Divide the class into groups of five and take roles from the story (the narrator, Jack, Dad, Tess, a sheep). Have the children act out the story. Invite groups to perform for the class.

Learning objective: learn names of clothing items and when to wear them

New vocabulary: *gloves, pyjamas, scarf, school uniform, shorts, sunglasses, sunhat, sweatshirt*

New grammar: *I need ..., You need ...*

Warmer

Write *hot weather* and *cold weather* in two large circles on the board. In pairs, the children brainstorm clothes words for each circle. Invite children to write the words in the circles on the board. Ask the children to copy the information into their notebook.

- 1** **CD 1, Track 8** Have the children look at the picture and name the clothes or accessories they have. Play the CD. Ask the children to listen and point. Play the CD again. Pause after each word for the children to repeat chorally.

Activity extender

Dictate *shorts, scarf, sunhat, gloves, sunglasses, pyjamas* for the children to write in their notebook. Check spelling by asking volunteers to come to the front and write the words on the board.

- 2** **CD 1, Track 9** Say *It's hot and sunny. Do you need shorts or gloves?* Write on the board *I need ...* and encourage the children to answer *I need shorts*. Play the CD. Pause after each question for the children to answer chorally.

Audioscript: 1 Speaker: *It's hot and sunny. You're having a picnic at the beach. Do you need a scarf or a sunhat?* **Child:** *I need a sunhat.* **2 Speaker:** *It's cold and snowy. You're playing in the park. Do you need a scarf or shorts?* **Child:** *I need ...*

3 Speaker: *It's 11 o'clock at night. You're sleeping in your bed. Do you need gloves or pyjamas?*

Child: *I need ...* **4 Speaker:** *It's 10 o'clock in the morning. You're at school. Do you need a sunhat or a school uniform?* **Child:** *I need ...* **5 Speaker:** *It's hot and sunny. You're relaxing in the sun. Do you need sunglasses or a scarf?* **Child:** *I need ...*

Unit 1 Lesson 5 Vocabulary

1 Listen, point, and say.

- 1 sunglasses
- 2 pyjamas
- 3 sweatshirt
- 4 shorts
- 5 scarf
- 6 sunhat
- 7 school uniform
- 8 gloves

2 Listen and say.

3 Talk to a friend.

It's sunny. You need a sunhat!
It's cold. You need sunglasses!
No, I need gloves!

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Answers: 1 a sunhat 2 a scarf 3 pyjamas
4 a school uniform 5 sunglasses

- 3** Say the sample dialogue aloud for the children to repeat chorally. In pairs, one child says a sentence about the weather and the other says which clothing item they need. Encourage the children to say some incorrect items for their friend to correct, as in the sample dialogue.

Answers: Children's own answers.



Competency development:

Learn

In this activity, the children are being encouraged to **process the words and their meanings** from the first activity. They are required to analyse the weather and which clothes are suitable for it.

Lesson extender

Have the children highlight *sunglasses* in Activity 1 with a coloured pencil. Ask the children why this word is special (because it doesn't have a singular). Have the children find two more special words like this (*pyjamas, shorts*).

Wrap up

Have the children draw three clothing items in their notebook. In pairs, the children exchange notebooks and write the words under the drawings.

Learning objective: learn to talk about how often they wear items of clothing

New grammar: *always, never, sometimes, usually*

New vocabulary: *funny, wear*

Vocabulary review: days of the week

Warmer

Ask the children to look at the pictures in Activity 1 quickly and then close their book. In pairs, they name as many as they can remember.

- 1** **CD 1, Track 10** Have the children look at the chart. Write the frequency words *always, never, sometimes* and *usually* on the board. Discuss their meanings. Play the CD and have the children refer to the chart and listen. Play the CD again and pause after each sentence for the children to repeat sentences. Review the meaning of the sentences.

Discover Grammar

Have the children read the text in Activity 1 again and circle the frequency words. Point to Discover Grammar. Read the percentages aloud. Discuss which words they circled go with 0% and 100% (*never, always*) and possible percentages of the other words (*usually, sometimes*). Ask the children to complete the activity. Draw the line on the board and invite children to write the answers.

Answers: 0% never, 50% sometimes, 80% usually, 100% always

Competency development: Think

In this activity, the children **analyse the meaning** of adverbs of frequency by noting the frequency of days in the chart. This kind of experiential learning helps the children to learn new language.

- 2** Ask children to read the sentences aloud, completing them with their own ideas. Then have the children write their answers in their book.

Competency development: Learn

In this activity, the children **demonstrate their ability to use adverbs of frequency** correctly by writing about their own habits.

Unit 1 Lesson 6

Grammar

I always wear a scarf.
He usually wears sunglasses.
She sometimes wears a sunhat.
I never wear gloves.

1 Listen, read, and say.

Tina always wears a school uniform on weekdays. She usually wears her sweatshirt, but she never wears a sunhat, gloves, and scarf! Bouncer always wears pajamas in bed, and sometimes she wears sunglasses!

Discover Grammar

Read again. Circle the words to talk about frequency. Write the words in the correct place.

0% _____ 100%

2 Write about you.

I _____ wear a school uniform. I _____ wear sunglasses.

3 Listen and complete. Then sing. Funny Clothes

I _____ wear sunglasses. I _____ wear pajamas.
I _____ wear a scarf. What do you think of that?
My friends say I look funny. But I never, never, never.
And people _____ laugh! Never, _____ wear a hat!

← You can now go back to the unit opener (Teacher's Book Pack p.21, Pupil's Book p.5) and do the additional picture activity for this lesson.

- 3** **CD 1, Track 11** Have the children read through the song and guess the missing words. Play the CD and allow them time to complete the song. Play the CD again and have the children sing along.

Answers: always, usually, always, sometimes, never

Blended Teaching Tip

Use the Interactive Pupil's Book page for the lesson on the Presentation Kit. Invite a pair to come to the board to fill in the answers to Activity 3 using the pen tool. Play the song again for the children to sing along. Invite a child to come to the board and highlight an item of clothing. Then ask *Do you wear (a scarf)?* to elicit *always, sometimes, never, usually* replies.

Wrap up

- CD 1, Track 11** Play the CD again and have the children listen. Divide the class into two groups and have each group sing a verse each with their books closed.

Learning objective: learn about rugby and physical education

New vocabulary: fern, game, kiwi, leaf, Maori, rugby, silver, sport

Vocabulary review: hat, shirt, shorts, socks

Warmer

Point to the rugby team in the pictures and have the children identify the colour of the uniform. Ask them what colour the uniform of the national football team in their country is.

1 Ask the children to read the text in silence. Ask them to say if they already knew any of this information. In pairs, they discuss the answer to the question *How many players are there in a rugby team?* (Fifteen.)

2 Read the questions aloud and make sure the children understand their meaning. Ask the children to answer the questions individually and then compare with a partner. Review the answers chorally with the children.

Answers: 1 They wear a rugby shirt, shorts and long socks. 2 They perform a traditional Maori dance.

Think Twice

- 1 Read the first question with the children. In pairs, the children decide on the answer. Invite pairs to tell the class their answer.
- 2 Read the questions in item 2 with the children. In pairs, the children discuss special sports teams in their country. Encourage them to use English as much as possible. Invite children to tell the class their ideas and write a list on the board.

Answers: 1 A silver fern leaf. 2 Children's own answers.

Stop and reflect

Reflect back on the unit with the children to review what they have learnt about New Zealand. Pause for ten seconds to allow them time to think. Ask questions, e.g. *What languages do they speak in New Zealand? What food comes from New Zealand? What are the similarities between New Zealand and your country?* Encourage the children to use English, but if they use L1, that's fine, too.

Unit 1 Lesson 7 Factual Reader

Let's visit ... New Zealand!

1 Read about the national sport in New Zealand.

RUGBY

The national sport of New Zealand is rugby. Boys and girls usually learn to play at school. There are 15 players on each team, and the uniform is a rugby shirt, shorts and long socks. Sometimes people wear a special hat to protect their ears. The national team of New Zealand is called the All Blacks and their uniform is ... all black! At the start of every game there is a very interesting tradition – the team performs a traditional Maori dance called the haka. The players dance and haka at the same time. It's very exciting! New Zealand has two national symbols, a bird called a kiwi, and a silver fern leaf.

2 Find and write.

1 What do the All Blacks wear to play rugby?
2 What do the players do at the start of the game?

Think Twice

1 What national symbol do the All Blacks have on their shirt?
2 Are there any special sports teams in your country? What do they wear?

Lesson extender

Cross-curricular focus: Physical education

Explain that there are a lot of national parks, countryside and water in New Zealand, which is why people do many types of sports there. Ask *Which sports do people do in New Zealand?* Name different sports, e.g. *swimming, cycling, tennis, hiking, rowing.* In pairs, the children choose one sport and describe it orally. Refer them to Activity 1 for ideas.

Wrap up

Ask *What is your favourite sport? Why?* Ask the children to find others who chose the same sport as they did and form a group. Encourage the children in groups to share information with each other about the sport and why it is their favourite. Make sure all the children have at least one other person to work with.

Learning objective: draw, write and give a presentation about a national sport or hobby from their country

New vocabulary: *hobby, match*

Vocabulary review: *sport*

Materials: information from the Internet or magazines about sports or hobbies from their country; Presentation File template 1

 **Competency development:**
Act

The activities throughout this lesson encourage the children to **be aware of hobbies and sports from their own country** and **appreciate their place in the wider world**. Encourage them to think about sports and hobbies that stand out from their country and to research information about them.

Warmer

Have the children name some sports or hobbies that are popular in their country. Write their ideas on the board. Stick any pictures you have brought on the board and elicit the names for the sports. Ask *Which sports/hobbies do you do?*

- 1** Ask the children to look at the picture and describe it (children taking a tennis lesson). Distribute the Presentation File template to each child. Ask the children to choose a sport or hobby from where they live that they would like to learn more about. Ask them to draw or paste pictures of it using their own knowledge or materials, as well as the information you have brought. Have them read the questions and answer them about their sport or hobby.



Activity extender

Have a class vote to find the most popular sport from Activity 1. Have a class discussion about that sport, comparing notes from different children who chose that same sport.

- 2** Divide the children into small groups to practise presenting their information about their sport or hobby. Have the children read and practise using the phrases in their book. Monitor by checking pronunciation and making sure everyone is using the words and structures correctly.



- 3** **CD 1, Track 12** Play the CD of the sample presentation and have the children read. Invite children to come to the front and present their work to the class. Try to have as many children as possible present their work. If time is short, the children could present to each other in groups. Give them positive feedback on their work.

Blended Teaching Tip

Use the Interactive Pupil's Book page on the Presentation Kit. Invite the child who is presenting to come to the front of the class and use the pen tool to write their answers under the questions on p.13.

Wrap up

Write on the board *We like* (sport or hobby) *because ...* and ask individual children to call out reasons for you to list.

Unit 1

Progress check

Learning objective: review grammar and vocabulary from Unit 1

Vocabulary review: *always, never, sometimes, usually*, clothing items

Grammar review: *She is/has/can ...*

Warmer

Draw a chart on the board. Across the top write the four frequency adverbs and down the left draw four items of clothing. Check the columns randomly. In pairs, the children make sentences about the clothing using the correct frequency adverb.

- 1** Ask the children to describe what they can see in the poster. Ask them to choose the correct options from below to complete the sentences. Invite children to write the answers on the board. Have the children write in their score.



Answers: 1 is 2 She's 3 is 4 hair 5 brown 6 friendly

Activity extender

For further practice, ask the children to write two descriptive sentences about themselves similar to those in Activity 1.

- 2** Ask the children to look at the clothes in the chart. Point to the jeans and read the example aloud. Ask the children to write sentences for the other clothing items with *always, sometimes, usually* and *never*. Check answers orally. Have the children write in their score for the activity and then their total score.

Answers: 1 He always wears jeans. 2 He sometimes wears shoes. 3 He usually wears a sweatshirt. 4 He never wears a skirt. 5 He sometimes wears a hat. 6 He always wears pyjamas.

Unit 1 Progress check

1 Look and read. Then choose the correct option and complete the information.

This ¹ is Wanda. ² _____ from Canada. She ³ _____ 10 years old. She has short, black ⁴ _____ and ⁵ _____ eyes. She is smart and ⁶ _____. She can play the guitar.

1 isn't are is 4 eyes hair hairs
2 He's She's It's 5 blue green brown
3 has is are 6 sad friendly boring

2 Look at the chart and write sentences.

	Always	Sometimes	Usually	Never
Jeans	✓	✓	✓	✓
Shoes	✗	✓	✗	✓
Sweatshirt	✗	✓	✓	✗
Skirt	✗	✗	✗	✓
Hat	✗	✓	✗	✓
Pyjamas	✓	✓	✓	✓

1 He always wears jeans. 4 _____
2 _____ 5 _____
3 _____ 6 _____

My Progress

I can count to one hundred. (✓) (○) (○) (○)
I can say sentences using always, usually, sometimes, or never. (○) (○) (○) (○)
I can read and say words ending with ck, sk, and st. (○) (○) (○) (○)

Total score /10

Blended Teaching Tip

After the children have completed Activities 1 and 2 in their book, display the Interactive Pupil's Book page on the Presentation Kit. Elicit their answers for both activities and mark the correct answers on the board using the pen tool. This is a good way to check answers as a class.

My Progress

Congratulate the children on completing Unit 1. Ask them to read the *I can ...* sentences and do each task in pairs. Have them circle the symbol that represents how well they could do each task. Ask the children to look back in the unit to review any tasks they had trouble with.

Wrap up

In pairs, the children take turns describing the clothes a friend wears using the adverbs of frequency.