New language

Grammar: to be all forms
Vocabulary: colours
Functions: greetings
Pre-teach: red, purple, black, yellow, skateboard, dog, thing
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 6 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 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
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

2 No, he isn't.
3 No, it isn't.
4 Yes, it is.
5 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.
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

Answer

Watch Out!
Tell students that nouns ending in -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 /iz/ 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.
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

Exercise 5

(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.

Exercise 6

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/She's from … . Students continue in pairs.
New language

Grammar: this, that, these, those

Pre-teach: Earth

Exercise 1

(Book 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.

(Book 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 /æ/ sounds correctly, tell them to smile when they say /æ/!

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.