

Activity 1 Build up the board

Before opening the book, ask the class for as many words they can think of that have the same sound and the same spelling of that sound as in *spoon*. The board might look like this:

Spoon moon soon shoot etc.

Explain you are going to dictate 3 sentences for them to write; each one has a word with the oo-sound in it.

Dictate sentences 1,2,3 from the book. Three pupils write on the board. The rest write in their books. Pupils exchange books with a friend for correction. Correct any mistakes on the board.

Repeat the procedure with sentences 4,5,6 and 7,8,9 with different groups writing on the board.

Activity 2 Build up the board

Without opening the book, repeat the activity with the words, spellings and sounds in the next group: *new suit you*.

Activity 3 Build up the board

Without opening the book, repeat the activity with the words, spellings and sounds in the next group: *do shoe queue*.

Activity 4 Build up the board

Without opening the book, repeat the activity with the words, spellings and sounds in the next group: *unit true move*.

Activity 5 Check the lists

Work with the first set of dictation sentences on page 4. There are 12 words starting with noon and ending with shoot, but only 9 sentences. Pupils find which words do not have sentences and make sentences of their own. (mood, shoot – soon is used twice)

Activity 6 Check the list

Repeat activity 5 with the next set of words and dictation sentences; 15 words, 6 sentences (new, knew, few, suit are used twice; hew, brew, chew, drew not at all). You may like to add another sentence: Your new suit suits you. Point out that suit has two different meanings.

Activity 7 Check the list

Repeat activity 5 with the next set of words and dictation sentences; 6 words, 4 sentences. (do, queue, two, to are used; who, shoe are not; few, too, you are used from other lists)

Activity 8 Check the list

Repeat activity 5 with the next set of words and dictation sentences; 24 words, 10 sentences. (music, rule, use, true, move, usual, huge, blue, prove, tube, whose are all used; toothpaste is a new word but not in an earlier group – pupils should be able to put it into the right group; useful is sued but not useless)

Activity 9 Pairwork

Pupils work in pairs dictating sentences to each other.

Activity 10 Missing words

Pupils write their own sentences or sentences from the book on the board and miss out the sound-words for others to fill in, e.g. I need I am hungry.

MiniChecks

1. Dictate individual words.
2. Fill in missing letters.
3. Jumbled letters.
4. Jumbled sentences.
5. Definitions: something you eat, something you wear, something you listen to, something you use, not many, under a tree, people together, etc.

Activity 1 Build up the board

Before opening the book, ask the class to tell you different words to describe people and their moods. The board might look like this:

*happy angry unhappy jealous
sad hungry thirsty crazy, etc*

Let pupils try to draw faces showing the above emotions and feelings.

Activity 2 Charades

Pupils act feelings. Class guesses.

Activity 3 Contractions

Look at page 5. Read the sentences with the class. Explain that apostrophes usually mean a letter is missing, e.g.

I am = I'm Which letter is missing?

Explain that when we speak we often shorten words; but it is not really good to do so in writing.

Explain how to make negatives with *not*.

I am + not = I am not = I'm not

Continue on the board to show:

you're not; he's not; she's not,

we're not, they're not.

Show that there is another way to make negative contractions:

you aren't he isn't, she isn't

we aren't they aren't

Point out that the missing letter is now the **o** in **not**, and that **are** is joined to **n't** in one word = **aren't**

Talk about questions.

You are sleepy. Are you tired?

If you want to ask a negative question, you have to do it like this:

Are you sleep?

Aren't you sleepy?

Are you not sleepy?

You see how the word order changes?

Activity 4 Making questions

This is a different form of dictation:

Ask me

if I am hungry if she is lazy

if they are thirsty if you are late

if she is not sick if he is not jealous

if they are not dead if I am not satisfied.

Activity 5 Pairwork with book

Read the conversation in pairs (girls change name from Maria to Mark and remember to change pronouns, e.g. What's his last name, etc.) Read several times, changing roles. Try to remember the conversation without the book.

Activity 6 Substitutions

Teacher-Class. Make a list of substitutions on the board, e.g.

Maria – Lucy, Megan, Liz, etc

Sands – Bacchus, Montrope, James, etc.

Blue eyes – green, grey, brown, etc.

Blond hair – light brown, black, red, etc

Age, occupation, etc

Activity 7 Pairwork

Pupils work in pairs with substitutions.

Activity 8 Discussion

It's better to be ragged than naked.

Discuss what this means and whether it is true or not.

Activity 9 Write about the picture

What has happened?

What will happen next?

Activity 10 Acting

Pupils act the conversations without the help of the book.

MiniChecks

1. Dictate sentences.
2. Fill in missing letters.
3. Jumbled letters.
4. Jumbled order of words.

Activity 1 Build up the board

Before opening the book, ask the class to tell you the names of different clothes. The board might look like this:

<i>shirt</i>	<i>pants</i>	<i>shorts</i>	<i>skirt</i>
<i>blouse</i>	<i>socks</i>	<i>shoes</i>	<i>uniform</i>
<i>hat</i>	<i>jacket</i>	<i>tie</i>	<i>coat</i>

Teacher – Class: Say an article of clothing and ask pupils to identify the word and then turn their backs to the board and spell it aloud. Continue until you are satisfied. Eventually, pupils take over the role of the teacher.

Activity 2 Say & draw

Teacher – Class: Ask pupils to replace the name of an article of clothing with a drawing on the board. When only drawings remain, have another set of pupils replace the drawings with the names of the items of clothing.

Activity 3 Is or Are?

My ... is ..., but my ... are ...

Explain that we sometimes say *is* and we sometimes say *are*. Pupils make sentences of their own using the model on the board with colours, e.g. My shirt is blue but my shoes are brown.

Activity 4 Colours

Americans write *colors*, but in England they write *colour*. Which do we write? Make a list of colours on the board:

<i>red</i>	<i>white</i>	<i>blue</i>
<i>green</i>	<i>black</i>	<i>grey</i>
<i>purple</i>	<i>pink</i>	<i>orange</i>
<i>brown</i>	<i>lilac</i>	<i>yellow, etc.</i>

You may also wish to include: light blue, dark blue, etc. Pupils write their favourite colours, e.g. My favourite colour is ...

Activity 5 The new wardrobe

Introduce a *pair of*. We say a *pair of pants (shorts, glasses, etc)*. Pupils write a wish list of new clothes: *For my birthday, I would like a pair of blue socks, a green shirt, etc.*

Activity 6 Chains

Whole class participates in a wish chain; each child adds a new item whilst trying to remember what has gone before: *For our birthdays we would like a green shirt, a pair of black shoes, etc.* The one who breaks the chain is out until only one is left.

Activity 7 Right or Wrong

Work with the picture in the book. Make statements using clothes and colours (*The boy in the red shirt has brown shorts.*). Pupils vote *Right* or *Wrong* by raising their hands with their eyes closed after having 3 minutes to study the picture.

Activity 8 Imagination

Work out what is happening; why they are there; who the lady is that is leaving. Etc.

Activity 9 Describe the picture

Pupils write a description of the picture.

Activity 10 Make a test

Pupils write 5 statements about the picture, exchange with a friend, and then mark the statements Right or Wrong.

MiniChecks

1. Dictate individual colours / clothes.
2. Fill in missing letters.
3. Jumbled letters.
4. Jumbled order of words.
5. Fill in missing words.
6. Right or Wrong.

Activity 1 Build up the board

Before working with the book, use the words in exercise A, and ask:
Who can spell? Pupils vie for the honour of writing the word on the board.

Activity 2 Say & count letters

Once the list is completed on the board, ask questions of the following type:
Which is the shortest word?
Which is the longest word?
How many words have a W in them?
How many words have 5 letters.
How many words are plural?
 This seemingly trivial game will encourage pupils to study the words.

Activity 3 Count and sort

Put the words in alphabetical order. Pupils write one letter at a time on the board to build up the alphabet. Once the alphabet is complete, pupils write the appropriate words next to their letter, e.g.

A	arm
B	bat
C	completely, cricket ball
D	distance

Activity 4 Exercise A

Pupils work in pairs, asking each other to show them the named objects in the picture, e.g.
 - *Show me a bat.*
 - *Here it is.*

Activity 5 Classwork

Repeat activity 4 with the whole class, but expect fuller answers, e.g.

- *Show me a railing.*
- *Here it is.*
- *Explain where it is.*
- *The railing is by the steps on the other side of the house.*

Activity 6 Exercise B

Pupils work in pairs or individually:

Activity 7 Production

Repeat activity 6 with the whole class, but pupils combine alternatives in their answers, e.g.
 1. *The sky is not free of clouds. There are one or two clouds.*

Activity 8 Dictation

Use the answers generated in activity 7 as dictation practice, e.g.
 2. *The house is not made of wood. He house is made of blocks.*

Activity 9 Missing words

Use the answers generated in activity 7 as word gap practice, e.g.
 6. *The girls are kissing other.*
The girls are each

Activity 10 Initiatives

Pupils first complete exercises C, D & E individually, then go on to producing similar exercises for their friends to do.

MiniChecks Find Mistakes

Can your class spot these “mistakes”?

A. “steps” appears twice; “*cricketball*” should perhaps be written as two words.

B. ‘Choose the answers’: sentences 5, 6, 7 and 8 have a bracket sign after the number but should have a full stop; sentence 5, option b): full stop required after the word “*glass*”; sentence 6, option b): there are two full stops after “*kissing each other*”.