

Islands

1

TEACHER'S BOOK



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ALWAYS LEARNING

PEARSON

Islands

1

TEACHER'S BOOK



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Scope and sequence

Welcome	
Vocabulary Colours: red, yellow, green, blue Numbers: one, two, three, four, five, six, seven, eight, nine, ten Classroom actions: sit down, stand up, look, listen, count, open your book, close your book, wave goodbye	Quest item: egg
Structures Hello, I'm (Oscar). My name's (Oscar). His/Her name's (Oscar). His/Her (backpack) is (blue).	
1 My birthday	
Vocabulary Colours: brown, white, pink, black, orange, purple Actions: clap, stamp, jump, walk, run, dance, hop, climb CLIL (Science): bird, fish, flower, leaf, butterfly	Values: It's good to share. Phonics: a, p, s, t (at, pat, sat, top) CLIL: Science (Colours in nature) Wider World: Birthdays Quest item: blanket
Structures What's your name? My name is (Miles). How old are you? I'm (seven). What's your favourite colour? My favourite colour is (blue). Is it (purple)? Yes, it is. / No, it isn't. What colour is it? It's (pink). It's a (butterfly).	
2 At school	
Vocabulary Classroom objects: book, pen, pencil, ruler, rubber, pencil sharpener, pencil case, table, chair, desk Numbers 11-20: eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty CLIL (Music): drum, piano, violin, guitar	Values: Work hard at school. Phonics: d, i, m, n (dip, dad, it, sit, man, am, nap, pan) CLIL: Music (Musical instruments) Wider World: My school Quest item: book
Structures What's this? It's a (book). It's red. It's a (red) (book). What are these? They're (pencils). What colour are they? They're (red). How many (pencils) can you see? (Five).	

3 My family	
Vocabulary Family members: mum, dad, brother, sister, granny, grandad, friend Occupations: vet, pilot, doctor, dancer, cook, farmer, dentist, artist CLIL (Art): painting, drawing, collage, sculpture	Values: Love your family. Phonics: c, g, o (can, cap, cat, gas, dig, on, dog, top) CLIL: Art (Types of art) Wider World: Family occupations Quest item: photo
Structures This is my brother/sister. How old is he/she? He's/She's (seven). Is he/she a (vet)? Yes, he/she is. Is he/she an (artist)? No, he/she isn't. He's/She's a (teacher). What does (Jack) want to be?	
4 My body	
Vocabulary Parts of the body: body, head, hands, arms, feet, legs, fingers, toes, wings, tail Clothes: T-shirt, jumper, trousers, dress, skirt, shoes, socks, hat CLIL (Social sciences): a dirty face, clean hands, dirty hands, wash your hands!	Values: Be clean. Phonics: ck, e, k (kick, sock, pen, pet, ten, neck, kid, kit) CLIL: Social sciences (Personal hygiene) Wider World: Carnivals around the world Quest item: soap
Structures I've got a (green) (tail). I've got (green) (wings). He's got (blue) (trousers). She's got a (yellow) (head). She's got (four) (legs). They're (purple).	
5 Pets	
Vocabulary Pets: dog, cat, rabbit, mouse, tortoise, parrot, frog, snake, hamster Adjectives: big, small, tall, short, long, thin, fat, young, old CLIL (Science): bird, chick, kitten, puppy, goose, egg	Values: Take care of your pets. Phonics: b, h, r, u (bag, rug, hot, hat, red, rat, up, cup) CLIL: Science (Baby animals) Wider World: Unusual pets Quest item: mouse
Structures What's that? It's a (dog). What are those? They're (hamsters). Have you got a (parrot)? Yes, I have. It's a (small parrot). / No, I haven't. Has he/she got a (parrot)? Yes, he/she has. It's a (small parrot). No, he/she hasn't. He/She's got a (big dog).	
6 My house	
Vocabulary At home: house, living room, kitchen, bedroom, bathroom, garden, window, door At home: bed, cooker, fridge, TV, sofa, lamp, bath, sink CLIL (Social sciences): shop, library, playground, café, zoo, park	Values: Be tidy. Phonics: f, ff, l, ll (fig, fan, off, puff, leg, lap, doll, bell) CLIL: Social sciences (Public places) Wider World: Different homes Quest item: bed
Structures Where's (Rita)? She's in the (kitchen). Where are (Waldo and Zak)? They're in the (bedroom). There's a lamp on the desk. There are two kittens under the sofa. Where do you live? I live in a (house). Do you live in a (house)? Yes, I live in a (house). / No, I live in a (flat).	

7 Food

Vocabulary

Food: fruit, cheese, bread, meat, salad, milk, juice, chicken, lemonade, yoghurt

Food: sandwich, water, chocolate, honey, jelly, vegetables, ice cream, cake

CLIL (Social sciences): sausages, chips, carrots

Structures

I like (salad) and (meat).

I don't like (bread) and (cheese).

What do you want? I want (milk).

Do you like (honey)? Yes, I do. / No, I don't.

It's (good/bad) for me.

Values: Be polite.

Phonics: j, ss, v, w (jam, jet, kiss, mess, van, vet, web, wig)

CLIL: Social sciences (Food)

Wider World:

Packed lunches

Quest item: milk

8 I'm excited!

Vocabulary

Adjectives: hungry, thirsty, tired, scared, excited

Adjectives: happy, sad, cold, hot, ill, hurt, angry, bored

CLIL (Science): a long shadow, a short shadow

Structures

Are you (hungry)? Yes, I am. / No, I'm not.

Is he/she (cold)? No, he/she isn't. He's/She's (hurt).

Are they (bored)? Yes, they are. / No, they aren't. They're (excited).

(This shadow puppet) is from (China).

Values: Respect feelings.

Help others.

Phonics: qu, x, y, z, zz (quiz, quick, box, taxi, yes, yell, zap, zip, buzz, fizz)

CLIL: Science (Light and shadow)

Wider World: Shadow puppets in different cultures

Quest item: torch

Goodbye

Revision:

Her name's Rita.

There's a blanket.

Waldo is sad.

Has she got blue shoes?

How many sandwiches can you see?

Is he happy?

Where is the frog?

Has he got a parrot?

Is it a bird?

Festivals

Vocabulary

Halloween: witch, monster, cat, bat, pumpkin

Christmas: Santa, reindeer, sleigh, present

Easter: chick, egg, bunny

Summer fun: sun, sky, tree, bird, flower, grass

Introduction

Islands is a multiple-level course for children learning English as a foreign language in primary schools. The level, content and pace make it suitable for use in primary schools with typically 5 or more English lessons per week. *Islands* offers best practice methodology in the classroom whilst also offering teachers and pupils an innovative digital environment.

The key course features are:

High level content – *Islands'* vocabulary and grammar syllabus has been developed in line with external exam topics: vocabulary and grammar to help pupils who are preparing for external English exams for young learners (CYL, Trinity and KET for schools).

Phonics/Literacy syllabus – *Islands* offers an integrated phonics programme across the whole series.

CLIL and cultural references – Integrated within each unit, this provides links to other school subjects and offers the opportunity to study children's lives and cultures in other parts of the world.

Enriched digital offer – An Online World, the Active Teach Interactive Whiteboard Software and Digital Activity Book provide opportunities to enrich pupil's learning both in school and at home.

Islands can be used as a blended learning course and takes into account the current movement towards using an increased amount of technology in the classroom and also at home, as more and more families have home computers and want safe, effective, educational material for their children.

Islands motivates children by introducing them to a group of characters in an Online World that mirrors the Island in their English book. Pupils follow the characters on a quest throughout their book whilst 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. In *Islands* learning is an adventure!

On *Family Island*, two of the Voom family children, Rita and Zak, and their friends Millie and Oscar, discover a dragon's egg with a note. It hatches and they take it home to the Voom's house. Pupils follow the children on a quest to help find all the items the baby dragon, Waldo, needs until they find his mother.

Methodology and skills

Islands' methodology builds on the traditional '3Ps' (Presentation, Practice, Production) approach. This is a tried and tested approach favoured by many teachers in the Primary classroom. The Islands '5Ps' approach adds also Personalisation and Pronunciation.

Presentation is the first stage. In each unit there are two grammar points and three vocabulary presentations – two sets of key topic words and an additional set of CLIL and culture related content. A third grammar presentation is offered in some CLIL lessons to provide a suitable context for the new CLIL vocabulary. The teacher demonstrates the key language (often in illustrated form or using gesture) while providing a model (on Audio CD or Active Teach) for pupils to hear the correct pronunciation. Teachers can use the flashcards and wordcards at this stage of the lesson.

Practice is provided in the form of controlled and more open activities using the presented language. Within each level skills are worked on from unit to unit and across the various components (with a focus on oral skills in the Pupil's Book and written skills in the Activity Book) and then built up gradually from level to level. Reading skills are further developed with a range of texts increasing in length and variety to offer pupils' real reading opportunities.

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

Personalisation activities are included in the lesson structure to engage the pupils further with the unit language and to help them with language recall. At the end of each unit there is an opportunity for pupils' self-assessment.

Pronunciation of English sounds is addressed in the phonics lessons. Islands Level 1 introduces the letters of the English alphabet together with the consonant and short vowel sounds.

LITERACY

Islands introduces pupils to reading and writing from the beginning of Level 1. Vocabulary labels, speech bubbles, songs and chants and reading texts are included in the Pupil's Book. Specific reading tasks are provided in the Activity Book. Guidance is also given for using wordcards in the main lesson teaching notes.

Writing is gradually introduced in the Activity Book. Pupils start by tracing new words, progressing to copying and writing. Pupils are also encouraged to write single letters and spell simple words in the phonics lessons.

The phonics lessons in Islands provide a comprehensive and complete phonics syllabus, designed to aid literacy. In Level 1, pupils are introduced to consonant and short vowel sounds. Sounds are presented individually and then blended together, using current methods for teaching literacy.

Components for the pupil

PUPIL'S BOOK

The Pupil's Book provides materials to present and practise the target language effectively. It introduces new language in lively and engaging contexts. A wide variety of practice tasks lead from controlled language activities through to production and personalisation activities. Extensive further practice is provided in the Activity Book. Each unit includes listening, speaking, reading and writing activities, ensuring that pupils develop their skills and are able to practise new language in a broad range of contexts. There is also a high level of cross-curricular and cultural content, so that language learning can be integrated into the Primary curriculum (CLIL). Additionally, the Pupil's Book contains songs, chants, stories, games, listening and reading texts and communicative activities to ensure lessons are varied, motivating and effective. The Pupil's Book is organised as follows:

- A **Welcome unit** of six lessons. This introduces pupils to the group of characters and the island, as well as some key introductory language. It also introduces the quest for the Level.
- **Eight units**, each divided into ten distinct lessons.
- A **Goodbye unit** of four lessons. This finalises the quest and offers plenty of recycling opportunities.
- **Four festival lessons** at the back of the book for use at Halloween, Christmas, Easter and in the summer.
- **Cut-out activities** for use in every unit.
- A **Grammar reference** for pupils' reference.

The Access code printed at the back of the book gives pupils and parents unique and safe access to Family Island Online and the Digital Activity Book via the internet.

ACTIVITY BOOK

The Activity Book provides reinforcement and consolidation of the language presented in the Pupil's Book. It contains controlled and more open practice plus personalisation and further listening and reading texts. It is organised as follows:

- A **Welcome unit** of six lessons, for use after the corresponding Pupil's Book pages.
- **Eight units**, each divided into ten lessons (as in the Pupil's Book).
- A **Goodbye unit** of four lessons (as in the Pupil's Book).
- **Four festival lessons** at the back of the book for use at Halloween, Christmas, Easter and in the summer.
- **Unit review activities**. These are linked to the corresponding grammar points in the Pupil's Book and can be used for evaluation or additional practice.
- A **Picture dictionary** at the back of the book to help pupils to review and remember target language.
- **Pages of stickers**, to be used with the Picture dictionary.

Full details of when to use the Activity Book are given in the teaching notes.



DIGITAL ACTIVITY BOOK

The Digital Activity Book is a version of the Activity Book that contains all the activities from the printed book with some additional interactive exercises and games. It also has interactive versions of the flashcards, story cards, Picture dictionary and songs and chants for the relevant level of the course (with karaoke versions).



ONLINE WORLD

Islands includes a unique Online World component. This provides a safe, engaging, highly-motivating environment where the pupils meet the characters from the Pupil's Book plus a host of other exciting characters and follow them on an adventure. Pupils encounter and practise target language from the course in a stimulating environment. They will engage in safe 'dressed-up' dialogues with the characters they meet and follow instructions and guidance to help them solve clues and puzzles, engaging in supplementary language games along the way. It's a great way to make learning happen in an interactive environment, and further consolidates and extends the language-learning process. Most of all, pupils will enjoy the experience of learning through play and will absorb English without realising it!



READING AND WRITING BOOKLET

The Reading and Writing Booklet includes three pages per unit to target these specific skills. The first page focuses on reading and comprehension with more demanding texts than those offered in the CLIL and Wider World pages of the Pupil's Book. The second page offers reading and writing activities based on the revision of key vocabulary, and using the third page pupils have the opportunity to write texts which practice punctuation, syntax and structure. An answer key is provided at the back of the Teacher's Book. Details of when to use this booklet are given in the teaching notes.



GRAMMAR BOOKLET

The Grammar Booklet offers three pages per unit to further practice the grammar points covered in the corresponding Pupil's Book unit. An answer key is provided at the back of the Teacher's Book. Details of when to use this booklet are given in the teaching notes.



Components for the teacher

TEACHER'S BOOK

The Teacher's Book provides the following:

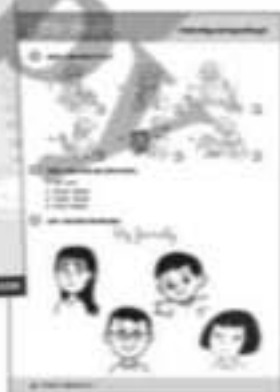
- An introduction highlighting the main features of the course. It includes a 'tour' of a unit, describing how the different features and components are woven into each unit. Advice is also provided on how to use the digital components, the Digital Activity Book and the Online World effectively in class.
- A summary map for each unit. As well as highlighting the linguistic content of the unit, this lists the cross-curricular, cultural and phonological elements, as well as summarising how the eight basic competences have been integrated.
- Step-by-step lesson plans covering all of the course material. Each lesson is clearly structured into stages, with activities included for starting and ending the lesson. There are further optional activities suggested for fast finishers or extension work. The recording script and answer key are provided at the end of each unit.
- Teaching notes and answers for the Reading and Writing Booklet, Grammar Booklet, Photocopiables and the Test Booklet. There is also a page for recording your pupils' test results.
- A games bank providing instructions for all the games suggested in the lesson notes. There is also a useful summary of classroom language at the back of the book.

Access codes printed at the back of the book give the teacher special access to Family Island Online, Islands Active Teach and the Digital Activity Book.



TEST BOOKLET

The Test Booklet contains initial placement tests, progress tests for each unit and practice tests, testing all 4 skills (reading, writing, listening, speaking) using question types from external exams (CYL and Trinity). Audio recordings are provided on the class Audio CDs, and teaching notes, an answer key and page to record test results are provided at the back of the Teacher's Book.



ONLINE WORLD

Teachers have special access to the Online Island using the Access code provided in the Teacher's Book. This takes them into *Family Island Online* with the pupils, and also gives access to an easy to use Progress Review System (PRS) where the teacher can monitor the progress of their pupils. There are step-by-step help guides detailing all aspects of game play, plus log-in and classroom management through the PRS. These are available both on screen and as a download to print. Teachers will also find report cards showing each pupil's progress that they can print out for the class and parents.



AUDIO CDs

The CDs contain all of the chants, songs, stories and listening comprehension activities. Karaoke versions of the songs and chants are available via the Active Teach.



ACTIVE TEACH

Islands Active Teach provides software for use on any interactive whiteboard (IWB) with integrated tools and a 'How to ...' video demonstration of use. It eases classroom management as it contains direct links to all of the Pupil's Book and Activity Book pages, digitally transformed to create more opportunities for interaction between the pupil, teacher and material. It includes 'hide' and 'reveal' answers, links to further practice activities and games that recycle the unit language and previous units, and links to audio and video content without the need for a separate CD or DVD player. It has stimulating and engaging digital board games with electronic spinners, flashcards and posters. Digital story cards are also included with 'hide' and 'reveal' speech bubbles and a 'make a story' feature where pupils' own stories can be made with their own speech bubbles for use in the classroom. On each level of *Islands Active Teach* there are four animated story episodes. Each episode can be used to reinforce and extend the language of the course, focusing on the topics and language of two units. There are songs presented by three young presenters, Sally, Jack and Albert. And there are animated stories, showing further adventures of the Family Island characters.



PHOTOCOPIABLES

Sixty-two pages of photocopiable material are offered via the Active Teach to give maximum flexibility and variety throughout the teaching year. The material includes:

- A Welcome unit photocopiable for introducing the Quest.
- Seven photocopiables for use in each unit. These include games, puzzles and activities, vocabulary cards, mini-story cards, phonics letter and wordcards, as well as material for exploring the CLIL and cultural themes in the unit.
- Three photocopiables for use with the festival lessons.
- A template for a letter that can be written to parents.
- A course certificate.
- A cover pupils can use for their portfolio.



FLASHCARDS

There are 186 flashcards at Level 1 illustrating the two main target vocabulary sets and phonics sounds for each unit. The Lesson plan and Games section in the Teacher's Book clearly explain how the flashcards can be used to present, practise and consolidate language through games and activities.

WORDCARDS

A set of wordcards matching the flashcards is provided at each level. The Lesson plan and Games sections in the Teacher's Book clearly explain how these can be used to help with reading and literacy to help through games and activities.

PHONICS CARDS

Within the flashcards and wordcards there are also sets to be used specifically with the Phonics lessons (Lesson 6 in each unit). The plan for each of these lessons in the Teacher's Book clearly explains how these should be used for presenting, practising and blending sounds for literacy.

STORY CARDS

The story cards contain a frame from the *Family Island* story and teaching notes comprising 'Before listening' and 'After listening' activities plus the audioscript for the story frame. The story cards are on A4 cards, making them easy to use even in large classes.



POSTERS

There are 4 posters to accompany each level of *Islands*. The posters provide an additional resource for the vocabulary, Phonics, CLIL and cultural elements of each unit. There is also a generic poster at each level which helps pupils with vocabulary they will need for external exams. Teachers will find information on how best to use posters on pages 26–27 and in the main lesson notes.



WALDO PUPPET

There is a puppet for this level, the baby dragon Waldo, which can be used to present and practice the new vocabulary.



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- Exclusive access to professional development via print materials and web conferences.



Evaluation

Islands provides three different ways of assessing pupils' progress.

1 Formative (or informal) evaluation

The teacher monitors pupils' progress throughout the unit as they carry out the activities in class. This guide includes an Evaluation Chart (also available in the *Islands Active Teach*) which the teacher can use to evaluate pupils' performance in the different classroom activities.

2 Summative (or formal) evaluation

Eight Progress Check lessons are provided at the end of each unit. In addition, the Test Booklet contains: a diagnostic test for the beginning of the school year, three end-of-term tests which enable the teacher to carry out a cumulative assessment if the teacher considers it necessary and an end-of-year test. The tests are classified as A and B to cater for mixed ability classrooms.

3 Self-assessment

At the end of each unit in the Pupil's Book, pupils evaluate their own participation in the different classroom activities. This helps them to become aware of how they are progressing, and to start to develop a realistic appreciation of their own skills, knowledge and learning objectives.

Portfolio

The Council of Europe promotes the use of a European Language Portfolio as a means of encouraging language learning and of providing an internationally recognised record of language achievement.

Islands adopts the European Language Portfolio so that pupils can keep a record of what they are learning in class in a way that is appropriate to their age and their stage of cognitive development.

The portfolio for *Islands* consists of a selection of the work which pupils have carried out throughout the year. It is the pupils themselves who decide which pieces of work they want to include (for example, the ones they think represent their best work). Pupils' portfolios should preferably be kept in the classroom. Pupils can take them home to show to their parents when they wish.

Pupils will need a box or a large folder to store the work which they have done throughout the year. They should put their name on the portfolio cover (included in the Photocopiables on the Active Teach), decorate it as they wish, and stick it onto the outside of their box or folder. Pupils can include some of the following in their portfolio:

- the Portfolio Project for each unit.
- the posters they have made, their All About Me projects, and photocopiable worksheets, cards and other material that they have completed during the year.
- their end-of-unit and end-of-term tests.

Pupil's evaluation

Unit _____ Topic _____

Term _____ Number of sessions/teaching hours _____

Objectives	Degree of Achievement	Notes/comments
Lesson 1	Low/Medium/High	
Lesson 2	Low/Medium/High	
Lesson 3	Low/Medium/High	
Lesson 4	Low/Medium/High	
Lesson 5	Low/Medium/High	
Lesson 6	Low/Medium/High	
Lesson 7	Low/Medium/High	
Lesson 8	Low/Medium/High	
Lesson 9	Low/Medium/High	
Lesson 10	Low/Medium/High	

Primary school work areas

Reading		Listening	
Writing		Speaking	

Material used	In the classroom	delivered to the family
Pupil's Book		
Activity Book		
Photocopiables		
Flashcards/wordcards		
Posters		
Digital Activity Book		
Active Teach		
Other		

Connections with tutor

Comments:

Unit evaluation	liked most	liked least
Teacher		
Pupils		

Tour of a unit

At Level 1, there is an introductory unit of six lessons (Welcome) followed by eight main teaching units, divided into ten lessons each. Consolidation and round-up is then provided in a four-lesson Goodbye unit. The four Festival lessons can be used at Halloween, Christmas, Easter and in the summer. There are cut-out activities at the back of the Pupil's Book to be used in each unit. There are also grammar summaries at the back of the Pupil's Book.

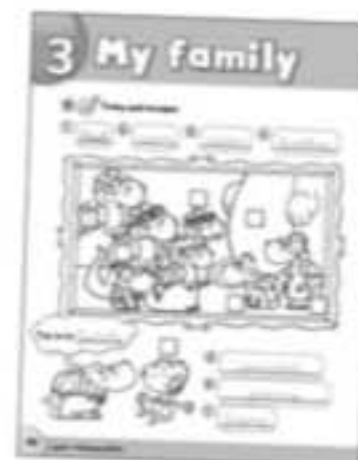
As well as linguistic and skills practice, the Activity Book provides opportunities for self-assessment and personalisation. There are also Unit review activities at the back of the Activity Book, a Picture dictionary and stickers.

The eight main teaching units consist of ten lessons as follows:

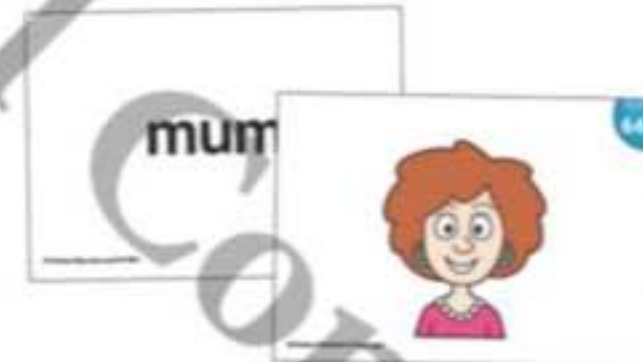
Lesson 1 Presentation and practice of vocabulary with audio support.

Pupils listen to the key topic vocabulary in context, e.g. a dialogue between the characters. They also listen and repeat the new vocabulary and listen for it receptively in the unit chant. The target vocabulary is highlighted and labelled in the main illustration.

To present the new vocabulary you can use Waldo the puppet.



Pupils practice new vocabulary in the Activity Book.



Flashcards and wordcards can be used to present new words and practise them in a variety of games.



Extra practice of vocabulary is offered through the photocopiable available on the Active Teach.

Lesson 2

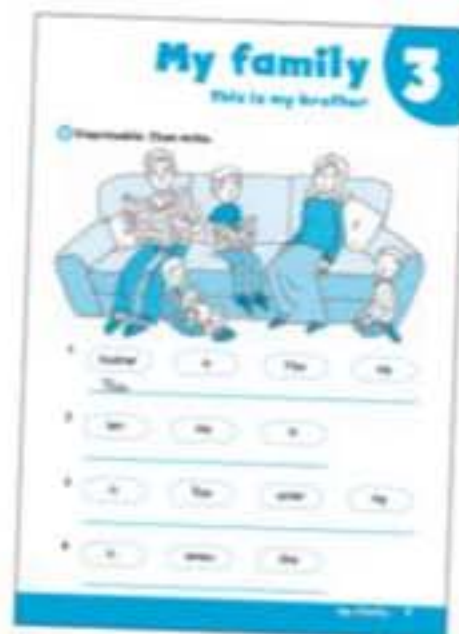
Presentation and practice of grammar with audio support.



The new structure is presented and practised in a listening activity and there is further practice of vocabulary. Pupils also find and circle the quest item for the unit in the main illustration and sing the quest song. The new grammar content for this lesson is summarised in a Look! Box on the Pupil's Book page.



The Activity Book provides written practice for the new grammar structures.



Additional grammar practice is offered through the Grammar Booklet.



Active Teach uses digital editions of the flashcards and wordcards to reinforce the language.

Lesson 3

Presentation and practice of vocabulary with audio support.



Pupils learn a set of target vocabulary, which is linked to the unit topic. This may be additional words (e.g. food in Unit 7) or it may be a separate vocabulary set (e.g. actions in Unit 1). The language of the unit is then presented and practised in a song. Karaoke versions of the songs are included in the audio files on the Active Teach.



Pupils will make and use cut-outs of vocabulary as part of this lesson.



Written practice of both vocabulary sets is provided via the Activity Book activities and also on photocopyables available on the Active Teach.



A second group of flashcards and wordcards is provided for the new vocabulary set.



Pupils can further practice the key vocabulary and grammar through the reading and comprehension tasks offered in the Reading and Writing Booklet.

Pupils can sing the karaoke version of the song and use the song worksheet available on the Active Teach.

Lesson 4 Presentation and practice of grammar with audio support.



The new structure is presented with a task stepping activity and practised with a skills activity. Further practice is included of all the vocabulary and grammar. The new grammar content for this lesson is summarised in a Look! Box on the Pupil's Book page.



The Activity Book provides further practice for pupils of the new grammar structures with a literacy focus on reading and writing.



Additional grammar practice is offered through the Grammar Booklet.

Lesson 5 Story and values.



The story is provided as a cartoon strip with speech bubbles and audio support. It recycles vocabulary and structures from previous lessons and introduces some new language. The values topic for the unit is usually linked to the story, and is summarised in the Values box on the Pupil's Book page. There is also a Home-School Link suggestion linked to the values topic to encourage parental involvement.



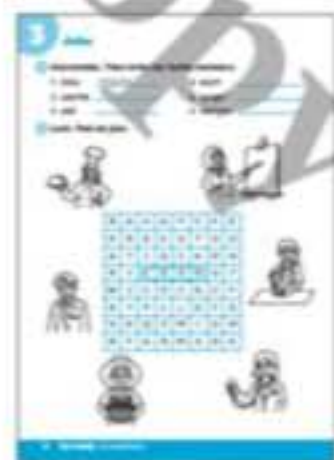
The Activity Book provides activities for both story comprehension and for the values content of the lesson.



Story cards provide visual and verbal prompts to reinforce the target language and structures.



Photocopiables available on the Active Teach support further work on the story.



Extra reading and writing practice activities focused on the vocabulary are offered in the Reading and Writing Booklet.

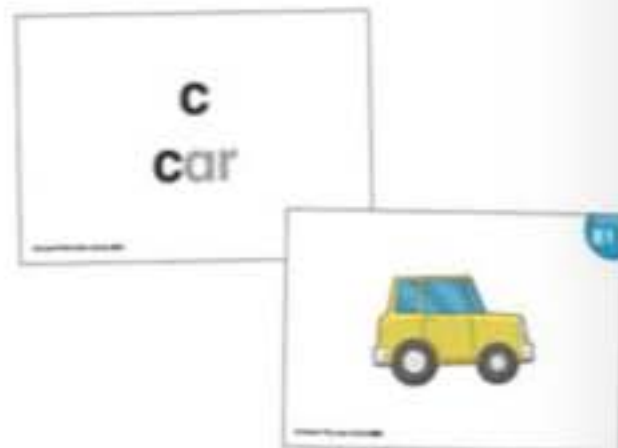
Lesson 6 Phonics with audio support.



Three or four key letter sounds are introduced in each lesson. In Level 1 these cover the consonant and short vowel sounds. Each phonics lesson is clearly structured with repeated activities and procedures that pupils will quickly become familiar and comfortable with. Each letter sound is presented individually, then blended into words, using only the new letters or letters that have been presented in previous phonics lessons.



Written practice is available in the Activity Book.



Additional phonics flashcards and wordcards provide further support for phonics lessons.



A phonics photocopy is provided on the Active Teach.

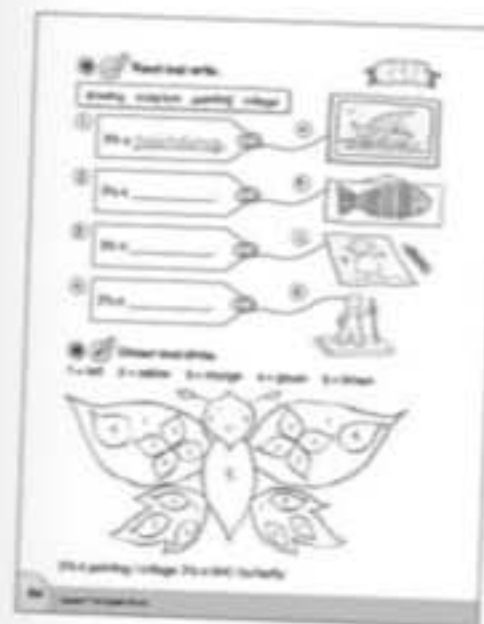


The Phonics Poster presents the key phonics sounds for each unit.

Lesson 7 CLIL (Cross-curricular content).



An additional set of target language is presented through a cross-curricular topic in English. This lesson also practises new and recycled language from previous lessons. The material may be related to science, the social sciences, maths, arts and crafts or music. In this way, a range of topics which the pupils are learning about in other curricular subjects is revised and developed. A Mini-project encourages further exploration of the CLIL topic and production of the unit language.



The Activity Book offers reading and writing practice of new vocabulary.

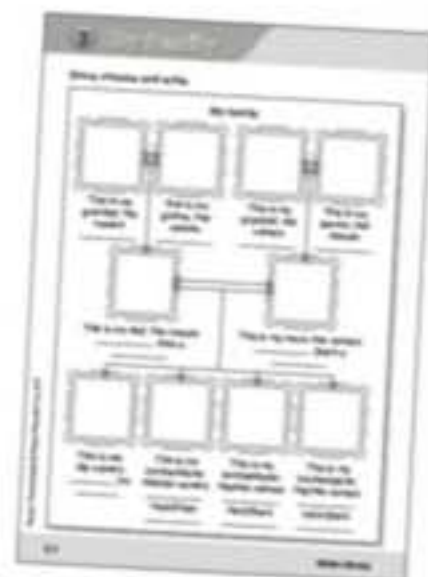


The CLIL Poster presents cross-curricular vocabulary and consolidates the key vocabulary seen in the unit.



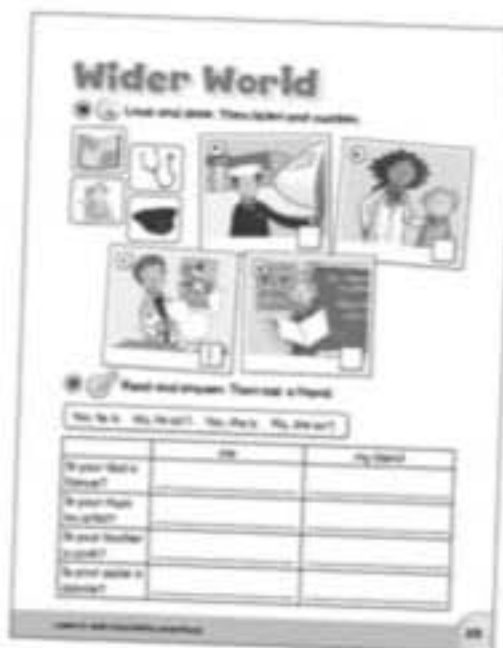
A photocopyable is provided on the Active Teach which offers additional practice of CLIL vocabulary.

Lesson 8 Wider World (Cultural focus).



A photocopiable is provided on the Active Teach which offers additional practice of cultural focus vocabulary.

Pupils read a text that explores an element of international culture linked to the unit topic. In the early levels, this is often through the eyes of a child of their own age. Vocabulary and language is recycled and there is sometimes additional new language which is taught in the context of the text. A Mini-project encourages pupils to explore the cultural topic further and apply it to themselves.



The Activity Book offers reading and writing practice of new vocabulary.

Lesson 9 Review and consolidation.



Pupils practise the unit language through a fun language game. There is also a TPR activity providing further practice of the unit language. Pupils are invited to look at the Picture dictionary in this lesson, which is at the back of the Activity Book.



The Activity Book provides reading and writing activities to review the whole unit.



Extra writing practice activities are offered in the Reading and Writing Booklet.

Lesson 10 Self-assessment and evaluation.



Pupils complete a progress check activity in the Pupil's Book. They are also invited to do a self-assessment on what they can now do after completing the unit. The unit ends with a link to show teachers when to take pupils to Family Island Online.



The Activity Book provides an opportunity for pupils to personalise the language of the unit with a guided drawing and writing activity. In addition there is a Unit review which revises the key unit contents.



The pet dragon, Waldo, appears on one of the Pupil's Book pages in each unit, holding a picture of an item from Family Island Online. (The location of this feature varies from unit to unit.) Pupils have to find the item that Waldo is holding online, click on it and complete the supplementary language activity based on the vocabulary of the unit. The lesson notes in the Teacher's Guide give the precise location of each online clue.

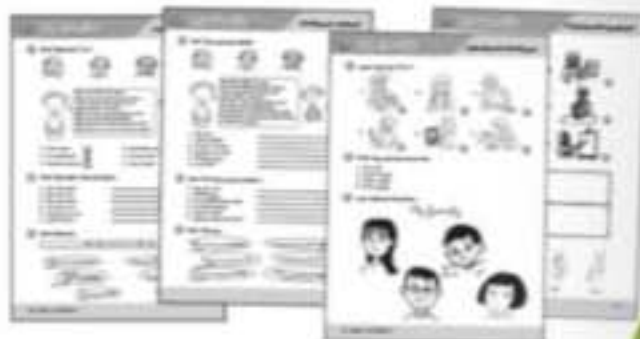


The key grammar points covered in the unit are provided as a clear reference for pupils.



Additional grammar practice is offered in the Grammar Booklet.

End of unit reading and writing and listening and speaking tests are provided in the Test Booklet.



How to use posters

Posters can play a key role in the English language lesson as they are such a powerful visual tool. They can be a valuable way to focus pupils' attention, allowing pupils to consolidate and extend the language already learnt. In addition, the Islands posters help to develop a pupil's speaking ability as they enable pupils to interact with visually appealing characters, authentic 'real-world' photos and captivating scenes. The interactive posters provide even greater scope as the interactive elements can be moved around and a wider variety of language can therefore be practised.

General poster activities

- Before displaying the poster for the first time, pupils can anticipate and predict who and what they will see, within a topic area, and then see how many items they guessed correctly once the poster is visible.
- Pupils can create their own posters, based on a similar topic.
- Using a large piece of paper placed over the top of the poster (with a 5 cm hole cut out), pupils can be asked to identify what they can see through the hole.
- Through description, pupils can identify objects that are being described orally, e.g. *It's orange. It's a food. Yum, it's tasty.*
- With a time limit, pupils can look at the posters and try to remember as much language and content as possible and then in pairs, or led by the teacher, they can try to recall the content through questions and answers, e.g. *Is there a flower? What colour is it?*
- By pointing to an object and making a statement, pupils can reply *Yes* or *No* if the information is correct or incorrect, e.g. *This is my bedroom.*
- In teams or pairs, pupils can write down as many words as possible for the items in each poster.
- At the beginning of each lesson, unit or term ask pupils where they are on Family Island Online asking them to point on the map. This allows instant feedback as to which pupils are engaging with the Online World and which pupils are perhaps progressing at a different speed to others.
- Ask pupils one by one to come up and point to a particular colour. *Point to red.*
- Point to one of the market stalls and ask *Is it bread?* Pupils answer *yes* or *no*.

Poster 1 Family Island Map



This is a visual representation of the Online Island for Level 1. It can be used to check pupils' progress through Family Island Online, to check where they have located the items presented in each unit.

Poster 2 Phonics



The phonics poster shows a summary of all sounds covered for the level broken down unit by unit.

Poster 3 CLIL



This poster offers a summary of all the CLIL content areas offered within a level and represents key CLIL vocabulary.

Poster 4 General topic



This poster offers supporting information that can be useful throughout the year. For Level 1 it shows the topic of Colours.

How to use the Active Teach and the Digital Activity Book

New technologies in the classroom

The use of new technologies can considerably improve the learning and teaching experience in the English classroom. Islands Active Teach is a software package for computers and interactive whiteboards. Active Teach is very easy to use, and allows the teacher to get the most out of the possibilities afforded by new technologies in the English classroom.

Active Teach includes:

- interactive versions of both the Pupil's Book and the Activity Book which makes it possible to teach the material using an interactive whiteboard. In this way, the teacher can monitor the attention and progress of the class at all times.
- all the listening material in the course plus karaoke versions of the songs and chants on the class Audio CD which can be easily accessed – either directly from the Songs & Chants section on the menu bar or by clicking on the pages of the interactive Pupil's Book.
- digital versions of the flashcards and story cards which can be used with the interactive whiteboard in a more flexible way than the physical cards; an added advantage is that the recording can be played at the same time as the cards are displayed on the interactive whiteboard.
- animated stories to reinforce the target language.
- PDFs of all the posters for each level.
- a section of downloadable documents which include editable versions of all the course tests and photocopyables for the supplementary activities suggested in the teaching notes.

How to use the animated stories

Episode	Target Language
1	Hello, I'm [Sally]. How are you? I'm fine! What's this? Colours
2	Parts of the body: head, body, arms, legs, hands, foot/feet; Colours: happy, dirty
3	Rooms: living room, kitchen, bedroom; Animals: rabbit, frog, cat, dog; big, small

Episode	Target Language
4	Feelings: hungry, thirsty, tired, angry, scared; I like ..., I don't like ..., Do you like ...? Food and drink: fruit, strawberries, apple, orange, banana, bread, toast, orange juice, milk

The animated stories give the language of Islands a new context. Sally, Jack and Albert provide a song and there is an animated story from Family Island. Each episode also contains a Language Moment – a short focus on one language point.

• Song

Pupils watch, listen and follow the actions. As they grow more confident, they can join in with the song.

• Story

Watch the animated story. Ask pupils (in L1) what happened in the story. Watch again, stopping at key points, and ask them about the language, the images or the story. Ask pupils to act out the story. Assign the roles of Zak and Millie to confident speakers and let other pupils play the other parts. Encourage them to say as much of the dialogue as they can and prompt them where necessary.

• Language Moments

These reinforce a common language point with short, humorous animation.

New technologies at home

The Digital Activity Book is a version of the Activity Book that contains all the activities from the printed book. An access code for this is supplied in the Activity Book.

It has been designed to be used by pupils at home, so that parents can take part in their learning experience.

The Digital Activity Book allows pupils to:

- work interactively with their Activity Book.
- play at recognising words with the flashcard tool.
- listen to the stories in the unit.
- practise songs and chants.
- play the board games.
- revise language with the Picture dictionary for each unit.

Online Island introduction

Young Learners and Technology

Research shows that appropriate use of computer technology in education is beneficial for pupils (Clements and Sarama, 2003; Waxman, Connell, and Gray, 2002; Byrom and Bingham, 2001). Broadly speaking, pupils can learn from computers and with computers. Pupils learn from computers when the computer assumes the role of a tutor, with the goal of imparting and increasing basic knowledge and skills. Pupils learn with computers when the computer serves in the role of a facilitating tool, with the goal of developing critical thinking skills, research skills, and the creative imagination (Ringstaff and Kelley, 2002).

Computer activities should be age-appropriate and foster instruction in ways that increase learning, motivation, personal productivity, and creativity. For example, Perry (2009) noted that "Children three to five years old are natural 'manipulators' of the world – they learn through controlling the movement and interactions between objects in their world – dolls, blocks, toy cars, and their own bodies." Children are naturally curious and willing to interact with computers, and they enjoy their ability to control the type, pace, and repetition of an activity. In some cases, children have even managed to learn how to use a computer with no instruction at all, through their own curiosity, fearlessness, and persistence (Mitra, 1999).

Computers in the English language classroom

The decision to use computers in the language classroom, including the English language classroom, requires the establishment of both technological goals and language-learning goals. For young children, goals such as the following facilitate a path to focused learning.

Technology Objectives	Language Objectives
To become familiar with the parts of a computer (screen, keyboard, mouse, cursor, printer and so on).	To use English to interact in the classroom and to communicate in social situations.
To become familiar with approved software programmes for the classroom.	To use English to describe self, family, community, and country.
To become familiar with operations (select, drag, save, delete and so on).	To use learning strategies to increase communicative competence.
To become familiar with finding, filing, tracking, and organising information.	To develop the four skills: listening, speaking, reading, and writing.
To share information and collaborate with others.	To pronounce English words, phrases, and sentences intelligibly.
To develop learner autonomy.	To use appropriate register.
International Society for Technology in Education (2000). <i>National Educational Technology Standards for Students: Connecting Curriculum and Technology</i> .	Teachers of English to Speakers of Other Languages, Inc. (1997). <i>ESL Standards for Pre-K–12 Students</i> .

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The Online World is an immersive world which accompanies the Islands series. It is a ground-breaking digital product, combining the methodologies of classroom-based ELT and games-based learning, and is a safe learning environment, suitable for young learners which can be:

- used on individual computers at school or at home.
- used in groups at school.
- used through the Active Teach IWB software.

It provides immediate feedback on performance, and contains features that appeal to young learners, such as colourful attractive visuals, clear audio providing excellent pronunciation models, animation, and game-like activities, all of which play a part in pupil motivation. It is carefully calibrated to appeal to children between the ages of 4 and 11. The target vocabulary and grammar directly reinforce the syllabus of the course. Because tasks are intuitive and clear, and because students receive immediate audio and visual feedback on their progress, the programme builds learner confidence and independence.

The Online World was authored by a team of ELT specialists and multimedia games developers and offers rich and engaging digital worlds which build on the language and aims contained within the books. The main emphasis is on expanding vocabulary while the pupils learn through playing language games and completing tasks. New language is introduced gradually and contextualised so that pupils feel confident and motivated to complete each level. The key concepts which have guided the design are:

- **Immersion.** The Online World takes pupils out of their classroom or home environment and immerses them in a coherent and believable context. Engaging content and beautiful design hold the pupils' interest and motivate them to continue with the game. Research conducted with the Online World indicates that even very young children are able to maintain concentration and enthusiasm for lengthy periods of time.
- **'Just in time' learning.** The starting point in the creation of the Online World is the syllabus on which the Pupil's Book and course are based. Each scene of the Online World maps to the corresponding Pupil's Book unit in terms of learning aims, lexis and structures. At each stage, pupils are given just enough information and new language to complete each task. In other words, tasks are scaffolded, just as they are in the Pupil's Book. At the same time, support materials such as the Online Picture dictionary are constantly available, giving pupils the support they need and confidence that they can complete each task.
- **Stealth learning.** One of the key concerns of the publishing team was that the Online World should be enjoyable, and that the learning should take place almost without the pupils being aware of it.

Rather than mirroring the type of tasks in the Pupil's Book, pupils learn via interactions with characters in the game. They are presented with real-world tasks, giving them a sense of responsibility and active involvement which is extremely motivating. Learning takes place through listening and reading comprehension of speech bubbles, and through exposure to the target lexical sets via speech bubbles, chatroom dialogues, the Picture dictionary and supplementary language games.

- **Mastery.** Striking the right balance between challenge and achievability is a key component in any game. The Online World has been carefully designed to introduce the key skills needed to complete the task at the start of each level, and then continue by slowly building the complexity of the language pupils encounter. It is important that pupils find the tasks within the game sufficiently challenging. Pupils with prior exposure to digital games expect to fail at complex tasks several times before achieving them. This makes the tasks more, not less, satisfying, once achieved. The model of 'try, fail, repeat, succeed' is also important because it gives repeated exposure to the target language, ensuring that pupils comprehend the language before they move on.
- **Control.** Pupils love immersive worlds because they feel free within them. They can move their avatar around at their own speed and in their own chosen direction. They are also free to experiment and to fail without censure or observation. This gives them confidence and motivation. The Online World has been designed to allow children sufficient freedom to enjoy the game, but at the same time to carefully channel them towards the learning outcomes and to expose them gradually to the target language. A carefully controlled gating system means they must achieve certain tasks before progressing into new parts of the game. A starred report card system motivates them to complete all the tasks within a scene, but gives them some freedom to determine when and how they do this.
- **Reward.** The Online World includes many of the most popular features of existing games, such as collectable items, customization, avatar design and 'hidden' rewards such as new characters who appear once certain tasks are completed, as well as audio and visual feedback on a task.

Skills

The Online World is designed first and foremost to be a vocabulary booster. Although it could be completed in isolation, it is designed to complement and extend the language presented in the Pupil's Book. Extra vocabulary pertinent to the context of each level is presented and such items are included in the Picture dictionary to give extra support.

Pupils interact with characters in the game by reading speech bubble text and hearing a corresponding audio file. Listening and reading comprehension are key skills required in order to progress through the game. Children do not type or write anything, but for some tasks they use the mouse to manipulate text or tick boxes to create simple documents such as emails.

Children do not need to speak in order to complete any tasks within the game, but in some tests we have observed children speaking spontaneously to the characters on screen, either repeating what they said or attempting to anticipate what they will say next. This type of outcome demonstrates the motivational and confidence-building aspects of immersive online environments.

Task types

There is a large variety of different task types within the Online World. These can be broken down into the following types:

- **Following instructions.** A character within the World may tell the player to perform a task, such as finding people with certain skills or items. In order to complete such a task, the player will need to comprehend the target language in each instruction, which may be a gerund (*Find someone who likes skateboarding.*) or a noun (*Please get me an apple.*)
- **Choosing the correct response.** A character within the World may ask the pupil a question. They will then be presented with a variety of answers to choose from. In order to complete the task, they need to understand the target language in both the question and answer, and they most often have to explore the scene in order to find the answer. For example, a character might ask the player what another character is doing. The pupil must then look through some binoculars to find out what activity the character in question is performing. To discourage pupils from clicking random answers, answer selections can be randomised, or the pupil may be forced to restart the whole task if they get three answers in a row wrong.
- **Manipulating items within the game.** These tasks add a physical aspect to the game. For example, the pupil may have to collect certain items to fix a broken machine. Once they have done this, a character may direct them on how to use the machine. They must comprehend the language and then manipulate their avatar in the right way (for example, by jumping on a red lever instead of a blue lever).
- **Traditional games.** These can be accessed as multi-player games in the chatroom, or at various points in each scene as 'hidden' games which the child can

find by looking at a picture clue in their Pupil's Book. These include spelling games such as Hungry Shark (a version of Hangman) and Spelldrop (a version of Tetris). There are a number of picture matching games such as Photoshoot and Matchcard. There is also a Quiz game with a multiple-choice or True/False version. These language games sometimes form a major task within a scene, but more often they are supplementary or reward activities which are designed to be completed after the main tasks.

Progression through the game

The game is designed to encourage pupils to work through each scene in a linear fashion, building their vocabulary and language comprehension as they do so. Support includes visual, as well as verbal, clues, and the Picture dictionary, which is available at all times in the top right corner of the screen, and allows pupils to check the meaning of any unfamiliar vocabulary. Once they have completed all of the tasks in a scene, they are given a silver star in their progress chart. Upon completion of all of the supplementary activities and the tasks in a scene, they are given a gold star.

Teacher support

We recognise that many teachers are likely to be unfamiliar with this type of component and have developed a series of help guides both online and as a download to be printed to help teachers gain confidence in using the Online World in the classroom, assisting pupils with queries about the tasks, or setting parts of the game for home study.

In conjunction with this, we plan to develop video walkthroughs of each level, which teachers can fast forward through to answer queries about specific sections of the game. These videos can also act as an introduction to the game, or provide quick support for teachers who can't spare the time to work through the Online World themselves.

All teachers will receive an individual PIN code to the Online World and, unlike the pupil version it will contain a map, allowing them to skip backwards and forwards between scenes.

For ease of classroom management we have included a Progress Review System (PRS) where teachers can register their classes and monitor their progress. Parents can also view pupils' progress via the Report Card online.

Family Island Online

Family Island Online is set on a fun island where pupils can play hide and seek, visit a fair, a toy factory and an adventure park, among other locations. Their main goal is to find eight hiding children in a giant game of hide and seek. As they move around the Online World they will bump into and be able to interact with characters they recognise from the books, such as Zak and Rita.

It begins with an introductory tutorial scene zero with a simple activity. The aim is to familiarise the pupil with the layout and computer controls, and to provide some context for the following scenes. This also contains the chatroom, where the pupil can interact and play games with other pupils such as Spelldrop, etc. The chatroom contains sample dialogue matching the language aims of each unit at this level. The pupils can return to the chatroom at any stage during the game to test their mastery of the language.

The pupil then progresses to the first scene. Each scene contains one, two or three tasks (such as moving an object out of the way or finding the parts of a broken machine). Within each scene there are some supplementary activities such as a matching game or a quiz game to further test vocabulary. One of the supplementary activities in each scene is flagged by an image in the Pupil's Book, held by Waldo the Dragon. This is not linked to the task and pupils can complete this at any time. Players can move freely through scenes 1-3 but they cannot progress to scenes 4-6 until they have completed all the tasks from scenes 1-3. Progression to scenes 7-8 is similarly dependent on the pupil having completed all the tasks in scenes 4-6. The Level ends with an Outro scene, which occurs automatically and doesn't require interaction from the pupil. The purpose of this scene is to 'round off' the level, and to reward the pupil for completing all the tasks.

Islands Unit 3 Lesson Plan

If you wish to incorporate Family Island Online into your lessons, below is an easy-to-follow lesson plan which shows how simple it is to manage in class.

Learning aim

- To distinguish between different family members (mum, dad, brother, sister, granny, grandad) and to understand simple descriptions of friends and family (*My baby sister is one. My grandad is a pilot.*)
- Receptive language: *Who's this? This is my dad. How old are you? I'm a happy clown. My sister loves ice cream and I love ice cream too! Please find all my photos. Let's put the photos together.*

- Carry this out as part of Lesson 10, after the pupils have completed the Pupil's Book and Activity Book activities. (Pupils should have already found the book/online link item that Waldo is holding up on the PB page at the end of Lesson 8 (chips) in the fast food restaurant on the top floor of the shopping centre and completed the supplementary language activity based on the vocabulary in this unit. If not, the teacher can 'walk' the pupils through this now.)
- Online: Using the IWB or a computer screen visible to the class, go to Family Island and access Scene 3, the shopping centre.
- 'Walk' pupils through the first part of the task. Find and talk to Oscar (he is outside near the ice cream van). Oscar will introduce his family, including his little brother, Thomas. Thomas will ask you to help him play a language game. Ask the class to help you select the correct family member vocabulary to help Thomas complete the game.
- Go inside the shopping centre and talk to the photographer, who is in the middle of the ground floor. She will ask you to help her find some photographs.
- Divide the class into four groups. Choose a pupil from each group to take over with the mouse, moving through each floor of the shopping centre picking up photos (there are eight altogether, spread around the three floors).
- Return to the photographer and click on her again. She will ask you to help her to match the photos with their owners. Complete the task by asking pupils to call out the answers, or by selecting individual pupils to take over the mouse and match the photos.
- Choose pupils to take over the mouse, moving around the scene to find the two animal cards (Zippy the Zebra and Sally the Seal) and to talk to the clowns on the middle floor.
- Alternatively, once you have completed an example online with the whole class, direct pupils to individual or shared computers, or have them access the task at home for homework.
- End the lesson as detailed in the main lesson notes.



[illegible]

Lesson 1

Lesson aims

To present and practise new structures

Target language

Hello, I'm (Oscar). My name's (Oscar).

Receptive language

egg. What's your name?

Materials

Audio CD; Family Island poster; a coin or a small piece of paper for each pupil

Optional activity materials

Active Teach: Digital Activity Book; drawing paper;
Unit 1 Cut-outs

Starting the lesson

- Say Hello, I'm (name). Ask volunteers: What's your name? to elicit Hello, I'm (name).
- Go around the class, getting pupils to introduce themselves. Create a rhythmic chant with clapping. Hello, I'm (name). (clap, clap, clap)

Pupil's Book pages 4–5

Presentation

 Listen and sing.

- Ask questions (L1) about the main illustration and encourage pupils to talk about who they think the characters are, where they are and what they are doing. Explain that the characters all live together on a special island called Family Island and that they are out exploring. Tell pupils the four characters are called (from left to right) Oscar, Millie, Rita and Zak. Point to the characters, say the names and pupils repeat. Explain that Zak and Rita are brother and sister and the other two are their friends.
- Play the song. Pupils listen and point to each character as they hear his/her name mentioned. Then play the song again. Pupils listen and read the song text in the characters' speech bubbles.
- Pupils listen again and sing along, using the speech bubbles to help them. When pupils are confident with the song, play the karaoke version (see Active Teach). Pupils sing along to the music, substituting their own name.
- Play the karaoke version again. Choose four volunteers to sing Hello, I'm (name). Write their names on the board in the order in which they will sing their line. The class chorus Hello (name), each time.



Look!

- Say *Hello, I'm (name)*, again and then say *My name's (name)*. Explain to pupils that we can use both these phrases, *I'm* or *My name's* to introduce ourselves.
- Read out the sentences in the Look! box. Pupils listen and point to the correct character (Oscar). Read them again and pause after each line for pupils to repeat the sentences.
- Ask individual pupils *What's your name?* and elicit *I'm (name)*, or *My name's (name)*.

Chant

 Listen and play. Then listen and chant.

- Play the chant. Ask pupils to point to the characters as they hear them mentioned. Then play the chant again, encouraging pupils to clap along with the rhythm.
- Play the chant a third time. Pupils chant along, following the text on the page. When pupils are confident with the chant, divide the class into four groups and allocate each group one of the characters. Each group chants the first line of their verse and the rest of the class chants the greeting.



- You can also use the karaoke version of the chant (see Active Teach). Pupils chant along to the music using the text on the page, or substituting the characters' names for their own name.

Activity Book page 2

1 Match and trace.

- Pupils draw matching lines between the characters and their silhouettes. They then trace over the names in the speech bubbles and read them to their partner.

Ending the lesson

- Invite two volunteers to the front of the class. They say *Hello, I'm/My name's (name).* to each other. Pupils continue in pairs saying *Hello, I'm/My name's (name).* *Hello, I'm/My name's (name).* (For Key, see p. 46. For Audioscript, see p. 47.)

OPTIONAL ACTIVITIES

Drawing activity Pupils draw themselves on a piece of A4 paper. In turn, volunteers come to the front of the class, present their drawings and say *Hello, I'm (name).* Make a display in the classroom with the drawings.

Unit 1 Cut-outs Pupils can cut out the puppets from the Unit 1 Cut-outs at this point. (See PB p. 103.) They then use them to act out the song or chant from the lesson. Pupils can finish making the puppets and reuse them in Unit 1.

NOTES

Lesson 2

Lesson aims

To present and practise new vocabulary (Colours); to introduce pupils to the Quest

Target language

red, green, yellow, blue, egg

Receptive language

What colour is it? It's (an egg/blue.) Come with us. Look for (an egg).

Materials

Audio CD; Family Island poster; Unit 1 Cut-outs; Flashcards (Colours); Wordcards (Colours)

Optional activity materials

Active Teach; Digital Activity Book; Photocopiable W.1

Starting the lesson

- Elicit the characters' names and play the song or the chant from Lesson 1 (CD recording or Active Teach). If pupils cut out the puppets from Unit 1 Cut-outs in the last lesson, ask them to take these out and introduce the characters to their partner, saying *Hello, I'm/My name's (name).*

Pupil's Book pages 4-5

Presentation

- Use flashcards or coloured objects in the class to teach blue, green, red and yellow. Practise by holding up different objects in the class and asking *What colour is it?* (red).
- Pupils look at the characters in the main illustration. Ask (L1) what they are doing. (Jumping over stepping stones.) Elicit the colours of the stepping stones from left to right (red, green, yellow and blue).
- Then ask (L1) what is strange about the fifth stepping stone that Zak is looking at. (It's very big and it's cracking.) Teach the word *egg*.
- Pupils guess (L1) what might hatch out of the egg. Encourage all guesses, e.g. bird, dragon, dinosaur. Tell pupils they will find out the answer later in the book. (Waldo the dragon will hatch out of the egg in Unit 1.)



1 Listen and point. Then listen and repeat.

- Play the first part of CD1:04. Pupils listen and repeat the colour words, reading the labels under the stepping stones. Play the rest of CD1:04. Pupils listen and repeat the rhythmic sequence of colour words. Repeat until pupils are confident with the new words.

Practice

- Use the colour wordcards. Hold them up one by one and read the words aloud. Then hold up a card and ask a volunteer to read it. The rest of the class points to an item in the classroom in that colour. Repeat with other volunteers and other wordcards.

Quest

Quest! Listen and sing. Then find.

- Point to the egg in the main illustration and remind pupils (L1) about their guesses as to what will hatch out of it. Then point to the bottle floating in the water and ask pupils (L1) what they think the note inside is. Encourage all guesses, e.g. a shopping list, a letter asking for help, etc.



- Tell pupils (L1) that Zak and his friends are singing a song about their quest to find the items. Play the Quest song. Pupils listen and name the item they have to find in this unit (the egg). They then find and point to the egg in the main illustration. Explain that in later units, pupils will add a new quest item each time they sing the Quest song.
- Play the Quest song again. Pupils sing along, following the text in their books.

Activity Book page 3

2 Trace. Then colour.

- Pupils trace over the colour words and colour each egg in the correct colour.

3 Listen and tick (✓). Then colour.

- Play the recording. Pupils listen and tick the colour words. They then colour the pictures accordingly.

Ending the lesson

- Divide the class into two teams. Play a game of Colour race. Say a colour, e.g. red. One member of each team finds something red in the classroom as quickly as possible. Alternatively, stick the flashcards on the board. One volunteer from each team comes to the board. Say a colour, e.g. blue. The first volunteer to point to the correct flashcard wins a point for their team. (For Key, see p. 46. For Audioscript, see p. 47.)

OPTIONAL ACTIVITIES

Game – Colour sequences See p. 265.
Photocopiable W.1 See p. 258.

NOTES

Lesson 3

Lesson aims

To present and practise new vocabulary (Numbers.)

Target language

Numbers 1 to 10

Materials

Audio CD; Flashcards (Digits 1–10); Wordcards (Numbers one–ten)

Optional activity materials

Active Teach; Digital Activity Book

Starting the lesson

- Play the song from Lesson 1, CD1:02, again. Then invite two volunteers to the front of the class and ask them to introduce themselves saying Hello, I'm/My name's (name).
- Play the Colour sequences game from Lesson 2 again.

Pupil's Book page 6

Presentation

- Teach numbers 1 to 10 by counting on your fingers. Invite pupils to join in when they are ready.
- Then write the numbers (digits) on the board in order. Point to and elicit each number in order. Pupils then repeat the words after you. Then point to the numbers in a random order and elicit the words.
- Hold up the digit cards and elicit each number. Then distribute them to ten volunteers. Ask the volunteers to come to the front of the class and arrange themselves in the correct order. Check with the class by counting from 1 to 10. Then repeat with other groups of ten pupils.

4 Listen and repeat.

- Play CD1:07. Pupils listen and point to the numbers on the page. Then play the recording again. Pupils listen and repeat, with you joining in with the pupils.
- Play the recording a third time, pausing before each number for pupils to say it before they hear it.

Practice

- Stick the digit cards on the board in order. Hold up each wordcard and read it aloud with the class. Then distribute the wordcards to ten volunteers. Volunteers read their number words aloud and come and stick them on the board alongside the correct digit. Check the activity with the rest of the class then repeat with other volunteers.

Chant

5 Listen and chant.

- Pupils look at the illustration and count the number of fingers that each child is holding up. Then play the chant. Pupils listen and chant along, holding up the appropriate fingers as they do so.
- Pupils can use this recording to chant round the class in a chain. The first ten pupils in the chain say the numbers 1 to 10, then the whole class chants Now count again! The next ten pupils then count from 1 to 10 again, and the whole class repeats the chorus again. Repeat several times.
- You can also use the karaoke version of the chant (see Active Teach) for pupils to chant along to.

Activity Book page 4

6 Read and trace.

- Pupils trace over the number words.

7 Count and trace.

- Point to the eggs and ask What are they? Pupils count the eggs in each nest and trace over the correct number caption.
- These pictures can then be used for a colour dictation. Give instructions, e.g. a - two green eggs. Pupils listen and colour in the eggs accordingly.

For the next lesson

- Ask pupils to bring in a magazine picture of a celebrity. (For Key, see p. 46. For Audioscript, see p. 47.)

Ending the lesson

- Play a game of Numbers in the air. Trace a digit in the air with your finger. Pupils look and guess the number. Pupils can also play this game in pairs.
- Alternatively, do a number dictation with colours. Describe numbers in various colours, e.g. Number (6) – It's (blue). Pupils listen and draw a blue six. (For Key, see p. 46. For audioscript, see p. 47.)

4 Listen and repeat.



5 Listen and chant.



OPTIONAL ACTIVITIES

Number and word matching Distribute the flashcards and wordcards to twenty volunteers in the class. Volunteers have to find their matching pair by circulating round the class and saying the number on their card. Repeat with other sets of pupils.

Game – Counting race See p. 267.

Game – Missing numbers See p. 267.

Lesson 4

Lesson aims

To present and practise new structures (Names and identifying)

Target language

His name's (Oscar)./Her name's (Rita). His backpack is (red)./Her backpack is (yellow).

Materials

Audio CD

Optional activity materials

Active Teach; Digital Activity Book; Pupils' and your magazine pictures of known celebrities; poster paper

Starting the lesson

- Play a game of *Drumbeats*. Pupils use two pencils as drumsticks. Explain (L1) that their desks (or books) are a drum. Call out a number from 1 to 10 and pupils tap their 'drums' the correct number of beats. Ask volunteers to come up with interesting rhythmic patterns. Pupils continue in pairs.
- Ask volunteers to introduce themselves again, using *Hello. My name's ...*. The rest of the class then beats out the number of syllables in the pupil's name with their pencil drumsticks, e.g. Clara = two beats.

Pupil's Book page 7

Presentation

- Teach the word *backpack* using a pupil's backpack (or draw a picture on the board). Call out different backpack colours, e.g. a red backpack, a blue backpack. Pupils look around the classroom and hold up one if they can find it in the correct colour.
- Look at the main illustration on PB pp. 4 and 5 again. Say a character's name, e.g. Zak, and ask pupils to find and point to the correct character. When pupils point to Zak, say *Yes! His name's Zak*. Pupils listen and repeat. Then say Rita. When pupils point to Rita, say *Yes! Her name's Rita*. Pupils listen and repeat. Repeat the procedure with Oscar and Millie, checking pupils are using *his* and *her* correctly.
- Then ask pupils to look at the characters' backpacks. Point to Zak and say *His backpack is blue*. Pupils listen and repeat and point to Zak's backpack. Repeat with the other backpacks.

Look!

- Read out the sentences in the Look! box. Pupils listen and point to the corresponding characters in Activity 6. Read them again and pause after each line for pupils to repeat the sentences.

Practice

6 Listen and match. Then say.

- Pupils use the language *His/Her name's (Oscar)*, to name the characters in this activity. They then look at the backpacks and name the colours.
- In pairs, pupils try to remember which backpack belongs to which character, and make sentences following the examples in the Look! box, e.g. *His name's Oscar. His backpack is red*. They shouldn't draw matching lines at this point.
- Play the recording. Pupils listen and draw matching lines from each character to the correct backpack. As they do this, they also check if they guessed correctly.
- In pairs, pupils then play a game. Pupil A describes one of the characters and Pupil B identifies the correct number of the character. Use the speech bubbles to model the language they will need.

KEY 1 d, 2 c, 3 b, c a

Pairwork

7 Draw and guess.

- Pupils choose and draw their favourite character. They then show their picture to their partner, who guesses who it is, using the language in the speech bubble.

Activity Book page 5

8 Colour in. Then match and trace.

- Pupils colour in the pictures of the characters. They then draw matching lines between the pictures and the sentences. Finally, they trace over *His* or *Her* in each sentence.

9 Read and colour.

- Pupils read the sentences and colour in the backpacks correctly.

Ending the lesson

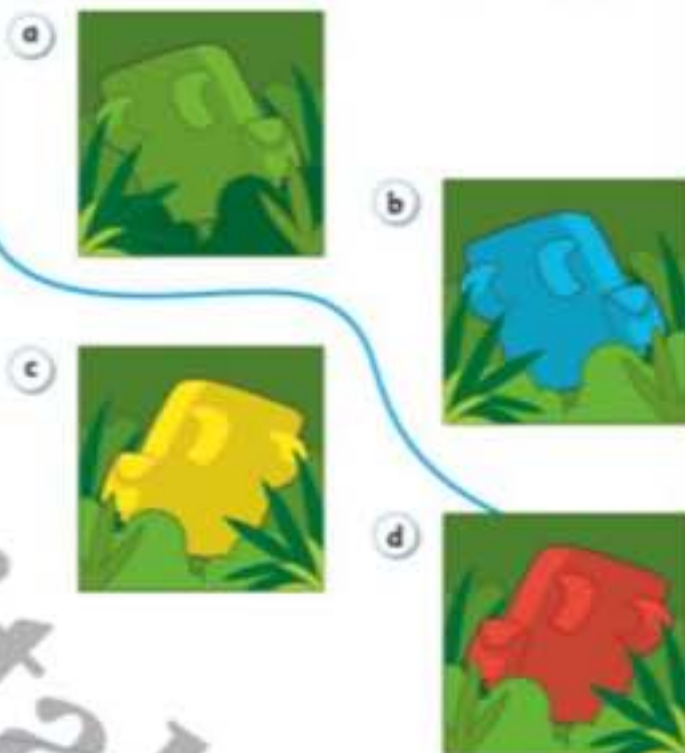
- Play a game of *True or False*. Make sentences about pupils in the class, using *His/Her name's ...* and *His/her backpack/bag is (blue)*. Pupils listen and say *True* or *False*. If the sentence is false, elicit the correct sentence, e.g. *Her name's Ana. (False! Her name's Clara.)* Make sure pupils use the correct intonation as they correct you (stressing the information they change, e.g. *Clara*). (For Key, see p. 46. For Audioscript, see p. 47.)

6 Listen and match. Then say.



LOOK!

His name's Oscar.	His backpack is red.
Her name's Rita.	Her backpack is yellow.



His name's Oscar.
His backpack is red.

Number 1!

Her name's Rita.
Her backpack is yellow.

7 Draw and guess.



Lesson 5

Lesson aims

To present and practise new vocabulary (Actions)

Target language

stand up, sit down, look, listen, count, open your book, close your book, wave goodbye

Materials

Audio CD; a coin or small piece of paper per pair; Flashcards (Actions); Wordcards (Actions)

Optional activity materials

Active Teach; Digital Activity Book; Wordcards (Actions)

Starting the lesson

- Ask a volunteer to introduce him/herself, e.g. My name's Juan. As he/she does so, repeat the introduction back to the class, making a deliberate mistake with the name, e.g. His name's Ramon. Pupils listen and stand up when you make a mistake. Ask one of the pupils standing up to correct the sentence. You can also make this activity more challenging by using his and her incorrectly, e.g. Her name's Juan. Pupils correct your mistake, stressing the pronoun. No, his name's Juan.
- Revise numbers and colours. Say a number and a colour, e.g. two, red. Pupils have to find two items in the classroom that are red. Repeat with other number and colour combinations.

Pupil's Book page 8

Presentation

- Use the flashcards and mime to teach the action words. Practise by saying the actions; pupils do the corresponding mime.

8 Listen and repeat.

- Play the recording. Pupils listen, point to the corresponding photos and read the words. Then play the recording again. Pupils listen, point to the corresponding photos and repeat.

Practice

- In pairs, pupils play a game. Pupil A turns away while Pupil B covers up one of the actions and its word label with a coin or piece of paper. Pupil A turns round and has to guess which action is covered up. Pupils swap roles, covering up more actions each time to make the game more difficult.
- Hold up the wordcards one by one and read the words aloud with the class. Then ask a volunteer to come to the front of the class and show him/her a word. He/She does the corresponding mime. The rest of the class guesses. When a pupil guesses correctly, reveal the wordcard.

Chant

9 Listen and chant. Then do the actions.

- Pupils look at the pictures and identify the different actions. Then play the chant. Pupils listen and point to the correct children in the picture as they hear each action mentioned.
- Play the chant again. Pupils listen and mime the actions.
- Play the chant again, pausing for pupils to repeat. Then encourage pupils to join in.
- When pupils are confident with the chant, play the karaoke version, (see Active Teach). Pupils chant along to the music, reading the text on the page.

Activity Book page 6

10 Listen and number. Then write.

- Play the recording. Pupils listen and number the pictures. Check the activity, then ask pupils to write the actions underneath each picture.

Ending the lesson

- Teach pupils the word please and explain (L1) that this is a polite way of asking someone to do something. Then play an instructions game. Call out actions from the lesson, sometimes adding please, e.g. Stand up, please. Sit down. Pupils listen and only do the actions when you say please. Pupils can also take a turn at giving the instructions. (For Key, see p. 46. For Audioscript, see p. 47.)

OPTIONAL ACTIVITIES

Famous people Show your magazine pictures of celebrities to the class, asking volunteers to name the celebrities, using His/Her name's ... Then stick some of the pictures on the board. Pupils can play a game, miming one of the celebrities. The rest of the class watch and guess who it is: Her name's (Madonna).

Famous people class collage Pupils use the magazine pictures they have brought to class. If anyone has forgotten, they can use yours. Pupils write name labels for their celebrity (His/Her name's ...). They then stick the pictures and labels onto poster paper to make a class collage.

Listen and repeat.



Listen and chant. Then do the actions.



Lesson 6

Lesson aims

To consolidate language from the Welcome unit.

Materials

Audio CD; Flashcards (Digits 1–10); Flashcards (Colours); Unit 1 Cut-outs; Wordcards (Actions)

Optional activity materials

Active Teach; Digital Activity Book

Starting the lesson

- Play the chant from Lesson 5, CD1:11. Pupils join in and do the actions.
- Use the digit cards, colour flashcards and the puppets from the Unit 1 Cut-outs. Stick all of these on the board. Say a number or colour, or describe a character's name, e.g. Number 4. It's red. Her name's Rita. Pupils listen and a volunteer comes and points to or collects the correct card or puppet from the board.
- Repeat, asking pupils to make the sentences. This can also be played as a team game.

Pupil's Book page 9

Game

Listen and point. Then play a game.

- Pupils look at the pictures and identify the colours, numbers, actions and character names.
- Explain how to play the game. The numbers along the top of the grid and the colours down the side act as grid references. In pairs, Pupil A chooses a number and a colour to make a grid reference, e.g. 3, green. Pupil B traces down the grid from number 3 and across the grid from the colour green until he/she finds the correct square (with the picture of Zak in it). Pupil B then does one of the following:
- If the square illustrates a character, he/she makes a sentence, e.g. His name's Zak.
- If the square illustrates an action, he/she says the action. Pupil A then does the corresponding mime.
- If the square illustrates Hello or Goodbye, Pupil B says this word.
- When a square has been 'used', pupils strike through it in pencil.

- Play the recording of children playing the game. Pupils listen and point to the corresponding squares each time. They can also listen and repeat.
- Pupils then play the game, taking turns to make the grid references. They continue until they have used all the squares. Go round the class, helping as necessary.
- Make this game more challenging by asking pupils to make seven cards with numbers 1 to 3 and red, blue, yellow and green on them. They turn these cards face down in two piles. Pupils then play the game by picking a number and a colour, reading the grid reference and playing the game as described above. They tick the square or write their name in it as they complete it. The game continues until all the squares have been ticked or named. If a pupil gets a grid reference that has already been used, he/she misses a turn. The pupil who ticks or names the most squares is the winner.

I can

- Read the two statements with the pupils and ask them to decide which of these things they feel they can do. Then tick the corresponding box(es).

Activity Book page 7

Follow and colour.

- Pupils follow the tangled lines to match the numbers to the colour words. They then colour in the number correctly.

Read and match.

- Pupils look at the characters and guess what they are saying. They then draw matching lines between the pictures and the speech bubbles.
- Pupils then work in pairs. One points to a picture. The other pretends to be that character and reads the correct speech bubble.

Ending the lesson

- Stick the action wordcards on the board face down and number them 1 to 8. Ask a volunteer to choose a number, e.g. six. Another volunteer comes to the board and takes the corresponding wordcard. He/she reads the word silently and mimes it for the rest of the class to guess. When someone guesses correctly, the volunteer reveals the word.
(For Key, see p. 46. For Audioscript, see p. 47.)

OPTIONAL ACTIVITIES

Writing a chant In pairs or small groups, pupils write their own version of the chant, using a different combination of actions. Pupils can then teach their chant to the rest of the class, so that they can perform it with the karaoke version of the chant (see Active Teach).

Game – Pass the actions See p. 265.

TPR game – Actions and numbers See p. 266.



3, green.

His name's Zak.



I can talk about colours.
I can do classroom actions.



Activity Book Answer Key

p. 2, Activity 1
2 c, 3 d, 4 a

p. 3, Activity 3
1 blue, 2 red, 3 yellow, 4 green

p. 4, Activity 5
a two, b five, c eight, d seven, e three

p. 5, Activity 6
1 d, 2 b, 3 c, 4 a

p. 6, Activity 8
a 4, b 1, c 7, d 5, e 2, f 6, g 3, h 8

p. 7, Activity 9
1 d, 2 a, 3 c, 4 b

p. 7, Activity 10
1 c, 2 b, 3 d, 4 a

OPTIONAL ACTIVITIES

Game – Bingo Use the grid on PB p. 9 to play a game of Bingo. Pupils choose and tick four of the pictures. Describe the pictures in a random order. Pupils listen and strike through the pictures they

have ticked when they hear the corresponding description. The first pupil to strike through all four of their squares calls out **Bingo!**
Game – What's missing? See p. 265.

Lesson 1 Activity 1

CD1:02

Z = ZAK R = RITA M = MILLIE O = OSCAR
Z Hello, I'm Zak.
R, M, O Hello Zak.
R Hello, I'm Rita.
Z, M, O Hello Rita.
M Hello, I'm Millie.
Z, R, O Hello Millie.
O Hello, I'm Oscar.
Z, R, M Hello Oscar.

Lesson 2 Activity 3

CD1:04

Red.
Green.
Yellow.
Blue.
Red, green, yellow, blue.
Red, green, yellow, blue.
Red, green, yellow, blue.
Red, green, yellow, blue.

Quest song

CD1:05

Come with us, come on a quest.
Come on a quest today.
Come with us, come on a quest.
Look for an egg today.
An egg, an egg.
Look for an egg today!

Lesson 2 Activity 3 (AB)

CD1:06

1 It's blue.
2 It's red.
3 It's yellow.
4 It's green.

Lesson 4 Activity 6

CD1:09

1 His name's Oscar. His backpack is red.
2 Her name's Rita. Her backpack is yellow.
3 Her name's Millie. Her backpack is green.
4 His name's Zak. His backpack is blue.

Lesson 5 Activity 8 (AB)

CD1:12

1 Sit down.
2 Open your book.
3 Look!
4 Count.
5 Listen!
6 Close your book.
7 Stand up.
8 Wave goodbye!

Lesson 6 Activity 10

CD1:13

A = PUPIL A B = PUPIL B
A Three, green.
B His name's Zak.
B One, blue.
A Sit down.
A Three, red.
B Hello.
B Two, blue.
A Open your book.

1 My birthday

Objectives

- talk about colours
- understand and perform actions
- talk about names and ages
- talk about birthdays

Language

Vocabulary

Colours: black, brown, orange, pink, purple, white
Actions: clap, stamp, jump, walk, run, dance, hop, climb
yes, no

Structures

What's your name? My name is (Millie).
How old are you? I'm (six).
What's your favourite colour?
My favourite colour is (blue).
Is it (purple)? Yes, it is./No, it isn't.
What colour is it? It's (blue). It's a (butterfly).

Revision

Colours: red, blue, yellow, green
My name's Millie.
His name's Oscar. Her name's Millie.
Numbers 1 to 10

Receptive language

dragon, flag, blanket

CLIL and Wider World language

CLIL: Science (Colours in nature):
bird, fish, flower, leaf, butterfly
Wider World (Birthdays): balloon,
present, birthday card, birthday cake

Phonics

a, p, s, t (at, pat, sat, tap)

Cross-curricular contents

- Arts and crafts: character puppets, making a nature poster, making a birthday card and crown, making a birthday chart
- Music: songs and chant
- Maths: using numbers to sequence
- PE and fitness: using actions in the song
- Science: colours occurring in nature
- Language skills: asking and answering questions, following instructions, acting out a story, playing games

Topics

- colours
- colours in nature
- birthdays

Values

- Share with your friends.

Story and quest

- Unit opener: meeting Waldo the dragon
- Story episode: Waldo and the cakes
- Quest item: Waldo's blanket

Songs and chants

- chant: What's your name?
- Quest song: Look for a blanket.
- song: It's my birthday!

Socio-cultural aspects

- learning other people's names, ages and favourite colours
- working in pairs and groups
- learning to share with others
- showing one's family how to share with others
- learning about how other children celebrate their birthday
- learning when other people's birthdays are

Learning strategies

- using previous knowledge
- asking and answering questions
- following instructions
- logical thinking: deducing information from pictures, playing a guessing game
- critical thinking: identifying and comparing
- understanding and identifying different items in nature
- reflecting on learning and self-evaluation
- personalisation of language learnt
- recording new vocabulary in a picture dictionary



Basic competences

Linguistic communication: Use language as an instrument for communication (L. 1 to 10)
Knowledge and interaction with the physical world: Understand colour in the world around us (L. 1, 4, 7); Raise awareness of cultural differences (L. 8)
Mathematical competence: Count to ten (L. 5); Use numbering to complete a task (L. 1 to 10)
Processing information and digital competence: Use Active Teach; Use Family Island Online component

Social and civic competence: Make and accept rules for working together and codes of conduct (L. 1 to 10); Learn to share (L. 5)
Cultural and artistic competence: Develop and value initiative, imagination and creativity (L. 5, 7, 8); Raise awareness of cultural differences (L. 8)
Learning to learn: Reflect on what has been learnt and self-evaluate progress (L. 10)
Autonomy and personal initiative: Develop one's own criteria and social skills (L. 1 to 10)

Skills

Listening

- can understand a dialogue
- can understand chants and songs
- can understand questions about oneself
- can follow instructions
- can understand a story
- can understand and identify objects or pictures

Reading

- can read and understand captions of key words
- can read and understand chant and song texts
- can read and understand speech bubbles
- can read and understand sentences
- can follow speech bubbles in a picture story
- can blend individual sounds and letters to pronounce words
- can read and understand a cultural text about a birthday
- can read and understand a personalisation text

Speaking

- can chant and sing the unit chant and songs
- can give personal information about oneself
- can give instructions for others to follow
- can act out a story
- can pronounce a, p, s and t correctly
- can use language to play a game

Taking part in conversations

- can introduce oneself
- can answer questions about oneself
- can ask and answer questions to play a guessing game

Writing

- can write key words
- can write key words in a sentence
- can complete a personalisation text

Classroom ideas

- Play flashcard and team games.
- Make portraits of pupils in the class to decorate the classroom.
- Make colour collages of pupils' favourite colours.
- Make a nature table for pupils to bring in items they find in different colours.
- Make a birthday chart and agree on a song or activity to repeat when it is someone's birthday in the class.
- Suggested photocopies:
 - 1.1 Play a game of noughts and crosses.
 - 1.2 Make vocabulary cards for new actions.
 - 1.3 Complete a picture and use it for a drawing.
 - 1.4 Make a set of mini-story cards.
 - 1.5 Make a set of phonics picture cards and letter tiles.
 - 1.6 Do an information gap activity.
 - 1.7 Make a birthday crown.

Take-home English

- Letters for parents. When you begin Unit 1, complete and give pupils a copy of the Unit letter (Active Teach). This explains what pupils are going to learn in this unit.
- Home-school link. Pupils take their drawings of sharing with their friends home (L. 5).
- Craft activities. Pupils can take home the birthday card they make in Lesson 1.
- Grammar Booklet and Reading and Writing Booklet. Pupils take these home to show their parents.
- Portfolio. Encourage pupils to show their parents their portfolio when they finish Unit 1.

Evaluation

- Pupil's Book page 19
- Activity Book page 17
- Grammar reference (Pupil's Book page 98)
- Unit review (Activity Book page 96)
- Picture Dictionary (Activity Book page 104)
- Test Booklet - Unit 1 (pages 6-9)

1 My birthday

Lesson 1

Lesson aims

To present and practise new vocabulary (Colours)

Target language

brown, white, pink, black, orange, purple, yes, no

Receptive language

What colour is it? my birthday, dragon, flag

Materials

Audio CD; Flashcards (Colours); Wordcards (Colours); a coin or small piece of paper per pair

Optional activity materials

Active Teach; Digital Activity Book; Photocopiable 1.1

Starting the lesson

- Play the Hello song, CD1:03, from the Welcome unit. Then divide the class into four groups and give each group a character's name: Oscar, Mille, Rita, Zak. Play the recording again. Pupils stand up and sing their character's lines when appropriate.
- Revise red, green, yellow and blue by pointing to various objects and asking What colour is it?

Pupil's Book pages 10-11

- Ask pupils (L1) what the Family Island characters found in the previous unit (an egg). Ask pupils to predict what creature could be inside the egg. Point to the dragon that's hatched from the egg and say It's a dragon. Explain that the dragon's name is Waldo.
- Now focus on the title of the unit (My birthday). Explain (L1) the meaning of birthday. Ask pupils to guess whose birthday it might be.

Presentation

- Present the new colours (brown, white, pink, black, orange and purple) by using classroom objects or flashcards (colours). Point to each and say It's (pink). Repeat several times.
- Write the colour words on the board and invite pupils to stick the correct colour flashcard next to each word.



1 Listen and point.

- Pupils look at the main illustration and name the colours they can see in the chain of flags. Teach the word flag.
- Play the recording. Pupils listen and look at the illustration. Then play the recording again and ask pupils to point to the correct flag as they hear it described. Check the activity by pointing to each flag and asking What colour is it? Is it (pink)? Teach the words yes and no.
- Ask pupils (L1) whose birthday it is. (It's Zak's.) Point to Waldo, the dragon, and ask (L1) what colour he is (green).

2 Listen and repeat.

- Play the recording. Pupils listen and repeat the colour words, while pointing to the correct flags.
- In pairs, pupils play a game. Pupil A turns away while Pupil B covers up one of the flags and the colour word with a coin or small piece of paper. Pupil A turns round and has to guess which colour flag is covered up. Pupils swap roles, covering up more objects each time to make the game more difficult.



Practice

- Play a matching game, using the colours flashcards and wordcards. Distribute the cards to the class – one or more cards to individuals or pairs, depending on the number in your class. Say Go! Pupils walk around the classroom mingling with other pupils until they find their matching pair.

Chant

1 Listen and play. Then listen and chant.

- Pupils close their books. Play the chant, and ask pupils to listen and tell you the name, number and colour they hear.
- Go round the class, allocating each pupil either Zak, six or blue. Play the recording again. Pupils stand up when they hear their word.
- Play the recording again. Pupils chant their word with the recording.
- Divide the class into two groups and play the recording again. One chants the questions and the other chants the answers.
- When pupils are confident with the chant, play the karaoke version, (see Active Teach). Pupils chant along to the music, reading the text in the PB.

Activity Book page 8

1 Trace and colour.

- Pupils trace over the colour words and colour each flag appropriately. They check their answers in pairs.

Ending the lesson

- Write the new colour words on the board (or use the wordcards). Point to each word and read it aloud. Then point to each word and ask pupils to hold up the correct coloured pencil or find the correct colour on any particular page in their books. (For Key, see p. 70. For Audioscript, see p. 71.)

OPTIONAL ACTIVITIES

Photocopiable 1.1 See TB p. 258.

Game – Colour race See p. 267.

NOTES

Lesson 2

Lesson aims

To present and practise the new structures (personal questions); to find the Quest item for the unit and add it to the Quest song

Target language

What's your name? (My name's Millie.) How old are you? (I'm seven.) What's your favourite colour? (My favourite colour is green.)

Receptive language

How many?

Materials

Audio CD; Flashcards (Colours)

Optional activity materials

Active Teach; Digital Activity Book; Grammar Booklet; Poster 1

Starting the lesson

- Play a game of Right or wrong? Show, e.g. the red flashcard and say red. Now show the blue flashcard and say green. Pupils clap when you say the correct colour and stamp their feet when you make a mistake.
- Revise numbers 1–10 by calling out numbers; pupils clap the correct number of times.
- Show different numbers of fingers/classroom objects, e.g. pencils, books, etc. Ask How many?

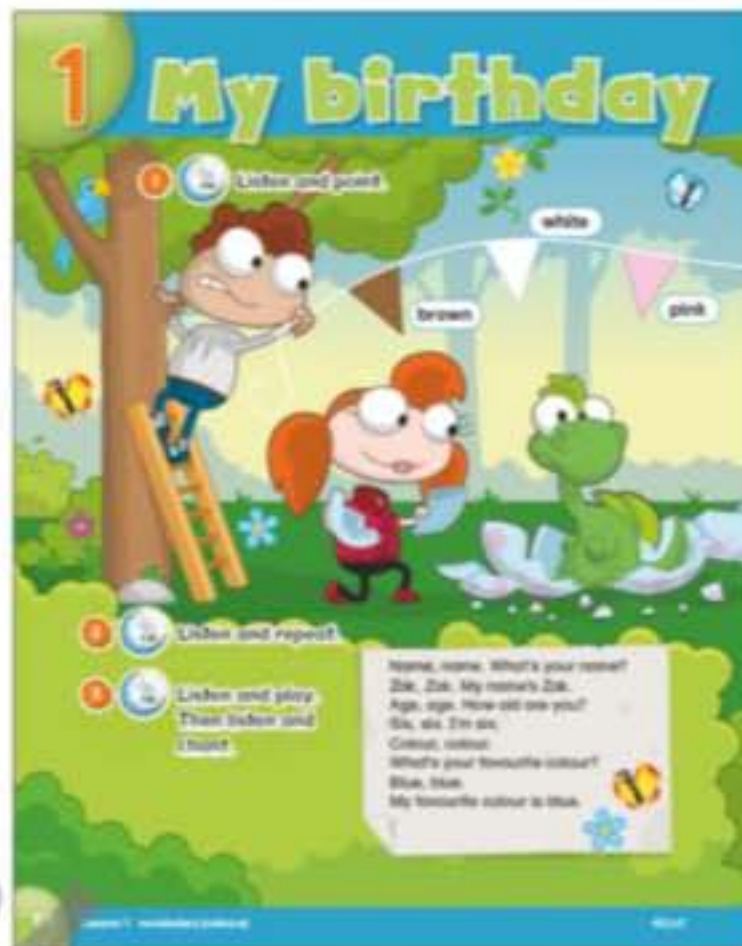
Pupil's Book pages 10–11

Presentation

- Pupils look at the picture in the PB again. Point to the characters and ask What's his/her name? Elicit, e.g. Zak. Then ask (L1) if pupils can remember whose birthday it is (Zak's) and how old he is (six). Ask individual pupils How old are you? Elicit numbers only at this stage, e.g. six. Ask pupils if they can remember Zak's favourite colour (blue). Ask individual pupils What's your favourite colour? Elicit colour words only at this stage.

Look!

- Ask pupils to read the sentences in the Look! box while you read them out. Read them again and pause after each line for pupils to repeat the sentences.



Practice

1 Ask and answer.

- Pupils ask and answer the questions in the speech bubbles. They can do this in small groups, or as a class by circulating and asking the questions of as many different pupils as possible.
- Make this activity more challenging by asking pupils to include some mistakes in their answers, e.g. give the wrong age. The pupil asking the question tries to spot the mistake.

Quest

Quest item and song

- Ask pupils (L1) if they can remember the note the characters found in the Welcome unit, containing the list of items they have to find to look after Waldo. Can they remember any of the items? Then ask pupils to predict which item can be found in this unit (the blanket). Play the Quest song for pupils to listen and check their predictions.



- Pupils find the picture of the blanket on the page and point to it or circle it.
- Play the Quest song again while pupils follow in their books and sing along.

Activity Book page 9

2 Listen and number.

- Pupils look at the pictures and read the names of the different children.
- Play the recording, pausing as necessary for pupils to listen and number the pictures.
- In pairs, pupils then play a guessing game. Pupil A chooses a picture. Pupil B has to guess the picture by asking 'What's your name?' Pupil B answers 'My name's (Ann)'.

1 Look and trace. Then colour.

- Pupils follow the tangled lines from the children to their balloons. They then trace over the age and colour words in the speech bubbles. Finally pupils colour the balloons in the correct colour.

Ending the lesson

- Play the chant, or the karaoke version of the chant, from Lesson 1 again, this time asking pupils to substitute their own names, ages and favourite colours. Pupils can then perform their chant for the rest of the class.
(For Key, see p. 70. For Audioscript, see p. 71.)

OPTIONAL ACTIVITIES

Team game – Drawing race See p. 268.
Grammar Booklet pp. 1–3. p. 257.

NOTES

Lesson 3

Lesson aims

To present and practise new vocabulary (Actions); to practise language with a song.

Target language

clap, stamp, jump, walk, run, dance, hop, climb

Receptive language

How many? What colour is it?

Materials

Audio CD; Flashcards (Actions); Wordcards (Actions); Unit 1 Cut-outs; scissors and pencils or lolly sticks

Optional activity materials

Active Teach; Digital Activity Book; Reading and Writing Booklet; Photocopiables 1.2–1.3

Starting the lesson

- Write the numbers 1 to 10 on the board. Point to each and elicit the number. Then rub out some of the numbers and elicit which are missing.
- Revise classroom actions from the Welcome unit by playing a game of Simon says. See Games Bank, pp. 268–270.

Pupil's Book page 12

Presentation

- Teach the new action verbs by adding them to the game of Simon says, e.g. Simon says 'Clap!' Demonstrate each new action and encourage pupils to join in.

3 Listen and repeat.

- Play the recording. Pupils look at the photos and read the captions while they listen.
- Play the recording again, pausing for pupils to listen and repeat.
- In pairs, Pupil A says an action; Pupil B performs the action.

Practice

- Pupils then practise actions and numbers together. Pupil A says an action and a number from 1 to 10. Pupil B performs the action that number of times, e.g. jump, six (Pupil B jumps six times).
- Stick the actions flashcards on the board. Volunteers stick the correct wordcard next to each flashcard.
- Pupils look at the picture. Tell pupils (L1) they are going to listen to a song about a birthday party. Point to the candles and ask 'How many?' (7). Point to a balloon and ask 'What colour is it?' (green), etc.

4 Listen and sing. Then do the actions.

- Say 'I'm eight.' Ask pupils to point to the child who has 8 written on their party clothes. Play the song. Pupils listen and point to each child as he/she is mentioned.
- Play the song again. Pupils listen and do the actions in each verse. Then play the song again. Pupils sing along, following the text in their books.
- Play the karaoke version of the song (see Active Teach). Pupils sing a version of the song with ages and actions of their choice. Volunteers teach their song to other pupils.

Unit 1 Cut-outs (Pupil's Book page 103)

- Pupils finish making the puppets from the Unit 1 Cut-outs (See PB p. 103) by sticking them onto the end of a pencil or lolly stick. (If the puppets weren't used in the Welcome unit, Lesson 1, pupils will need to cut them out first.)
- Say different character names and actions, e.g. Zak, dance. Pupils hold up the Zak puppet and make him dance. Repeat with other character names and actions. Pupils can also do this activity in pairs.
- Pupils can also use their puppets to practise the questions from Lesson 2. In pairs, they make their puppets ask and answer 'What's your name?' (My name's Zak.) 'How old are you?' (I'm six.) 'What's your favourite colour?' (blue).

Activity Book page 10

4 Match. Then trace.

- Pupils match the pictures to the correct silhouettes. They then trace over the words. Check answers by calling out a letter (a–h) and eliciting the corresponding number and correct action word.

Ending the lesson

- Play a game of Numbered flashcards using the actions flashcards. Stick these on the board face down and write numbers 1 to 8 under each card. Ask a pupil to choose a numbered card for another pupil to come and collect from the board. That pupil looks at the card and says the action for the rest of the class to perform. The pupil then reveals the card before replacing it on the board in the same place.
- When all the cards have been chosen a few times, check if pupils can remember where each one is. Call out a number from 1 to 8. Pupils perform the action they remember for that number. Then reveal the card to see if they were right.
(For Key, see p. 70. For Audioscript, see p. 71.)

5 Listen and repeat.



6 Listen and sing. Then do the actions.



12

Lesson 3 vocabulary (actions)

A2 p.10

OPTIONAL ACTIVITIES

Game – What's missing? See p. 265.
Photocopiables 1.2–1.3 See TB p. 258.

Reading and Writing Booklet pp. 1–3 (For Key, see TB p. 256.)

1

Lesson 4

Lesson aims

To present and practise the new structure (asking and answering about colours)

Target language

Is it (purple)? Yes, it is./No, it isn't. What colour is it?
It's (pink). How old am I today?

Materials

Audio CD

Optional activity materials

Active Teach; Digital Activity Book; Puppets from Lesson 3; Grammar Booklet; Wordcards (Numbers and Colours)

Starting the lesson

- Play a game of *Changing places* to revise colours. Say a colour. Any pupils wearing that colour must stand up and change places. Repeat with other colours, and with individual pupils taking turns to say the colours.
- A more boisterous version of this activity is where pupils sit in a circle and one pupil stands in the middle. Say a colour. The pupils wearing that colour have to stand up and change places, while the pupil in the middle tries to sit in one of those places. The pupil without a place is the next pupil in the middle.

Pupil's Book page 13

Presentation

- Hold up different classroom objects and ask their colour, e.g. holding up a red pencil, ask *What colour is it?* (It's red.) Repeat with other objects. Then hold up the first object again and ask *Is it red?* Elicit and practise *Yes, it is.* Then repeat with another object to elicit and practise *No, it isn't.*

Look!

- Ask pupils to read the sentences in the Look! box while you read them out. Read them again and pause after each line for pupils to repeat the sentences.
- Pupils then practise the same language in pairs, finding and asking about different objects in the classroom, as in the presentation activity.

Practice

7 Listen and colour. Then look and circle.

- Pupils look at the pictures of the children wearing their party hats. Tell them they are missing their colours. Play the recording, pausing as necessary for pupils to listen and colour in the hats in the correct colour. Then play the recording again for pupils to listen and check their answers.
- Play the recording again, pausing for pupils to repeat the sentences.
- Pupils can then work in pairs. They take turns to ask and answer about the party hats, using the model language from the recording.
- Finally, pupils read the question in the speech bubble in picture 4. They circle the correct answer. (Yes, it is.)

KEY 1 green, 2 pink, 3 orange, 4 yellow./ Yes, it is.

Pairwork

8 Look and play.

- Pupils look at the pictures. Ask *What are they?* Help pupils to answer birthday cakes. Elicit the colour of the cakes. Use the speech bubbles to model the language pupils use to ask and answer about the cakes. Pupils then work in pairs.
- After pupils have practised asking about colours, point to picture number 1 and say *It's my birthday.* *How old am I today?* Pupils count the candles and reply, *eight.* Write the exchange on the board and ask pupils to practise in pairs.

Activity Book page 11

9 Read and trace. Then colour.

- Pupils look at the pictures and read the captions. They complete the captions by tracing over the words.
- Pupils can then read and answer the questions in pairs.
- Finally, pupils colour the pictures as indicated in the captions. Check the activity by asking the questions and getting pupils to show you their pictures.

Ending the lesson

- Play a guessing game. Hold an object behind your back. Pupils guess what colour it is by asking *Is it (pink)?* Answer *Yes, it is./No, it isn't* until they guess the correct colour. You may challenge stronger pupils to guess what the object is. (For Key, see p. 70. For Audioscript, see p. 71.)

- 7 Listen and colour. Then look and circle.

LOOK!

Is it purple?	Yes, it is. / No, it isn't.
What colour is it?	It's pink.
It's = It is Isn't = Is not	



- 8 Look and play.

SKILLS



Lesson 4 - grammar (Is it purple? Yes, it is. / No, it isn't. What colour is it? It's blue.)

All p. 11

13

OPTIONAL ACTIVITIES

Game - Guess the puppet

Pupils can use the puppets they made in Lesson 3 to play a guessing game, using *Is it* with character names instead of colours. Hide a puppet behind your back. Pupils guess *Is it* (Waldo)? They can also play in pairs.

Game - Pass the wordcards Play a game of Pass the card, using the numbers and colours wordcards. See p. 265.
Grammar Booklet pp. 1-3. (For Key, see TB p. 257.)

1

Lesson 5

Lesson aims

To consolidate the unit language with a story.

Values

To understand the value of sharing.

Receptive language

share, cake, thank you,
Two (green) cakes for (Oscar).

Materials

Puppets from Lesson 3; photos or pictures of colourful cakes; Audio CD; Unit 1 Story cards

Optional activity materials

Active Teach; Digital Activity Book; Reading and Writing Booklet; Photocopiable 1.4

Starting the lesson

- Ask pupils to hold up the puppets they made in Lesson 3. For each puppet, ask What's his/her name? Then play the song, CD1.03, from the Welcome Unit again. Pupils hold up the correct puppet as the characters introduce themselves in the song.
- Use the puppets to play a game of True or False. Hold up a puppet, e.g. Zak and say His name's Zak. Pupils say True. Then hold up the puppet of Rita and say Her name's Millie. Pupils say False. Repeat, making other sentences about the characters' names, ages (if we know them) and favourite colours.

Presentation

- Use the photos or pictures of colourful cakes to preteach cake. Also preteach thank you. Stick the pictures on the board. Then ask Who wants a cake? Volunteers come to the board and point to the cake(s) they want. Then mime giving them the cake(s), saying, e.g. Two (pink) cakes for (Susie). One (brown) cake for Max, according to the colour of the cakes they have chosen. Pupils say thank you in return. Encourage them to mime eating the cakes.
- Note, if you do not have pictures of cakes, draw some on the board instead.
- Before pupils open their books, show the story cards for Unit 1 in turn and ask the questions from the Before listening to the story section on the back of each card.

Pupil's Book page 14

Story

- 1 Listen to the story. Then act out.

- Ask pupils to open their books and give them a few minutes to study the pictures from the story. Point and ask questions, e.g. Who's this? How many cakes? What colour is it/this cake? Pupils predict what they think is going to happen in the story.

- Play the story and ask pupils to follow in their books.
- Check pupils' understanding of the story by asking the questions from the After listening to the story section on the back of each story card.
- Play the recording again. Pause after each line for pupils to repeat.
- Choose five pupils to act out the roles of Rita, Oscar, Millie, Waldo and Zak. Invite them to the front of the class. Play the recording while the pupils act out the story or say the lines and the pupils repeat. Encourage stronger classes to say the lines from memory using prompts. If you have them, you could use the photos of colourful cakes as props.

Values

- Draw pupils' attention to the Values topic shown at the bottom of the page (It's good to share.) Explain the meaning of the word share and ask how the characters are sharing in the story (sharing the cakes out between themselves). Ask pupils which character doesn't share (Waldo). Talk about (L1) the importance of sharing in our everyday lives.

Activity Book page 12

- 6 Read and circle. Then draw and colour.

- Ask pupils to read the speech bubbles and circle the name of the correct character in 1 to 4 and the correct number in 5. They then colour in the children's cakes correctly and draw the correct number of cakes for Waldo.

- 7 Look and write (✓) or (X).

- Pupils look at the pictures and decide which of the children is sharing nicely and which isn't. They then put a tick in the box showing good sharing and a cross in the box showing an inability to share.

Home-school link

- Ask pupils to draw a picture of the different things they can share with a friend, e.g. their toys, sweets, other friends, etc. Pupils then take their pictures home to show their families.

Ending the lesson

- Hold up the story cards in turn and pupils recite the dialogue from memory. You may do this in groups or teams if you prefer.
(For Key, see p. 70. For Audioscript, see p. 71.)

Listen to the story. Then act out.

STORY



VALUES

It's good to share.

HOME-SCHOOL LINK

Share with a friend. Draw. Show your family.

1

Lesson 6

Lesson aims

To learn the sounds and letters a, p, s, and t; to practise reading and spelling words using a, p, s, and t

Receptive language
at, pat, sat, tap

Materials

Audio CD; Phonics flashcards a, p, s, t; Flashcards (pat, tap); Phonics poster

Optional activity materials

Active Teach; Digital Activity Book; Phonics poster; Photocopiable 1.5; one envelope per pupil

Starting the lesson

- Focus pupils' attention on the picture for a. Say /æ/ /æ/, ant, and ask pupils to repeat. Then look around the room for anything else beginning with a, including pupils' names. Say, e.g. /æ/. And Pupils listen and repeat. Repeat this procedure with the other target letter sounds /p/, /s/ and /t/.

Pupil's Book page 15

Presentation

10 Listen.

- Pupils look at the letters in this activity. Play the recording twice. Each time, pupils listen and point to the letters in their books.

11 Listen, point and say.

- Play the recording, pausing after each pair of letter sounds. Pupils point to the correct letter and repeat.

Practice

12 Listen and blend the sounds.

- With books closed, practise the concept of blending sounds to read words. Use the letter cards. Start with the word at. Put the letter card a on the board and sound out /æ/. Pupils listen and repeat. Then put the t letter card next to the a and sound out /t/. Pupils listen and repeat. Now sound out /æ/ /t/, at several times, pointing to the letter cards as you do so. Pupils repeat, blending the sounds to form the word. Repeat the procedure with the words pat, sat and tap.

- Play the recording. Pupils point to the different sound squares – and the words themselves – as the words are sounded out. Play the recording again, pausing for pupils to listen and repeat, sounding out each word.
- Stick the wordcards on the board in a different order, e.g. tap, pat, sat, at. (Alternatively write the words on the board.) Pupils sound out each word. Then sound out the words again for pupils to come and write them on the board.

13 Underline a, p and t. Read the words aloud.

- With books closed, write the word pat on the board. Sound out /t/ and ask a volunteer to come and underline the letter t. Repeat with p and a. Ask a fourth volunteer to read the word aloud.
- Pupils open their books and find pat in Activity 13. They underline the letter sounds and read the word aloud to their partner.
- Repeat the procedure with tap.

Activity Book page 13

8 Read the words and circle.

- Pupils read the words in the word bank aloud. They then find the corresponding details in the picture and circle them.

9 Listen to the sounds and circle the letters.

- Play the recording and ask pupils to listen and circle the letter that corresponds to each sound. Play the recording again for pupils to check the activity.

10 Listen and write the letters.

- Play CD1:27. Pupils listen and write the letters they hear.

11 Listen and write the words.

- Play the recording. Pupils listen and write the words they hear.

Ending the lesson

- Play a game of Build the word. Stick the letter cards a, p, s and t on the board. Say one of the sample words, e.g. tap. Ask a volunteer to come and arrange the cards in the correct sequence. Read the word out to check it as a class. Repeat with the other sample words. (For Key, see p. 70. For Audioscript, see p. 71.)

OPTIONAL ACTIVITIES

Story add-on Pupils draw a final picture or series of pictures to show what happens in the story next. You may also add some dialogue for stronger classes/pupils.

Photocopiable 1.4 See TB p. 258.
Reading and Writing Booklet pp. 1–3. (For Key, see TB p. 256.)

10 Listen.

1 a 2 p 3 s 4 t

11 Listen, point and say.

12 Listen and blend the sounds.

1 a - t at

2 p - a - t pat

3 s - a - t sat

4 t - a - p tap

13 Underline a, p and t. Read the words aloud.

1 pat

2 tap



OPTIONAL ACTIVITIES

Photocopiable 1.5 See TB p.258.

Game - Sound trail See p. 268.

Lesson 7

Lesson aims

To integrate cross-curricular content into the English classroom

Cross-curricular focus

Science (Colours in nature)

Target language

bird, fish, flower, leaf, butterfly,
It's a (butterfly).

Materials

Audio CD; Flashcards (Colours); self-prepared flashcards (bird, butterfly, fish, leaf, flower); self-prepared wordcards (bird, butterfly, fish, leaf, flower, dragon); magazines showing colourful fish, birds, butterflies, etc. (optional)

Optional activity materials

Active Teach; Digital Activity Book; Photocopiable 1.6; CLIL poster

Starting the lesson

- Revise colours. Ask pupils to look through the unit so far and find things in different colours, e.g. *Find something (green)*, etc. Pupils find and point. Alternatively, they can do this activity using objects in the classroom.
- Tell pupils (L1) that in this lesson they are going to think about the different colours in nature. Ask them to close their eyes and imagine they are in: a desert, a coral reef, a beautiful garden, a forest, etc. What colours can they see? Pupils list any colours they can imagine.

Pupil's Book page 16

Presentation

- Teach the new words *bird, fish, flower, leaf* and *butterfly* using the self-prepared flashcards or by drawing pictures on the board. Ask questions about the colours of these natural objects, e.g. *What colour is (a leaf)? What colour are (flowers)?*

14 Listen and say. Then listen and number.

- Point to the photos and ask pupils to identify the animals or objects. Play the recording. Pupils listen and repeat the words.
- Ask questions about the animals and objects, e.g. *What is it? What colour is it?* Elicit *It's a fish. It's orange.* Play the recording and ask pupils to listen and number the photos 1 to 5.

- Play the recording again, pausing for pupils to repeat.
- Pupils can then talk about the pictures in pairs. Pupil A says the colour, e.g. *It's (blue).* and Pupil B points to and says the correct object, *It's a (butterfly).*

KEY a 5, b 1, c 3, d 4, e 2

Practice

15 Complete the pictures. Then say.

- Ask pupils to complete the pictures with coloured pencils or pens. Then ask them to identify the pictures. Ask, e.g. *What's this? (It's a yellow flower.)*
- Pupils compare their pictures and practise asking and answering in pairs.

Mini-project

- Pupils make a poster linked to the theme of colours in nature. They can draw pictures of animals and plants, or they can cut them out of the magazines that you have brought to make a collage. Pupils can either make one whole-class poster - with different groups producing pictures of different types of fish, flowers, butterflies, leaves and birds. Or they can make one poster per group and then describe this to the rest of the class: *It's a butterfly. It's purple. And this is a yellow and black fish.*
- Remind pupils that they can refer to the CLIL poster while they are doing their mini-project.

Activity Book page 14

16 Match. Then trace.

- Pupils match the animal/object halves to make complete pictures. They then match each of these to the correct word and trace over it.

17 Colour. Then circle.

- Pupils colour the spaces containing a dot to reveal the pictures. They then read the words under each picture and circle the correct word.

Ending the lesson

- Play a mime game, practising the animals and creatures pupils have learnt so far. A volunteer comes to the front of the class; give him/her one of your self-prepared wordcards. He/she mimes the animal or creature that is written on the card for the rest of the class to guess.

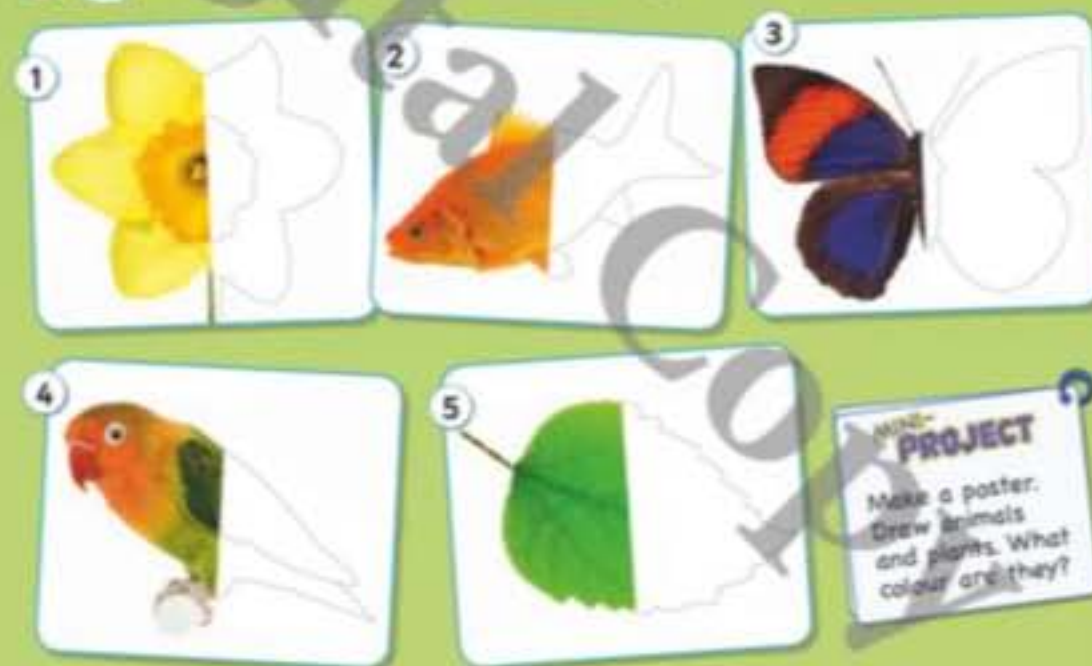
For the next lesson

- Ask pupils to bring in photos of their own birthday parties. (For Key, see p. 70. For Audioscript, see p. 71.)

14 Listen and say. Then listen and number.



15 Complete the pictures. Then say.



16

Lesson 7 science (colours in nature)

40 p.14



Online task Pupils can now go online to Family Island to find the butterfly that Waldo is holding on the PB page. (It is on a painting near the town clock.) When they click on the butterfly, they are taken to a supplementary language game based on the vocabulary of this unit.

OPTIONAL ACTIVITIES

Photocopiable 1.6 See TB p. 258.

Cross-curricular poster

A nature table Pupils can bring objects and pictures into class to make a nature table.

Portfolio activity Pupils can draw an object and label it for their Portfolio, e.g. *It's a fish. It's blue.*

1

Lesson 8

Lesson aims

To integrate cross-cultural content into the English classroom

Cross-cultural focus

Birthdays around the world

Target language

birthday cake, balloon, present, birthday card

Receptive language

Months

Materials

Old birthday cards (if possible); pupils' photos of their own birthday parties; globe or world map (if possible); paper or card and coloured pens; poster-sized chart with months of the year in English

Optional activity materials

Active Teach; Digital Activity Book; Photocopiable 1.7

Starting the lesson

- Ask pupils *How old are you?* Then play an instructions game. Say, e.g. *Stand up if you're six. Wave goodbye if you're seven.*, etc. Pupils perform the instructions according to their age.

Pupil's Book page 17

Presentation

- Pupils look at PB pp. 10–11. Ask *Whose birthday is it? (Zak's.) How old is he? (Six.)*
- Use old birthday cards or simple board pictures to preteach birthday vocabulary. Then ask questions about pupils' birthdays, e.g. *Do you have a party? Do you get presents? Do you get birthday cards? Do you have a birthday cake? Do you have balloons?*

A birthday party. Read and trace.

- Tell pupils they are going to find out about how birthdays are celebrated in other parts of the world. Pupils open their books. Ask them to find the photo of the birthday girl and guess which country she is from (Britain). Show them where Britain is using your globe/world map.
- Read the first speech bubble aloud and ask *What's her name? (Kim).* Then either continue reading the speech bubbles, or invite pupils to read a sentence each. Ask questions as you read: *How old is she? (seven) What are her favourite colours? (pink and purple) How many presents (can you see)? (six), etc.*
- Pupils then read the speech bubbles aloud in pairs. Finally they trace over the words.

- Pupils can compare their own birthday parties with the one in the text (using English and L1). What things are the same/different? If pupils have brought their own photos to class, encourage them to talk about them in English, e.g. *Look at my party. Look at my birthday cake.*

Practice

Draw a birthday card for Kim and write.

- Pupils make a birthday card for Kim (or one of their own friends). If you have brought some old birthday cards to class, pass these round for pupils to look at. They can base their designs on these, or make up their own.
- Distribute the paper or card and coloured pens. Pupils make and draw their cards. They then write inside their cards in English, following the example on the PB page.

Mini-project

- Pupils make a birthday chart for their class. Use the poster-sized chart you have prepared. Read aloud the months of the year and make sure that pupils understand which month is which.
- Pupils write their names alongside the appropriate month in the chart. They can then learn the name of their birthday month in English.
- Display the chart in the classroom. It can then be referred to throughout the year to celebrate each pupil's birthday, e.g. by making a birthday card or singing *Happy birthday*.

Activity Book page 15

Trace and match.

- Pupils trace over the words, then match them to the correct pictures.

Draw and colour. Then write.

- Pupils complete the picture to show themselves at their own birthday party. They draw their own head and face on the birthday child, together with the correct number of candles on the cake. They also complete the balloons, then complete and colour in the present.
- Pupils then compare their pictures with a partner. Finally, they read and answer the questions.

Ending the lesson

- Ask a volunteer to look at the birthday chart made for the mini-project. Elicit whose birthday is next.
- Ask pupils what song they usually sing to their friends when it is their birthday. Ask the whole class to sing that song to the pupil identified by the volunteer!
- Elicit how old that pupil will be on their next birthday. The whole class claps out that number of years. (For Key, see p. 70. For Audioscript, see p. 71.)

Wider World

A birthday party

16 Read and trace.



Look at my birthday cake! I'm happy.



Look at my balloons. My favourite colours are pink and purple.



Happy birthday to me.



Happy birthday to me.

17 Draw a birthday card for Kim and write.



PROJECT
Make a birthday chart for your class.

Lesson 8 wider world (birthdays)

AB p.16

17

OPTIONAL ACTIVITIES

Photocopiable 1.7 See TB p. 258.

Party games See p. 269. Pupils can play some traditional party games.

Birthdays around the world Pupils can find out about other birthday traditions around the world, using the internet to help them in their research.

1

Lesson 9

Lesson aims

To review the unit language with a game; to add to the Picture Dictionary

Materials

Audio CD; Flashcards (Colours, Numbers); Wordcards (Colours, Actions); counters and dice for each pair of pupils; self-prepared wordcards (Colours in nature); Picture Dictionary stickers for Unit 1

Optional activity materials

Active Teach; Digital Activity Book; Reading and Writing Booklet

Starting the lesson

- Before the lesson, hide the colours and numbers flashcards around the classroom. During the lesson, divide the class into two teams. A volunteer from each team comes to the front. Tell them to find one of the cards, e.g. Find number 4. The first pupil to find the correct card keeps it for their team. Repeat with other volunteers until all the cards have been found. The teams then show and name all the colours and numbers they have found. The team with the most cards is the winner.
- Revise the nature vocabulary from Lesson 6 by doing a drawing dictation. Give each pupil some paper and say a blue butterfly, a yellow fish, etc.

Pupil's Book page 18

Game

18 Listen. Then play.

- Point to the board game in the PB and say Let's play a game! Point to various objects along the path of the game and ask questions, e.g. What colour is it? It's (pink). What is it? It's a (flower). What's the number? (ten).
- Put pupils into pairs and give each pair a dice and two counters (or small pieces of paper or coins).
- Explain (LT) how to play the game. Pupils take turns to roll the dice, then move along the path from 1 to 16. They count the squares as they go, and then say what they have landed on, e.g. for square 1 It's a pink flower, or for square 3 seven. If a pupil can't say the word(s) correctly he/she goes back to the beginning. The winner is the first to reach the final square of the path.

- Play the recording to give pupils an idea of the language they will need to play the game. Pupils listen and repeat.
- Pupils play the game. Monitor each pair to help with pronunciation. Pupils can then play the game again with new partners.

19 Listen and do.

- Play the recording. Pupils listen and follow the instructions. Play the recording again and repeat the activity until pupils are confident with the routine. Then challenge volunteers to be the leader and call out instructions for the rest of the class to follow.
- Pupils can do the activity in pairs. Pupil A calls out an action and a number and Pupil B does the action that number of times. Pupils then swap roles.

Activity Book page 16

20 Read and colour.

- Pupils read the colour key and colour the picture accordingly. They can then check their picture in pairs.

21 Look and circle.

- Pupils read Millie's questions to Zak and circle the correct answers.

Picture Dictionary (Activity Book page 104)

- Use the Unit wordcards and self-prepared wordcards to revise the new vocabulary. Write three vocabulary headings on the board (colours, actions and objects in nature). Ask pupils to indicate in which category each new word belongs. Stick the cards on the board accordingly.
- Ask pupils to turn to the Picture Dictionary on p. 104 of the AB. They complete the sticker activity in pairs. For each category, Pupil A reads a caption and Pupil B finds the corresponding sticker. They swap roles. When they have finished, they compare their picture dictionaries with other pupils in the class.

Ending the lesson

- Play a counting game. Call out a number and ask volunteers to clap that many times. Then clap out a beat in different speeds and rhythms. Pupils say the correct number.
(For Keys, see p. 70. For Audioscript, see p. 71.)



Listen. Then play.

HAVE FUN!



Listen and do.

18

Lesson 1 review and consolidation

All p.18

OPTIONAL ACTIVITIES

Game – Picture charades See p. 265. Play a game of picture charades to revise different objects and numbers from the unit.

Reading and Writing Booklet See pp. 1–3. (For Key, see p. 256.)

1

Lesson 10

Lesson aims

To complete a progress check; to provide an opportunity for self assessment; to provide an opportunity for personalisation of the language of the unit.

Materials

Audio CD; Flashcards and Wordcards (1 to 10); balloons.

Optional activity materials

Active Teach; Digital Activity Book; Online material – Family Island; Grammar reference; Unit 1 Review; Test Booklet; Grammar Booklet

Starting the lesson

- Sing the unit song from Lesson 3 again, CD1:20. Encourage pupils to sing along with the recording and do the actions. When you come to the age in the song, hold up one of the number cards and encourage pupils to substitute the number in the song for the number on the card.
- Ask pupils to count how many butterflies, birds and flowers there are in the unit.

Pupil's Book page 19

Listen and tick (✓).

- Pupils look at the pictures. Elicit the names of the characters in number 2 (Rita and Millie). Ask questions about the other pictures, e.g. How many candles in 1a? (eight).
- Play CD1:32. Pupils listen and tick the box next to the correct picture. Pause the recording as necessary. Then play the recording again for pupils to check their answers.
- Play the recording again for pupils to listen and repeat. Then ask them to work in pairs. They ask and answer questions about the pictures they didn't tick.

KEY 1 a, 2 b, 3 a, 4 a

Look and write.

- Pupils look at the balloons and say the colours out loud. They then write the correct colour word alongside each balloon, using the word bank to help them.

KEY 1 pink, 2 brown, 3 blue, 4 green, 5 purple, 6 yellow, 7 white, 8 red, 9 black, 10 orange

I can

- Read the three statements with the pupils and ask them to decide which of these things they feel they can do. Then they tick the corresponding box(es).

Activity Book page 17

Read and write. Then colour

- Pupils look at the picture while you read the gapped text. They then read the text again in pairs and complete it, using the words in the word bank. Check answers by asking a pupil to read the text aloud.
- Pupils then colour the butterfly on the girl's T-shirt pink, to match the colour in the text.

Draw and write.

- Pupils draw a picture of themselves holding or wearing something in their favourite colour. They then complete the gapfill paragraph about themselves using the text in Activity 18 as a model. Help as necessary.
- Pupils then compare their drawings and texts with other pupils.

Ending the lesson

- Play a Balloon game. Divide the class into small teams. Each team forms a circle with pupils holding hands. Give each team a balloon. As a team, they have to keep the balloon in the air, but when it touches a part of someone's body they have to shout out a number or a colour or another English word they know. No repeated words are allowed. (For Key, see p. 70. For Audioscript, see p. 71.)

OPTIONAL ACTIVITIES

Online World Pupils can now go online to Family Island and enjoy the fun and games.

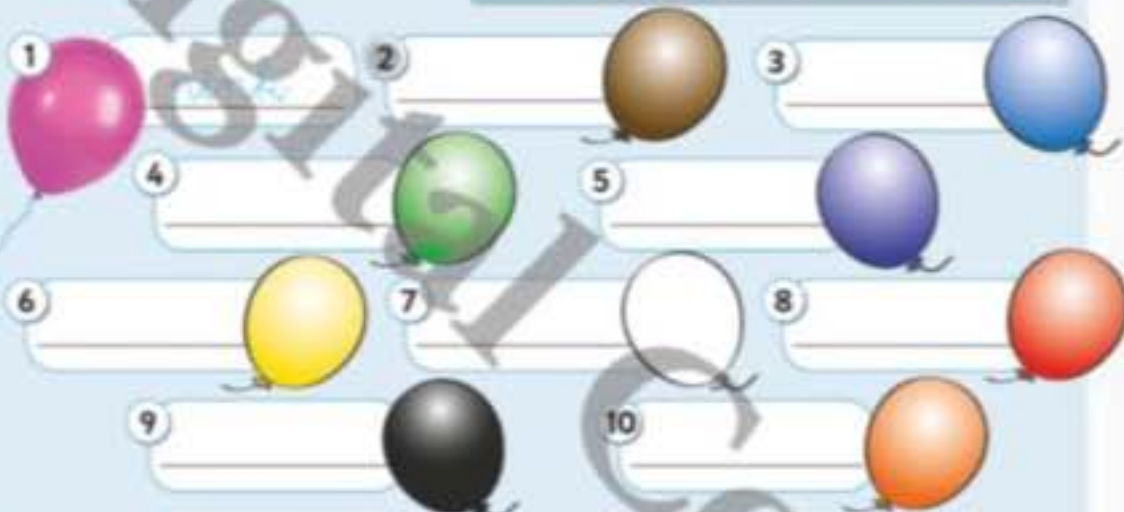
Active Teach Pupils can watch the animated story Episode 1.

20 Listen and tick (✓).



21 Look and write.

pink orange red purple blue yellow
black white green brown



I CAN I can say my name and age.
I can count to 10 and talk about colours.
I can listen and follow instructions.



Grammar reference (PB p. 98) and Unit 1 Review (AB p. 96) Pupils study the grammar reference table in the PB. They then complete the gapfill story in the AB unit review.
Test Booklet pp. 6-9.
Grammar Booklet pp. 1-3

Portfolio activity Pupils copy drawings and text from AB p.17, Activity 19 onto a piece of paper to add to their Portfolio.
Our favourite activity Pupils choose their favourite activity from Unit 1 and do it again.

Activity Book Answer Key

Full Screen

p. 8, Activity 1

Pupils should colour the flags as follows:
1 pink, 2 orange, 3 black, 4 brown, 5 purple, 6 white

p. 9, Activity 2

a 2, b 3, c 1

p. 9, Activity 3

Pupils colour in the balloons as follows:
cat - purple, dinosaur - orange, teddy bear - pink, heart - blue

p. 10, Activity 4

1 d, 2 h, 3 a, 4 f, 5 c, 6 e, 7 g, 8 b

p. 12, Activity 6

1 Two green cakes for Oscar.
2 Two purple cakes for Milla.
3 Two orange cakes for Zak.
4 Two pink cakes for Rita.
5 Eight cakes for Waldo.

p. 12, Activity 7

Pupils should tick the second picture and cross the first.

p. 13, Activity 8

Pupils should circle the girl on the left tapping her foot and the girl on the right patting the dog's head.

p. 13, Activity 9

1 p, 2 s, 3 t, 4 a

p. 13, Activity 10

1 t, 2 p, 3 a, 4 s

p. 13, Activity 11

1 sat, 2 tap, 3 at, 4 pat

p. 14, Activity 12

1 d - flower, 2 e - fish, 3 b - bird, 4 a - butterfly, 5 c - leaf

p. 14, Activity 13

1 fish, 2 butterfly

p. 15, Activity 14

1 c, 2 d, 3 b, 4 a

p. 16, Activity 17

1 My name's Zak.
2 I'm six.
3 My favourite colour is blue.

p. 17, Activity 18

My, I'm, is, pink

p. 96, Activity 1

Hello. What's your name? My name's Ellie. Her name's Grace. How old are you? I'm four. What's your favourite colour? My favourite colour is blue. What colour is your backpack? Is it blue? Yes, it is.

Audioscript

Lesson 1 Activity 1

CD1:14

Z = ZAK M = MILLIE W = WALDO

Z Hello! What's your name?

I'm Zak. It's my birthday.

M Look at the flags. Orange, pink, black, white, purple, brown.

W Hello, I'm Waldo. I'm a dragon.

Quest song

CD1:17

Come with us, come on a quest.

Come on a quest today.

Come with us, come on a quest.

Look for a blanket today.

An egg and a blanket!

Look for a blanket today.

Lesson 2 Activity 2 (AB)

CD1:18

1 Hello. What's your name? My name's Ann.

2 Hello. What's your name? My name's Kelly.

3 Hello. What's your name? My name's Ben.

Lesson 4 Activity 7

CD1:21

1 Is it orange? No, it isn't.

What colour is it? It's green.

2 Is it pink? Yes, it is.

3 Is it yellow? No, it isn't.

What colour is it? It's orange.

4 Is it yellow? Yes, it is.

Lesson 6 Activity 10

CD1:23

1 a /æ/ /æ/ /æ/

2 p /p/ /p/ /p/

3 s /s/ /s/ /s/

4 t /t/ /t/ /t/

Lesson 6 Activity 11

CD1:24

/p/ /p/ /æ/ /æ/ /s/ /s/ /t/ /t/

/æ/ /æ/ /p/ /p/ /t/ /t/ /s/ /s/

Lesson 6 Activity 9 (AB)

CD1:26

1 /p/ /p/

2 /s/ /s/

3 /t/ /t/

4 /æ/ /æ/

Lesson 6 Activity 10 (AB)

CD1:27

1 t /t/

2 p /p/

3 a /æ/

4 s /s/

Lesson 6 Activity 11 (AB)

CD1:28

1 sat

2 top

3 at

4 pot

Lesson 7 Activity 14

CD1:29

1 It's a fish. It's orange. An orange fish.

2 It's a butterfly. It's blue. A blue butterfly.

3 It's a flower. It's pink. A pink flower.

4 It's a leaf. It's green. A green leaf.

5 It's a bird. It's brown. A brown bird.

Lesson 9 Activity 18

CD1:30

Four! 1, 2, 3, 4. It's an orange butterfly!

Lesson 9 Activity 19

CD1:31

Stand up!

Clap 1, 2, 3, 4, 5, 6 (six claps)

Walk 1, 2, 3, 4 (four steps)

Run 1, 2, 3, 4, 5, 6, 7, 8 (eight running steps)

Stamp 1, 2, 3 (three stamps)

Jump 1, 2, 3, 4 (four jumps)

Hop 1, 2, 3, 4, 5 (five hops)

Skip 1, 2, 3, 4 (four skips on the spot)

Dance 1, 2, 3, 4 (four steps)

Clap 1, Stamp 1, Hop 1, Skip 1 (one clap, one stamp, one hop, one skip)

Walk 1, Run 1, Dance 1, Jump 1 (one walk, one run, one dance, one jump)

Lesson 10 Activity 20

CD1:32

1 How old are you? I'm eight.

2 What's your name? My name's Millie.

3 Look! Six orange fish!

4 Clap! (clap, clap, clap).

2 At school

Objectives

- identify classroom objects
- talk about colours
- use numbers 11 to 20
- count objects and use plurals
- talk about musical instruments
- talk about school

Topics

- classroom objects
- numbers
- music
- school

Values

- Work hard at school.

Story and quest

- Unit opener: Waldo goes to school.
- Story episode: Waldo sees a picture of his mum and scores the teacher.
- Quest item: Waldo's book

Songs and chants

- chant: A yellow pencil
- Quest song: Look for a book.
- song: How many rulers?

Socio-cultural aspects

- talking about your possessions and those of other people
- working in pairs and groups
- learning to share with others
- showing your homework to your family
- learning about a school from a different country
- learning other children's favourite lesson

Learning strategies

- using previous knowledge
- asking and answering questions
- following instructions
- logical thinking: deducing information from pictures, playing a guessing game
- critical thinking: identifying and comparing
- predicting the outcome of a story
- understanding and identifying different musical instruments
- reflecting on learning and self-evaluation
- personalisation of language learnt
- recording new vocabulary in a picture dictionary

Language

Vocabulary

Classroom objects: table, chair, pen, rubber, ruler, pencil, pencil case, pencil sharpener, book, desk
Numbers: eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty
school

Structures

What's this? It's a book. It's red. It's a (red) (book).
What are these? They're (pencils).
What colour are they? They're (red).
How many (pencils) can you see? (Five).

Revision

Colours, Numbers 1 to 10, Actions
What colour is it? Is it blue? Yes, it is./ No, it isn't.
His name's Oscar. Her name's Millie.
What's his/her name/favourite colour?

CLIL and Wider World language

CLIL: Music (Musical instruments): piano, drum, guitar, violin
Wider World (My school): teacher, classroom, playground, student, lesson

Phonics

d, i, m, n (dip, dad, it, sit, man, am, nap, pan)

Cross-curricular contents

- Arts and crafts: making picture cards, drawing a picture of Waldo's family, making a music poster, drawing a picture of your classroom
- Maths: counting up to twenty, using numbers to sequence
- Music: songs and chant, identifying musical instruments
- PE and fitness: using actions in the song
- Science: identifying a science lesson in a photo.
- Language skills: asking and answering questions, following instructions, acting out a story, playing games

Basic competences

Linguistic communication: Use language as an instrument for communication (L. 1 to 10)
Knowledge and interaction with the physical world: Understand our possessions and those of other people (L. 1, 2, 4, 7); Raise awareness of cultural differences (L. 8)
Mathematical competence: Count to twenty (L. 3); Use numbering to complete a task (L. 1 to 10)
Processing information and digital competence: Use Active Teach; Use Family Island online component

Social and civic competence: Make and accept rules for working together and codes of conduct (L. 1 to 10); learn to work hard at school (L. 5)
Cultural and artistic competence: Develop and value initiative, imagination and creativity (L. 5, 7, 8); Raise awareness of cultural differences (L. 8)
Learning to learn: Reflect on what has been learnt and self-evaluate progress (L. 10)
Autonomy and personal initiative: Develop one's own criteria and social skills (L. 1 to 10)

Skills

Listening

- can understand a dialogue
- can understand chants and songs
- can understand questions about objects, colour and quantity
- can follow instructions
- can understand a story
- can understand and identify objects or pictures

Reading

- can read and understand captions of key words
- can read and understand chant and song text
- can read and understand speech bubbles
- can read and understand sentences
- can follow speech bubbles in a picture story
- can blend individual sounds and letters to create words
- can read and understand a cultural text about a school
- can read and understand a personalisation text

Speaking

- can chant and sing the unit chant and songs
- can identify objects
- can identify colours and count to twenty
- can give instructions for others to follow
- can act out a story
- can pronounce d, i, m and n correctly
- can use language to play a game

Taking part in conversations

- can ask and answer questions about objects and colours
- can ask and answer about quantity
- can ask and answer questions to play a guessing game

Writing

- can write key words
- can write key words in a sentence
- can complete a personalisation text

Classroom ideas

- Play flashcard and team games.
- Hide and find different objects in the classroom.
- Group classroom objects according to colour and number.
- Give instructions to draw classroom objects in different colours.
- Make a simple musical instrument.
- Research musical instruments from around the world.
- Compare pictures of schools and classrooms from around the world.
- Suggested photocopies:
- 2.1 Play a Memory game.
- 2.2 Make dominoes for numbers 1 to 20.
- 2.3 Complete a counting observation activity based on the song.
- 2.4 Make a set of mini-story cards.
- 2.5 Make a set of phonics picture cards and letter tiles.
- 2.6 Make a set of musical instrument cards. Conduct a class survey.
- 2.7 Make an information leaflet about their school.

Take-home English

- Letters for parents. When you begin Unit 2, complete and give pupils a copy of the Unit letter (Active Teach). This explains what pupils are going to learn in this unit.
- Home-school link. Pupils show their parents their homework (L. 5).
- Craft activities. Pupils can take home the drawing of their classroom they make in Lesson 8.
- Grammar Booklet and Reading and Writing Booklet. Pupils take these home to show their parents.
- Portfolio. Encourage pupils to show their parents their portfolio when they finish Unit 2.

Evaluation

- Pupil's Book page 29
- Activity Book page 27
- Grammar summary (Pupil's Book page 98)
- Unit review (Activity Book page 97)
- Picture Dictionary (Activity Book page 105)
- Test Booklet - Unit 2 (pages 10-13)

2 At school

Lesson 1

Lesson aims

To present and practise new vocabulary (Classroom objects)

Target language

school, desk, pen, rubber, ruler, chair, table, pencil, pencil case, pencil sharpener, book

Receptive language

What's this? It's a (red) (pencil).

Materials

Audio CD; Flashcards (Classroom objects, Colours); Wordcards (Classroom objects); a coin or small piece of paper per pair

Optional activity materials

Active Teach; Digital Activity Book; Photocopiable 2.1; Wordcards (Colours)

Starting the lesson

- Revise numbers by counting in a chain around the class. Then combine the numbers with actions so that pupils do an exercise routine, e.g. 1 stand up, 2 jump, 3 run, 4 hop, 5 dance, etc. Repeat until pupils are confident with the routine.

Pupil's Book pages 20-21

Presentation

- Introduce classroom objects, using flashcards or real objects. Hold up a pencil/flashcard and say *It's a pencil*. Pupils find a pencil, hold it up and say *It's a pencil*. Repeat with the other target vocabulary. Now show objects in turn and ask *What's this?* Elicit (*It's a pencil*).
- Talk (L1) about the characters in the main illustration. (Zak and his friends have taken Waldo to school. Waldo is finding strange uses for some of the classroom objects!) Teach the word *school*.
- Pupils identify the key vocabulary in the illustration. Point to the classroom objects and ask *What's this?* (*It's a pencil*.) Ask *What colour is it?* (*It's yellow*.)

Listen and point.

- Play the recording. Pupils listen and point to the objects in the illustration as they are mentioned.
- Play the recording again. This time, pupils see if they can name the classroom objects that aren't mentioned in the dialogue (the pencil sharpener, pencil case and desk).

2 At school



Listen and repeat.

- Play the recording. Pupils listen and repeat the words, while pointing to the classroom objects in the illustration.
- In pairs, pupils then play a game. Pupil A turns away while Pupil B covers up one of the objects in the illustration and its word label with a coin or piece of paper. Pupil A turns round and has to guess which object is covered up. Pupils swap roles, covering up more objects each time to make the game more difficult.

Practice

- Show the wordcards (classroom objects) in turn and pupils read the words. Now stick the flashcards (classroom objects) on the board. Volunteers stick the wordcards next to the correct flashcards.
- Play a matching game, using the flashcards and wordcards (classroom objects). Distribute the cards to volunteers - one card each. Say *Go!* Pupils walk around the classroom mingling with other pupils until they find their matching pair. Repeat the activity with different volunteers.

Activity Book page 18

1 Draw. Then trace.

- Pupils complete the drawings by tracing over the dotted lines. They then trace over and read the words.
- Pupils can colour in the objects if they wish, then compare their drawings in pairs. Pupil A says a colour and Pupil B names the object in Pupil A's AB.

Ending the lesson

- Write the classroom object words on the board. Read them aloud. Then point to each word in turn and ask pupils to point to or hold up the correct classroom object. (For Key, see p. 94. For Audioscript, see pp. 94–95.)

OPTIONAL ACTIVITIES

Photocopiable 2.1 See TB p. 258.

Collecting colours Stick four wordcards (colours) on four different tables. Divide the class into four teams. In their teams, pupils collect classroom objects of the four different colours and put them on their correct table. Then allocate each team a colour/table. Teams then count the number of each of the classroom objects on their table, e.g. six pencils, four pens, etc.

NOTES

Copy

Chant

1 Listen and play. Then listen and chant.

- Pupils close their books. Play the chant and ask pupils to listen for and name any classroom objects (pencil, pen, table, chair, ruler, rubber, book). Then play the chant again. This time pupils listen for colours (yellow, blue, brown, orange, green, white and purple).
- Distribute the two sets of flashcards (classroom objects and colours) to volunteers. Play the recording again. The volunteers with the cards stand up when they hear their classroom object or colour. Repeat with other volunteers holding the cards.
- Play the chant again, pausing for pupils to repeat. Then encourage pupils to join in.
- When pupils are confident with the chant, play the karaoke version (see Active Teach). Pupils chant, reading the text in the PB. Finally, they create their own version of the chant by substituting different colours and/or classroom objects.

Lesson 2

Lesson aims

To present and practise the new structures (identifying an object); to find the Quest item for the unit and add it to the Quest song

Target language

What's this? It's a book. It's (red). It's a (red) (book).

Receptive language

Can you find a (blue) (pen)?

Materials

Audio CD; Flashcards (Classroom objects, Colours)

Optional activity materials

Active Teach; Digital Activity Book; Wordcards (Classroom objects, Colours); Grammar Booklet

Starting the lesson

- Put a selection of classroom objects of various colours on your desk. Invite volunteers to pick them up one by one and say *It's a (rubber)*. Then ask pupils to close their eyes, while you remove one or two objects. Pupils open their eyes and say what's missing.

Presentation

- Hold up the classroom objects in turn and say *It's a (pencil). What colour is it? It's (blue)*.
- Then say *It's a pencil. It's blue. It's a blue pencil*. Pupils repeat. Continue with the other classroom objects.

Pupil's Book pages 20–21

Look!

- Ask pupils to read the sentences in the Look! box while you read them out. Read them again and pause after each line for pupils to repeat the sentences.
- Pupils then use the same language to ask and answer in pairs, using classroom objects on their tables or in their bags. Alternatively they can talk about the classroom objects in the main illustration.

2 At school



Practice

1 Listen and number. Then say.

- Pupils look at the pictures and tell you what they can see, e.g. *It's a yellow pen*.
- Play the recording. Pupils listen and number the pictures.
- Pupils then work in pairs, asking and answering about the pictures. Use the speech bubbles to model the language they will need.

KEY a 4, b 2, c 1, d 3

Quest

Quest item and song

- Elicit from pupils (LT) the list of Quest items. (They can look at Photocopiable W.1 or PB p. 90 to help them.)
- Play the Quest song and ask pupils to listen for the item they can find in the main illustration for this unit (the book). Pupils find and circle the book. (It's in the bookcase.)
- Play the Quest song again, while pupils follow in their books and sing along.



Activity Book page 19

2 Read and match. Then colour.

- Pupils read the sentences and match them to the correct classroom objects. They then read the sentences again and colour the objects correctly.
- Pupils can then ask and answer about the objects in pairs, e.g. *What's this? (It's a green pencil sharpener.)*

3 Listen, circle and tick (✓).

- Pupils look at the pictures and name the objects. They then read the two colour words above each picture.
- Play the recording while pupils listen and look at the pictures and words. They circle the correct colour word and tick the correct object each time. Ask pupils to compare their answers in pairs then check as a class.

Ending the lesson

- Pupils play a flashcard game. Stick all the flashcards (colours, classroom objects) in random order on the board. Invite volunteers to the board individually or in teams. Say, e.g. *It's a blue rubber.* Pupils find the blue flashcard and the flashcard of the rubber. This could also be played with wordcards or a combination of flashcards and wordcards. (For Key, see p. 94. For Audioscript, see pp. 94–95.)

OPTIONAL ACTIVITIES

Sequencing game

Use the colour and classroom object wordcards. Put these on the board and ask groups of pupils in turn to try to put them in the same order as they are mentioned in the chant, CD1:38. Groups do this while listening to the chant. Grammar Booklet pp. 4–6. (For Key, see TB p.257.)

NOTES

Lesson 3

Full Screen

Lesson aims

To present and practise new vocabulary (Numbers 11 to 20); to practise language with a song

Target language

Numbers 11 to 20, Plurals

Receptive language

How many (books)? Let's (jump).

Materials

Audio CD; Flashcards (Numbers 11 to 20, Classroom objects); Wordcards (Numbers 11 to 20); Unit 2 Cut-outs

Optional activity materials

Active Teach-Digital Activity Book; Reading and Writing Booklet; Photocopiable 2.2–2.3

Starting the lesson

- Revise numbers 1 to 10 and classroom objects by asking pupils to find different numbers of objects, e.g. *Find ten pencils.*
- Draw pupils' attention to plurals, e.g. pick up two books and say *How many books? Count one book, two books.* Write two books on the board and underline the letter s. Repeat with other classroom objects.

Pupil's Book page 22

Presentation

- Use the flashcards to count from 1 to 10. Then teach numbers 11 to 20. Distribute all the cards to twenty pupils in the class. Ask them to stand at the front of the class in the correct sequence and say their numbers. Repeat with different pupils.

3 Listen and repeat.

- Pupils look at the numbers at the top of the page while you play the recording. Then play the recording again. Pupils listen and repeat.
- Distribute the wordcards (11 to 20) to ten volunteers, one by one, in the correct sequence. As each volunteer is given a card, he/she comes to the front of the class and is lined up in a random order, hiding the wordcard behind his/her back. The rest of the class must watch carefully! Now ask the rest of the class which volunteer has which number, starting with 11 and working in sequence to 20. Pupils say each number as it is revealed.
- Practise counting round the class from 1 to 20 in a chain. Then stick the number flashcards on the board. Call out the numbers in a random order. Volunteers come and collect each number. When all twenty cards have been collected, ask the volunteers to replace them on the board in the correct order. Everyone counts as they do so. Repeat.

Practice

- Pupils look at the picture of the mice in the classroom. Ask about the classroom objects, e.g. *How many (books)?*

3 Listen, count and write the numbers. Then sing.

- Play the song. Pupils listen and point to the different classroom objects mentioned in each verse.
- Play the song again, pausing after each verse for pupils to find and count the number of objects. Pupils then write the correct number in each box.
- Check answers by asking *How many books? How many pencils? Stress the /s/ pronunciation used in the plural books, and the /z/ pronunciation used in the plural of the other words.*
- Play the song again. Pupils follow the text in their books as they sing along. They can also do the actions in the song.
- When pupils are confident, use the karaoke version of the song (see Active Teach).

KEY 14 books, 17 pencils, 16 pens, 3 rubbers

Unit 2 Cut-outs (Pupil's Book page 105)

- Pupils cut out and make a set of classroom object cards. They use these to play a game of Flashcard snap. See Games Bank, p. 265.
- Then ask pupils to each choose one of their cards. Call out a classroom object in the plural, e.g. *books.* Anyone who has chosen the book card stands up. Count the number of pupils with the class. Repeat with other classroom object words. Pupils take turns at being the caller.

Activity Book page 23

4 Match and trace.

- Pupils match the digits with the words. They then trace over the words. Check by asking pupils to say the words aloud.

5 Read and circle.

- Pupils read the captions and circle the correct number of objects in each picture. Pupils check their answers in pairs, counting with their partners.

Ending the lesson

- Play a game of Buzz. Pupils count round the class, replacing any number that is a multiple of three with the word *buzz*, e.g. *One, two, buzz, four, five, buzz, seven, eight, buzz, etc.* This game can be played with the word *buzz* substituting other numbers as you wish, e.g. *two, four.* (For Key, see p. 94. For Audioscript, see pp. 94–95.)

5 Listen and repeat.

11

eleven

12

twelve

13

thirteen

14

fourteen

15

fifteen

16

sixteen

17

seventeen

18

eighteen

19

nineteen

20

twenty

6 Listen, count and write the numbers.
Then sing.

SONG

Rulers, rulers. How many rulers?
How many rulers can you see?
Hurray! Let's play.
Let's jump and climb.

11

Books, books. How many books?
How many books can you see?
Hurray! Let's play.
Let's jump and climb.

16

Pencils, pencils. How many pencils?
How many pencils can you see?
Hurray! Let's play.
Let's jump and climb.

18

Pens, pens. How many pens?
How many pens can you see?
Hurray! Let's play.
Let's jump and climb.

15

Rubbers, rubbers. How many rubbers?
How many rubbers can you see?
Hurray! Let's play.
Let's jump and climb.

10

TIP!
one ruler /
two rulers

p. 105

2

Lesson 4

Lesson aims

To present and practise the new structures (asking and answering about objects using plurals)

Target language

What are these? They're (pencils). What colour are they? They're (red). How many (pencils) can you see? (Five).

Materials

Audio CD; classroom objects, e.g. pencils, books, etc.

Optional activity materials

Active Teach; Digital Activity Book; Unit 2 Cut-outs; Grammar Booklet

Starting the lesson

- Use realia around the classroom to revise classroom objects. For example, hold up a book and elicit *It's a (block) book*. Continue with other classroom objects.
- Do a drawing dictation on the board. Say *Draw a table. Draw two books. Draw two pens, etc.* Invite pupils individually or in pairs to come to the board and follow your instructions. Alternatively, pupils can draw their pictures on a piece of paper.

Pupil's Book page 23

Presentation

- Find several examples of different classroom objects, e.g. three pens, and say *What are these? (They're pens.) How many pens can you see? (Three.) What colour are they? (They're red and blue.)* Repeat with other objects.

Look!

- Ask pupils to read the sentences in the Look! box while you read them out. Read them again and pause after each line for pupils to repeat the sentences.
- Pupils then practise the same language in pairs, finding and asking about different classroom objects, as in the presentation activity.

Practice

Listen and circle. Then ask and answer.

- Pupils look at the pictures of the different classroom objects. Ask questions, e.g. *What are these? What colour are they? How many (pencil cases) can you see?*
- Play the recording, pausing as necessary for pupils to listen and circle the correct picture each time. Then play the recording again for pupils to listen and check their answers.

- Play the recording again, pausing for pupils to repeat the questions and answers.
- Pupils can then work in pairs. Use the speech bubbles to model the language they will need for the activity. Pupils take turns to ask and answer about the pictures.

KEY 1 a, 2 b, 3 a, 4 a

Pairwork

Draw. Then ask and answer.

- Pupils draw their own pictures of classroom objects, then ask and answer about them with a partner. They should use the same language they practised in Activity 7.
- Alternatively, pupils can do this activity as a drawing dictation. In pairs, they each draw a picture in the first box. Then they ask their partner questions about his/her drawing (*What are these? What colour are they? How many?*) and draw the same items as their partner has drawn into the second box. Pupils then compare their pictures in pairs.

Activity Book page 21

Listen and number. Then colour.

- Pupils look at the pictures and name the classroom objects. They also say how many they can see.
- Play the recording. Pupils listen and number the pictures in order. Then play the recording again for pupils to colour them in correctly.
- Pupils check their answers in pairs. Then check the activity by asking questions.

Read and circle. Then tick (✓).

- Pupils look at the pictures, read the speech bubbles and circle the correct question each time.
- Pupils then choose and tick the correct answers. Check the activity together as a class.

Ending the lesson

- Play a game of *Guess the object*, using plural forms. Hold several examples of the same classroom object behind your back, e.g. three pencils. Pupils have to ask questions to find out what you are hiding, how many and what colour they are. E.g. *Are they pencils? How many pencils? Are they green?* The first pupil to guess correctly takes a turn at holding other objects behind his/her back. (See TB p. 267.) (For Key, see p. 94. For Audioscript, see pp. 94–95.)

OPTIONAL ACTIVITIES

Game – Twenty seconds See p. 268.
Photocopiables 2.2–2.3 See TB p. 258.
Reading and Writing Booklet pp. 4–6. For Key, see TB p. 256.


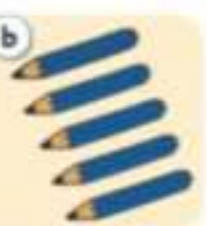
- 7 Listen and circle. Then ask and answer.


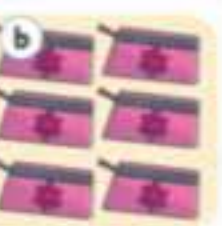
Look!



What are these?	They're pencils.
What colour are they?	They're red.
How many pencils can you see?	Five.



They're = They are

2

1 a  b 

2 a  b 

3 a  b 

4 a  b 

What are these?

What colour are they?


How many pencils can you see?

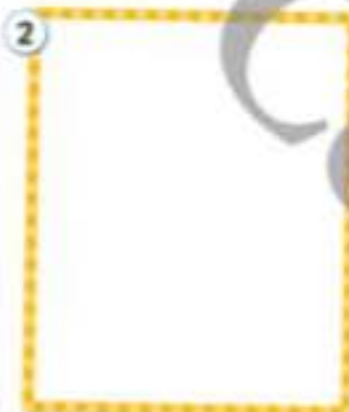
They're pencils.

They're red.

Five.

- 8 Draw. Then ask and answer.

1 

2 

What are these?

They're tables.

SKILLS

Lesson 4 grammar (What are these? They're pencils. What colour are they? They're red.)

AB p.21

23

OPTIONAL ACTIVITIES

Unit 2 Cut-outs Pupils can reuse the Unit 2 Cut-outs again to play a game of Matching pairs. See p. 267. When they find a matching pair, they ask questions about them, using the plural forms from the lesson.

Game – Collect and match In groups, pupils make

a collection of classroom objects, e.g. four pencils, three pens. Group A tells Group B the items they've collected. Group B tries to remember them and collect them within a specific time. The two groups then check they match. They swap roles. Grammar Booklet pp. 4–6. (For Key, see TB p. 257.)

2

Lesson 5

Lesson aims

To consolidate the unit language with a story

Values

To understand the value of working hard at school

Receptive language

Very good! work hard, drum, mum, violin

Materials

Audio CD; Unit 2 Story cards; props for acting out the story, e.g. a drum, a book (optional)

Optional activity materials

Active Teach; Digital Activity Book; Reading and Writing Booklet; Photocopiable 2.4

Starting the lesson

- Ask pupils (L1) what happened in the story in Unit 1. Who was the story about? What were the characters eating? What did Waldo do at the end of the story? Use the questions on the back of the Unit 1 story cards as prompts if necessary.
- Revise boys and girls. Say girls, then act out an action, e.g. clap. All the girls clap. Repeat with boys and climb; all the boys mime climbing.

Presentation

- Preteach the words violin and drum. Point to the instruments in the story cards and say the words several times. Ask volunteers to say the words and other pupils mime playing the appropriate instrument. Also preteach the word mum.
- Before pupils open their books, show the story cards for Unit 2 in turn and ask the questions from the Before listening to the story section on the back of each card.

Pupil's Book page 24

Story

- 1 Listen to the story. Then act out.

- Pupils open their books. Give them a few minutes to study the pictures from the story. Ask (L1) where the characters are (at school/in a classroom). Ask pupils to find the different characters, e.g. Find Zak (on the left in picture 1). Then ask about classroom objects in the pictures. What's this? (It's a chair.) What colour is it? (It's yellow.) Pupils predict what they think is going to happen in the story.
- Play the story and ask pupils to follow in their books.
- Check pupils' understanding of the story by asking the questions from the After listening to the story section on the back of each story card.

- Play the recording again. Pause after each line for pupils to repeat.
- Choose five pupils to act out the roles of the boy, the teacher, Zak, Millie and Waldo. Invite them to the front of the class. Play the recording while the pupils act out the story, or say the lines and the pupils repeat. Encourage stronger classes to say the lines from memory using prompts. Use any props that you've brought to class if you wish.

Values

- Draw pupils' attention to the Values topic shown at the bottom of the page (Work hard at school). Explain the meaning of this if necessary and ask (L1) how the characters are working hard in the story (listening to the teacher, answering her questions, etc.). Talk about (L1) the importance of working hard at school.

Activity Book page 22

- 1 Listen and tick (✓).

- Pupils look at the pictures and say what they can see.
- Play the recording. Pupils listen and decide if the sentences are true or false. If they are true, they tick Yes. If they are false, they tick No. Play the recording again if necessary.
- Pupils then check the activity in pairs before comparing their answers as a class.
- Pupils can then do a similar activity in pairs, making up sentences about the story for their partner or other pupils in the class to say yes or no to.

- 2 Read and trace.

- Pupils look at the picture, read the thought bubble and trace over the word.

- 3 Write (✓) or (X) for what you do at school.

- Pupils look at the picture and decide who is working hard at school, the girl or the boy. They read the sentences under each picture and decide whether they are true or false. They put a tick for true and a cross for false.

Home-school link

- Pupils take some work home to show their family. They should also show their family any homework they have completed to show how hard they are working!

Ending the lesson

- Divide the class into five groups. Allocate each role in the story to a different group. Repeat the story as a class, with prompts as necessary. (For Key, see p. 94. For Audioscript, see pp. 94–95.)

1 Listen to the story. Then act out.

STORY



VALUES

Work hard at school.

HOME-SCHOOL LINK

Show your homework to your family.

OPTIONAL ACTIVITIES

Imagine and draw Pupil's draw a picture of what they think Waldo's family might look like. Photocopiable 2.4 See TB p.258. Reading and Writing Booklet pp. 4-6. For Key, see TB p.256.

Lesson 6

Lesson aims

To revise previously learnt sounds and letters; to learn the sounds and letters d, i, m, and n; to practise reading and spelling words

Target language

dip, dad, it, sit, man, am, nap, pan

Materials

Audio CD; Phonics flashcards (a, p, s, t, d, i, m, n); Flashcards (man, dip, nap, pan, sit, dad); Phonics poster

Optional activity materials

Active Teach; Digital Activity Book; Photocopiable 2.5; phonics envelopes containing the Unit 1 picture cards and letter tiles; Active Teach; Digital Activity Book

Starting the lesson

- Use the Phonics flashcards to revise the sounds and letters from Unit 1 (a, p, s and t). Show the cards in random order and elicit the sounds. Start slowly and then increase the speed.
- Stick the Unit 1 Phonics flashcards on the board. Say individual letter sounds and ask volunteers to come and identify the correct letter.
- Sound out different words: at, sat, tap, pat. Ask volunteers to come and arrange the letters in the correct order and say the words.

Pupil's Book page 25

Presentation

- Use the flashcards to introduce the new letters and sounds /d/, /i/, /m/ and /n/.

10 Listen.

- Pupils look at the letters in this activity. Play the recording twice. Each time, pupils listen and point to the letters in their books.

11 Listen, point and say.

- Play the recording, pausing after each pair of letter sounds. Pupils point to the correct letter and repeat.

Practice

12 Listen and blend the sounds.

- Play the recording. Pupils point to the different sound squares – and the words themselves – as the words are sounded out. Pause the recording as necessary. Play the recording again, pausing for pupils to listen and repeat, sounding out each word.

- Write the word dad on the board and underline each phoneme, d a d. Ask pupils to sound out the word: d-a-d. Repeat the procedure with the other words in Activity 12.
- Pupils then work in pairs, taking turns to sound out the words for their partner to find and point to in Activity 12.

13 Underline d, i, m and n. Read the words aloud.

- With books closed, stick the wordcard sit on the board. Sound out /i/ and ask a volunteer to come and point to the letter i. Ask another volunteer to read the word aloud.
- Pupils open their books and find sit in Activity 13. They underline the letter sounds and read the word aloud to their partner.
- Repeat the procedure with the other words in Activity 13 to isolate and practise the sounds and letters d, m and n.

Activity Book page 23

14 Read the words and circle.

- Pupils read the words in the word bank aloud. They then find the corresponding details in the picture and circle them.

15 Listen to the sounds and circle the letters.

- Play the recording and ask pupils to listen and circle the letter that corresponds to each sound. Play the recording again for pupils to check the activity.

16 Listen and write the letters.

- Play the recording. Pupils listen and write the letters they hear.

17 Listen and write the words.

- Play the recording. Pupils listen and write the words they hear.

Ending the lesson

- Play a game of Scrambled Words using all the letter cards. Choose a word made from these letters, e.g. man. Put these letters on the board in a random order. Pupils put the letters in the correct order to make the word. Check by asking a volunteer to sound out the letters in the correct order; another volunteer comes and rearranges the letters on the board correctly. Repeat with other words. (See TB p. 269.) (For Key, see p. 94. For Audioscript, see pp. 94-95.)

10 Listen.

1 d 2 i 3 m 4 n

11 Listen, point and say.

12 Listen and blend the sounds.

1 d - i - p dip 2 d - a - d dad
3 i - t it 4 s - i - t sit
5 m - a - n man 6 a - m am
7 n - a - p nap 8 p - a - n pan

13 Underline d, i, m and n. Read the words aloud.

1 man



2 dip



3 nap



4 pan



5 sit



6 dad



OPTIONAL ACTIVITIES

Photocopiable 2.5 See TB p. 258.

Game – Sound trail Pupils repeat the sound trail activity, incorporating their new letter tiles. See p. 268.

Lesson 7

Full Screen

Lesson aims

To integrate cross-curricular content into the English classroom

Cross-curricular focus

Music (Musical instruments)

Target language

guitar, piano, violin, drum

Materials

Audio CD; self-prepared Flashcards and Wordcards (guitar, drum, violin, piano); poster paper for the mini-project; magazine pictures of musical instruments (optional); CLIL poster

Optional activity materials

Active Teach; Digital Activity Book; Photocopiable 2.6; CLIL poster; materials for pupils to make their own musical instruments

Starting the lesson

- Play the story, CD1:44, from Lesson 5 again. Ask pupils (L1) which musical instruments featured in the story and ask if anyone in the class plays a musical instrument. Tell pupils they are going to learn about different musical instruments and the sounds they make.

Pupil's Book page 26

Presentation

- Teach the musical instruments using the flashcards or by pointing to the piano, guitar, violin and drum in the CLIL poster and saying each word several times. Say *It's a (piano)*.
- Mime playing the piano and ask *What's this?* (*It's a piano*.) Continue with the other instruments.

14 Listen and point. Then say.

- Play the recording. Pupils listen to the sound of each instrument and point to it in their books. Play the recording a second time for pupils to listen and mime the instruments. Then play the recording again for pupils to listen and repeat.
- Pupils can then mime and guess the instruments in pairs.

Practice

15 Listen and number. Then play and say.

- Play the recording. Say *Listen to the music*. Pause the recording after each instrument and ask *What is it?* Elicit *It's a (drum)*. Play the recording again for pupils to number the photos in the order that they hear the instruments.
- Ask *What's your favourite music?* Pupils choose from the excerpts in the activity.
- Stick the musical instrument wordcards on the board (or write the words). Point to and say each word. Pupils repeat. Divide the class into two teams. Two pupils from each team stand up. Play the recording again and pause after the guitar music. The first of the two pupils to race to the board and touch the word *guitar* wins a point for his/her team.

KEY a 3, b 4, c 1, d 2

Mini-project

- Pupils make a poster linked to the theme of musical instruments. They can draw pictures of musical instruments or they can cut them out of any magazines that you have brought to make a collage. You can extend the topic by teaching additional vocabulary for the instruments that any pupils in your class actually play. These can be added to the poster.
- Remind pupils that they can refer to the CLIL poster while they are doing their mini-project.

Active Book page 24

16 Match and trace.

- Pupils match each child to his/her missing musical instrument and trace over the words. Check by saying the numbers, e.g. One. Pupils say *It's a (guitar)*.

17 Read and circle.

- Pupils look at the close-up pictures of the instruments and guess what each is. They circle the correct word below. Ask which instrument is *not shown* (a violin).

Ending the lesson

- Play a matching game, using the musical instrument flashcards and wordcards. Stick all the cards on the board. Mime playing one of the instruments. Elicit *It's a (violin)*. from a volunteer, who comes and finds the correct flashcard on the board. Then ask another volunteer to come and find the matching wordcard. (For Key, see p. 94. For Audioscript, see pp. 94–95.)

14 Listen and point. Then say.



15 Listen and number. Then play and say.



OPTIONAL ACTIVITIES

Musical instruments Pupils make their own musical instruments, e.g. a guitar made from an empty tissue box with some elastic bands strung around it; a drum made from an empty metal tin with paper stretched over the top and attached with an elastic band, plus a couple of chopsticks for drumsticks.

Musical instruments round the world Pupils can research the topic of musical instruments round the world, using books or the internet. Ask pupils which instruments are popular in their own country. They can then find examples of other instruments from other countries, e.g. the sitar in India. Photocopiable 2.6 See TB p. 258.

Lesson 8

Lesson aims

To integrate cross-cultural content into the English classroom

Cross-cultural focus

My school

Target language

school, playground, pupil, classroom, teacher, lesson

Materials

CLIL poster; Self-prepared Flashcards and Wordcards (school, playground, pupil, classroom, teacher, lesson)

Optional activity materials

Active Teach-Digital Activity Book; Photocopiable 2.7; photos of classrooms from around the world (optional)

Starting the lesson

- Tell pupils to use two pencils as drumsticks. Explain that their desks (or books) are a drum. Call out a number from 1 to 20. Pupils tap their 'drums' the correct number of times. Ask volunteers to come up with interesting rhythmic patterns. Pupils continue in pairs.

Pupil's Book page 27

Presentation

My school. Read and answer.

- Pupils open their books and look at the photos. Ask pupils to guess the theme of the cultural text (school). Use the photos and your own classroom to preteach the new vocabulary (school, teacher, pupil, playground, classroom, lesson).
- Read the speech bubble alongside the first photo and ask 'What's his name?' (Alex). Then read or ask pupils to read the remaining speech bubbles. Pause at the end of each speech bubble to see if pupils can answer the questions.
- Pupils then read the speech bubbles aloud in pairs, and take turns to answer the questions.

Practice

Look at your classroom. Ask and answer.

- Pupils ask and answer questions about their own classroom, using the speech bubbles as a guide. Help them as necessary and write on the board any additional questions they suggest.
- Pupils then compare their own school with the one in Activity 16 (using English and L1). What things are the same? What things are different?
- Use this opportunity to extend the topic. Teach additional vocabulary, e.g. vocabulary for different lessons (Art, Maths, etc.). Or ask pupils to look at the photos again and tell you what else they can see.

Mini-project

- Pupils draw a picture of their own classroom and label it or write about it. Alternatively, they can work in different groups, each group writing a paragraph about a different aspect of their school (the playground, their classroom, their teacher, their favourite lesson). They can use the text in Activity 16 to help them.

Activity Book page 25

Trace and match.

- Pupils trace over the words, then match them to the correct pictures.

Look at your classroom. Count and write.

- Pupils complete the questionnaire, counting the objects in their own classroom and writing the correct number each time. They can do this in pairs and check their answers with another pair, before checking the answers together as a class.

Ending the lesson

- Play a game of Find it using classroom objects. Divide the class into two teams. Give each team a list of things to find in the classroom, e.g. Find ten red pencils. Find a pencil sharpener. Find three chairs, etc. The winning team is the first to find all the objects on their list. (For Key, see p. 94. For Audio script, see pp. 94–95.)

Wider World

2

My school

16 Read and answer.

Hello. My name's Alex. Come and see my school.



This is my playground. How many pupils can you see?



This is my classroom. How many tables can you see? How many chairs? How many books?



This is my teacher. Her name's Miss Ellis. What's her favourite colour?



This is a science lesson. What colours can you see?



My favourite lesson is music. What instruments can you see?

17 Look at your classroom. Ask and answer.

How many pupils can you see?

What's your teacher's name?

What's his/her favourite colour?

MINI-PROJECT
Draw a picture of your classroom and write.

Lesson 8: wider world (my school)

All p.26

27

OPTIONAL ACTIVITIES

Memory game Play a memory game using classroom objects. See p. 267.
Photocopiable 2.7 See TB p.258.

Schools around the world Find and print out photos of classrooms from around the world (or ask pupils to do this at home and bring in one photo each). Pupils can compare these classrooms to their own. How many books can they see? How many desks or tables?

2

Lesson 9

Lesson aims

To review the unit language with a game; to add to the Picture Dictionary

Receptive language

Point to (a chair). Pick up (a book).

Materials

Audio CD; a dice and two counters for each pair of pupils; Flashcards (Classroom objects, Numbers 11 to 20); self-prepared Flashcards (Musical instruments); Picture Dictionary stickers for Unit 2

Optional activity materials

Active Teach; Digital Activity Book; Reading and Writing Booklet

Starting the lesson

- Pick up objects around the classroom and elicit, e.g. It's a pen. Revise colours by pointing to different objects and asking What colour is it? Elicit It's (blue) and It's a (blue) (pencil). Pick up different numbers of pencils and ask How many pencils? Elicit (Six) pencils.
- Revise the musical instruments from Lesson 7 by miming them. Elicit It's a (violin).

Pupil's Book page 28

Game

18 Listen. Then colour and play.

- Say Let's play a game! Point to the colours and ask What colour is it? Point to various items in the game and ask What's this? (It's a chair.) What are these? (They're rubbers.)
- Pupils randomly colour in the items on the game board using the colours in the boxes.
- Put pupils into pairs and give each pair a dice and two counters.
- Explain (L1) how to play the game. Pupil A rolls the dice and moves the appropriate number of squares on his/her board, and then makes a sentence describing the picture, e.g. They're (blue) rubbers! If the sentence is correct, Pupil A can tick the item on his/her board. Pupil B then takes a turn. Pupils continue going round their boards until all items are ticked. You can also encourage pupils to ask What is it/are they? or What colour is it/are they? before their partner answers.
- Play the recording to give pupils an idea of the language they will need to play the game. Pupils listen and repeat before they play the game.

19 Listen and do.

- Teach pick up and point to by saying Pick up a pencil. Point to a chair, and demonstrating the instructions. Practise by asking pupils to pick up or point to other classroom objects.
- Play the recording. Pupils listen and follow the instructions. Play the recording again and repeat the activity until pupils are confident with the routine.
- Pupils can now do the activity in pairs. Pupil A gives an instruction and Pupil B carries out the instruction.

Activity Book page 26

20 Read and match. Then colour.

- Pupils read the colour labels and draw matching lines to the classroom objects. They then colour the picture accordingly. They can then check their picture in pairs.

21 Join the dots. Then read and circle.

- Pupils join the dots to complete the pictures. They then read the questions and answers and circle the correct options, according to the completed pictures.

Picture Dictionary (Activity Book page 105)

- Use all the flashcards for the unit to revise the new vocabulary. Write three vocabulary headings on the board (colours, numbers 11 to 20 and musical instruments). One by one, elicit each new word from the flashcards and ask pupils to say under which heading each belongs. Stick the cards on the board accordingly.
- Ask pupils to turn to the Picture Dictionary on p. 105 of the AB. They complete the sticker activity in pairs. Pupil A reads a caption and Pupil B finds the corresponding sticker.

Ending the lesson

- Play a game of Teacher says (see p. 267). Use the instructions from PB Activity 19, together with actions from Unit 1.
(For Key, see p. 94; For Audioscript, see pp. 94-95.)



Online task Pupils go online to Family Island to find the bell that Waldo is holding on the PB page. (It is by the door inside the main entrance to the school.) When they click on the bell they are taken to a supplementary language game based on the unit vocabulary.



Listen. Then colour and play.

HAVE FUN!



Listen and do.

28

Lesson 1 review and consolidation

AB p. 105

AB p. 106

OPTIONAL ACTIVITIES

Game – Picture Bingo See TB p. 266.
Reading and Writing Booklet See pp. 4–5. (For Key, see TB p. 256.)

2

Lesson 10

Lesson aims

To complete a progress check; to provide an opportunity for self assessment; to provide an opportunity for personalisation of the language of the unit.

Materials

Audio CD; drawing paper and coloured pencils or pens

Optional activity materials

Active Teach; Digital Activity Book; Online material – Family Island; Grammar reference; Unit 2 Review; Test Booklet; Grammar Booklet

Starting the lesson

- Play a counting game. Ask a volunteer to come to the front of the class and ask everyone else to hold up their pencil case if they have one. The volunteer counts and says the number of pencil cases he/she can see. Repeat with other volunteers and different classroom objects.
- Divide the class into two teams. Give each team a list of different objects to find in the classroom, e.g. four chairs, ten blue books, a ruler, etc. Set a time limit. When the time is up, the team that has found the most objects on their list is the winner.

Pupil's Book page 29

20 Count and write.

- Pupils look at the pictures. Elicit the names of the instruments and their colours, e.g. Are they yellow guitars? No, they aren't. They're blue.
- Pupils count and write the number of each instrument in the boxes provided. Then they trace over and write the instrument words.

KEY 1 11 guitars, 2 3 pianos, 3 5 drums

21 Listen and write. Then draw. Listen again and colour.

- Play the recording. Ask pupils to listen and write the name and number of the objects alongside numbers 1 to 4. They then draw the correct number of each object in the boxes.
- Play the recording again. Pupils listen and colour in the objects correctly.

KEY 1 3 yellow rubbers, 2 1 purple ruler, 3 2 orange chairs, 4 1 black pencil case

I can

- Read the three statements with the pupils and ask them to decide which of these things they feel they can do. Then they tick the corresponding box(es).

Activity Book page 27

22 Read and circle. Then colour.

- Pupils look at the picture while you read the selection text. They then read the text again in pairs and choose the correct word in each selection. Check answers by asking a pupil to read the text aloud.
- Pupils then colour the books, pencil case and pens in the colours mentioned in the text (red and blue, pink, green).

23 Draw your desk and write.

- Pupils draw a picture of their own desk with some of the classroom objects on it. They then complete the gapfill paragraph about their desk using the text in Activity 21 as a model. Help as necessary.
- Pupils then compare their pictures and texts with other pupils.

Ending the lesson

- Play a game of What is it? Divide the class into groups of four or five and ask each to sit in a circle. Distribute a piece of drawing paper and coloured pencils/pens to each pupil. Ask each pupil to draw a classroom object or musical instrument and colour it in.
- Pupils then take turns to ask and answer about the pictures in their group, using What is it? It's a (guitar), and What colour is it? It's (brown). Practise the exchanges as a class first, then go round and help as necessary as pupils work in their groups. (For Key, see p. 94. For Audioscript, see pp. 94–95.)

OPTIONAL ACTIVITIES

Online World Pupils go online to Family Island and enjoy the games.
Active Teach Pupils can watch the animated story, Episode 2.



Count and write.

PROGRESS CHECK 2

pianos drums guitars

1



2



3



11 guitars



Listen and write. Then draw. Listen again and colour.

ruler pencil case rubbers chairs

1



2



3



4



I can talk about school objects.

I can name musical instruments.

I can use plurals.



Grammar reference (PB p. 98) and Unit 2 Review (AB p. 97) Pupils study the grammar reference table in the PB. They then complete gapfill story in the AB unit review.

Test Booklet See pp. 10–13. (For Key, see TB pp. 262–263.)

You may wish to set the Unit 2 test now.

Grammar Booklet See pp. 4–6. (For Key, see TB p. 257.)

Portfolio activity Pupils copy their drawings and text from AB p.27, Activity 22 onto a piece of paper to add to their Portfolio.

Our favourite activity Pupils choose their favourite activity from Unit 2 and do it again.

Activity Book Answer Key

p. 19, Activity 2

1 b, 2 a, 3 d, 4 c

Also check that pupils have coloured in the objects correctly.

p. 19, Activity 3

1 black, pen; 2 brown, book; 3 green, rubber; 4 red, pencil

p. 20, Activity 4

11 c, 12 j, 13 f, 14 e, 15 g, 16 a, 17 h, 18 b, 19 i, 20 d

p. 21, Activity 6

a 2 – brown, b 1 – blue, c 4 – purple, d 3 – black

p. 21, Activity 7

1 What are these? They're chairs.

2 What's this? It's a pen.

3 What are these? They're tables.

4 What's this? It's a pencil sharpener.

p. 22, Activity 8

1 yes, 2 yes, 3 no, 4 yes, 5 no

p. 22, Activity 10

Don't do at school X; Do at school ✓

p. 23, Activity 11

Pupils should circle the man dipping the spoon into the pan; the girl dipping her finger into the bowl; the cat having a nap.

p. 23, Activity 12

1 d, 2 m, 3 n, 4 i

p. 23, Activity 13

1 m, 2 i, 3 n, 4 d

p. 23, Activity 14

1 sit, 2 am, 3 man, 4 it

p. 24, Activity 15

1 b, 2 a, 3 d, 4 c

p. 24, Activity 16

1 guitar, 2 piano, 3 drum

p. 25, Activity 17

1 c, 2 e, 3 d, 4 a, 5 b

p. 26, Activity 20

1 What's this? It's a book.

2 What are these? They're rulers.

p. 27, Activity 21

1 This, 2 These, 3 this

page 97, Activity 1

What's this? It's a book. Is it red? No, it isn't. It's blue. It's a blue book. What are these? They're pencils. What colour are they? They're purple. How many pencils can you see? Three.

Audioscript

Lesson 1 Activity 1

CD1:33

W = WALDO Z = ZAK O = OSCAR M = MILLIE

W What's this? Huh?

Z Waldo! Look! This is a book.

W Huh?

Z It's a table.

W Huh? What's this?

Z It's a chair.

O And look! Here's a pen ...

M And a rubber

O And a ruler.

W Hmm ...

Z No! Waldo!

W Huh!

Z It's a pencil!

Lesson 2 Activity 4

CD1:36

1 What's this? It's a green rubber.

2 What's this? It's a pink pencil case.

3 What's this? It's a blue pencil.

4 What's this? It's yellow pen.

Quest song

CD1:37

Come with us, come on a quest.

Come on a quest today.

Come with us, come on a quest.

Look for a book today.

An egg, a blanket and ... a book!

Look for a book today.

Lesson 2 Activity 3 (AB)

CD1:38

1 What's this? It's a pen. It's black.

It's a black pen.

2 What's this? It's a book. It's brown. It's a brown book.

3 What's this? It's a rubber. It's green. It's a green rubber.

4 What's this? It's a pencil. It's red. It's a red pencil.

Lesson 4 Activity 7

CD1:41

1 What are these? They're pencils.

What colour are they? They're red.

How many pencils can you see? Five.

2 What are these? They're pencil cases.

What colour are they? They're pink.

How many pencil cases can you see? Six.

3 What are these? They're rubbers.

What colour are they? They're white.

How many rubbers can you see? Seven.

4 What are these? They're chairs.

What colour are they? They're yellow.

How many chairs can you see? Two.

Lesson 4 Activity 6 (AB)

CD1:42

- 1 What are these? They're pencils.
How many pencils? Three.
What colour are they? They're blue.
- 2 What are these? They're backpacks.
How many backpacks? Two.
What colour are they? They're brown.
- 3 What are these? They're desks.
How many desks? Four.
What colour are they? They're black.
- 4 What are these? They're chairs.
How many chairs? Two.
What colour are they? They're purple.

Lesson 5 Activity 8 (AB)

CD1:43

- 1 Waldo is in the blue backpack.
- 2 It's a violin.
- 3 This is Zak.
- 4 It's a yellow book.
- 5 It's Waldo's mum!

Lesson 6 Activity 10

CD1:45

- | | | | |
|-----|-----|-----|-----|
| 1 d | /d/ | /d/ | /d/ |
| 2 i | /i/ | /i/ | /i/ |
| 3 m | /m/ | /m/ | /m/ |
| 4 n | /n/ | /n/ | /n/ |

Lesson 6 Activity 11

CD1:46

- | | | | | | |
|-----|-----|-----|-----|-----|-----|
| /m/ | /m/ | /i/ | /i/ | /d/ | /d/ |
| /n/ | /n/ | /i/ | /i/ | /n/ | /n/ |
| /m/ | /m/ | /d/ | /d/ | | |

Lesson 6 Activity 12 (AB)

CD1:48

- 1 /d/ /d/
- 2 /m/ /m/
- 3 /n/ /n/
- 4 /i/ /i/

Lesson 6 Activity 13 (AB)

CD1:49

- 1 m /m/
- 2 i /i/
- 3 n /n/
- 4 d /d/

Lesson 6 Activity 14 (AB)

CD1:50

- 1 sit
- 2 am
- 3 man
- 4 it

Lesson 7 Activity 14

CD1:51

- 1 It's a guitar.
- 2 It's a piano.
- 3 It's a violin.
- 4 It's a drum.

Lesson 7 Activity 15

CD1:52

- 1 (excerpt of guitar music)
- 2 (excerpt of piano music)
- 3 (excerpt of drum beating)
- 4 (excerpt of violin music)

Lesson 9 Activity 18

CD1:53

- BOY Five! One, two, three, four, five! It's a pink chair.
GIRL Three! They're rubbers. They're green.

Lesson 9 Activity 19

CD1:54

- Point to a chair.
Point to a table.
Point to a teacher.
Point to a pupil.
Pick up a book.
Pick up a pencil case.
Pick up a rubber.
Pick up a ruler.
Pick up a red pencil.
Pick up a blue pen.

Lesson 10 Activity 21

CD1:55

- 1 What are these?
They're yellow rubbers.
How many rubbers?
Three.
- 2 What's this?
It's a purple ruler.
- 3 What are these?
They're orange chairs.
How many chairs?
Two.
- 4 What's this?
It's a black pencil case.

3 My family

Objectives

- identify members of your family
- talk about ages
- identify occupations
- ask and answer about occupations
- talk about different types of artwork
- describe your family and ask and answer questions about them

Topics

- family
- occupations
- art

Values

- Love your family.

Story and quest

- Unit opener: Waldo meets Zak's family.
- Story episode: Vava introduces the family.
- Quest item: Waldo's family photo

Songs and chants

- chant: This is my family
- Quest song: Look for a photo.
- song: I'm at the airport

Socio-cultural aspects

- identifying and talking about families
- working in pairs and groups
- learning to share with others
- telling your family you love them
- learning about a family from a different part of the world

Learning strategies

- using previous knowledge
- asking and answering questions
- following instructions
- logical thinking: deducing information from pictures
- critical thinking: identifying and comparing
- using art to express yourself
- predicting the outcome of a story
- reflecting on learning and self-evaluation
- personalisation of language learnt
- recording new vocabulary in a picture dictionary

Language**Vocabulary**

Family: mum, dad, brother, sister, granny, grandad, friend, family
Occupations: vet, pilot, doctor, dancer, cook, farmer, dentist, artist

Structures

This is my brother/sister.
How old is he/she? He's/She's ...
Is he/she a vet? Yes, he/she is./No, he/she isn't. She's a cook.
What does (Jack) want to be?

Revision**Numbers**

How old are you? I'm ...
What's this? It's a ...
Is it a ...? Yes, it is./No, it isn't.
My/His/Her name's ...

CLIL language

CLIL: Art (Types of art): painting, collage, sculpture, drawing
Wider World (Family occupations): family portrait, farm

Phonics

c, g, o (can, cap, cat, gas, dig, on, dog, top)

Cross-curricular contents

- Arts and crafts: making picture cards, learning about different art styles, making a family portrait, making a collage, drawing a picture of what you want to be
- Music: songs and chant
- Maths: using numbers to sequence
- Language skills: asking and answering questions, following instructions, acting out a story, playing games

Basic competences

Linguistic communication: Use language as an instrument for communication (L. 1 to 10)
Knowledge and interaction with the physical world: Understand how we relate to family and friends (L. 1, 2, 8); Raise awareness of cultural differences (L. 8)
Mathematical competence: Use numbering to complete a task (L. 1 to 10)
Processing information and digital competence: Use Active Teach, Use Family island online component
Social and civic competence: Make and accept rules for working together and codes of conduct (L. 1 to 10);

Learn to love your family (L. 5); Understand different occupations people do (L. 3, 14, 18)
Cultural and artistic competence: Develop and value initiative, imagination and creativity (L. 5, 7, 8); Understand and produce different artwork styles (L. 7); Raise awareness of cultural differences (L. 8)
Learning to learn: Reflect on what has been learnt and self-evaluate progress (L. 10)
Autonomy and personal initiative: Develop one's own criteria and social skills (L. 1 to 10);

Skills

Listening

- can understand a dialogue
- can understand chants and songs
- can understand and identify family members and occupations
- can follow instructions
- can understand a story
- can understand and identify different pictures

Reading

- can read and understand captions of key words
- can read and understand chant and song text
- can read and understand speech bubbles
- can read and understand sentences
- can follow speech bubbles in a picture story
- can blend individual sounds and letters to create words
- can read and understand a cultural text about a family
- can read and understand a personalisation text

Speaking

- can chant and sing the unit chant and songs
- can identify objects
- can identify colours and count to twenty
- can give instructions for others to follow
- can act out a story
- can pronounce c, g and o correctly
- can use language to play a game

Taking part in conversations

- can ask and answer questions about family
- can ask and answer about occupations
- can ask and answer questions to play a guessing game

Writing

- can write key words
- can write key words in a sentence
- can complete a personalisation text

Classroom ideas

- Play flashcard and team games.
- Make a collage using family photos.
- Imagine how life would be different without different occupations, e.g. no doctors.
- Give instructions to draw classroom objects in different colours.
- Create a new version of the story.
- Make a class gallery of pupils' artwork.
- Make a class year book or file.
- Create a monster/alien/funny family.
- Suggested photocopyables:
 3.1 Make a set of family cards.
 3.2 Play a game of Read and mine.
 3.3 Complete a text selection version of the song.
 3.4 Make a set of mini-story cards.
 3.5 Make a set of phonics picture cards and letter tiles.
 3.6 Make a collage.
 3.7 Make a family tree.

Take-home English

- Letters for parents. When you begin Unit 3, complete and give pupils a copy of the Unit letter (Active Teach). This explains what pupils are going to learn in this unit.
- Home-school link. Pupils tell their family that they love them (L. 5). Pupils can also think of ways they can show their family they love them (e.g. by helping out at home.)
- Craft activities. Pupils can take home the collage they make with Photocopyable 3.6 or the drawing they make of what they want to be when they are older.
- Grammar booklet and Reading and Writing booklet. Pupils take these home to show their parents.
- Portfolio. Encourage pupils to show their parents their portfolio when they finish Unit 3.

Evaluation

- Pupil's Book page 39
- Activity Book page 37
- Grammar summary (Pupil's Book page 99)
- Unit review (Activity Book page 98)
- Picture Dictionary (Activity Book page 106)
- Test Booklet – Unit 3 (pages 14–17)

3 My family

Lesson 1

Lesson aims

To present and practise new vocabulary (Family)

Target language

family, friend, granny, grandad, brother, sister, dad, mum

Receptive language

This is my (mum). Who's this?

Materials

Audio CD; Flashcards (Family); Wordcards (Family); paper or large coin; photos of your own family or family photos from magazines (optional)

Optional activity materials

Active Teach; Digital Activity Book; Photocopiable 3.1

Starting the lesson

- Play the Hello song, CD1:02, from the Welcome unit. Pupils can sing the song and use the puppets they made in Unit 1.
- Elicit any new words that pupils can remember from Unit 2. Write them on the board.
- Now give pupils a few minutes to look through Unit 3 and ask them what they think the unit is about. Teach the word family.

Pupil's Book pages 30–31

Presentation

- Use the flashcards, your family photos or photos from magazines to present the new vocabulary. Say *This is my family*. Point to the people in turn and say *mum, dad, etc.* Now point to each in turn and ask *Who's this?* (brother).
- Say a family member, e.g. *mum*, and flip through the flashcards one by one. Pupils shout *mum* or clap when they see the corresponding flashcard.

1 Listen and point.

- Talk (L1) about the characters and what's happening in the main illustration (Zak is introducing Waldo to his family for the first time and Vava is trying to make friends with Waldo). Ask questions about the illustration e.g. *What's this? What colour is it? Point to Rita and Zak's mum and dad and ask Who's this? (mum, dad).* Repeat with the other people.

3 My family



- Play the recording. Pupils listen and point to the different characters in the illustration as they are introduced.

2 Listen and repeat.

- Play the recording. Pupils listen and repeat the words while pointing to the corresponding family members in the illustration.
- In pairs, pupils play a game. Pupil A turns away while Pupil B covers up one of the people and their word label with a coin or piece of paper. Pupil A turns round and has to guess which person is covered up. Pupils swap roles, covering up more people each time to make the game more difficult.

Practice

- Stick the flashcards on the board. Show the wordcards in turn and ask pupils to read them aloud. Stick each wordcard next to its corresponding flashcard. Now stick the wordcards next to the wrong flashcards. Volunteers come to the board to correct your 'mistakes'.



Chant

1 Listen and play. Then listen and chant.

- Pupils close their books. Play the chant and ask pupils to listen out for any family members they hear (brother, sister). Then play the chant again. This time ask pupils to stand up when they hear brother and sit down when they hear sister. Repeat, asking pupils to do other actions, e.g. clap when they hear brother and stamp when they hear sister.
- Look at the main illustration and ask, e.g. Who's this? What's this? Point to Zak and ask How old is he? Elicit six; say He's six. Pupils guess how old Rita is. Say She's eight. Repeat with Vava. (He's one.)
- Play the chant again. Pupils listen and point to the characters as they hear them mentioned.
- Then play the chant again, pausing for pupils to repeat.
- When pupils are confident with the chant, play the karaoke version, (see Active Teach). Pupils chant along to the music, either using the words on the page, or the words about their own family.

Activity Book page 28

1 Trace and number.

- Pupils trace over the family words. They then match each family word to the correct character in Waldo's family photo and number the picture accordingly.
- Note, if pupils did the optional activity of drawing Waldo's family in Unit 2, Lesson 5 (imagine and draw), they can now compare their drawings with his family photo. Did they guess correctly?

Ending the lesson

- Show the flashcards in turn. Say *This is my (dad).* Make deliberate mistakes and ask the pupils to call out Yes/No as appropriate. Volunteers take over the role of the teacher.

For the next lesson

- Ask pupils to bring in some of their own family photos, with their parents' permission. (For Key, see p. 118. For Audioscripts, see pp. 118–119.)

OPTIONAL ACTIVITIES

Photocopiable 3.1 See p. 259.
Game – Unscramble See p. 268.

NOTES

Lesson 2

Lesson aims

To present and practise the new structures (talking about family members); to find the Quest item for the unit and add it to the Quest song

Target language

This is my (brother/sister). How old is he/she? He's/She's (one).

Materials

Audio CD; Flashcards (Family); pupils' family photos (optional)

Optional activity materials

Active Teach; Digital Activity Book; Grammar Booklet

Starting the lesson

- Play a game of *Guess the card*, using the family flashcards. Show one of the cards very quickly and elicit the correct family member. Encourage pupils to ask questions, e.g. *Is it Mum?*

Pupil's Book pages 30–31

Presentation

- Revise numbers 1 to 20. Then ask various pupils: *How old are you?* Elicit *I'm (seven).* Point to a boy in the class and ask *How old is he?* Pupils try to remember and answer (*seven*). Repeat with a girl, asking *How old is she?* Repeat, emphasising the words *he* and *she* each time.

Look!

- Ask pupils to read the sentences in the Look! box while you read them out. Read them again and pause after each line for pupils to repeat the sentences.
- Pupils then use the same language to ask and answer in pairs, using the pictures of the family members on the page, or their own family photos if they have brought them in.



Practice

1 Listen and write. Then say.

- Pupils look at the pictures of Waldo's brothers and sisters. Play CD1:59. Pupils listen and write the characters' eyes on their badges.
- Pupils point to the pictures and say *This is my (brother). He's (ten).*, following the model in the speech bubble.

KEY a 1, b 2, c 4, d 8

Quest

Quest item and song

- Remind pupils (L1) of the list of Quest items they have to find to look after Waldo. Play the Quest song. Pupils listen for the item they will find in the main illustration (the family photo). Teach the word *photo* if necessary. Pupils then find and circle the photo. (Rita is holding it.)



- Play the Quest song again, while pupils follow in their books and sing along.

Activity Book page 29

- Read and circle. Then find and colour.**
 - Pupils find the hidden number in each picture and colour it. They then choose the correct word in each sentence and circle it.
- Trace and match.**
 - Pupils trace over the number words in each answer. Then they match the sentences to the correct children, by looking at the ages on their T-shirts. Pupils check their answers in pairs.

Ending the lesson

- Say the ages of the Family Island characters. Pupils guess who it is. E.g., She's eight. Who is it? (Rita). (For Key, see p. 118. For Audioscript, see pp. 118–119.)

OPTIONAL ACTIVITIES

Faces game Draw four silly faces on the board. Elicit and write a made-up name below each (two girls and two boys). Introduce each in turn: *This is (name). He's my brother. He's seven.* Now point to them one by one and say *This is (name). How old is he?* Elicit the ages (*He's seven.*).

Family photo collage Pupils use the family photos that they have brought to class to make a labelled collage. They could include the ages of their brothers and sisters too (*He's/She's eight.*). Pupils describe their collages to the class (*This is my mum/ dad, etc.*).

Grammar Booklet See pp. 7–9. (For Key, see TB p. 257.)

NOTES

Lesson 3

Lesson aims

To present and practise new vocabulary (Occupations); to practise language with a song

Target language

vet, pilot, doctor, dancer, cook, farmer, dentist, artist, airport

Receptive language

Is she (happy)?

Materials

Audio CD; Flashcards (Family, Occupations); Wordcards (Family, Occupations); Unit 3 Cut-outs (PB p. 107)

Optional activity materials

Active Teach; Digital Activity Book; Reading and Writing Booklet; Photocopiables 3.2–3.3

Starting the lesson

- Revise the family vocabulary by sticking the family flashcards around the classroom. Say the words in turn and pupils point to the correct card. Then distribute the family wordcards to different pupils. They have to match them to the correct picture.
- Repeat the chant from Lesson 1. Pupils hold up the correct number of fingers as they hear the numbers. Ask *How old is (Rita)?* Elicit (*She's eight.*).

Pupil's Book page 32

Presentation

- Use the occupation flashcards to teach the new vocabulary. Hold up each card and say the word. Then do a mime for each occupation. Pupils copy the mime and repeat the words. Revise the words teacher and pupil from Unit 2, Lesson 8.

Listen and repeat.

- Pupils look at the pictures at the top of the page while you play CD3:00. Then play the recording again. Pupils listen and repeat.
- Draw attention to the use of *a/an*, referring to the tip box on the page. Can pupils guess when we use each word (*L1*)? Explain that we use *a* before words beginning with consonants, and *an* before words beginning with vowels (*a, e, i, o, u*).
- Say the occupation words again in a random order. Pupils point to the correct picture and do the corresponding mime.
- A volunteer comes to the front and mimes one of the occupations. Show the occupation wordcards one by one; pupils clap when they see the corresponding card. Repeat with other volunteers.

Practice

- Pupils look at the family in the picture. Point to the different people and ask *Who's this?* Elicit *mum, dad, etc.* Pupils guess the characters' occupations. Ask where the characters are and teach the word *airport*.

Listen, find and match. Then sing and act out.

- Play the song. Pupils listen and point to the characters as they are mentioned. Then give them time to draw matching lines between the family words and the picture.
- Play the recording again. Pupils listen and mime the occupations as they hear them. Explain the meaning of *I'm glad*.
- Play the song again, while pupils follow the text in their books and sing along.
- When pupils are confident with the song, use the karaoke version (see Active Teach). Pupils sing along, using the text in the book, or substituting the words for the occupations of their own family. Teach additional vocabulary as necessary.

Unit 3 Cut-outs (Pupil's Book page 107)

- Pupils make a set of occupation cards. They use these to play a game of *Matching pairs*. (See pp. 268–270). When pupils find a matching pair, they do the mime for the occupation as well as say the word.

Activity Book page 30

Look and write.

- Pupils look at the pictures then label each one with the correct occupation word. Pupils check the activity in pairs then together as a class.

Read and circle.

- Pupils look at the pictures and circle the correct words.

Ending the lesson

- Pupils can use their cut-outs to play a game of *Mime bingo*. Ask pupils to choose four of their occupation cards and put them on the desk in front of them. Mime and elicit each of the occupations in turn. Those pupils who have chosen that card turn it face down. The winner is the first pupil to turn all four cards face down and shout *Bingo!* (For Key, see p. 118. For Audioscript, see pp. 118–119.)

Listen and repeat.



TIP!
a vet / an artist.

Listen, find and match. Then sing and act out.

SONG



OPTIONAL ACTIVITIES

Flashcard game Play Pass the flashcards. See p. 265.

Occupations Ask pupils (L1) to imagine a world with no doctors. How would life be different? What problems would there be? Repeat with other jobs. Which job do pupils think is the most important?

Photocopiables 3.2–3.3 See p. 259 See Active Teach.

Reading and Writing Booklet See pp. 7–9. (For Key, see TB p. 256.)

Lesson 4

Lesson aims

To present and practise the new structures (asking and answering about occupations)

Target language

Is he/she (a vet)? Yes, he/she is. Is he/she (an artist)? No, he/she isn't. He's/She's (a cook).

Materials

Flashcards (Family, Occupations); Wordcards (Family, Occupations); Audio CD

Optional activity materials

Active Teach; Digital Activity Book; Unit 3 Cut-outs (PB p.107); Grammar Booklet

Starting the lesson

- Distribute the flashcards and wordcards (family and occupations). Make sure each pupil has a card, making additional cards if necessary. Ensure that each card is one of a matching pair (picture/word). Pupils have to find their matching card by circulating round the class. Pupils with wordcards read their words aloud; pupils with flashcards make a sentence using their picture, e.g. *This is my mum.* or *She's a doctor.*

Pupil's Book page 33

Presentation

- Use the occupation flashcards to play a guessing game. Show pupils part of one of the cards (covering most of it with a piece of paper). Elicit questions about the occupation, e.g. *Is he/she (a pilot)?* Say *No, he/she isn't.* Pupils ask questions until they guess the occupation correctly.

Look!

- Ask pupils to read the sentences in the Look! box while you read them out. Read them again and pause after each line for pupils to repeat the sentences.
- Pupils then use the occupation flashcards to practise the same language. A volunteer chooses a card and asks the class *Is he/she (a cook)?* The class replies using a short answer and either *he* or *she* as appropriate.

Practice

Listen and circle. Then ask and answer.

- Pupils look at the pictures of the different occupations and answer your questions, e.g. *Is she an artist?* (Yes, she is.) *Is he a doctor?* (No, he isn't. He's a cook.)
- Play the recording, pausing as necessary for pupils to circle the correct picture each time. Play the recording again for pupils to listen and check their answers.

- Play the recording again, pausing for pupils to repeat the questions and answers.
- Pupils can then work in pairs. Use the speech bubbles to model the language they will need for the activity. Pupils then take turns to ask and answer about the pictures.

KEY 1 a, 2 b, 3 a, 4 b

Look and write.

- Pupils look at the pictures. Elicit which occupations they show. Do the activity orally with the whole class first.
- Pupils complete the sentences in writing to make questions and answers.

Activity Book page 31

Match. Then read and circle.

- Pupils draw a matching line between the two halves of each occupation picture. They then read the questions underneath the pictures and circle the correct answer.
- When checking answers, where the answer is no, elicit the correct occupation, e.g. *Number 2 – She's a vet.*

Listen and tick (✓). Then write.

- Pupils look at the pictures, name the occupations and trace over the words.
- Play the recording. Pupils listen and tick the correct answer each time. They then write the correct occupation word to complete each answer. Pause the recording as necessary.
- Pupils can check their answers in pairs. Then check the activity by asking *Is he/she ...?* questions.

Ending the lesson

- Use the family and occupation flashcards to play a game of *Pass the flashcard*. Pupils stand in a large circle. Distribute the flashcards randomly. Play some music, e.g. the song from Lesson 3. Pupils pass the cards around the circle. Stop the music and say a sentence using a family word and an occupation, e.g. *My dad is a doctor.* The pupils with the dad and the doctor flashcards come and stand next to each other in the middle of the circle, before returning to their places. Repeat, using different family words/occupations.

(For Key, see p. 118. For Audioscripts, see pp. 118–119.)

- 7 Listen and circle.
Then ask and
answer.

LOOK!

Is he/she	a vet?	Yes, he/she is.
	an artist?	No, he/she isn't. He's/She's a cook.

1  

2  


3  


4  


Is she a dancer?
No, she isn't.
She's an artist.

- 8 Look and write.

pilot vet Is she Yes cook No

1  Is she a teacher?
Yes, she is.

2  Is she a cook?
Yes, she is.

3  Is he a pilot?
No, he isn't.
He's a vet.

Lesson 4 grammar (Is he/she a vet? Yes, he/she is. No, he/she isn't. He's/She's a cook.)

40 p. 31

33

OPTIONAL ACTIVITIES

Unit 3 Cut-outs In pairs, pupils play a game of Who is it? Pupil A chooses an occupation card and Pupil B guesses by asking questions using Is he and Is she, e.g. Is she (a doctor)? Pupils see who can guess correctly in the shortest time.
Make a family! Divide the class into pretend

family groups. Pupils create a name and an age for themselves. Pupils introduce their 'family' to the rest of the class, e.g. This is (name). She's my (sister). She's (five).
Grammar Booklet See pp. 7-9. (For Key, see TB p. 257.)

3

Lesson 5

Lesson aims

To consolidate the unit language with a story

Values

To understand the value of loving your family

Materials

Audio CD; Unit 3 Story cards

Optional activity materials

Active Teach; Digital Activity Book; Photocopiable 3.4; Reading and Writing Booklet

Starting the lesson

- Ask questions (L1) about the story so far. Ask which characters are in the story and what has happened. Ask where Zak was (at school). Ask where Waldo was hiding (in Zak's bag). Ask who Waldo thought he saw in the book (his mum). Ask if Waldo was happy or sad at the end of the story.
- Before pupils open their books, show the story cards for Unit 3 in turn and ask the questions from the Before listening to the story section on the back of each card.

Pupil's Book page 34

Story

- 9 Listen to the story. Then act out.

- Ask pupils to open their books and give them a few minutes to study the pictures from the story. Ask questions about the characters, e.g. Who's this? Is she a pilot?, etc.
- Play the story and ask pupils to follow in their books.
- Check pupils' understanding of the story by asking the questions from the After listening to the story section on the back of each story card.
- Play the recording again. Pause after each line for pupils to repeat.
- Choose six pupils to act out the roles of Vava, dad, mum, Zak, Rita and Waldo. Invite them to the front of the class. Play the recording while the pupils act out the story or say the lines and the pupils repeat. Encourage stronger classes to say the lines from memory using prompts.

Values

- Draw pupils' attention to the values topic shown at the bottom of the page (Love your family.) Explain the meaning of this if necessary and ask (L1) how the characters show they are in a loving family. (They smile when they are talking to each other; they hug each other.) Ask which member of Vava's family isn't behaving in a loving way (Zak!). Discuss the importance of being kind and loving to your family.

Activity Book page 32

- 10 Read and find. Then circle.

- Pupils read the sentences and circle the correct character each time. Pupils can do this activity in pairs if you prefer. Pupil A reads a sentence; Pupil B finds and circles the correct character. They then swap roles.

- 11 Match and trace. Then colour.

- Pupils draw matching lines between the words and the family members in the picture. Then they trace over the family words. Finally, they colour in the picture.

Home-school link

- Pupils make a note to tell their family how much they appreciate and love them. You could also encourage them to think of ways they can show their appreciation, e.g. by helping out with small tasks around the home.

Ending the lesson

- Divide the class into pairs. Invite a pair to the front of the class to introduce one another, e.g. This is my friend, Jamal. He's seven.
(For Key, see p. 118. For Audioscripts, see pp. 118-119.)



VALUES

Love your family.

HOME-SCHOOL LINK

Tell your family that you love them.

OPTIONAL ACTIVITIES

Create a story Pupils create a new story similar to the one in the PB. Choose volunteers and give them different family roles to act out. The rest of the class can suggest names/ages, etc. Give them time to practise their story before they present it to the class.

Photocopiable 3.4 See p. 259.
Reading and Writing Booklet pp. 7–9. (For Key, see TB p. 256.)

Lesson 6

Lesson aims

To revise previously learnt sounds and letters; to learn the sounds and letters c, g and o; to practise reading and spelling words

Target language

can, cap, cat, gas, dig, on, dog, top

Materials

Audio CD; Phonics flashcards: a, p, s, t, d, l, m, n, c, g, o; Flashcards (dig, cap, dog, on, gas, can); Phonics poster

Optional activity materials

Active Teach; Digital Activity Book; Photocopiable 3.5; Phonics Poster; phonics envelopes containing Units 1 and 2 picture cards and letter tiles

Starting the lesson

- Use the Phonics flashcards to review the sounds and letters from Units 1 and 2. Show the cards in random order and elicit the sounds. Start slowly and then increase the speed.
- Stick the Unit 1 and 2 letter cards on the board. Say individual letter sounds and ask volunteers to come and identify the correct letter.
- Sound out different words: at, sat, dip, sit. Ask volunteers to come and arrange the letters in the correct order and say the words.

Pupil's Book page 35

Presentation

- Use the phonics flashcards to introduce the new letters and sounds c (/k/), /g/ and /o/.

Listen.

- Pupils look at the letters in this activity. Play the recording twice. Each time, pupils listen and point to the letters in their books.

Listen, point and say.

- Play the recording, pausing after each pair of letter sounds. Pupils point to the correct letter and repeat.

Practice

Listen and blend the sounds.

- Play the recording. Pupils point to the different sound squares – and the words themselves – as the words are sounded out. Pause the recording as necessary. Play the recording again, pausing for pupils to listen and repeat, sounding out each word.

- Use the wordcards. Put gas on the board. Then sound out the word (g–o–s) while tapping your finger under each letter. Pupils repeat. Finally blend the sounds and say the word (g–o–s, gas) a few times, getting pupils to join in with you. Repeat the procedure with the rest of the new words.

- Pupils then work in pairs. Pupil A sounds out a word and blends. Pupil B finds and points to the word in Activity 13.

Underline c, g, and o. Read the words aloud.

- With books closed, write cap on the board. Sound out /k/ and ask a volunteer to come and underline the letter c. Ask another pupil to read the word aloud.
- Pupils then open their books and find cap in Activity 13. They underline the letter sounds and then read the word aloud to their partner.
- Repeat the procedure with the other words in Activity 13 to isolate and practise the sounds and letters g and o.

Activity Book page 33

Read the words and circle.

- Pupils read the words in the word bank aloud. They then find the corresponding details in the picture and circle them.

Listen to the sounds and circle the letters.

- Play the recording and ask pupils to listen and circle the letter that corresponds to each sound. Play the recording again for pupils to check the activity.

Listen and write the letters.

- Play the recording. Pupils listen and write the letters they hear.

Listen and write the words.

- Play the recording. Pupils listen and write the words they hear.

Ending the lesson

- Play a game of Five lives to practise spelling the new words in Unit 3. See pp. 268–270.
- Ask pupils to look at the phonics poster again. Invite three volunteers to come and tick off the new letters they have worked on this lesson (c, g and o). (For Key, see p. 118. For Audioscripts, see pp. 118–119.)

10 Listen.

1 **c** 2 **g** 3 **o**

11 Listen, point and say.

12 Listen and blend the sounds.

1 c - a - n can	2 c - a - p cap
3 c - a - t cat	4 g - a - s gas
5 d - i - g dig	6 o - n on
7 d - o - g dog	8 t - o - p top

13 Underline c, g and o. Read the words aloud.

1 dig 2 cap 3 dog



4 on 5 gas 6 can



OPTIONAL ACTIVITIES

Photocopiable 3.5 See p. 259.

Game – Sound trail Pupils repeat the sound trail activity, incorporating their new letter tiles. See p. 268.

Lesson 7

Lesson aims

To integrate cross-curricular content into the English classroom

Cross-curricular focus

Art (Types of art)

Target language

painting, collage, sculpture, drawing

Receptive language

Who's this?

Materials

Postcards or magazine pictures of different artworks: drawings, sculptures, collages and paintings (optional); Audio CD; art materials for the mini-project

Optional activity materials

Active Teach; Digital Activity Book; Photocopiable 3.6; CLIL poster

Starting the lesson

- Draw a stick-figure family on the board. Invite pupils to describe the family. (This is my sister. She's eight.) Leave the drawing on the board.

Pupil's Book page 36

Presentation

- Teach the word drawing, by pointing to the drawing on the board and asking What's this? (a family). Say Yes, it's a drawing of a family. Practise the word drawing, then ask pupils to find other drawings they have made in their Activity Books or notebooks.
- If you have brought postcards or magazine pictures of different artworks to class, use these to teach the other art words (painting, sculpture and collage). Alternatively, use any work pupils have done previously in class or the pictures in the PB.

14 Listen and repeat. Then listen and number.

- Pupils look at the picture of the girl at the top of the page. Ask Is she a vet? Elicit No, she's an artist. Pupils look at the different artworks she has created. Ask What's this? (It's a painting.) Is it a sculpture? (No, it's a collage.)
- Play the first part of the recording. Pupils listen and repeat.
- Explain that the artworks are of the girl's family. Ask, e.g. Who's this? Is it her mum? Pupils guess.
- Then play the second part of the recording, when the girl describes her artworks. Pupils listen and number the pictures.

- Play the second part of the recording again for pupils to listen and repeat.
- Pupils then work in pairs. Pupil A pretends to be the girl artist and describes one of her artworks; Pupil B points to the correct artwork.

KEY a 4, b 1, c 3, d 2

Practice

15 Listen and point. Then ask and answer.

- Pupils look at the pictures and say what they can see. Play the example dialogue. Pupils listen and point to the picture that is being described (the painting of the dragon).
- Play the recording again for pupils to listen and repeat. In pairs, they ask and answer about the other pictures, using similar language.
- Pupils can then ask and answer about any artwork of their own. Or they can use any postcards or magazine pictures of artworks that you have brought.

Mini-project

- Pupils do a portrait of someone in their family. They can choose between a painting, a drawing, a collage or a sculpture, depending on the art materials available. Alternatively, set this for homework. Pupils bring their artworks into class to show and describe to the others. This is a painting. It's my brother. He's two.
- Remind pupils that they can refer to the CLIL poster while they are doing their mini-project.

Activity Book page 34

16 Read and write.

- Pupils look at the artworks and read the words in the wordbank. They then write the words in the labels.

17 Colour and circle.

- Pupils use the colour key to colour in the different leaves. This creates a collage effect of a butterfly. Pupils then read and circle the correct words in the caption underneath.

Ending the lesson

- Play a game of Guess the drawing. Choose an item for which pupils know the English word. Draw a picture of this on the board, pausing after each pen stroke for pupils to guess what you are drawing. Encourage them to ask questions, e.g. Is it (a dragon)? When a pupil guesses correctly, finish the picture. Then ask that pupil to draw a picture. (For Key, see p. 118. For Audioscripts, see pp. 118–119.)



Listen and repeat. Then listen and number.



painting



collage



sculpture



drawing



Listen and point. Then ask and answer.

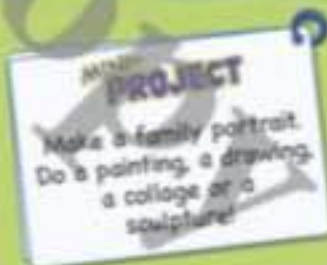


What's this?

It's a painting.

Is it a dragon?

Yes, it is.



3

Lesson 8

Lesson aims

To integrate cross-cultural content into the English classroom

Cross-cultural focus

Families

Target language

What does (Jack) want to be?

Materials

Wordcards (Occupations); Audio CD; CLIL poster; a globe or world map (optional)

Optional activity materials

Active Teach; Digital Activity Book; Photocopiable 3.7; an A4 notebook or file

Starting the lesson

- Play a miming game using the occupation wordcards. Invite a pupil to the front of the class and give him/her a wordcard. He/She reads the card and mimes the occupation for the rest of the class to guess. Repeat with other pupils.

Pupil's Book page 37

Presentation

- Ask the class about their family, e.g. *Is your dad a doctor?* Elicit *Yes, he is./No, he isn't*. If the answer is no, encourage pupils to tell you the correct occupation if they can, e.g. *No, he isn't. He's (a teacher)*. Other pupils listen and try to remember the different occupations. Then test pupils' memories by asking the class *Is Ana's dad a doctor?*

My family. Read and match. Then write the names.

- Tell pupils they are going to find out about another family. They open their books and guess who is the mum, dad and sister in the pictures. Ask them to guess their occupations, e.g. *Look at picture c. Is she a teacher?* (*No, she's an artist.*)
- Read the four texts and ask questions, e.g. *Who's number 1? (the dad) What's his name? (John) Is he a farmer?* (*Yes, he is.*). Pupils point to the picture that matches text 1 (picture d) and write John in the caption.
- In pairs, pupils then read the rest of the texts again and match them to the correct pictures by writing the correct names in the captions.
- Tell pupils the family is from Australia, and show them where Australia is on a map or globe if necessary.

KEY a 4 Jack, b 3 Cody, c 2 Ann, d 1 John

Practice

Read and circle.

- Pupils read the questions and circle the correct answers. This can be done as a memory game in pairs, with pupils taking turns to ask and answer.
- Pupils can also make up additional questions for their partner or the rest of the class to answer, e.g. *Picture b, what are these? Is his name Jack?* etc.
- Pupils can compare their own families with the one in the PB, e.g. *His mum is a painter, but my mum is a vet.*

KEY 1 No, he isn't. 2 Yes, she is. 3 No, she isn't. 4 A dancer.

Mini-project

- Explain the meaning of *I want to be (a dancer)*. Elicit all the occupation words pupils know in English. Write them on the board. Ask pupils *What do you want to be?* They choose one of the occupations from the board. Teach additional vocabulary as necessary.
- Pupils then draw a picture of their chosen occupation. Write this caption on the board: *I want to be a _____*, for pupils to copy and complete. This work can be added to their portfolio.

Activity Book page 35

Look and draw. Then listen and number.

- Pupils complete the pictures by tracing over the dotted lines.
- Play the recording and ask pupils to listen and number the pictures.

Read and answer. Then ask a friend.

- Pupils complete the questionnaire, first for themselves and then for a partner. They choose the appropriate answers from the word bank.

Ending the lesson

- Use pupils' mini-project pictures to play a guessing game. Show a picture and say *I want to be (a footballer)*. Pupils guess whose picture it is.
- Note, if pupils haven't done the mini-project write the gapped sentence *I want to be a _____* on the board and ask pupils to copy and complete it. Collect these in and play the same game using these sentences. (For Key, see p. 118. For Audioscripts, see pp. 118–119.)



Online task Pupils go online to *Family Island* to find the chips that Waldo is holding on the PB page. (They are in the fast food restaurant on the top floor of the shopping centre.) When pupils click on the chips, they are taken to a supplementary language game based on the vocabulary in this unit.

OPTIONAL ACTIVITIES

Make a collage Pupils find different materials to make a collage. These could be leaves, as in AB Activity 15, or other materials that are available to you, e.g. scraps of fabric, ribbon, buttons, tissue paper, etc.

A class art gallery Display some of pupils' artwork on the classroom walls, to make your own class art gallery. Pupils can label their artwork, describing what the picture is of. Photocopiable 3.6 See p. 259. Pupils can add this activity to their Portfolio.

Wider World

3

My family

16 Read and match. Then write the names.



- 1 This is my dad. His name's John. He's a farmer. And this is our farm.
- 2 This is my mum. Her name's Ann. She's an artist. Look at her painting!
- 3 My sister is a cook. Her name's Cody. Look at her cakes! Yum!
- 4 And this is me. My name's Jack. I'm a dancer. Well! I want to be ...

17 Read and circle.

- 1 Is John a doctor?
Yes, he is. / **No, he isn't.**
- 2 Is Cody a cook?
Yes, she is. / No, she isn't.
- 3 Is Ann a dancer?
Yes, she is. / No, she isn't.
- 4 What does Jack want to be?
A vet. / A dancer.



Lesson 8 wider world (family occupations)

All p. 36

37

OPTIONAL ACTIVITIES

Photocopiable 3.7 See p. 259. Pupils can add this activity to their portfolio.
Class book or file Pupils' pictures of what they want to be can be made into a class book or file. If you can make a copy for every pupil, this makes a nice end-of-year book.

3

Lesson 9

Full Screen

Lesson aims

To review the unit language with a game; to add to the Picture Dictionary

Materials

Audio CD; Wordcards (Occupations); Flashcards (Family, Occupations); self-prepared flashcards (Types of art); Picture Dictionary stickers for Unit 3

Optional activity materials

Active Teach; Digital Activity Book; Reading and Writing Booklet

Starting the lesson

- Play the song from Lesson 3, CD1 62. Give pupils actions to do when they hear the different family words, e.g. stand up when they hear brother, clap their hands when they hear sister, stamp their feet when they hear mum and wave goodbye when they hear dad.
- Revise occupations using the flashcards and wordcards. Attach all the cards to the board and ask volunteers to come and find the matching pairs. This can be done as a team game.

Pupil's Book page 38

Game

Listen and point. Then play Os and Xs.

- Point to the pictures in the game grid and ask, e.g. Who's this? Is she a (pilot)? Is she (happy)? Then play the recording. Pupils listen and point to the corresponding pictures on the game grid.
- Divide the class into pairs for a game of noughts and crosses. Pupil A tries to make a line of three Os, Pupil B a line of three Xs. Ask pupils to use pencil when playing the game, so it can be played more than once.
- Demonstrate the game with two pupils. Pupil A chooses a square and makes a sentence, e.g. square 7 She's a pilot. If he/she makes a correct sentence he/she marks the tick box with a nought. If he/she makes an incorrect sentence, he/she cannot put anything in the tick box. Pupil B takes a turn. The winner is the first player to make a line of three noughts or crosses, horizontally, vertically or diagonally.

Listen and act.

- Play the recording. Pupils listen and mime the occupations. You may wish to vary the order of the sentences and the speed of delivery by reading the sentences aloud.
- Pupils continue the activity in pairs or small groups, with pupils taking turns to say the sentences.

Activity Book page 36

Listen. Circle True or False.

- Pupils look at Zak's family photo and identify the different characters. Play the recording. Pupils listen and look at the numbered characters. Then they circle True or False, according to the sentences they hear.
- Ask pupils to correct the mistakes in the false sentences.
- Pupils trace over the word family in the speech bubble.

Look at Activity 18. Read and circle.

- Pupils read the sentences and look at the family photo in Activity 18 again. They choose and circle the correct word in each sentence.
- Pupils can then work in pairs, making more sentences about the people in the family photo.

Picture Dictionary (Activity Book page 106)

- Use all the flashcards for the unit to revise the new vocabulary. Write the three vocabulary headings on the board (family, occupations and types of art). One by one, elicit each new word from the flashcards and ask pupils to say under which heading each belongs. Stick the cards on the board accordingly.
- Ask pupils to turn to the Picture Dictionary on p. 106 of the AB. They complete the sticker activity in pairs. Pupil A reads a caption and Pupil B finds the corresponding sticker. They swap roles.

Ending the lesson

- Play a word game to practise the vocabulary learnt so far. Say a word from a specific category, e.g. mum for family. Elicit other words from the same category. You can do this as a team game.
(For Key, see p. 118. For Audiotapes, see pp. 118–119.)



Listen and point. Then play Os and Xs.

1 	2 	3
4 	5 	6
7 	8 	9

He's a doctor.

This is my mum.



Listen and act.

OPTIONAL ACTIVITIES

Monster/alien family Pupils create a monster/alien family. They give each family member a name and an age and present their drawings to the class, e.g. This is (Bozo). He's my (brother). He's (three).

Reading and Writing Booklet See pp. 7–9. (For Key, see TB p. 257.)
TPR game – Ball throw See p. 266.

Lesson 10

Lesson aims

To complete a progress check; to provide an opportunity for self assessment; to provide an opportunity for personalisation of the language of the unit.

Materials

Audio CD; Flashcards for all the vocabulary learnt so far including numbers 1 to 20.

Optional activity materials

Active Teach; Digital Activity Book; Online material – Family Island; Grammar reference; Unit 3 Review; Test Booklet; Grammar Booklet.

Starting the lesson

- Use the number flashcards to revise numbers 1 to 20.
- Play the chant from Lesson 1, CD1:58. When pupils are confident with the chant, ask them to change the words to match the ages of their own family. Those pupils with a brother should chant along using their brother's age, while those with a sister chant their sister's age.

Pupil's Book page 39

30 Listen and tick (✓).

- Pupils look at the photos. Elicit the occupations, ages, family members and types of art they can see.
- Play the recording. Pupils listen and tick the correct photo each time.
- Play the recording again if necessary for pupils to listen and check their answers.

KEY 1 b, 2 a, 3 b, 4 b, 5 a, 6 a, 7 b, 8 b

I can

- Read the three statements with the pupils and ask them to decide which of these things they feel they can do. Then they tick the corresponding box(es).

Activity Book page 37

20 Read and write.

- Pupils look at the picture while you read the gapfill text. Pupils then read the text again in pairs and complete it by choosing the correct words from the word bank. Check answers by asking a pupil to read the text aloud.

21 Draw one person in your family and write.

- Pupils choose a member of their own family to draw. They then complete the gapfill text about that person using the text in Activity 20 as a model. Help as necessary.
- Pupils then compare their drawings and texts with other pupils. They can then copy this drawing and text onto a separate piece of paper for their portfolio.
- Note, fast finishers could draw and write about other members of their family as a follow-up activity.

Ending the lesson

- Play a game of Odd one out. Use all the flashcards. Three volunteers come to the front of the class. Choose three flashcards, two from the same category and one from a different category, e.g. granny, teacher, dancer and give one to each volunteer. As you say each word, volunteers hold up the corresponding card. Elicit from the rest of the class which card is the odd one out. Confirm the answer by pointing to the granny and saying She's the odd one out. Teacher and dancer are occupations. Granny is a family member. Repeat with other categories and flashcards. See if pupils can tell you why a card is the odd one out in English. (For Key, see p. 118. For Audioscripts, see pp. 118–119.)

OPTIONAL ACTIVITIES

Online World Pupils go online to Family Island and enjoy the games.

Active Teach Pupils can watch the animated story. Episode 3.

20 Listen and tick (✓).

PROGRESS CHECK

3

1 a  b 

2 a  b 

3 a  b 

4 a  b 

5 a  b 

6 a  b 

7 a  b 

8 a  b 



I can talk about my family.
I can talk about jobs.
I can talk about art.



Lesson 10 - self assessment

All p. 37

39

Grammar reference (PB p. 99) and Unit 3 Review (AB p. 98) Pupils study the grammar reference table in the PB. They then test their knowledge of it by completing the gapfill story in the AB unit review. Test Booklet pp. 14-17 (For Key, see TB p. 257.) Grammar Booklet See pp. 7-9. (For Key, see TB p. 262-264.)

Portfolio activity Pupils copy their drawings and text from AB p. 37, Activity 21 onto a piece of paper to add to their Portfolio. Our favourite activity Pupils to choose their favourite activity from Unit 3 and do it again.

3

Activity Book Answer Key

- p. 28, Activity 1
Picture, left to right: 1, 5, 6, 4, 2, 3; Below picture: 7
- p. 29, Activity 2
1 friend, nine, 2 sister, eight
- p. 29, Activity 3
1 d, 2 c, 3 b, 4 a
- p. 30, Activity 4
a cook, b artist, c doctor, d pilot, e vet, f dentist, g dancer, h farmer
- p. 30, Activity 5
1 mum, doctor, 2 dad, teacher
- p. 31, Activity 6
1 c Yes, she is. 2 d No, she isn't. 3 b No, he isn't. 4 a Yes, he is.
- p. 31, Activity 7
1 No, he isn't. He's a cook.
2 No, she isn't. She's a doctor.
3 No, he isn't. He's an artist.
4 No, she isn't. She's a pilot.
- p. 32, Activity 8
1 a, 2 b, 3 b
- p. 32, Activity 9
Picture, left to right: 1, 5, 1, 2, 6, 4
- p. 33, Activity 10
Pupils should circle the dog digging, the can and the cap.
- p. 33, Activity 11
1 a, 2 g, 3 a, 4 c
- p. 33, Activity 12
1 c, 2 a, 3 g
- p. 33, Activity 13
1 gas, 2 cat, 3 on, 4 top
- p. 34, Activity 14
1 painting, 2 collage, 3 drawing, 4 sculpture
- p. 34, Activity 15
collage, butterfly
- p. 35, Activity 16
a 3, b 4, c 1, d 2
- p. 36, Activity 18
1 True, 2 False, 3 True, 4 False, 5 True
- p. 36, Activity 19
1 mum, pilot, 2 dad, doctor, 3 sister, Her, 4 brother, His, 5 Oscar, He's
- p. 37, Activity 20
1 dad, 2 mum, 3 brother
- p. 98, Activity 1
a He's b this, she c She's d my, Is e No

Audioscript

- Lesson 1 Activity 1** CD1:56
Z = ZAK MR V = MR VOOM MRS V = MRS VOOM
W = WALDO
Z Waldo, this is my family. This is my brother, Vava. He's one. This is my sister, Rita. This is my dad. And this is my mum. Dad, mum, this is my friend, Waldo. He's a dragon!
MR V Hello!
MRS V Hello Waldo.
W Roarr.
- Lesson 2 Activity 4** CD1:59
A This is my brother. He's ten.
B This is my sister. She's two.
C This is my brother. He's four.
D This is my sister. She's eight.
- Quest song** CD1:60
Come with us, come on a quest.
Come on a quest today.
Come with us. Come on a quest.
Look for a photo today.
An egg, a blanket, a book and ... a photo!
Look for a photo today.
- Lesson 4 Activity 7** CD1:63
1 Is she a dancer? No, she isn't. She's an artist.
2 Is he a farmer? Yes, he is.
3 Is he a dentist? No, he isn't. He's a teacher.
4 Is she a pilot? No, she isn't. She's a doctor.
- Lesson 4 Activity 7 (AB)** CD1:64
1 Is he a farmer? No, he isn't. He's a cook.
2 Is she a teacher? No, she isn't. She's a doctor.
3 Is he a vet? No, he isn't. He's an artist.
4 Is she a dancer? No, she isn't. She's a pilot.
- Lesson 6 Activity 10** CD1:66
1 c /k/ /k/ /k/
2 g /g/ /g/ /g/
3 o /o/ /o/ /o/
- Lesson 6 Activity 11** CD1:67
/o/ /o/ /g/ /g/ /k/ /k/
/g/ /g/ /k/ /k/ /o/ /o/

Lesson 6 Activity 11 (AB)

CD1:69

- 1 /a/ /a/ 2 /g/ /g/
3 /æ/ /æ/ 4 /k/ /k/

Lesson 6 Activity 12 (AB)

CD1:70

- 1 c /k/
2 o /o/
3 g /g/

Lesson 6 Activity 13 (AB)

CD1:71

- 1 gas
2 cat
3 on
4 top

Lesson 7 Activity 14

CD1:72

I'm an artist. Look at my work. This is my family.

- 1 This is a collage. It's my brother.
2 This is a drawing. It's my dad.
3 This is a sculpture. It's my sister.
4 This is a painting. It's my mum.

Lesson 8 Activity 16 (AB)

CD1:74

- 1 This is my dad. He's a vet.
2 This is my mum. She's a teacher.
3 This is my dad. He's a pilot.
4 This is my sister. She's a doctor.

Lesson 9 Activity 18

CD1:75

- 1 This is my mum.
2 This is my dad.
3 This is my family.
4 This is my friend.
5 He's a doctor.
6 This is my brother.
7 She's a pilot.
8 This is my sister.
9 This is my granny.

Lesson 9 Activity 19

CD1:76

I'm a pilot.
I'm a doctor.
I'm a teacher.
I'm a dentist.
I'm a cook.
I'm a dancer.
I'm a vet.
I'm a farmer.
I'm an artist.

Lesson 9 Activity 18 (AB)

CD1:77

- 1 This is my mum. She's a pilot.
2 This is my dad. He's a cook.
3 This is my sister. Her name's Rita.
4 This is my friend. Her name's Millie.
5 This is Oscar. He's my friend.

Lesson 10 Activity 20

CD1:78

- 1 Is he a dancer? No, he isn't. He's a cook.
2 This is my granny.
3 This is my mum. She's an artist.
4 Is he a dentist? Yes, he is.
5 This is my grandad. He's a farmer.
6 He's my brother. He's five.
7 She's my sister. She's five.
8 What's this? It's a sculpture.

4 My body

Objectives

- identify parts of the body
- identify clothes
- talk about possessions
- talk about personal hygiene
- talk about carnivals

Language**Vocabulary**

Parts of the body: body, hands, arms, fingers, legs, feet, head, toes, tail, wings
Clothes: T-shirt, jumper, trousers, dress, skirt, shoes, socks, hat

Structures

I've got (a green tail).
I've got (green) (wings).
He's got (blue) (trousers).
She's got (a yellow) (head).
Wash (your hands).
They're (purple).
You've got (yellow) (hands).

Revision

Colours, Numbers, Actions, Family

CLIL language

CLIL: Social Sciences (Personal hygiene): a dirty face, clean hands, wash your hands!
Wider World (Carnivals around the world): carnival, mask, costume, float, teeth

Phonics

ck, e, k (kick, sock, pen, pet, ten, neck, kid, kit)

Cross-curricular contents

- Arts and crafts: making picture cards, making a match and play monster, making a poster, making a family portrait, making a carnival mask
- Music: songs and chant, creating carnival music
- Maths: using numbers to sequence
- Social science: personal hygiene, researching carnivals from around the world
- Language skills: giving information, following instructions, acting out a story, playing games

Topics

- the body
- clothes
- personal hygiene
- carnivals round the world

Values

- Be clean.

Story and quest

- Unit opener: Finger painting at home.
- Story episode: The characters get clean in the garden
- Quest item: a bar of soap

Songs and chants

- chant: I've got green arms.
- Quest song: Look for soap.
- song: I've got a red dress.

Socio-cultural aspects

- identifying and talking about our bodies
- working in pairs and groups
- learning to share with others
- learning about how to keep clean
- telling your family how you keep clean
- learning about celebrations from around the world

Learning strategies

- using previous knowledge
- asking and answering questions
- following instructions
- logical thinking: deducing information from pictures, playing a guessing game
- critical thinking: identifying and comparing
- using art and craft
- predicting the outcome of a story
- reflecting on learning and self-evaluation
- personalisation of language learnt
- recording new vocabulary in a picture dictionary

Basic competences

Linguistic communication: Use language as an instrument for communication (L. 1 to 10)
Knowledge and interaction with the physical world: Understand how we get dirty after physical activity (L. 1, 2, 7); Learn how we get clean after physical activity (L. 5, L. 7); Raise awareness of cultural differences (L. 8)
Mathematical competence: Use numbering to complete a task (L. 1 to 10)
Processing information and digital competence: Use Active Teach; Use Family Island online component

Social and civic competence: Make and accept rules for working together and codes of conduct (L. 1 to 10); learn about personal hygiene (L. 5)
Cultural and artistic competence: Develop and value initiative, imagination and creativity (L. 5, 7, 8); Raise awareness of cultural differences (L. 8)
Learning to learn: Reflect on what has been learnt and self-evaluate progress (L. 10)
Autonomy and personal initiative: Develop one's own criteria and social skills (L. 1 to 10).

Skills

Listening

- can understand a dialogue
- can understand chants and songs
- can understand and identify parts of the body and clothes
- can follow instructions
- can understand a story
- can understand and identify different pictures

Reading

- can read and understand captions of key words
- can read and understand chant and song texts
- can read and understand speech bubbles
- can read and understand sentences
- can follow speech bubbles in a picture story
- can blend individual sounds and letters to read words
- can read and understand a cultural text about carnivals
- can read and understand a personalisation text

Speaking

- can chant and sing the unit chant and songs
- can identify parts of the body and clothes
- can talk about possession
- can give instructions for others to follow
- can act out a story
- can pronounce ck, e and k correctly
- can use language to play a game

Taking part in conversations

- can describe possessions using have got
- can give and follow instructions from others

Writing

- can write key words
- can write key words in a sentence
- can complete a personalisation text

Classroom ideas

- Play flashcard and team games.
- Draw an outline round your body onto lining paper.
- Draw a make-believe creature.
- Making hand and finger prints with finger points.
- Learning the traditional song *Here we go round the mulberry bush*.
- Dressing up and making up carnival costumes.
- Creating carnival music.
- Suggested photocopies:
- 4.1 Make a set of cards for parts of the body.
- 4.2 Make a set of clothes cards.
- 4.3 Complete a matching activity.
- 4.4 Make a set of mini-story cards.
- 4.5 Make a set of phonics picture cards and letter tiles.
- 4.6 Play a match and mine game.
- 4.7 Make a carnival mask.

Take-home English

- Letters for parents. When you begin Unit 4, complete and give pupils a copy of the letter of the Unit letter (Active Teach). This explains what pupils are going to learn in this unit.
- Home-School link. Pupils tell their family about the different ways they keep clean (L. 5).
- Craft activities. Pupils can take home their carnival mask, or their hand and finger prints.
- Music. Pupils can teach their parents their carnival tunes, or the traditional song *Here we go round the mulberry bush*.
- Grammar Booklet and Reading and Writing Booklet. Pupils take these home to show their parents.
- Portfolio. Encourage pupils to show their parents their Portfolio when they finish Unit 4.

Evaluation

- Pupil's Book page 49
- Activity Book page 47
- Grammar summary (Pupil's Book page 99)
- Unit review (Activity Book page 99)
- Picture Dictionary (Activity Book page 107)
- Test Booklet – Unit 4 (pages 18–21)

4 My body

Lesson 1

Lesson aims

To present and practise new vocabulary (Parts of the body)

Target language

body, hands, arms, fingers, legs, feet, head, wings, toes, tail

Materials

Audio CD; Wordcards (Parts of the body)

Optional activity materials

Active Teach; Digital Activity Book; Photocopiable 4.1; poster or lining paper; Flashcards (Parts of the body)

Starting the lesson

- Play the song from Unit 3, CD1.42. Pupils sing along.
- Elicit any new words pupils can remember from Unit 3. Write them on the board. Now give pupils a few minutes to look through Unit 4 and ask them what they think the unit is about (parts of the body). Teach the word *body*.

Pupil's Book pages 40–41

Presentation

- Point to your body and say *This is my body*. Point to your head and say *my head*. Then wave your hands and say *my hands*. Continue with arms, legs, feet, toes and fingers. Then say the body words and ask pupils to point to the corresponding part of their own body.

1 Listen and point.

- Ask pupils (L1) to describe what is happening in the main illustration. (Vava, Millie and Zak are doing some pointing and getting very messy.) Ask some questions about the picture *Who's this? What's this? What colour is it?*
- Ask pupils to find Millie in the illustration. Point to her hands. Ask *What colour are Millie's hands?* (yellow). Ask *What colour is Waldo's head?* (red). Use the illustration of Waldo to teach wings and tail.
- Play the recording. Pupils listen and point to the different parts of the body as they are mentioned.

- Play the recording again. Pause after each line for pupils to repeat. Challenge them to say the name of the character that says each line.

2 Listen and repeat.

- Play the recording. Pupils listen and repeat the words, while pointing to the corresponding part of their own body. Then say the parts of the body in a random order and ask pupils to point to them.
- Pupils play a movement game. Say a part of the body, e.g. legs. Pupils move their legs. Continue with body, head, arms, hands and feet. You can do this to music and turn the activity into a dance routine!

Practice

- Draw the outline of a body on the board. Elicit the name of each part of the body as you point to it. Volunteers stick the correct wordcard next to each one. Say each word and ask pupils to repeat.





Chant

1 Listen and play. Then listen and chant.

- Pupils close their books. Play the chant and ask pupils to listen out for any parts of the body they hear. Then play the chant again. This time ask pupils to point to the correct part of their body when they hear it mentioned. Tell pupils to mime the words wings and tail, by flapping imaginary wings and stroking an imaginary long tail.
- Ask pupils to identify the character that is saying the chant (Waldo – because he's got wings and a tail).
- Play the chant again, pausing for pupils to repeat.
- When pupils are confident with the chant, play the karaoke version (see Active Teach). Pupils chant along to the music using the text on the page, or substituting green for another colour or number, e.g. I've got (red) hands, or I've got (two) hands.

Activity Book page 38

1 Look and write. Then colour.

- Pupils label the parts of the body choosing the correct word from the word bank.
- Check pupils' answers by saying a number and eliciting the correct part of the body.
- Pupils then colour the parts of the body.

Ending the lesson

- Touch a part of your body and make a true statement. E.g., touch your arms and say *These are my arms!* Pupils touch their own arms. Now touch another part of your body and make a false statement. E.g., touch your legs and say *These are my feet!* Pupils remain still. Repeat with other parts of the body. (For Key, see p. 142. For Audioscript, see pp. 142–143.)

OPTIONAL ACTIVITIES

Photocopiable 4.1 See p. 259.

Drawing activity You will need large poster or lining paper for this activity. Pupils work in pairs. One lies on the paper while the other draws an outline round them. They can then label the parts. Ask pupils to come to the board to describe their drawings (e.g. my arms, etc.).

Flashcard game – Basketball See p. 265.

NOTES

Copy

Lesson 2

Lesson aims

To present and practise the new structures (talking about possession); to find the Quest item for the unit and add it to the Quest song

Target language

I've got a (green) (tail), soap

Materials

Audio CD; Flashcards (Parts of the body); Wordcards (Parts of the body)

Optional activity materials

Active Teach; Digital Activity Book; drawing paper; Grammar Booklet

Starting the lesson

- Play an instructions game to revise the parts of the body. Say *Touch your (feet)*. Pupils listen and touch the correct part of their bodies. Pupils can also do this in pairs. Do this activity slowly at first and then quickly to make it more fun.

Pupil's Book pages 40–41

Presentation

- Show pupils your hands and say *I've got two hands*. Continue with other parts of your body. Pupils repeat.

Look!

- Ask pupils to read the sentences in the Look! box while you read them out. Read them again and pause after each line for pupils to repeat the sentences.
- Point out the use of the article a/an, when talking about body parts in the singular, but no article when talking about body parts in the plural.
- Say similar sentences about the other characters in the main illustration. Elicit the character's name, e.g. *I've got yellow hands. (Mille) I've got red feet. (Zak)*
- Pupils continue in pairs.

Practice

1 Listen and number. Then say.

- Pupils look at Waldo and name the parts of his body.
- Play the recording. Pupils listen and number the parts of the body.



- Check answers by saying each number. Pupils say the corresponding sentence, e.g. one (*I've got a yellow tail*).
- Pupils then work in pairs. Pupil A says a sentence and Pupil B says the corresponding number.

KEY 1 tail, 2 hands, 3 feet, 4 wings, 5 arms, 6 legs

Quest

1 Quest item and song

- Elicit the Quest items pupils have found so far. Play the Quest song. Pupils listen for the item they will find in the main illustration (the soap). Teach the word soap if necessary. Pupils then find and circle the soap. (It is on the sink.) Explain (L1) that the characters will need the soap when they have finished their painting activity.



- Play the Quest song again, while pupils follow in their books and sing along.

Activity Book page 39

2 Read. Then circle.

- Pupils read the words and circle the correct drawing a-c.

3 Listen and circle. Then colour.

- Play the recording. Pupils listen and circle the correct colour words in the speech bubbles. They then read the completed speech bubbles and colour in the picture of Zak correctly. Check the activity by asking pupils to read the speech bubbles aloud.

Ending the lesson

- Use the parts of the body flashcards and wordcards. Attach the flashcards to the board. Point to a card. Pupils say the correct word and move that part of their body.
- Then hold up the wordcards one by one. Pupils read each card and move the corresponding part of their body again. Then ask volunteers to come and stick each word card next to the correct flashcard. (For Key, see p. 142. For Audioscript, see pp. 142-143.)

OPTIONAL ACTIVITIES

Drawing dictation Pupils draw fantasy creatures on a piece of paper according to your instructions. Say, e.g. *I've got (three) (red) legs*. Continue with other parts of the body. This may also be done in pairs. Pupils take turns dictating the colours/parts of the body to a partner.

Flashcard game – Countdown See p. 265.
Grammar Booklet See pp. 10-12. (For Key, see TB p. 257.)

NOTES

Lesson 3

Lesson aims

To present and practise new vocabulary (Clothes); to practise language with a song.

Target language

T-shirt, jumper, trousers, dress, skirt, shoes, socks, hat

Materials

A sheet of A3 paper; Audio CD; Flashcards (Clothes); Wordcards (Clothes); Unit 4 Cut-outs

Optional activity materials

Active Teach; Digital Activity Book; Reading and Writing Booklet; Photocopiables 4.2-4.3

Starting the lesson

- Ask pupils to help you draw a fantasy creature on the board. You will need to do this in colour, so you may wish to stick a large sheet of paper (A3) on the board and use coloured marker pens. Give your creature a funny name, e.g. *I'm a (Zak) Book*. Start by saying *I've got a (blue) head*. A volunteer draws a blue head on the board. Continue with other parts of the body, e.g. *I've got (three) (yellow) (arms)*.

Pupil's Book page 42

Presentation

- Use the flashcards to teach the new vocabulary. Hold up each card and say the word. Repeat. This time, pupils who are wearing that item of clothing point to it on themselves.

3 Listen and repeat.

- Pupils look at the pictures while you play the recording. Then play the recording again. Pupils listen and repeat.
- Attach the flashcards to the board. Then hold up the wordcards one by one. Ask volunteers to read them, then come and stick them on the board next to the correct flashcard.
- Play a matching game, using the flashcards and wordcards. Distribute the cards to volunteers – one card each. Say *Go!* Pupils walk around the classroom mingling with other pupils until they find their matching pair. Repeat the activity with different volunteers.

Practice

- Point to some of your own clothes and describe them, using *I've got*, e.g. *I've got a green skirt. I've got black shoes*. Pupils repeat.
- Pupils look at the pictures of the two children and name the clothes they can see.

6 Listen and colour the clothes. Then sing.

- Play the song. Pupils guess which child is singing each verse (verse 1, the girl; verse 2, the boy). Then play the recording again. Pupils listen and point to the different items of clothing as they hear them.
- Pupils colour in the girl's hat and shoes and the boy's T-shirt, jumper and shoes.
- Play the recording again, pausing for pupils to repeat each line. Then divide the class into two groups. Each group sings along with one verse.
- When pupils are confident with the song, use the karaoke version (see Active Teach). Pupils sing along to the music, using the text in the book, or substituting the clothes and colour words for clothes and colours they are wearing themselves.

Unit 4 Cut-outs (Pupil's Book page 109)

- Pupils cut out the cards. They then use these to play a game of *Make a monster*. Start by describing a monster yourself, e.g. *I've got one head, five arms and six legs*. Pupils listen and put together the correct monster.
- Pupils then work in pairs, taking turns to describe a monster for their partner to make.

Activity Book page 40

4 Read and match. Then write and colour.

- Pupils read each speech bubble and draw a matching line to the correct clothes picture. Then they write the clothes words and colour in the clothes correctly.
- Pupils can do the colouring part of the activity in pairs as a colour dictation if you prefer. They take turns to read a speech bubble. Their partner listens and colours in the clothes item correctly.
- Check the activity together as a class.

Ending the lesson

- Describe some of your clothes, making some deliberate mistakes. Pupils listen and decide whether the sentences are true or false, e.g. *I've got a green skirt (True). I've got a purple hat (False)*. Pupils can do this in pairs. (For Key, see p. 142. For Audioscript, see pp. 142-143.)

5 Listen and repeat.



6 Listen and colour the clothes. Then sing.

SONG



OPTIONAL ACTIVITIES

Game – Can I cross the river? See p. 268.
Photocopiable 4.2–4.3 See p. 259.
Reading and Writing Booklet See pp. 10–12. For
Key, see TB p. 256.)

Lesson 4

Lesson aims

To present and practise the new structures (talking about possession)

Target language

He's got (blue) (trousers). She's got a (yellow) (head).
She's got (four) (legs). They're (purple).

Materials

Flashcards (Numbers 1 to 10, Parts of the body);
Audio CD; Active Teach

Optional activity materials

Active Teach; Digital Activity Book; Unit 4 Cut-outs;
Grammar Booklet

Starting the lesson

- Use the number and body flashcards to revise parts of the body. Arrange the two sets of cards into two piles. A volunteer chooses a card from each pile, e.g. five and fingers. He/she makes a sentence with these two words, e.g. I've got five fingers. Pupils listen and say True or False.

Pupil's Book page 43

Presentation

- Revise clothes and introduce the third person he's and she's got. Ask pupils to put up their hands if they've got, e.g. black shoes. Point to a boy with his hand up and say Look. He's got black shoes. Pupils look and check. Repeat with a girl in the class, using She's got ... Repeat with other items of clothing.
- Say more sentences describing pupils, e.g. He's got blue trousers. She's got a green skirt. Pupils listen and guess who you are describing.

Look!

- Ask pupils to read the sentences in the Look! box while you read them out. Read them again and pause after each line for pupils to repeat the sentences.

Practice

1 Listen and number. Then ask and answer.

- Pupils look at the pictures of the different children dressed as monsters and answer your questions, e.g. What colour is her head? (It's yellow.) What colour are his arms? (They're brown.) Pupils also name any clothes that the monsters are wearing.

- Play the recording, pausing as necessary for pupils to number the pictures. Then play the recording again for pupils to listen and check their answers.
- Play the recording again, pausing for pupils to repeat each sentence.
- Pupils then work in pairs and play a guessing game. Use the speech bubbles to model the language they will need for the activity. Pupils then take turns to describe a monster for their partner to guess.

KEY a 2, b 1, c 3, d 4

2 Colour. Then play.

- Pupils work in pairs. They each choose a different monster to colour in, e.g. Pupil A chooses the boy monster and Pupil B chooses the girl monster. They then take turns to do a colour dictation for their partner, e.g. Pupil B says He's got four yellow arms. He's got green trousers. He's got red shoes and a purple hat.
- Pupils then show and describe their monster to other pupils or the whole class.

Activity Book page 41

3 Count and write. Then colour.

- Pupils count the monster's parts of the body and write the correct number in the sentences.
- Then they read the sentences again and colour the parts of the body in the correct colour. Pupils check by comparing their drawings with a partner to make sure they have used the same colours.

4 Follow. Then choose and write.

- Pupils follow the tangled lines to match the children with the correct clothes. They then complete the sentences by circling He's or She's and writing the correct clothes word.
- As an extension, pupils could colour the clothes and then make further sentences: He's got a yellow hat. She's got pink socks, etc.

Ending the lesson

- Play a game of Teacher says (see pp. 268–270), to revise actions, parts of the body and clothes. E.g. Teacher says 'Touch black shoes'. Clap your hands. Pupils follow only the instructions preceded by Teacher says. (For Key, see p. 142. For Audioscript, see pp. 142–143.)

- 7 Listen and number.
Then ask and answer.



- 8 Colour. Then play.



He's got blue trousers.
She's got a yellow head.
She's got four legs.
They're purple.

He's got = He has got
She's got = She has got

She's got a
yellow head.

Number 2!



SKILLS



OPTIONAL ACTIVITIES

Unit 4 Cut-outs In pairs, pupils play with the mix and match monsters again. This time, they describe a monster for their partner to make using *He's got* and *She's got*.

Reading game Write sentences on slips of paper, using *He's/She's got* and items of clothing, e.g. *She's got a blue skirt*. Make sure these sentences describe

pupils in the class. Fold the slips of paper and put them into a box. Volunteers then take turns to take out a piece of paper, read it and give it to the pupil who is being described. With stronger classes, pupils write the sentences.

Grammar Booklet See pp. 10–12. (For Key, see TB p. 257.)

Lesson 5

Lesson aims

To consolidate the unit language with a story

Values

To understand the value of being clean

Receptive language

You've got (yellow) (hands). clean, ice cream, I've got an idea.

Materials

Audio CD; Unit 4 Story cards

Optional activity materials

Active Teach; Digital Activity Book; Photocopiable 4.4; Reading and Writing Booklet

Starting the lesson

- Ask pupils (L1) what happened in the story in Unit 3. (We were introduced to Vava's family and learnt their occupations.) Ask pupils *Is Vava's dad a pilot?* (no) *Is Vava's dad a doctor?* (yes) *Is Vava's mum a pilot?* (yes) *Who's Vava's brother?* (Zak) *How old is he?* (He's six.) *Who's Vava's sister?* (Rita) *How old is she?* (She's eight.)

Presentation

- Teach ice cream by pointing to the ice cream in picture 2 and asking *What's this?* Say *It's ice cream!* Teach clean by pointing to Waldo in picture 4 and saying *He's got a red head*, then pointing to him in picture 6 and saying *He's clean*. Teach *You've got* by pointing to a pupil and saying *You've got clean hands*.
- Before pupils open their books, show the story cards for Unit 4 in turn and ask the questions from the *Before listening to the story* section on the back of each card.

Pupil's Book page 44

Story

- Listen to the story. Then act out.

- Ask pupils to open their books and give them a few minutes to study the pictures from the story. Ask questions, e.g. *Who's this?* *What colour is it?* Ask pupils to predict what happens in the story.
- Play the story and ask pupils to follow in their books.
- Check pupils' understanding of the story by asking the questions from the *After listening to the story* section on the back of each story card.

- Play the recording again. Pause after each line for pupils to repeat.
- Choose seven pupils to act out the roles of Mr and Mrs Voorn, Zak, Vava, Millie, the ice cream man and Waldo. Invite them to the front of the class. Play the recording while pupils act out the story or say the lines and the pupils repeat. Encourage stronger classes to say the lines from memory using prompts.

Values

- Draw pupils' attention to the Values topic shown at the bottom of the page (*Be clean*). Explain the meaning of this if necessary and ask pupils to identify the picture in the story where the characters get clean. Discuss (L1) the importance of keeping clean and ask when it's necessary to wash hands/feet, e.g. hands: before/after dinner, after playing outside, after going to the toilet; feet: before coming into the house/going to bed, etc.

Activity Book page 42

- Listen and colour. Then write.

- Pupils listen to the recording and colour the characters' parts of the body accordingly.
- Then they complete the sentences using the correct words from the word bank.

Look and tick (✓).

- Pupils look and tick the pictures that show activities before or after which children should wash their hands.

Home-school link

- Pupils show and tell their family the different ways they keep themselves clean. They can identify different products around the home that they use, e.g. soap, shampoo. They can teach their family the English word soap.

Ending the lesson

- Divide the class into six groups. Give each group a different story card. Read the audioscript for the story in a random order. Groups stand up and cheer (or clap) when the audioscript for their card is read out. (For Key, see p. 142. For Audioscript, see pp. 142–143.)



HOME-SCHOOL LINK

Tell your family how you keep clean.

OPTIONAL ACTIVITIES

Colourful hands Pupils make colourful handprints using finger points or trace their hands onto card, cut them out and colour them in. Stronger pupils can write I've got (yellow) hands.
Photocopiable 4.4 See p.259.
Reading and Writing Booklet pp. 10–12. (For Key, see TB p.256.)

Lesson 6

Lesson aims

To revise previously learnt sounds and letters; to learn the sounds and letters ck, e and k; to practise reading and spelling words

Target language

kick, sock, pen, pet, ten, neck, kid, kit

Materials

Audio CD; Phonics flashcards: a, p, s, t, d, l, m, n, c, g, a, ck, e, k; Flashcards (pen, kid, neck, sock, kick, kit); Phonics poster

Optional activity materials

Active Teach; Digital Activity Book; Photocopiable 4.5; Phonics envelopes containing Units 1 to 3 picture cards and letter tiles

Starting the lesson

- Use the letter cards to review the sounds and letters from Units 1 to 3. Show the cards in random order and elicit the sounds. Start slowly and then increase the speed.
- Stick the Unit 1 to 3 letter cards on the board. Sound out a word, e.g. cat. Ask a volunteer to repeat the sounding out, then come and find the correct letter cards and arrange them in order on the board. Repeat with other words/volunteers.

Pupil's Book page 45

Presentation

- Use the phonics flashcards to introduce the new letters and sounds k/ck (/k/) and /e/. Explain to pupils that the letter k makes the same sound as the letter c (/k/).

Listen.

- Ask pupils to open their books and look at the letters in Activity 10. Draw their attention to the letter combination ck. Explain that even though ck is two letters, it is one sound and it comes at the end of a word. Elicit the other letters that make the same sound (c and k).
- Play the recording twice. Each time, pupils listen and point to the letters in their books.

Listen, point and say.

- Play the recording, pausing after each letter and its sound. Pupils point to the correct letter(s) and repeat.

Practice

Listen and blend the sounds.

- Play the recording. Pupils point to the different sound squares – and the words themselves – as the words are sounded out. Pause the recording as necessary. Play the recording again, pausing for pupils to listen and repeat, sounding out each word.
- Pupils then work in pairs. Pupil A sounds out a word and blends. Pupil B finds and points to the word in Activity 12.

Underline ck, e, and k. Read the words aloud.

- With books closed, stick all the new letter cards and one of the wordcards on the board. Ask a volunteer to read the word aloud. Ask another volunteer to come and point to the corresponding letter cards.
- Pupils then open their books. They find the same word in Activity 13. They underline the letter sounds and then read the word aloud to their partner.
- Repeat the procedure with the other words in Activity 13.

Activity Book page 43

Read the words and circle.

- Pupils read the words in the word bank aloud. They then find the corresponding details in the picture and circle them.

Listen to the sounds and circle the letters.

- Play the recording and ask pupils to listen and circle the letter(s) that correspond(s) to each sound. Play the recording again for pupils to check the activity.

Listen and write the letters.

- Play the recording. Pupils listen and write the letters they hear.

Listen and write the words.

- Play the recording. Pupils listen and write the words they hear.

Ending the lesson

- Play a game of Whispers. See pp. 268–270.
- Ask pupils to look at the phonics flashcards again. Invite two volunteers to come and tick off the new letters they have worked on in this lesson (k and e).

For the next lesson

- Explain (LT) that the next lesson will be about personal hygiene. Ask pupils to bring in a picture or actual item relating to personal hygiene (e.g. a bar of soap, shampoo, etc.). (For Key, see p. 142. For Audioscript, see pp. 142–143.)

10 Listen.

1 **ck** 2 **e** 3 **k**

11 Listen, point and say.

12 Listen and blend the sounds.

1 k - i - ck kick	2 s - o - ck sock
3 p - e - n pen	4 p - e - t pet
5 t - e - n ten	6 n - e - ck neck
7 k - i - d kid	8 k - i - t kit

13 Underline **ck**, **e** and **k**. Read the words aloud.



OPTIONAL ACTIVITIES

Photocopiable 4.5 See p. 259.
Game - Build a wall See p. 269.

Lesson 7

Minimize

Lesson aims

To integrate cross-curricular content into the English classroom

Cross-curricular focus

Social sciences (Personal hygiene)

Target language

a dirty face, clean hands, dirty hands, wash your hands!

Materials

Audio CD; pupils' own pictures and items relating to personal hygiene; poster paper; pieces of paper with instructions on them, e.g. Wash your hands. Touch your head, etc.

Optional activity materials

Active Teach; Digital Activity Book; Photocopiable 4.6; CLIL poster

Starting the lesson

- Play the chant from Lesson 1, CD 2.03. Encourage pupils to join in.
- Revise the word clean. Look at the story from Lesson 5. Ask pupils whose hands/feet are clean. Focus attention on picture 2 and ask Are Millie's hands clean? (no). Teach dirty. Ask pupils to look at pictures 3, 4 and 6. Ask if the characters are clean or dirty.

Pupil's Book page 46

Presentation

- Remind pupils of the Values topic in Lesson 5 (being clean). Ask pupils (L1) when we get dirty (playing sports, painting, cooking) and why it's important to get clean again (hygiene and keeping healthy). Tell pupils that the cross-curricular topic for this unit is personal hygiene.
- Preteach the word face, by pointing to your face and say This is my face. Point to various parts of the body of volunteers and ask Is it your face? Pupils say yes or no.
- Then teach the phrase Wash your (hands). Mime having dirty hands and say I've got dirty (hands). Mime washing your hands under a tap and say Wash your hands. Then show your hands again and say I've got clean hands.

14 Listen and number.

- Ask pupils (L1) what activity the boy in the photos has been doing (painting). Point to each photo and elicit whether the child is clean or dirty. Ask questions, e.g. Has he got clean hands?

- Play the recording while pupils look at the photos. Then play the recording again. Pupils listen and number the photos.
- Play a mime game. Say a sentence, e.g. I've got a dirty face. Pupils mime trying to rub dirt off their faces. Then say Wash your face. Pupils mime washing their faces. Then elicit from a pupil I've got a clean face. Repeat with other parts of the body. Pupils can then practise this dialogue in pairs, taking turns to mime.

KEY a 1, b 4, c 2, d 3

Practice

15 Look at Activity 14. Read and write.

- Pupils read the speech bubbles and match them to the correct pictures in Activity 14. They write the correct picture letter onto the line provided.

KEY 1 a, 2 c, 3 d, 4 b

Mini-project

- Pupils make a poster about personal hygiene. Use what they have brought to class if possible. Discuss (L1) the things we use on a daily basis to keep ourselves clean, e.g. soap, toothbrush, sink, shower, etc. Pupils draw and cut out pictures to make a poster-sized collage about personal hygiene. The posters could advocate good personal hygiene if pupils write Wash your hands! Clean faces! etc. Display the posters.
- Remind pupils that they can refer to the CLIL poster while they are doing their mini-project.

Activity Book page 44

16 Read and circle.

- Pupils read the speech bubbles and circle the correct word in each sentence.

17 Listen and check your answers.

- Play the recording. Pupils listen and check their answers for Activity 13.
- Pupils can then read the speech bubbles aloud in groups of three (one pupil for each role: the boy, the girl and the mum).

Ending the lesson

- Play a read and mime game. Use the pieces of paper you have prepared. Fold these up and put them into a box or bag. Pupils take turns to pull out a slip of paper and read it aloud to the class. The rest of the class listen and perform the action. You can also ask pupils to write some of the instructions for the game. (For Key, see p. 142. For Audioscript, see pp. 142-143.)

14 Listen and number.



15 Look at Activity 14. Read and write.

1 I've got dirty hands. _____

4 I've got clean hands. And I've got a clean face! _____

2 And I've got a dirty face! _____

3 Wash your hands. Wash your face. _____



OPTIONAL ACTIVITIES

Drawing dictation Do a drawing dictation using the words *clean* and *dirty*. Say *I've got clean hands* or *I've got a dirty face*. Pupils draw the correct pictures.

Photocopiable 4.6 See p.259.

Here we go round the mulberry bush Teach the traditional song *Here we go round the mulberry bush*, which is still a popular song for teaching children about personal hygiene. See pp. 268–270 for the words. You can find examples of the tune by looking on the internet.

Lesson 8

Lesson aims

To integrate cross-cultural content into the English classroom

Cross-cultural focus

Carnivals around the world

Target language

carnival, costume, mask, float

Materials

CLIL poster; If possible, a simple carnival mask made before the lesson (see PB p. 47); a globe, or world map; mask-making materials: Photocopiable 4.7, card, glue, coloured paper, sequins, feathers; poster paper

Optional activity materials

Active Teach; Digital Activity Book; dressing-up clothes; a recording of some carnival music, e.g. steel drums

Starting the lesson

- Revise clothes by playing an instructions game. Give instructions such as *Point to a green skirt. Find someone who's got pink socks. Stand up if you've got black shoes.* Pupils listen and carry out the instructions.
- Pupils can also sing along with the song from Lesson 3, CD2:08.

Pupil's Book page 47

Presentation

- Use your mask to introduce the theme of carnivals. Preteach the word *mask*. (If you haven't made a mask, just ask pupils to open their books and look at the pictures in Activity 16.)

Carnivals around the world. Read and match.

- Pupils look at the pictures. Ask questions, e.g. *How many children can you see? What's this? What colour is the dragon? Has he got a mask?*
- Read each speech bubble aloud. Ask questions and check any new vocabulary as you read, e.g. *float* and *teeth*.
- In pairs, pupils then read the speech bubbles again and draw matching lines to the correct pictures. Check the activity together as a class.
- Pupils guess where the different carnivals in the photos are held (Venice in Italy, Notting Hill in London, England, Rio de Janeiro in Brazil and Cadiz in Spain). Use the world map or globe to locate the different countries. You could also explain that the Notting Hill carnival is based on Caribbean carnivals, and show where the Caribbean is on the map/globe.

KEY 1 b, 2 a, 3 d, 4 c

Practice

Make a carnival mask!

- Show pupils your carnival mask if you have made one and tell them they are going to make one like it. Read the instructions in the PB together as a class.
- Divide the class into pairs or small groups and distribute the materials for making the masks. Note that pupils can use the mask template in Photocopiable 4.7. Pupils follow the instructions in the PB. Circulate, helping as necessary. If pupils are drawing their own mask outline, make sure it is large enough to fit across their face.
- Pupils model their masks for the rest of the class.

Mini-project

- Pupils find out about a carnival that is held in their own country, using the computer at home or in class. Encourage pupils to find and bring a picture of a carnival to class. These can then be mounted on poster paper and displayed in the classroom.

Activity Book page 45

Carnival masks. Read and match.

- Pupils read and match the speech bubbles to the correct pictures of children wearing masks.

Choose a carnival costume. Colour and write.

- Pupils choose their favourite carnival costume and colour it in. They then complete the text at the bottom of the page.
- In pairs, pupils take turns to read aloud their description. Their partner guesses which costume they have chosen.
- Note, this activity can also be done as a group picture dictation. In groups of three, each pupil colours in a different costume. In turn, they then dictate that description to the other group members, who colour in accordingly, e.g. *He's got a red jacket and blue trousers. He's got a yellow mask, etc.*

Ending the lesson

- Pupils compare the carnivals in the PB to carnivals they have visited. Ask questions. Did the people wear costumes or masks? Were there floats? Was there music? Pupils can then draw themselves wearing a carnival costume.

(For Key, see p. 142. For Audioscript, see pp. 142–143.)

Wider World

Carnivals around the world

4

16 Read and match.

- 1 It's carnival time! There is carnival music. These are steel drums. How many drums can you see? What colour are they?
- 2 Carnival time is fun. This is me and my sister. These are carnival costumes. I've got a yellow costume. I've got a red and yellow hat. And I've got a carnival mask.
- 3 This is me with my friends. Can you see me? I've got a red and yellow dress. I've got red shoes and black socks.
- 4 This is a carnival float. It's a dragon. He's pink and green. He's got green legs. Look at his teeth!



17 Make a carnival mask!

- 1 Draw. A hand is drawing a mask on a yellow square.
- 2 Cut. A hand is cutting out the mask from the yellow square.
- 3 Colour and stick. A hand is coloring the mask with a marker.
- 4 Play. A child is wearing the finished mask and holding a stick.

MINI-PROJECT
Find out about a carnival in your country. Make a poster.

Lesson 8 wider world (carnivals around the world)

AB p. 45

47

OPTIONAL ACTIVITIES

Dressing up If possible, bring, or ask pupils to bring some dressing-up clothes to class. Pupils use them to create their own carnival costumes to show the rest of the class.

Photocopiable 4.7 See p. 259.

Carnival music Bring some examples of carnival music to class, e.g. steel drums or a carnival from your own country. Pupils recreate the carnival tunes using musical instruments you have in your school, e.g. tambourines, xylophones, etc.

4

Lesson 9

Lesson aims

To review the unit language with a game; to add to the Picture Dictionary

Materials

Audio CD; counters and dice for each pair of pupils; Flashcards (Parts of the body, Clothes); Picture Dictionary stickers for Unit 4

Optional activity materials

Active Teach; Digital Activity Book; Reading and Writing Booklet

Starting the lesson

- Play a game of Last man standing. Everyone stands up. Say sentences using I've got, e.g. I've got ten fingers. I've got black shoes. Pupils listen and remain standing if the sentence is true for them. If the sentence isn't true for them, they sit down. The winner of the game is the last pupil to remain standing up.

Pupil's Book page 48

Game

18 Listen and point. Then play.

- Point to pictures along the path and ask questions, e.g. Who's this? What's this? Ask Who's got dirty feet? Who's got clean hands? Then play the first part of the recording. Pupils listen and point to the corresponding pictures.
- Put pupils into pairs and give each pair a dice and two counters.
- Explain (L1) how to play the game. Pupils take turns to roll the dice, then move along the path from 1 to 15. They count the squares as they go, and then make a sentence about the square they have landed on, following the models on the recording. If the sentence is correct, the pupil gets a point. If the sentence is incorrect, he/she loses a point. The winner is the pupil with the most points when one of them reaches the finish square.
- Play the second part of the recording to give pupils an idea of the language they will need to play the game. Pupils listen and repeat.
- Pupils play the game. Monitor each pair to help with pronunciation.

19 Listen and do.

- Revise the actions touch and point to by asking pupils to touch or point to different things around the classroom. Then revise clap your hands and stamp your feet, and teach the new action click your fingers.

- Play the recording. Pupils listen and follow the instructions. Play the recording again and repeat the activity until pupils are confident with the routine. Then challenge volunteers to be the leader and call out instructions for the rest of the class to follow.

Activity Book page 46

20 Read and circle. Then colour.

- Pupils read the sentences and circle the correct words, to make the sentences grammatically correct. They then match the sentences to the correct pictures and colour them in accordingly. Pupils can check their answers in pairs.

21 Look and write (✓) or (X).

- Pupils look at the picture and read the sentences. If the sentence is true, they put a tick in the box. If the sentence is false, they put a cross.
- Ask volunteers to correct the false sentences.

Picture Dictionary (Activity Book page 107)

- Use all the flashcards for the unit to revise the new vocabulary. Write three vocabulary headings on the board (parts of the body, clothes and also personal hygiene). One by one, elicit each new word from the flashcards and ask pupils to say under which heading each belongs. Stick the cards on the board accordingly. Using mime, revise dirty, clean and wash. Elicit under which heading these words belong and write them under the personal hygiene heading.
- Ask pupils to flip to the Picture Dictionary on p. 107 of the AB. They complete the sticker activity in pairs. Pupil A reads a caption and Pupil B finds the corresponding sticker. They swap roles.

Ending the lesson

- Play a game of Statues. Play some music and ask pupils to dance. Stop the music and pupils stand completely still. Any pupils that move have to perform an action of your choice. They are out of the game if they don't perform the action correctly. (For Key, see p. 142. For Audioscript, see pp. 142-143.)



Online task Pupils go online to Family Island and find the sink that Waldo is holding on the PB page. (It's inside the Toy Factory, near the entrance.) When pupils click on the sink, they are taken to a supplementary language game based on the vocabulary in this unit.



Listen and point. Then play.

HAVE FUN!



Listen and do.

48

Lesson 9 review and consolidation

AB p. 187

AB p. 18

OPTIONAL ACTIVITIES

Flashcard game – Noughts and crosses See pp. 268–270.

Reading and Writing Booklet See pp. 10–12. (For Key, see TB p. 256.)

4

Lesson 10

Lesson aims

To complete a progress check; to provide an opportunity for self assessment; to provide an opportunity for personalisation of the language of the unit.

Materials

Audio CD; Flashcards (Parts of the body, Clothes); drawing paper

Optional activity materials

Active Teach; Digital Activity Book; Online material – Family Island; Grammar reference; Unit 4 Review; Test Booklet; Grammar Booklet

Starting the lesson

- Play a game of Pass the flashcards. Put the flashcards into a bag. Ask pupils to pass the bag around the class. Then say Stop! The pupil holding the bag takes out a flashcard, names the item, then makes a sentence using that item, e.g. I've got blue shoes. or Touch your head. The rest of the class decide if the sentence is correct or perform any instructions.

Pupil's Book page 49

28 Listen and number.

- Pupils look at the photo of the girl and name the parts of the body.
- Play the recording. Ask pupils to listen and number the parts of the body. Play the recording again if necessary for pupils to listen and check.
- Check answers by saying each number. Volunteers say the corresponding sentence, e.g. This is my (head), and point to that part of their body.

KEY 1 head, 2 arm, 3 fingers, 4 toes, 5 body, 6 hand, 7 leg, 8 foot

29 Listen and draw.

- Play the recording. Pupils listen, draw and colour the clothes in the boxes provided, as they hear them described. Pause the recording and play it as many times as necessary.
- Pupils check their drawings in pairs. Then play the recording again for them to check their answers.

KEY Pupils draw: 1 a brown hat, 2 blue shoes, 3 yellow socks, 4 a red T-shirt.

I can

- Read the three statements with the pupils and ask them to decide which of these things they feel they can do. Then they tick the corresponding box(es).

Activity Book page 47

Read and write. Then colour.

- Pupils look at the picture of the monster while you read the gapfill text. In pairs, pupils then read the text again and complete it by choosing and writing the correct words from the word bank. Check answers by asking a pupil to read the text aloud.
- Pupils then colour the parts of the body and clothes accordingly.

30 Draw a monster and write.

- Pupils imagine and draw their own monster. They then complete the gapfill paragraph about their monster using the text in Activity 19 as a model. Help as necessary.
- Pupils then compare their drawings and texts with other pupils.

Ending the lesson

- Divide the class into groups of six. Each group forms a line. Give a blank sheet of paper to the pupil at the head of each line. Explain big in L1. Say I've got a big body. The pupil at the head of each line draws then passes the paper to the pupil behind. Now say I've got three heads. Pupils continue drawing (arms, legs, feet and toes) and passing the paper until it reaches the last pupil. Compare drawings as a class. (For Key, see p. 142. For Audioscript, see pp. 142–143.)

OPTIONAL ACTIVITIES

Online World Pupils can now go online to Family Island and enjoy the games.

Active Teach Pupils can watch the animated story, Episode 4.

20 Listen and number.

PROGRESS CHECK

4



21 Listen and draw.

1

2

3

4



I can name different parts of the body.

I can talk about clean habits.

I can talk about clothes.



Lesson 10 self assessment

AB p. 47

49

Grammar reference (PB p. 99) and Unit 4 Review (AB p. 99) Pupils study the grammar reference table in the PB. They then test their knowledge of it by completing the gapfill story in the AB unit review.
Test Booklet See pp. 18–21. (For Key, see TB p. 262.)
Grammar Booklet See pp. 10–12. (For Key, see TB p. 257.)

Portfolio activity Pupils can copy their drawings and text from AB p. 47, Activity 20 onto a piece of paper to add to their Portfolio.
Our favourite activity Pupils to choose their favourite activity from Unit 4 and do it again.

4

Activity Book Answer Key

p. 38, Activity 1

1 head, 2 body, 3 arm, 4 hands, 5 fingers, 6 feet, 7 legs 8 toes

p. 39, Activity 2

1 feet – c, 2 wings – b, 3 tail – a, 4 arms – a

p. 39, Activity 3

1 purple, 2 orange, 3 yellow

p. 40, Activity 4

1 d brown shoes, 2 c pink hat, 3 b red dress, 4 e purple socks, 5 f green jumper, 6 h black trousers, 7 g blue skirt, 8 a grey T-shirt

p. 41, Activity 5

1 one, 2 six, 3 four, 4 eight

p. 41, Activity 6

1 d He's got a hat.
2 c She's got a dress.
3 a He's got trousers.
4 b She's got socks.

p. 42, Activity 7

1 Millie – yellow hands, 2 Zak – red feet, 3 Vava – blue feet, pink body

p. 42, Activity 8

Pupils should tick all the pictures.

p. 43, Activity 9

Pupils should circle the kid, his neck, his sock and the movement lines that illustrate the kick.

p. 43, Activity 10

1 i, 2 k, 3 e, 4 ck

p. 43, Activity 11

1 k, 2 e, 3 ck

p. 43, Activity 12

1 kit, 2 pen, 3 pet, 4 ten

p. 44, Activity 13

1 dirty, 2 feet, 3 feet, 4 hands, 5 clean, 6 feet

p. 45, Activity 15

1 b, 2 c, 3 a

p. 46, Activity 17

1 foot, It's, 2 fingers, They're, 3 legs, They're, 4 feet, They're

p. 46, Activity 18

1 X, 2 X, 3 ✓, 4 ✓

p. 47, Activity 19

1 head, 2 arms, 3 eight, 4 three

p. 99, Activity 1

a got, b He's, c They're, d I've

Audioscript

Lesson 1 Activity 1

CD2:01

M = MILLIE Z = ZAK W = WALDO

M Oh dear! Look at my arms. And my hands.

Z Ha, ha! Look at my feet. And my legs.

M Vava! Look at your body!

W Look at my head!

Lesson 2 Activity 4

CD2:04

1 I've got a yellow tail.

2 I've got orange hands.

3 I've got purple feet.

4 I've got pink wings.

5 I've got green arms.

6 I've got green legs.

Quest song

CD2:05

Come with us, come on a quest.

Come on a quest today.

Come with us, come on a quest.

Look for soap today!

An egg, a blanket, a book, a photo and ... soap!

Look for soap today.

Lesson 2 Activity 3 (AB)

CD2:06

1 I've got a purple body.

2 I've got orange hands.

3 I've got yellow feet.

Lesson 4 Activity 7

CD2:09

1 He's got four arms. They're brown. He's got blue trousers and yellow shoes.

2 She's got a yellow head. She's got a green skirt and a red T-shirt. She's got shoes and socks.

3 She's got a pink and white T-shirt. She's got four legs. They're purple.

4 He's got a green T-shirt and black trousers. He's got a red head.

Lesson 5 Activity 7 (AB)

CD2:11

1 Millie has got yellow hands.

2 Zak has got red feet.

3 Vava has got blue feet and a pink body.

Lesson 6 Activity 10

CD2:12

1 ck /k/ /k/ /k/

2 e /e/ /e/ /e/

3 k /k/ /k/ /k/

Lesson 6 Activity 11

CD2:13

ck /k/ e /e/ k /k/
k /k/ ck /k/ e /e/

Lesson 6 Activity 10 (AB)

CD2:15

1 /l/ /l/
2 /k/ /k/
3 /e/ /e/
4 /k/ /k/

Lesson 6 Activity 11 (AB)

CD2:16

1 k /k/
2 e /e/
3 ck /k/

Lesson 6 Activity 12 (AB)

CD2:17

1 kit
2 pen
3 pet
4 ten

Lesson 7 Activity 14

CD2:18

B = BOY W = WOMAN
1 B I've got dirty hands!
2 B And I've got a dirty face!
3 W Wash your hands! Wash your face!
4 B I've got clean hands. And I've got a clean face!
5 W Good!

Lesson 7 Activity 14 (AB)

CD2:19

B = BOY G = GIRL M = MUM
1 B I've got dirty hands.
2 G I've got dirty feet.
3 M Wash your feet.
4 M Wash your hands.
5 B I've got clean hands.
6 G I've got clean feet.

Lesson 9 Activity 18

CD2:20

1 He's got a purple hat.
2 She's got dirty hands.
3 Wash your hands!
4 He's got dirty hands.
5 He's got green wings.
6 He's got a blue T-shirt and blue trousers.
7 He's got dirty feet.
8 He's got clean feet.
9 He's got a green tail.
10 He's got clean hands.
11 She's got black trousers.
12 He's got two heads. They're pink.
13 She's got a green dress.
14 Wash your face.
15 He's got four hands. They're yellow.

BOY Five! One, two, three, four, five.

GIRL He's got green wings.

BOY Yes! Your turn.

Lesson 9 Activity 19

CD2:21

Clap your hands.
Touch your head.
Touch your toes.
Point to your shoes.
Stamp your feet.
Click your fingers.
Touch your legs.
Click your fingers.
Point to your socks.
Wash your hands.
Touch your face.
Wash your face.
Wave your arms.

Lesson 10 Activity 20

CD2:22

1 This is my head.
2 This is my arm.
3 These are my fingers.
4 These are my toes.
5 This is my body.
6 This is my hand.
7 This is my leg.
8 This is my foot.

Lesson 10 Activity 21

CD2:23

1 He's got a hat. It's brown. He's got a brown hat.
2 He's got shoes. They're blue. They're blue shoes.
3 She's got socks. They're yellow. She's got yellow socks.
4 He's got a T-shirt. It's red. It's a red T-shirt.

Objectives

- identify animals
- use adjectives
- ask and answer about possession
- talk about baby animals
- talk about unusual pets

Language

Vocabulary

Animals: frog, mouse, cat, hamster, snake, parrot, rabbit, tortoise, dog
Adjectives: big, small, tall, short, long, short, thin, fat, young, old

Structures

What's that? It's a (dog).
What are those? They're (hamsters).
Have you got a (parrot)? Yes, I have. It's a (small parrot). No, I haven't.
Has he/she got a (parrot)? Yes, he/she has. It's a (small parrot). No, he/she hasn't. He/She's got a (big dog).

Revision

Colours, Numbers
What's this? It's ...
What are these? They're ...
How many?
He's/She's/The dog's got ...
My name's ...

CLIL language

CLIL (Science): (Baby animals): bird, chick, kitten, puppy, goose, egg
Wider World (Unusual pets): spider, lizard, rat, snake

Phonics

b, h, r, u (bag, rug, hot, hat, red, rat, up, cup)

Cross-curricular contents

- Arts and crafts: making picture cards, making a photo album of baby animals
- Music: songs and chant
- Maths: using numbers to sequence
- Science: baby animals and life cycles
- Language skills: giving information, asking and answering questions, following instructions, acting out a story, playing games

Topics

- pets
- describing animals
- baby animals
- unusual pets

Values

- Take care of your pets.

Story and quest

- Unit opener: The characters visit a pet shop.
- Story episode: Waldo goes to the vet.
- Quest item: a toy mouse

Songs and chants

- chant: Pets, pets, big and small
- Quest song: Look for a mouse.
- song: The boy's got a dog.

Socio-cultural aspects

- identifying and talking about our pets
- working in pairs and groups
- learning to share with others
- learning about how to take care of animals
- learning about unusual pets

Learning strategies

- using previous knowledge
- asking and answering questions
- following instructions
- logical thinking: deducing information from pictures, playing a guessing game
- critical thinking: identifying and comparing
- using art and craft
- predicting the outcome of a story
- reflecting on learning and self-evaluation
- personalisation of language learnt
- recording new vocabulary in a picture dictionary



Basic competences

Linguistic communication: Use language as an instrument for communication (L. 1 to 10)
Knowledge and interaction with the physical world: Learning about animals (L. 1 to 8); Understanding how animals develop and grow (L. 7)
Mathematical competence: Use numbering to complete a task (L. 1 to 10)
Processing information and digital competence: Use Active Teach, Use Family island online component

Social and civic competence: Make and accept rules for working together and codes of conduct (L. 1 to 10); learn about how to look after animals responsibly (L. 5)
Cultural and artistic competence: Develop and value initiative, imagination and creativity (L. 5, 7, 8)
Learning to learn: Reflect on what has been learnt and self-evaluate progress (L. 10)
Autonomy and personal initiative: Develop one's own criteria and social skills (L. 1 to 10)

Skills

Listening

- can understand a dialogue
- can understand chants and songs
- can understand and identify animals
- can follow instructions
- can understand a story
- can understand and identify different pictures

Reading

- can read and understand captions of key words
- can read and understand chant and song text
- can read and understand speech bubbles
- can read and understand sentences
- can follow speech bubbles in a picture story
- can blend individual sounds and letters to create words
- can read and understand a cultural text about unusual pets
- can read and understand a personalisation text

Speaking

- can chant and sing the unit chant and songs
- can identify animals
- can ask and answer about possession
- can give instructions for others to follow
- can act out a story
- can pronounce b, h, r and u correctly
- can use language to play a game

Taking part in conversations

- can ask and answer about animals
- can ask and answer about pets
- can correct wrong information

Writing

- can write key words
- can write key words in a sentence
- can complete a personalisation text

Classroom ideas

- Play flashcard and team games.
- Make a collage to represent adjectives.
- Investigate life cycles of different animals.
- Learn about animal groupings.
- Do a project about endangered animals.
- Suggested photocopyables:
 5.1 Play a version of Memory game.
 5.2 Make a set of adjective cards.
 5.3 Do a spot the difference activity.
 5.4 Make a set of mini-story cards.
 5.5 Make a set of phonics picture cards and letter tiles.
 5.6 Do a jigsaw matching activity.
 5.7 Do a pet survey.

Take-home English

- Letters for parents. When you begin Unit 5, complete and give pupils a copy of the Unit letter (Active Teach). This explains what pupils are going to learn in this unit.
- Home-school link. Pupils draw a pet and the things it needs to be looked after properly. They then take this home to show their family (L. 5).
- Craft activities. Pupils can take home animal drawings, or the project about endangered animals.
- Grammar Booklet and Reading and Writing Booklet. Pupils take these home to show their parents.
- Portfolio. Encourage pupils to show their parents their Portfolio when they finish Unit 5.

Evaluation

- Pupil's Book page 59
- Activity Book page 57
- Grammar summary (Pupil's Book page 100)
- Unit review (Activity Book page 100)
- Picture Dictionary (Activity Book page 108)
- Test Booklet – Unit 5 (pages 22–25)

5 Pets

Lesson 1

Lesson aims

To present and practise new vocabulary (Animals and pets)

Target language

frog, mouse, cat, hamster, snake, parrot, rabbit, tortoise, dog

Materials

Audio CD; Flashcards (Animals and pets); Wordcards (Animals and pets)

Optional activity materials

Active Teach Digital Activity Book; Photocopiable 5.1

Starting the lesson

- Elicit any new words pupils can remember from Unit 4. Write them on the board. Now give pupils a few minutes to look through Unit 5 and ask them what they think the unit is about (animals and pets). Teach the word pets.

Pupil's Book pages 50–51

Presentation

- Present the new vocabulary using the animals/pets flashcards. Show the cards in turn and say the words. Stick the flashcards on the board, then point to different ones in turn and ask *Is it a (dog)?* Elicit *Yes, it is./No, it isn't*. Now indicate all the animals and say *My pets*. Ask pupils (L1) which pets they have at home and/or which pet they would like to have.

1 Listen and point.

- Talk about the characters in the main illustration (L1) and ask where they are (a pet shop). Teach *pet shop*. Ask pupils which animals they can see. Point to the tortoise and ask *What's this?* (a tortoise). Ask *What colour is it?* (It's green.) Now say *It's a green tortoise*. Repeat with the other animals. Point to the characters and ask *Who's this?*
- Play the recording. Pupils listen and point to the different pets as they are mentioned. Play the recording again. Elicit which pets aren't mentioned (snake and hamster).
- Play the recording a third time. Pause after each line for pupils to repeat.

5 Pets



2 Listen and repeat.

- Play the recording. Pupils listen and repeat the words, while pointing to the animals in the main illustration.
- In pairs, pupils play a game. Pupil A turns away while Pupil B covers up one of the animals in the illustration and its word label with a slip of paper. Pupil A turns round and has to guess which animal is covered up. Pupils swap roles, covering up more animals each time to make the game more difficult.

Practice

- Stick the wordcards on the board. Point to each in turn and ask pupils to read the words aloud. Now stick the flashcards next to the wordcards one by one. Make deliberate mistakes, e.g. stick the rabbit flashcard next to the mouse wordcard. Pupils stamp their feet when the cards don't correspond; they stand up and say animals when the cards match.

Activity Book page 48

1 Look and write.

- Pupils find the hidden animals in each picture. They then label the pictures, choosing the correct words from the word bank.
- In pairs, pupils then take turns to point and say *It's a (parrot)*.

Ending the lesson

- Play a guessing game. To introduce it, say *I've got a tail*. Pupils name all the animals with tails, including *Waldo*. Now say *I've got wings*. Continue with other parts of the body.
- Now choose a specific animal from the main illustration in the PB and describe it for pupils to guess. Say *I've got four legs. I've got a tail. I'm orange*. Elicit a cat. Pupils continue the game in pairs or small groups.
(For Key, see p. 166. For Audioscript, see pp. 166–167.)

OPTIONAL ACTIVITIES

Photocopiable 5.1 See p. 259.

Drawing game Pupils draw an animal from this lesson on a small piece of paper but keep it secret. In pairs, pupils guess their partner's animal. Stick all the animals on the board and ask *How many (cats)?*

Finger drawing game In pairs, pupils draw animals with their fingers on their partner's back. Partners try to guess which animal it is by asking *Is it (a cat)?*

NOTES

Lesson 2

Lesson aims

To present and practise the new structures (identifying objects from far away); to find the Quest item for the unit and add it to the Quest song

Target language

What's that? It's a (dog). What are those? They're (hamsters).

Materials

Audio CD; Flashcards (Animals and pets); Wordcards (Animals and pets)

Optional activity materials

Active Teach; Digital Activity Book; Grammar Booklet

Starting the lesson

- Stick the animals/pets flashcards around the classroom. Pupils point to the correct card as you say each animal word in turn. Then use the wordcards.
- Ask volunteers to read the words, then go and collect the correct picture.
- Stick the flashcards and wordcards in pairs on the board, making some deliberate mistakes, e.g. stick the hamster wordcard alongside the mouse flashcard. Ask pupils to come and correct your mistakes.

Pupil's Book pages 50–51

Presentation

- Pupils keep their books closed. Hold up classroom objects to revise *What's this? It's a (book)*. What are these? *They're (pencils)*.
- Then point to objects that are further away from you and use them to preteach *What's that? It's a (table)*. What are those? *They're (chairs)*. Emphasise the difference between *this/these* and *that/those* by holding things close to you and pointing to things further away.

5 Pets



Look!

- Ask pupils to read the sentences in the Look! box while you read them out. Read them again and pause after each line for pupils to repeat the sentences. Point out the irregular plural of *mouse* (*mice*).
- Pupils then use the Look! box language in pairs, taking turns to point to and ask and answer about the animals in the main illustration.

Practice

4 Listen and number. Then ask and answer.

- Pupils look at the pictures and name the animals. Ask questions using *What's that?* and *What are those?*
- Play the recording. Pupils listen and number the pictures.
- Pupils then work in pairs. They take turns to make an animal noise and ask the question, or answer.

KEY 1 e, 2 h, 3 d, 4 g, 5 c, 6 b, 7 f, 8 a



Quest

Quest item and song

- Elicit the Quest items pupils have found so far. Play the Quest song. Pupils listen for the item they will find in the main illustration (the mouse). Pupils then find and circle the toy mouse. (It is in the tank under the frog in the main illustration.)
- Play the Quest song again, while pupils follow in their books and sing along.

Activity Book page 49

Find and circle.

- Pupils read the animal labels and circle the corresponding animals in the picture. Pupils can do this in pairs if you prefer, with one pupil reading the animal label and the other finding and pointing to the correct animal.

Look at Activity 2. Read and circle.

- Pupils read and circle the correct questions and answers, according to whether the animals are shown in the singular or the plural in Activity 2.

Ending the lesson

- Play an animal miming game. Invite a volunteer to the front of the class and whisper an animal for him/her to mime. As the pupil is miming, point to him/her and ask *What's that?* Elicit *It's a (dog)*. Repeat with pairs of pupils, asking *What are those?* Elicit *They're (cats)*. This can also be played as a team game. (For Key, see p. 166. For Audioscript, see pp. 166–167.)

OPTIONAL ACTIVITIES

Flashcard game – Noughts and crosses See p. 265.

Grammar Booklet See pp. 13–15. (For Key, see TB p. 257.)

NOTES

Lesson 3

Lesson aims

To present and practise new vocabulary (Adjectives); to practise language with a song

Target language

big, small, tall, short, long, thin, fat, young, old

Materials

Audio CD; Flashcards (Animals and pets, Adjectives); Wordcards (Adjectives); Unit 5 Cut-outs

Optional activity materials

Active Teach; Digital Activity Book; drawing paper; magazine pictures to illustrate the new adjectives; Photocopiables 5.2–5.3; Reading and Writing Booklet

Starting the lesson

- Revise animal vocabulary with a mime game. Mime, e.g. stroking a cat, taking a dog for a walk. Pupils guess and make sentences using *have got*, e.g. *You've got a cat!* Volunteers then take turns miming. The rest of the class guesses using *He's got* or *She's got* (a cat).

Pupil's Book page 52

Presentation

- Use the flashcards and mime to teach the new adjectives. Take an adjective flashcard, e.g. *big* and an animal/pet flashcard, e.g. *dog*. Make a sentence, e.g. *It's a big dog*. Walk around the classroom like a big dog. Pupils copy. Repeat with different adjectives and animals.

Listen and repeat.

- Pupils look at the pictures while you play the recording. Then play the recording again. Pupils listen and repeat.
- Stick the adjective flashcards on the board. Then hold up the adjective wordcards one by one. Ask volunteers to read them, then come and stick them on the board next to the correct flashcard.
- Play a matching game, using the flashcards and wordcards (adjectives). Distribute the cards to volunteers – one card each. Say *Go!* Pupils walk around the classroom mingling with other pupils until they find their matching pair. Repeat the activity with different volunteers.

Practice

- Pupils look at the pictures and answer your questions about the different animals: *What's this/that?* *What are these/those?* Teach the new words *boy* and *girl* by pointing to the pictures. Point to the different children and ask *What has he/she got?* to elicit *He/She's got a dog/cat*.

- Point to the dog and ask *Is it (big)?* Elicit *yes*. Say *It's very big*. Stress *very* and show the meaning by gesture. Do the same for the other animals.

Listen and write. Then sing and act.

- Play the song. Pupils listen and point to the animals in the picture as they are mentioned. They can also join in with the animal noises.
- Play the song again. Pupils listen and write the missing adjectives. Help by writing these on the board for pupils to copy if necessary.
- Play the song again, pausing for pupils to repeat each line.
- When pupils are confident with the song, use the karaoke version (see Active Teach). Pupils sing along to the music, using the text in the book.

KEY big, small, big, big

Unit 5 Cut-outs (Pupil's Book page 111)

- Pupils cut out the cards and play a game of *Animal matching pairs* with a partner. When Pupil A turns over two cards, they ask *What's this/that?* What are these/those? Pupil B replies. When Pupil A finds two matching cards, he/she describes them, e.g. *I've got two (dogs). They're (big)*. At the end of the game, pupils can describe what their partner has got, e.g. *He's got two big dogs*.

Activity Book page 50

Look and write.

- Pupils label each picture, choosing the correct adjective from the word bank.

Look and write.

- Pupils complete the sentences by looking at the children and the animal silhouettes. They then match the pictures and the sentences by numbering the pictures.

Ending the lesson

- Pupils write their own verse of the song in PB Activity 6, choosing different adjectives and animal words. They can work in pairs and then perform their verse to another pair or to the rest of the class.

For the next lesson

- Ask pupils to bring in a photo of their pet. Pupils that don't have a pet could bring in photos or pictures of any other animal. (For Key, see p. 166. For Audioscript, see pp. 166–167.)

5 Listen and repeat.



6 Listen and write. Then sing and act.



OPTIONAL ACTIVITIES

Guessing game Pupils each choose a classroom object and keep it hidden. In small groups, pupils guess what each other has got, e.g. He/She's got a (pencil), etc.

Collage – adjectives Pupils make and label a collage to illustrate different adjectives – e.g. a big

pencil, a small pencil, a tall animal. Photocopiables 5.2–5.3 See p. 259. Reading and Writing Booklet See pp. 13–15. (For Key, see TB p. 256.)

Lesson 4

Lesson aims

To present and practise the new structures (asking and answering about possession)

Target language

Have you got a (parrot)? Yes, I have. It's a (small) (parrot). No, I haven't. Has he/she got a (parrot)? Yes, he/she has. It's a (small) (parrot). No, he/she hasn't. He/She's got a (big) (dog).

Materials

Audio CD; pupils' photos or pictures of pets/animals or Unit 5 Cut-outs

Optional activity materials

Active Teach; Digital Activity Book; Flashcards (Animals and pets); Grammar Booklet

Starting the lesson

- Play a game of Guess the drawing. Draw an animal on the board, pausing after each pen stroke for pupils to guess. Is it a (cat)? When a pupil guesses correctly, finish the picture and ask questions about it using adjectives, e.g. Is it (big)? Pupils can also play this game in pairs.

Pupil's Book page 53

Presentation

- Ask pupils about their own pets to introduce the questions with have got. Ask a pupil Have you got a (cat)? Elicit and practise the short answers Yes, I have./ No, I haven't. Repeat with other pupils and pets. Each time a pupil answers Yes, I have., ask the rest of the class to try to remember what that pupil has got.
- Then see what pupils can remember by pointing to a pupil who has got a (cat). Ask Has he/she got a (cat)? Elicit and practise the short answer Yes, he/she has. When asking the question, attribute the wrong pet to the wrong pupil to elicit No, he/she hasn't. Make sure you elicit and practise both the he and she forms.

Look!

- Ask pupils to read the sentences in the Look! box while you read them out. Read them again and pause after each line for pupils to repeat the sentences.

Practice

1 Listen and write (✓) or (X). Then ask and answer.

- Pupils look at the pictures of the different animals. Point and ask, e.g. Is this a butterfly? (No, it isn't. It's a parrot.) Is it a big parrot? What colour is it? Revise the adjectives big, small, long, short, fat and thin when asking about the pictures.

- Play the recording, pausing as necessary for pupils to tick or cross the pictures, according to whether the person in the recording has got that pet or not. Then play the recording again for pupils to listen and check their answers.
- Play the recording again, pausing for pupils to repeat the questions and answers.
- Pupils work in pairs, asking and answering about their pets and those of other pupils. They can use the photos or pictures they have brought to class or their cut-outs. Pupils can then report back to the class: Juan has got a small dog. Carla has got a fat rabbit.

KEY 1 ✓, 2 X, 3 ✓, 4 X

2 Listen and draw. Then play.

- Play the recording. Pupils listen and draw the pets they hear being described.
- In pairs, pupils then use the pictures to play a guessing game. Pupils take turns to choose a picture for their partner to guess. Use the speech bubbles to model the language they will need.

KEY 1 a fat hamster, 2 a thin cat, 3 an old dog, 4 a young dog

Activity Book page 51

3 Listen, look and tick (✓).

- Pupils look at the pictures and name the animals using have got, e.g. He's got ...
- Play the recording. Pupils listen to each question and tick the correct answer. Then play the recording again for pupils to check their answers. Pupils can then ask and answer about the pictures in pairs.

4 Read and circle about your pets.

- Pupils read the questions and circle the answers that are true for them.

Ending the lesson

- Pupils use their pet/animal photos or Unit 5 Cut-outs to play a guessing game. Ask them to work with a new partner. Pupils take turns to hide their photo behind their back for their partner to guess, e.g. Have you got a (dog)? Is it a (big) (dog)? etc. (For Key, see p. 166. For Audioscript, see pp. 166–167.)


LOOK!

Have you got		Yes, I have. It's a small parrot.
	a parrot?	No, I haven't.
Has he/she got		Yes, he/she has. It's a small parrot.
		No, he/she hasn't. He's/She's got a big

haven't = have not hasn't = has not


7 Listen and write (✓) or (X). Then ask and answer.

1




Have you got a parrot?

2




Yes, I have. It's a fat parrot.

3



4



8 Listen and draw. Then play.

1



Has he got a thin hamster?

2



Number 1?

3



No, he hasn't. He's got a fat hamster.

4



Correct!

Lesson 4 Grammar (Have you got parrot? Yes, I have./No, I haven't.)

ALP 51

53

OPTIONAL ACTIVITIES

Unit 5 Cut-outs Pupils can use the Unit 5 Cut-outs to play a game of Picture Bingo. See p. 266.
Flashcard game – Who's got it? See p. 266.
Grammar Booklet See pp. 13–15. (For Key, see TB p. 257.)

5

Lesson 5

Lesson aims

To consolidate the unit language with a story

Values

To understand the value of taking care of your pets

Redemptive language

baby, cold, hot

Materials

Audio CD: Unit 5 Story cards

Optional activity materials

Active Teach; Digital Activity Book; Flashcards (Animals and pets, Adjectives); Photocopiable 5.4; Reading and Writing Booklet

Starting the lesson

- Ask pupils (L1) what happened in the story in Unit 4. (Zak, Vava, Waldo and Milla were eating ice cream and got very dirty; then Dad (Mr Voom) sprayed them with water in the garden to clean them.) Pupils look at the pictures from that story. Ask: Who's got yellow hands? Who's got blue feet?

Presentation

- Teach the words hot and cold. Pretend you're shivering and say I'm cold. Now pretend it's very hot and you're fanning yourself. Say I'm hot. Ask pupils to give you (L1) examples of things that are hot and cold (tea, ice cream, fire, etc.). Also preteach the word baby.
- Ask pupils to mime the new words. For hot and cold, they could mime being hot or cold or perhaps eating or drinking something hot or cold. For baby they could mime rocking a baby or being one!
- Before pupils open their books, show the story cards for Unit 5 in turn and ask the questions from the Before listening to the story section on the back of each card.

Pupil's Book page 54

Story

Listen to the story. Then act out.

- Ask pupils to open their books and give them a few minutes to study the pictures from the story. Ask questions, e.g. Who's this? (Waldo) What colour is he? (He's green). Ask pupils (L1) to predict what happens in the story.
- Play the story and ask pupils to follow in their books.

- Check pupils' understanding of the story by asking the questions from the After listening to the story section on the back of each story card.
- Play the recording again. Pause after each line for pupils to repeat.
- Choose three pupils to act out the roles of the vet, Rita and Waldo. Invite them to the front of the class. Play the recording while the pupils act out the story or say the lines and the pupils repeat. Encourage stronger classes to say the lines from memory using prompts.

Values

- Draw pupils' attention to the Values topic shown at the bottom of the page (Take care of your pets.). Explain the meaning of this if necessary. Ask pupils (L1) how we see the characters taking care of Waldo in the story. (They take him to the vet and give him medicine.) Discuss (L1) how pupils look after their own pets. What do they feed them? Where do they sleep? Do they take them to the vets when they are ill?

Activity Book page 52

Look and number.

- Pupils look at the pictures and number them in the order in which they occur in the story. They can either do this from memory, or by checking the story pictures in the PB.

Read and circle.

- Pupils read and circle the correct words.

Who lives here? Look, match and say.

- Pupils look at the pictures and draw matching lines between the pet homes or equipment and the correct pet. Ask pupils which of these pet homes or equipment they have in their own home.

Home-school link

- Pupils draw a pet and the things it needs to be taken care of properly. They take this home to show their family.

Ending the lesson

- Discuss (L1) what might happen next in the story. Elicit predictions, e.g. Waldo's fiery breath burns the sofa or Rita's bed, or everyone is happy to see Waldo again and he's happy now. Ask pupils to draw their predictions for the story. (For Key, see p. 166. For Audioscript, see pp. 166–167.)

Listen to the story. Then act out.

STORY



VALUES

Take care of your pets.

HOME-SCHOOL LINK

Choose and draw a pet. Show your family.



5

Lesson 6

Lesson aims

To revise previously learnt sounds and letters; to learn the sounds and letters b, h, r and u; to practise reading and spelling words

Target language

bag, rug, hot, hat, red, rat, up, cup

Materials

Phonics flashcards: a, p, s, t, d, i, m, n, c, g, o, ck, e, k, b, h, r, u; Flashcards: rat, cup, rug, hat, red, bag; Audio CD; Phonics poster

Optional activity materials

Active Teach; Digital Activity Book; Photocopiable 5.5; Phonics envelopes containing Units 1 to 4 picture cards and letter tiles

Starting the lesson

- Use the Phonics flashcards to review the sounds and letters from Units 1 to 4. Show the cards in random order and elicit the sounds. Start slowly and then increase the speed.
- Stick the Unit 1 to 4 Phonics flashcards on the board or put them on a table. Sound out a word, e.g. pet. Ask a volunteer to repeat the sounding out, then come and find the correct letter cards and arrange them in order on the board. Repeat with other words/volunteers. Pupils can also take a turn at doing the sounding out.

Pupil's Book page 55

Presentation

- Use the phonics flashcards to introduce the new letters and sounds /b/, /h/, /r/ and /u/.

Listen.

- Pupils look at the letters in this activity. Play the recording twice. Each time, pupils listen and point to the letters in their books.

Listen, point and say.

- Play the recording, pausing after each pair of letter sounds. Pupils point to the correct letter and repeat.

Practice

Listen and blend the sounds.

- Play the recording. Pupils point to the different sound squares – and the words themselves – as the words are sounded out. Pause the recording as necessary. Play the recording again, pausing for pupils to listen and repeat, sounding out each word.

- Use the wordcards. Give a wordcard to a volunteer and ask him/her to sound it out. Pupils then guess the word. The volunteer then reveals the wordcard for the class to check. Repeat with other wordcards/volunteers.
- Pupils can then repeat the sounding out activity in pairs. Pupil A chooses and sounds out a word for Pupil B to say and point to in Activity 12. They then swap roles.

Underline b, h, r and u. Read the words aloud.

- With books closed, write hat on the board. Sound out /h/ and ask a volunteer to come and underline the letter h. Ask another pupil to read the word aloud.
- Pupils then open their books and find hat in Activity 13. They underline the letter sounds and then read the word aloud to their partner.
- Repeat the procedure with the other words in Activity 13 to isolate and practise the sounds and letters b, r and u.

Activity Book page 53

Read the words and circle.

- Pupils read the words in the word bank aloud. They then find the corresponding details in the picture and circle them.

Listen to the sounds and circle the letters.

- Play the recording and ask pupils to listen and circle the letter that corresponds to each sound. Play the recording again for pupils to check the activity.

Listen and write the letters.

- Play the recording. Pupils listen and write the letters they hear.

Listen and write the words.

- Play the recording. Pupils listen and write the words they hear.

For the next lesson

- Ask pupils to bring in pictures from home of baby animals.

Ending the lesson

- Play a game of Scrambled words to practise the new sounds and words from the lesson (See pp. 268–270).
- Ask pupils to look at the phonics flashcards again. Invite four volunteers to come and tick off the new letters they have worked on this lesson (b, h, r and u). (For Key, see p. 166. For Audioscript, see pp. 166–167.)

OPTIONAL ACTIVITIES

Story card listening game Read the story again but make deliberate mistakes. Ask pupils to put up their hands when they hear a mistake and correct it. E.g. for picture 1 say *He's got two heads and two tails.*

Flashcard game – Name it! See p. 266. Photocopiable 5.4 See p. 259. Reading and Writing Booklet pp. 13–15. (For Key, see TB p. 256.)

10 Listen.

1 **b** 2 **h** 3 **r** 4 **u**

11 Listen, point and say.

12 Listen and blend the sounds.

1 b - a - g bag	2 r - u - g rug
3 h - o - t hot	4 h - a - t hat
5 r - e - d red	6 r - a - t rat
7 u - p up	8 c - u - p cup

13 Underline **b**, **h**, **r** and **u**. Read the words aloud.

1 rat 2 cup 3 rug



4 hat 5 red 6 bag



OPTIONAL ACTIVITIES

Photocopiable 5.5 See p. 259.

Game Play a game of Build a wall to practise the sounds and words learnt so far. See p. 269.

Lesson 7

Lesson aims

To integrate cross-curricular content into the English classroom

Cross-curricular focus

Science (Baby animals)

Target language

chick, kitten, puppy, goose, egg

Materials

Audio CD; self-prepared flashcards of a puppy, a chick and a kitten; pupils' pictures of baby animals (optional)

Optional activity materials

Active Teach-Digital Activity Book; Photocopiable 5.6; CLIL poster

Starting the lesson

- Play the story from Lesson 5, CD2 34. Ask questions about the story. Remind pupils that Waldo is a baby dragon. Tell pupils they are going to find out about more baby animals in this lesson. If pupils have brought pictures to class, collect them in.

Pupil's Book page 56

Presentation

- Elicit dog, cat and bird using mime and write the words on the board. Ask pupils (L1) if they know what the babies of dogs, cats and birds are called. Use the flashcards you've made to teach the new vocabulary. Then ask What's this? Elicit It's a puppy. Stick the puppy flashcard below the word dog and say The dog's got a puppy. Continue with the kitten and the chick. Ask questions about the baby animals: Is it big or small? Is it young or old? What colour is it?

14 Listen and repeat. Then match.

- Play the recording. Pupils listen and repeat the names of the animals, while pointing to the correct picture. They then match the adults with the babies as they listen to the sentences at the end of the recording.
- Play the recording again. Pupils listen and repeat. Then say the names of the adult animals. Pupils respond with the names of the babies.

KEY 1 b, 2 c, 3 a

Practice

15 Listen and number. Then say.

- Ask pupils (L1) what they know about the life cycle of a bird. Ask questions about the pictures, e.g. What's this? (It's an egg/a bird/a chick.) What colour is it? Is it big or small? Teach the word goose.

- Play the recording. Pupils listen and number the pictures in the correct order.
- Pupils can then mime the life cycle of the goose. Invite three pupils to the front of the class. One pupil mimes being an egg, another pupil hatches from an egg and a third pupil mimes being a goose.

KEY a 1, b 3, c 2

Mini-project

- Pupils make a class photo album of baby animals. Pupils each choose an animal. They can use the pictures they have brought into class if they have them. They stick or draw pictures of that animal and its baby onto a piece of paper and label them. Teach pupils additional animal and baby animal names as necessary.
- Make the album by hole-punching the pieces of paper and tying them together with ribbon or string. Alternatively, you can use a filing album bought from a shop or stick the sheets of paper into a notebook. Pupils can also put a copy of their labelled pictures in their Portfolio.
- Remind pupils that they can refer to the CLIL poster while they are doing their mini-project.

Activity Book page 54

16 Write. Then match.

- Pupils choose the correct word from the word bank to write below each baby animal. They then match each baby animal to the correct space in the puzzle, using the puzzle shape and the adult animal to help them.

17 Join the dots. Then read and circle.

- Pupils complete the dot-to-dot drawings to reveal the chick and the puppy. They then circle the correct word below each drawing.

Ending the lesson

- Do a mime of an animal and elicit the name of the baby animal.
(For Key, see p. 166. For Audioscript, see pp. 166–167.)



Online task Pupils go online to Family Island and find the cat that Waldo is holding on the PB page. (It's on the wall outside the pet show area.) When pupils click on the cat, they are taken to a supplementary language game based on the vocabulary in this unit.

14 Listen and repeat. Then match.



15 Listen and number. Then say.



PROJECT Make a photo album of baby animals.

OPTIONAL ACTIVITIES

Photocopiable 5.6 See p. 259.

Animal groupings Ask pupils which of the animals they know in English lay eggs (birds, tortoises, snakes, fish, butterflies and frogs, which have soft

eggs called spawn). Use this to introduce the idea of different animal groupings. Birds, reptiles, fish and insects all lay eggs.

CLIL poster

Lesson 8

Lesson aims

To integrate cross-cultural content into the English classroom

Cross-cultural focus

Unusual pets

Target language

spider, lizard, rat, snake

Materials

CLIL poster; Flashcards (Animals and pets)

Optional activity materials

Active Teach; Digital Activity Book;

Photocopiable 5.7

Starting the lesson

- Use the animals/pets flashcards to play a mime game. Show a volunteer a flashcard. He/she mimes it for the rest of the class to guess. Alternatively, attach the flashcards to the board and divide the class into two teams. In turn, one pupil from each team mimes an animal and a teammate has to collect the correct flashcard from the board.

Pupil's Book page 57

Presentation

- Attach the animals/pets flashcards to the board again. Point to the different animals in turn and ask *Who has got (a dog)?* Pupils put their hands up. Find out the most popular pet by counting the show of hands each time and writing the number under each animal flashcard. Use these numbers to highlight which of the animals is a more unusual pet, e.g. the snake or the tortoise.

Unusual pets. Read and circle.

- Tell pupils they are going to find out about some more unusual pets. Pupils look at the photos and name the animals. They will know the word *snake* and may know some of the others. If not, teach *rat*, *spider* and *lizard*. For each pet, ask *What colour is it? Is it big or small? How many legs has it got?*
- Read the speech bubbles and ask pupils to guess which pet each one is describing. In pairs, pupils then read the speech bubbles again and circle the correct animal word each time.
- Ask some more questions about the pets, e.g. *Has Angela got a spider? Is Matt's pet black?* Pupils answer by referring to the speech bubbles or from memory with their books closed.
- Invite pupils to tell the class about any other unusual pets they know about, e.g. *My friend has got a (snail).* Help them with additional vocabulary as necessary.

KEY Angela – rat, Ben – lizard, Grace – spider, Matt – snake

Practice

Ask and answer. Write (✓) or (X).

- Pupils use the photos to ask each other about what pets they have got. They work in pairs, following the model in the speech bubbles.
- Pupils report back to the rest of the class on the pets their partner or classmates have or haven't got.

Mini-project

- Pupils choose and find out about another unusual pet or animal, for example a pig, a terrapin or a scorpion. They find or draw a picture of their chosen animal and then write a couple of sentences about it, using the texts in the PB as a model. You could also take the opportunity to introduce the topic of endangered animals and the importance of not keeping them as pets. Some tortoises, for example, may need a special license to be kept as a pet. (Also see optional activities below – *Endangered animals project*.)

Activity Book page 55

Follow and write.

- Pupils follow the matching lines between the speech bubbles and the animal pictures. They then complete the speech bubbles, choosing the correct word from the word bank.

Look at Activity 17. Choose and write.

- Pupils look at the pictures and read the question in the first speech bubble in each picture. They then find the correct child in Activity 17 and check whether they've got the pet in the question or not. They then choose from the word bank and write the correct reply in the second speech bubble.

Read and answer.

- Pupils read and answer the questions for themselves. Answers will vary but check that they have answered in a way that is grammatically correct.

Ending the lesson

- Play a game of *Animal noises*. Make an animal noise, e.g. squeak like a mouse, and ask pupils to guess what you are. Pupils can then play in pairs. You could also call out animal names and ask pupils to make the corresponding noises. (For Key, see p. 166. For Audioscript, see pp. 166–167.)

Wider World

5

Unusual pets

16 Read and circle.



My name's Angela. I've got a small pet. It's white and it's got four legs. It's got a long tail. It's a spider / rat.



My name's Ben. My pet is small and green. It's got four legs and a tail. It's a lizard / snake.



My name's Grace. I've got a small pet. It's black and it's got eight legs. It's a spider / lizard.



My name's Matt. My pet is long and thin. It's red and white. It hasn't got any legs! It's a rat / snake.



17 Ask and answer. Write (✓) or (X).

Have you got a spider?



No, I haven't.



PROJECT
Make a class book of unusual pets. Draw and write.



Lesson 8: wider world (unusual pets)

All p. 88

57

OPTIONAL ACTIVITIES

Endangered animals project Pupils find out more about endangered animals that are kept as pets. They can make a list of endangered animals that shouldn't be kept as pets and make this into a poster. Photocopiable 5.7 See p. 259.
Flashcard game – Animal farm See p. 266.

5

Lesson 9

Lesson aims

To review the unit language with a game; to add to the Picture Dictionary

Materials

Audio CD; Flashcards (Animals and pets, Adjectives); Wordcards (Animals and pets); Picture Dictionary stickers for Unit 5

Optional activity materials

Active Teach; Digital Activity Book; Reading and Writing Booklet

Starting the lesson

- Distribute the flashcards (animals/pets) to nine children. Each one holds up their flashcard. Say, e.g. He's got a (parrot). Pupils name the child holding the parrot flashcard.
- Then play a team game. Divide the class into two teams. To win a point, teams must, in turn, make a correct sentence about a child who is holding a flashcard, e.g. (Marta) has got a (mouse).

Pupil's Book page 58

Game

18 Listen. Then play.

- Point to various animals in the maze and ask: What's this? Is it a (cat/kitten)? Tell pupils (L1) they have to help Rita and Zak find their way through the maze and collect animals along the way. Explain (L1) that they have to trace each character's route through the maze and name the animals they find. Pupils may wish to draw the route with a pencil or follow it with their finger. Pupils then tick – or write numbers for plural animals – in the appropriate boxes at the bottom of the page and make sentences about each character, e.g. She's got two rabbits. They're brown. He's got four mice. They're black.
- Play the recording to give pupils an idea of the language they will need to play the game. Pupils listen and repeat.
- Pupils then play the game. They can do the maze individually or in pairs, then compare their answers with a partner or another pair.

19 Listen, say and act.

- Remind pupils how animal noises are made in English and discuss any differences between those and the equivalent animal noises in L1.
- Play the recording of the animal noises. Pupils listen, say the correct animal name and mime the animal. Before you start, demonstrate some mimes with pupils and help them with any animal names they are unsure of.
- Pupils can then play a game of Animal noises in pairs. Pupil A makes an animal noise; Pupil B names the animal and does a mime for it.

Activity Book page 56

20 Read and answer.

- Pupils look at the pictures of Zak and Rita with their pets and read the questions. They then choose the correct answer from the word bank.

21 Read and match. Then write.

- Pupils read the questions and answers and draw matching lines to the correct pictures. They then complete the answers by choosing and writing the correct adjectives from the word bank.

Picture Dictionary (Activity Book page 108)

- Use the flashcards for the unit to revise the new vocabulary (animals/pets and adjectives). Write the two vocabulary headings on the board. One by one, elicit each new word from the flashcards and ask pupils to say under which heading each belongs. Stick the cards on the board accordingly.
- Ask pupils to turn to the Picture Dictionary on p. 108 of the AB. They complete the sticker activity in pairs. Pupil A reads a caption and Pupil B finds the corresponding sticker. They swap roles. When they have finished, pupils compare their picture dictionaries with others in the class.

Ending the lesson

- Invite a volunteer to the board. Give him/her a word card (animals/pets) in secret. He/she makes the animal's noise and pupils guess the name of the animal. Alternatively, play this as a team game. In turn, volunteers make animal noises for their teammates to guess. The team scores a point if they guess correctly. (For Key, see p. 166. For Audioscript, see pp. 166–167.)



Listen. Then play.

HAVE FUN!

He's got four mice. They're black.

She's got a tortoise. It's green.



<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Listen, say and act.

AB p. 104

5

Lesson 10

Lesson aims

To complete a progress check; to provide an opportunity for self assessment; to provide an opportunity for personalisation of the language of the unit.

Materials

Audio CD; Flashcards (Animals and pets); drawing paper.

Optional activity materials

Active Teach; Digital Activity Book; Online material - Family Island; Grammar reference; Unit 5 Review; Test Booklet; Grammar Booklet.

Starting the lesson

- Use the animals/pets flashcards to play a Chain game. Invite several pupils to the front of the class and ask them to stand in a line. Holding up one of the animal flashcards, e.g. the mouse. The first pupil in the line says I've got a mouse. Then hold up a second flashcard, e.g. the parrot. The second pupil in the line says He's/She's got a mouse. I've got a parrot. Continue in the same way until you reach the end of the line. Repeat with a different group of pupils.

Pupil's Book page 59

20 Listen and tick (✓).

- Ask pupils to look at the pictures. Point and ask What's this? Elicit It's a (frog.)
- Pupils continue the activity in pairs, asking and answering about all the pictures.
- Play the recording. Ask pupils to listen and point to the picture being described each time. Then play the recording again for pupils to listen and tick the correct boxes.
- Play the recording again if necessary for pupils to check their answers. Then check the activity by asking more questions, e.g. Number 1 - Is it a frog? Elicit Yes, it is.
- Pupils can then work in pairs, thinking of more questions to ask the rest of the class about the pictures. They follow the example questions in the recording.

KEY 1 a, 2 b, 3 b, 4 b, 5 b, 6 b, 7 a, 8 b

I can

- Read the two statements with the pupils and ask them to decide which of these things they feel they can do. Then they tick the corresponding box(es).

Activity Book page 57

22 Read and circle. Then colour.

- Pupils look at the picture of the kitten while you read the selection text. In pairs, pupils then read the text again and complete it by choosing and circling the correct words. Check by asking a pupil to read the text aloud.
- Pupils then colour the kitten in black and white.

23 Draw a pet and write.

- Pupils draw their own pet, or a pet they would like to have. They then circle the correct words and complete the gapfill paragraph about their pet using the text in Activity 22 as a model. Help as necessary.
- Pupils then compare their drawings and texts with other pupils.

Ending the lesson

- Ask pupils to pretend they own their own pet shop. They can work individually or in pairs. Distribute drawing paper. Pupils draw the animals in their shops. They then compare their drawings with a partner (or another pair) and say, e.g. I've got (four) cats. I've got (six) tortoises, etc. Pupils label their drawings with the animal names. Individual pupils or pairs can then present their pet shop to the class. (For Key, see p. 166. For Audioscript, see pp. 166-167.)

OPTIONAL ACTIVITIES

Online World Pupils go online to Family Island and enjoy the fun and games.

Active Teach Pupils can watch the animated story, Episode 5.

OPTIONAL ACTIVITIES

TPR game - Ball throw See p. 267.

Reading and Writing Booklet See pp. 13-15. (For Key, see TB p. 256.)

1 a  b 

2 a  b 

3 a  b 

4 a  b 

5 a  b 

6 a  b 

7 a  b 

8 a  b 



I can talk about pets.

I can describe different animals.



Grammar reference (PB p. 100) and Unit 5 Review (AB p. 100) Pupils study the grammar reference table in the PB. They then test their knowledge of it in the AB unit review.
Test Booklet See pp. 22–25. (For Key, see TB p. 263.)

Grammar Booklet See pp. 13–15.
Portfolio activity Pupils copy their drawings and text from AB p. 57, Activity 23 onto a piece of paper to add to their Portfolio.
Our favourite activity Pupils to choose their favourite activity from Unit 5 and do it again.

Activity Book Answer Key

p. 48, Activity 1

1 parrot, 2 cat, 3 dog, 4 frog, 5 rabbit, 6 mouse, 7 tortoise, 8 hamster, 9 snake

p. 49, Activity 3

1 What's that? It's a snake.
2 What are those? They're frogs.
3 What's that? It's a parrot.
4 What's that? It's a tortoise.
5 What are those? They're mice.

p. 50, Activity 4

1 small, 2 big, 3 fat, 4 thin, 5 short, 6 tall, 7 old, 8 young

p. 50, Activity 5

1 rabbit, 2 frog, 3 dog, 4 cat

p. 51, Activity 6

1 Yes, he has. 2 No, she hasn't. 3 Yes, he has.
4 Yes, she has. 5 No, he hasn't. 6 Yes, she has.

p. 52, Activity 8

a 3, b 5, c 1, d 4, e 2

p. 52, Activity 9

dragon, two, two, has, young

p. 52, Activity 10

1 c, 2 a, 3 d, 4 b

p. 53, Activity 11

Pupils should circle the bag and the cup on the table, the rat under the table and the lady's hat.

p. 53, Activity 12

1 h, 2 r, 3 u, 4 b

p. 53, Activity 13

1 r, 2 u, 3 h, 4 b

p. 53, Activity 14

1 up, 2 red, 3 hot, 4 rug

p. 54, Activity 15

1 puppy, 2 kitten, 3 chick

p. 54, Activity 16

1 chick, 2 puppy

p. 55, Activity 17

1 spider – c, 2 rat – d, 3 snake – b, 4 tortoise – a

p. 55, Activity 18

1 No, I haven't. 2 Yes, I have.

p. 56, Activity 20

1 Yes, he has. 2 Yes, she has. 3 No, he hasn't.
4 No, she hasn't.

p. 56, Activity 21

1 b – old, fat, 2 c – long, thin, 3 a young, small

p. 57, Activity 22

1 kitten, 2 black, 3 four, 4 long, 5 His

p. 100, Activity 1

a What's, It's, b are, They're, c Has, hasn't, d you, I've, long

Audioscript

Lesson 1 Activity 1

CD2-24

Z = ZAK R = RITA W = WALDO

Z Look at the pets! A dog ...

R ... a tortoise ...

Z ... a parrot ...

R ... a frog ...

Z I've got a cat.

R And I've got a rabbit. Waldo? What have you got?

W mmh!

Z Oh no! A mouse ...

Lesson 2 Activity 4

CD2-27

1 (squawking) What's that? It's a parrot.

2 (squeaking) What are those? They're hamsters.

3 (squeaking) What are those? They're mice.

4 (croaking) What's that? It's a frog.

5 (hissing) What's that? It's a snake.

6 (thumping) What are those? They're rabbits.

7 (munching) What are those? They're tortoises.

8 (miaoing) What's that? It's a cat.

Quest song

CD2-28

Come with us, come on a quest.

Come on a quest today.

Come with us, come on a quest.

Look for a mouse today.

An egg, a blanket, a book, a photo, soap and ...
a mouse!

Look for a mouse today.

Lesson 4 Activity 7

CD2-31

1 Have you got a parrot? Yes, I have. It's a fat parrot.

2 Have you got a big frog? No, I haven't. I've got a big mouse.

3 Has she got a snake? Yes, she has. It's a thin snake.

4 Has he got a small tortoise? No, he hasn't. He's got a big tortoise.

Lesson 4 Activity 8

CD2-32

1 Have you got a parrot? No I haven't.

I've got a fat hamster.

2 Has she got a fat cat? No, she hasn't. She's got a thin cat.

3 Have you got a dog? Yes, I have. It's an old dog.

4 Have you got a dog? Yes I have. It's a young dog.

6 My house

Lesson 4 Activity 6 (AB)

CD2:33

- 1 Has he got a big dog?
- 2 Has she got a small tortoise?
- 3 Has he got a small rabbit and a big parrot?
- 4 Has she got a small mouse and a big rabbit?
- 5 Has he got a young snake and a small hamster?
- 6 Has she got a white dog and a big parrot?

Lesson 6 Activity 10

CD2:35

- 1 b /b/ /b/ /b/
- 2 h /h/ /h/ /h/
- 3 r /r/ /r/ /r/
- 4 u /u/ /u/ /u/

Lesson 6 Activity 11

CD2:36

- /h/ /h/ /N/ /N/ /b/ /b/ /r/ /r/
/N/ /N/ /r/ /r/ /b/ /b/ /h/ /h/

Lesson 6 Activity 12 (AB)

CD2:38

- 1 /h/ /h/ 2 /r/ /r/
- 3 /N/ /N/ 4 /b/ /b/

Lesson 6 Activity 13 (AB)

CD2:39

- 1 r /r/
- 2 u /u/
- 3 h /h/
- 4 b /b/

Lesson 6 Activity 14 (AB)

CD2:40

- 1 up
- 2 red
- 3 hot
- 4 rug

Lesson 7 Activity 14

CD2:41

The cat's got a kitten.
The dog's got a puppy.
The bird's got a chick.

Lesson 7 Activity 15

CD2:42

- 1 It's an egg.
- 2 It's a chick. It's two days old.
- 3 It's a goose. It's two months old.

Lesson 9 Activity 18

CD2:43

She's got a tortoise. It's green.
He's got four mice. They're black.

Lesson 9 Activity 19

CD2:44

(Cat) Miaow! Miaow!
(Dog) Woof! Woof!
(Frog) Croak! Croak!
(Mouse) Squeak! Squeak!
(Parrot) Squawk! Squawk!
(Snake) Hiss! Hiss!

Lesson 10 Activity 20

CD2:45

- 1 What's that? It's a frog.
- 2 She's got a mouse.
- 3 What are those? They're parrots.
- 4 Have you got a rabbit? Yes, I have. It's a young rabbit.
- 5 What's that? It's a tall bird.
- 6 Has she got a kitten? Yes, she has.
- 7 Has he got a puppy? No, he hasn't. He's got a snake.
- 8 Have you got a chick? Yes, I have.

Objectives

- identify rooms in the house
- identify furniture
- ask and answer about location
- describe a room
- identify public buildings and places
- talk about different or unusual homes

Language

Vocabulary

At home: house, garden, living room, kitchen, bathroom, bedroom, window, door
At home: sofa, cooker, bath, bed, fridge, TV, lamp, sink

Structures

Where's (Rita)? She's in the (kitchen).
Where are (Waldo and Zak)? They're in the (bedroom).
There's a lamp on the desk.
There are two kittens under the sofa.
Where do you live?
I live in a (house).
Do you live in a (house)?
Yes, I live in a (house)./No, I live in a (flat).

Revision

Numbers, Animals, Classroom objects, Family
This is ...
Is it ...? Yes, it is./No, it isn't. It's a ...
I'm/You're (in the park).
I've got ...

CLIL language

CLIL: Social sciences (Public places): shop, library, playground, café, zoo, park
Wider World (Different homes): flat, houseboat, caravan

Phonics

f, ff, l, ll (fig, fan, off, puff, leg, lap, doll, bell)

Topics

- rooms in the house
- furniture
- public buildings and places
- different or unusual homes

Values

- Be tidy.

Story and quest

- Unit opener: Zak shows us round his home.
- Story episode: Rita invites Millie to her house.
- Quest item: Waldo's bed

Songs and chants

- chant: Where's my mum?
- Quest song: Look for a bed.
- song: Where's the mouse?

Socio-cultural aspects

- identifying and talking about our homes
- working in pairs and groups
- learning to share with others
- learning about public places
- learning about different types of home

Learning strategies

- using previous knowledge
- asking and answering questions
- following instructions
- logical thinking: deducing information from pictures, playing a guessing game
- critical thinking: identifying and comparing
- using art and craft
- predicting the outcome of a story
- reflecting on learning and self-evaluation
- personalisation of language learnt
- recording new vocabulary in a picture dictionary

Cross-curricular contents

- Arts and crafts: making a cut and play house, making picture cards, drawing a picture of their favourite public place, making a class map of their town, drawing their home, designing an unusual home
- Music: songs and chant
- Maths: using numbers to sequence
- Social sciences: public places, different types of home
- Language skills: giving information, asking and answering questions, following instructions, acting out a story, playing games

Basic competences

Linguistic communication: Use language as an instrument for communication (L. 1 to 10)
Knowledge and interaction with the physical world: Learning about homes (L. 1 to 5, L. 8); Identifying public places (L. 7)
Mathematical competence: Use numbering to complete a task (L. 1 to 10)
Processing information and digital competence: Use Active Teach; Use Family Island online component

Social and civic competence: Make and accept rules for working together and codes of conduct (L. 1 to 10); Learn about public places (L. 7)
Cultural and artistic competence: Develop and value initiative, imagination and creativity (L. 5, 7, 8); Raise awareness of cultural differences (L. 8)
Learning to learn: Reflect on what has been learnt and self-evaluate progress (L. 10)
Autonomy and personal initiative: Develop one's own criteria and social skills (L. 1 to 10).

Skills

Listening

- can understand a dialogue
- can understand chants and songs
- can understand and identify animals
- can follow instructions
- can understand a story
- can understand and identify different pictures

Reading

- can read and understand captions of key words
- can read and understand chant and song text
- can read and understand speech bubbles
- can read and understand sentences
- can follow speech bubbles in a picture story
- can blend individual sounds and letters to create words
- can read and understand a cultural text about different or unusual homes
- can read and understand a personalisation text

Speaking

- can chant and sing the unit chant and songs
- can identify rooms and furniture
- can describe a room
- can identify public places
- can ask and answer questions about where you live
- can act out a story
- can pronounce f, ff, i and il correctly
- can use language to play a game

Taking part in conversations

- can describe your home
- can describe a room
- can ask and answer questions about where you live

Writing

- can write key words
- can write key words in a sentence
- can complete a personalisation text

Classroom ideas

- Play flashcard and team games.
- Drawing a story picture.
- Making a class map of your local area.
- Plan a class trip.
- Research different homes from around the world.
- Suggested photocopyables:
 6.1 Make a set of picture cards for rooms in the house.
 6.2 Do a colour dictation game.
 6.3 Do a picture and text jigsaw activity.
 6.4 Make a set of mini-story cards.
 6.5 Make a set of phonics picture cards and letter tiles.
 6.6 Make a set of picture cards for public places.
 6.7 Design an unusual home.

Take-home English

- Letters for parents. When you begin Unit 6, complete and give parents a copy of the Unit letter (Active Teach). This explains what pupils are going to learn in this unit.
- Home-school link. Pupils talk to their family about being tidy. They tidy their bedrooms or help elsewhere round the house. (LS)
- Craft activities. Pupils can take home their drawings of themselves in their favourite place, or their design for an unusual home.
- Grammar Booklet and Reading and Writing Booklet. Pupils take these home to show their parents.
- Portfolio. Encourage pupils to show their parents their Portfolio when they finish Unit 6.

Evaluation

- Pupil's Book page 69
- Activity Book page 67
- Grammar summary (Pupil's Book page 100)
- Unit review (Activity Book page 101)
- Picture Dictionary (Activity Book page 109)
- Test Booklet – Unit 6 (pages 26–29)

6 My house

Lesson 1

Lesson aims

To present and practise new vocabulary (Rooms in the house)

Target language

living room, kitchen, house, garden, window, door, bathroom, bedroom

Materials

Audio CD; Flashcards (Rooms); Wordcards (Rooms); a small piece of paper for each pupil

Optional activity materials

Active Teach Digital Activity Book; Photocopiable 6.1

Starting the lesson

- Play the song, CD1:02, from the Welcome unit. Ask pupils questions arising from the previous units, e.g. What's your name? How old are you? Pick up a pencil and ask What's this? What colour is it? How many (hands) have you got? etc.

Pupil's Book pages 60–61

Presentation

- Draw a simple outline of a house and garden on the board. Ask What's this? Then say This is my house. This is my garden. Pupils repeat the words house and garden. Then use the house flashcards to present bedroom, bathroom, living room, kitchen, door and window. Pupils repeat the words. Stick the flashcards on the board inside or next to the house outline you have drawn and leave them on the board.

1 Listen and point.

- Ask pupils to name the characters in the main illustration and briefly revise the family relationships mum, dad, brother and sister. Then consolidate the new vocabulary by pointing to the relevant parts of the main illustration and asking What's this? Ask How many doors/windows?
- Play the recording. Pupils listen and point to the different features or rooms in the house as they are mentioned. Then play the recording again. Challenge pupils to say which character is showing them round the house (Zak).

6 My house

1 Listen and point



2 Listen and repeat.

3 Listen and play. Then listen and chant.

2 Listen and repeat.

- Play the recording. Pupils listen and repeat the words, while pointing to the rooms and features of the house in the main illustration.
- In pairs, pupils then play a game. Pupil A turns away while Pupil B covers up one of the rooms/features in the illustration and its word label with a slip of paper. Pupil A turns round and has to guess which room/feature is covered up. Pupils swap roles.

Practice

- Hold up the wordcards and read each one with the class. Then hold them up again. Volunteers read them out and come and stick them on the board next to the correct flashcard. Check with the rest of the class that each wordcard has been positioned correctly. Then point to and read all the words again.



Chant

1 Listen and play. Then listen and chant.

- Pupils close their books. Play the chant and ask pupils to listen and put up their hands when they hear any room words. Pause the recording each time and ask pupils to name the room.
- Write the family words and character names from the chant on the board: mum, dad, Rita, Waldo and Zak. Pupils listen again and identify the room that each character is in. Pause the recording and say the family or character name, e.g. mum to elicit living room.
- Allocate each pupil a different family word or character name from the chant. Then play the chant again. Pupils stand up when they hear their word/name in the chant, and chant the name of the corresponding room.
- Play the chant again, pausing for pupils to repeat.

- When pupils are confident with the chant, play the karaoke version (see Active Teach). Pupils chant along to the music using the text on the page, or substituting the family and room words for others of their choice.

Activity Book page 58

1 Draw. Then write.

- Pupils look at Oscar's house and draw over the dotted lines to complete each room or house feature. They then choose the correct words from the word bank and label the pictures. Check answers by saying the numbers and eliciting the correct word(s).

Ending the lesson

- Play a flashcard game. Show one of the flashcards very quickly, or show only a small part of it, and challenge pupils to name the room/feature. (For Key, see p. 190. For Audioscript, see pp. 190–191.)

OPTIONAL ACTIVITIES

Game - Hide from the monster See p. 266.
Photocopiable 6.1 See TB p. 260.

NOTES

Lesson 2

Lesson aims

To present and practise the new structures (asking and answering about location); to find the Quest item for the unit and add it to the Quest song

Target language

Where's (Rita)? She's in the (kitchen). Where are (Waldo and Zak)? They're in the (bedroom).

Receptive language

Is he in the (bedroom)?

Materials

Audio CD

Optional activity materials

Active Teach-Digital Activity Book; Flashcards (Rooms); Grammar Booklet

Starting the lesson

- Ask pupils to point to different classroom objects, e.g. Point to a pencil. Then say Point to a window/door.
- Revise the house words from Lesson 1 by drawing a house outline on the board. Draw one piece of furniture in each room, pausing after each pen stroke. Pupils guess which room you're drawing.

Pupil's Book pages 60–61

Presentation

- Point to the rooms/features in the main illustration and elicit the correct words. Then ask pupils to point to each of Zak's family members. Say Point to (Dad). Elicit No. Then say Where's Mum? Is she in the (bathroom)? Elicit No. Then say She's in the living room. Repeat for Dad and Rita. Then ask Where are Vava and Waldo? Are they in the (kitchen)? Elicit No. Say They're in the bedroom.
- Teach the word bed by pointing to the bed where Vava and Waldo are sleeping.

Look!

- Ask pupils to read the sentences in the Look! box while you read them out. Read them again and pause after each line for pupils to repeat the sentences.
- Pupils then use the same language in pairs, taking turns to ask and answer about the characters in the main illustration.



Practice

1 Listen and write (✓) or (X). Then say.

- Point to picture 1 and ask Where's Waldo? Elicit He's in the bathroom. Play the recording. Pupils put a tick or a cross in each box according to whether the answer on the recording is true or false.
- Check the activity in pairs or as a class. Where pupils put a cross in the box, elicit the correct answer.

KEY 1 X (He's in the bathroom.), 2 ✓,
3 X (He's in the kitchen.), 4 ✓

Quest

Quest item and song

- Elicit the Quest items pupils have found so far. Ask which of these items they can see in the main illustration (Waldo's blanket and his book).



- Ask pupils (L1) to name the other Quest items they still need to find. Ask them to guess the item they can collect from this page (a bed, on the floor next to Waldo).
- Play the Quest song. Pupils listen then find and circle the bed in the main illustration.
- Play the Quest song again, while pupils follow in their books and sing along.

Activity Book page 59

2 Listen and number. Then read and match.

- Pupils identify the family members and the rooms they are in. Then play the recording. Pupils listen and number the pictures.
- Pupils then read the sentences and match each one to the correct picture.

1 Join the dots. Then read and circle.

- Pupils join the dots to reveal Waldo watching TV in the living room. They then read the sentences and circle the correct words. Check answers by asking Where's Waldo? Elicit He's in the living room.

Ending the lesson

- Play a mime game. A volunteer comes to the front of the class. Whisper a room for him/her to mime being in, e.g. kitchen – cooking, etc. Ask Where's (Ana)? Pupils guess and answer She's in the (kitchen). Repeat with other volunteers, and then with pairs of pupils to practise they.

(For Key, see p. 190. For Audioscript, see pp. 190–191.)

OPTIONAL ACTIVITIES

Flashcard game – Guess the card See p. 266.
Grammar Booklet See pp. 16–18. (For Key, see TB p. 257.)

NOTES

Lesson 3

Lesson aims

To present and practise new vocabulary (furniture); to practise language with a song

Target language

bed, cooker, fridge, TV, sofa, lamp, bath, sink, Where's the (mouse)? It's in the (garden), hippo, path, shed

Materials

Audio CD; Flashcards (Furniture); Wordcards (Furniture); Unit 6 Cut-outs

Optional activity materials

Active Teach; Digital Activity Book; Photocopiables 6.2–6.3; Reading and Writing Booklet

Starting the lesson

- Play the chant from Lesson 1, CD2:48. Encourage pupils to do actions as they sing, e.g. making a cake for the kitchen or watching TV for the living room.

Pupil's Book page 52

Presentation

5 Listen and repeat.

- Pupils look at and point to the pictures while you play the recording. Then play the recording again. Pupils listen and repeat.
- Stick the furniture flashcards on the board. Then hold up the furniture wordcards one by one. Ask volunteers to read them, then come and stick them next to the correct flashcard.
- Play a matching game, using the flashcards and wordcards. Distribute the cards to volunteers – one card each. Say Go! Pupils walk around the classroom mingling with other pupils until they find their matching pair. Repeat the activity with different volunteers.

Song

- Use the pictures to preteach hippo, path and shed. Then ask questions about the pictures, e.g. What's this? (a hippo, a house, a mouse, etc.). What colour is it? Is it (big/small)? Talk (L1) about why the hippo is standing on a chair. (It's scared of the mouse!)

Practice

- Point to the mouse in the garden. Ask Where's the mouse? Elicit It's in the garden. Do the same for It's in the bed/bath/shed until pupils are confident using It's.

6 Listen and write. Then sing.

- Play the song. Pupils point to the correct pictures of the mouse for each verse. Then play the song again, pausing after each verse to ask Where's the mouse? Pupils point and answer It's (in the garden).
- Play the song again. Pupils listen and write the missing words.
- Play the song again. Pupils sing along.
- When pupils are confident with the song, use the karaoke version, (see Active Teach). Pupils sing along to the music, using the text in the book or substituting some of the words for animals, rooms and furniture of their choice.

KEY garden, house, garden, bathroom, bath, garden, house, garden, bedroom, bed

Unit 6 Cut-outs (Pupil's Book page 113)

- Pupils cut out the house and the animal and furniture cards. In pairs they play a game.
- Pupil A turns away. Pupil B places the animals/furniture in and around his/her house, e.g. in the garden, in the kitchen. Pupil A then asks questions for Pupil B to answer, e.g. Where's the (dog)? It's in the (garden). Pupil A then positions the dog in the garden using his/her cut-outs. At the end of the activity, pupils compare pictures to check that all the animals/furniture are in the same places. Then they swap roles.

Activity Book page 60

4 Listen and number.

- Play the recording. Pupils listen and number the furniture items they hear in the questions and answers. Pupils can then ask and answer the questions in pairs.

1 Look, read and circle.

- Pupils read the sentences and find the mice in the picture. They then circle the correct room word in each sentence.

Ending the lesson

- Draw a house outline on the board with four rooms and a garden. Then ask volunteers to come to the board and stick their cards from the Unit 6 cut-outs onto one of the rooms or the garden. They ask the class Where's the (bed)? Pupils look and reply It's in the (bedroom).
- Volunteers can either put the cards in a sensible place, e.g. the bed in the bedroom, or in an unusual place, e.g. the bed in the bathroom. Then other pupils come and correct each 'mistake' and put the card in a place where it would more usually be found.

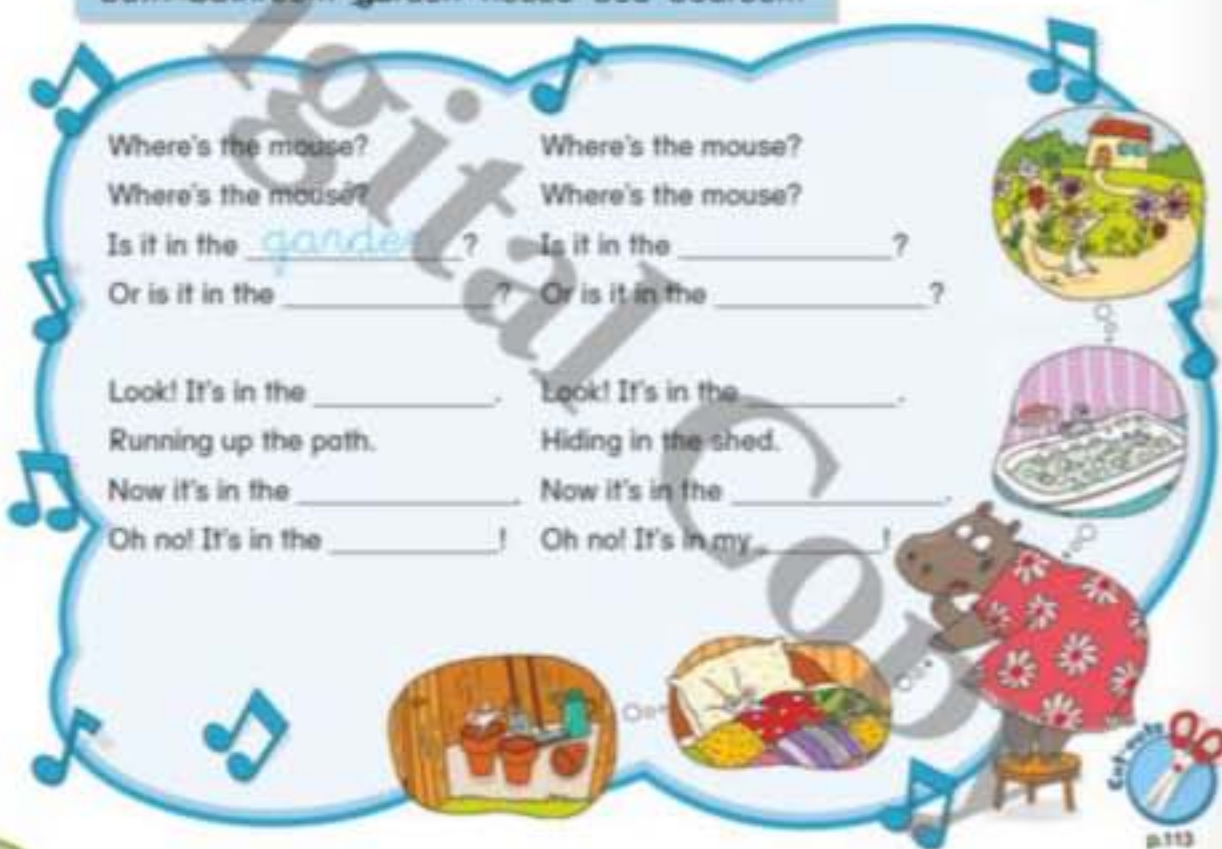
(For Key, see p. 190. For Audioscript, see pp. 190–191.)

5 Listen and repeat.



6 Listen and write. Then sing.

bath bathroom garden house bed bedroom



OPTIONAL ACTIVITIES

Find it! Challenge pupils to find examples of the new furniture vocabulary – either in the classroom, e.g. lamp or sink, or on pp. 60 and 61 of the PB (bed, sofa, cooker and bath). This can be a team race.

Photocopiables 6.2–6.3 See TB p. 260.
Reading and Writing Booklet See pp. 16–18. (For Key, see TB p. 256.)

Lesson 4

Lesson aims

To present and practise the new structures (describing a room)

Target language

There's a lamp on the desk. There are two kittens under the sofa.

Materials

Flashcards (Animals and pets, Classroom objects, Furniture); Audio CD; before the class, put a book on your desk, two pens under your desk and a ruler sticking out of your bag

Optional activity materials

Active Teach; Digital Activity Book; Unit 6 Cut-outs; Grammar Booklet

Starting the lesson

- Use the flashcards to revise animals/pets, classroom objects and furniture. Put the flashcards in a bag and invite a volunteer to take out a card and shows it to the rest of the class, asking *What's this?* The first pupil to name the object/animal correctly chooses the next card.

Pupil's Book page 63

Presentation

- Use the classroom object flashcards and the objects you have hidden in the classroom. Hold up the book flashcard and ask pupils to find and point to a book in the classroom. When they find the one on your desk, make a sentence about its location, e.g. *Look. There's a book on my/the desk.* Repeat with the flashcard of a ruler, saying *There's a ruler in my/the bag.* Then hold up the flashcard of a pen. This time, ask pupils to find and point to two pens together in the classroom, e.g. *under your desk.* Say *There are two pens under my/the desk.* Demonstrate the difference between *in*, *on*, and *under*, by placing objects *in*, *on* and *under* your bag. Pupils listen and repeat the words.
- Make sentences about the classroom using *There is* or *There are*. Pupils say *True* or *False*, e.g. *There are four books on the desk (true).* *There's a cat on the chair (false).* Make sure pupils understand that *There is* is used for singular nouns and *There are* for plural nouns.

Look!

- Ask pupils to read the sentences in the Look! box while you read them out. Read them again and pause after each line for pupils to repeat the sentences.

Practice

7 Listen and tick (✓). Then say.

- Pupils look at the pictures and name the furniture. Ask questions, e.g. for picture 1a, *Where's the TV?* (*It's on the cooker.*)
- Play the recording, pausing as necessary for pupils to tick the picture being described. Then play the recording again, pausing for pupils to repeat.
- Pupils then work in pairs. Pupil A chooses a picture and describes the location of the object. Pupil B guesses the picture being described.

KEY 1 a, 2 b

8 Listen and draw. Then play.

- Pupils look at the pictures and name the furniture. They listen to the recording and draw the animals or objects they hear in, on or under the furniture. Pause as necessary.
- Play the recording again for pupils to listen and repeat. In pairs, pupils then play a guessing game. Use the speech bubbles to model the language they will need. Pupil A chooses a picture and describes it. Pupil B listens and identifies the picture.

KEY Pupils draw: 1 two mice under the bath, 2 a bird on the cooker, 3 two puppies under the sofa, 4 a hamster in the sink, 5 a lamp on the table, 6 two books on the table

Activity Book page 61

9 Read and find. Then circle and write.

- Pupils read each question and find the furniture/animals in the picture. They then complete each answer by circling the correct word in brackets, choosing the correct furniture word from the word bank and writing it in the sentence.

Ending the lesson

- Play a game of *in*, *on* or *under*. Give a series of instructions that include these prepositions of place, e.g. *Put your hand on your head. Sit under your desk, etc.* Pupils listen and follow. They can also call out the instructions. (For Key, see p. 190. For Audioscript, see pp. 190–191.)



Online task Pupils can now go online to Family Island and find the bag that Waldo is holding on the PB page. (It's hanging in Rita's bedroom, on the top floor of the house.) When pupils click on the bag, they are taken to a supplementary language game based on the vocabulary in this unit.

7 Listen and tick (✓).
Then say.



There's a TV
on the cooker.



LOOK!

There's a lamp **on** the desk.
There are two kittens **under**
the sofa.

There's = There is

TIP!

under



on



in



SKILLS

8 Listen and draw. Then play.



There are two books on the table.

Number 6. My turn.

Lesson 4 Grammar (There's a lamp on the desk. There are two kittens on the sofa.)

All p. 61

63

OPTIONAL ACTIVITIES

Unit 6 Cut-outs Pupils can use these again to play a game of True or False in pairs. See p. 267.
Grammar Booklet See pp. 16–18. (For Key, see TB p. 257.)

6

Lesson 5

Lesson aims

To consolidate the unit language with a story

Values

To understand the value of being tidy

Receptive language

Cool! Come in. Hi.

Materials

Flashcards (Animals and pets); Audio CD;
Unit 6 Story cards

Optional activity materials

Active Teach; Digital Activity Book; Photocopiable 6.4; drawing paper; Reading and Writing Booklet

Starting the lesson

- Play a game to recycle the rooms of a house. Draw an outline of a house on the board and put the cat flashcard in one of the rooms. Ask: Where's the cat? Elicit: It's in the (kitchen).
- Ask pupils (L1) what happened in the story in Unit 5. What was wrong with Waldo? (He was unwell.) Where did Rita take Waldo? (To the vet.) What happened to Waldo at the end of the story? (He took some medicine, got well again, and breathed fire.)

Presentation

- Teach Come in, Cool! and Hi.
- Before pupils open their books, show the story cards for Unit 6 in turn and ask the questions from the Before listening to the story section on the back of each card.

Pupil's Book page 64

Story

1 Listen to the story. Then act out.

- Ask pupils to open their books and give them a few minutes to study the pictures from the story.
- Ask questions, e.g. Who's this? What colour is it? Where is he/she? Ask pupils (L1) to predict what happens in the story.
- Play the story and ask pupils to follow in their books.
- Check pupils' understanding of the story by asking the questions from the After listening to the story section on the back of each story card.
- Play the recording again. Pause after each line for pupils to repeat.

- Choose seven pupils to act out the roles of Mum, Dad, Rita, Zak, Millie, Vava and Waldo. Invite them to the front of the class. Play the recording while the pupils act out the story or say the lines and the pupils repeat. Encourage stronger classes to say the lines from memory using prompts.

Values

- Draw pupils' attention to the Values topic shown at the bottom of the page (Be tidy). Explain the meaning of this if necessary. Ask pupils (L1) which room in the story is neat and tidy (the living room) and which ones will need to be tidied up when the characters have finished their activities (the kitchen, bedroom and bathroom).
- Ask pupils (L1) why it's important to tidy up after yourself (for hygiene, to be able to find things, etc.). You can also point out that it's fine to make a mess sometimes, as the characters in the story are doing, as long as you tidy up after yourself.

Activity Book page 62

1 Look and match. Then write.

- Pupils look at the pictures and name the characters. They then match each to the item of furniture that represents the room he/she was in in the story. Note that both Vava and Waldo should be joined to the bath.
- Pupils then complete the gapped text with the correct room words.

2 Look and draw.

- Pupils draw the items in the correct furniture to make the bedroom tidy. Then they compare their drawings with other pupils.

Home-school link

- Ask pupils to put up their hands if they have a tidy bedroom at home. Those that don't can be set the task of tidying it then showing their family! Those that do could be set the task of helping their family to tidy other rooms in the house.

Ending the lesson

- Invite six volunteers to the front of the class. Give each of them a story card. Read out any line from the story. The pupil with the corresponding story card holds it up. Alternatively, pupils can work in teams, using the mini-story cards (Photocopiable 6.4). The first team to hold up the correct story card wins a point.
- Ask six volunteers to come and stick the story cards on the board in the correct order. (For Key, see p. 190. For Audioscript, see pp. 190–191.)



HOME-SCHOOL LINK

Clean your bedroom. Show your family.

OPTIONAL ACTIVITIES

Draw Divide the class into six groups and give each group a story frame to replicate and a piece of paper to draw on. Stick the frames on the board in the correct order.

Team game Play Board game, asking questions about the story. (See p. 268.)

Photocopiable 6.4 See TB p. 260.
Reading and Writing Booklet pp. 16–18 (For Key, see TB p. 256.)

Lesson 6

Lesson aims

To revise previously learnt sounds and letters; to learn the sounds and letters *f*, *ff*, *i* and *il*; to practise reading and spelling words

Target language

fig, fan, off, puff, leg, lap, doll, bell

Materials

Flashcards; Audio CD; Phonics flashcards: a, p, s, t, d, i, m, n, c, g, o, ck, e, k, b, h, r, u, f, ff, i, il; Wordcards: leg, doll, fig, puff, bell, fan; Phonics poster

Optional activity materials

Active Teach; Digital Activity Book; Photocopiable 6.5; phonics envelopes containing Units 1 to 5 picture cards and letter tiles

Starting the lesson

- Use the Phonics flashcards and the procedure outlined in bullet points 1 to 3 of Starting the lesson in Unit 2, Lesson 6 (p. 84) to review the sounds and letters from Units 1 to 5.

Pupil's Book page 65

Presentation

- Use the phonics flashcards to introduce the new letters and sounds *i/ll* (/l/) and *f/ff* (/f/).

Listen.

- Pupils look at the letters in this activity. Explain that when *f* and *i* come at the end of a word the letters are doubled to *ff* and *il* but the sound is the same.
- Play the recording twice. Each time, pupils listen and point to the letters in their books.

Listen, point and say.

- Play the recording, pausing after each (double) letter and its sound. Pupils point to the correct letter(s) and repeat.

Practice

Listen and blend the sounds.

- Play the recording. Pupils point to the different sound squares – and the words themselves – as the words are sounded out. Pause the recording as necessary. Play the recording again, pausing for pupils to listen and repeat, sounding out each word.
- Repeat this activity, using the letter cards. Hold up the first letter card of, e.g. bell. Elicit the sound /b/. Then repeat for /e/ and /l/. Then stick the letter cards on

the board in the correct order and encourage pupils to blend the sounds together. Repeat with the other new words.

Underline *f*, *ff*, *i* and *il*. Read the words aloud.

- Pupils work individually. They hide the pictures with a ruler or notebook. When they have underlined all the letters and read the line of words aloud, they can reveal the pictures. They continue with the second line of words/pictures.
- Follow up as a whole class by asking volunteers to read the words aloud.

Activity Book page 63

Read the words and circle.

- Pupils read the words in the word bank aloud. They then find the corresponding details in the picture and circle them.

Listen to the sounds and circle the letters.

- Play the recording and ask pupils to listen and circle the letter(s) that correspond(s) to each sound. Play the recording again for pupils to check the activity.

Listen and write the letters.

- Play the recording. Pupils listen and write the letters they hear.

Listen and write the words.

- Play the recording. Pupils listen and write the words they hear.

Ending the lesson

- Play a game of Sound fingers to practise spelling the new words. Say a word, e.g. off, and sound out /o/ /f/, holding up two fingers (one for each sound in the word). Pupils copy you. Write the word on the board. Repeat with the other new words, but ask pupils to write down the words in their notebooks. (See TB p. 269.)
- Put the wordcards on the board for pupils to check their work in pairs.
- Ask pupils to look at the phonics flashcards again. Invite two volunteers to come and tick off the new letters they have worked on this lesson (*f* and *i*).

For the next lesson

- Explain (LT) that in the next lesson pupils are going to talk about their favourite buildings and places. Ask pupils to bring in something associated with their favourite place (e.g. a photo of the place). (For Key, see p. 190. For Audioscript, see pp. 190–191.)

10 Listen.

- 1 f 2 ff 3 l 4 ll

11 Listen, point and say.

12 Listen and blend the sounds.

- 1 f - i - g fig 2 f - a - n fan
3 o - ff off 4 p - u - ff puff
5 l - e - g leg 6 l - a - p lap
7 d - o - ll doll 8 b - e - ll bell

13 Underline f, ff, l and ll. Read the words aloud.

- 1 leg 2 doll 3 fig



- 4 puff 5 bell 6 fan



OPTIONAL ACTIVITIES

Game Play a game of Five lives to practise the sounds and words learnt so far. See p. 269. Photocopiable 6.5 See p. 260.

Lesson 7

Lesson aims

To integrate cross-curricular content into the English classroom

Cross-curricular focus

Social sciences (Public places)

Target language

shop, library, playground, café, zoo, park

Materials

Audio CD; pictures of and objects relating to pupils' favourite buildings/places in town (optional)

Optional activity materials

Active Teach; Digital Activity Book; Photocopiable 6.6; CLIL poster

Starting the lesson

- Play the story from Lesson 5, CD257. Ask some questions about the story, in English or L1.

Pupil's Book page 66

Presentation

- Tell pupils (L1) they are going to talk about their favourite buildings and places in the local area. Ask them (L1) to name some buildings or places and say what people use these for. Pupils can show the objects and pictures they have brought into class. Use some of these, if relevant, to teach the new vocabulary for this lesson. Otherwise, teach park, shop, library, café, zoo and playground using mime, e.g. mime drinking a cup of tea/reading a book/paying for something/feeding the ducks.
- Point to the photos in turn and ask *Where am I?* (*In the park*).

14 Listen and number. Then say.

- Pupils look at the photos. Ask *Where's the (shop)?* Pupils point to it.
- Play the recording. Pupils listen and number the photos accordingly. Then play the recording again. Pause after each sound effect and elicit the place before playing each line.

KEY a 2, b 3, c 1, d 4, e 6, f 5

Practice

15 Listen and match.

- Ask pupils to look at photos a-d and identify the places. Then they look at the pictures of the children. Ask pupils to guess where they think each child is (from the objects they are holding). Play the recording. Pupils listen and draw matching lines from the children to the correct places.
- Ask questions to check the activity: *Where is he/she? Is he/she in a (café)?* (Yes, he/she's in a café.)

KEY 1 d, 2 a, 3 b, 4 c

Mini-project

- Pupils draw a picture of themselves in their favourite place. They can either do this as a collage, using photos or other items they have brought into class, together with a drawing of themselves. Or they can just draw a simple picture. Pupils then compare their pictures and talk about their favourite places.
- Remind pupils that they can refer to the CLIL poster while they are doing their mini-project.

Activity Book page 64

16 Write. Then listen and follow the path.

- Pupils label the places on the map, choosing the correct words from the word bank.
- Play the recording. Pupils listen and draw a line on the map as they hear the girl travel from place to place. They start at the house. Play the recording again as necessary, then check answers together as a class.

17 Find and circle.

- Pupils find the girl, the cat and the boy in the pictures. Then they read the sentences and circle the correct word each time.

Ending the lesson

- Play a mime game. Mime being in one of the buildings from the lesson. Ask the class *Where am I?* Elicit, e.g. *You're in the (library).* Repeat, with other pupils miming. Pupils can then play the game in pairs. (For Key, see p. 190. For Audioscript, see pp. 190-191.)

14 Listen and number. Then say.



15 Listen and match.



OPTIONAL ACTIVITIES

Make a class map Pupils draw places in your town. Use these to make a large map of the town. Stick the pictures on the map and label them. Alternatively, pupils can make their own maps in pairs or small groups and present them to the class (This is the library, etc.). Teach additional vocabulary as necessary.

A class trip With permission from parents, take the pupils round the local area near the school. Ask pupils to sketch some of the buildings they see. Photocopiable 6.6 See TB p. 260. CLIL poster

Lesson 8

Lesson aims

To integrate cross-cultural content into the English classroom

Cross-cultural focus

Different homes

Target language

Where do you live? I live in a (house).

Do you live in a (house)? Yes, I live in a (house)./No, I live in a (flat).

houseboat, caravan, flat, I live in ...

Materials

CLIL poster

Optional activity materials

Active Teach; Digital Activity Book; Photocopiable 6.7

Starting the lesson

- Play a game of Guess the drawing. Draw simple pictures on the board of known objects or animals. Pause after each pen stroke for pupils to guess what you are drawing. Pupils can play the same game in pairs.

Pupil's Book page 67

Presentation

- Draw a simple outline of a house on the board and ask What's this? Elicit It's a house. Then ask How many windows? How many doors? Draw these onto the house, as instructed by pupils. Then draw the bottom of a boat under the house to make a houseboat. Ask What's this? Teach the word houseboat. Invite pupils to guess the theme of the cultural reading for this unit (different or unusual homes).

Different homes. Read and match.

- Ask pupils to point to the photo of the houseboat. Then use the other photos to teach the new words caravan and flat. For each photo, ask Is it big or small? Ask pupils to predict how many rooms each type of home contains.
- Pupils look at the four children and read their speech bubbles. Elicit which home is being described each time. Check vocabulary and ask questions as pupils read, e.g. Is the houseboat big? How many bedrooms are there? etc.
- In pairs, pupils then read the speech bubbles again and draw matching lines to the correct homes.
- Ask additional questions, e.g. Who has got a TV in his bedroom? (Juan). Who lives in a caravan? (Rosie). What is Ravi's favourite room? (the living room). Pupils refer to the text or answer from memory. They can then make up their own questions to test the class.

- Write the sentence I live in a small house. on the board. Focus on the new structure I live in ... Pupils repeat. Then ask Where do you live? Elicit full sentences, e.g. I live in a (big) (flat).

KEY 1 c, 2 a, 3 b, 4 d

Practice

What about you? Ask and answer.

- Pupils ask and answer the questions in the speech bubbles to find out about each other's homes. They can do this in pairs, or as a class survey, noting down the different answers on a piece of paper. Pupils can then report back their findings to the class.
- Pupils then compare their own home to those described in Activity 16. Encourage them to comment on the similarities and differences in English, teaching additional language as necessary: Ravi lives on a houseboat but I live in a flat. Juan lives in a flat and so do I! Ask if pupils have ever seen or been in a houseboat or caravan, and if so, where.

Mini-project

- Pupils draw a picture of their own home and write about it, using the texts in Activity 16 as a model. They can then add this picture and text to their Portfolio.

Activity Book page 65

Read and match.

- Pupils draw matching lines between the pictures and the labels.

Read and complete the letter.

- Pupils complete the letter by writing the correct word in the space provided after each picture. Check by asking pupils to read the completed letter aloud.

Ending the lesson

- Use the texts that pupils have written about their own homes to play a guessing game. Read one of the texts and ask pupils to guess whose home it is. The first pupil to guess correctly can then choose another text to read for others to guess. (For Key, see p. 190. For Audioscript, see p. 190-191.)

Wider World

Different homes

6

16 Read and match.



My name's Ella. I live in a small house. There is a kitchen, a living room, a bathroom and two bedrooms. I've got a big garden.



My name's Rosie. I live in a caravan! It's small but it's nice. There's a living room, a kitchen and a bathroom.



My name's Ravi. I live on a houseboat. It's a big boat. There is a living room and two bedrooms. My favourite room is the living room.



My name's Juan. I live in a big flat. There is a kitchen, a living room, two bathrooms and four bedrooms. I've got a TV in my bedroom.



17 What about you? Ask and answer.

Where do you live?

Do you live in a house?

What's your favourite room?

Have you got a TV in your bedroom?



Draw your home and write about it.

Lesson 8: wider world (different homes)

All p. 68

67

OPTIONAL ACTIVITIES

Homes around the world Pupils research different homes around the world, e.g. an Indonesian longhouse, an African rondavel, etc. They find and bring pictures to class, then write about them. This can be made into a class book/file, or a poster.

Design a caravan or houseboat Ask pupils to imagine the inside of Rosie's caravan or Ravi's houseboat. Ask *How many rooms has it got? Is there a kitchen?* Encourage them to be as imaginative as possible. Pupils then design their ideal interior for a caravan or houseboat. Photocopiable 6.7 See TB p. 260.

6

Lesson 9

Lesson aims

To review the unit language with a game; to add to the Picture Dictionary

Receptive language

You're in the (garden).

Materials

Audio CD; Flashcards (Animals and pets, Rooms, Furniture), self-prepared flashcards (Public places)

Optional activity materials

Active Teach; Digital Activity Book; Reading and Writing Booklet

Starting the lesson

- Play the chant from Lesson 1 again, CD2:48, and encourage pupils to join in. One half of the class can chant the questions and the other half the answers.
- Play a miming game to revise the words pupils will need for this lesson. Mime things you do in a shop, park, library and café. Elicit the correct public place each time. Also revise animals/pets and rooms by drawing a large cross section of a house on the board. Write the name of a room in each square, then stick an animal/pet flashcard in each room. Ask *Where's the (rabbit)?* Elicit *It's in the (living room).*

Pupil's Book page 68

18 Listen and tick (✓). Then ask and answer.

- Explain (L1) that the picture represents Zak and Rita's local area. Point to and ask pupils to identify the different public places and rooms. Ask *Where's the (dog)?* Elicit *It's in the (park).* Point out the characters underneath the picture and elicit their names (from left to right, Zak, Mum (Mrs Voom), Dad (Mr Voom), Millie, Oscar and Waldo). Explain that the characters are hiding in the scene and the pupils are going to race against each other to find them.
- Play the recording to give pupils an idea of the language they will need to play the game. Pupils listen and repeat.
- Divide the class into pairs. Ask pupils to close their books but use a finger to mark the correct page in the book. Say *Where's Zak?* Go! Pupils open their books and find him as quickly as possible. If they beat their partner, they get a point. Ask *Where's Zak?* again and elicit *He's in the kitchen.* Pupils close their books again. Repeat for the other characters, in random order.

- Pupils then ask and answer the questions in pairs. Pupil A points to a character underneath the picture and asks *Where's (Mum)?* Pupil B answers *She's in the (garden).* Swap roles. Pupils tick the boxes next to the characters when they answer correctly.

19 Listen and act.

- Mime being in a library, e.g. reading a book. Say *I'm in the library.* Then choose a pupil and say *You're in the library.* Ask him/her to mime the action. Play the recording. Pupils listen and mime the corresponding action for each room/place. Demonstrate as necessary.

Activity Book page 66

20 Listen and draw.

- Pupils look at the pictures and name the rooms and items of furniture.
- Play the recording. Pupils listen and draw the animals or objects in the correct location in each picture.

Picture Dictionary (Activity Book page 109)

- Use the flashcards for the unit to revise the new vocabulary (rooms, furniture and public places). Write the three vocabulary headings on the board. One by one, elicit each new word from the flashcards and ask pupils to say under which heading each belongs. Stick the cards on the board accordingly.
- Ask pupils to turn to the Picture Dictionary on p. 109 of the AB. They complete the sticker activity in pairs. Pupil A reads a caption and Pupil B finds the corresponding sticker. They swap roles. When they have finished, pupils compare their Picture Dictionaries with others in the class.

Ending the lesson

- Do the TPR activity again! You can play CD2:68 again, or read the audioscript from the TB. When reading, vary your speed and tone to make it more challenging. (For Key, see p. 199. For Audioscript, see pp. 190–191.)



Listen and tick (✓). Then ask and answer.

HAVE FUN!



Where's Zak?

He's in the house.
He's in the kitchen.



Listen and act.

68

Lesson 1 review and consolidation

All p. 14

OPTIONAL ACTIVITIES

Categories Divide the class into groups. Allocate a vocabulary category from each unit to each group, e.g. Classroom objects, Animals, etc. Pupils write as many words from each category as possible. Award a point for each correct word.

Team game – Stop See p. 268.
Reading and Writing Booklet pp. 16–18. (For Key, see TB p. 256.)

6

Lesson 10

Lesson aims

To complete a progress check; to provide an opportunity for self assessment; to provide an opportunity for personalisation of the language of the unit.

Materials

Audio CD; Flashcards (Rooms, Furniture); self-prepared Flashcards (Public places); Wordcards (Family, Rooms, Furniture)

Optional activity materials

Active Teach; Digital Activity Book; Online material – Family Island; Grammar reference; Unit 6 Review; Test Booklet; Grammar Booklet

Starting the lesson

- Stick the flashcards of the public places and/or rooms around the classroom. Now distribute the family wordcards to volunteers and ask them to stand near one of the flashcards. Ask *Where's Dad?* Elicit *He's in the (bedroom).*

Pupil's Book page 69

28 Look and write.

- Pupils look at the pictures. Point to the different rooms and items of furniture and ask, *What's this?* Elicit *the (bathroom). It's a (bath), etc.*
- Pupils then write the rooms/items of furniture in the spaces provided. Provide additional help if necessary, by writing the words in a word bank on the board.
- Check the activity by asking pupils to write their answers on the board. Check spellings.

KEY 1 bathroom, 2 bedroom, 3 lamp, 4 bath, 5 kitchen, 6 sink, 7 sofa, 8 TV, 9 living room, 10 garden

29 Listen and draw.

- Point to the items of furniture and say *What's this?* Elicit *a (desk). It's a (chair), etc.*

- Play the recording. Ask pupils to listen and draw the items they hear. Pause the recording as necessary. Then play it again for pupils to check their answers.
- Extend the activity by asking pupils to colour the items according to your instructions, e.g. Colour the books blue. Colour the desk brown. Colour the puppies black, etc.

KEY Pupils draw: 1 three books on the desk, 2 two puppies under the chair, 3 two lamps on the table

I can

- Read the two statements with the pupils and ask them to decide which of these things they feel they can do. Then they tick the corresponding box(es).

Activity Book page 67

30 Read and write.

- Pupils look at the picture of the bedroom, while you read the gapfill text. Pupils then read the text again in pairs and complete it by choosing and writing the correct words from the word bank. Check answers by asking a pupil to read the text aloud.

31 Draw your favourite room and write.

- Pupils draw their favourite room. They then complete the gapfill paragraph about their favourite room using the text in Activity 18 as a model. Help as necessary.
- Pupils then compare their drawings and texts with other pupils.

Ending the lesson

- Play a game of *Find your match*. Distribute the unit flashcards and wordcards (rooms, furniture) to volunteers. They mingle to find their matching word card or flashcard. Repeat the activity by redistributing the cards to different volunteers. (For Key, see p. 190. For Audiocscript, see pp. 190–191.)



Look and write.

PROGRESS CHECK

6



Listen and draw.



I can name the rooms in a house.

I can describe furniture in a room.



69

OPTIONAL ACTIVITIES

Online World Pupils go online to Family Island and enjoy the games.

Active Teach Pupils can watch the animated story, Episode 6.

Grammar reference (PB p. 100) and Unit 6 Review (AB p. 101) Pupils study the grammar reference table in the PB. They then test their

knowledge of it by completing the gapfill story in the AB unit review.

Test Booklet pp. 26–27. (For Key, see TB p. 263.) Grammar Booklet pp. 16–18. (For Key, see TB p. 257.)

Our favourite activity Ask pupils to choose their favourite activity from Unit 6 and do it again.

6

Activity Book Answer Key

p. 58, Activity 1

1 window, 2 bathroom, 3 living room, 4 kitchen, 5 garden, 6 bedroom, 7 door,

p. 59, Activity 2

a 3 She's in the kitchen.
b 1 She's in the bedroom.
c 2 He's in the bathroom.
d 4 They're in the living room.

p. 59, Activity 3

Where's, living room

p. 60, Activity 4

a 8, b 1, c 6, d 3, e 4, f 5, g 7, h 2

p. 60, Activity 5

1 bedroom, 2 bathroom, 3 garden

p. 61, Activity 6

1 is, table, 2 in, fridge, 3 in, bath, 4 on, sofa, 5 are, bed, 6 under, table

p. 62, Activity 7

1 c, 2 b, 3 a, 4 d, 5 b

Dad is in the living room. Zak is in the kitchen. Rita is in her bedroom. Vava and Waldo are in the bathroom.

p. 63, Activity 9

Pupils should circle the girl's leg, the bell in her hand, the fan and the doll.

p. 63, Activity 10

1 s, 2 il, 3 f, 4 l

p. 63, Activity 11

1 il, 2 f, 3 l, 4 ff

p. 63, Activity 12

1 fig, 2 puff, 3 off, 4 lap

p. 64, Activity 13

1 house, 2 playground, 3 shop, 4 library, 5 café
Pupils should draw a line from the house, to the playground, to the shop, to the library and ending at the café.

p. 64, Activity 14

1 café, 2 park, 3 library

p. 65, Activity 15

1 d, 2 a, 3 b, 4 c

p. 65, Activity 16

1 house, 2 kitchen, 3 living room, 4 bathroom, 5 bedrooms, 6 garden, 7 bedroom, 8 bed, 9 TV, 10 cat

p. 66, Activity 17

Pupils should draw the following:

- 1 A cat in the bath.
- 2 A bird on the chair.
- 3 A book on the sofa.
- 4 A lamp on the fridge.

5 A pencil under the desk.

6 Two mice under the table.

p. 67, Activity 18

1 bedroom, 2 big, 3 two, 4 chairs, 5 lamp

p. 101, Activity 1

a Where, They're, b She's, c There's, are d Where's, under.

Audioscript

Lesson 1 Activity 1

CD2:46

Z = ZAK W = WALDO

Z This is my house. Please come in. This is the living room.

This is the kitchen.

This is the bathroom.

This is a window.

This is a door.

And this is the bedroom.

W ZZZZ!

Lesson 2 Activity 4

CD2:49

1 Where's Waldo?

He's in the kitchen.

2 Where's Waldo?

He's in the living room.

3 Where's Waldo?

He's in the bathroom.

4 Where's Waldo?

He's in the bedroom.

Quest song

CD2:50

Come with us, come on a quest.

Come on a quest today.

Come with us, come on a quest.

Look for a bed today.

An egg, a blanket, a book, a photo, soap, a mouse and ... a bed!

Look for a bed today.

Lesson 2 Activity 2 (AB)

CD2:51

1 Where's Rita?

She's in the bedroom.

2 Where's Zak?

He's in the bathroom.

3 Where's Mrs Voom?

She's in the kitchen.

4 Where are Mr Voom and Vava?

They're in the living room.

Lesson 3 Activity 4 (AB)

CD2:54

- Where's the cooker?
It's in the kitchen.
- Where's the sink?
It's in the bathroom.
- Where's the TV?
It's in the living room.
- Where's the sofa?
It's in the living room.
- Where's the bath?
It's in the bathroom.
- Where's the fridge?
It's in the kitchen.
- Where's the lamp?
It's in the bedroom.
- Where's the bed?
It's in the bedroom.

Lesson 4 Activity 7

CD2:55

- There's a TV on the cooker.
- There are three lamps under the table.

Lesson 4 Activity 8

CD2:56

- There are two mice under the bath.
- There's a bird on the cooker.
- There are two puppies under the sofa.
- There's a hamster in the sink.
- There's a lamp on the table.
- There are two books on the table.

Lesson 6 Activity 10

CD2:58

- 1 / / / / / 2 double f / / / / /
- 3 l / / / / / 4 double l / / / / /

Lesson 6 Activity 11

CD2:59

- 1 / / / double f / / / double l / / / f / / /
- double l / / / f / / / l / / / double f / / /

Lesson 6 Activity 10 (AB)

CD2:61

- 1 / / / 2 / / /
- 3 / / / 4 / / /

Lesson 6 Activity 11 (AB)

CD2:62

- 1 double l / / / 2 f / / /
- 3 l / / / 4 double f / / /

Lesson 6 Activity 12 (AB)

CD2:63

- 1 fig. 2 puff. 3 off. 4 lap

Lesson 7 Activity 14

CD2:64

- 1 It's a playground. 2 It's a shop.
- 3 It's a library. 4 It's a cafe.
- 5 It's a park. 6 It's a zoo.

Lesson 7 Activity 15

CD2:65

- 1 She's in the park.
- 2 He's in the cafe.
- 3 He's in the library.
- 4 She's in the shop.

Lesson 7 Activity 13 (AB)

CD2:66

- 1 This is my house.
- 2 I'm in the playground.
- 3 I'm in the shop.
- 4 I'm in the library.
- 5 I'm in the cafe.

Lesson 9 Activity 18

CD2:67

- Where's Zak?
He's in the house. He's in the kitchen.

Lesson 9 Activity 19

CD2:68

- You're in a shop.
- You're in the living room.
- You're in the library.
- You're in the park.
- You're in the bedroom.
- You're in the bath.
- You're in the garden.
- You're in the kitchen.
- You're in the dining room.

Lesson 9 Activity 17 (AB)

CD2:69

- Where's the cat? The cat is in the bathroom. It's in the bath.
- There's a bird. Where's the bird? It's on the chair in the garden.
- Where's my book? Your book is on the sofa in the living room.
- Where's the lamp? It's on the fridge in the kitchen.
- Where's my pencil? It's under the desk in the bedroom.
- There are two mice. Where are the mice? They're in the dining room. They're under the table!

Lesson 10 Activity 21

CD2:70

- There are three books on the desk.
- There are two puppies under the chair.
- There are two lamps on the table.

Objectives

- identify food and drink
- ask for things you want
- talk about likes and dislikes
- talk about food that is good or bad for you
- ask and answer about likes and dislikes
- talk about packed lunches and snacks

Topics

- food and drink
- healthy food
- packed lunches

Values

- Be polite.

Story and quest

- Unit opener: The Voorn family go on a picnic.
- Story episode: Waldo eats all the food.
- Quest item: Waldo's milk.

Songs and chants

- chant: I like fruit and yoghurt.
- Quest song: Look for milk.
- song: I like jelly.

Socio-cultural aspects

- Identifying and talking about food we like and dislike
- working in pairs and groups
- learning to share with others
- learning about food that is good and bad for us
- learning about different things people like to eat for lunch

Learning strategies

- using previous knowledge
- asking and answering questions
- following instructions
- logical thinking: deducing information from pictures
- critical thinking: identifying and comparing
- using art and craft
- predicting the outcome of a story
- asking for things from a menu
- reflecting on learning and self-evaluation
- personalisation of language learnt
- recording new vocabulary in a picture dictionary

Language

Vocabulary

Food: cheese, lemonade, bread, chicken, meat, salad, juice, fruit, yoghurt, milk, sandwich, water, chocolate, honey, jelly, vegetables, ice cream, cake

Structures

I like (salad) and (meat).
I don't like (bread) and (cheese).
What do you want? I want (milk).
Do you like (honey)? Yes, I do./No, I don't.
It's good/bad for me. (CLIL)

Revision

Colours, Adjectives, Greetings
I've got ...
I'm (small/a mouse).
Polite phrases (values): Thank you.
Yes, please. I'm sorry. It's OK.

CLIL language

CLIL: Social sciences (Food):
sausages, chips, carrots
Wider World (Packed lunches):
packed lunch, sushi, rice

Phonics

j, ss, v, w (jam, jet, kiss, mess, van, vet, web, wig)

Cross-curricular contents

- Arts and crafts: making picture cards, making a food poster, drawing a packed lunch box.
- Music: songs and chant
- Maths: using numbers to sequence
- Social sciences: eating healthy food
- Language skills: giving information, asking and answering questions, following instructions, acting out a story, playing games

Basic competences

Linguistic communication: Use language as an instrument for communication (L. 1 to 10)
Knowledge and interaction with the physical world: Learning about food we eat (L. 1 to 5, L. 7 and 8)
Mathematical competence: Use numbering to complete a task (L. 1 to 10)
Processing information and digital competence: Use Active Teach; Use Family Island online component
Social and civic competence: Make and accept rules for working together and codes of conduct (L. 1 to 10);

Use polite phrases in conversation (L. 5); Learn about food that is healthy (L. 7)
Cultural and artistic competence: Develop and value initiative, imagination and creativity (L. 5, 7, 8); Raise awareness of cultural differences (L. 8)
Learning to learn: Reflect on what has been learnt and self-evaluate progress (L. 10)
Autonomy and personal initiative: Develop one's own criteria and social skills (L. 1 to 10)

Skills

Listening

- can understand a dialogue
- can understand chants and songs
- can understand and identify food
- can follow instructions
- can understand a story
- can understand and identify different pictures

Reading

- can read and understand captions of key words
- can read and understand chant and song text
- can read and understand speech bubbles
- can read and understand sentences
- can follow speech bubbles in a picture story
- can blend individual sounds and letters to create words
- can read and understand a cultural text about packed lunches
- can read and understand a personalisation text

Speaking

- can chant and sing the unit chant and songs
- can identify food
- can talk about likes and dislikes with food
- can ask and answer questions about likes and dislikes with food
- can describe food you want
- can understand and use polite phrases
- can act out a story
- can pronounce j, ss, v and w correctly
- can describe food which is good and bad for us
- can use language to play a game

Taking part in conversations

- can describe food you like and dislike
- can ask for food you want and order from a menu
- can use polite phrases
- can ask and answer questions about food
- can compare food which is good and bad for us

Writing

- can write key words
- can write key words in a sentence
- can complete a personalisation text

Classroom ideas

- Play flashcard and team games.
- Conduct a class survey about food.
- Draw a picture for an alternative story conclusion.
- Keep a food diary.
- Learn about food groups.
- Have a packed lunch picnic.
- Make a sandwich.
- Suggested photocopies:
- 7.1 Play a food board game.
- 7.2 Do a tangled lines activity.
- 7.3 Do a spot the difference activity.
- 7.4 Make a set of mini-story cards.
- 7.5 Make a set of phonics picture cards and letter tiles.
- 7.6 Do a questionnaire to find out how healthy you are.
- 7.7 Play a shopping list game.

Take-home English

- Letters for parents: When you begin Unit 7, complete and give pupils a copy of the Unit letter (Active Teach). This explains what pupils are going to learn in this unit.
- Home-school link: Pupils draw a picture of themselves helping a friend and using polite phrases. (L. 5).
- Craft activities: Pupils do the food diary at home. They can also take home or draw a picture of the sandwich they make.
- Grammar Booklet and Reading and Writing Booklet. Pupils take these home to show their parents.
- Portfolio: Encourage pupils to show their parents their Portfolio when they finish Unit 7.

Evaluation

- Pupil's Book page 79
- Activity Book page 77
- Grammar summary (Pupil's Book page 101)
- Unit review (Activity Book page 102)
- Picture Dictionary (Activity Book page 110)
- Test Booklet - Unit 7 (pages 30-33)

7 Food

Lesson 1

Lesson aims

To present and practise new vocabulary (Food)

Target language

cheese, lemonade, bread, chicken, meat, salad, juice, fruit, yoghurt, milk

Materials

Audio CD; Flashcards (Food); Wordcards (Food); a coin or small piece of paper for each pupil

Optional activity materials

Active Teach; Digital Activity Book; Photocopiable 7.1

Starting the lesson

- Revise numbers 1-20 by very quickly showing different numbers using your fingers. Elicit the numbers.
- Hold up a pencil and say I've got a (blue) pencil. Repeat with other items, making deliberate mistakes. Pupils stand up when you say a correct sentence and clap when you say an incorrect sentence. Invite volunteers to hold up other items and say what they've got.

Pupil's Book pages 70-71

Presentation

- Use the flashcards to teach the new vocabulary (cheese, lemonade, bread, chicken, meat, salad, juice, fruit, yoghurt, milk). Pupils listen and repeat. Stick all the flashcards on the board and say the category heading: food.

1 Listen and point.

- Ask questions about the main illustration, e.g. Who's this? Is he happy or sad? Point to (Mum). Also use the illustration to revise any other vocabulary, e.g. colours.
- Say each food item in turn. Pupils find it on the page and point to it.
- Play the recording. Pupils listen and point to the different food items as they are mentioned. Then play the recording again. Challenge pupils to say which characters are speaking each time. You could also challenge them to name any foods not mentioned by the characters (chicken, lemonade and salad).

7 Food



2 Listen and repeat.

- Play the recording. Pupils listen and repeat the words, while pointing to the different food items in the main illustration.
- In pairs, pupils then play a game. Pupil A turns away while Pupil B covers up one of the food items in the illustration and its word label with a coin or piece of paper. Pupil A turns round and has to guess which food is covered up. Pupils swap roles, covering up more food items each time to make the game more difficult.

Practice

- Hold up the wordcards and read each one with the class. Then stick the cards on the board. Say four of the words. Pupils name the words you didn't say. Continue by varying the number of words you say each time.



Chant

1 Listen and play. Then listen and chant.

- Pupils close their books. Distribute the food flashcards and wordcards, one to each pupil.
- Play the chant and ask pupils to listen and stand up and show their card when they hear their food word mentioned. Pause the recording each time to check that the flashcards and wordcards shown are a matching pair.
- Play the chant again. Pupils put their thumbs up when they hear the children saying they like a food and put their thumbs down when they hear them saying they don't like a food. Explain (L1) the expression *Can I have some, please?*
- Ask pupils to look at the main illustration. Make sentences about the characters, e.g. *I like chicken.* Pupils listen, then point to and name the correct character, e.g. *Mum/Mrs Voom*.

- Play the chant again, pausing for pupils to listen and repeat.
- Divide the class into two groups (girls and boys) and play the recording again. The girls chant the first verse and the boys the second.
- When pupils are confident with the chant, use the karaoke version (see Active Teach).

Activity Book page 68

1 Draw. Then write.

- Pupils complete the drawings of the food items and label them, choosing the correct word from the word bank each time.

Ending the lesson

- Play a game of *What's missing?* Stick the flashcards on the board. Ask pupils to close their eyes, then remove one of the cards. Ask *What's missing?* Elicit which food item you've taken away. (For Key, see p. 214. For Audioscript, see pp. 214–215.)

OPTIONAL ACTIVITIES

Guessing game Hold a flashcard behind your back. Pupils try to guess what it is by asking *Is it (cheese)?* Give the flashcard to the pupil who guesses correctly and invite him/her to the front of the class, where he/she holds up his/her flashcard. Repeat with the other flashcards until you have a row of pupils at the front of the class holding up their flashcards. Ask the class *Who's got (bread)?* etc.

Picture dictation Dictate pictures of food for pupils to draw. Then pupils do a colour dictation in pairs. Pupil A says *brown bread* and Pupil B colours the bread correctly.

Photocopiable 7.1 See TB p. 260.

NOTES

Lesson 2

Lesson aims

To present and practise the new structures (expressing likes and dislikes with food; asking and answering about food choices); to find the Quest item for the unit and add it to the Quest song

Target language

I like (salad) and (meat). I don't like (bread) and (cheese). What do you want? I want (milk).

Materials

Audio CD; Flashcards (Food)

Optional activity materials

Active Teach; Digital Activity Book; Wordcards (Food); Grammar Booklet

Starting the lesson

- Give a flashcard to a volunteer. Without showing the other pupils, he/she makes a true or false sentence about the card using *I've got*, e.g. *I've got milk.* The other pupils guess if it's true or false. The volunteer then shows the card.

Pupil's Book pages 70–71

Presentation

- Show the cheese flashcard and say *Mmm. I like cheese.* Mime the idea of *like*. Repeat with other food flashcards. Then show the yoghurt flashcard and say *Yuk! I don't like yoghurt.* Mime accordingly.

Look!

- Stick the flashcards on the board and describe the ones you like as if you are choosing between them, e.g. *Hmmm, I like meat and salad. I like chicken. I like fruit. Then choose one of the cards and say, Chicken. I want chicken.* Explain (L1) the difference between *I like chicken* (expressing general like) and *I want chicken* (making a choice).
- Ask pupils to read the sentences in the Look! box while you read them out. Read them again and pause after each line for pupils to repeat the sentences.
- Pupils then use the same language in pairs, taking turns to talk about the food they like and want in the main illustration.



Practice

1 Listen and match. Then ask and answer.

- Play the recording. Pupils listen and draw matching lines from *Waldo* and *Vava* to the correct food items, according to what the characters say they want. Check the activity.
- In pairs, pupils then talk about the food items in the pictures, pretending to be *Waldo* and *Vava*. They use the speech bubbles as a model.

KEY *Vava* wants milk, yoghurt and salad. *Waldo* wants milk, meat, yoghurt, fruit, salad, juice and lemonade.



Quest

Quest item and song

- Elicit the Quest items pupils have found so far.
- Ask pupils to guess the item they can collect from this page (the milk, in front of Waldo).
- Play the Quest song. Pupils listen then find and circle the milk in the main illustration.
- Play the Quest song again, while pupils follow in their books and sing along.

Activity Book page 69

Find and colour. Then write (✓) or (X).

- Pupils colour the shapes with dots to find the food items that Mr Voom likes. They then tick those food items and put a cross next to the other food items – the ones Mr Voom doesn't like.
- Check answers by eliciting sentences from volunteers, e.g. *I like meat. I don't like juice.*

Read and draw.

- Pupils read the sentences and draw the food on the plates and the juice in the glass.

Ending the lesson

- With books closed, elicit the food items from the chant. Write the words on the board. Try to elicit which of the food items the boy and girl in the chant like and don't like. Then play the chant again for pupils to check answers.
(For Key, see p. 214. For Audioscript, see pp. 214–215.)

OPTIONAL ACTIVITIES

Flashcard game – Sponge throw. See TB p. 266. Grammar Booklet pp. 19–21. (For Key, see TB p. 257.)

NOTES

Lesson 3

Lesson aims

To present and practise new vocabulary (Food); to practise language with a song

Target language

sandwich, water, chocolate, honey, jelly, vegetables, ice cream, cake

Receptive language

bear, bees, Does he like (milk)?

Materials

Audio CD; Flashcards and Wordcards (Food – from Lessons 1 and 3); Unit 7 Cut-outs

Optional activity materials

Active Teach; Digital Activity Book; Photocopiables 7.2–7.3; Reading and Writing Booklet

Starting the lesson

- Put the Lesson 1 flashcards in a pile, face down. Choose a random card and say *I like (cheese)*. Pupils that like cheese clap their hands and repeat the sentence. Continue with the other flashcards, using sentences with *I like* and *I don't like*.

Pupil's Book page 72

Presentation

Listen and repeat.

- Pupils look at and point to the pictures while you play the recording. Then play the recording again. Pupils listen and repeat.
- Stick the Lesson 3 flashcards on the board. Then hold up the corresponding wordcards one by one. Ask volunteers to read them, then come and stick them next to the correct flashcard.
- Play a game of What's wrong? Ask pupils to close their eyes, while you swap round two of the wordcards. Pupils then open their eyes and identify the incorrect labels.

Song

- Use the picture to preteach bear and bees. Ask (L1) what bears like to eat. Elicit that they like sweet things and eating people's food.

Practice

- Pupils name the food items in the picture. Ask *Where's the bear?* (*It's in the garden/park.*)

Listen and write. Then sing and act.

- Play the song. Pupils listen for the food items the bear likes and doesn't like. Check by asking *Does he like (honey)?* (yes). *Does he like bees?* (no). Repeat with other food items from the song.
- Play the song again. Pupils listen and write the missing words.
- Play the song again. Pupils sing along and mime being the bear.
- When pupils are confident with the song, use the karaoke version (see Active Teach).

KEY jelly, fruit, yoghurt, cheese, honey, honey

Unit 7 Cut-outs (Pupil's Book page 115)

- Pupils cut out the food cards. In pairs they play a game of Yum and Yuck.
- Pupils shuffle their cards and each put them face down in a pile. In turn, pupils then turn over the top card from each pile and make a sentence about the food combination shown, using *Yum – I like* or *Yuck – I don't like*, e.g. *Yum! I like bread and cheese. Yuck! I don't like meat and chocolate!*
- A pupil can challenge his/her partner if the partner claims to like a food combination that the pupil thinks is disgusting!

Activity Book page 70

Look and number.

- Pupils look at the picnic blanket and write the correct numbers next to the food words underneath.

Listen and number. Then circle and write.

- Play the recording. Pupils listen and number the bear that is talking each time.
- Pupils then read the numbered sentences, which now correspond to the numbered bears. Pupils circle like or don't like and complete each sentence with the correct food word chosen from the word bank.

Ending the lesson

- Stick the Lesson 1 and Lesson 3 wordcards on the board. Read each one in turn. Pupils stand up if they like a food item and remain seated if they don't. Count the number of pupils sitting and standing for each food item.
(For Key, see p. 214. For Audioscript, see pp. 214–215.)

5 Listen and repeat.



6 Listen and write. Then sing and act.



OPTIONAL ACTIVITIES

Unit 7 Cut-outs Pupils use the Unit 7 cut-outs again to play a game of Bingo. They choose four of the cards and place them face up on the table in front of them. Call out the food words in turn. Pupils turn over each card as you say the corresponding

food word. The first pupil to turn over all four cards is the winner.
Reading and Writing Booklet pp. 19–21. (For Key, see TB p. 256.)
Photocopiables 7.2–7.3 See TB p. 260.

Lesson 4

Lesson aims

To present and practise the new structures (asking and answering about likes and dislikes)

Target language

Do you like (honey)? Yes, I do./No, I don't.

Materials

Flashcards (Food – from Lessons 1 and 3); Audio CD

Optional activity materials

Active Teach; Digital Activity Book; Unit 7 Cut-outs; Grammar Booklet

Starting the lesson

- Choose a food item from Lesson 1 or 3 and mime eating it. Pupils guess the food item by asking *Is it (chocolate)?* The first pupil to guess correctly mimes the next food.

Pupil's Book page 73

Presentation

- Choose a flashcard of a food item you like and say, e.g. *Mmm, I like (fruit).* Ask pupils to put their hands up if they like fruit. Ask one of these pupils *Do you like fruit?* Elicit *Yes, I do.* Then ask a pupil without their hand up the same question to elicit *No, I don't.* Repeat with other food flashcards.

Look!

- Ask pupils to read the sentences in the Look! box while you read them out. Read them again and pause after each line for pupils to repeat the sentences.

Practice

1 Listen and write (✓) or (X). Then ask and answer.

- Pupils look at the pictures and name the different food items. Focus on the photo next to the chart and explain that the boy is asking the girl (Ellie) what she likes and doesn't like. Ask pupils to predict what she likes.
- Play the recording. Pupils listen and check their predictions.
- Play the recording again, pausing for pupils to complete the first line of the chart for Ellie. They write a tick for the food items she likes and a cross for the food items she doesn't like. Check the activity.

- Play the recording again. Pupils listen and repeat the questions and answers.
- Pupils then complete the second line of the chart with ticks and crosses for their own likes and dislikes.
- Pupils work in pairs. They take turns asking *Do you like ...?* questions, completing the third line of the chart with ticks and crosses for their partner.

KEY Honey ✓, salad X, fruit ✓, jelly X, cake X, water ✓

2 Listen and guess.

- Pupils look at the photos and name the animals and food items. Pupils predict which of the food items each animal likes to eat.
- Play the recording. Each time, pause the recording after *Who am I?* to elicit the animal. Then continue the recording for pupils to check their answers. Ask questions to check the activity, e.g. *Who likes meat?* (the dog and the cat). *Who likes bread?* (the mouse and the bird).

KEY a cat – milk, meat; b bird – bread; c dog – meat; d mouse – cheese, bread

Activity Book page 71

3 Listen and number.

- Pupils look at the pictures and identify the food items. Ask pupils to predict whether the children in the pictures like or dislike the different foods.
- Play the recording. Pupils listen and number the pictures. Play the recording again for pupils to check their answers.
- In pairs, pupils can then ask their partner about the food items using *Do you like ...?* questions.

4 Look and write.

- Pupils look at the pictures and read the questions. They complete the answers, using *Yes, I do.* or *No, I don't.*, according to the expressions on the children's faces.

Ending the lesson

- Play a game of *Last man standing*. (See pp. 268–270.) (For Key, see p. 214. For Audioscript, see pp. 214–215.)



Online task Pupils go online to Family Island and find the box of tomatoes that Waldo is holding on the PB page. (They are on the first stall in the Farmers' Market.) When pupils click on the tomatoes, they are taken to a supplementary language game based on the vocabulary in this unit.

- 7 Listen and write (✓) or (X).
Then ask and answer.

LOOK!

Do you like honey?

Yes, I do.

No, I don't.

Ellie	✓					
Me						
My friend						

Do you like honey?

Yes, I do.

- 8 Listen and guess.

a	✓		X	✓	
b		X	✓		
c				✓	X
d		✓	✓	X	

SKILLS

Lesson 4 Grammar (Do you like honey? Yes, I do./No, I don't)

73

OPTIONAL ACTIVITIES

Unit 7 Cut-outs Play a question game. Pupils work in pairs, shuffling their own food cards and each putting them in a pile face down in front of them. Pupil A turns over the top card from each pile and asks: *Do you like (bread) and (cheese)?* Pupil B

answers *Yes, I do/No, I don't.*

Game – Drawing race See p. 268.

Grammar Booklet pp. 19–21. (For Key, see TB p. 257.)

Lesson 5

Lesson aims

To consolidate the unit language with a story

Values

To understand the value of being polite

Receptive language

fish

Materials

Audio CD; Unit 7 Story cards

Optional activity materials

Active Teach; Digital Activity Book; Drawing paper; Photocopiable 7.4; Reading and Writing Booklet

Starting the lesson

- Ask pupils (L1) what happened in the story in Unit 6. Where was Zak? (in the kitchen). Where were Vava and Waldo? (in the bathroom). What was Waldo doing to the bath? (He was heating it by blowing fire.)

Presentation

- Teach the new food word *fish*.
- Before pupils open their books, show the story cards for Unit 7 in turn and ask the questions from the *Before listening to the story* section on the back of each card.

Pupil's Book page 74

Story

- 8 Listen to the story. Then act out.

- Pupils open their books and look at the pictures. Ask questions, e.g. *Who's this? Where is he/she?* Ask pupils (L1) to predict what happens in the story.
- Play the story and ask pupils to follow in their books.
- Check pupils' understanding by asking the questions from the *After listening to the story* section on the back of each story card.
- Create actions to go with some of the words from the story, e.g. *licking an ice cream for ice cream*, etc. Play the recording again. Pupils do the actions.
- Play the recording again. Pause after each line for pupils to repeat.
- Choose six pupils to act out the roles of mum, dad, Zak, Rita, Vava and Waldo. Invite them to the front of the class. Play the recording while the pupils act out the story or say the lines and the pupils repeat. Encourage stronger classes to say the lines from memory using prompts.

Values

- Draw pupils' attention to the Values topic shown at the bottom of the page (*Be polite*). Explain the meaning of this if necessary. Ask pupils (L1) which character in the story has not been polite and why (Waldo as he's eaten all the food without asking). How are the other characters polite? (They ask each other about their food preferences.)
- Elicit polite expressions pupils know in English, e.g. *please*, *thank you*, and write these on the board. Ask (L1) why it's important to be polite (to show people you appreciate them, to avoid upsetting people, etc.).

Activity Book page 72

- 8 Read and match.

- Pupils read the speech bubbles and match them with the correct character from the story. Check answers.

- 8 Listen and number.

- Ask pupils to look at the pictures and briefly describe (L1) each situation (a – two people are greeting each other for the first time; b – someone is giving their friend a birthday present; c – the boy is giving the girl some milk; d – the girl has dropped the boy's pencils).
- Ask questions (L1) to elicit English words pupils could use in these situations to be polite: What do you say when you greet someone? (*Hello*.) What do you say when it's someone's birthday? (*Happy birthday*.) What do you say when you are asking for something? (*Please*.) What do you say when you make a mistake? (*I'm sorry*.) What do you say when you get a present? (*Thank you*.) Write additional expressions on the board.
- Play the recording. Pupils listen and number the pictures. Check the activity.
- Play the recording again. Pupils listen and repeat.
- Pupils then work in pairs, making up their own polite conversations to act out to the rest of the class.

Home-school link

- Pupils draw a picture of themselves helping a friend. They can add speech bubbles with polite expressions. They take this home to show their family.

Ending the lesson

- Recycle the action words. Say *Jump!* Wave goodbye! Now say *Clap your hands if you like cheese. Stamp your feet if you don't like meat*, etc. Continue with other actions and food items. (For Key, see p. 214. For Audioscript, see pp. 214–215.)



VALUES

Be polite.

HOME-SCHOOL LINK

Help a friend. Draw a picture and show your family.

OPTIONAL ACTIVITIES

What happens next? Divide the class into groups. Give each group a piece of paper and ask them to draw a final picture for the story, e.g. Waldo could be saying Sorry!

Photocopiable 7.4 See TB p. 260. Reading and Writing Booklet pp. 19–21. (For Key, see TB p.256.)

Lesson 6

Lesson aims

To revise previously learnt sounds and letters; to learn the sounds and letters j, ss, v and w; to practise reading and spelling words

Target language

jam, jet, kiss, mess, van, vet, web, wig

Materials

Flashcards; Audio CD; Phonics flashcards: a, p, s, t, d, i, m, n, c, g, o, ck, e, k, b, h, r, u, f, ff, l, ll, j, ss, v, w; Wordcards: jet, wig, kiss, web, van, jam; Phonics poster

Optional activity materials

Active Teach; Digital Activity Book; Photocopiable 7.5; phonics envelopes containing Units 1 to 6 picture cards and letter tiles

Starting the lesson

- Use the phonics flashcards and the procedure outlined in bullet points 1 to 3 of Starting the lesson in Unit 2, Lesson 6 (p. 84) to review the sounds and letters from Units 1 to 6.

Pupil's Book page 75

Presentation

- Use the phonics flashcards to introduce the new letters and sounds j /dʒ/, /ss/, /s/, /v/, /ʃ/ and /w/.

Listen.

- Pupils look at the letters in this activity. Elicit the sound for s (/s/). Explain that when s comes at the end of a word the letter is often doubled, but the sound is the same.
- Play the recording twice. Each time, pupils listen and point to the letters in their books.

Listen, point and say.

- Play the recording, pausing after each pair of sounds. Pupils point to the correct letter(s) and repeat.

Practice

Listen and blend the sounds.

- Play the recording. Pupils point to the different sound squares – and the words themselves – as the words are sounded out. Pause the recording as necessary. Play the recording again, pausing for pupils to listen and repeat, sounding out each word.

- Repeat this activity, using the letter cards. Hold up the first letter card of, e.g. van. Elicit the sound /v/. Then repeat for /æ/ and /n/. Then stick the letter cards on the board in the correct order and encourage pupils to blend the sounds together. Repeat with the other new words.

- Pupils then work in pairs. Pupil A sounds out a word and blends. Pupil B finds and points to the word in Activity 12.

Underline j, ss, v and w. Read the words aloud.

- Pupils work individually. They hide the pictures with a ruler or notebook. When they have underlined all the letters and read the line of words aloud, they can reveal the pictures. They continue with the second line of words/pictures.
- Use the wordcards to test pupils' reading of the words. Hold up each card and ask volunteers to read the words.

Activity Book page 73

Read the words and circle.

- Pupils read the words in the word bank aloud. They then find the corresponding details in the picture and circle them.

Listen to the sounds and circle the letters.

- Play the recording and ask pupils to listen and circle the letter(s) that correspond(s) to each sound. Play the recording again for pupils to check the activity.

Listen and write the letters.

- Play the recording. Pupils listen and write the letters they hear.

Listen and write the words.

- Play the recording. Pupils listen and write the words they hear.

Ending the lesson

- Play a game of Five lives to practise spelling the new sample words. (See pp. 268–270.)
- Ask pupils to look at the phonics flashcards again. Invite three volunteers to come and tick off the new letters they have worked on this lesson (j, v and w).

For the next lesson

- Tell pupils (L1) that in the next lesson they will be talking about healthy/unhealthy food. Pupils could bring in any pictures/photos/other objects which represent healthy/unhealthy food. (For Key, see p. 214. For Audioscript, see p. 214–215.)

10 Listen.

1 j 2 ss 3 v 4 w

11 Listen, point and say.

12 Listen and blend the sounds.

1 j - a - m jam 2 j - e - t jet
3 k - i - ss kiss 4 m - e - ss mess
5 v - a - n van 6 v - e - t vet
7 w - e - b web 8 w - i - g wig

13 Underline j, ss, v and w. Read the words aloud.

1 jet



2 wig



3 kiss



4 web



5 van



6 jam



OPTIONAL ACTIVITIES

Photocopiable 7.5 See TB p. 260.

Game - Whispers Play a game of Whispers to practise the sounds and words learnt so far. See p. 269.

Lesson 7

Lesson aims

To integrate cross-curricular content into the English classroom

Cross-curricular focus

Social sciences (Food)

Target language

sausages, chips, carrots. It's (good/bad) for me.

Receptive language

Is it/Are they good/bad for me?

Materials

Audio CD; pupils' pictures of healthy/unhealthy food; Flashcards (Food - from Lessons 1 and 3); Wordcards (Food - from Lessons 1 and 3); poster paper

Optional activity materials

Active Teach; Digital Activity Book; Photocopiable 7.6; CLIL poster

Starting the lesson

- Play a drawing game to recycle the topic of food and other vocabulary from previous lessons. Draw a piece of cheese. Ask *What's this? Do you like cheese?* Elicit *Yes, I do./No I don't.*
- Alternatively, sing the song from Lesson 3, CD3:07. Pupils mime eating the food in the song.

Pupil's Book page 76

Presentation

- Ask pupils if they have brought in any pictures of healthy/unhealthy food. If they have, use them to talk (LT) about the topic. Teach additional food vocabulary as necessary. Discuss the benefits and importance of eating healthy food; ask why we need to eat healthy (for energy, for strong bones, etc.). Talk about what can happen if we eat too much unhealthy food.
- In turn, show flashcards of different singular/uncountable food items and say *It's good/bad for me!* Hold your thumb up or down to indicate good or bad. Pupils repeat the phrases several times.

14 Listen and number.

- Use the photos to teach the new words *sausages*, *chips* and *carrots*. Pupils listen and repeat.
- Ask other questions about the photos. *What's this? What's he/she got? What colour is it? Do you like (sausages)? Are they (good) for me?*
- Play the recording. Pupils listen and number the pictures.

KEY a 2, b 3, c 1

Practice

15 Tick (✓) the foods that are good for you. Then say.

- Elicit the names of the food items in the photographs. Ask *Do you like (chocolate)?* Then ask whether the foods are healthy or unhealthy. *Is salad good for me? Is chocolate good for me?* Elicit *Yes, it's good for me./No, it's bad for me.*
- Pupils put a tick next to the healthy foods.
- Pupils then work in pairs, pointing to each photo and saying whether they like the food and whether it's good for them. They use the language in the speech bubbles as a model.
- Compare answers as a class.
- Discuss (LT) the fact that some foods (e.g. cheese, meat) are good for you but in small quantities. Honey is also better for you than sugar.

KEY salad ✓, cheese ✓, meat ✓, yoghurt ✓, fruit ✓

Mini-project

- Pupils use the pictures of food they've brought to class to make a food poster. This could be a collage with two sections, labelled *good for me* and *bad for me*. Display the collages in the classroom.
- Remind pupils that they can refer to the CLIL poster while they are doing their mini-project.

Activity Book page 74

16 Follow and write.

- Read the words *sausages*, *chips* and *carrots* from the word bank.
- Pupils then follow the tangled line from each food picture to its labelling line and choose and write the correct word from the word bank.

17 Read and tick (✓). Then draw.

- Pupils read the food words, then put a tick next to the healthy foods. They then draw the healthy food on the plate. Encourage pupils to make sentences. (*Salad is good for me.*)

Ending the lesson

- Show the wordcards one by one. Pupils stand up if the food is healthy and stay sitting if it's unhealthy. (For Key, see p. 214. For Audioscript, see pp. 214-215.)

14 Listen and number.



sausage



chips



carrots

15 Tick (✓) the foods that are good for you. Then say.

I like salad. It's good for me.



I like chocolate. But it's bad for me.



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Lesson 7: social sciences (food)

42 p. 76

OPTIONAL ACTIVITIES

Food diary Ask pupils to keep a record for a day or a week of all the things they eat. They can compare their food diaries and see who eats the most healthy food.

Food groups Introduce pupils to the idea of food groups. Ask pupils to list the foods they know

under food group headings, e.g. Protein (meat, fish, chicken), Dairy produce (milk, cheese, yoghurt), Cereals (bread), Fruit and vegetables (salad, carrots), etc.

Photocopiable 7.6 See TB p. 260.

CLIL poster

7

Lesson 8

Lesson aims

To integrate cross-cultural content into the English classroom

Cross-cultural focus

Packed lunches

Target language

packed lunch, sushi, rice

Receptive language

school dinners

Materials

A packed lunch box (optional); Audio CD; CLIL poster

Optional activity materials

Active Teach; Digital Activity Book; drawing paper or real sandwich materials; Photocopiable 7.7

Starting the lesson

- Play a game of *Feed the monster*. (See pp. 266–270.)

Pupil's Book page 77

Presentation

- Use your lunch box (or the pictures in Activity 16) to introduce the theme of packed lunches. Show your lunch box to the class and say *What's this? It's my lunch. It's a packed lunch*. Explain the meaning of packed lunch if necessary. Show pupils the individual items, e.g. a sandwich, a yoghurt, an apple, and elicit the English words. Pupils listen to and repeat packed lunch.

Packed lunches. Read and match.

- Pupils name the food items they can see in each lunch box. Teach the new words *sushi* and *rice*, using photo d.
- Pupils then look at the photos of the four children. Read each speech bubble aloud with them, asking questions, e.g. *Has she got a yoghurt? Does she like jelly?*, etc.
- In pairs, pupils then read the speech bubbles again and draw a matching line between them and the correct packed lunches.
- Ask pupils to choose one of the packed lunches. Then ask them to compare with their partner and explain their choice, using English they know: *I want packed lunch a. I like bread and salad. I don't like fruit*, etc.

KEY 1 c, 2 a, 3 d, 4 b

Practice

Ask and answer.

- Ask pupils (L1) if they bring a packed lunch or snack to school. Ask questions in English and L1: *What do you have? Sandwiches? Do you like sandwiches?* Pupils then ask and answer about their own lunches and food preferences, in pairs or small groups, using the model questions in the speech bubbles. They can make up additional questions of their own.
- Ask pupils which packed lunch in Activity 16 is most similar to their own. What are the similarities? What are the differences? Encourage them to use English as much as possible.

Mini-project

- Pupils draw their favourite packed lunch meal and write about it, using the texts in Activity 16 as a model. This can then be added to their Portfolio.

Activity Book page 75

What does Ella want? Listen and tick (✓).

- Explain that the text forms part of a menu at a school where pupils stay for lunch but don't have packed lunches. These are called school dinners. Play the recording. Pupils listen and tick the food choices that Ella makes.
- Play the recording again, pausing for pupils to repeat. Draw pupils' attention to the polite language used (*please* and *thank you*) as well as the use of *I want*. Volunteers can also take turns playing the role of Josh or Ella.

What do you want? Ask a friend and tick (✓).

- Pupils work with a partner to choose their own school dinner from the menu. Encourage them to invent their own dialogues, following the model in Activity 16.
- Pupils practise their dialogues to the rest of the class.

Ending the lesson

- Play a game of *Fill my lunchbox*. This is a version of *Feed the monster*, but with pupils making a chain to fill an empty lunch box instead. Start the chain off by saying *In my lunch box I've got a sandwich and ice cream*. Pupils then continue the chain.

For the next lesson

- Ask pupils to bring a small packed lunch or snack to the next class. (For Key, see p. 214. For Audioscript, see p. 214–215.)

Wider World

Packed lunches

7

16 Read and match.



I've got sandwiches and fruit.
I've got a yoghurt. I like
yoghurt but I don't like jelly. I
like milk but I don't like juice.



I've got bread and cheese and
salad. I like salad but I don't
like fruit. I like chocolate. I like
juice but I don't like milk.



I've got sushi! It's fish and rice.
I've got fruit and I've got a
cake. I don't like juice or milk.
I've got water to drink.



I've got chicken and vegetables.
I don't like bread. I like juice.
And I like chocolate. I don't like
milk and I don't like yoghurt.



17 Ask and answer.

Do you like
sandwiches?

Do you have a
packed lunch?

What do you like
for lunch?

PROJECT

Draw a lunch
box and write.

7

Lesson 9

Lesson aims

To review the unit language with a game; to add to the Picture Dictionary

Materials

Audio CD; Flashcards (Animals and pets, Food – from Lessons 1 and 3); Wordcards (Food – from Lessons 1 and 3); dice or spinner and counters

Optional activity materials

Active Teach; Digital Activity Book; drawing paper; Reading and Writing Booklet

Starting the lesson

- Play the chant from Lesson 1 again (CD3:03 or karaoke version, Active Teach). Pupils replace the food words with other food vocabulary from the unit.
- If pupils have brought in a packed lunch or snack, have a packed lunch picnic. Pupils show and name the food they have brought first.
- Revise animals/pets by playing a game of Guess the card. See pp. 268–270.

Pupil's Book page 78

18 Listen. Then play and draw ☺ or ☹.

- Focus attention on the game and identify the food items and characters by asking Who's this? What's this? Does he/she like (salad)?
- Play the recording to give pupils an idea of the language they will need to play the game. Pupils listen and repeat.
- Divide the class into pairs. Pupils take turns to shake the dice or spin the spinner. They move their counter accordingly and make an appropriate sentence about the character they land on, e.g. square 3 I don't like jelly. Pupils then draw a happy/sad face next to the character to show that they have landed on that square. Each player moves his/her counter and draws faces on their own book. The winner is the first player to draw all the faces in his/her book.
- Fast finishers then point to the various food items and tell their partner about their likes and dislikes (I don't like jelly. I like chocolate).

19 Listen and act.

- Play the recording. Pupils listen and mime being the animals eating or drinking and whether they like or don't like the food. Repeat the activity, reading the audioscript to vary the speed and to change the order of the animals.

Activity Book page 76

20 Listen, draw and match.

- Pupils look at the pictures and name the food items.
- Play the recording. Pupils listen and draw a happy or sad face according to whether the children like or don't like the food items. Pupils then draw a matching line between the food items and the speech bubbles.

21 Read. Then choose and write.

- Pupils look at the pictures and name the characters (Oscar and Millie). Pupils then read Oscar's questions and write Millie's answers, choosing Yes, I do, or No, I don't, from the word bank according to the faces.

Picture Dictionary (Activity Book page 110)

- Draw a table on the board with two columns, labelled good for me and bad for me.
- One by one, hold up the unit wordcards for pupils to read. Volunteers then come and stick each word card in the correct column in the chart. Check pupils' choices with the rest of the class.
- Ask individuals about the different foods, e.g. Do you like (cheese)? What do you want for lunch?
- Ask pupils to turn to the Picture Dictionary on p. 110 of the AB. They complete the sticker activity in pairs. Pupil A reads a caption and Pupil B finds the corresponding sticker. They swap roles.

Ending the lesson

- Draw a happy and sad face at the top of the board. Distribute the food flashcards to volunteers. Say I like (jelly). The pupil with the jelly flashcard sticks it below the happy face. Now say I don't like (juice). The pupil with the juice flashcard sticks it below the sad face, etc.

OPTIONAL ACTIVITIES

Make a sandwich Pupils can draw a delicious or unusual sandwich, e.g. cheese and ice cream, chicken and cheese. See who can invent the most delicious or unusual one. If you have access to

kitchen facilities, you could try to make some of the sandwiches at school, or pupils can try to make them at home.

Photocopiable 7.7 See TB p. 260.

I don't like jelly.



Lesson 10

Lesson aims

To complete a progress check; to provide an opportunity for self assessment; to provide an opportunity for personalisation of the language of the unit.

Materials

Audio CD; Flashcards (Food – from Lessons 1 and 3)

Optional activity materials

Active Teach; Digital Activity Book; Online material – Family Island; Grammar reference; Unit 7 Review; Test Booklet; Grammar Booklet

Starting the lesson

- Play a chain game of *I like (cheese)*. The first pupil says *I like (cheese)*. The next pupil repeats the first sentence and adds another food word, e.g. *I like (cheese) and (meat)*. The chain continues until pupils have run out of food words.
- Ask pupils to count how many drinks, cakes, ice creams and meats they can find in this unit.

Pupil's Book page 79

20 Listen and circle.

- Point to the photos and say *What are these? (sausages). What's this? (salad).*, etc.
- Point to the happy face next to photo 1a. Elicit *I like sausages and chips*. Then point to the sad face next to photo 1b. Elicit *I don't like salad*. Repeat with the other photos.
- Play the recording. Pupils listen and point to the food they hear and the happy or sad face. Then play the recording again. This time, pupils circle the food they hear and the happy or sad face. Pause the recording as necessary.
- Pupils check their answers in pairs. Then check by asking questions with *Do you like (sausages and chips)?* Pupils answer *Yes, I do./No, I don't.* according to the answer from the recording.

KEY 1 a – happy, 2 b – sad, 3 a – sad, 4 a – happy, 5 b – sad, 6 b – happy

21 Draw and write.

- Pupils draw a happy or sad face next to each food item according to their own likes and dislikes. They then write sentences using *I like* or *I don't like*. Provide help as necessary by writing some examples on the board.
- Pupils compare sentences in pairs.
- Make a tally of how many pupils liked (e.g. vegetables) and find the total.

I can

- Read the two statements with the pupils and ask them to decide which of these things they feel they can do. Then they tick the corresponding box(es).

Activity Book page 77

20 Read and circle.

- Pupils look at the picture of the food on the table, while you read the selection text. Pupils then read the text again in pairs and complete it by circling *like* or *don't like* or the correct food item each time (depending on whether or not the food in the text is illustrated in the picture). Check answers by asking a pupil to read the text aloud.

21 Draw your favourite food and write.

- Pupils draw their favourite food. They then complete the gapfill paragraph about their favourite food using the text in Activity 20 as a model. Help as necessary.
- Pupils can then compare their drawings and texts with other pupils.

Ending the lesson

- Play a game of *Secret picture*. Take a food flashcard and a piece of paper. Using the paper, cover up the flashcard so that only a small part of the picture is showing. Pupils have to guess what the picture is. If pupils find it hard to guess, show a little more of the picture until they guess correctly. (For Key, see p. 214. For Audioscript, see p. 214–215.)

OPTIONAL ACTIVITIES

Online World Pupils go online to Family Island and enjoy the games.

Active Teach Pupils can watch the animated story, Episode 7.

(For Key, see p. 214. For Audioscript, see pp. 214–215.)

OPTIONAL ACTIVITIES

Animal diet class book/file Divide the class into small groups and give each a piece of paper. Each group chooses one animal and researches the food that their animal eats. They draw a picture of their animal surrounded by the food. They can also give

the animal a speech bubble, e.g. *I'm a dog and I like meat and chicken. I don't like carrots.* Pupils present their animal diets to the class. Collate them to make a class book or file.

Reading and Writing Booklet pp. 19–21. (For Key, see TB p. 256.)

20 Listen and circle.

1 a   b  

2 a   b  

3 a   b  

4 a   b  

5 a   b  

6 a   b  

21 Draw and write.

 fruit I _____

 bread I _____

 ice cream I _____

 vegetables I _____



I can name the food that I like or don't like.

I can talk about food that is good for me.



PROGRESS CHECK 7

Activity Book Answer Key

p. 68, Activity 1

1 meat, 2 bread, 3 yoghurt, 4 salad, 5 fruit, 6 cheese, 7 milk, 8 juice, 9 lemonade, 10 chicken

p. 69, Activity 2

meat ✓, yoghurt ✓, cheese ✓, bread ✓

p. 70, Activity 4

honey 7, ice cream 8, water 1, vegetables 6, jelly 3, chocolate 4, sandwich 2, cake 5

p. 70, activity 5

a 2, b 4, c 3, d 1
1 I like honey.
2 I don't like jelly.
3 I like meat.
4 I don't like cheese.

p. 71, Activity 6

a 4, b 2, c 3, d 1

p. 71, Activity 7

1 Yes, I do. 2 No, I don't.

p. 72, Activity 8

1 b, 2 d, 3 c, 4 a

p. 72, Activity 9

a 3, b 1, c 4, d 2

p. 73, Activity 10

Pupils should circle the jet plane, the van, the kiss between the man and the woman and his wig.

p. 73, Activity 11

1 s, 2 v, 3 w, 4 j

p. 73, Activity 12

1 w, 2 j, 3 ss, 4 v

p. 73, Activity 13

1 mess, 2 vet, 3 jam, 4 web

p. 74, Activity 14

1 c carrots, 2 a chips, 3 b sausages

p. 74, Activity 15

fruit, salad, bread, yoghurt, milk, juice

p. 75, Activity 16

chicken, salad, yoghurt, water

p. 76, Activity 18

1 happy face – It's good for me.
2 sad face – It's bad for me.
3 happy face – It's good for me.
4 happy face – It's bad for me.

p. 76, Activity 19

2 No, I don't. 3 Yes, I do.

p. 77, Activity 20

like, like, pizza, don't like

p. 102, Activity 1

a like, don't, b Do, Yes, c What, want, d please, Thank.

Audioscript

Lesson 1 Activity 1

CD3-01

MR V = MR VOOM Z = ZAK R = RITA
MRS V = MRS VOOM W = WALDO V = VAVA
MR V I've got some juice! Mmm ...
Z I've got fruit and yoghurt.
R What have you got, Mum?
MRS V I've got meat. Yum, yum.
R I've got bread and cheese.
W I've got milk.
V Milk. Milk. MILK!

Lesson 2 Activity 4

CD3-04

What do you want, Vava? I want milk.
What do you want, Waldo? I want milk and meat.
What do you want, Vava? I want yoghurt.
What do you want, Waldo? I want yoghurt and fruit.
What do you want, Vava? I want salad.
What do you want, Waldo? I want salad and juice!
And I want lemonade I want lemonade, too!

Quest song

CD3-05

Come with us, come on a quest.
Come on a quest today.
Come with us, come on a quest.
Look for milk today.
An egg, a blanket, a book, a photo, soap, a mouse, a bed and ... milk.
Look for milk today.

Lesson 3 Activity 5 (AB)

CD3-08

1 Do you like honey? Yes, I do. I like honey.
2 Do you like jelly? No, I don't. I don't like jelly.
3 Do you like meat? Yes, I do. I like meat.
4 Do you like cheese? No, I don't. I don't like cheese.

Lesson 4 Activity 7

CD3-09

B = BOY E = ELLIE
B What's your name?
E My name's Ellie.
B Do you like honey, Ellie?
E Yes, I do.
B Right. Do you like salad?
E No, I don't.
B Uh huh. Do you like fruit?
E Yes, I do.
B OK. Do you like jelly?
E No, I don't.
B And ... do you like cake?
E No, I don't.
B Wow! And do you like water?
E Yes, I do.

Lesson 4 Activity 8

CD3:10

- MOUSE** I like cheese. I like bread.
I don't like meat. I'm small. I'm brown.
Who am I? Yes, I'm a mouse!
- CAT** I like milk. I like meat. I don't like bread. I'm small. I'm black and white. Who am I? Yes, I'm a cat.
- DOG** I like meat. I don't like fruit. I'm big. I'm black. Who am I? Yes, I'm a dog!
- BIRD** I like bread. I don't like cheese. I'm small. I'm yellow. Who am I? Yes, I'm a bird!

Lesson 4 Activity 6 (AB)

CD3:11

- Do you like salad? Yes, I do.
- Do you like sandwiches? No, I don't.
- Do you like sandwiches? Yes, I do.
- Do you like salad? No, I don't.

Lesson 5 Activity 9 (AB)

CD3:13

- Happy birthday!
Thank you!
- I'm sorry.
It's OK.
- Hello, I'm Jess.
Hello, I'm Mrs Black.
- Do you want some milk?
Yes, please. Thank you.

Lesson 6 Activity 10

CD3:14

- /t/ /t/ /t/
- double s /s/ /s/ /s/
- v /v/ /v/ /v/
- w /w/ /w/ /w/

Lesson 6 Activity 11

CD3:15

- /n/ /n/ /s/ /s/ /w/ /w/ /t/ /t/
/s/ /s/ /t/ /t/ /n/ /n/ /w/ /w/

Lesson 6 Activity 11 (AB)

CD3:17

- /s/ /s/ 2 /v/ /v/
- /w/ /w/ 4 /t/ /t/

Lesson 6 Activity 12 (AB)

CD3:18

- w /w/
- /j/
- double s /s/
- v /v/

Lesson 7 Activity 13 (AB)

CD3:19

- mess
- vet
- jam
- web

Lesson 7 Activity 14

CD3:20

- Mm! I like carrots. They're good for me.
- Mm! I like sausages.
- Mm! I like chips. But they're bad for me.

Lesson 8 Activity 16 (AB)

CD3:21

- E = ELLA J = JOSH
- E Hi, Josh!
- J Hi, Ella! What do you want for lunch?
- E Mmm. I want chicken, please. I don't like meat or fish.
- J Do you want rice?
- E No, thank you. I don't. I want salad, please.
- J Do you want ice cream?
- E No, thank you. I don't like ice cream. I want yoghurt, please.
- J What do you want to drink?
- E I want water, please.

Lesson 9 Activity 18

CD3:22

- Three! One, two, three. I don't like jelly.

Lesson 9 Activity 19

CD3:23

- I'm a mouse and I like cheese. (Squeak!)
- I'm a snake and I don't like juice. (Hiss!)
- I'm a cat and I like milk. (Meow!)
- I'm a fish. I don't like fruit. (Splash!)
- I'm a rabbit and I like carrots. (Chomp!)
- I'm a hamster. I don't like honey. (Snuffle!)
- I'm a dog and I like meat. (Woof!)

Lesson 9 Activity 18 (AB)

CD3:24

- I like salad. It's good for me.
- I don't like chocolate. It's bad for me.
- I like cheese. It's good for me.
- I like cake. But it's bad for me.

Lesson 10 Activity 20

CD3:25

- Do you like sausages and chips? Yes, I do.
- Do you like honey? No, I don't.
- Do you like yoghurt? No, I don't.
- Do you like ice cream? Yes, I do.
- Do you like cheese? No, I don't.
- Do you like vegetables? Yes, I do.

Objectives

- identify adjectives of emotion and feeling
- describe how you and others are feeling
- ask and answer about how people are feeling
- learn about shadows
- learn about shadow puppets

Language

Vocabulary

Adjectives: hungry, thirsty, scared, tired, excited, happy, sad, cold, hot, ill, hurt, angry, bored

Structures

Are you (hungry)? Yes, I am. / No, I'm not.
Is he/she (cold)? Yes, he/she is. / No, he/she isn't. He's/She's (hurt).
Are they (bored)? Yes, they are. / No, they're aren't.
They are (excited).

Revision

Animals, Occupations, House, Birthday items
What's that?
Is it ...?
This is/These are ...

CLIL language

CLIL: Science (Light and shadow): a long shadow/a short shadow
Wider world (Shadow puppets in different cultures): puppet, China, Indonesia

Phonics

qu, x, y, z, zz (quiz, quick, box, taxi, yes, yell, zap, zip, buzz, fizz)

Cross-curricular contents

- Arts and crafts: making picture cards, making a shadows puzzle album, make a shadow puppet, have a shadow puppet show
- Music: songs and chant
- PE and fitness: using actions in the song
- Maths: using numbers to sequence
- Science: light and shadow
- Language skills: giving information, asking and answering questions, following instructions, acting out a story, playing games

Topics

- feelings
- shadows
- shadow puppets

Values

- Respect feelings. Help others.

Story and quest

- Unit opener: The characters are camping in the woods.
- Story episode: Waldo is saved by his mum.
- Quest item: Waldo's torch

Songs and chants

- chant: Are you hungry?
- Quest song: Look for a torch.
- song: I'm happy and excited.

Socio-cultural aspects

- identifying and talking about feelings
- working in pairs and groups
- learning to share with others
- learning about our shadows
- learning about shadow puppets from around the world

Learning strategies

- using previous knowledge
- asking and answering questions
- following instructions
- logical thinking: deducing information from pictures
- critical thinking: identifying and comparing
- using art and craft
- predicting the outcome of a story
- asking for things from a menu
- reflecting on learning and self-evaluation
- personalisation of language learnt
- recording new vocabulary in a picture dictionary



Basic competences

Linguistic communication: Use language as an instrument for communication (L. 1 to 10)
Knowledge and interaction with the physical world: Learning about how we feel in different situations (L. 1 to 5); Understanding how our shadows are affected by the sun (L. 7)
Mathematical competence: Use numbering to complete a task (L. 1 to 10)
Processing information and digital competence: Use Active Teach; Use Family Island online component

Social and civic competence: Make and accept rules for working together and codes of conduct (L. 1 to 10); Use polite phrases in conversation (L. 5)
Cultural and artistic competence: Develop and value initiative, imagination and creativity (L. 5, 7, 8); Appreciate puppets from round the world and make their own (L. 8)
Learning to learn: Reflect on what has been learnt and self-evaluate progress (L. 10)
Autonomy and personal initiative: Develop one's own criteria and social skills (L. 1 to 10).

Skills

Listening

- can understand a dialogue
- can understand chants and songs
- can understand and identify feelings
- can follow instructions
- can understand a story
- can understand and identify different pictures

Reading

- can read and understand captions of key words
- can read and understand chant and song text
- can read and understand speech bubbles
- can read and understand sentences
- can follow speech bubbles in a picture story
- can blend individual sounds and letters to create words
- can read and understand a cultural text about shadow puppets
- can read and understand a personalisation text

Speaking

- can chant and sing the unit chant and songs
- can identify feelings
- can talk about feelings
- can ask and answer questions about feelings
- can understand and use polite phrases
- can act out a story
- can pronounce qu, x, y, z and zz correctly
- can describe our shadows
- can describe shadow puppets
- can use language to play a game

Taking part in conversations

- can discuss feelings
- can ask and answer about feelings
- can ask and answer about shadows and shadow puppets

Writing

- can write key words
- can write key words in a sentence
- can complete a personalisation text

Classroom ideas

- Play flashcard and team games.
- Make a feelings collage.
- Draw a picture of their favourite story character.
- Investigate shadows in the playground.
- Learn about shadow puppets from around the world.
- Design and draw a class comic strip.
- Have a class vote on favourite stories, activities or games from the course.
- Suggested photocopies:
- 8.1 Do an anagram activity.
- 8.2 Do play a matching game.
- 8.3 Do an observation activity.
- 8.4 Make a set of mini-story cards.
- 8.5 Make a set of phonics picture cards and letter tiles.
- 8.6 Make shadow animals with your hands.
- 8.7 Make a shadow puppet.

Take-home English

- Letters for parents. When you begin Unit 8, complete and give pupils a copy of the Unit letter (Active Teach). This explains what pupils are going to learn in this unit.
- Home-school link. Pupils help their family take care of their younger or older family members (L. 5).
- Craft activities. Pupils can take home their drawings of favourite characters, or their shadow/guzzle pictures and puppets. Pupils can also show their families any hand shadow animals they have learned to make.
- Grammar Booklet and Reading and Writing Booklet. Pupils take these home to show their parents.
- Portfolio. Encourage pupils to show their parents their Portfolio when they finish Unit 8.

Evaluation

- Pupil's Book page 89
- Activity Book page 87
- Grammar summary (Pupil's Book page 101)
- Unit review (Activity Book page 103)
- Picture Dictionary (Activity Book page 111)
- Test Booklet - Unit 8 (pages 34-37)

8 I'm excited!

Lesson 1

Lesson aims

To present and practise new vocabulary (Feelings)

Target language

thirsty, scared, hungry, tired, excited

Receptive language

Is (he) (tired)? shadow

Materials

Audio CD; Flashcards (Feelings); Wordcards (Feelings)

Optional activity materials

Active Teach; Digital Activity Book; Photocopiable 8.1

Starting the lesson

- Revise known adjectives from previous units. Ask volunteers to mime dirty/clean, big/small, long/short/tall, thin/fat, young/old. Ask questions as pupils are miming, e.g. *Is (he) old?* Elicit *Yes, he is. No, he isn't.*
- Play a game of *Feed the monster*. (See pp. 268-270)

Pupil's Book pages 80-81

Presentation

- Teach the new adjectives through mime or using the flashcards. As you mime each adjective, say the word. Pupils repeat the words several times. Then say the words and pupils mime the feelings.

1 Listen and point.

- Ask questions (L1) about the main illustration. Where are the characters and what are they doing? (They are camping out in their forest den.) Ask which food items pupils can see (bread and cheese). Then ask *Who's this? What's this? What's he/she got? Do you like (bread)? Is Waldo happy? Is (Rita) scared/tired/hungry/thirsty?* In this way identify what each character is feeling (Zak is hungry, Oscar is tired, Rita is thirsty, Millie is scared and Waldo is excited). Ask (L1) pupils to guess why each character is feeling this way.
- Teach the word shadow by creating a shadow with a torch or light, if possible. Point to Waldo and ask pupils to find the shadow he's created with his torch. Ask pupils (L1) if they can guess what the shadow is.
- Play the recording. Pupils listen and point to the character who's speaking each time (guessing by the feeling they express). Check by describing characters from the main illustration, e.g. *He's hungry.* Elicit the character's name: *(It's) Zak!*

8 I'm excited!



- Go round the class, allocating each pupil a feeling to mime. Then play the recording again. Pupils stand up and mime their feeling when they hear it mentioned in the recording.

2 Listen and repeat.

- Play the recording. Pupils listen and repeat the words, while pointing to the corresponding characters and words in the main illustration.
- In pairs, pupils then play a game. Pupil A mimes a feeling. Pupil B says the word and finds and describes the character in the illustration who is showing this feeling, e.g. *Hungry. It's Zak! He's hungry.*

Practice

- Hold up the wordcards and read them with the class. Then ask volunteers to the front of the class one by one. Give each a word card and ask them to read it aloud and mime the feeling. The volunteer then shows the card to the class for them to check his/her pronunciation and his/her mime.



Chant

1 Listen and play. Then listen and chant.

- Pupils close their books. Write the feelings words on the board and ask pupils to choose and write one on a piece of paper.
- Play the chant and ask pupils to listen and put their hands up or stand up and mime when they hear their feelings word mentioned.
- Then play the chant again. This time, pupils stand up and change places when they hear their word.
- Point to the characters in the main illustration one by one and elicit how they are feeling. Ask *Is he/she (tired)?*, etc. Ask pupils (L1) which character in the main illustration the chant is about (Waldo, because he's excited).
- Use the illustration or bring a torch to class to teach the word torch.
- Play the chant again, pausing for pupils to repeat.
- Divide the class into two groups and play the chant again. One group chants the questions and the other group chants the answers.
- When pupils are confident with the chant, use the karaoke version (see Active Teach). Pupils can adapt the answers according to how they are really feeling.

Activity Book page 78

1 Listen and number. Then write.

- Pupils identify the characters in the pictures and any other English words they know, e.g. bed, bedroom, meat, milk, present, etc. Pupils say how each character is feeling.
- Play the recording. Pupils listen and number the pictures.
- Pupils then complete each sentence with the correct feelings word, copying it from the word bank.

Ending the lesson

- Stick the wordcards on the board. Ask volunteers to stick the correct flashcard next to each wordcard. Then ask pupils to close their eyes while you swap some of the wordcards around. Pupils look and correct your mistakes. (For Key, see p. 238. For Audioscript, see pp. 238–239.)

OPTIONAL ACTIVITIES

Game – Mirror emotions See p. 267.

Act Play CD3:26 several times. Write the dialogue on the board. Ask several volunteers to act out the dialogue to the rest of the class.

Photocopiable 8.1 See TB p. 261.

NOTES

Lesson 2

Lesson aims

To present and practise the new structures (asking and answering about feelings); to find the Quest item for the unit and add it to the Quest song

Target language

Are you (hungry)? Yes, I am./No, I'm not.

Receptive language

Is (he) (excited)?

Materials

Audio CD; torch (optional)

Optional activity materials

Active Teach; Digital Activity Book; Flashcards (Feelings); Grammar Booklet

Starting the lesson

- Invite five volunteers to the front of the class. Mime being scared and say *I'm scared*. Then ask one of the volunteers to mime being scared and say *He's/She's scared*. Continue asking the other volunteers to mime different feelings and elicit sentences from the rest of the class.

Pupil's Book pages 80–81

Presentation

- Continue with the miming game. This time when a volunteer mimes a feeling, ask him/her *Are you (angry)?* Elicit *Yes, I am.* or *No, I'm not*. Practise these answers. Keep asking the same question until you guess the feeling. Repeat with more volunteers miming and the class asking the questions.

Look!

- Ask pupils to read the sentences in the Look! box while you read them out. Read them again and pause after each line for pupils to repeat the sentences.
- Pupils then use the same language in pairs, taking turns to ask and answer about how they are feeling.

8 I'm excited!



Practice

1 Listen and number. Then ask and answer.

- Pupils name each character and say *He/she's (scared)*. Play the recording, pausing after the sound effects each time. Pupils guess the corresponding picture. Then continue the recording. Pupils listen and number the pictures.
- In pairs, pupils then play a guessing game. Pupil A chooses one of the characters and Pupil B guesses who it is by asking questions, e.g. *Are you (tired)?* They use the speech bubbles as a model.

KEY a 2, b 3, c 5, d 4, e 1



Quest

Quest item and song

- Elicit the Quest items pupils have found so far.
- Ask pupils to guess the item they can collect from this page (a torch).
- Play the Quest song. Pupils listen then find and circle the torch in the main illustration. Ask What is it? Elicit It's a torch.
- Play the Quest song again, while pupils follow in their books and sing along.

Activity Book page 79

Listen and circle.

- Point to the characters and ask Who's this? Elicit, e.g. Dad (Mr Voorn). Then say Is he scared? Elicit Yes.
- Play the recording. Pupils listen and circle the correct answer for each picture. Pupils can then ask and answer the questions in pairs.

Find. Then read and circle.

- Point to the cake, the bed, etc. and ask What's this? You may need to teach the word spider. Pupils follow each character's matching line to find a picture. The picture is a clue as to how that character is feeling.
- Pupils then read the corresponding sentences and circle He's or She's and the correct adjective.

Ending the lesson

- Invite five to ten volunteers to the front of the class (a mix of boys and girls). Ask each volunteer to mime a different feeling. When all the volunteers have done their mime, say He's (scared). Who is it? Pupils say the correct name. (For Key, see p. 238. For Audioscript, see pp. 238–239.)

OPTIONAL ACTIVITIES

Flashcard game – Noughts and crosses See p. 265.
Grammar Booklet pp. 22–24. (For Key, see TB p. 257.)

NOTES

Lesson 3

Lesson aims

To present and practise new vocabulary (Feelings); to practise language with a song

Target language

happy, sad, cold, hot, ill, hurt, angry, bored

Receptive language

Let's have fun!

Materials

Audio CD; Flashcards (Feelings – Lesson 3); Wordcards (Feelings – Lesson 3); enlarged or OHP copy of Photocopiable 8.3; Unit 8 Cut-outs

Optional activity materials

Active Teach-Digital Activity Book; Photocopiables 8.2–8.3; Reading and Writing Booklet

Starting the lesson

- Revise numbers 1 to 20, by counting in a chain round the class. Then repeat, counting backwards from 20 to 1.
- Revise actions and parts of the body with an instructions game. Call out numbers and known actions, e.g. 1 stand up, 2 dance, 3 jump, 4 clap your hands, 5 stamp your feet, 6 hop, etc. Pupils listen and follow the instructions. Then demonstrate and add the new action verbs to the game, turn around, jump up and down, wiggle your toes, click your fingers, drink and eat.

Pupil's Book page 82

Presentation

Listen and repeat.

- Pupils look at the photos and name any feelings they already know in English, e.g. they may remember hot and cold from the story in Unit 5.
- Pupils point to the photos while you play the recording. Then play the recording again. Pupils listen and repeat.
- Stick the flashcards on the board. Hold up the wordcards one by one. Volunteers read them and come and stick them next to the correct flashcard.

Practice

- In pairs, pupils play a miming game. Pupil A mimes one of the new adjectives and Pupil B asks Are you (hot)?

Song

- Tell pupils (LT) they are going to listen to a song about some people at a party. Elicit things you can do at a party (eat, drink, play games). Ask pupils what they can eat and drink at a party (cake, jelly, juice,

salad, etc.). Ask pupils how they might feel at a party (happy, excited).

- Ask questions about the picture of the party from Photocopiable 8.3. What food can you see? Which animal? How many boys/girls? Find Dad. What has he got?, etc.

Listen and write. Then sing and act out.

- Play the song. Pupils count and join in with the actions.
- Play the song again. Pupils write down the missing words.
- Play the song again. Pupils sing along, doing the actions and counting at the same time.
- When pupils are confident with the song, use the karaoke version (see Active Teach).

KEY excited, happy, tired

Unit 8 Cut-outs (Pupil's Book page 117)

- Pupils cut out the adjective cards. In pairs, they use these to play a game of Snap and mime.
- Pupils shuffle their cards and each put them face down in a pile. Pupil A then turns over a card from each pile and puts them face up side by side. If the two cards match, pupils say Snap! The first to say Snap! then mimes the feeling. His/her partner then asks Are you (hot)? (Yes, I am.) The pupil who says Snap! and answers the question correctly keeps the pair of cards. The game continues until all the cards have been matched up. The pupil with the most pairs of cards is the winner.

Activity Book page 80

Look and write.

- Pupils look at the children and complete the captions with the correct adjectives, choosing from the word bank.

Read and answer the questions. Then draw yourself.

- Pupils read and answer the questions with Yes, I am or No, I'm not, according to their own feelings and draw a picture of themselves. They can then ask and answer the questions in pairs.

Ending the lesson

- Ask pupils to mime one of the actions from the lesson, e.g. turn around, jump up and down, eat, drink, for the rest of the class to guess. Or say various actions and pupils do the actions.

For the next lesson

- Ask children to bring in some pictures of people showing different feelings. They print these off the internet or cut them out from magazines. (For Key, see p. 238. For Audioscript, see pp. 238–239.)

5 Listen and repeat.



6 Listen and write. Then sing and act out.



OPTIONAL ACTIVITIES

Unit 8 Cut-outs Pupils use them to play a game of Name it in pairs. See pp. 268–270.
Reading and Writing Booklet See pp. 22–24. (For Key, see TB p. 256.)
Photocopiables 8.2–8.3 See TB p. 261.

Lesson 4

Lesson aims

To present and practise the new structures (asking and answering about feelings)

Target language

Is he/she (cold)? Yes, he is./No, she isn't. She's (hurt).
Are they (bored)? Yes, they are./No, they aren't.
They're (excited).

Materials

Flashcards (Feelings – Lessons 1 and 3); Audio CD

Optional activity materials

Active Teach; Digital Activity Book; pupils' pictures showing different feelings; Unit 8 Cut-outs; Grammar Booklet

Starting the lesson

- Play a miming game to revise feelings, using the flashcards. Invite a volunteer to the front of the class and give him/her a flashcard. He/she mimes that feeling for the rest of the class to guess: Are you happy? (Yes, I am.) When they guess correctly, the volunteer shows the class the flashcard and chooses another pupil to take a turn. This can also be played as a team game.

Pupil's Book page 83

Presentation

- Ask pupils to choose and mime a feeling. Point to one pupil and say Stop! He/She has to freeze with that feeling showing on his/her face. Point to him/her and ask, e.g. Is (he) excited? Elicit the answer Yes, he is. or No, he isn't. Repeat the procedure so that you have used he and she. Then repeat, pointing to two pupils in the class who are miming the same feeling. Ask Are they (sad)? Elicit Yes, they are. or No, they aren't.

Look!

- Ask pupils to read the sentences in the Look! box while you read them out. Read them again and pause after each line for pupils to repeat the sentences.

Practice

7 Listen and circle. Then ask and answer.

- Ask pupils to read the adjectives under each picture. Then they look at the pictures and make sentences, e.g. She's excited.

- Play the recording. Pupils listen and circle the correct adjective each time.
- Play the recording again, pausing for pupils to repeat the questions and answers.
- In pairs, pupils can then ask and answer about the pictures, using different adjectives in the questions, e.g. Is she excited? (Yes, she is.)

KEY 1 excited, 2 cold, 3 happy

Pairwork

1 Play a guessing game. Ask and answer.

- Pupils look at the pictures and make sentences about how the children are feeling. Make sure they are using he/she and they correctly.
- In pairs, pupils then play a guessing game. Pupil A chooses a picture and Pupil B has to guess the picture by asking questions. Use the speech bubbles to model the language pupils will need.

Activity Book page 81

2 Listen and number.

- Pupils look at the pictures and guess how the people are feeling.
- Play the recording. Pupils listen and number the pictures. Play the recording again for them to check their answers.
- In pairs, pupils can then ask and answer about the pictures using different adjectives in the questions.

3 Look. Then circle and write.

- Pupils look at the pictures and read the questions underneath. They then circle the correct answer and write the correct adjective.

Ending the lesson

- Play a game of Guess the feeling. Ask a volunteer to wait outside the classroom. Choose an adjective with the rest of the class, e.g. tired. Then ask the volunteer to come back into the classroom. He/she asks a pupil, or a pair of pupils, to do an action, e.g. Clap your hands. That pupil claps his/her hands in a very tired way. The volunteer has to guess the adjective from the way the other pupil is doing the action, e.g. Is (he) bored? Repeat with other volunteers waiting outside. (For Key, see p. 238. For Audioscript, see p. 238.)

- 7 Listen and circle. Then ask and answer.

LOOK!

Is he/she cold?	Yes, he/she is. No, he/she isn't. He's/She's hurt.
Are they bored?	Yes, they are. No, they aren't. They're excited.

aren't = are not



- 8 Play a guessing game. Ask and answer.

SKILLS



Are they thirsty?

No, they aren't.

Are they hurt?

Yes, they are.

Number 6!

Lesson 4 Grammar (Is he/she cold? Yes, he/she is. Are they bored? No, they aren't.)

All p. 81

83

OPTIONAL ACTIVITIES

Make a collage Use the pictures of people showing different feelings that pupils have brought to class. Show them in turn and ask *Is (she) (tired)?* Then distribute the pictures to the class. In groups, pupils make a collage with the pictures and write descriptions, e.g. *He/She's (tired)*, etc.

Unit 8 Cut-outs Pupils play another game of Snap and mime (see Lesson 3.) This time, pupils use the question *Is (he)/Are they (tired)?* Grammar Booklet pp. 22–24. (For Key, see TB p. 257.)

8

Lesson 5

Lesson aims

To consolidate the unit language with a story

Values

To understand the value of respecting feelings and helping others

Receptive language

dinosaur

Materials

Audio CD; Unit 8 Story cards; Flashcards (Feelings – Lessons 1 and 3)

Optional activity materials

Active Teach; Digital Activity Book; drawing paper; Photocopiable 8-4; Reading and Writing Booklet

Starting the lesson

- Ask pupils (L1) what happened in the story in Unit 7. Which foods do the characters like? Does Vava like ice cream? What did Waldo do at the end of the story?
- Then discuss (L1) the main illustration on pages 80–81. Where was Waldo? (In a forest.) Who was he with? (Zak, Millie, Rita and Oscar). Ask *Is he (happy)? Is Waldo excited?* Ask pupils to guess why.

Presentation

- Before pupils open their books, show the story cards for Unit 8 in turn and ask the questions from the *Before listening to the story* section on the back of each card.
- Preteach the word *dinosaur* if you wish.

Pupil's Book page 84

Story

- 1 Listen to the story. Then act out.

- Pupils open their books and look at the pictures. Ask questions, e.g. *Who's this?* (Waldo). *What colour is he?* (green). Ask (L1) where Waldo is now. (He's in the forest.) Ask pupils (L1) who they think the dragon is at the end of the story (Waldo's mum). Ask pupils to predict what happens in the story.
- Play the story and ask pupils to follow in their books.
- Check pupils' understanding by asking the questions from the *After listening to the story* section on the back of each story card.

- Play the recording again. Pause after each line for pupils to repeat.
- Choose three pupils to act out the roles of the dinosaur, Waldo's mum and Waldo. Invite them to the front of the class. Play the recording while the pupils act out the story.

Values

- Draw pupils' attention to the values topic shown at the bottom of the page (*Respect feelings. Help others.*). Ask pupils which feelings feature in the story (*excited, thirsty, tired, hungry, scared, angry*). Ask how Waldo and his mum feel at the end of the story (*happy*).
- Ask (L1) why it's important to respect other people's feelings and how you can help them, e.g. when your mum or dad is tired, help them round the house. Ask (L1) how Waldo's mum helped when Waldo was scared. (She chased the dinosaur away and gave Waldo a hug.)

Activity Book page 82

Read and circle.

- Pupils say how Waldo, his mum or the dinosaur are feeling in each picture. Ask, e.g. *Is (he) (tired)?*
- Pupils then read the captions and circle the correct adjective each time.

Look and write.

- Pupils look at the pictures and complete the captions with the correct words. Write the words on the board to help if necessary.

Home-school link

- Pupils help people at home. You could ask them to keep a diary of any helping they do over the next week. They then tell the class about it.

Ending the lesson

- Make true and false statements about the story pictures. Hold up a story card and say *Waldo is (excited)*. Pupils make a 'thumbs up' or 'thumbs down' motion according to whether the sentence is true or false. (For Key, see p. 238. For Audioscript, see p. 238–239.)



VALUES

Respect feelings.
Help others.

HOME-SCHOOL LINK

Help someone in your family. Take care of your younger and older family members.

OPTIONAL ACTIVITIES

My favourite character Pupils choose their favourite character from the book. Ask for a show of hands to find the class favourite. Then give each pupil a piece of paper and ask them to draw and their favourite character.

Photocopiable 8.4 SeeTB p. 261.
Reading and Writing Booklet pp. 22–24. (For Key, see TB p. 256.)

Lesson 6

Lesson aims

To revise previously learnt sounds and letters; to learn the sounds and letters qu, x, y, z and zz; to practise reading and spelling words

Target language

quick, quiz, box, taxi, yes, yell, zap, zip, buzz, fizz

Materials

Flashcards; Audio CD; Phonics flashcards: a, p, s, t, d, i, m, n, c, g, o, ck, e, k, b, h, r, u, f, ff, l, ll, j, ss, v, w, qu, x, y, z, zz; Wordcards: zip, taxi, buzz, yes, quiz, box; Phonics poster

Optional activity materials

Active Teach; Digital Activity Book; Photocopiable 8.5; phonics envelopes containing Units 1 to 7 picture cards and letter tiles

Starting the lesson

- Use the phonics flashcards to review the sounds and letters from Units 1 to 7.

Pupil's Book page 85

Presentation

- Use the phonics flashcards to introduce the new letters q, x, y and z and their sounds /kw/, /ks/, /j/ and /z/.

Listen.

- Pupils look at the letters in this activity. Explain that q and u are best friends and always stick together to make the qu sound, and when z comes at the end of a word the letter is doubled to make zz but the sound is the same.
- Play the recording twice. Each time, pupils listen and point to the letters in their books.

Listen, point and say.

- Play the recording, pausing after each letter and its sound. Pupils point to the correct letter(s) and repeat.

Practice

Listen and blend the sounds.

- Play the recording. Pupils point to the different sound squares – and the words themselves – as the words are sounded out. Pause the recording as necessary. Play the recording again, pausing for pupils to listen and repeat, sounding out each word.

- Repeat this activity, using the letter cards. Hold up the first letter card of, e.g. quiz. Elicit the sound /kw/. Then repeat for /l/ and /z/. Then stick the letter cards on the board in the correct order and encourage pupils to blend the sounds together. Repeat with the other new words.
- Pupils then work in pairs. Pupil A sounds out a word and blends. Pupil B finds and points to the word in Activity 12.

Underline qu, x, y, z, and zz.

- Pupils work individually. They hide the pictures with a ruler or notebook. When they have underlined all the letters and read the line of words aloud, they can reveal the pictures. They continue with the second line of words/pictures.
- Use the wordcards to test pupils' reading of the words. Hold up each card and ask volunteers to read the words.

Activity Book page 83

Read the words and circle.

- Pupils read the words in the word bank aloud. They then find the corresponding details in the picture and circle them.

Listen to the sounds and circle the letters.

- Play the recording and ask pupils to listen and circle the letter(s) that correspond(s) to each sound.

Listen and write the letters.

- Play the recording. Pupils listen and write the letters they hear.

Listen and write the words.

- Play the recording. Pupils listen and write the words they hear.

Ending the lesson

- Play a game of Relay race to practise spelling the new words. See p. 269.
- Ask pupils to look at the phonics flashcards again. Invite four volunteers to come and tick off the new letters they have worked on this lesson (q, x, y and z).

For the next lessons

- Tell pupils (L1) that in the next lesson they will be learning about shadows. Ask them to bring in a torch if possible. Pupils will need these torches in Lessons 7 and 8. (For Key, see p. 238. For Audioscript, see pp. 238–239.)

10 Listen.

1 qu 2 x 3 y 4 z 5 zz

11 Listen, point and say.

12 Listen and blend the sounds.

1 qu - i - z quiz 2 qu - i - ck quick
3 b - o - x box 4 t - a - x - i taxi
5 y - e - s yes 6 y - e - ll yell
7 z - a - p zap 8 z - i - p zip
9 b - u - zz buzz 10 f - i - zz fizz

13 Underline qu, x, y, z and zz.

1 zip 2 taxi 3 buzz

4 yes 5 quiz 6 box

OPTIONAL ACTIVITIES

Photocopiable 8.5 See TB p. 261.

Game Ask pupils to choose their favourite phonics game (Scrambled words, Five lives, Build a wall, Whispers, Sound fingers, Relay race). Repeat this to practise all the sounds and phonics words learnt.

Lesson 7

Lesson aims

To integrate cross-curricular content into the English classroom

Cross-curricular focus

Science (Light and shadow)

Target language

a long shadow, a short shadow

Materials

Audio CD; a desk light or torch; paper and pupils' torches

Optional activity materials

Active Teach; Digital Activity Book; Lining paper and coloured pens or markers; Photocopiable 8.6; CLIL Poster

Starting the lesson

- Revise all the adjectives pupils know. Mime or draw on the board, then make true/false sentences, e.g. She's happy. It's a big flower. I'm excited. Pupils clap their hands for a true sentence and stamp their feet for a false one.

Pupil's Book page 86

Presentation

- Introduce the theme of shadows by inviting a volunteer to stand at the front of the class. Shine your desk light or torch behind their back so that their shadow is projected onto the wall. Revise the word shadow and talk (L1) about how shadows are formed when an object blocks the light. Ask (L1) if shadows are always the same size (no). Move the torch backwards and forwards behind the pupil so that the class can see the shadow getting bigger or smaller.
- Note, if it isn't possible to see shadows in the classroom, look at examples of shadows in Activity 14.

14 Listen and number.

- Ask questions about the photos, e.g. Which shadow is long? Which shadow is short?
- Play the recording. Pupils listen and number the photos. Play the recording again, pausing for pupils to repeat.
- Ask (L1) if pupils know why the shadows in the photos are different sizes. (Shadows are long in early morning and late afternoon/evening, when the sun is low in the sky, and short in the middle of the day, when the sun is high in the sky.) Ask if shadows always point in the same direction. (No. It depends on the position of the sun.) You can use your torch to demonstrate this.

KEY a 1, b 2

Practice

15 Match and say.

- If you have a torch, use it to show the shadows of other objects in your classroom, e.g. a ruler, a bag, etc.
- Ask pupils to name objects 1-4 (cheese, a book, a flower, a violin). Pupils then match each object to its shadow (a-d). Check answers by asking What's this?
- In pairs, pupils ask and answer about the shadows, using the speech bubbles as a model.

KEY 1 d, 2 c, 3 b, 4 a

Mini-project

- Pupils make their own shadow pictures of classroom or other objects. They will need a torch and a piece of paper. Pupils then position an object, e.g. a pencil, in front of the torchlight and draw around the shadow that it casts on the piece of paper. Pupils can experiment with different positions and by moving the light source nearer to/further from the object. Pupils practise saying It's big/small. It's a (book), etc.
- Pupils then use their drawings as puzzle pictures for others in the class to try to identify. These can then be combined into a class shadow puzzle album or book.
- Remind pupils that they can refer to the CLIL poster while they are doing their mini-project.

Activity Book page 84

16 Look and match.

- Pupils match the shadows to the correct description.

17 Read, circle and write.

- Pupils identify the shadow pictures. They then read and answer the questions by circling Yes, it is, or No, it isn't, and writing the correct object word.

Ending the lesson

- Use your hands to make shadow pictures of animals on the classroom wall, e.g. a rabbit, a butterfly. Ask What's this? In pairs, pupils can then make their own shadow animals, experimenting with their hands and asking their partner to guess the animal. (For Key, see p. 238. For Audioscript, see pp. 238-239.)

14 Listen and number.



15 Match and say.



What's this?

Is it a book?

No, it isn't.
It's cheese!

PROJECT
Make a shadows
puzzle album!

OPTIONAL ACTIVITIES

Shadows in the playground Take the class out into the playground to look at their shadows. Ask *Is your shadow big/long/short/small?* Remind pupils that shadows vary with the time of day and the position of the sun. In pairs, pupils can play the playground game of *Jump on my shadow*. Pupil A tries to jump on Pupil B's shadow. Pupil B avoids

this by moving away. Alternatively, pupils can work in pairs drawing round each other's shadows. You will need big sheets of lining paper and felt tips or markers.

Photocopiable 8.6 See TB p. 261.
CLIL poster

Lesson 8

Lesson aims

To integrate cross-cultural content into the English classroom

Cross-cultural focus

Shadow puppets

Target language

(This shadow puppet) is from (China). Indonesia

Materials

A desk light or torch; a ready-made shadow puppet using Photocopiable 8.7; a globe or world map; materials to make a shadow puppet: scissors, sticky tape, pencils, Photocopiable 8.7; Audio CD; CLIL poster

Optional activity materials

Active Teach; Digital Activity Book; paper and coloured pens or pencils

Starting the lesson

- Use your hands and your desk light/torch to make some shadow puppets on the wall. Pupils guess what they are. Then ask volunteers to come and make some shadow shapes or animals. Pupils try to guess what they are.

Pupil's Book page 87

Presentation

- If you have made a shadow puppet, use this to introduce the lesson theme. Ask *What's this?* Elicit *It's a dragon*. Say *It's a shadow puppet*, and shine the torch or desk light behind the puppet to project its image onto the wall.

Shadow puppets. Read and match.

- Pupils look at the photos of the shadow puppets. Ask questions, e.g. *What's this? What are these? Is this a man or a woman? Is he/she a dancer? Which puppet is a house?*, etc.
- Read texts a–d and ask pupils to guess which shadow puppet (1–4) each one is describing. Ask questions and check any vocabulary as you read. Draw pupils' attention to the two countries named in the text (Indonesia and China) and show pupils where they are on a world map or globe.
- In pairs, pupils then read the texts again and match them to the correct photos.

KEY a 2, b 4, c 3, d 1

Practice

Look and number. Then make a shadow puppet.

- Show pupils your dragon shadow puppet again and tell them they are going to make one too. Read the instructions in the PB together first. Pupils number them in the correct order.
- Divide the class into pairs or small groups and distribute the materials for making the puppets. Pupils follow the instructions in the PB in the correct order. They can use Photocopiable 8.7 to make the puppet, or draw their own. If they are drawing their own puppet, make sure that it is the right size to fit on the end of a pencil.
- Pupils stick their puppets onto a pencil and try them out in front of a desk light or torch.

KEY a 2, b 3, c 4, d 1

Mini-project

- Pupils work in small groups to create their own shadow puppet show, using their dragon puppets. Allow them some time to write the dialogue and practise the show in their groups. They can perform their shows at the end of the lesson.
- Note, you may like to do this activity after AB Activity 16, in order to give pupils some more ideas. Also, they could use the dialogue from AB Activity 16 for their show, if they prefer.

Activity Book page 85

A puppet show! Listen, read and write.

- Explain (LL1) that this activity shows a simple puppet show, which pupils can act out with their puppets. Pupils look at the pictures and tell you what they can see (dragons, birthday cake, presents). Ask them to guess what the puppet show is about (a dragon's birthday).
- Play the recording. Pupils listen and follow in their books. Then play the recording again, pausing as necessary for pupils to write the correct words in the speech bubbles. They can use the word bank to help them.
- Check the activity, then play the recording again, pausing for pupils to repeat.
- Pupils then practise their puppet show dialogue in small groups, using the dragon shadow puppets they have made. They can also make and cut out shadow puppet props of the birthday cake and presents, as necessary.

Ending the lesson

- Invite groups to come to the front to perform their shadow puppet show to the rest of the class, using the desk light or torch.
(For Key, see p. 238. For Audioscript, see pp. 238–239.)

Wider World

8

Shadow puppets

16 Read and match.

a This shadow puppet is from Indonesia. She's a dancer!

b This puppet is a house. How many windows can you see?


c These puppets are pets! There is a cat and a dog.

d This shadow puppet is from China. It's a dragon!

1 


2 


3 


4 

17 Look and number. Then make a shadow puppet.

a  Cut.

b  Stick.

c  Look at puppet.

d  Draw.

MINI-PROJECT
Have a shadow puppet show!

Lesson 8: Wider world (shadow puppets in different cultures)

AB p. 85

87

OPTIONAL ACTIVITIES

Shadow puppets round the world Pupils use the internet to find more examples of shadow puppets from around the world.

A comic strip In groups, pupils make their puppet show into a comic strip. They draw and colour in

pictures and add speech bubbles, using the example on AB p. 85. Take each group's comic strip and make a class comic.

Photocopiable 8.7 See TB p. 261.

8

Lesson 9

Lesson aims

To review the unit language with a game; to add to the Picture Dictionary

Materials

Audio CD; Flashcards (Animals and pets, Classroom objects, Rooms, Food); a dice and two counters per pair of pupils; sets of Unit 8 Cut-outs and matching Wordcards (one card per pupil)

Optional activity materials

Active Teach; Digital Activity Book; Reading and Writing Booklet

Starting the lesson

- Play a game of Categories. Write the words Rooms, Food and drink, Classroom objects and Animals/pets on the board as headings. One by one, hold up the flashcards in a totally random order. Ask 'What's this?' Pupils name the object followed by its category. They then stick the card below the correct category heading on the board.

Pupil's Book page 88

Listen. Then play.

- Divide the class into pairs. Pupils take turns to roll the dice and move their counter round the board, starting at the Start square. Each square of the board has a challenge for pupils to complete. If a pupil completes a challenge successfully, he/she ticks the corresponding square in a colour of his/her choice.
- If a pupil lands on a square containing a character, he/she makes a sentence about the character, e.g. He's (thirsty).
- If a pupil lands on the question mark (?) square, his/her partner asks him/her a question in English.
- If a pupil lands on a shadow square, he/she must name the character, e.g. It's (Rita).
- If a pupil lands on a square that has already been ticked, he/she does nothing and waits for his/her next turn.
- If a pupil lands on a corner square, he/she looks at the same coloured card in the middle of the board and names all the objects. This task can be done more than once.
- The game finishes when all twelve squares have been ticked. The winner is the player with the most ticks in his/her chosen colour.

- Play the recording to give pupils an idea of the language they will need to play the game. Pupils listen and repeat before playing the game.

Listen and act.

- Play the recording. Pupils listen and act out the feelings and sound effects. Repeat the activity, reading the audioscript to change the order of the feelings.

Activity Book page 86

Listen and number. Then write.

- Pupils name the characters and guess what they are feeling. Then play the recording. Pupils listen and number the pictures.
- Then pupils complete the sentences with the correct adjectives.

Look at Activity 17. Read and circle.

- Pupils read the questions and look at the pictures in Activity 17 again. They then circle the correct answer each time.

Picture Dictionary (Activity Book page 111)

- Distribute the cards from Unit 8 Cut-outs and the matching wordcards so that each pupil has one. Pupils mingle to find their matching pair. Pupils with the wordcards read their word aloud and pupils with the picture cards mime the feeling shown. When pupils have found their match, they both mime the feeling, say the word and sit down.
- Ask pupils to turn to the Picture Dictionary on p. 111 of the AB. They complete the sticker activity in pairs. Pupil A reads a caption and Pupil B finds the corresponding sticker. They swap roles.

Ending the lesson

- Play an instructions game, recycling actions and other vocabulary. Give the class instructions, gradually making them more complex, e.g. Touch something purple. Find a pencil and draw a cat. (For Key, see p. 238. For Audioscript, see pp. 238–239.)



Online task Pupils go online to Family Island and find the bird that Waldo is holding on the PB page. (It is in the trees, high up in the Treetops Adventure Park.) When pupils click on the bird, they are taken to a supplementary language game based on the vocabulary in this unit.

20 Listen and tick (✓). Then write.

bored happy scared thirsty



I'm thirsty



He's _____



She's _____



They're _____

21 Look at Activity 20. Read and answer.

- Look at number 2a. Is he scared? Yes, he is.
- Look at number 3b. Is she sad? _____
- Look at number 4a. Are they cold? _____

I CAN I can ask and talk about feelings. ☐
I can talk about shadows and light. ☐



Lesson 10 self assessment

89

Grammar reference (PB p. 101) and Unit 8 Review (AB p. 103) Pupils study the grammar reference table in the PB. They then test their knowledge of it by completing the gapfill story in the AB unit review.
Test Booklet pp. 34–37. (For Key, see TB pp. 262–263.)

Grammar booklet pp. 22–24. (For Key, see TB p. 257.)
Portfolio activity Pupils copy their drawings and text from AB p. 87, Activity 20 onto a piece of paper to add to their Portfolio.
Course quiz Pupils do the Course Quiz now (see PB p. 102), in pairs or small groups.

PROGRESS CHECK

8

Activity Book Answer Key

- p. 78, Activity 1
a 5 scared, b 4 tired, c 2 thirsty, d 3 excited, e 1 hungry
- p. 79, Activity 2
1 Yes, I am. 2 No, I'm not. 3 No, I'm not. 4 Yes, I am.
- p. 79, Activity 3
1 c He's tired.
2 e She's thirsty.
3 a He's excited.
4 b He's scared.
5 d She's hungry.
- p. 80, Activity 4
1 happy, 2 sad, 3 cold, 4 hot, 5 ill, 6 hurt, 7 angry.
8 bored
- p. 81, Activity 6
a 2, b 3, c 1, d 4
- p. 81, Activity 7
1 No, I'm not. I'm sad.
2 Yes, they are. They're hot.
3 Yes, she is. She's bored.
4 No, he isn't. He's hurt.
- p. 82, Activity 8
a excited, b thirsty, c tired, d hungry, e scared, f scared, g happy
- p. 82, Activity 9
1 sad, 2 hurt, 3 help
- p. 83, Activity 10
Pupils should circle the box that the man is holding, the Yes! Speech bubble, the taxi and the bee's buzz.
- p. 83, Activity 11
1 x, 2 y, 3 zz, 4 qu
- p. 83, Activity 12
1 z, 2 qu, 3 y, 4 zz, 5 x
- p. 83, Activity 13
1 quiz, 2 fizz, 3 zip, 4 yell
- p. 84, Activity 14
1 It's a long shadow.
2 It's a short shadow.
3 It's a short shadow.
4 It's a long shadow.
- p. 84, activity 15
1 No, it isn't. It's a chair.
2 Yes, it is. It's a hand.
3 No, it isn't. It's a butterfly.
4 Yes, it is. It's a window.
- p. 85, Activity 16
1 dragon, 2 excited, 3 cake, 4 presents, 5 friends, 6 birthday
- p. 86, Activity 17
a 3 tired, b 5 hungry, c 2 happy, d 1 scared, e 4 thirsty

- p. 86, Activity 18
1 Yes, she is.
2 No, she isn't.
3 Yes, he is.
4 Yes, they are.
5 No, he isn't.
- p. 87, Activity 19
1 happy, 2 excited, 3 three, 4 hungry, 5 big
- p. 103, Activity 1
a I'm, b you, am, c he, he's, e Are, they

Audioscript

Lesson 1 Activity 1 CD3:26
Z = ZAK O = OSCAR R = RITA M = MILLIE
W = WALDO
Z I'm hungry.
O I'm tired.
R I'm thirsty.
M What's that? I'm scared.
R Look! What's that shadow? Waldo?
W What's that? Is it ...? Is it ...? I'm excited!
Z Come on. Let's go ...!

Lesson 1 Activity 1 (AB) CD3:29
1 It's Waldo. He's hungry.
He's got some meat.
2 It's Rita. She's thirsty. She's got some milk.
3 It's Oscar. It's his birthday! He's excited!
4 Look at Zak! He's tired! (Yawn)
5 Haha! Look at Millie! She's scared.

Lesson 2 Activity 4 CD3:30
1 She's excited.
2 He's hungry.
3 She's tired.
4 He's scared.
5 He's thirsty.

Quest song CD3:31
Come with us, come on a quest.
Come on a quest today.
Come with us, come on a quest.
Look for a torch today.
An egg, a blanket, a book, a photo, soap, a mouse, a bed, milk and a torch.
Look for a torch today.

Lesson 2 Activity 2 (AB)

CD3:32

- 1 Are you scared? Yes, I am.
- 2 Are you thirsty? No, I'm not.
- 3 Are you excited? No, I'm not.
- 4 Are you tired? Yes, I am.

Lesson 4 Activity 7

CD3:35

- 1 Is she bored? No, she isn't. She's excited.
- 2 Is he cold? Yes, he is.
- 3 Are they sad? No, they aren't. They're happy.

Lesson 4 Activity 6 (AB)

CD3:36

- 1 Are they hot? No, they aren't. They're sad.
- 2 Is he happy? No, he isn't. He's angry.
- 3 Are they cold? Yes, they are.
- 4 Is he excited? No, he isn't. He's ill.

Lesson 6 Activity 10

CD3:38

- 1 qu /kw/ /kw/ /kw/
- 2 x /ks/ /ks/ /ks/
- 3 y /j/ /j/ /j/
- 4 z /z/ /z/ /z/
- 5 double z /z/ /z/ /z/

Lesson 6 Activity 11

CD3:39

- z /z/ y /j/ x /ks/ double z /z/ qu /kw/
- y /j/ double z /z/ qu /kw/ x /ks/ z /z/

Lesson 6 Activity 11 (AB)

CD3:41

- 1 /ks/ /ks/ 2 /j/ /j/
- 3 /z/ /z/ 4 /kw/ /kw/

Lesson 6 Activity 12 (AB)

CD3:42

- 1 z /z/
- 2 qu /kw/
- 3 y /j/
- 4 zz /z/
- 5 x /ks/

Lesson 6 Activity 13 (AB)

CD3:43

- 1 quiz
- 2 fizz
- 3 zip
- 4 yell

Lesson 7 Activity 14

CD3:44

- 1 Look at my shadow. It's a long shadow.
- 2 Look at my shadow. It's a short shadow.

Lesson 8 Activity 16 (AB)

CD3:45

- 1 Hello. My name's Firefly. I'm a dragon.
- 2 I'm excited today. It's my birthday!
- 3 This is my birthday cake. I'm hungry!
- 4 These are my presents.
- 5 And these are my friends.
- 6 Happy birthday, Firefly. Thank you.

Lesson 9 Activity 18

CD3:46

- Two! One, two. He's scared.

Lesson 9 Activity 19

CD3:47

- You're excited! (Hip, hip hooray!)
- Now you're sad. (Boo hoo!)
- You're thirsty. (Pant! Pant!)
- Now you're cold. (Brr! Brr!)
- You're hurt. (Ow! Ow!)
- Now you're tired. (Yawn! Yawn!)
- You're bored. (Ho! Hum!)
- Now you're hungry. (Yum! Yum!)

Lesson 9 Activity 17 (AB)

CD3:48

- 1 She's scared.
- 2 She's happy.
- 3 He's tired.
- 4 They're thirsty.
- 5 He's hungry.

Lesson 10 Activity 20

CD3:49

- 1 I'm thirsty.
- 2 He's scared.
- 3 Is she happy? No, she isn't. She's bored.
- 4 Are they happy? Yes, they are.

Goodbye

Lessons 1 and 2

Lesson aims

To consolidate the Quest vocabulary; to review and consolidate language from the course

Materials

A selection of flashcards from the course; Audio CD; drawing paper

Optional activity materials

Active Teach; Digital Activity Book; large coloured paper

Starting the lesson

- Without opening their books, pupils try to name all the Quest items from the course. Write what pupils say on the board. Then play the Quest song, CD3:31, from Unit 8. Pupils listen and check they've remembered all the items. Add any omissions to the list on the board.
- Play the song again. Pupils sing along.
- Use flashcards to play a guessing game. Show a card to the class very quickly then hide it behind your back. Pupils have to guess what it is, e.g. Is it a cat? Keep the card behind your back and answer No, it isn't, until someone guesses correctly. Then show the card and say: Yes, it is. Repeat the game and allow pupils to take turns at showing the cards.

Pupil's Book pages 90-91

1 Listen and find.

- Pupils look at the main illustration. Talk about (L1) the characters and what's happening. (Waldo is reunited with his family and they will now go home to their dragon house. His friends are giving him a present and waving goodbye.) Ask questions, e.g. Who's this? Is he happy/sad? What's this? What colour is it?, etc.
- Point to the Quest items on the board. Tell pupils (L1) that all the items are hidden in the main illustration and the characters must find them and give them to Waldo before he goes home.
- Play the recording, pausing for pupils to find and point to each Quest item.
- Pupils can then work in pairs. Pupil A asks, e.g. Where's the egg? and Pupil B points to the correct item.

KEY

The egg is behind Waldo's mum's right foot.
The blanket is in the tree above Mr and Mrs Voom.
The book is behind the rock near Rita.
The photo is under the treehouse.
The soap is next to Oscar.
The mouse is behind the logs.
The bed is in the treehouse.
The milk is in the treehouse window box.
The torch is in the bush behind the present.

2 Listen and number.

- Play the recording. Pupils listen and number each item as it is mentioned.
- In pairs, pupils then play a miming game. Pupil A mimes one of the items, e.g. reading a book, and says I've got the ... Pupil B has to guess the item by pointing to it on the PB page and saying the word to finish Pupil A's sentence.

KEY a 4, b 6, c 2, d 8, e 3, f 5, g 9, h 7, i 1





Practice

1 Find and point. Then play True or False with a friend.

- Make sentences about the main illustration, following the models in the speech bubbles. Pupils listen, point to the character or item you are talking about and then say whether your sentence is true or false.
- Pupils then play this game in pairs, taking turns to make sentences. At the end of the activity, ask pupils to choose their two best sentences to say out loud to the rest of the class.

Activity Book pages 88–89

2 Look and write.

- Pupils label each Quest item, choosing the correct word from the word bank.

1 Look, circle and write.

- Pupils look at the pictures and guess what each item is. Elicit which are Quest items (the soap and the blanket).
- Pupils read the questions and follow the matching lines to the pictures. They then answer the questions by choosing Yes or No and completing the answer with *it is* or *it isn't*. Pupils can do this activity or in pairs, taking turns to ask the questions.
- Pupils can make their own part pictures using any vocabulary items from the course. Their partner (or the rest of the class to guess) has to guess what the items are.

Ending the lesson

- Ask pupils to find Waldo's present in the main illustration. Ask *What is it?* Pupils make suggestions. Write them on the board. Pupils can then draw a picture of Waldo's present on a piece of drawing paper and label it. (For Key, see p. 254. For Audioscript, see p. 255.)

OPTIONAL ACTIVITIES

Make a poster Pupils make a poster of all the Quest items by drawing them on a large piece of coloured paper. They can work individually or in small groups.

Memory game Pupils play a game, trying to remember the list of Quest items. The first pupil says *I've got (an egg)*. The second pupil says *I've got (an egg) and (a blanket)*. The third pupil says *I've got (an egg), (a blanket) and (milk)*. Can they list all nine items before someone makes a mistake?

NOTES

Lesson 3

Lesson aims

To review and consolidate language from the course

Materials

Audio CD

Optional activity materials

Active Teach; Digital Activity Book; Pictures from Photocopiable W.1 (Quest items) cut up and enlarged to make Flashcards

Starting the lesson

- Revise colours and classroom objects by asking pupils to find things around the classroom, e.g. *Find a red pencil. Find a blue book*, etc.
- Play a game of *True or False*. Make sentences about the classroom, using the recycled language for the lesson, e.g. *There are twenty boys in the class. Ana has got a frog. Carlos is sad today*. Pupils listen and say if the sentences are true or false. This can also be played as a team game.

Pupil's Book page 92

4 Look and find six differences. Then listen and check.

- Pupils look at the two pictures and name any items they can see. Write those words on the board and any others that pupils don't mention (chair, boy, girl, frog, parrot, shoes, sandwich, book, pencil case).
- Tell pupils (L1) there are six differences between the two pictures. Who can be the fastest to find all six? When a pupil has finished, he/she puts his/her hand up. Note pupils' names in order. When everyone has finished, ask the first pupil to say the differences he/she found. The other pupils listen to see if they agree.
- Then play the answers on the recording for pupils to listen and check.
- In pairs, pupils compare each picture, using the model language in the speech bubbles.

KEY

In picture 1, he's happy. In picture 2, he's sad.
In picture 1, he's got a parrot. In picture 2, she's got a parrot.
In picture 1, she's got red shoes. In picture 2, she's got blue shoes.
In picture 1, there are six sandwiches. In picture 2, there are four sandwiches.
In picture 1, she's got a book. In picture 2, she's got a pencil case.
In picture 1, there's a frog under the chair. In picture 2, there's a frog on the chair.

3 Look at picture 2. Read and match.

- Pupils read the questions about picture 2 and match them to the correct answers.
- Pupils then work in pairs to write similar questions about picture 1. Go round the class, helping as necessary. Pupils then swap questions with another pair and answer them.

KEY 1 c 2 d 3 e 4 a 5 b

Activity Book page 90

3 Listen and number.

- Play the recording. Pupils listen and number the pictures.

4 Look and write.

- Pupils look at the pictures and complete the speech bubbles.

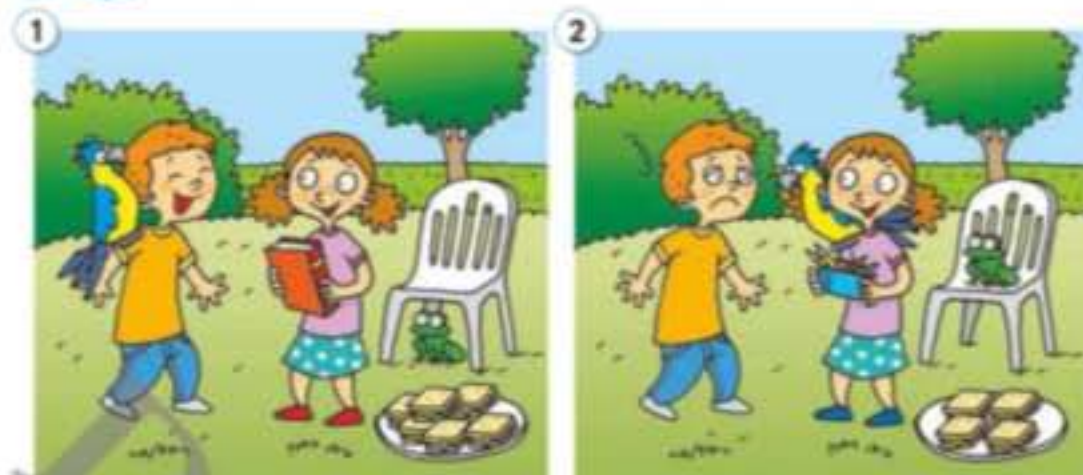
Ending the lesson

- Use the pictures in AB Activity 3 to play a game of Bingo. Pupils choose four of the pictures and mark them with a cross. Describe the pictures in random order (reading from the recording script). Pupils strike through in pencil the pictures they have marked with a cross when they hear them described. The first pupil to cover all four pictures says *Bingo!*

For next lesson

- Ask pupils to look through their books and choose their favourite activity from the course. There will be a class vote on which one to repeat in the next (final) lesson. (For Key, see p. 254. For Audioscript, see p. 255.)

4 Look and find six differences. Then listen and check.



In picture 1, he's happy.

In picture 2, he's sad.

5 Look at picture 2. Read and match.

- | | |
|------------------------------------|----------------------|
| 1 Has she got blue shoes? | a It's on the chair. |
| 2 How many sandwiches can you see? | b No, he hasn't. |
| 3 Is he happy? | c Yes, she has. |
| 4 Where is the frog? | d Four. |
| 5 Has he got a parrot? | e No, he isn't. |

Lesson 4

Lesson aims

To review and consolidate language from the course

Receptive language

Don't be sad.

Materials

Audio CD; pictures from Photocopiable W.1 (Quest items), enough for one per pupil; Flashcards from the course

Optional activity materials

Active Teach; Digital Activity Book; Photocopiable G.1; glitter; sequins; stickers

Starting the lesson

- Do a TPR activity to revise the actions learnt throughout the course. Say, e.g. Clap your hands, please. Pupils only perform the action when you say please.

Pupil's Book page 93

6 Listen and sing.

- Elicit (LT) what was happening in the goodbye scene on PB pp. 90–91. (Waldo was going home with his mum.) Then ask pupils to look at the pictures on p. 93. Ask them to point to and name the different characters.
- Elicit all of the Quest items that the characters found. Distribute the pictures from Photocopiable W.1, so that each pupil has one.
- Tell pupils they are going to hear and sing the final version of the Quest song, which is also a goodbye song to Waldo. Play the song. Pupils hold up their Quest pictures as they hear the items mentioned.
- Play the song again. Pupils sing along, following the words in the book. They wave goodbye at the end of the song.
- When pupils are confident with the song, use the karaoke version (see Active Teach), for pupils to sing along to.

7 Draw and colour. Then write.

- Write the vocabulary headings from the course on the board: Colours, Actions, Classroom objects, Numbers, Family, Occupations, Parts of the body, Clothes, Animals and pets, Adjectives, Rooms in the house, Furniture, Food and Feelings. Hold up one of the flashcards and elicit the word and the heading under which it belongs. A volunteer sticks the flashcard under the correct heading. Repeat so that there are two flashcards under each vocabulary heading.

- Pupils then look at the three vocabulary headings in the PB. They draw one vocabulary item for each heading in the box provided.

Practice

8 Show a friend. Ask and answer.

- Pupils show their pictures from Activity 7 to their partner who has to guess what each one is, using the model language in the speech bubbles.

Activity Book page 91

9 Find and circle the odd words out. Then write.

- Use the vocabulary headings on the board to revise the different vocabulary areas pupils have covered in the course.
- Pupils read the words in each line and find and circle the odd word out.
- Pupils write the word that doesn't match the others on the line alongside the other three words in the same category. Pupils can work individually or in pairs. Help as necessary.

10 Read and answer.

- Pupils read and answer the questions about their own favourite things. (Answers will vary but check pupils have answered the questions in a way that makes sense.)
- Pupils can then ask one or more friends the same questions. See how many people they can find who have the same favourites as them.

Ending the lesson

- Ask pupils to name their favourite activity from the course. Write some of the suggestions on the board and then have a class vote. Do the most popular activity or activities again.
- Say Wave goodbye! and thank pupils for a successful year! (For Key, see p. 254. For Audioscript, see p. 255.)

OPTIONAL ACTIVITIES

Quest treasure hunt Ask pupils to close their eyes while you hide the Quest flashcards from Photocopiable W.1 around the classroom. Pupils open their eyes. Ask a volunteer to hunt for a card. When he/she finds one, he/she says what and where it is, e.g. It's the egg! It's under the chair. He/she sits down

with the flashcard face down. When all the quest items have been found, try to elicit who has got which item, e.g. Ana's got (the torch).
Course quiz See PB p. 102. If you did not do this quiz at the end of Unit 8, you can do it now.
Photocopiable W.1 See TB p. 258.

Listen and sing.



Come with us, come on a quest,
Come on a quest today!
Come with us, come on a quest,
Come on a quest today!

An egg, a blanket, a book, a photo, soap,
a mouse, a bed, milk and a torch ...
We've got them all today.

Waldo's with his mum and dad.
Wave goodbye! Don't be sad.
Waldo's with his mum and dad.
Wave goodbye! Don't be sad.
Goodbye! Goodbye! Goodbye!
Goodbye! Goodbye! Goodbye!



SONG

Draw and colour. Then write.

Food

School object

Pet

Show a friend. Ask and answer.

Is it a bird?

Yes, it is.

Halloween

Lesson aims

To learn vocabulary relating to Halloween; to learn about British culture

Target language

witch, cat, monster, pumpkin, bat, Pass the pumpkin.

Materials

Audio CD; Photocopiable F.1

Optional activity materials

Active Teach; Digital Activity Book; Halloween pictures; drawing paper; string; wooden rods or clothes hangers

Starting the lesson

- Draw a pumpkin on the board and ask pupils (L1) what it makes them think of (Halloween). Talk about when the festival is (31 October), what it represents and how it is celebrated in their country. Talk about any games or activities that are popular at Halloween, e.g. apple bobbing, doughnut eating, making a pumpkin lantern, etc.
- Explain (L1) that in Britain children often dress up as witches and monsters at Halloween and knock on the doors of their neighbours and friends. When the neighbours open their doors, the children say *Trick or treat!* and are usually each given a sweet.

Presentation

- Teach the words *witch, monster, pumpkin* and *bat*. Draw these items on the board, point and say and ask pupils to repeat. Revise the word *cat* by drawing a cat on the board.
- Tell pupils to close their eyes. Rub out one of the images; pupils open their eyes and tell you which one is missing. Continue until all the images have been rubbed out.

Pupil's Book page 94

Listen, find and say.

- As a class, pupils say each new word, while pointing to the corresponding picture. Ask other questions about the Halloween scene, e.g. *What's this? Is it a ...? What colour is it? How many ...?* Explain that the children are wearing costumes at a Halloween party.
- Play the recording. Pupils point to the children being described each time. They then work in pairs, taking turns to say a sentence while their partner points to the corresponding child.

Listen and sing.

- Explain (L1) the game in the picture. (The children are playing a game of *Pass the pumpkin*. This is an adaptation of *Pass the parcel*. Children pass the pumpkin around while the music is playing and, when the music stops, the child who has the pumpkin reaches inside to get a sweet.) Tell pupils they are going to listen to a song about this game.
- Play the song. Pupils listen and point to each character in the picture as they are mentioned. Then play the song again. Pupils mime being the different characters.
- Play the song a third time. Pupils sing along, reading the words in their books.

Make a pumpkin and play.

- Ask pupils to look at the photos. Ask questions, e.g. *What's this? (a pumpkin). What colour is it? (orange).* Elicit what the children are saying to each other in the second photo. (*Pass the pumpkin, 1, 2, 3. Pass the pumpkin to me!*)
- Help pupils to make a pumpkin using Photocopiable F.1. (See TB p. 261.) In groups, pupils then use this to play a game of *Pass the pumpkin*. Pupils chant the chorus as they pass the pumpkin round in a circle. At the end of the chorus, the pupil with the pumpkin in their hands has to do a mime and say *I'm a (bat)*, choosing one of the Halloween characters they have learnt. They then continue to pass the pumpkin round until everyone in their group has had a turn.
- Use the karaoke version of the chant (see Active Teach) to play this game.

Activity Book page 92

Match. Then write.

- Pupils match the silhouettes to the corresponding pictures. They then write the words from the word bank and read them.

Join the dots. Then circle.

- Pupils join the dots to reveal the picture of the witch. They then circle the word *witch* in the sentence.

Ending the lesson

- Play a miming game. Mime being one of the Halloween characters. Pupils guess what you are. They continue in small groups or pairs. (For Key, see p. 254. For Audioscript, see p. 255.)

OPTIONAL ACTIVITIES

Photocopiable G.1 (About me certificate) See TB p. 261. Give each pupil a copy of the *About me* certificate to colour in. Congratulate them for completing the course. Pupils write their names on their certificates. They may use glitter, sequins, etc. to decorate their certificates.

An awards ceremony Alternatively, you can collect the certificates and then present them to pupils in a class awards ceremony. Congratulate pupils as you give them their certificate and tell them something they are good at in English, e.g. *You are good at counting up to twenty. You are good at singing in English, etc.*

Halloween

1 Listen, find and say.



2 Listen and sing.

It's Halloween, it's Halloween,
Pass the pumpkin, 1, 2, 3.
Pass the pumpkin to me!

I'm a monster. I'm a bat.
I'm a pumpkin. I'm a witch, ha, ha, ha!
And I've got a cat.

It's Halloween, it's Halloween,
Pass the pumpkin, 1, 2, 3.
Pass the pumpkin to me!



3 Make a pumpkin and play.



Christmas

Lesson aims

To learn vocabulary relating to Christmas; to learn about British culture

Target language

reindeer, Santa, sleigh, present.

Receptive language

Christmas tree

Materials

Audio CD; Photocopiable F.2; drawing paper

Optional activity materials

Active Teach; Digital Activity Book; A shoe box and red paper, paper and other materials to make Christmas tree decorations

Starting the lesson

- Start the lesson by drawing a picture of Santa's face and hat on the board and asking 'Who's this?' (Santa). Talk about (LT) what Santa does (he brings presents) when he comes (Christmas Day) and how he travels (on a sleigh pulled by reindeer).

Presentation

- Teach the words present, sleigh, reindeer, Santa and Christmas Day. Elicit what people say to each other on Christmas Day (Happy Christmas!) and talk about what pupils do on Christmas Day in their country.
- Explain that in Britain, people put presents under a Christmas tree in their home, and open the presents on Christmas Day. They usually have a big meal with their family, too.

Pupil's Book page 95

1 Listen, find and say.

- Point to the new vocabulary items in the picture and ask 'What's this?' 'Who's this?' Ask pupils to read the vocabulary labels. Ask other questions about the picture, e.g. 'How many (presents, reindeer)?' 'What colour is it?' etc.
- Play the recording. Pupils listen and point to each item as it is mentioned.
- Pupils work in pairs. Pupil A says a sentence and Pupil B points to the correct item in the picture.

2 Listen and sing.

- Play the song. Ask pupils to listen and put up their hands when they hear Santa mentioned.
- Play the song again and ask pupils to point to the items in the picture as they are mentioned.
- Play the song a third time. Pupils sing along, reading the words in their books.
- When pupils are confident, play the karaoke version (see Active Teach), for pupils to sing along to.

3 Make a Christmas card for your family.

- Ask questions about the picture of the Christmas tree on the cards in the photos, e.g. 'What's this?' 'What colour is it?' Then ask pupils what the two children in the bottom photo are saying (Happy Christmas!). Pupils listen and repeat.
- Pupils make their own Christmas cards using Photocopiable F.2. (See TB p. 261.) They fold the card in half and then colour it in and write in it. Show pupils how to write To (name of recipient) and From (their name) inside the card.
- Pupils then give their card to a friend (or family member) and say Happy Christmas!

Activity Book page 93

4 Trace and match. Then listen and colour.

- Write the new words on the board and read them aloud. Point to the words and ask pupils to read them. Pupils then trace over the words and match them to the correct part of the picture.
- Play CD 3:59. Pupils listen and colour the picture accordingly.

5 Draw and say. Then read and trace.

- Pupils draw a present they would like to give to a friend at Christmas inside the present shape and write his/her friend's name after the word To. They then complete the label by tracing over the rest of the words.
- In pairs, pupils say what present they have drawn. (It's a ...)

Ending the lesson

- Pupils fold some paper in half and decorate the outside to look like Christmas wrapping paper. They then draw a picture of what they would like to give to a friend for Christmas inside the 'present'. Choose a day for pupils to exchange their 'presents'. Make sure everyone receives one. (For Key, see p. 254. For Audioscript, see p. 255.)

OPTIONAL ACTIVITIES

Make a collage Pupils make a class collage with the pumpkins they made in this lesson.

Make a mobile Pupils draw or cut out Halloween pictures. They attach string to them and hang them from rods or a clothes hanger. Hang the mobiles around the classroom.

Christmas

1 Listen, find and say.



2 Listen and sing.

It's Christmas Day (x2).
Here comes Santa in his sleigh!
It's Christmas Day (x2).
Santa's on his way.

Look at the reindeer, 1, 2, 3.
Look at the presents. Can you see?
Red, yellow, green and blue,
Orange, pink and purple, too!

It's Christmas Day...
Happy Christmas!



3 Make a Christmas card for your family.



Happy Christmas!



Christmas

All p.13

95

OPTIONAL ACTIVITIES

Christmas post box Pupils who made their Christmas cards for other children in the class can put them in a class Christmas post box. This could be a shoe box covered in red shiny paper with a slot in the top for posting the cards. On a chosen day the cards

can be distributed and pupils say 'Happy Christmas!' to each other.

Make a Christmas tree decoration Pupils draw and cut out Christmas decorations. Make a Christmas tree out of green paper and stick the pupils' decorations on the tree.

Easter

Lesson aims

To learn vocabulary relating to Easter; to learn about British culture

Target language

chick, egg, bunny

Materials

Audio CD; Photocopiable F.3

Optional activity materials

Active Teach; Digital Activity Book; Hard-boiled eggs; paints; brushes

Starting the lesson

- Start the lesson by playing a TPR game. Give pupils instructions to follow, e.g. Clap your hands, stamp your feet, jump up, etc. Teach the word hop by demonstrating and encourage pupils to do the action. Ask pupils what animal hops (a rabbit).

Presentation

- Draw a rabbit, an Easter egg and a chick on the board and ask 'What's this?' Ask (L1) what festival they associate with these pictures (Easter). Tell pupils that the special Easter rabbit is called an Easter bunny and he brings eggs. Teach bunny. Talk about (L1) how Easter is celebrated in their country.
- Revise the words garden, chick, flower, butterfly and leaf by drawing a simple outline of each on the board. Write the words below each drawing.

Pupil's Book page 96

1 Listen, find and say.

- Look at the picture and tell pupils (L1) that it illustrates an Easter egg hunt. This is a tradition in Britain where chocolate or hard-boiled eggs are hidden and children have to hunt for them.
- Point to various things in the picture and ask 'What's this?' (a butterfly, a bunny, etc.). Ask 'What colour is it?' 'How many (bunnies/chicks)?' 'Where's the boy/girl?' (in the garden).
- Play the recording. Pupils listen and point to each item as it is mentioned. Ask pupils to read the vocabulary labels.
- Then ask pupils to find and circle the hidden eggs in the picture. When they have finished, ask 'How many eggs?' (ten). Point to each one and ask 'What colour is it?'

2 Listen and sing.

- Play the song. Pupils listen and to point to the items in the picture as they are mentioned.
- Play the song again. Pupils mime being a chick or a bunny.
- Play the song a third time. Pupils sing along, reading the words in their books.
- When pupils are confident, play the karaoke version (see Active Teach), for pupils to sing along to.

3 Make an Easter egg. Have an egg hunt!

- Look at the photos and ask questions, e.g. 'What's this?' 'What colour is it?' In the second photo elicit what the child who has found the egg would say, e.g. 'I've got an egg!'
- Give each pupil a copy of Photocopiable F.3. (See TB p. 261.) Pupils cut out their eggs and colour them in.
- Play a game of 'hunt the egg'. Two volunteers leave the room and the other pupils hide six paper eggs. The volunteers come back in the room and look for the eggs. Other pupils can help them by saying, e.g. 'Look at the window/book/desk, etc.' As each volunteer finds an egg he/she says 'I've got an egg!' The one who finds the most eggs is the winner. Let other children take a turn.

Activity Book page 94

1 Colour and write.

- Pupils write the words from the word bank. They then colour the shapes which have dots in them to reveal the egg. Finally, they complete the sentence by writing the word egg.

2 Look and draw.

- Ask pupils 'What's it?' for each picture in number 1. Ask (L1) what's next in the sequence (a chick). Pupils complete each sequence by drawing the missing picture. They then point to each picture and say the correct word.

Ending the lesson

- On the board, draw a 5 by 5 grid of squares. Label the rows 1-5 and the columns 6-10. Pupils copy the grid and draw five Easter eggs in any five squares. In pairs, they take turns trying to find their partner's eggs. E.g. If Pupil A says five, ten Pupil B says yes or no depending on whether he/she has an egg in that square. Pupils continue until one of them has found all their partner's eggs. (For Key, see p. 254. For Audioscript, see p. 255.)

Easter

1 Listen, find and say.



2 Listen and sing.

It's Easter time,
Time for fun.

Can you see the chicks
Go cheep, cheep, cheep?
Can you see the bunny
Go hop, hop, hop?
Can you see the eggs
For you and me, you and me?

Find, find, find, find the chicks,
Find, find, find, find the bunny,
Find, find, find, find the eggs.

It's Easter time,
Time for fun
Happy Easter everyone!



3 Make an Easter egg. Have an egg hunt!



Summer Fun

Lesson aims

To learn vocabulary relating to summer and nature;
to learn about British culture

Target language

sun, sky, tree, bird, flower, grass

Materials

Audio CD; drawing paper; sticky tape

Optional activity materials

Active Teach; Digital Activity Book; Sunflower seeds;
flower pots; soil

Starting the lesson

- Ask *How are you feeling today?* Elicit various feelings. Then a volunteer mimes a feeling for the rest of the class to guess. Pupils ask *Are you (happy)?* The volunteer replies *Yes, I am* / *No, I'm not*.

Presentation

- Teach *sun, sky, tree and grass* by drawing a simple picture of a garden on the board. Ask *What's this?* Elicit *It's a garden*. Point to each new item in turn and teach the English. Revise *flower and bird* by adding these to your picture and eliciting the words.
- Ask (L1) what season it is and teach the word *summer*. Talk about activities pupils associate with summer, e.g. going to the beach, having picnics, going on holiday, going to summer camp.

Pupil's Book page 97

1 Listen, find and say.

- Tell pupils (L1) that the picture shows children at a summer camp in Britain. Ask questions, e.g. *How many boys can you see? How many girls? How many flowers? What colour are they?*, etc. Ask (L1) if pupils have ever been to a summer camp.
- Play the recording. Pupils listen and point to each item as it is mentioned. Ask pupils to read the vocabulary labels.
- Pupils then work in pairs. Pupil A makes a sentence about something in the picture, e.g. *It's a red flower*. Pupil B points to it.

2 Listen and chant.

- Play the chant. Pupils listen and point to each nature item in the picture as it is mentioned.
- Play the chant again. Pupils chant along, reading the words in their books.

- When pupils are chanting confidently, teach them some actions. For the first chorus they hold hands and walk round in a circle to the left. For the second chorus they hold hands and walk round in a circle to the right. In each verse, they mime the nature item, e.g. potting grass, being a tree, opening their hands like a flower.
- Play the chant again. Pupils chant along and do the actions. You could use the karaoke version (see Active Teach).

3 Make and play.

- Pupils look at the photo of the girl with her flower picture. Ask *What's this?* (*It's a flower*.) *What colour is it?* (*It's yellow*.) *Is it big?* (*Yes*). Teach the word *sunflower*.
- Pupils make their own giant sunflower pictures. Divide pupils into groups of six and give each group six pieces of paper. Show pupils how to stick these together with sticky tape to make one long strip (as in the picture in the PB). One pupil draws the sunflower head on the top piece of paper and the other five pupils draw part of the flower stem and leaves on the other pieces of paper (as in the picture in the PB). They colour their drawings in.
- Groups fold up their drawings at the paper joins in a concertina style, and lay them flat on the floor. They then lift up the top piece of paper so that the rest of the drawing unfolds slowly and the flower appears to 'grow'.
- Teach pupils a short rhyme to say as they make their sunflowers 'grow'. *Sunflower, sunflower, grow so high. Sunflower, sunflower, touch the sky.*

Activity Book page 95

1 Read and match.

- Pupils draw lines to the words and match them to the correct details in the picture.

2 Choose and write. Then colour the picture in Activity 1.

- Pupils complete the sentences, choosing words from the word bank. They can choose either the correct colours or fantasy colours! They then read the sentences and colour in the picture in Activity 1 accordingly.

Ending the lesson

- Pupils make up their own version of the PB chant, using the colours they chose for their AB picture. (For Audioscript, see p. 255.)

OPTIONAL ACTIVITIES

Drawing activity Write the words from the lesson on the board. One by one, ask volunteers to come and draw the corresponding picture next to each word.

Paint Easter eggs Bring some hard-boiled eggs to class and allow pupils to paint them. Take the class into the garden and have a real Easter egg hunt.

Summer fun

1 Listen, find and say.



2 Listen and chant.

It's summer time,
Come out and play.
At summer camp,
We play all day.

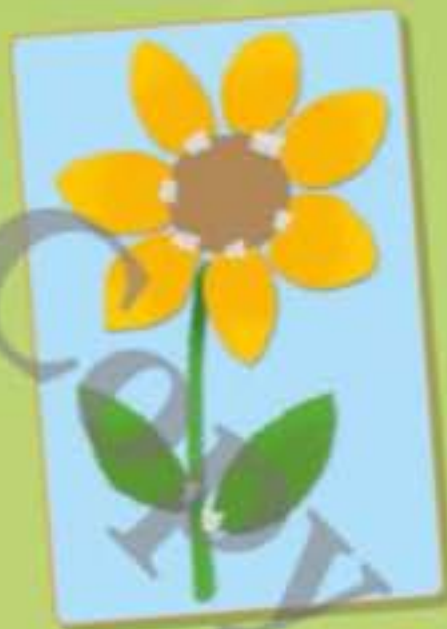
The grass is green,
The trees are, too.
The flowers are red,
And the sky is blue.

It's summer time...

The birds are happy.
They sing in the sun.
And we are happy.
Summer camp is fun!



3 Make and play.



Goodbye and Festivals Activity Book Answer Key

p. 88, Activity 1

1 milk, 2 soap, 3 mouse, 4 book, 5 photo, 6 torch,
7 blanket, 8 egg, 9 bed

p. 89, Activity 2

1 d Yes, it is. 2 a No, it isn't. 3 e No, it isn't.
4 f Yes, it is. 5 b Yes, it is. 6 c No, it isn't.

p. 90, Activity 3

a 4, b 6, c 5, d 2, e 3, f 1, g 8, h 9, i 7

p. 90, Activity 4

1 parrot, 2 rabbits, 3 I've got a violin, 4 I've got a lamp.

p. 91, Activity 5

1 Pupils should circle ruler and write yoghurt.
2 Pupils should circle cat and write ruler.
3 Pupils should circle dancer and write brother.
4 Pupils should circle shoes and write cat.
5 Pupils should circle brother and write dancer.
6 Pupils should circle yoghurt and write shoes.
7 Pupils should circle shop and write bathroom.
8 Pupils should circle bathroom and write shop.

p. 92, Activity 1

1 d, 2 c, 3 e, 4 a, 5 b

p. 92, Activity 2

witch

p. 93, Activity 1

Pupils should colour the reindeer brown, the sleigh
purple, Santa red, present 1 blue, present 2 pink,
present 3 yellow, present 4 orange

p. 94, Activity 2

1 chick, 2 bunny, 3 egg

OPTIONAL ACTIVITIES

Growing sunflowers Pupils plant sunflower seeds
in pots and stand them in a sunny place outside.
Water them regularly and see how tall they grow.

A lesson outside Have a lesson outside in the school
grounds. Count how many trees, flowers and birds
you can see and note the colour of the sky that day.

Goodbye and Festivals audioscript

Lesson 1 Activity 1

CD3:50

Come on! Let's find Waldo's things.
Where's the egg?
Where's the blanket?
Where's the book?
Where's the photo?
Where's the soap?
Where's the mouse?
Where's the bed?
Where's the milk?
Where's the torch?

Lesson 1 Activity 2

CD3:51

1 I've got the egg!
2 I've got the photo!
3 I've got the mouse!
4 I've got the blanket!
5 I've got the bed!
6 I've got the book!
7 I've got the torch.
8 I've got the soap!
9 I've got the milk!
We've got them all!

Lesson 3 Activity 4

CD3:52

In picture 1, he's happy. In picture 2, he's sad.
In picture 1, he's got a parrot. In picture 2, she's got a parrot.
In picture 1, she's got red shoes. In picture 2, she's got blue shoes.
In picture 1, there are six sandwiches. In picture 2, there are four sandwiches.
In picture 1, she's got a book. In picture 2, she's got a pencil case.
In picture 1, there's a frog under the chair. In picture 2, there's a frog on the chair.

Lesson 3 Activity 3 (AB)

CD3:53

1 She's got a bed.
2 She's got the soap.
3 It's got a mouse!
4 She's got a blanket.
5 She's got a photo. It's her family.
6 He's got three books.
7 She's got an egg.
8 He's got the milk.
9 He's got a torch.

Halloween Activity 1

CD3:55

He's a pumpkin.
She's a witch.
It's a cat.
She's a monster.
He's a bat.

Christmas Activity 1

CD3:57

It's Santa!
It's a sleigh!
It's a reindeer.
It's a present.

Christmas Activity 1 (AB)

CD3:59

The reindeer is brown.
The sleigh is purple.
Santa is red.
Present 1 is blue.
Present 2 is pink.
Present 3 is yellow.
Present 4 is orange.

Easter Activity 1

CD3:60

It's an egg.
It's a bunny.
It's a chick.

Summer Fun Activity 1

CD3:62

It's the sun.
It's the sky.
It's a tree.
It's a flower.
It's grass.
It's a bird.

Reading and Writing Booklet Answer Key

UNIT 1

My birthday

1 1 I'm Emma 2 My favourite colour is purple.
2 1 seven 2 purple 3 no 4 purple
3 1 red balloon 2 green balloon 3 yellow balloon
4 blue balloon
4 a 3 b 4 c 10 d 7
5 See instructions
6 1 My 2 The 3 It's 4 Emma
7 1 Emma 2 birthday 3 eight 4 fish
5 red and black 6 from

UNIT 2

At School

1 See instructions
2 See instructions
3 1 eleven 2 fourteen 3 fifteen 4 seventeen
5 nineteen
4 Open answers
5 rubbers 4 pencils 7 rulers 3 books 2
6 1 They're tables 2 It's a drum.
3 They're my favourite instruments.
4 It's red and white. What is it? 5 They're red.
6 It's a yellow book.

UNIT 3

My family

1 left to right 5, 3, 2, 4, 1
2 Open answers
3 1 mum 2 brother 3 dad 4 sister 5 granny
6 grandad
4 Wordsearch – cook, artist, vet, doctor, farmer, pilot
5 1 No, she isn't. She's a farmer. 2 No, she isn't. She's a doctor. 3 No, she isn't. She's a vet.
4 No, he isn't. He's a dentist. 5 No, he isn't. He's an artist. 6 No, he isn't. He's a teacher.
6 Open answers

UNIT 4

My body

1 See instructions
2 1 Yes 2 No 3 No 4 No 5 Yes
3 (picture coloured correctly)
4 1 socks, d 2 T-shirt, a 3 shoes, c 4 trousers, f
5 hat, b 6 skirt, e 7 jumper, g
5 1 arms 2 legs 3 fingers 4 toes
6 Open answers

UNIT 5

Pets

1 1 b 2 a 3 f 4 e 5 c 6 d
2 1 c 2 a 3 d 4 b
3 See instructions
4 1 hamsters 2 snakes 3 rabbits 4 dogs
5 parrots 6 cats
cats, dogs, hamsters, parrots, rabbits, snakes
5 Open answers

UNIT 6

My house

1 See instructions
2 1 c garden 2 b bathroom 3 d kitchen
4 a living room
3 sink, sofa, fridge, bed, cooker, bath
Pictures matched correctly to circled words
4 1 X flower 2 ✓ window 3 X house 4 X garden
5 ✓ living room 6 ✓ door
5 See instructions

UNIT 7

Food

1 Do you like salad? X Do you like fruit? X
Do you like chicken? X Do you like ice-cream? ✓
2 1 cheese 2 meat 3 pen 4 jelly
3 See instructions
4 1 X Do you like sausages? 2 ✓ Do you like yoghurt? 3 X I like chips. 4 ✓ Yes, I do.
5 X No, I don't. 6 ✓ I don't like carrots.
5 Do you like milk? Do you like salad? Do you like cake? Do you like chocolate? Do you like (open)?

UNIT 8

I'm excited

1 a 4 b 3 c 2 d 1
2 1 c 2 d 3 b 4 a
3 Venn diagram (hot) – T-shirt, (hot and cold) – socks, trousers, hat, dress, skirt (cold) – jumper, scarf
4 1 I'm excited! 2 I'm hungry! 3 I'm bored!

Grammar Booklet Answer Key

UNIT 1

My birthday

- 1 name 2 What's 3 Her, is 4 His, is
- 1 My name is Tim. 2 Is it red? 3 What colour is it? 4 How old are you?
- 1 d 2 c 3 a 4 b
- 1 My, is 2 favourite, is 3 My favourite colour is
- Open answers

UNIT 2

At School

- See instructions
- 1 these, are 2 is, is 3 these, They 4 is, is, is
- 1 How many fish can you see? Five
2 How many drums can you see? Four

UNIT 3

My family

- 1 This is my brother 2 He is ten
3 This is my sister 4 She is seven
- 1 Yes, she is. 2 No, he isn't. 3 Yes, he is.
4 No, she isn't.
- Open answers
- 1 does, doctor 2 she, wants, cook 3 What, to
4 He, a

UNIT 4

My body

- 1b 2a 3c I've got one head. I've got four eyes. I've got four legs.
- 1 ✓ 2 X 3 X
- 1 He's got two green heads. 2 He's got eight blue fingers. 3 He's got three legs and three feet.
- 1 I've got green trousers and a yellow hat.
2 Open answers 3 Open answers

UNIT 5

Pets

- 1 those, They're 2 is, It's 3 those, They're
- 1 that 2 What are they?
- Have you got a cat? No I haven't. I've got two parrots.
- 1 Have you got a tall rabbit? Yes, I have.
2 Have you got a small tortoise? No, I haven't.
3 Has he got three young hamsters? Yes, he has.
4 Has she got a long snake? No, she hasn't.
- 1 ✓ 2 X 3 X 4 ✓
- 1 Yes, she has. 2 No, he hasn't. 3 Yes, he has.
4 No, she hasn't.

UNIT 6

My house

- 1 ✓ 2 X 3 ✓ 4 X
- 1 Where are his mum and dad? 2 Where is his sister? 3 Where are Granny and Grandad?
4 Where is his brother?
- See instructions
- 1 d 2 a 3 b 4 c
- 1 b Where do you live? 2 a Do you live in a house? 3 d They live in a flat. 4 c Do you live in a caravan?

UNIT 7

Food

- Open answers
- 1 want, I 2 What, like, don't 3 you, want
4 like, meat, like
- 1 Do you, Open answer 2 Do you, Open answer
3 Do you, Open answer
- 1 Do you like honey? Open answer 2 Do you like lemonade? Open answer 3 Do you like chocolate? Open answer
- Open answers
- 1 d 2 c 3 b 4 a

UNIT 8

I'm excited

- 1 Are you thirsty? Yes, I am. 2 Are you sad? No, I'm happy. 3 Are you tired? Yes, I am. 4 Are you scared? No, I'm hungry.
- 1 Is he angry? Yes, he is. 2 Are they ill? No, they aren't. 3 Is she hot? No, she isn't. 4 Are you bored? Yes, I am.
- Open answers
- 1 b 2 d 3 a 4 c

Photocopiables notes

Welcome unit

W.1 (Lesson 2) Look and say.

- This is the note from the bottle floating in the water on PB page 5. Explain (L1) that it shows them what they will need to look after the baby creature that will hatch out of the egg. Pupils will have to help the characters find all these items in the course of the book. Point to the items and say the word in L1 or mime each in turn. You can teach the words in English at this stage, or as pupils come across each item in the course. Pupils can then stick the note inside the front cover of their Activity books or notebooks, for reference later in the course.

Unit 1

1.1 (Lesson 1) Play a game.

- Pupils read the labels and colour in the shapes. Pupils then use these to play a game of Colour noughts and crosses in pairs. See pp. 265–269.
- In Lesson 2, pupils can reuse this photocopiable to play a game of Favourite Colour Bingo. See pp. 265–269.
- In Lesson 4, they can reuse the cards to play Sequences, asking each other *Is it (pink)?* questions to discover their partner's sequence. See pp. 265–269.

1.2 (Lesson 3) Cut and play.

- Pupils cut the cards out and then use these to play a game of Snap or Matching pairs. See pp. 265–269.

1.3 (Lesson 3) Colour and write. Then play.

- This is an information gap activity. One pupil works with picture A, the other with picture B. They colour the balloons in the picture, write numbers in the children's age badges and draw a number of candles on the cake (from 1 to 10). Pupils then dictate what they have drawn for their partner to copy, pointing and saying, e.g. *Green*, or *This balloon is green*.

1.4 (Lesson 5) Cut and play.

Pupils can use the sets of storycards in various ways.

- Hold up the picture. Pupils have one set each or one between pairs. Play the story recording again. Pupils listen and hold up the correct story card.
- Sequencing. Pupils have one set each or one between pairs or small groups. Play the story recording again. Pupils listen and put the story cards in the correct sequence. Alternatively, they sequence the story cards first, then listen and check they are right.
- Matching. Make enough sets of story cards so that each pupil in the class will have one card. Distribute the cards to the class. Pupils have to arrange

themselves into story groups, with one of each frame per story. They then put the story in order. (Note some pupils may need to have more than one picture so that all the stories are complete.)

- Completing speech bubbles. Pupils make and write the speech bubbles, using the story text in the PB or words on the board to help them.
- The procedure and suggested activities for the mini-story cards are the same for all units.

1.5 (Lesson 6) Cut and play.

- Pupils use the phonics photocopiables to make their own set of phonics picture cards and letter tiles. In photocopiable 1.5, they cut and complete an alphabet chart first, by writing the missing letters a, p, s and t. They then keep this chart for reference.
- Pupils then cut out the phonics picture cards and letter tiles. They work in pairs, sounding out the target words (at, pot, sat, top) for their partner to listen and make with their letter tiles. They can then trace over the letters in the picture cards.
- Give each pupil an envelope to keep these picture cards and letter tiles in and keep these envelopes safe. In each of the subsequent units, pupils add their new letter tiles to the existing ones and use them to sound out the target words from the different units they've studied so far. They can check their spelling by comparing their words with the captions under the picture cards.
- The procedure and suggested activities for the phonics photocopiables is the same for all units.

1.6 (Lesson 7) Colour and write. Then play.

- Pupils colour the items, using colours of their own choice. They then write the colour words into the captions below. Pupils can then compare their drawings with the rest of the class, finding out who has chosen the same colours. Find out by asking *How many red butterflies?* etc.

1.7 (Lesson 8) Make a party crown.

- You will also need strips of card (long enough to fit round pupils' heads) for this activity.
- Pupils cut and colour the crown template and stick it to the strip of card to make a crown.

Unit 2

2.1 (Lesson 1) Play a memory game.

- Pupils cut out the number cards and play a Memory game. See p. 266.
- In Lesson 2, pupils can reuse this for a colour dictation. In pairs, they choose objects to colour and dictate to their partner, e.g. *It's a pink pencil sharpener*.
- Alternatively, you can use this grid for a game of Bingo.

2.2 (Lesson 3) Cut and play.

- Pupils cut and make a set of dominoes. They can then arrange these in either two sets of number trails, figures only, or in one continuous line of matching figures and number words. Pupils can do this individually or in pairs or small groups.

2.3 (Lesson 3) Count and write. Then say.

- Pupils count and write the number of each object in the big picture. They then compare their answers in pairs, e.g. *How many pencils? (Nine.)*

2.6 (Lesson 7) Complete the pictures. Then match and play.

- Pupils complete the pictures of the musical instruments and name them. They then cut and make a set of picture and wordcards. They use these to play a game of *Matching pairs*. See p. 267. When pupils turn over a matching pair, they mime playing the instrument.

2.7 (Lesson 8) Read, write and draw.

- Pupils create their own factfile about their school. They read the captions and draw or stick photos into the spaces provided. They then circle and complete the text captions.

Unit 3

3.1 (Lesson 1) Cut and play.

- In groups of six, pupils cut and make a set of family cards. They use these to play a game of *Families*. See pp. 265–269.
- In Lesson 2, pupils can play a game of *Sequences*, using the language of the lesson to describe their sequences.

3.2 (Lesson 3) Cut and play.

- Copy and make one set of reading cards. Use these to play a game of *Read and mime*. Ask individual pupils to come to the front of the class. They choose a card and mime the occupation written on it for the rest of the class to guess.
- Photocopy more sets for pupils to use in conjunction with the Unit 3 Cut-outs for a read and match activity.

3.3 (Lesson 3) Circle the correct words.

- Pupils circle the correct words in the song. They can do this from memory, and then listen to the song again to check their answers, or they can do this activity while listening to the song.

3.6 (Lesson 7) Make a collage. Cut, colour and stick.

- Pupils make a collage by cutting out and colouring the collage pieces at the bottom of the worksheet. They then stick them into the correct places on the fish outline.

3.7 (Lesson 8) Draw, choose and write.

- Pupils create their own family tree by drawing pictures or sticking photos of their family into the spaces provided. They then complete the captions with the correct names. For their brothers and sisters they also circle *His* or *Her* correctly.

Unit 4

4.1 (Lesson 1) Cut and play.

- Pupils cut and make body cards. They then use these to play a game of *Body bingo*. See p. 267.
- In Lesson 2, pupils can do a colour dictation activity, making sentences, e.g. *I've got a red head*, for their partner to listen and colour accordingly.

4.2 (Lesson 3) Cut and play.

- Pupils cut and colour the clothes cards. They then use these to play a game of *True or false*. They make sentences, e.g. *I've got a red dress*. Their partner checks their cards and says *True or False*.

4.3 (Lesson 3) 1 Read and number. Then match.

- Pupils read and number the speech bubbles in the correct order from the song. They can do this from memory or by listening to the song again. Pupils then match the speech bubbles with the correct child. (Boy – b/d, Girl – a/c).

2 Complete, draw and sing.

- Pupils complete the speech bubble to make their own lines to the song. They can sing these to the karaoke version of the song. They can draw clothes to match.

4.6 (Lesson 7) Cut and play.

- Pupils cut out the cards and combine them with those of a partner to make two sets. They put the cards into two piles face down – the verbs on the left hand side, and the body parts on the right. Pupils take turns to turn over one card from each pile and use them to make a sentence, e.g. *Wash your toes*. If the instruction makes sense, their partner mimes the action and they can keep the cards. If the instruction doesn't make sense, e.g. *Clap your head*, their partner says *No, sorry* and they put the cards back.

4.7 (Lesson 8) Make a carnival mask.

- Pupils cut and use the template to make their own carnival mask.

Unit 5

5.1 (Lesson 1) Play a memory game.

- Pupils use the grid to play a version of *Memory game*. See p. 267.

- In Lesson 2, pupils can reuse this for an *Animal Quiz Bingo*. Pupils choose four animals. Make sentences about the animals for pupils to cross off if they've chosen them, e.g. *It's green. It hasn't got any legs. (It's a snake.)*

5.2 (Lesson 3) Read and match.

- Pupils cut and make reading cards. They use these in conjunction with the Unit 5 Cut-outs, reading and matching the description of the animals to the correct picture card.

5.3 (Lesson 3) Find and circle five differences.

- Pupils find and circle the differences in the picture, then describe them, e.g. *The girl's got a hamster. (The girl's got a hamster. The boy's got a tortoise. The boy's got a snake. The girl's got a rabbit. The dog's got a mouse.)*
- Pupils can then make up their own version of the song, using the details from picture 2 to inspire them.

5.6 (Lesson 7) Cut and match.

- Pupils cut out the jigsaw pieces and put them together – matching the correct adult and baby animals.

5.7 (Lesson 8) Ask three friends.

- Pupils conduct a pet survey, asking three friends the questions in the questionnaire and recording their answer. Compare answers together, by asking, e.g. *How many pupils have got dogs?*

Unit 6

6.1 (Lesson 1) Cut and play.

- Pupils cut out the house and room cards. They can use these to play a game of *Snaps*, *Matching pairs* or *Sequences*. See pp. 265–269.
- In Lesson 2, pupils can reuse this in conjunction with their puppets from the Unit 1 Cut-outs, to play a game of *Where's Zak?* They place their puppets on the different room cards and ask *Where's (Zak)?* They then place their puppets on a room card secretly and ask their partners to guess. In Lesson 3, they can use the same cards and the mouse cut-out from Unit 5 for a version of this game to match the song – *Where's the mouse?*

6.2 (Lesson 3) Play and colour.

- This is a colour dictation game. Pupils take turns to choose and say a grid reference. Their partner identifies the item of furniture in the grid and thinks of a colour for it, e.g. *It's a bed. It's brown*. Their partner checks they have identified the furniture item correctly and then colours it in.

6.3 (Lesson 3) Read and number. Then draw the mouse.

- Pupils read and number the verses from the song in the correct order. They can do this from memory, or while listening to the song on the recording again.
- Pupils then read the sentences again and draw the mouse in the correct place in the picture each time.

6.6 (Lesson 7) Cut and play.

- Pupils cut out picture and wordcards for the public places and match them together.
- They can also use these in conjunction with the puppets from the Unit 1 Cut-outs to play a guessing game. Pupils put their puppets on one of the places cards – their partner has to guess where they are, asking *Is Zak in the shop? (Yes, he is./No, he isn't.)* Alternatively, simply dictate locations for pupils to place their puppets in, e.g. *Zak's in the shop*.

6.7 (Lesson 8) An unusual home. Draw and say.

- Pupils can work in pairs or groups of four. They each choose one of the homes and design the interior (individually or with a partner). They then complete the text before comparing with other pupils' designs. See who has come up with the best/most inventive caravan or houseboat. A more challenging alternative is to work on this as an information gap. Each pupil has a worksheet – one designs the caravan, the other the houseboat. They then dictate their design for the other to draw and see how close they get.

Unit 7

7.1 (Lesson 1) Play the game.

- Pupils play the game in pairs. They will need a dice and counters. When they land on a food picture, they name it. If they do this correctly, they stay where they are. If they name it incorrectly, they move back one space. If pupils land on an instruction circle, they follow the instruction. The first pupil to reach the Finish is the winner.

7.2 (Lesson 3) Follow and circle the words.

- Pupils follow the tangled lines and circle the correct food word in the labels. Pupils can then mark the pictures of foods with ticks or crosses according to those they like or don't like.

7.3 (Lesson 3) Find and circle five differences.

- Pupils look at the two illustrations and circle five differences in the picture. They then describe them, e.g. *It's cheese/It's a cake. (six/five bees, cheese/cake, sandwich/chocolate, fruit/salad, jelly/ice cream)*
- Pupils can then write a new version of the song, using the details in picture 2 as inspiration.

7.6 (Lesson 7) Do you like good food? Read and tick.

- Pupils find out if they like healthy food, by asking and answering the food questions in pairs, e.g. Do you like fruit or chocolate? They then circle the food they prefer in each choice. At the end of the activity, pupils count up the number of a's or b's they have circled. If they have circled mostly a's, they like healthy food. If they have circled mostly b's, they don't like healthy food and have chosen food that isn't so good for them.
- Note that in each choice, option a) represents the healthier option, in that it contains less fat or sugar than option b).

7.7 (Lesson 8) Play the shopping list game.

- Pupils cut out the food pictures and the shopping list to play a game. Note that this can be played in various ways.
- In pairs, pupils place the food cards face down on the table in front of them. They then tick four or six items each in their shopping lists. Pupils then take turns to turn over two food cards. If they turn over a food from their list, they say I want (chocolate) and keep it. If it isn't a food they have chosen, they say I don't want (milk) and turn it over again in the same position on the table. The winner is the first to collect all items.
- As a class activity, distribute the food cards to different pupils in the class. Pupils have to mingle to collect the items on their list. Alternatively, you can allocate different pupils to be certain shops or restaurants and choose appropriate food cards to sell – e.g. a café selling sausages, chips, salad, ice cream, etc. Pupils go to the different shops to collect the items on their list.

Unit 8

8.1 (Lesson 1) Cut and play.

- Pupils solve the anagrams on the wordcards. They then cut and make the picture and wordcards and use them for a matching activity.
- In Lesson 2, pupils use the picture cards to play a mime game, choosing a card and miming it to their partner, who guesses, e.g. Are you tired?

8.2 (Lesson 3) Cut and play.

- Pupils cut out the picture and wordcards and use for a matching game. They can also use the wordcards for a game of Read and mime, reading the labels for their pupils to act out and then find the correct picture card.

8.3 (Lesson 3) Read and number.

- Pupils read the speech bubbles and find the correct people in the picture that they describe. They then number the speech bubbles accordingly (a 8, b 2, c 5, d 6, e 3, f 1, g 7, h 4).

8.6 (Lesson 7) Look and match. Make the shadow animals!

- Pupils match the hand shapes with the shadow animals they make. Pupils can then practise making the shadow animals on the wall. Use a torch to shine behind their hands so the image is projected on the wall.

8.7 (Lesson 8) Make shadow puppets.

- Pupils cut out the templates and make the puppets by taping them to lolly sticks or pencils. They can then use these puppets to act out the puppet play from Activity 16 in the Activity Book (AB p. 85).

Goodbye unit

G.1 (Lesson 4) Make a certificate

- Write pupils' names on the certificates. Congratulate pupils for completing the course and distribute the certificates. You could also organise this as part of an end of year party or awards ceremony.

Festivals

F.1 (Halloween) Make a Halloween pumpkin.

- Pupils cut and colour the pumpkin and use it to play a game of Pass the pumpkin (see p. 246–247).

F.2 (Christmas) Make a Christmas card.

- Pupils cut and colour the Christmas card. They can give it to another pupil in the class or take it home for their family. (See pp. 248–249).

F.3 (Easter) Make an Easter egg.

- Pupils cut and colour the Easter eggs. Collect these in and use to have an Easter egg hunt in the classroom. (See pp. 250–251).

Additional photo-collages

Portfolio cover

- Pupils colour and decorate a cover for their Portfolio. They draw or stick a photo of themselves into the space provided and complete the details about themselves. Pupils will add to their Portfolio as they go through the course.

Letter to parents

- Make a master copy of this letter as you start each unit and complete it with the details of what pupils will learn in the new unit. Then copy and send a letter home with each child for their parents to read about what they will be learning in the next few weeks.

Test Booklet, level 1 Answer Key

PLACEMENT

Reading and Writing

- 1 is; b 2 He; a 3 like; d 4 is; c
- 2 See instructions
- ten – 10 six – 6 eight – 8 four – 4 two – 2 three – 3

Listening

- 1 Emma 2 Linda 3 Dave 4 Ryan
- a brown dog
a long, thin, pink fish
a small green leaf
a blue bird

Speaking

- Open answers

UNIT 1

Reading and Writing A

- 1 What, b 2 How, a 3 What, c
- 2 See instructions
- 1 d 2 a 3 b 4 c
- 1 fish 2 bird 3 flower 4 butterfly 5 leaf

Reading and Writing B

- What, b 2 How, a 3 colour, c
- 1 No, it isn't. It's pink.
2 No, it isn't. It's green and white.
3 Yes, it is.
4 No, it isn't. It's yellow and black.
5 Yes, it is.

- 1 d 2 a 3 b 4 c

Listening and Speaking A

- 1 b 2 b 3 a 4 b
- 1 purple and orange 2 green 3 black
4 brown and red
- Open answers

Listening and Speaking B

- 4 red 2 purple 6 orange 9 yellow 5 pink
- 1 b 2 c 3 b 4 c
- Open answers

UNIT 2

Reading and Writing A

- 1 red 2 pencil sharpener 3 green, red and black
4 blue pencils
- 1 guitar 2 violins 3 Eighteen 4 brown
- See instructions

Reading and Writing B

- 1 d 2 c 3 b 4 a
- 1 this 2 piano 3 these 4 They're 5 colour
6 brown
- See instructions

Listening and Speaking A

- 1 a 2 d 3 b 4 c

- 1 stand up 2 clap 3 open your book
4 wave goodbye
- Open answers

Listening and Speaking B

- a purple pen, a green pen, a white pencil sharpener, two brown books, a white rubber, two black and red pencils
- 1 a desk 2 chairs 3 5 rubbers 4 16 tables
5 9 pencils
- Open answers

UNIT 3

Reading and Writing A

- 1 ✓ 2 X 3 X 4 X
- 1 seven. 2 four. 3 ten.
4 Yes. 5 No
6 No.

- 1 a is 1b Is, an 1c isn't, a 2a This 2b he 2c Yes

Reading and Writing B

- 1 Pete is seven 2 Jill is four 3 Paul is a vet
4 Bill is a farmer 5 Pat is a vet 6 Liam is ten
- 1 Yes, she is. 2 Yes, he is.
3 No, he isn't. He's a farmer.
4 No, she isn't. She's his sister.
5 Yes, he is.

- 1 a is 1b Is 1c Yes 2a This 2b she 2c isn't, a

Listening and Speaking A

- 1 ✓ 2 ✓ 3 X 4 ✓ 5 X 6 ✓
- 1 vet 2 dentist 3 farmer 4 artist
- Open answers

Listening and Speaking B

- 1 b 2 a 3 d 4 e 5 f 6 c
- 1 artist 2 vet 3 cook 4 farmer
- Open answers

UNIT 4

Reading and Writing A

- 1 I've 2 She's 3 I 4 got 5 He's
- 1 c, Gavin 2 d, Dad 3 a, Angela 4 b, Rob
5 e, Granny
- 1 head, It's 2 hands, They're 3 one, It's
4 arms, They're
- Open answers

Reading and Writing B

- 1 I've 2 He's 3 She's 4 has 5 got
- 1 b, Rob 2 d, Mum 3 d, Mum 4 a, Tina
5 c, Gavin
- 1 hat, It's 2 T-shirts, They're 3 one, It's
4 socks, They're
- Open answers

Listening and Speaking A

- (The picture should have 6 green and yellow arms,
8 purple and black legs, 16 blue fingers, 20 red
toes and 3 orange heads)
- 1 a 2 b 3 c 4 c
- Open answers

Listening and Speaking B

- 1 1 F 2 T 3 F 4 T 5 F 6 F
 2 1 red skirt 2 black hat 3 pink trousers
 4 purple jumper
 3 Open answers

UNIT 5**Reading and Writing A**

- 1 See instructions
 2 1 Yes, she has. 2 No, he hasn't.
 3 No, she hasn't. 4 Yes, he has.
 3 1 Have, have 2 Has, has 3 What's, It's
 4 are, They're
 4 Open answers

Reading and Writing B

- 1 1 dog 2 rabbit 3 tortoise 4 parrot 5 frog
 6 mouse
 2 1 small 2 young 3 long 4 thin
 3 1 Has, She's 2 Have, have 3 What's, It's
 4 are, They're
 4 Open answers

Listening and Speaking A

- 1 1 frog 2 cat 3 parrot 4 dog
 2 Picture should have 2 big feet, 2 small arms, a
 small white tail and a white body.
 3 Open answers

Listening and Speaking B

- 1 1 tortoise 2 lizard 3 mouse 4 rabbit
 2 boy - a, b, c girl - d, f, a
 3 Open answers

UNIT 6**Reading and Writing A**

- 1 kitchen - cooker, sink, fridge
 bathroom - bath, sink
 kitchen and bathroom - window, sink, door
 2 1 Where's, He's, bed
 2 Where, They're, living room, on
 3 is, He's, park, under, chair
 3 Open answers

Reading and Writing B

- 1 kitchen - cooker, sink, lamp, fridge
 bathroom - bath, sink
 kitchen and bathroom - sink, window, door
 2 1 Where's, She's, sofa
 2 Where, They're, bedroom, under, bed
 3 Open answers

Listening and Speaking A

- 1 1 ✓ 2 X 3 X 4 X 5 ✓ 6 X 7 ✓ 8 X
 2 1 a 2 b 3 a 4 a
 3 Open answers

Listening and Speaking B

- 1 Pictures should show a boy with a toy car on the
 bed, a girl in the bathroom, a TV under the lamp
 and Mum sitting on a chair in the kitchen.
 2 1 T 2 T 3 F 4 T 5 T
 3 Open answers

UNIT 7**Reading and Writing A**

- 1 1 bread 2 vegetables 3 chicken 4 milk
 5 sandwich 6 juice 7 yoghurt 8 cheese
 2 1 What do you want? 2 I want cake.
 3 Do you like cheese? 4 No, I don't.
 5 I don't like cheese. 6 I like yoghurt.
 3 Open answers

Reading and Writing B

- 1 1 salad 2 milk 3 vegetables 4 yoghurt 5 jelly
 6 honey 7 chocolate 8 chicken
 2 1 What do you want? 2 I want meat.
 3 Do you like sausages? 4 No, I don't.
 5 I don't like sausages. 6 I like chicken.
 7 Chicken is good for me.
 3 Open answers

Listening and Speaking A

- 1 1 a, c 2 c, d 3 b, d 4 a, d
 2 1 Jenny - milk, cake Tom - bread, honey
 2 Cindy - salad, lemonade Will - lemonade
 3 Open answers

Listening and Speaking B

- 1 1 a, c, d 2 c 3 a, d 4 b, c, d
 2 Jill - sandwich, honey Ben - chocolate ice
 cream, chocolate cake
 3 Open answers

UNIT 8**Reading and Writing A**

- 1 1 f 2 c 3 b 4 e 5 a 6 d
 2 1 I'm 2 am 3 Are 4 Is, isn't 5 Is, Yes
 6 they aren't
 3 1 hungry 2 thirsty 3 cold 4 bored 5 tired
 4 Open answers

Reading and Writing B

- 1 1 is cold 2 are scared 3 is hungry 4 is excited
 5 is angry 6 is sad
 2 1 No, they aren't. 2 Yes, she is.
 3 Is, No, he isn't. 4 Is, No, he isn't.
 5 Yes, they are. 6 Are, No, they aren't.
 3 1 hurt 2 happy 3 sad 4 thirsty 5 scared
 4 Open answers

Listening and Speaking A

- 1 1 e 2 a 3 c 4 d 5 b
 2 1 excited 2 hungry 3 scared 4 thirsty 5 tired
 6 angry
 3 Open answers

Listening and Speaking B

- 1 1 excited. It's my birthday.
 2 scared. Arghhh! There's a big black spider!
 3 angry. My brother's got my chocolate.
 4 thirsty. It's hot. I want cold water.
 2 1 thirsty 2 ill 3 bored 4 scared 5 hungry
 6 tired 7 happy 8 excited
 3 Open answers

END OF TERM 1

- 1 1 f 2 d 3 g 4 b 5 c 6 a 7 e
 2 See instructions
 3 1 What's your favourite colour? (It's) black.
 2 How old is your sister? (She's) fifteen. 3 How
 many pencils can you see? (I can see) three
 (pencils). 4 Is your mum an artist? No, she isn't.
 (She's a vet.)
 4 Music - drum, guitar, violin, piano
 Family - granny, brother, mum, grandad
 5 Open answers

END OF TERM 2

- 1 1 d 2 a 3 b 4 e 5 c 6 f
 2 See instructions
 3 Open answers
 4 living room - TV, sofa, lamp
 kitchen - sink, cooker, fridge
 5 Open answers

END OF TERM 3

- 1 1 d 2 b 3 e 4 c 5 a
 2 See instructions
 3 Open answers
 4 Eat - chocolate, yoghurt, jelly, sandwich, cake
 Drink - lemonade, milk, fruit juice
 5 Open answers

FINAL**Reading A**

- 1 See instructions
 2 1 a 2 c 3 b 4 c 5 b

Reading B

- 1 See instructions
 2 1 a 2 c 3 a 4 c 5 c

Writing A

- 1 1 They are 2 I have got 3 He has got
 4 What is 5 It is 6 I am
 2 Open answers

Writing B

- 1 1 I have got two brothers.
 2 They are eight.
 3 I have got long arms.
 4 John has got a hamster.
 5 I am tired.
 6 What is your name?
 7 My name is Harry.
 2 Open answers

Listening A

- 1 1 three 2 five (accept six) 3 sixteen
 2 Picture should show a picture of a dancer on the
 wall, a small rabbit on the sofa, a small chair
 under the lamp and a guitar on the chair.
 3 Anne - zoo, Johnny - cafe, Beth - playground,
 Simon - park, Harry - shop, Kate - library

Listening B

- 1 1 ten 2 brothers 3 one 4 dancer 5 cook
 6 rabbit 7 hamster 8 dogs 9 living 10 piano
 11 under 12 want 13 drums 14 family
 2 (Pictures) 1 a bird on the house and a bird under
 the window 2 a boy with black trousers and a
 blue T-shirt 3 four chairs, a cake on the table, a
 dog under the table 4 a girl with four books
 3 1 cafe, sandwich 2 playground, ruler
 3 library, book 4 park, dogs 5 shop, flowers
 6 zoo, snakes

Speaking A

- 1a, 1b Open answers

Speaking B

- 1a, 1b Open answers

EXAM PREPARATION**Reading and Writing A**

- 1 1 X 2 X 3 ✓
 2 1 four 2 tail 3 water 4 thirsty 5 dog
 3 1 window 2 ruler 3 balloon 4 guitar 5 fridge
 4 1 dogs 2 On 3 two 4 no 5 yes

Listening A

- 1 1 bird - brown 2 fish - blue and green
 3 flowers - yellow and purple 4 butterfly - red
 and orange and black and white
 2 1 Anna 2 seven 3 Alex 4 five 5 six
 6 Jimmy

Listening B

- 1 1 B 2 B
 4 1 a red pencil under the flower
 2 a blue pencil on the big table
 3 a yellow pencil under the small table
 4 a green pencil on the small table
 5 a black pencil on the chair

Reading and Writing B

- 1 1 ✓ 2 X 3 ✓
 2 1 white 2 legs 3 tail 4 vegetables
 5 favourite 6 jump 7 Farmers 8 rabbit
 3 1 house 2 bread 3 door 4 eight 5 milk
 4 1 cat 2 no 3 sink 4 yes

Listening B

- 1 bread - on the table under the window
 honey - under the cupboard
 juice - on the cupboard
 meat - on the cooker
 2 1 Robbie 2 eight 3 Maggie 4 three 5 five
 3 1 C 2 C
 4 1 a pink mouse in the bath
 2 a green mouse on the bed
 3 a yellow mouse under the bed
 4 a brown mouse under the bathroom window
 5 a blue mouse on the roof

Speaking A and B

- 1-6 Open answers

Speaking A and B

- 1-3 Open answers

Flashcard games

Colour sequences Use colour flashcards or give each pupil a piece of paper and ask them to colour it red, green, yellow or blue. Then ask four pupils out to the front of the class with their coloured papers. Call out their colours in a sequence, e.g. red, red, yellow, blue. Pupils have to listen and arrange themselves in the correct order. You can also use this game to introduce pupils to the idea of sequencing. Ask three pupils to the front of the class and call out their colours, e.g. red, green, yellow. Ask pupils to guess what the fourth colour in the sequence should be (blue). A pupil with a blue card can then come and stand with the others to complete the sequence.

Pass the actions Use action wordcards. Distribute these to eight pupils in the class. Play some music and ask pupils to pass the action cards round the class between themselves while they are listening. Stop the music. Pupils with an action card take turns to read their action silently and act it out for the rest of the class to guess. Repeat until all members of the class have had a turn.

Pass the wordcards This is a reading game. Write the words for any target vocabulary set (e.g. numbers, colours, animals, etc.) on pieces of paper or card and fold them up. Pupils sit in a circle. Distribute the cards to different pupils around the circle. Play some music and ask pupils to pass the cards around the circle. Stop the music. The pupils holding cards open them, show them to the class, and read the words on them. Pupils then fold up their cards. Start the music again and ask pupils to pass the cards again.

What's missing? Lay several flashcards facing upwards on the floor or a large table, or attach them to the board. Allow pupils a few minutes to study them. Tell pupils to close their eyes and remove a flashcard. Pupils have to correctly identify the missing card.

Pass the flashcards Choose a number of flashcards and pass them face down round the classroom at intervals so pupils can't see the cards. When you say stop, ask *Who's got (purple)?* Pupils guess who's got the flashcard of the colour purple and get a point if their guess is correct. Alternatively, you can just ask pupils who have got flashcards to stand up and name their card when the music stops.

Picture charades Choose a selection of words you want to revise. Use flashcards or draw simple pictures on them on slips of paper. Put these into a bag. Ask a pupil to choose a picture. They have to act out the meaning of the word for the rest of the class to guess.

Flashcard snap Write a word on the board or say an item from a specific group of flashcards. Show several flashcards one by one. Pupils shout *Snap* when they see the corresponding flashcard.

Basketball Divide the class into teams. Show a pupil from Team 1 a flashcard. If he/she correctly states the content of the flashcard, he/she is allowed to 'shoot' at a specific target (e.g. the bin or a small box) with a ball of paper. If the 'ball' enters the target, he/she is awarded two points. If the 'ball' hits the target without going in, he/she is awarded one point.

Countdown Divide the class into small groups. Mix flashcards from different units together and divide into piles according to the number of groups. Pupils arrange them back into categories, e.g. Colours, Classroom objects, Family, etc. The first group to finish is the winner.

Collect the cards Hold up any flashcard. If a pupil can correctly identify it, he/she is allowed to keep it. The pupil with the most flashcards at the end of the game is the winner.

Who's the fastest? Divide the class into two teams. Stick a number of flashcards on the board. Invite two pupils to stand facing the flashcards on different sides of the board. Call out one of the words and the pupil who is the fastest to touch the card wins a point for his/her team.

Noughts and crosses Divide the class into two teams. One is noughts and one crosses. Draw a large grid on the board with nine spaces. Stick one flashcard in each space facing towards 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.

Correct order Call four to eight pupils to the front of the class (depending on the number of flashcards) and give them each a flashcard. Then call out four flashcards in random order. Pupils have to arrange themselves in the correct order.

Who's got it? Invite several pupils to the board and give a different flashcard to each. Pupils hold their flashcards up to show the class. Ask *Who's got the (cat)?* Pupils answer *He's/She's got the cat.* Pupils have to say the name of the pupil who has that flashcard.

Name it Divide the class into two teams. Invite a pupil from each team to come to the front of the class and turn their back to you. Hold up a flashcard and count to three and say *Turn around.* The first pupil to turn around and correctly identify the card is awarded a point for his/her team.

Animal farm Call a pupil to the front of the class and secretly show him/her an animal flashcard, e.g. a cat. Blindfold the pupil. Give out several animal flashcards around the classroom including the one you've shown to the blindfolded pupil. Pupils make the appropriate sound for their given animal. The blindfolded pupil has to walk round the classroom listening to the different animal sounds until he or she finds the pupil making the correct animal noise, e.g. a cat sound. Be prepared for a lot of noise!

Hide from the monster Put the wordcards for the four rooms in a bag, and stick the four room flashcards on the wall in different parts of the classroom. Choose one pupil to be the monster. Everyone else has to hide from the monster in one of the 'rooms', while you and the monster count to 10. The monster then takes a wordcard from the bag and visits that room. Everyone in that room loses a life. Play several times with different pupils as the monster.

Guess the card Cut out a small square in the centre of a piece of A4 paper. Hold the paper in front of a flashcard allowing pupils to see only a small bit of the card through the hole. Pupils guess the item.

Sponge throw Place the flashcards on the floor facing the floor. Pupils throw a sponge or other soft object and identify the flashcard it lands on.

Hit the card Stick all the flashcards of one vocabulary category on the board in mixed order. Call two pupils to the front of the room to stand a metre or two from the board. Call out a word. The first pupil to run to the board and 'hit' the correct flashcard wins. Play the game in teams and award points for each correct 'hit'.

Echo Explain (L1) the meaning of the word echo. Ask pupils to be your echo. Show them an emotion card and say the item on it, using an appropriate tone of voice to match the emotion. Ask pupils to echo it by repeating several times, becoming quieter and quieter.

Memory Stick four or five flashcards on the board. After pupils memorise the cards, remove them from the board and pupils say the items. To make this more challenging, ask pupils to say the cards in the order they appeared on the board.

Drawing games

Picture Bingo Pupils each draw a simple picture of one of the items from a unit (e.g. Pets). Write the words on the board to remind them. Also include others from previous units of the same category (e.g. bird, butterfly, frog). As they draw, write the words on small slips of paper and put them in a small box or bag. Ask pupils to stand up. Pull out the slips of paper in turn and read the animal names. Pupils who have drawn that particular

animal sit down. Continue until there's only one slip of paper remaining in the bag.

Dice game Divide the class into two teams. Tell pupils to draw an item from the target vocabulary. If he/she draws correctly, he/she rolls the dice and wins that number of points for his/her team.

Feed the monster Draw a simple picture of a monster on the board and ask *What's this? (It's a monster.)* Then tell pupils to imagine that they are a very hungry monster. Ask *What do you want for lunch?* Pupils have to 'feed the monster' by playing a food game chain around the class. Start by saying *I'm a hungry monster and I want chicken for lunch.* The nearest pupil to you repeats and adds to this: *I'm a hungry monster and I want chicken and meat for lunch.* Continue with different pupils adding one food to the chain until one of them forgets or makes a mistake and is out of the game. Repeat the game a couple of times.

TPR games

Actions and numbers Say an action and a number, e.g. *Sit down - five!* Pupils have to mime sitting down five times. Repeat with other actions and numbers and encourage pupils to have a turn at calling out their own combinations.

Teacher says Give the pupils instructions, but tell them to follow the instructions only if they are preceded by *Teacher says*. For example, if you say *Stand up*, pupils should do nothing, but if you say *Teacher says 'Stand up'* pupils must stand up. Vary the speed of the instructions to make the game more interesting. You could also ask pupils in stronger classes to give the instructions.

Grab it Pupils sit in a circle. Place some classroom objects (no sharp pencils or scissors) or flashcards in the middle of the circle. Pupils put their hands behind their backs. Call out an object and pupils race to find and touch it. Play this in teams and award points to the winner.

Memory Play a memory game in teams. Put eight classroom objects of different colours on a tray or desk and let all the pupils have a good look for one minute. Then take all the objects away so that pupils can't see them. Say classroom objects, e.g. *a blue rubber.* In teams, pupils have to decide if that object was on the tray and say *Yes* or *No*. Continue until you have mentioned everything on the tray and several other objects. Teams get a point for each correct answer.

Ball throw Pupils stand in a large circle. Make a paper ball, call out a category (e.g. Family) and throw the ball to a pupil. He/she must say a word in the category you mentioned. He/she then throws the ball to another pupil who says another word in the same category. If a pupil drops the ball or can't say a word in the category, he/she must sit down. Continue until one pupil remains.

Guess the object Put an object in a bag for a pupil to feel (e.g. toy food or plastic animals). He/she must guess what the object is without looking. Alternatively, hold the object(s) behind your back for the class to guess. The first pupil to guess them holds objects behind their back.

Number groups Play some lively music and ask pupils to perform a specific action (e.g. jump, walk, and hop) around the classroom. Stop the music and call out a number from 2–5. Pupils must quickly get together in groups of that number. The odd pupil must sit out until the next round. Start with the numbers 2–5 then move on to numbers 6–10 when pupils feel confident.

Pairwork and Photocopiable games

Colour noughts and crosses One pupil is noughts and the other is crosses. Pupil take turns to choose a space on the grid and read and say the name of the colour. If they say it correctly, they draw their nought or a cross in the space. If they make a mistake, they draw their partner's symbol. The winner is the first player to get three noughts or crosses in a row (vertically, horizontally, or diagonally).

Favourite colour bingo Pupils use Photocopiable T.1. They choose three of the colour cards and mark them with a tick. Make sentences about the colours with *My favourite*, e.g. *My favourite colour is blue*. Pupils cross off the colours they have ticked. The first pupil to cross off all their marked colours calls out *Bingo!*

Sequences Pupils use cards they make with the cut-outs or photocopies. One pupil arranges their cards in a sequence. They then dictate this to their partner who arranges their cards in the same sequence. Alternatively, their partner can ask questions to find the sequence, e.g. using colour cards, e.g. *Is it pink?* (Yes, it is./No, it isn't.)

Memory game Pupils cut out the numbered cover cards and put them to one side. They then look at the objects in the grid and try to memorise them. Pupils then take turns to place a number of their cover cards on the different objects in the grid. Their partner has to remember each object, asking and answering in pairs, e.g. *What's number 1? (Is it a pencil?) No, it isn't.* When one pupil has remembered all the objects they swap over.

Families Pupils work in groups of six. Give each group a copy of Photocopiable 3.1. Pupils cut them up and each keep one family card. Pupils then have to mingle in the class to find the other pupils with the same family card. They do this by saying, e.g. *I'm mum*, or asking *Are you mum?* (Yes, I am./No, I'm not.) When they find another pupil with the same card they stick together until they have found all the mums. At the end of the activity, ask *How many (mums) are there?*

Body bingo Pupils use Photocopiable 4.1. They choose four of the body cards and lay them on the table. Call out actions to do with body parts, e.g. *Wave your hands*, *Touch your leg*. Pupils do the action and turn over their body card if they have chosen it. The first pupil to turn over all four cards calls out *Bingo!*

Snap Pupils can use cards they make with the cut-outs or photocopies. Pupils shuffle their cards and hold them in front of them face down. Pupils take turns to place one card from their pile face up on the table. If their card matches with the one their partner has laid down, they say *Snap!* And place their hand on the cards. The first pupil to say *Snap* adds the cards to their pile. The game continues until one player has all the cards. This player is the winner.

Matching pairs Pupils can use cards they make with the cut-outs or photocopies. Pupils shuffle their cards together and place them on the table face down in front of them. Pupils take turns to turn two cards face up, naming the words as they do so. If the cards match, the pupil who has found the matching pair keeps it and has another turn. If they don't match, the pupil puts the cards back in the same location they found them in.

True or false Pupils use Cut-out 6 again. Pupils position classroom objects, or the animals or object cut-outs in their houses again. They then make true or false sentences about them using *There is/There are* and prepositions, e.g. *There are two pencils in the kitchen*. Their partner listens and says which are true and which are false.

Mirror emotions Pupils sit opposite each other (as if looking at each other in the mirror). One mimes an emotion. The other pupil names the emotion and then has to copy his/her partner's expression, exactly. When the first pupil is satisfied with the 'mirror emotion' he/she says the word again stops miming. Pupils then swap roles. Note that there are many additional pairwork games suggested in the Teaching notes for using the photocopies. (See pages 258 to 261.)

Team games

Colour race Divide the class into two teams. Say a colour, e.g. *Red*. One member from each team finds something red in the classroom. Alternatively, stick the colour flashcards on the board. Say a colour. Pupils point to the correct flashcard to win a point for their team.

Counting race Divide the class into two teams. Say a number, e.g. *Eight*. One member from each team has to find that number of the same item in the class. For example, eight books, eight pencils, or as a last resort, hold up eight fingers.

Missing numbers Divide the class into groups or teams. Write a sequence of numbers on the board, leaving some out. Pupils work in their groups or teams to find the missing numbers. The sequences you use can vary in difficulty. Start with numbers in the correct numerical sequence, then include some different mathematical sequences, e.g. using even numbers, 2, 4, 6, 8, —, —, — or odd numbers, 1, —, 3, 5, 7, 9.

Drawing race Divide the class into two teams and invite a pupil from each team to the front of the class. Show a wordcard to each or whisper a word. Each pupil draws the word on the board. The first team to identify the picture correctly wins a point.

Twenty seconds Set a time limit of twenty seconds for pupils, groups of pupils or teams to complete a task, e.g. *Find fifteen pencils*. The rest of the class counts to twenty while that pupil, group or team tries to complete the task. They can score a point for each task completed correctly before the twenty seconds runs out.

Unscramble Divide the class into groups. Write a word on the board in jumbled order. The first group to guess the word wins a point.

Clothes line Cut out several clothes items from different colours of sturdy card. Draw a clothes line on the board and stick the clothes on the line (e.g. a pink skirt, a black T-shirt, a green shoe, and an orange dress). Alternatively, pin them to a real length of string hung to look like a clothes line. Give pupils a few minutes to study the order of the clothes. Remove the clothes cards. Now pupils draw and colour the clothes in the same order. Pupils could also label the clothes to make this more challenging. If you haven't got much time, pupils could simply recite the order. Do this game in teams and award points for correct answers.

Can I cross the river? Divide the class into two teams. Each team stands on one side of the classroom facing the other. Tell them to pretend that there is a river running between them with crocodiles swimming in it. Pupils take turns to try and cross the 'river' (i.e. from one team to the other) by asking *Please, Mr Crocodile, can I cross the river*. The team replies *Only if you've got (green socks)*. If they do, they can cross the river. If they don't, they fall in the river and are out of the game. Set a time limit for the game. The winning team is the one with most people left at the end of this time limit.

Board game Draw a large race track on the board. Divide the class into two teams. Use small coloured circles to stick on the board as markers for each team. Ask questions, e.g. show flashcards/story cards and ask *What's this?* or show classroom objects in different numbers and ask *How many?* Pupils move ahead one space if they guess correctly. The winning team are the ones to reach the finish first.

Stop! Divide the class into two teams. Write the target vocabulary on small pieces of paper and put them in a bag or a small box. Write the word *STOP* on a few pieces of paper and add them to the others. Pupils reach into the bag/box without looking, choose a piece of paper and say the word. If he/she says the word correctly, his/her team wins a point. If a pupil chooses the word *STOP*, the team loses all of its points.

Last man standing Ask pupils to write the names of three foods they like and three foods they don't like on a piece of paper. (They can write full sentences, or just the food words with a tick or cross next to them as you prefer.) Then ask pupils to stand up. Ask a food question, e.g. *Do you like cake?* All pupils who have written they like cake answer *Yes, I do* and remain standing. Pupils who haven't written cake, reply *No, I don't* and sit down. Continue with more food question until there is only one pupil left standing up. That pupil is the winner.

Yes or no? Bring in several toys, classroom objects or toy animals of different colours and sizes. You may also use flashcards. Put them on a table at the front of the class. Explain that you will choose one of the items and pupils will guess the item, but you can only say yes or no. Pupils ask *Is it big?* *Is it red?* *Is it a duck?*

Whoops! Write as many words as possible (from any unit or combination of units) on small pieces of paper. Fold them and put them in a box or a bag. Also write the word *Whoops!* on several pieces of paper and add them to your bag or box. Pupils come to the front of the class, choose a piece of paper and read the word. If they read it correctly, they keep the paper and receive one point for their team. If the word is read incorrectly, you keep the paper. If pupils choose the word *Whoops!* they sit down and don't receive any points. Alternatively, you could add some suspense by taking away all points when the *Whoops!* card is chosen.

Reading race Write sentences on long strips of paper describing a set of flashcards (e.g. Food, Toys, Family or Animals). *It's big. It's black and white. It's got four legs, etc.* Divide the class into two or more teams and ask each team to stand in a queue. Put a set of sentences face down at the front of the queue. 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 runs back to touch the hand of the next person in his team. Check that pupils are sticking the sentences in the correct place, and call them back to the board if they make a mistake. The first team to stick up all its sentences is the winner.

Phonics games and activities

Build the word Use letter cards for the target phonic sounds, e.g. a, p, s, t, and attach these to the board or face up on a table. Say one of the sample words, e.g. *tap*. Ask a pupil to come and arrange the letter cards in

the correct sequence. Read the word out to check it as a class. Repeat with the other sample cards.

Sound trail Put the letter cards face up on the floor at the front of the class. Ask a pupil to the front of the class. Call out the phonics sounds for the letters on the floor in a random order. Pupils step from letter card to letter card, according to the sounds you call out.

Scrambled words Use a selection of letter cards, e.g. a, p, s, t, i, d, m, n. Choose a word made from these letters, e.g. man. Put these letters on the board in a jumbled order. Pupils unscramble the letters to make a word. Check by asking a pupil to sound out the letters in the correct order for another pupil to come and unscramble on the board. Check the word with the rest of the class and repeat with another scrambled word.

Five lives Use wordcards for a set of sample words. Write the numbers 1–5 and a grid of three squares on the board. Put all the introduced letter cards on one side of the board. Choose a wordcard (e.g. top), without showing it to the class. Explain that pupils have five chances to guess the word on the card. Ask a pupil to call out a letter-sound. If this is in the word, show the pupil where to place the letter card in the grid. If it isn't, the class loses one life. The pupils win if they can make the word before their five lives are over.

Whispers Ask pupils to stand in lines of about four. Sound out one of the sample words by whispering into the first pupil's ear, e.g., p-e-t. Pupils whisper this along the line in the same way to the last pupil. The last pupil then goes to the board and writes the word pet. Now put the wordcard on the board so the teams can compare it with what they wrote. Repeat with other lines of pupils.

Build a wall Put all the introduced letter cards on one side of the board. Then draw three bricks in a row toward the bottom of the other side. Say a sample word e.g., ten and then sound it out, t-e-n. Ask a pupil to find the t card and put it into the first brick, then e and then n. Now write the letters into the spaces and put the cards back. Draw the next row of bricks and do the procedure again. Continue building the wall with more words until you reach the top of the board. Finally, challenge pupils to read all the words in the wall from top to bottom.

NOTE: For the ck words, e.g. neck, sock, write two letters in the final brick each time, reminding pupils that these two letters make one sound, /k/.

Sound fingers Say a word, e.g., off, and sound out /D/ /f/, holding up two fingers (one for each sound in the word). Pupils copy you. Write the word on the board. Repeat with the other sample words, but ask pupils to write the words themselves on a piece of paper. Finally, put the wordcards on the board for pupils to check their work in pairs.

Relay race Divide the class into two teams and ask them form two lines at the back of the class. Call out a word, e.g., mess. The first pupils in each line must race to the board and write the first grapheme, m, then race back and hand the pen to the next pupil and go to the back of the line. The next pupils then race to write e and then the next pupils to write ss. The team to write the word first is the winner. Continue with the rest of the words.

Parachute Play a guessing game in teams. Draw a large parachute on the board with three strings leading to a stick figure hanging from the parachute. Think of a phonics sample 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 (car?). For each incorrect guess, erase one of the parachute's strings. Award points to the team when they guess the word correctly. If all the parachute's strings are erased before pupils guess the word, then that team loses a point. To make it more interesting, draw a shark emerging from the sea below the stick figure.

Party games

Statues Give pupils a variety of classroom instructions in quick succession, e.g. Stand up. Sit down. Wave goodbye. While they are in the middle of carrying out your instructions, call out Statues! Pupils have to stand completely still like a statue. Those who move first are 'out' and help you watch the other pupils. The winner is the final pupil left when all other pupils are out.

Pass the parcel Use a wrapped parcel for this game. Pupils sit in a circle. Play some music and ask them to pass the parcel. They pass it round the circle. Then stop the music and ask the pupil holding the parcel a question, e.g. How old are you? If the pupil answers correctly, they can unwrap one layer of the parcel. Continue until one pupil ends up opening the small gift. NOTE: to add a reading element to this game, you can include a written instruction inside each layer, e.g. Stand up. Open your book. Instead of answering a question, the pupil who unwraps the layer reads and follows the instruction.

Traditional song

These are the words to the traditional song *Here we go round the mulberry bush*. This song is still popular for teaching children about personal hygiene. Examples of the tune are easy to find on the internet. Pupils sing the song and mime the actions in each verse.

This is the way we wash our face, wash our face, wash our face.

This is the way we wash our face, early in the morning

Chorus: *Here we go round the mulberry bush, the mulberry bush, the mulberry bush.*

Here we go round the mulberry bush, early in the morning

This is the way we wash our hands ...

This is the way we brush our teeth ...

This is the way we brush our hair ...

How to use classroom language

Using classroom language is a good way to get pupils to react in English rather than in L1. The more they use these new phrases and expressions, the more confident they become and the less they will need to rely on L1 to communicate with the teacher. If classroom language is used consistently, it becomes a natural part of pupils' vocabulary. It is important to teach both the classroom language the pupils have to understand as well as language they need to produce. The following is a list of common English expressions that could easily be introduced in the classroom and used on a daily basis. It's best to begin with a few expressions and increase the number gradually.

Greeting the class

Hello, Hi!
Good morning/afternoon.
Come in.
Sit down/Stand up, please.
What day is it today?
How are you today?
Is everyone here?
Is anyone away today?
Where is (John)?

Starting the lesson

Are you ready?
Let's begin.
Listen (to me).
Look (at me/at the board).
Take out your books/notebooks/coloured pencils.
Give this/these out, please.
Have you got a (pencil)?
Open your books at page (4).
Turn to page (6).
Open the window/door.
Close the window/door.

Managing the class

Be quiet, please.
Come to the front of the class.
Come to the board.
Come here, please.
Put your hands up/down.
Who's next?
Queue/Line up!
Repeat after me.
Wait a minute, please.
Hurry up.

During the lesson – instructions

Hold up your picture.
Show me (the class) your picture.
Draw/Colour/Stick/Cut out ...
Write the answer on the board/in your book.
Let's sing.
All together now.
It's break time/lunch time.
Wait a minute, please.
Be careful.
Sorry, guess/try again.
Next, please.
Again, please.

During the lesson – questions

Do you understand?
What do you think?
Anything else?
May/Can I help you?
Are you finished?
Who's finished?
Who would like to read?
What can you see?
Any questions?

Words of praise

Well done!
Excellent!
Fantastic!
That's nice.
Much better.
Good job.
Congratulations!
That's correct!
Great work!
Good luck!
Thank you.

Pair work/Group work

Find a partner.
Get into twos/threes.
Who's your partner?
Work in pairs/groups.
Make a circle.
Work with your partner/friend/group.
Show your partner/friend/group.
Tell your partner/friend/group.
Now ask your partner/friend/group.

Language used for playing games

It's my/your/his/her turn.
Whose turn is it?
You're out.
Don't look.
No cheating.
Turn around.
Shut your eyes.
Pass the (ball, cup), etc.
Wait outside.
Roll the dice.
Move your/my counter (3) spaces.
Miss a turn.
Go back (2) spaces.
Roll again.
I've won!
You're the winner!

Ending the lesson

Put your books/notebooks/coloured pencils away.
Tidy up.
Put that in the bin/rubbish bin, please.
That's all for today.
Collect the stickers/cards/spinners/scissors, please.
The lesson is finished.
Goodbye!
See you tomorrow.
Have a nice weekend/holiday.

Useful phrases for the pupils

May/Can I go to the toilet?
I understand/I don't understand.
Excuse me/Pardon me?
I'm sorry.
Can you help me?
I'm finished.

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