

OXFORD

BRIGHT IDEAS

Teacher's Pack

S

Starter

Classroom Presentation Tool

Teacher's Guide

Tests and Worksheets

BRIGHT IDEAS

Teacher's Guide



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Syllabus

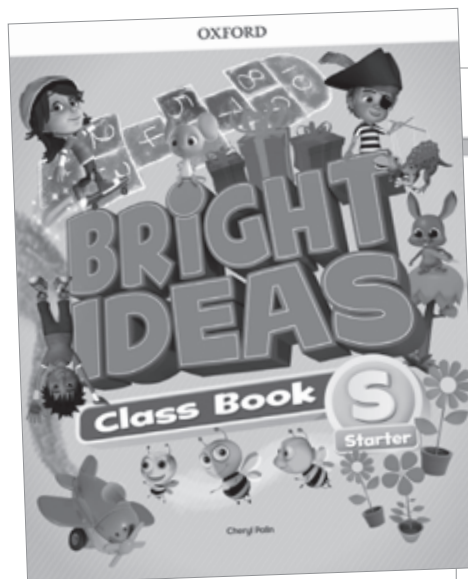
	Vocabulary	Grammar	Cross-curricular, culture and values	Skills	Pronunciation
S Starter Who's here? Page 38	Core Numbers 1–10 Feelings: <i>happy, sad, hot, cold, hungry, thirsty</i>	Introductions <i>What's your name?</i> <i>I'm Ava.</i> I'm ... <i>I'm happy.</i>			
1 What colours can you see? Page 43	Core Colours: <i>red, blue, yellow, pink, green, orange, purple, grey</i> School things: <i>pencil, pen, rubber, ruler, crayon, pencil case</i> Other Cross-curricular: <i>ground, plant, tree, branch</i> Activity Book extension: <i>circle, triangle, line, big, small</i>	It's ... <i>What's your favourite colour?</i> <i>It's (blue).</i> This is my / your ... <i>This is my (pencil).</i> <i>This is your (pen).</i> Other Activity Book extension: number + adjective + noun <i>three green rubbers</i>	Science: chameleons and camouflage Culture: school life (Ireland) (AB page 10) Values: saying sorry	Listening: identifying colours and school things Speaking: talking about favourite colours and making statements about possession of school things	Consonant sounds: /p/ <i>pink, purple, pen, pencil</i>
2 What's your favourite toy? Page 53	Core Toys: <i>plane, robot, rollerblades, doll, scooter, football, teddy, puppet</i> Parts of the body: <i>head, legs, body, ears, eyes, tail</i> Other Cross-curricular: <i>door, windows, wheels, wings</i> Activity Book extension: <i>bike, car, trampoline, boat</i>	have got ... <i>I've got a football.</i> <i>I've got rollerblades.</i> has got / hasn't got ... <i>It's got legs.</i> <i>It hasn't got a tail.</i> Other Activity Book extension: They're ... <i>It's got two legs.</i> <i>They're red.</i>	Maths: Venn diagrams Culture: a park (USA) (AB page 18) Values: helping your family	Listening: identifying toys and body parts Speaking: talking about toy possessions; describing toys in relation to their body parts	Consonant sounds: /r/ <i>robot, ruler, red, rollerblades</i>
The Big Project 1 Page 63	A sock puppet Vocabulary: <i>whiskers, nose, mouth, tongue</i> Structures: <i>What's your name? How are you today?</i>				
3 What's your favourite animal? Page 65	Core Animals: <i>bee, butterfly, bird, fish, mouse, rabbit, cat, frog</i> Outdoor things: <i>tree, flower, fence, grass, pond, rock</i> Other Cross-curricular: <i>eggs, tadpole, froglet</i> Activity Book extension: <i>leaves, a plant, seeds, apples, flowers</i>	What's this ... ? <i>What's this?</i> <i>It's a butterfly.</i> Prepositions of place in / on / under <i>The cat is under the tree.</i> <i>The bird is on the fence.</i> <i>The fish is in the pond.</i> Other Activity Book extension: They've got ... <i>They've got tails. They haven't got tongues.</i>	Science: life cycle of a frog Culture: nature (UK) (AB page 28) Values: respecting wildlife	Listening: identifying animals and outdoor things Speaking: asking questions about animals and saying where things are	Consonant sounds: /b/ <i>bee, butterfly, body, bird</i>

	Vocabulary	Grammar	Cross-curricular, culture and values	Skills	Pronunciation
4 What can you do? Page 74	Core Activities: cook, swim, climb, speak Chinese, paint, do gymnastics, make cakes, run Food: pizza, eggs, spaghetti, soup, vegetables, bananas Other Cross-curricular: paint, paper, card, scissors, toothbrush Activity Book extension: mango, yoghurt, honey, ice, blender	I can / can't ... I can climb. I can't do gymnastics. I like / don't like ... I don't like soup. I like spaghetti. Other Activity Book extension: It can / can't ... It can swim. It can't fly.	Art: a splatter paint picture Culture: food (India) (AB page 36) Values: making the best of a situation	Listening: identifying activities and food Speaking: talking about activities and favourite food	Consonant sounds: /s/ <i>soup, speak Chinese, spaghetti, swim</i>
The Big Project 2 Page 84	A play Vocabulary: animal review Structures: <i>The rabbit is in / on / under (the fence).</i>				
5 Who's in your family? Page 86	Core Family members: mummy, daddy, brother, sister, grandma, grandpa, auntie, uncle Abilities: skateboard, hop, dance, sing, speak English, do maths Other Cross-curricular: march, jump, step, clap, stop Activity Book extension: play football, play volleyball, dive, skip	He's / She's ... He's my uncle. She's my auntie. He / She can / can't ... He can sing. She can't sing. Other Activity Book extension: Here's ... Here's mummy.	PE: an aerobics dance Culture: the beach (Brazil) (AB page 46) Values: being respectful of others	Listening: identifying family members and abilities Speaking: talking about family members and their abilities	Consonant sounds: /d/ <i>daddy, doll, do, dance</i>

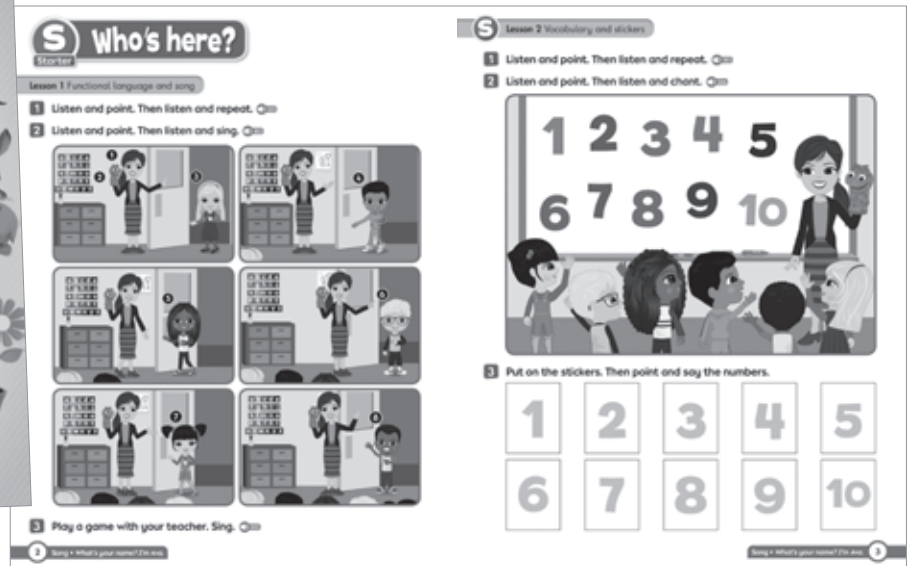
	Vocabulary	Grammar	Cross-curricular, culture and values	Skills	Pronunciation
6 What do you look like? Page 95	Core Appearance: <i>blond hair, dark hair, glasses, long hair, short hair, curly hair, straight hair, brown eyes</i> Clothes: <i>T-shirt, trousers, dress, trainers, hat, gloves</i> Other Cross-curricular: <i>sunglasses, sandals, coat, boots</i> Activity Book extension: <i>feathers, glitter, a stick, a mask</i>	Have you got ... ? <i>Have you got curly hair?</i> <i>Yes, I have. / No, I haven't.</i> Present continuous I'm wearing ... <i>I'm wearing a hat.</i> Other Activity Book extension: has got / hasn't got ... <i>He's got a balloon.</i> <i>He hasn't got a balloon.</i>	Science: climate and clothes Culture: Carnival (Italy) (AB page 54) Values: being resourceful	Listening: identifying appearance words and clothes Speaking: asking questions about appearance, talking about clothes	Consonant sounds: /g/ <i>glasses, green, gloves, grey</i>
The Big Project 3 Page 104	A group book Vocabulary: family review Structures: <i>He's my dad. He's got short hair. He's got glasses.</i>				

Components overview

For students



◀ Class Book



Class Book

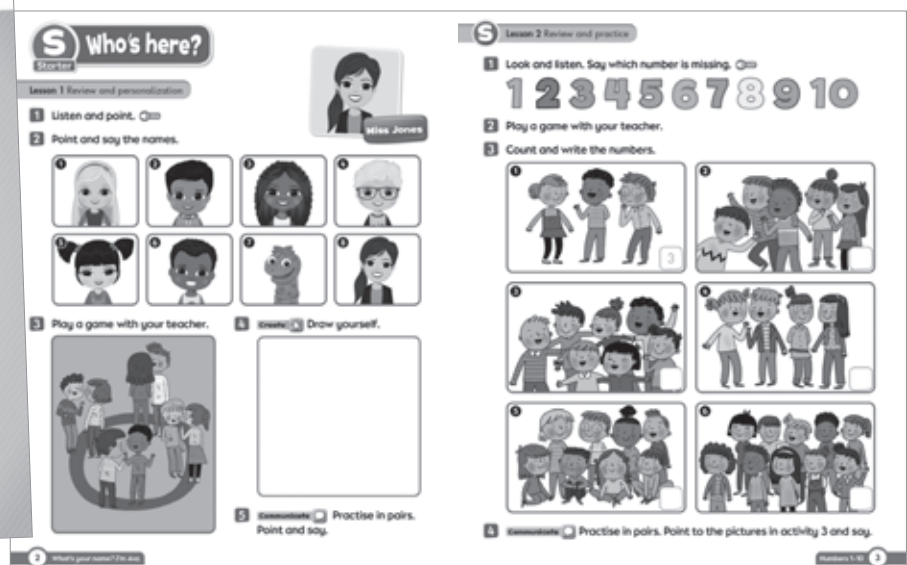
- A starter unit introducing the course characters and concept
- 6 units of 9 lessons each providing the core material
- 3 Big Projects
- A clear syllabus showing the main language learned in each unit
- Vocabulary stickers

Activity Book

- A starter unit providing further practice of the Class Book content
- 6 units of 4 additional lessons each providing reinforcement and extension of the core material, to be used after completion of each Class Book unit
- Review spreads after units 2, 4 and 6
- 6 cut-outs for use as communication games



▲ Activity Book



For teachers

Classroom Presentation Tool



The Classroom Presentation Tool can be downloaded via the access card in the Teacher's Guide.

- Class Book and Activity Book on-screen, with the ability to play audio and games from the book page
- Interactive versions of Class Book and Activity Book activities with option to reveal answers
- Digital games in every unit

Teacher's Guide

- An introductory section including descriptions of the methodology and concept behind the course
- A Tour of a unit presenting an overview of the function of each lesson, sequence of resources, and standard teaching steps
- Full answer keys for Class Book and Activity Book activities, as well as explanatory teaching notes where appropriate
- Suggestions for optional warm-up activities
- Tips and notes for specific activities
- References to Key Competences
- Audio transcripts
- An Ideas bank with games, activities and ideas for how to exploit the extra resources further (flashcards, songs, etc.)
- A full syllabus overview
- Wordlist
- Letter to parents

Audio CDs

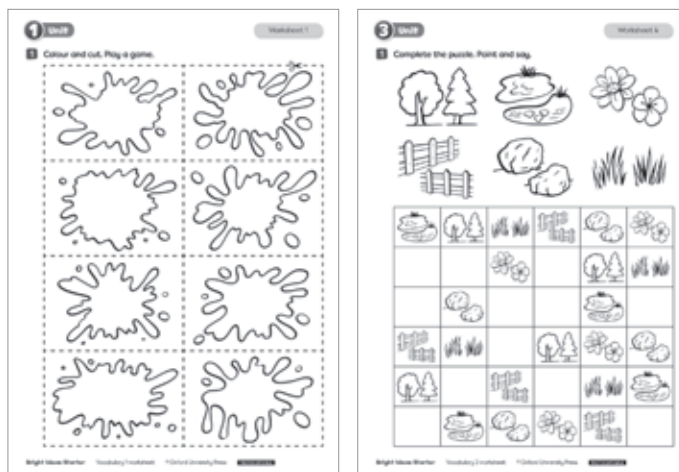
- Recordings of all the songs, chants, stories, listening activities and test audio (also available via the Classroom Presentation Tool)

Classroom Resource Pack



- *Bright Ideas* Weather, birthdays and numbers poster
- 100 flashcards for presenting the key unit vocabulary (sets 1 and 2)
- 56 storycards of the seven Class Book stories and 16 storycards of two Activity Book stories

Evaluation and worksheets



The evaluation materials, worksheets and accompanying teacher's notes can be downloaded via the access card in the Teacher's Guide.

- Downloadable tests, printable and editable versions: six unit tests, three review tests (after units 2, 4 and 6), one end-of-year test (after unit 6)
- Downloadable worksheets: 36 worksheets to complement lessons in the Class Book and four festival worksheets

Using Graded Readers with

BRIGHT IDEAS

Using graded Readers in the Primary classroom is an effective way to engage children of all abilities and learning needs. By motivating children to read for pleasure, you give them the opportunity to learn without the fear of failure.

Our graded Readers are available at a number of different levels and across a broad range of topics, both fiction and non-fiction, so each child will be able to find a book suitable for them from our award-winning collections:

- Dolphin Readers
- Classic Tales
- Oxford Read and Discover
- Oxford Read and Imagine
- Dominoes
- Oxford Bookworms Library



Convenient bookmark shaped Reading Guides, offer a simple way to **select titles that correspond to each unit of *Bright Ideas***.

Download the full set of Reading Guides from www.oup.com/elt/recommendedreaders

BRIGHT IDEAS Reading Guides 1	BRIGHT IDEAS Reading Guides 2	BRIGHT IDEAS Reading Guides 3	BRIGHT IDEAS Reading Guides 4	BRIGHT IDEAS Reading Guides 5	BRIGHT IDEAS Reading Guides 6
Reading Guides For unit 1 we recommend...	Reading Guides For unit 3 we recommend...	Reading Guides For unit 3 we recommend...	Reading Guides For unit 2 we recommend...	Reading Guides For unit 4 we recommend...	Reading Guides For unit 6 we recommend...
 Schools Oxford Read and Discover Level 1	 Cities Oxford Read and Discover Level 2	 Sound And Music Oxford Read and Discover Level 3	 Machines That and How Oxford Read and Discover Level 4	 Exploring Our World Oxford Read and Discover Level 5	 Incredible Energy Oxford Read and Discover Level 6
 Monkeys at School Oxford Read and Imagine Level 1	 The Town Mouse and the Country Mouse Classic Tales Level 2	 The New Sound Oxford Read and Imagine Level 3	 A Machine for the Future Oxford Read and Imagine Level 4	 Day of the Dinosaurs Oxford Read and Imagine Level 5	 New York City Oxford Bookworms Library Level Starter
SYLLABI & SAMPLES AVAILABLE AT www.oup.com/elt	SYLLABI & SAMPLES AVAILABLE AT www.oup.com/elt	SYLLABI & SAMPLES AVAILABLE AT www.oup.com/elt	SYLLABI & SAMPLES AVAILABLE AT www.oup.com/elt	SYLLABI & SAMPLES AVAILABLE AT www.oup.com/elt	SYLLABI & SAMPLES AVAILABLE AT www.oup.com/elt
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Supplementary Material

The most trusted materials for learners of English

Oxford Children's Picture Dictionary

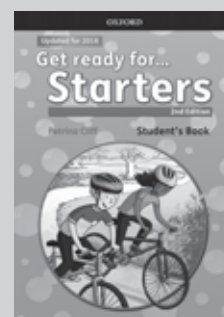
A first dictionary for young learners, this beautifully illustrated topic-based dictionary contains over 850 words and 40 topics. Available in print and interactive e-Book.



Get Ready for ... 2nd edition

Motivating and comprehensive preparation for the Cambridge English Qualifications Young Learners exams.

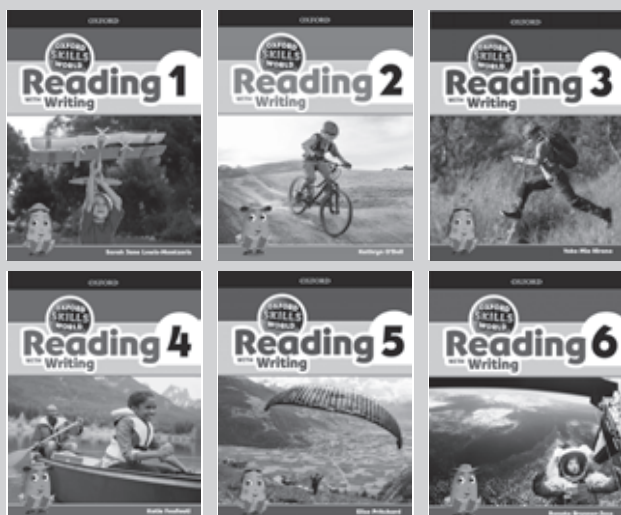
This series supplements any coursebook and is ideal for use in class or self-study at home.



STARTERS, MOVERS, FLYERS

Oxford Skills World

A six-level, paired skills series for lower primary and upper primary that focuses on developing students' receptive and productive skills.

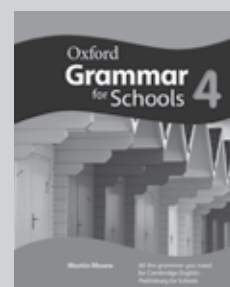


Oxford Grammar for Schools

A five-level series with clear explanations and communicative activities that helps young learners and teenagers understand and practise grammar.

Each level in the series covers all the grammar students need to know for the Cambridge English Qualifications:

- Level 1 - Pre A1 Starters
- Level 2 - A1 Movers
- Level 3 - A2 Flyers
- Level 4 - B1 Preliminary for Schools
- Level 5 - B1 Preliminary for Schools



LEVEL 1-5 AVAILABLE

Oxford Professional Development

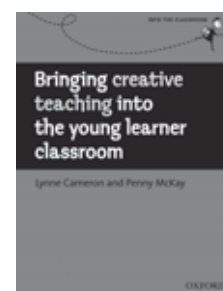
Oxford Teachers' Academy: Teaching English to Young Learners



Teaching English to Young Learners is a course for all teachers of primary age students. It aims to provide teachers with the knowledge and skills needed to support young learners through the delivery of engaging and motivating lessons.

A range of professional development titles to support your teaching.

Into the Classroom is a series of short, practical guides focused on a methodology or technique with ideas to help you introduce it into your classes.



About *Bright Ideas* Starter

This is the Starter Level of a seven-level course for students starting to learn English at the age of six. It can be used with students who are total beginners or who have already had some pre-school English tuition. This 'wordless' Starter Level aims to bridge the gap between pre-school and Primary Grade 1.

Bright Ideas Starter provides an accessible introduction to the *Bright Ideas* series, which has a contemporary approach, enhanced by enquiry-based teaching methodology and combining a high-level grammar and vocabulary syllabus with 21st century skills.

The context for *Bright Ideas* Levels 1 to 6 is a fictional online space, *The Big Question* website, and its online community of child characters. Just as this group of characters are inspired to examine questions about the world around them, gather information and find answers, so too are students in the *Bright Ideas* Starter Level classroom. The course empowers students not only to acquire information, but to contribute to this information, sharing their own opinions and experience, and thinking beyond their normal perspectives. In this preliminary level, students become accustomed to the concept of Big Questions, with everyday themes that they can easily relate to and a classroom setting that feels like their own. While learning with the Starter Level is supported, with carefully staged lessons and a clear methodology, the material is designed to awaken the students' curiosity and to motivate them to begin to think for themselves, make their own choices and activate their imagination.

The course's up-to-date suite of learning and teaching materials place strong emphasis on the development of the whole child, through the incorporation of Key Competence aims in the syllabus. The Starter Level Class Book and Activity Book work together in an innovative way, with the Activity Book providing thorough review and consolidation of the Class Book language, as well as transferring this to brand-new contexts. In this way, students benefit from a wealth of opportunities for personalization and student-centred project-based learning, as well as rich cultural and cross-curricular input. For the six core units, students complete the Class Book unit first (supplemented by worksheets, flashcards, storycards and a poster), and then follow it up with the completion of the corresponding Activity Book unit. As its name suggests, *Bright Ideas* is a course both full of bright ideas, and also capable of inspiring bright ideas from each and every one of the students in your class.

Characters and concept



Characters and concept

The main continuity course characters in the *Bright Ideas* Starter Level are a group of six classmates, Ava, Jamil, Poppy, William, Scarlett and Henry, their teacher, Miss Jones, and the class puppet, Sock. These characters are introduced in the Class Book Starter Unit.

At the beginning of every core Class Book unit Miss Jones poses a Big Question, which the six school children, Sock, and the teacher herself answer. Their answers form the basis of the presentation and practice of the first vocabulary set of the unit.

The group of six children then subsequently accompany your students through the unit, heading up select lessons with their profile picture. The content of these lessons relates to their answer to the Big Question in Lesson 1, or expands upon this answer.

In Lesson 3 of each unit, a child course character presents the first new grammar structure, accompanied by Sock, in a fun cartoon. The same child course character (and their answer to the Big Question in Lesson 1) is then central to the theme of the song in this lesson.

Lesson 4, as well as Lesson 7, provides grammar practice, headed up by a different child course character.

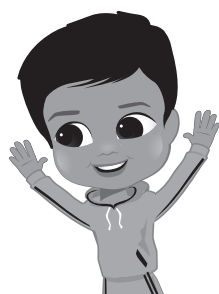
In Lesson 5 of each unit, a different child course character takes a turn to share a story from their own life. Again, the themes and content of the stories are linked to the specific character's answer to the Big Question in Lesson 1.

Lesson 8 is led by a different child course character, whose answer to the Big Question is expanded upon through engaging cross-curricular content.

In addition, in Lesson 1 of the six Activity Book units, each of the children characters takes a turn to share a song, a story or a poem they like. These listening texts feature new characters and settings to provide variety and fresh, new contexts in which to review and recycle core language from the Class Book.

Our students also meet a real-world school child in each Activity Book Review and culture lesson (Lesson 3). These children are from countries as far ranging as Brazil, Italy, India and Ireland. Each child heads up the lesson with their profile photo and shares aspects of their culture through appealing colour photos and a simple listening text, which again recycles core language from the Class Book.

Learning with *Bright Ideas*




21st century skills

The students in our classrooms today need to develop 21st century skills to help them to succeed in the thriving information age. *Bright Ideas* brings 21st century learning skills to the forefront, with special emphasis placed on critical thinking, communication, collaboration and creativity.


Critical thinking

Today's students need to not only gain information, but to fully engage with it, process it and question it. Critical-thinking skills help students to do things such as determine facts, classify, order and prioritize information, make predictions and comparisons, reason logically and solve problems.

Bright Ideas Starter Level encourages students to begin to think deeply and assess information comprehensively. Throughout every unit, questions labelled **Think**  encourage students to apply their own experience and opinions.

Communication

Language is, of course, all about communication. In order to communicate well, students of this level need to be able to listen and speak effectively. *Bright Ideas* Starter Level offers students plentiful opportunities to develop these essential skills.

Oral practice of new language is paced carefully in controlled practice and freer practice stages, and throughout every unit of the Class Book and the Activity Book, questions labelled **Communicate**  give students a real purpose for sharing information and ideas. Each Lesson 9 of the Class Book also has a special focus on the pronunciation of a different sound. In addition, cut-out activities with the express purpose of developing communicative skills are provided in the Communication games section of the Activity Book.

Opportunities for purposeful listening are also provided by both the Class Book and the Activity Book, through a range of listening text types, including cartoon dialogues, songs, stories and information texts.

Collaboration

Collaboration requires direct communication between students, which strengthens the personal skills of listening and speaking. Students who work together well not only achieve better results, but also gain a sense of team spirit and pride in the process. *Bright Ideas* encourages collaboration in every lesson, with students working together in pairs, small groups or as an entire class.

In addition, ideal scenarios for student collaboration are provided by the acting out stages of the story lessons and the three student-centred projects at the end of every two core units in the Starter Level Class Book, as well as the personalized, creative group work activities, presentations and Community Tasks in the Activity Book. To participate in these activities, students need to learn to take turns, listen to others and acknowledge their contributions, and share credit for good ideas.

Key opportunities for developing skills of collaboration are highlighted with the **Collaborate**  label.

Creativity

Creativity is extremely important in a student's education. It is widely accepted that creative activities develop attention skills and promote emotional development. Students who are able to exercise their creativity are also better at making changes and solving problems, as they have learned not only to come up with new ideas, but to evaluate them and make choices.

Bright Ideas encourages creativity throughout each unit by allowing students the freedom to offer ideas and express themselves without judgement. This level also includes numerous targeted activities with the specific aim of inspiring the students creatively, particularly as part of the Class Book Big Projects, cross-curricular lessons and Lessons 4 and 7 personalized grammar-practice activities, as well as the generative tasks in Lessons 2 and 4 of the Activity Book.

Key opportunities for developing creativity are highlighted with the **Create**  label.



Enquiry-based learning

True enquiry-based learning puts students right at the centre of their own education. The process begins with a real-world problem or challenge and the teacher acts as a facilitator, guiding the students to identify their own questions, and then seek information, working together to find solutions.

Bright Ideas takes from this approach key elements, most appropriate for the ability of students of this level. The course balances the benefits of enquiry-based learning with the practical realities of EFL teaching and students' very real needs, not least an appropriately gauged language syllabus.

While students are given the freedom to bring to the instruction their own thoughts, opinions and ideas, and encouraged to build essential skills in communication and collaboration, a supportive structure for learning ensures they are linguistically equipped to fulfil tasks, and that their language goals are reached.

Bright Ideas supports enquiry-based learning in that it maximizes student involvement, encourages collaboration and teamwork, and promotes creative thinking.

In Levels 1–6 of the course, students employ the four skills of listening, speaking, reading and writing as they reflect on questions about the world around them, gather information, and find answers. These levels teach students to be inquiring and curious by example. Each unit revolves around a Big Question on a specific theme and the Big Question is broad, open-ended and thought-provoking, appealing to students' natural curiosity. The Starter Level prepares the students for this approach to learning. Each unit begins with an approachable Big Question, with a theme that provides the perfect context for the high frequency vocabulary and grammar the students need to cover at this preliminary stage. The Big Questions are questions that students of this age can easily relate to. They are grounded in everyday life and, very importantly, they are also questions which students of this level have the linguistic ability to answer for themselves. At the same time, the Big Questions call for reflection, consideration, choice and decision-making. Through the course characters' variety of model answers in each Lesson 1, our students learn that one question can have many answers.



Project-based learning

Project-based learning is a style of enquiry-based learning. It is student centred and hands on. Students are not simply provided with knowledge or facts in a traditional way, but acquire a deeper knowledge through active exploration of a real-world challenge, working together for an extended period of time to investigate information and making their own choices in the ways they respond to it.

The benefits of project work in language learning are manifold. In particular, it involves the kinds of activities that students typically like doing, such as finding out about interesting topics, inventing and making things, talking about themselves and working together. This, of course, gives rise to heightened motivation in the classroom.

Project work is suitable for different levels, allowing individual students to take on different roles with varying degrees of challenge. In this way, it is an ideal way to cater for mixed-ability classes, as well as different kinds of learning styles.

It also presents the ideal opportunity for the development of the 21st century skills of critical thinking, communication, collaboration and creativity.

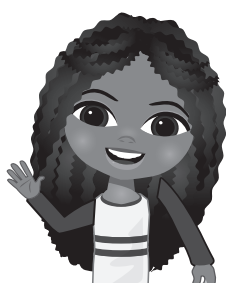
In addition, cross-curricular links, especially with science, drama and art, also naturally occur, allowing students to connect new knowledge with prior knowledge and experience, and in this way facilitating deep learning.

Recognizing the importance of project-based learning and its close relationship to enquiry-based learning, *Bright Ideas* Starter Level includes three Big Projects at the end of every two core units of the Class Book. The projects are carefully staged to enable students to make the most of the opportunity to develop 21st century skills, while at the same time benefitting fully in terms of English language review and practice.

The Big Projects begin with a *Think about it* stage, in which the students learn a small amount of new language, or think about language they know, to prepare them for their project work. This preparatory stage requires the students to draw on and practise their knowledge, as well as their experience and opinions, awakening their interest and generating ideas for the coming project.

The students' skills of creativity are then honed in the *Make* stage, where they design and make a sock puppet, create the end to a story and make a group book.

A common concern amongst EFL teachers is whether or not project work will afford enough language pay-off, when lesson time is limited and therefore precious. For this reason, *Bright Ideas* Starter Level takes care to make sure the students have the language tools necessary to complete the final orally productive stage of the project. Following the creative *Make* stage, known language from previous core units is reviewed in a listen and repeat activity in the *Practise* stage, which models the final productive stage. Equipped with their enhanced language skills, the students are able to fully participate in English in the *Talk, Act or Share* stage of the project. This last stage is social and allows students to make active use of their project work, developing skills of collaboration and communication.



Vocabulary

The language syllabus for *Bright Ideas* 1 and 2 has been specifically designed in line with the syllabi of the Cambridge English Qualifications Young Learners, Pre A1 Starters examination, so that students are considered prepared to sit this exam by the end of Level 2. *Bright Ideas* Starter Level begins the journey towards this external examination, with a wordless introduction to key vocabulary.

In *Bright Ideas* Starter Level, eight new core items of vocabulary are presented in Lesson 1 of each unit, with a further six core words taught in Lesson 5. For each of these vocabulary sets, both a digital flashcard activity on the Classroom Presentation Tool and printed flashcards in the Classroom Resource Pack are available. These make possible the option to present vocabulary prior to the Class Book presentations, and also to facilitate meaningful practice. Care has been taken to provide sufficient practice of all new lexical items. Each Lesson 2 and each Lesson 6 are dedicated to aural and oral practice of the vocabulary sets presented in the previous lessons, and a fun board game in each Class Book Lesson 9 challenges students to remember and say all key vocabulary from the unit. Further thorough review of all the unit vocabulary is also provided in the core units of the Activity Book, as well as the unit review pages.

In addition to the new core vocabulary, a few new high frequency words are also presented in order to facilitate understanding and practice in the Class Book cross-curricular lesson of each unit.

Lesson 3 of the Activity Book also provides a small amount of vocabulary extension, building on the core lexis presented and practised in the Class Book.



Grammar

The grammar syllabus in *Bright Ideas* Starter Level takes into account key structures students need to become familiar with in preparation for studying with *Bright Ideas* 1.

This early exposure and the extensive aural and oral practice provided by the Starter Level aim to give the students confidence and skill in using some of the important structures which form the basis of the Cambridge English Qualifications Young Learners, Pre A1 Starters syllabus.

Each unit of the *Bright Ideas* Starter Level Class Book presents and practises two new core grammar structures. Each of these is presented through a fun, character-based cartoon. The contexts and supporting images of these cartoons clearly demonstrate the meaning of the new language. The following listening activities then practise aural recognition of the new language, as well as providing a clear model for the follow-up speaking activities.

Additional practice for reinforcement and consolidation is also provided by the Communication games and the Unit review pages in the Starter Level Activity Book.



Skills

As a seven-level global course for English in the 21st century, *Bright Ideas* offers students plentiful opportunities to become effective listeners, speakers, readers and writers with the aim of developing strong skills of communication. The Class Book, Activity Book and Classroom Presentation Tool work closely together to develop the four skills.

The *Bright Ideas* Starter Level uses only oral / aural language. This allows students to establish reading and writing in their mother tongue before moving on

to develop these skills in English. The oral language students acquire in the Starter Level is then revised and extended when they see the written forms in Level 1. At this point the students will start to relate the written forms to language they already recognize orally. They will be able to start to transfer some of the sub-skills and strategies they have acquired for reading and writing in their mother tongue to English, and the teacher will introduce specific skills for written English.

Listening

All new language is presented for aural recognition with clear models available on audio CD or the Classroom Presentation Tool. Listening to songs, stories, poems and culture texts also helps the students internalize the language and expose them to native-speaker pronunciation. In addition, opportunities for 'real' listening are provided, in particular, in the vocabulary and grammar lessons, and the cross-curricular lesson of each unit.

Speaking

In *Bright Ideas Starter*, spoken accuracy is developed through controlled oral activities which involve essential repetition of new language, but also have meaning and purpose, and encourage personalization.

In each Lesson 9 of the Class Book, a fun board game provides oral practice of all the core vocabulary from the unit. In addition, the unit Communication game and the Review pages in the Activity Book involve thorough oral practice of all the vocabulary and grammar from each unit.

Bright Ideas Starter also affords the students frequent opportunities for ongoing oral review and practice. Regular pre-listening tasks, acting-out activities, as well as the collaborative Big Projects, are all carefully planned to maximize recycling, and specifically geared towards developing students' confidence in speaking.



Pronunciation

All new language presented in *Bright Ideas* is provided on the audio CD or Classroom Presentation Tool so that students have a good model of native speaker pronunciation to follow.

In addition, *Bright Ideas Starter* trains learners to recognize and produce a different individual English sound in Lesson 9 of each unit. The sound is firstly

presented in isolation, and then within example words which the students know. The students have the opportunity to listen carefully and practise distinguishing the letter sound from other letter sounds, before they listen and repeat the words with the target sound.



Stories

The unit stories in *Bright Ideas Starter* add to the rich context of the course.

Each story has as its backdrop the life of a different child character from the course. Each character's story is thematically linked to their answer to the Big Question in Lesson 1. We accompany the course children, as well as their friends and family members, both inside and outside the classroom, in a variety of engaging, familiar settings and situations which are easy for students of this age group to relate to.

The unit stories play an important role with regard to language development, as they practise the second vocabulary set from the unit, as well as presenting the second structure in context. They also review language from the previous lessons in the unit.

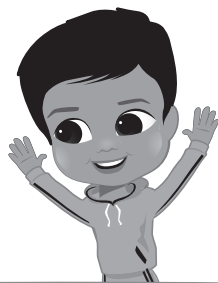
The students' first experience of the story is via the storycards. Before they listen and look at the images, they are asked a pre-listening question so that they can bring to the story their own expectations, a key step in developing early literacy skills. Teachers can choose to play the story on the audio CD, or tell the story themselves using the transcript provided on the reverse side of the storycards. Comprehension questions, aimed at checking and consolidating students' understanding of the story, are also provided on the back of each card.

Afterwards the students enjoy the story for a second time, listening to the story recording and following the story via the illustrated frames in the Class Book. The second story telling brings with it an element of fun by offering the students the chance to search for Sock, who is always hiding somewhere in one of the story frames.

Each story also highlights a particular value. Suggestions for how to exploit this value are detailed in the teaching notes for each Lesson 5.

In the last stage of the story lesson, the students also have the opportunity to act out the story in groups, promoting skills of collaboration, creativity and communication.

In addition to the unit stories in the *Bright Ideas* Starter Class Book, two extra stories with different characters and settings are provided in the Activity Book as a means of reviewing and practising core language in new contexts.



Cross-curricular learning

Bright Ideas embraces the opportunity to transfer useful, practical English language to a range of different areas of the curriculum, including science, art, PE and maths. The areas chosen reflect and build on the kind of subject matter that the students are working with in other classes.

The cross-curricular material in every Lesson 8 in *Bright Ideas* Starter is headed up by a different child course character and related thematically to their answer to the Big Question in Lesson 1. The content is delivered through listening texts, visually supported by engaging images and photographs. Four or five new items of high frequency, cross-curricular vocabulary are presented and practised in each lesson, to support the students in their learning. As well as developing listening skills, the students are encouraged to think about the content, and practise and consolidate what they have learned. There are also frequent opportunities for creativity and personalization. In addition to the Class Book material, each Lesson 4 of the *Bright Ideas* Starter Activity Book reviews, extends and personalizes core language in a context which provides links with other key areas of the curriculum.



Culture

The *Bright Ideas* series values intercultural education as an essential part of language learning. It is important for students to understand and reflect on the differences and similarities between their own and other cultures in order to develop Key Competences, in particular, cultural awareness and expression, and social and civic competence.

The Review and culture lessons (Lesson 3) in the *Bright Ideas* Starter Activity Book begin to raise the students' awareness of being part of a global community by helping them to develop an early awareness of the people around them in the wider world, and gain an insight into their culture.

In these lessons, accessible cultural content provides a fresh context for known core language. The content is delivered via a simple listening text and exciting photographic images, transporting students to another part of the world. The follow-up creative task encourages the students to compare aspects of the culture presented in the lesson material with their personal preferences, ideas or experience from their own culture.

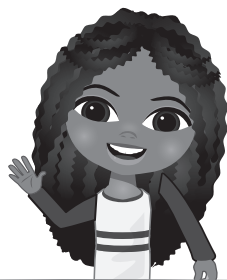
There are also some festival worksheets – World Water Day and International Day of Peace. The worksheets are downloadable via the access card at the back of the Teacher's Guide.



Key Competences

The inclusion of the Key Competences in the curriculum is designed to integrate the formal learning specific to each subject area with less formal learning. This helps students to see the relationship between different subjects and use skills learned in one area in different contexts. The Key Competences encourage the activation of resources that the learner already has. Foreign-language learning contributes directly to the development of competence in linguistic communication as it increases, enriches and complements a student's communicative capacity. When language learning is based on the development of communicative skills, i.e. speaking and listening in *Bright Ideas* Starter and all four skills including reading and writing in Levels 1–6, it helps to develop this Key Competence in the same way as the study of a native language.

There are, of course, many ways in which learning a foreign language can develop the other Key Competences, too. The materials in *Bright Ideas* offer many opportunities to do this. These are also clearly highlighted and explained throughout the teaching notes.



Values

Students need to understand the importance of values at an early age. Taking an enquiry-based approach means that they are encouraged to think about different situations and the effect that particular behaviour has within those situations.

Bright Ideas promotes global values throughout the series. In the Starter Level, the unit stories provide a meaningful context for these values, e.g. in the Unit 1 story, Poppy has to say sorry to her classmates after she makes a mistake, and in the Unit 4 story, William has to make the best of the situation when something goes wrong. Support for discussing these social and civic values with young students, and encouraging awareness and self-reflection with regard to good citizenship, is included in the teaching notes for each unit story lesson.



Mixed-ability classes

Whatever the extent of the differing abilities within a class, it is important to help all the students feel part of the group during the English lesson. *Bright Ideas* aims to ensure that all students find success in the classroom. It is key to the overall philosophy of the course that students should have the freedom to offer ideas, share opinions and express themselves without judgement. In addition, co-operation is readily encouraged through activities which build teamwork and class unity. In *Bright Ideas* Starter Level, the numerous class games, the acting-out stages of story lessons and group song activities, as well as the Big Projects all provide the ideal scenario for this to happen.

The Classroom Presentation Tool, with its wealth of visual support, is also a wonderfully practical tool for managing mixed-ability classes well, as it provides one clear focus in the classroom, keeping all the class in step together. The Classroom Presentation Tool activities also offer valuable support in terms of clear images showing

the meaning of words and phrases and the opportunity to listen again or replay the game as desired. This means that even students with the lowest level of English can participate. In addition, the truly game-like nature of many of these activities makes them feel familiar, and motivates the students to forget their inhibitions and play along without feeling under pressure, because everyone joins in.

Naturally, in classes where there is a wide range of abilities, there will be times when students' needs will be different. Some students will require extra support for even the basics and others will require reinforcement of what they have learned, while the most able will benefit from extension. This can present a challenge for the teacher. For this reason, *Bright Ideas* offers strategies to help teachers adapt their lessons to meet the needs of individual students. The teaching notes include teaching tips for adapting activities to suit learners' needs. These include suggestions for ways to support less confident students, as well as ideas for stretching more confident students.



Multiple intelligences

The theory of multiple intelligences, as first developed by American psychologist Howard Gardner, views intelligence as being multi-dimensional. Instead of thinking of intelligence as something connected to cognitive or academic skills that you have more or less of, Gardner believes that it is more useful to think of humans as each having a range of eight different 'intelligences' and that we all have these intelligences, but in different strengths and combinations.

These eight intelligences are:

Verbal-linguistic: Being good with words and language, reading and writing.

Logical-mathematical: Being good with numbers, maths, logical processes, patterns, relationships between things and abstract concepts.

Visual-spatial: Being good with pictures, diagrams, maps and visual representations.

Musical-rhythmic: Being good with music, noticing sounds and recognizing tunes.

Bodily-kinaesthetic: Being good with physical skills, sports, activities and tangible objects, dance, mime and acting.

Interpersonal: Being good with other people; being good at communication and social skills.

Intrapersonal: Being reflective and insightful about your own psychology and internal life; being intuitive and self-confident.

Naturalistic: Being good at recognizing and understanding aspects of the natural world around us, e.g. animals, birds, plants.

Students each have their own natural talents and multiple ways of learning. For example, some students may respond well to artistic or musical activities, such as painting or singing, while others may be more engaged when movement or logic are involved, such as during dancing activities or number games.

In order to keep students engaged and involved during language learning, we need to include a variety of tasks that activate their different intelligences. Although we cannot teach directly to each individual student in our classes all the time, we can provide opportunities for diversity.

In the ELT primary classroom, all eight of Gardner's intelligences can be quite clearly activated in a number of ways through the language-learning process, allowing students to build on their natural talents, while also encouraging the development of their other abilities.

This is why *Bright Ideas* contains activities, tools and different types of input carefully designed to serve all students by reaching out to their multiple ways of learning. Each lesson in *Bright Ideas* has been deliberately set out to appeal to a wider range of intelligences, offering a variety of activities which cater at different times for students with different learning styles or intelligences.

In *Bright Ideas Starter*, for example, a typical lesson may start with a warm-up activity or game (verbal-linguistic and bodily-kinaesthetic), followed by a pre-listening activity, focusing on an illustration or photographs (visual-spatial), then singing a song or saying a chant (musical-rhythmic), before finishing the lesson with a personalized communication activity or flashcard game (interpersonal and intrapersonal). A typical cross-curricular lesson may present and practise natural science content (naturalistic) and involve consolidation of language and content via a matching or sequencing activity (logical-mathematical and visual-spatial). In this way, the inherent diversity of the classroom is purposefully catered for in each lesson, as well as over the course of a unit.

Bright Ideas taps into students' natural talents, thus allowing you to provide motivating educational experiences which help develop the confidence and language skills your students need to communicate both with their classmates and with the English-speaking world.



Special Educational Needs

Special Educational Needs (SEN) is the term we use to refer to the requirements of a child who has a difficulty or disability which makes learning harder for them than for other children their age. Note that gifted and talented children are also considered to have special needs as they require specialized, more challenging materials.

Of course, children make progress at different rates and vary widely in how they learn most effectively. Although children with special needs may have difficulties in some areas, there will also be areas of strength. Recognizing and utilizing these strengths is important to the children's academic development as well as their self-esteem. Your daily contact with these children will help you understand what works best for each individual and determine your choice of the most appropriate techniques.

You might be worried about trying to include children with SEN in your class. It can feel like it requires specialist knowledge and extra work for you, the teacher. This does not have to be the case. As a teacher you are used to dealing with different personalities and abilities in your class – you are probably always adapting to widely differing needs from the children each day. Children with SEN are simply part of this variety and challenge. In addition, the teaching techniques which help to support children with SEN are good, practical techniques which will benefit all the children in your class.

Top tips for creating an inclusive classroom

You do not need to be an expert on SEN to teach children with SEN. You do need to want to work with these children and to be prepared to learn from them.

Tip 1: Be a role model

Children will take their lead from their teacher. It is important to show that you respect and celebrate differences between people. For example, if you notice some children do not want to work with a child, make sure you talk to those children privately about their behaviour and give praise and rewards to the children who are working well in teams.

Tip 2: See the person not the label

It is very important to get to know each child individually and to not label them according to their SEN. If you have children who wear glasses in your classes, you do not assume that they have all got the same personality. In the same way, you should not assume every child with SEN is the same. Find out their interests and their strengths. Remember also that the range of SEN is wide so take time to find out the level of a child's difficulty. Do not assume, for example, that a visually impaired person cannot see anything – they may have some sight.

Tip 3: Avoid judgements of behaviour

Do not label a child as lazy or not trying. Children with SEN are often trying really hard and get criticized unfairly by teachers. They might look like they are daydreaming in class, but their brains might be overloaded with information which they cannot process and they need a short brain break. These children also need positive feedback on appropriate behaviour, so make sure that you notice when they are behaving appropriately. Many children with SEN and behavioural difficulties only get noticed negatively by the teacher.

Tip 4: Celebrate difference and diversity

The classroom and the world would be a boring place if everyone was the same. You can use the differences between children to learn from each other and about each other.

Tip 5: Teach in a multi-sensory way

Children all learn in different ways. Some like to see information, some like to hear it and some like to get up, do and touch things. Children with SEN particularly need practice in all the senses because they find it difficult to learn in traditional ways. Use a multi-sensory approach to present and practise information in your lessons.

Tip 6: Plan ways to adapt your lesson plan

You will need to sometimes adapt your lesson plans. This is called differentiation. Differentiation means planning and teaching to take account of all children in the class, whatever their level or capability. The children can make progress in their learning wherever they start from. All children should achieve the same main aim, but they may do this in different ways.

Tip 7: Work on class management

Clear, consistent classroom management is very important for children with SEN. They often have problems understanding and following rules and instructions so it is important to think about the best way to do this. It is very important, for example, to think about your seating plan.

Tip 8: Work co-operatively with adults and children

Teamwork is the best approach to teaching children with SEN. It is particularly important to work with carers, as they know their child best and will often have helpful strategies to suggest. Other people who can help you include school psychologists, counsellors, speech and language therapists, occupational therapists, SEN organizations and charities. Try to find out what's available in your local area and keep a list of useful contacts.

Tip 9: Work with children's strengths

Try to find out what your child's strengths and interests are and include these in your teaching. Children who have problems reading can sometimes be good at drawing and acting instead. Children who find it hard to sit still might be very good at organizing teams and role play. Children who are struggling academically might be very kind and helpful to other children.



Review

Recycling and review of language are, of course, essential for students of this age group. *Bright Ideas Starter* gives great importance to these aspects of learning English. In the Class Book, systematic recycling of all core language takes place within every unit and care is also taken to ensure that known language is revisited in a variety of different contexts from unit to unit. All of the unit vocabulary is reviewed together in each Lesson 9 board game. In addition, the Big Projects also maximize opportunity for review and practice of the language from the core units.

In the *Bright Ideas Starter Level*, the Activity Book also has a particularly beneficial role with regard to review. Each unit of the Activity Book is designed to be used once the whole of the corresponding Class Book unit has been completed. This ensures that the students will already be familiar with the language recycled in the Activity Book unit.

Each Lesson 1 of the Activity Book reviews and practises language through a song, a poem or a story, which complements the Class Book unit in terms of theme and topic, but has a brand-new setting, context and characters. Lesson 2 then builds on this lesson and offers further practice of the language, as well as a small amount of extension.

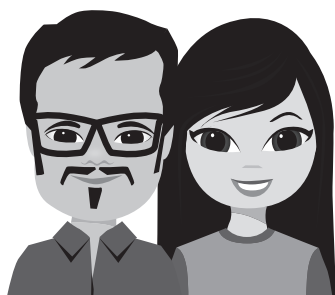
In Lesson 3, known language is again reviewed, but this time it is transferred to a new real-world context which includes cultural input. Lesson 4 then provides opportunity for further practice, with some vocabulary extension. This lesson has a cross-curricular theme, linked to the previous lesson.

In addition to the core units, the Starter Activity Book offers a two-page language review at the end of every two units. These pages provide a thorough review of all core vocabulary and grammar from the corresponding Class Book units. Communication games for every unit can also be found at the end of the Activity Book. These can be used at any point after Lesson 7 of the Class Book, and are designed to give students further communicative practice of all key language.



Tests

There are six unit tests, three review tests after units 2, 4 and 6, and one end-of-year test which can be downloaded via the access card in the back of the Teacher's Guide. Together these cover the target language from the course. All these tests are available as printable or editable documents so that teachers can choose to adapt the material to suit individual students or classes.



Parental involvement

Bright Ideas acknowledges that the support of parents and family members is a key motivating factor for students of all subjects and that children will always enjoy sharing what they have learned with their parents or guardians.

For this reason, *Bright Ideas* recommends that teachers facilitate links between home and school whenever possible. Starter level students can be encouraged to

take home and show parents or guardians the sock puppet they have made at the end of the Big Project 1, for example, as well as inviting family members into the classroom to see their work at the end of the other two Big Projects.

In addition, teachers can suggest that children tell the unit story, say a chant or sing a song in English at home. Parents can also be informed of the values that students are learning about, and be asked to encourage their children to employ them at home, too.

Establishing clear communication with parents is also essential in developing a co-operative relationship between home and school. It's important to keep parents informed about what their children are learning and their progress. School blogs can be an effective way to keep parents up-to-date, as well as highly motivating for children.

There is also a letter on page 112 of this Teacher's Guide, which can be photocopied for parents or guardians to provide them with ideas on how they can share in their child's English language learning with *Bright Ideas*.

Tour of a unit

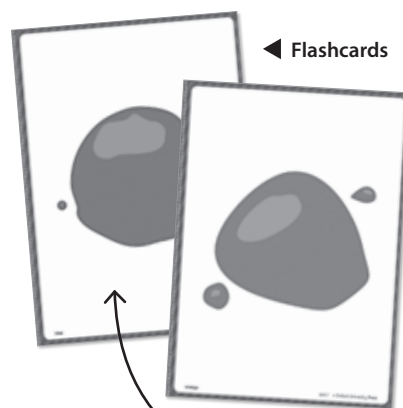
Lesson 1 Vocabulary and chant

Class Book

This lesson introduces the unit's Big Question, and presents and practises eight items of vocabulary through a series of listening and speaking activities, including a chant and a flashcard game.

The Big Question for this unit is presented here.

The course characters' own answers to the Big Question form the basis of the presentation and controlled practice of the first vocabulary set of the unit.



Flashcards



The chant practises the vocabulary from the lesson.

Use the flashcards from the Classroom Resource Pack to present and practise the vocabulary.

Further aural and oral practice of the vocabulary is provided through a flashcard game, detailed in the teaching notes.

Classroom Presentation Tool (CPT)

A game on the Classroom Presentation Tool provides further vocabulary practice.

Warm up

- Introduce the theme for the lesson, e.g. for Lesson 1 in Unit 1 say, *Let's think about colours!*
- Present the vocabulary using the flashcards for this lesson. Alternatively, you may use the colour balloons on the *Bright Ideas* Poster.

Class Book

- Ask the students to look at the opening page. Tell them the Big Question for this unit and check they understand what it means. Focus their attention on the characters. Explain that the characters are all going to answer the Big Question, and that their answers are shown in the pictures on the whiteboard in the illustration.
- Tell the students to listen to the characters' answers and point to the pictures. Then play the recording. Play

the recording a second time and ask them to listen and point again, this time repeating the words.

- Play the chant recording and ask the students to point to the things in the picture when they hear them. Then play the same recording again and encourage the students to join in with the chant.
- Play the vocabulary practice game described in the teaching notes, using the flashcards for this lesson.
- Finally, ask the students the Big Question for this unit, and encourage them to tell you their own answers.

Further practice

- Suggestions for further follow-up flashcard games are provided in the Ideas bank.

Tour of a unit

Lesson 2 Vocabulary and stickers

Class Book

This lesson provides further practice of the vocabulary presented in the previous lesson through a listening activity, a sticker activity and a follow-up speaking activity.

1 Lesson 2 Vocabulary and stickers

1 Listen and circle the missing colour.

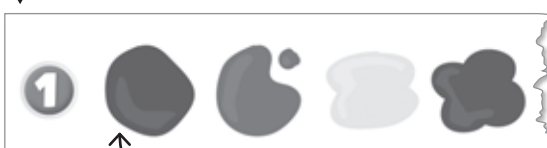
2 Put on the stickers. Then point and say the colours.

Colour 7

This listening activity provides further practice and consolidation of the vocabulary from Lesson 1.

The sticker activity is a fun way to develop fine motor skills and critical-thinking skills, as well as providing further practice of the vocabulary.

Stickers



Students match the stickers to the silhouettes on the Class Book page by shape.

Worksheets

A worksheet provides further vocabulary practice.

Warm up

- Choose a warm-up activity from the teaching notes.

Class Book

- Focus the students on the pictures. If you like, ask them what they can see. They can answer in L1.
- Demonstrate the activity with the example, or by doing the first part of the activity with the students. Then play the recording and ask the students to listen and complete the activity.
- Play the recording again if necessary. Then check the students' answers.
- Focus the students on the sticker activity and explain that they have to match the stickers by shape to stick

them in the correct place. Show the students where to find the stickers for this lesson. Then ask them to put the stickers on the correct silhouettes on their Class Book page.

- Once the students have completed the sticker activity, organize them into pairs to do the follow-up speaking activity. Encourage them to take it in turns to point and say the words represented by the stickers.

Further practice

- A worksheet is provided for further practice of the first vocabulary set of the unit. Worksheets to be downloaded via the access card.

Tour of a unit

Lesson 3 Grammar and song

Class Book

One of the children course characters heads up this lesson in each unit. The content of the lesson relates to their answer to the Big Question in Lesson 1 of the unit. The lesson presents a new grammar structure through a cartoon featuring the child character and the class puppet, Sock. The students then practise the new language aurally and orally, through the lesson song and a flashcard game.

The new grammar is presented in the context of a fun, character-based cartoon.

The unit song practises the new grammar in conjunction with the vocabulary from the previous two lessons.

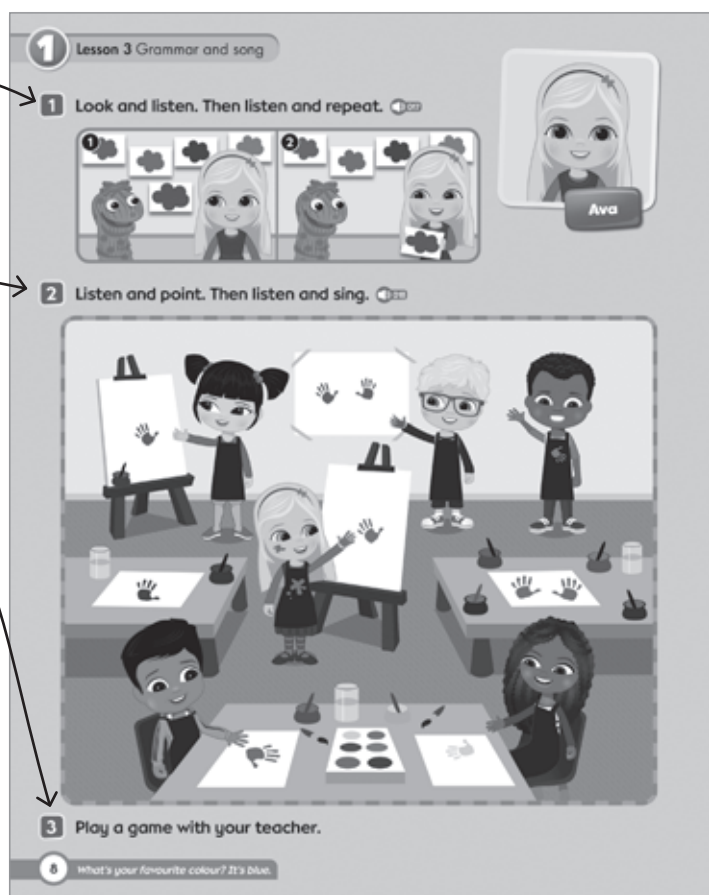
Further aural and oral practice of the grammar is provided through a game, detailed in the teaching notes.

Worksheets

A song worksheet provides further language practice.

Classroom Presentation Tool (CPT)

A game on the Classroom Presentation Tool provides further grammar practice.



Warm up

- Choose a warm-up activity from the teaching notes.

Class Book

- Focus the students on the profile picture of the child course character. Ask them what the character's name is. Then ask them if they can remember their answer to the Big Question in Lesson 1. For the answer to this question, refer to the audio transcript for Lesson 1 activity 1, or the Lesson 1 illustration where the characters are depicted in the same order from left to right as their answers depicted on the whiteboard.
- Then focus the students on the cartoon and ask them which characters they can see.
- Play the recording and ask the students to listen and follow in their books. Then play the recording again, pausing after each line, and encouraging the students to listen and repeat.

- If you like, organize the students into pairs to act out the cartoon. See the suggestions for ways to do this in the teaching notes.
- Focus the students on the large picture and ask them which characters they can see. Ask them what else they can see and elicit the vocabulary from Lesson 1. Tell them the picture is for a song that they are going to listen to.
- Play the song recording and ask the students to point to the things in the picture when they hear them. Then play the same recording again and encourage the students to join in with the song.
- Play the grammar practice game in the teaching notes, using the flashcards for Lesson 1 where appropriate.

Further practice

- A song worksheet is provided for further practice of the first grammar structure and vocab set of the unit. Worksheets to be downloaded via the access card.

Tour of a unit

Lesson 4 Grammar and speaking

Class Book

Another of the children course characters heads up this lesson in each unit. The content of the lesson again often relates to their answer to the Big Question in Lesson 1 of the unit. The lesson provides further practice of the grammar presented in the previous lesson, through a listening activity, a pencil activity, and a follow-up communicative activity.

1 Lesson 4 Grammar and speaking

1 Listen and match. This listening activity provides further practice and consolidation of the grammar from Lesson 3.

2 Create: 1 Draw yourself. Colour your T-shirt your favourite colour. This activity develops creative skills.

3 Communicate: 1 Ask and answer. Create: 2 Draw your friend. Colour their T-shirt their favourite colour. This activity develops communicative skills. Students practise the grammar aurally and orally, and personalize what they have learned.

Worksheets

A worksheet provides further vocabulary and grammar practice.

What's your favourite colour? It's yellow.

Warm up

- Choose a warm-up activity from the teaching notes.

Class Book

- Focus the students on the profile picture of the child course character. Ask them what the character's name is. Then ask them if they can remember their answer to the Big Question in Lesson 1.
- Demonstrate the activity with the example, or by doing the first part of the activity with the students. Ask the students to complete the activity, and play the recording.
- Play the recording again if necessary. Then check the students' answers.

- Focus the students on activity 2 and ask them to complete it individually.
- Once the students have completed activity 2, organize them into pairs to do the follow-up speaking activity. (Note that it is a whole class activity in unit 2.)

Further practice

- A worksheet is provided for further practice of the first grammar structure and vocab set of the unit. Worksheets to be downloaded via the access card.

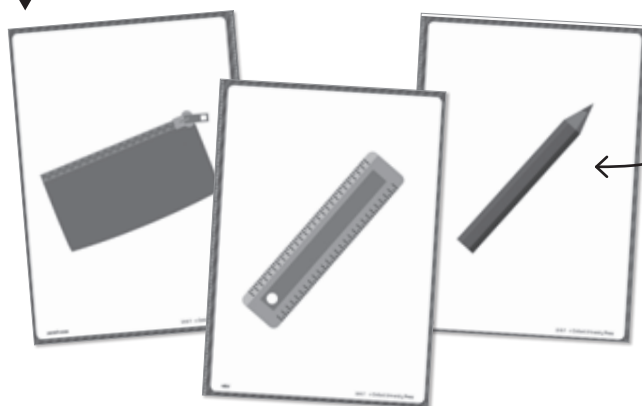
Tour of a unit

Lesson 5 Vocabulary and story

Class Book

A third course character heads up this lesson in each unit. The character presents a story from their own life with a thematic link to their answer to the Big Question in Lesson 1. The story provides exposure to the six new vocabulary items presented and practised in this lesson. The follow-up activities develop integrated skills and include comprehension checking and consolidation of the story.

Flashcards



Use the flashcards from the Classroom Resource Pack to present the vocabulary.

Storycards



Use the storycards from the Classroom Resource Pack to tell the story for the first time.

Play the story recording or use the transcript to tell the story yourself. Questions are provided to check comprehension.

Storycard 6

Class Book Unit 1

Poppy's story
 Poppy's pencil case

Script
 Miss Jones: Who's at the door?

Questions
 Is this the door? Yes.
 Is Poppy happy? No.

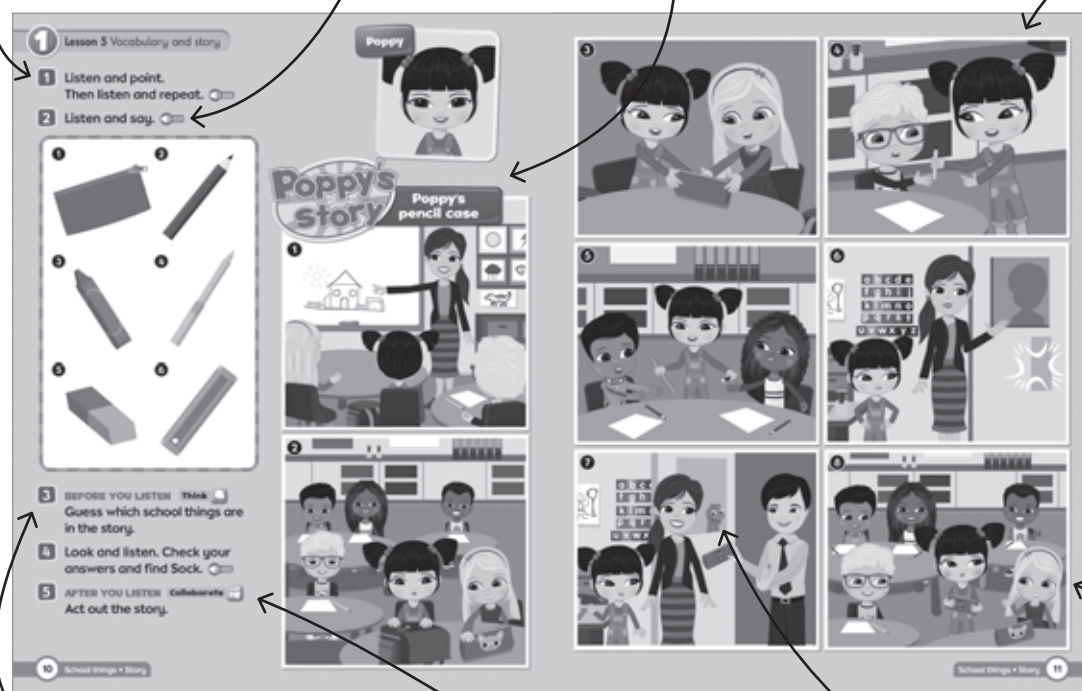
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Presentation of the vocabulary

Controlled oral practice of the vocabulary

Each unit has a story from one of the course characters' lives.

The story contextualizes examples of the vocabulary from this lesson, as well as the new grammar structure presented in Lesson 7. It also reviews language from previous lessons.



Pre-listening task to generate interest and raise expectations for the story

This activity develops creative and collaborative skills.

The students find Sock hidden in one of the frames in each story.

Each story highlights a particular value. Suggestions for how to exploit this value are detailed in the teacher's notes.

Warm up

- Introduce the theme for the lesson, e.g. for Lesson 5 in Unit 1 say, *Let's think about school things!*
- Present the vocabulary using the flashcards for this lesson.

Class Book

- Ask the students to look at the vocabulary pictures and point to the things they hear. Then play the recording. Play the recording a second time and ask the students to look, point and repeat the words.
- Use activity 2 to elicit the vocabulary from the students. You can use the flashcards for this lesson from the Classroom Resource Pack to support the students' answers visually.
- Focus the students on the profile picture of the child course character. Ask them what the character's name is. Then ask them if they can remember their answer to the Big Question in Lesson 1.
- Tell the students that they are going to hear a story about this character. Before they listen, ask them the prediction question in activity 3. Listen to their ideas.

- Tell the students they are going to listen to the story and they can check their ideas.
- Use the storycards to tell the story. Either tell the story yourself, using the script from the reverse side of each card, or play the recording.
- Ask the students the comprehension questions from the reverse side of each storycard.
- Play the recording of the story again for the students to listen and follow in their Class Book. This time ask them to find Sock.
- Ask the children to tell you the number of the story frame where Sock is hiding, or point to him on the corresponding storycard.
- Organize the students into groups to act out the story. See the suggestions for unit 1 on page 46 for how to support the students in the acting out activity.

Further practice

- Suggestions for ways to review and evaluate the story are provided in the teaching notes.

Tour of a unit

Lesson 6 Story and vocabulary

Class Book

This lesson provides further practice of the vocabulary presented in the previous lesson, through a listening activity, a pencil activity and a follow-up speaking activity.

The unit story is reviewed and consolidated.

This activity provides further practice and consolidation of the vocabulary from Lesson 5 in the context of the story.

This activity involves cognitive challenge and develops critical-thinking skills.

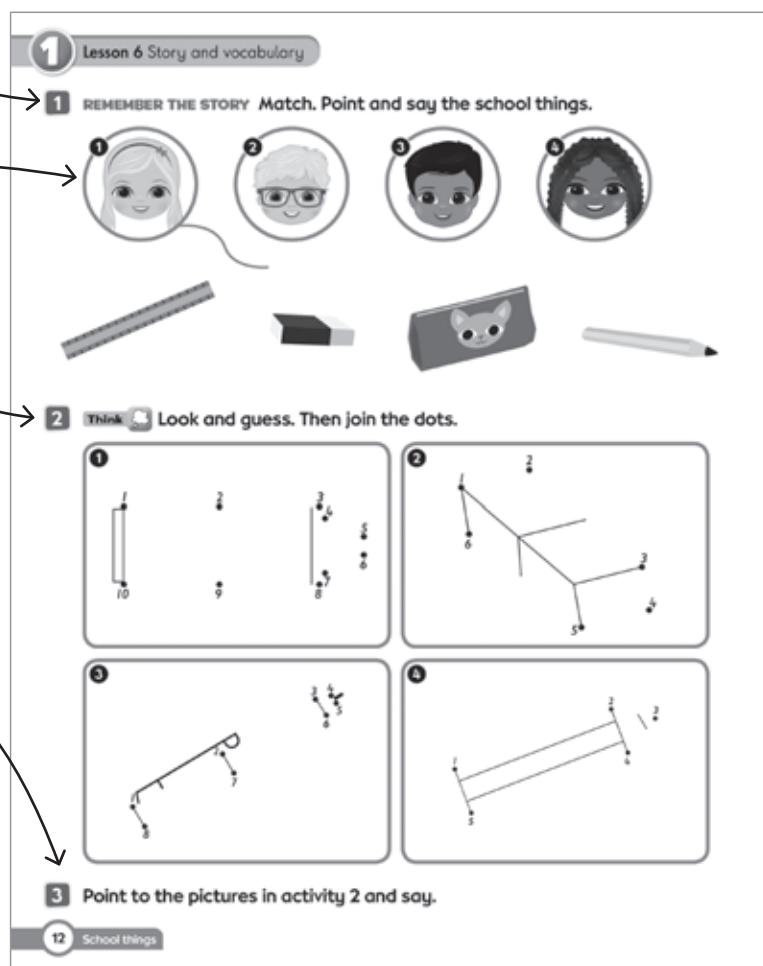
The completed pencil activity provides a new context for further oral practice of the vocabulary.

Worksheets

A worksheet provides further vocabulary practice.

Classroom Presentation Tool (CPT)

A game on the Classroom Presentation Tool provides further vocabulary practice.



Warm up

- Choose a warm-up activity from the teaching notes.

Class Book

- Review the Lesson 5 story by asking the students to listen and follow again in their Class Book, or by telling the story with the storycards and the recording. If using the storycards, stop at certain points during the story telling and ask the children to remember what happens next, i.e. by telling you what is on the picture of the next storycard.
- Focus the students on the pictures in Lesson 6 activity 1. Ask the students to complete the activity.

- Check the students' answers. Then encourage the students to point and say the vocabulary items shown in the pictures.
- Draw the students' attention to activity 2. Demonstrate the first part of the activity if necessary. Then ask the students to complete the activity individually.
- Once the students have completed activity 2, organize them into pairs to do the follow-up speaking activity.

Further practice

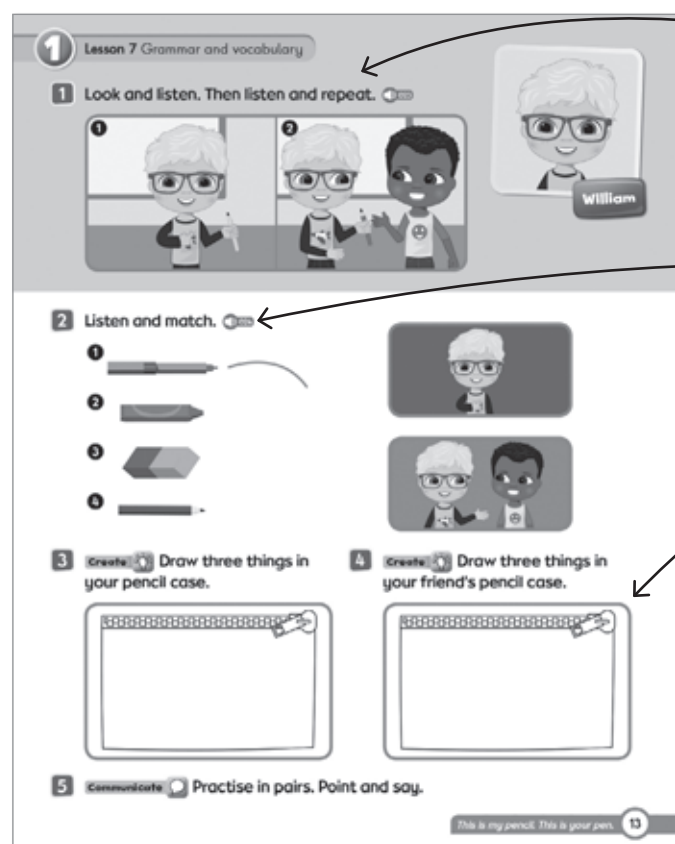
- A worksheet is provided for further practice of the second vocabulary set of the unit. Worksheets to be downloaded via the access card.

Tour of a unit

Lesson 7 Grammar and vocabulary

Class Book

A fourth course character heads up this lesson, the content of which often links to their answer to the Big Question in Lesson 1. The lesson presents a second core grammar structure through a cartoon featuring the course characters. The students then practise the new language aurally and orally, through a listening activity, a pencil activity, and a follow-up communicative activity.



The grammar is once again presented in the context of a fun, character-based cartoon. Examples of this structure were previously contextualized in the Lesson 5 story.

This activity checks the students' understanding of the concept of the new grammar and provides further aural practice.

Activities 3–5 develop creative and communicative skills. Students have the opportunity to personalize what they have learned, and then practise the new grammar.

Worksheets

A worksheet provides further vocabulary and grammar practice.

Classroom Presentation Tool (CPT)

A game on the Classroom Presentation Tool provides further grammar practice.

Warm up

- Choose a warm-up activity from the teaching notes.

Class Book

- Focus the students on the profile picture of the child course character. Ask them what the character's name is. Then ask them if they can remember their answer to the Big Question in Lesson 1.
- Then focus the students on the cartoon and ask them which characters they can see.
- Play the recording and ask the students to listen and follow in their books. Then play the recording again, pausing after each line, and encouraging the students to listen and repeat.
- If you like, organize the students into pairs to act out the cartoon. See the suggestions for ways to do this in the teaching notes.
- Tell the students to look at activity 2 and demonstrate the activity with the example, or by doing the first part

of the activity with the students. Play the recording for the students to complete the activity.

- Play the recording again if necessary. Then check the students' answers.
- Encourage the students to complete the pencil activity (or activities). Ask them to work individually.
- Once the students have completed the pencil activity, organize them into pairs to do the follow-up speaking activity.

Further practice

- A worksheet is provided for further practice of the second vocabulary set and grammar of the unit. Worksheets to be downloaded via the access card.
- A cut-out Communication game, reviewing both vocabulary sets and structures from the unit, is available at the end of the Activity Book.

Tour of a unit

Lesson 8 Cross-curricular

Class Book

This lesson is headed up by a fifth course character, and presents content from key areas of the curriculum, linked to the character's answer to the Big Question. The lesson presents and practises four or five new items of cross-curricular vocabulary. The activities encourage the students to think about the content, and practise and consolidate what they have learned. They also provide opportunities for developing critical-thinking skills and creativity.

This activity introduces the cross-curricular theme.

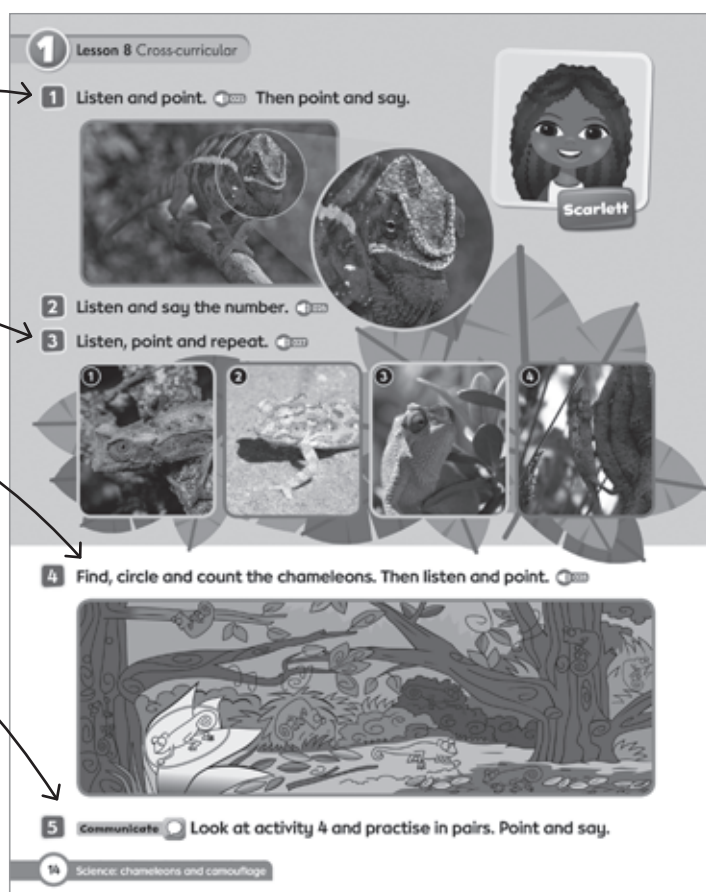
Four or five new items of high frequency vocabulary are introduced and images support understanding of the cross-curricular content.

Pencil activity practising the cross-curricular content

Speaking activity consolidating the cross-curricular content and practising the vocabulary from the lesson

Worksheets

A worksheet provides further practice of the cross-curricular theme.



Warm up

- Choose a warm-up activity from the teaching notes.

Class Book

- Focus the students on the profile picture of the child course character. Ask them what the character's name is. Then ask them if they can remember their answer to the Big Question in Lesson 1.
- Then focus the students on the initial image or images and ask them what they can see. The students can respond in L1 if necessary. Repeat their answers back to them in English.
- Play the recording for the first activity and encourage the students to listen and point. Then play the recording a second time for the students to listen and repeat.

- Present and practise the cross-curricular content through the next activity (or activities). Play the recording and check answers where necessary.
- Ask the students to do the pencil activity individually. Monitor the students as they work.
- Organize the students into pairs or groups, as appropriate, for the final productive activity.

Further practice

- A worksheet is provided for further practice of the cross-curricular content. Worksheets to be downloaded via the access card.

Tour of a unit

Lesson 9 Sounds and review

Class Book

The last lesson features pronunciation practice of an individual letter sound in English and orally reviews all the core vocabulary from the unit through an engaging game. The students are also encouraged to evaluate their own work and the progress they have made over the course of the unit.

1 Lesson 9 Sounds and review

1 Listen and repeat. Then listen and tick ✓.

2 Point and say.

3 Play the game.

4 Evaluate your work in unit 1. Colour. Self-evaluation

The pronunciation of a different letter sound is presented and practised in every unit.

The students practise distinguishing the target letter sound from other letter sounds.

The students are challenged to remember and say the key vocabulary from the unit in a fun board game.

The students colour Sock to rate their own work and progress in this unit in this self-evaluation activity.

Classroom Presentation Tool (CPT)

You can use the Classroom Presentation Tool flashcards to review the vocabulary of this unit.

There is also a review game practising the content of two units after units 2, 4 and 6.

Warm up

- Do the warm-up activity in the teaching notes.

Class Book

- Point to the letter on the sign Miss Jones is holding and demonstrate the letter sound. Then play the first part of the recording, encouraging the students to repeat.
- Explain to the students that they have to look at the pictures and tick the words they hear which have the same letter sound. Demonstrate the task with the example. Then play the second part of the recording while the students listen and tick. Play the recording again, if necessary. Then check the task.
- Encourage the students to practise saying the target letter sound by pointing to the pictures they ticked and saying the words.
- Organize the students into small groups to play the board game. Each group will need a spinner (or die) and each student will need a counter. Explain that the students in each group must place their counters on the first square, then take it in turns to turn the spinner, say the number on the spinner, and move their counter the corresponding number of squares. When a student lands on an image, they must say the word it depicts. If

they can say the word correctly, they can continue on their next turn. If they are unable to say the word, other members of the group should tell them the correct word (or the group should ask the teacher for help). The student then has to say the word correctly on their next turn and not turn the spinner again until their subsequent turn. The first student to reach the finish square wins the game.

- The students then evaluate their work during this unit. Ask them to colour the image of Sock according to his expression, i.e. if they feel their work was excellent, they can colour the first most cheerful image of Sock. If they feel their work was good, they colour the second image, and if they rate their work as OK, they colour the third image.

Further practice

- A review unit, reviewing and practising all the vocabulary and grammar from the unit, is provided at the end of every two units in the Activity Book.

Tests

- At the end of a unit, students can do the unit test. For further information, please see page 19.

Tour of other lessons

Big Projects

Class Book

The Big Projects provide an opportunity for hands-on, student-centred learning and develop the 21st century skills of communication, collaboration and creativity. They also review and practise language from the course to ensure students are equipped linguistically for the productive stages.

The three Big Projects are varied and each one results in a different kind of end product.

In the first project stage students review language they know and, in the case of The Big Project 1, learn and practise new language to help them in their project work.

Presentation and practice of the review language students will need to participate in the final project stage.

The Big Project 1

A sock puppet

Think about it

1 **Think** What colour is Sock? Which body parts has he got? **WHOLE CLASS**

Learn

2 Listen and point. Then listen and repeat. **WHOLE CLASS**

Make

3 Look and listen. **WHOLE CLASS** 4 **Create** Make a sock puppet. **INDIVIDUAL WORK**

Practise

5 Look and listen. Then listen and repeat. **WHOLE CLASS**

Talk

6 **Communicate** Work in groups. Ask and answer. **PROJECT GROUP**

26 The Big Project 1: a sock puppet

The Big Project 1: a sock puppet 27

The Make stage gives the students an opportunity to develop creative skills.

The final stage is social and allows students to share and make active use of their project work, developing skills of collaboration and communication.

Tour of a unit

Lesson 1 Review and song, poem or story

Activity Book

This lesson reviews language from the corresponding Class Book unit in a new context. The language is recycled in a listening text, chosen and presented by one of the children course characters. A varied range of follow up activities practise the language aurally and orally in the new context.

Language from the corresponding Class Book unit is reviewed through different kinds of text types (songs, poems and stories). Storycards are provided for both stories.

Language is recycled in fresh, new contexts in the listening texts.

This activity checks comprehension of the listening text.

1 What colours can you see?

Lesson 1 Review and song

1 Look at the pictures. Say and count the school things. Say the colours.

2 Listen and point.

Jamil's song

1 2 3 4 5 6

3 REMEMBER THE SONG Match. Then listen and check.

5 4 3 2 1

4 Look at activity 3. Draw and colour. Then listen and check.

5 Point to your pictures and say.

6 Listen, point to your pictures and sing the song.

The students practise and consolidate the review language in the new context.

Further speaking practice of the review language is provided.

Warm up

- Review the key vocabulary from the corresponding Class Book unit, using the flashcards.

Activity Book

- Ask the students to look at the course character at the top of the first page. Ask them to remember the character's name. Explain that this character has something to share with the students (a song, a poem or a story).
- Focus the students' attention on the main illustrations on the page. Use the questions in the first activity to introduce the topic and to review vocabulary from previous lessons.
- Tell the students that they are going to hear a song / poem / story.

For the songs and poems, play the recording and ask the students to point to the things in the pictures when they hear them. If you like, play the recording a second time.

For the stories, use the storycards provided the first time you tell the story. You can choose to play the recording or tell the story using the script from the reverse side of each card. Then play the recording a second time, and ask the students to point to the things in the pictures on the page when they hear them.

- Ask the students to do the listening or pencil activity in activity 4 to review and practise the target language.
- Ask the students to do activities 5 and 6 to develop oral communication skills.

Tour of a unit

Lesson 2 Grammar extension and personalization

Activity Book

This lesson builds on the review language from the corresponding Class Book unit, extending it in the new context of the previous lesson. The language extension is achievable and supported, and the carefully-staged activities allow for personalization and creative input from the students.

The students recap the listening text from the previous lesson.

Students' collaboration and creativity is encouraged as they personalize the language they have learned.

This social, presentation-style activity allows students to share and make active use of their creative work.

1 Lesson 2 Grammar extension and personalization

1 Sing Jamil's song on page 6 again.

2 Collaborate Work in groups. Choose five colours. Colour.

3 Use your colours in activity 2. Colour by number.

4 Communicate Look at your picture in activity 3. Practise in pairs. Point and say.

5 Create Plan a new version of Jamil's song in your group. Look at your picture in activity 3 and sing.

6 Collaborate Sing your song for your class.

7 Evaluate your song. Colour. Self-evaluation

Community Task
Make a class song with a verse from each group. Film your song for your school blog.

Number + adjective + noun

Activities 2–4 present and practise the extended grammar, and set up the freer speaking practice in activities 5 and 6.

Students develop learning to learn skills.

This provides an opportunity to extend the presentation task so that it has real aims for outside the classroom.

Warm up

- Review the song, story or poem from the previous lesson as suggested in the teaching notes.

Activity Book

- Ask the students to do review activity 1.
- Guide the students as they do activities 2 and 3, which present and practise the language extension.
- Organize the students into pairs or groups, as appropriate, to do the controlled practice in activity 4.
- Encourage the students to be creative in the next personalized task.

- Organize the students into groups to perform the productive task, using their work and planning from the previous activity.
- You can choose to extend the students' work using the Community Task. See the teaching notes for tips and suggestions.
- Ask the students to evaluate their work in this lesson by colouring the image of Sock according to his expression.

Tour of a unit

Lesson 3 Review and culture

Activity Book

This lesson provides a further review of language from the corresponding Class Book unit, this time in a real-world setting. The lesson is headed up by a child from the wider international community, who shares aspects of everyday life in their home country through photos and a listening text. The follow up activities check comprehension of the text and offer the students an opportunity to respond personally with their own ideas or aspects of their own culture.

Colourful photos bring the target culture to life and provide visual support for the listening.

This lesson features a child from a different country in every unit.

This activity checks comprehension of the culture listening text.

Students have opportunity to personalize what they have learned and / or compare the target culture with their own.

1 Lesson 3 Review and culture

1 Look at the photos. Say what you can see.

2 Listen and point.

About Cara

1 [Photo of schoolyard]

2 [Photo of classroom]

3 [Photo of pencils]

4 [Photo of child writing]

3 Listen and say the number of the photo.

10 This is my school. • Culture: school life (Ireland)

4 Listen to the questions and circle the answers.

1 [Photo of girl]

2 4 3

3 [Photo of girl]

4 [Photo of girl]

5 Create Draw your classroom and your teacher.

6 Communicate Practise in pairs. Point to your picture and say.

11 This is my classroom. This is my teacher.

Warm up

- Review the key vocabulary from the corresponding Class Book unit, using the flashcards.

Activity Book

- Say the name of the child in the profile photo and ask the students to guess which country the child is from. (See the teaching notes.)
- Explain that the students are going to hear the child in the photo talking about everyday life in their country.
- Focus the students on the photographs on the page and ask them what they can see, encouraging them to use English words they know. If they use L1, repeat their answers back to them in English.

- Ask the students to listen to the child talking and point to the photos and the things they can see as they are described. Then play the recording.
- Play the next recording in activity 3, pausing after each sentence. Encourage the children to tell you the number of the photo the sentence refers to.
- Ask the children to look at the pictures in activity 4. Demonstrate the activity with the example. Then play the recording for the students to listen and circle.
- Ask the students to complete the personalization task with their own ideas.
- Organize the students into pairs or small groups to do the final communicative task.

Tour of a unit

Lesson 4 Vocabulary extension and personalization

Activity Book

This lesson further develops the theme and language of the previous lesson. Four to five new vocabulary items are presented and practised through a wide variety of activities which develop 21st century learning skills, and provide links with other key areas of the curriculum, such as art, science and maths.

The new words extend the core vocabulary of the Class Book unit.

The students are encouraged to bring their own thoughts and ideas to the lesson content.

This activity inspires creativity.

Students consolidate, practise and personalize the lesson content.

The lesson content builds on the topic of the previous culture lesson.

Students are exposed to the new vocabulary in a cross-curricular context.

The students' own work provides the impetus for further oral practice of the new vocabulary.

Warm up

- Review the culture text from the previous lesson using the Lesson 3 photos. (See the teaching notes).

Activity Book

- Focus the students on the pictures in activity 1. Ask them to listen and point. Then play the recording. Play the recording a second time, pausing for the students to repeat.
- Ask the students to do activities 2 and 3, demonstrating

them with an example and playing the recording as appropriate. Check the students' answers.

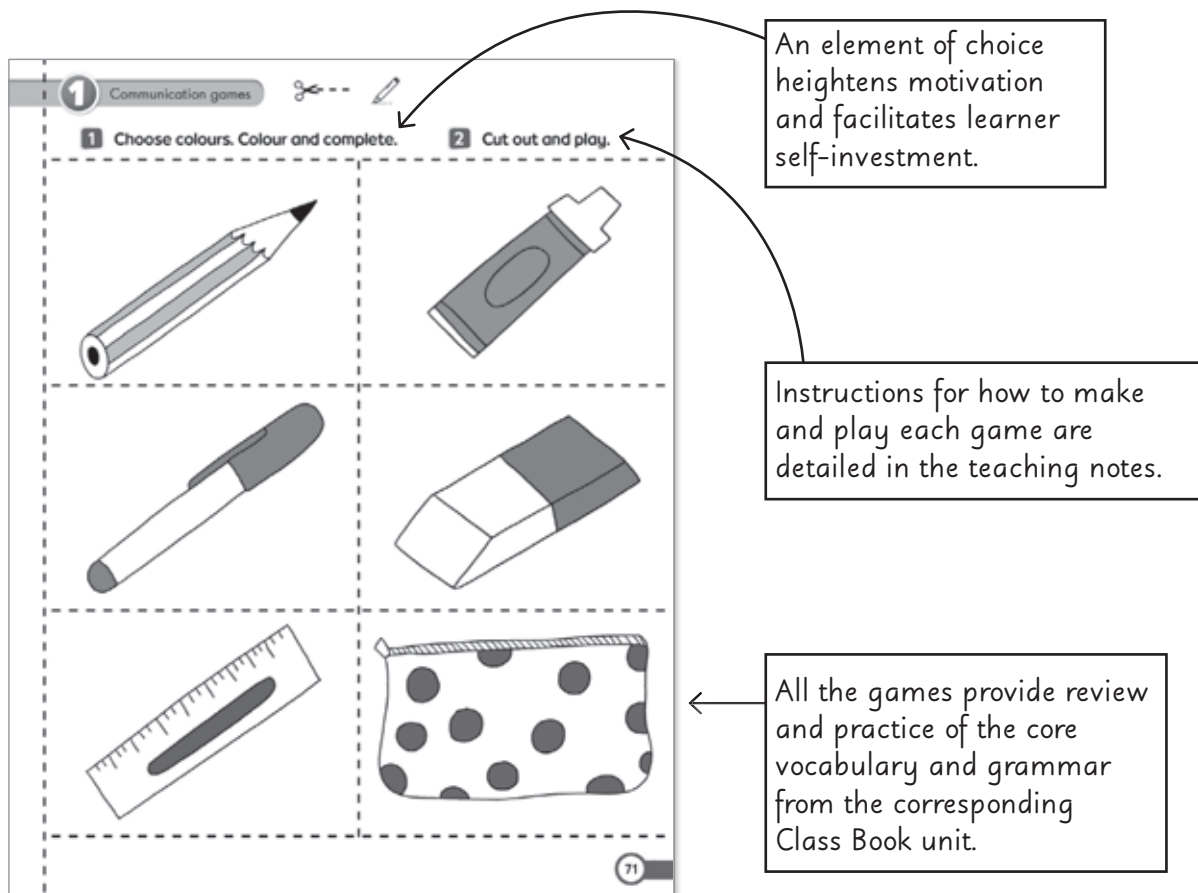
- Remind the students to refer to what they have learned in the previous activities to complete the next pencil activities. Encourage them to use their own ideas and imagination.
- Organize the students into pairs or small groups, as appropriate, to do the final speaking or communicative task. Encourage them to use the vocabulary they have learned in this lesson.

Tour of a unit

Unit 1 Communication game

Activity Book

A cut-out game for each unit is provided at the end of the Activity Book. The games are specially designed so that they thoroughly practise all the vocabulary and grammar from the unit. For some units, where both core lexical sets and structures cannot easily be practised at once, the cut-out is double-sided to create two games. This ensures comprehensive speaking practice of all new language.



Warm up

- The unit cut-out game can be made and played at any point after Class Book Lesson 7, at which point all the core language of the unit has been presented and practised. Begin the lesson by singing the Class Book unit song or by playing one or both of the Class Book unit flashcard games.
- If you choose to play the Communication game on completion of the core Activity Book unit, you can opt to ask one or more groups of students to perform their song or story, or present their creative work, from Activity Book Lesson 2, to begin the lesson.

Activity Book

- In the case of the Unit 1 Communication game, ask the students to colour the cut-out cards using colours of their choice. Then demonstrate how to cut out and make (where necessary) the cut-out.
- Demonstrate the game as suggested in the lesson notes.
- Organize the students into pairs or small groups, as appropriate, to play the game.

Tour of other lessons

Unit review

Activity Book

A two-page unit review is provided at the end of every two units of the Activity Book. These pages review and practise both core sets of vocabulary and structures from each of the corresponding Class Book units. The language is recycled and personalized through a wide variety of pencil activities and communicative practice activities.

This page reviews and practises language from Class Book Unit 1.

Pencil activity to provide a context for speaking practice in activity 2

This page reviews and practises language from Class Book Unit 2.

Personalized speaking practice of the first vocabulary set and structure from the unit

Review Units 1 and 2

1 Follow and colour.

2 Point and say the school things in activity 1. Then point and say what colour they are.

3 Create: Draw your pencil case. Draw your friend's pencil case.

4 Communicate: Practise in pairs. Point to your pictures in activity 3 and say.

22 School things • Colours • It's blue. It's my / your pencil case.

5 Point and say the toys in activity 6.

6 Tick the toys you've got. Then say.

7 Find and circle six differences in picture 2.

8 Point to the differences in activity 7 and say.

23 Toys • Parts of the body • I've got a ball. It's got / It hasn't got ears.

Personalized activity to provide a context for activity 4

This activity practises both vocabulary sets and the first core structure from the unit.

Speaking practice of the second vocabulary set and structure from the unit

This activity practises the second core structure and vocabulary set from the unit.

Pencil activity to provide a context for speaking practice in activity 8

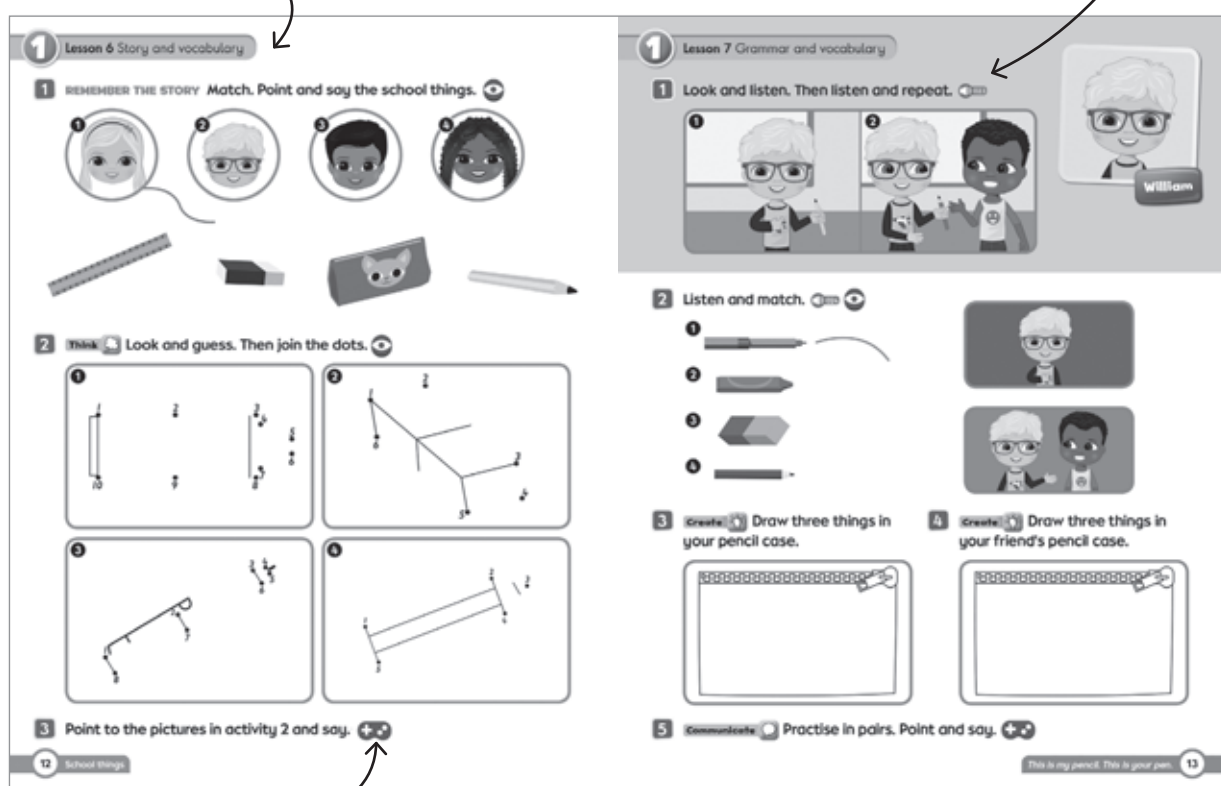
Tour of the Classroom Presentation Tool

Classroom Presentation Tool

The digital Classroom Presentation Tool is for use in conjunction with the Class Book and Activity Book print materials. It is a valuable tool for effective classroom management, providing a clear focus in the classroom and strong visual support for students, as well as extra practice of new language through engaging digital games.

There are on-screen versions of both the Class Book and Activity Book.

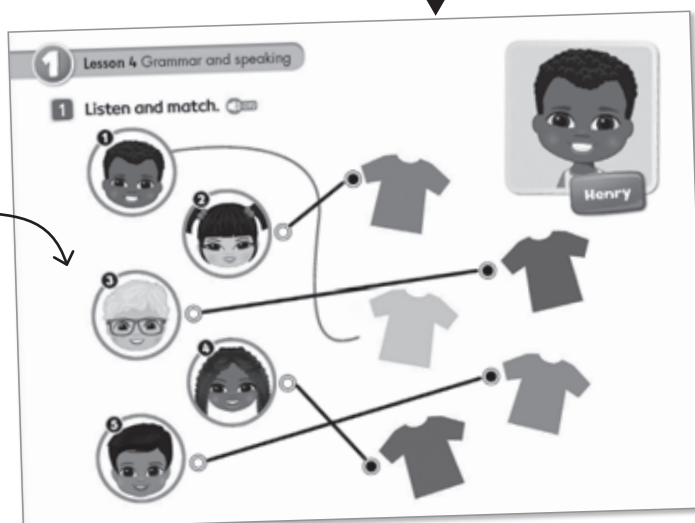
All audio recordings can be accessed via hotspots.



There are fun games to practise key language.

Classroom Presentation Tool (CPT)

The answers for the activities can be displayed.



S Who's here?

Starter

Lesson 1

Functional language and song

Lesson Objectives

Present language for asking people's names and giving your name.

Practise the new language through a song.

Play a game and make a new song.

Language

New: *Hello! Who's here? Who's at the door? What's your name? I'm (Ava).*

(passive) *Here's ..., Listen, teacher*

Before the lesson

To engage the children with the character of Sock you can make a simple Sock puppet (following The Big Project 1 instructions on page 63) for use in the classroom. If you don't have time to make a sock puppet, you can just mime with your hand.

Warm up

Greet the students as they come into the classroom. Say *Hello!* and encourage students to say *Hello!* to you in return. Arrange the students in a circle. Hold up a soft ball or beanbag. Point to a student and say *Hello (student's name)*. Gently toss the ball or beanbag to the student. Encourage the student to greet another student and throw the ball or beanbag to them. Repeat until all students have had a chance to greet someone.

Class Book page 2

1 Listen and point. Then listen and repeat. 001

- Ask students to open their Class Books to page 2. Show the class the pictures of the children. Point to the teacher and explain that this is the children's teacher, Miss Jones. Point to Sock and explain that Sock is a puppet. Miss Jones, Sock and the children are in every unit of *Bright Ideas Starter*.
- Read out the Big Question (*Who's here?*). Tell the students that they are going to learn the children's names. Play the recording and encourage students to point to the correct pictures.

Audio transcript

- The teacher
- Sock
- Ava
- Jamil
- Scarlett
- William
- Poppy
- Henry

2 Listen and point. Then listen and sing. 002

- Tell the students that they are going to listen to a song about the children in the pictures. Play the song once, encouraging students to point to the children in the pictures as they hear their names.
- Teach the students actions for the song (see actions in the audio transcript below).
- Play the song again, and encourage students to do the actions and join in as much as possible. You can play the song as many times as you like, as long as the students are enjoying themselves and trying to join in.

Audio transcript

Here's the teacher and Sock.

Listen! Knock, knock, knock! [cup hand to ear] [make knocking gesture]

Who's at the door? [mime opening a door]

Who's at the door?

What's your name?

I'm Ava!

Here's Ava, the teacher and Sock.

Listen! Knock, knock, knock!

Who's at the door?

Here's one more! [wave]

What's your name?

I'm Jamil!

Here's Jamil, Ava, the teacher and Sock.

Listen! Knock, knock, knock!

Who's at the door?

Here's one more!

What's your name?

I'm Scarlett!

Here's Scarlett, Jamil, Ava, the teacher and Sock.

Listen! Knock, knock, knock!

Who's at the door?

Here's one more!

What's your name?

I'm William!

Here's William, Scarlett, Jamil, Ava, the teacher and Sock.

Listen! Knock, knock, knock!

Who's at the door?

Here's one more!

What's your name?

I'm Poppy!

Here's Poppy, William, Scarlett, Jamil, Ava, the teacher and Sock.

Listen! Knock, knock, knock!

Who's at the door?

Here's one more!

What's your name?

I'm Henry!

Here's Henry, Poppy, William, Scarlett, Jamil, Ava, the teacher and Sock.
Listen! No knock, knock!
Is everyone here?
Is everyone here?
Yes, we're here!
We're ready!

3 Play a game with your teacher. Sing. 🎧 003

- Play a game of *Who's at the door?* If you have a classroom assistant, ask him or her to take six students outside the classroom. Play the gapped version of the song and sing along with the rest of the class. The six students outside the classroom door take it in turns to come into the classroom. They replace the character names with their own names. Continue until all six students have come into the classroom.
- If you don't have a classroom assistant, you can create an imaginary door at the front of the class. Mark it with two chairs. The six students stand in a line outside this imaginary doorway, mime knocking with the second line of the song, and take it in turns to 'come into' the classroom. Repeat this with different groups of six students.

KEY COMPETENCES Cultural awareness and expression

Expressing themselves through music helps students to develop cultural awareness and expression. You can divide the class into groups of six and encourage them to practise the song using their own names (and using a hand to mime Sock). Students can then perform their version of the song for the rest of the class.

Activity Book page 2

1 Listen and point. 🎧 004

- Point to the pictures and ask the students if they can remember any of the children's names.
- Play the recording for the students to listen and point to the correct pictures.

Audio transcript

- 1 What's your name?
I'm Ava.
- 2 What's your name?
I'm Jamil.
- 3 What's your name?
I'm Scarlett.
- 4 What's your name?
I'm William.
- 5 What's your name?
I'm Poppy.
- 6 What's your name?
I'm Henry.
- 7 What's your name?
I'm Sock.
- 8 What's your name?
I'm Miss Jones. I'm the teacher.

2 Point and say the names.

- Point to the pictures and ask students to say the names, first chorally, then individually.

- Ask individual students to point to pictures and say the names.

ANSWERS

- 1 Ava 2 Jamil 3 Scarlett 4 William 5 Poppy
6 Henry 7 Sock 8 Miss Jones

3 Play a game with your teacher.

- Ask students *What's your name?* and encourage them to tell you their name, e.g. *I'm Maria Lopez.*
- Ask half the class to stand in a circle, facing outwards, and the other half of the class to stand in another circle (around the first circle) facing inwards. In this way, each student should be facing another. If there is an odd number of students in the class, stand in a circle yourself, so that everyone has a partner.
- Explain that the students have to ask each other what their name is and answer. Then tell the outer circle to walk around until you say, *Stop!* When you say stop, the students ask the person facing them what their name is and answer. Repeat, sometimes asking the inner circle to walk around and sometimes the outer circle, and varying the amount of time (and the speed) that the students walk.
- If you like (and if you don't need to be part of a circle), you can use music and ask the students to walk around while the music plays and stop when the music stops.

4 Draw yourself. Creativity

- Students draw pictures of themselves.

5 Practise in pairs. Point and say. Communication

- Students take turns to show their pictures to their partners and say *I'm (Carlos).*
- Encourage students to move around the class, showing their pictures to other students and asking and answering about their names.

Lesson 2
Vocabulary and stickers

Lesson Objectives

Present and practise numbers 1–10.

Do a sticker activity.

Play a numbers game.

Language

New: *one, two, three, four, five, six, seven, eight, nine, ten*

Review: *What's your name? I'm (Ava).*

Warm up 🎧 002

Play the song from Lesson 1 of the Starter Unit. Encourage students to join in as much as possible. Ask students around the class *What's your name?* and encourage them to answer.

Class Book page 3

1 Listen and point. Then listen and repeat. 🎧 005

- Play the recording and encourage students to point to the correct numbers.

- Play the recording again for students to repeat the numbers. Encourage students to repeat the numbers chorally first, then individually.
- Point to the numbers in order for the students to say them, then point to the numbers in random order and ask students to say them.

Audio transcript

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

2 Listen and point. Then listen and chant. 006

- Play the recording and ask students to point to the numbers as they hear them.
- Play the recording again for students to join in with the chant. Encourage them to hold up the correct number of fingers as they say the chant.

Audio transcript

1, 2, 3, 4, 5

6, 7, 8, 9, 10

Again! (x4)

1, 2, 3, 4, 5

6, 7, 8, 9, 10

Stop!

3 Put on the stickers. Then point and say the numbers.

- Show the students the silhouettes. Tell them to turn to the back of their Activity Books and find the stickers. Students place the stickers on the correct silhouettes.
- Invite individual students to point to the stickers and say the numbers. Then encourage students to take turns to point to the stickers and say the numbers in pairs.

ANSWERS

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Activity Book page 3

1 Look and listen. Say which number is missing. 007

- Ask the students to look at the numbers 1–10 and say them with you in order. Ask them to say the numbers very slowly, very fast, very quietly or loudly, and then backwards.
- Play the recording. Students follow the numbers in their books and call out the missing number in each sequence.

Audio transcript

1, 2, 3, 4, 5, 6, 7, 8, 10

1, 2, 3, 4, 5, 7, 8, 9, 10

1, 3, 4, 5, 6, 7, 8, 9, 10

2, 3, 4, 5, 6, 7, 8, 9, 10

ANSWERS

9, 6, 2, 1

KEY COMPETENCES Mathematical competence

Finding missing numbers in a sequence helps students to develop mathematical competence. Write some more number sequences (from 1–10) on the board and ask students to call out the missing numbers. You can play this as a game in two teams, writing sequences on the board for each team in turn and awarding one point for each correct number.

2 Play a game with your teacher.

- Demonstrate the game by saying the numbers 1–10 with one number missing (as in the audio transcript in activity 1). Encourage the students to tell you which number is missing.
- Then ask individual students to do the same, saying the numbers 1–10, but missing one out for the rest of the class to identify.

3 Count and write the numbers.

- Students count the number of children in each picture and write the numbers in the boxes.

4 Practise in pairs. Point to the pictures in activity 3 and say. Communication

- Students compare their answers in activity 3 in pairs, by pointing to the children in each picture and saying the number.

KEY COMPETENCES Mathematical competence

Counting items helps students to develop mathematical competence. Ask students to count more groups of items (books, pens, etc.) in the classroom and call out the numbers.

Lesson 3 Vocabulary and story

Lesson Objectives

Present and practise feelings vocabulary.

Develop listening and speaking skills.

Check and consolidate understanding of *The teacher's story*.

Language

New: *How are you? I'm happy / sad / cold / hot / thirsty / hungry.*

Review: numbers 1–10

Passive: *What's the matter? Oh dear. Don't cry. Here's another chair. Let's close the window. Take off your jacket. Have some water. What about you two? OK. Let's start again. Fine, thank you.*

Warm up 006

Play the chant from Lesson 2 and encourage the students to join in. Play a game of *Bingo!* from the Ideas bank on page 107, using numbers 1–10.

1 Listen and point. Then listen and repeat. 008

Audio transcript

- 1 I'm happy!
- 2 I'm sad!
- 3 I'm cold!
- 4 I'm hot!
- 5 I'm thirsty!
- 6 I'm hungry!

2 Listen and say. 009

- Play the recording, pausing after each number for the students to point to the corresponding picture and say the correct phrase.

Audio transcript

- Number 6
Number 3
Number 2
Number 4
Number 1
Number 5

ANSWERS

I'm hungry!, I'm cold!, I'm sad!, I'm hot!, I'm happy!,
I'm thirsty

3 BEFORE YOU LISTEN Guess which characters are in the story. **Critical Thinking**

KEY COMPETENCES Learn to learn

Asking the students to look at pictures and make guesses about what will happen in a story teaches them to look for and make the most of visual clues when they approach a text for the first time. It also helps them to develop the critical-thinking sub-skill of making predictions.

4 Look and listen. Check your answers and find Sock. 010

- Use the storycards to tell the story. Follow the storycard teaching steps in the Tour of the unit on page 25.
- Ask students whether their guesses in activity 3 were correct. Ask them to point to and name the characters in the story.
- Ask students to find Sock in the story and say the number for the frame Sock is in (frame 6).

Audio transcript

The teacher's story: *How are you today?*

Miss Jones Hello everyone! How are you today?

Scarlett I'm sad!

Miss Jones Oh dear, Scarlett! What's the matter?

Scarlett Look at my chair.

Miss Jones Don't cry. Here's another chair.

Ava I'm cold.

Miss Jones Oh dear, Ava. Let's close the window!

William I'm hot!

Miss Jones Oh dear, William. Take off your jacket.

Jamil I'm thirsty.

Miss Jones Oh dear, Jamil. Have some water.

Jamil Thank you.

Miss Jones What about you two?

Poppy I'm happy.

Henry I'm happy too!

Miss Jones Well, that's OK then ... So let's start again.
How are you?

Class Fine, thank you!

Miss Jones Phew!

VALUES Take the opportunity to highlight the value in the story. Ask the students how each of the children in the story feels. Ask them if they (the students) feel happy all the time. Establish that nobody feels happy all the time and that it's normal to have different feelings. Explain that when we don't feel happy we can tell somebody and ask for help.

5 AFTER YOU LISTEN Act out the story.

Collaboration

- Organize the students into groups of seven.
- Ask the students to decide who is going to play each role (Miss Jones, Poppy, Ava, William, Jamil, Scarlett and Henry). The student playing Miss Jones can mime the character of Sock.
- Tell the students that they are going to listen to the story again and just do actions, according to their allocated character.
- Ask all the groups to stand up. Play the story, leading the class by doing relevant actions as they listen.
- Tell the students they are now going to join in with the words of the story. To do this, you might find it easier if you ask the students to form character groups, e.g. group all the Miss Jones characters together, all the Scarlett characters together, etc. Play the story again and encourage the students playing each character to join in with the words and do their actions.
- Finally, ask the students to work in their original groups and practise acting out the story by themselves. It doesn't matter if they can't remember every single word of the story, but encourage them to say as much as they can and have fun!
- If the class doesn't easily divide into seven, either join in with one group yourself or ask some students to play more than one role.

Activity Book pages 4–5

1 Listen and circle. 011

- Play the recording for the students to circle the correct picture in each pair.
- Point to each of the circled pictures in turn and ask *How are you today?* Encourage the students to say the correct phrase.

Audio transcript

- 1 I'm sad.
- 2 I'm hot.
- 3 I'm thirsty.
- 4 I'm hungry.
- 5 I'm happy.
- 6 I'm cold.

ANSWERS

Pictures to be circled: 1 sad boy 2 hot girl 3 thirsty boy
4 hungry boy 5 happy boy 6 cold girl

TIP To provide further practice of the new feelings words, you can play a game of *Mime the word* from the Ideas bank on page 106. Display the feelings flashcards around the classroom. Mime one of the feelings. The students point to the corresponding flashcard and call out the word. Invite students to mime feelings for the rest of the class to guess.

2 REMEMBER THE STORY Match. Point and say the feelings.

- Students can look back at the story on pages 4 and 5 of their Class Books to help them complete the activity. They draw lines to match the children to the feelings, then work in pairs, taking turns to point to children and say the feelings words.
- Ask *How is (Scarlett) today?* about each of the children. Encourage students around the class to answer.

ANSWERS

Scarlett is sad. (4) Ava is cold. (2) William is hot. (3) Jamil is thirsty. (5) Poppy and Henry are happy. (1)

3 Listen and say the number. 012

- Explain the difference between *fine* and *happy* to the students. *Fine* is a very typical response to the question *How are you?* which British people use. It means generally OK. In contrast, *happy* is more than just *fine* or OK.
- Students listen and say the numbers for the corresponding pictures.

Audio transcript

- A How are you?
B I'm cold!

- A How are you?
B I'm happy!

- A How are you?
B I'm hungry!

- A How are you?
B I'm fine!

- A How are you?
B I'm sad!

- A How are you?
B I'm thirsty!

- A How are you?
B I'm hot!

ANSWERS

4, 2, 6, 1, 3, 7, 5

4 How are you today? Tick ✓ or cross X the pictures in activity 3.

- Tell the students that there are no right or wrong answers to this activity. They should tick the feelings which are true for them.

ANSWERS

Students' own answers

5 Look and listen. Then listen and repeat. 013

- Play the recording for the students to listen and look at the cartoon in their books.
- Play the recording again, pausing after each sentence for the students to repeat.

Audio transcript

- 1 A How are you?
B I'm fine. I'm happy!
2 B How are you?
3 A I'm hot! I'm thirsty!

6 Practise in pairs. Look at your ticks ✓✓ in activity 3. Ask and answer. Communication

- Students use their ticks in activity 3 to act out their own dialogues, taking turns to ask and answer about how they are feeling.
- Invite confident pairs to model their dialogues for the rest of the class to observe.
- Praise the students for their work in this unit.

KEY COMPETENCES Social and civic competences

Asking people how they are is polite behaviour. You can practise this by asking students how they are at the start of each lesson, and encouraging them to ask each other and respond appropriately.

1

What colours can you see?

Class Book

Lesson 1

Vocabulary and chant

Lesson Objectives

Introduce colours vocabulary.

Practise the new vocabulary through a chant.

Play a colours game.

Language

New: *red, blue, yellow, pink, green, orange, purple, grey;*
What colour(s) can you / I see?

Warm up

Introduce the theme for the lesson. Say *Let's think about colours!* Present the vocabulary using the flashcards for this lesson. Ask, in L1 if necessary, *What colours do you know?* The students can say any colours they already know in English (from pre-primary, for example), or alternatively say colours in L1. Display the corresponding colour flashcards, and say the names of the colours clearly in English. Repeat with any remaining colour flashcards.

Class Book page 6

1 Listen and point. Then listen and repeat. 🎧 014

- Ask the students to look at the opening page. Read out the Big Question for this unit and check they understand what it means.
- Play the recording for the students to listen and point to the pictures on the whiteboard in the illustration. Play the recording a second time and ask the students to listen and point again, this time repeating the words.

Audio transcript

Miss Jones What colours can you see?

1 Scarlett Red!

2 Ava Blue!

3 Henry Yellow!

4 Poppy Pink!

5 William Green!

6 Jamil Orange!

7 Sock Purple!

8 Miss Jones And ... grey! Well done!

2 Listen and point. Then listen and chant. 🎧 015

Audio transcript

Red, green, pink,
Blue, yellow, purple,
Grey and orange, too.

KEY COMPETENCES Cultural awareness and expression

Setting words and phrases to music can help students to remember language, and allow them to develop their skills in cultural expression. Ask students to think of a tune for the chant. They can do this in pairs or groups. Invite students to sing the chant to the class using their tunes.

3 Play a game with your teacher.

- Hold the colour flashcards in a pile with the top card facing you, so students can't see it. Ask *What colour can I see?* Encourage students to guess the colour. When they guess correctly, show the flashcard.
- Continue the game, using all the flashcards. Invite individual students to come up one at a time and look at a card for the rest of the class to guess the colour.
- Ask the students the Big Question for this unit, and encourage them to tell you their own answers.

Further practice

Play a game of *Pass the flashcards* from the Ideas bank on page 107 for further practice of the new colours vocabulary.

Lesson 2

Vocabulary and stickers

Lesson Objectives

Practise using the new colours vocabulary.

Develop listening and speaking skills.

Complete a sticker activity.

Language

Review: *red, blue, yellow, pink, green, orange, purple, grey;*
What colours can you see?

Warm up 🎧 015

Play the chant from Lesson 1 and encourage the students to join in as much as possible. Play the game from Lesson 1 activity 3 again. Alternatively, you can play *Bingo!* from the Ideas bank on page 107 to review the colours vocabulary.

Class Book page 7

1 Listen and circle the missing colour. 🎧 016

- Ask *What colours can you see?* Encourage students to point to the crayons and say the words.
- Play the recording for the students to listen and point to the colours they hear.
- Play the recording again for the students to circle the colour which is not mentioned in each group of crayons.
- Ask students to point to the circled crayons in each group and say the colours.

Audio transcript

- 1 yellow, blue, orange
- 2 pink, red, grey
- 3 orange, green, purple
- 4 grey, red, green
- 5 blue, green, orange
- 6 pink, yellow, red

ANSWERS

1 green 2 blue 3 yellow 4 purple 5 pink 6 grey

2 Put on the stickers. Then point and say the colours.

- Show the students the silhouettes. Explain that they need to turn to the back of their Activity Books and find the colour stickers. Students place the stickers on the correct silhouettes.
- Invite individual students to point to the stickers and say the colours. Then encourage students to take turns to point to the stickers and say the colours in pairs.

ANSWERS

1 blue 2 purple 3 orange 4 grey 5 green
6 yellow 7 red 8 pink

KEY COMPETENCES Digital competence

The cognitive element to this sticker activity demands that the students work with visual clues, which is a key skill in information and communication technology.

Further practice

The students are now ready to do the Vocabulary 1 worksheet.

Lesson 3 Grammar and song

Lesson Objectives

Present and practise asking and answering about your favourite colour.

Practise the new question and answer through a song.

Play a game to practise the new question and answer.

Language

New: *What's your favourite colour? It's (blue).*

Review: *red, blue, yellow, pink, green, orange, purple, grey*

Warm up 015

Play the chant from Lesson 1 and encourage the students to join in as much as possible. Play the game from Lesson 1 activity 3 again.

Class Book page 8

1 Look and listen. Then listen and repeat. 017

Audio transcript

- 1 What's your favourite colour?
- 2 It's blue!

TIP Mixed-ability teaching

- Support less confident students by dividing them into a Sock group and an Ava group. Play 017 again and firstly just encourage the groups to act out the cartoon in turn without speaking. You can lead them by doing appropriate actions for each part. Then play the recording again and this time ask the groups to do the actions and join in speaking with the audio in turn.
- Stretch more confident students by putting them in pairs. Play 017 again and encourage the students to join in saying their character's line with the audio. Then play the recording for the students to practise acting out the cartoon in their pairs. Stretch students by suggesting they substitute the colour (blue) in the cartoon with another colour. Students can then act out their new cartoons for the rest of the class.

2 Listen and point. Then listen and sing. 018

Audio transcript

Children Red, pink, green, purple and grey,
Orange and yellow too.
What's your favourite colour?
Your favourite colour.
What's your favourite colour?
Ava It's blue! (x2)

KEY COMPETENCES Cultural awareness and expression

Learning new vocabulary through songs and singing those songs in class helps students to develop cultural awareness and expression, as they learn to express thoughts and ideas through music. If you like, you can ask students to change the last line of the verse to make it about themselves (using their own favourite colours). Then invite volunteers to sing the last line after the whole class has sung the rest of the verse.

3 Play a game with your teacher.

- Display the colour flashcards around the classroom (as far apart as possible). Invite a student to come to the front of the class. Ask the student *What's your favourite colour?* The student replies *It's (orange)*. The rest of the class point to the correct flashcard. The student at the front of the class then goes to stand next to the corresponding flashcard to confirm which is the correct flashcard. Repeat the game with other students.

Further practice

The students are now ready to do the Song worksheet.

Lesson 4

Grammar and speaking

Lesson Objectives

- Practise asking and answering about your favourite colour.
- Develop listening and speaking skills.
- Do a communication activity in pairs.

Language

Review: *What's your favourite colour? It's (blue); red, blue, yellow, pink, green, orange, purple, grey*

Warm up 018

Play the song from Lesson 3. Pause the recording before the last line of each verse and point to individual students. The students call out their own favourite colours. Play the game from Lesson 3 activity 3 with the class.

Class Book page 9

1 Listen and match. 019

- Point to the pictures of the children. Ask the students if they can remember the children's names.
- Play the recording for the students to listen and point to the correct children and T-shirts. Then play it again, pausing after each exchange for the students to draw lines to match the children to their favourite colours.
- Check answers by asking students to point to the children and the matching T-shirts and say the names and the colours.

Audio transcript

- 1 **Teacher** What's your favourite colour, Henry?
Henry It's yellow!
- 2 **Teacher** What's your favourite colour, Poppy?
Poppy It's pink!
- 3 **Teacher** What's your favourite colour, William?
William It's red!
- 4 **Teacher** What's your favourite colour, Scarlett?
Scarlett It's purple!
- 5 **Teacher** What's your favourite colour, Jamil?
Jamil It's green!

ANSWERS

1 yellow 2 pink 3 red 4 purple 5 green

2 Draw yourself. Colour your T-shirt your favourite colour. Creativity

- Move around the class as students draw and colour their pictures. Ask *What's your favourite colour?* Encourage students to point to their pictures and answer.

3 Ask and answer. Communication

Draw your friend. Colour their T-shirt their favourite colour. Creativity

- Ask a student *What's your favourite colour?* Draw a quick sketch of the student and colour the T-shirt in your picture to illustrate the student's answer. Then students complete the activity in pairs.

KEY COMPETENCES Learn to learn

Personalizing language helps students to remember new words and structures. Ask students to move around the class, asking and answering questions with other students (e.g. *What's your favourite colour? It's (green).*) and showing their pictures.

Further practice

The students are now ready to do the Vocabulary and Grammar 1 worksheet.

Lesson 5

Vocabulary and story

Lesson Objectives

- Present and practise vocabulary for school things.
- Develop listening and speaking skills.
- Check and consolidate understanding of *Poppy's story*.

Language

New: *pencil case, pencil, crayon, pen, rubber, ruler*; (passive) *This is my (pencil case).*

Review: *yellow, red, blue, grey, orange, pink*

Warm up

Introduce the theme for the lesson. Say *Let's think about school things!* Present the vocabulary using the flashcards for this lesson. Hold up a pencil case with school things inside and ask, in L1 if necessary, *What school things do you know?* The students can say any school things they already know in English, or say words in L1. Display the corresponding flashcards, and say the words clearly in English. Repeat for the remaining school things flashcards.

Class Book pages 10–11

1 Listen and point. Then listen and repeat. 020

Audio transcript

- 1 pencil case 2 pencil 3 crayon 4 pen
5 rubber 6 ruler

2 Listen and say. 021

- Play the recording for the students to listen and point to the correct pictures. Then play the recording again and ask the students to say the word for the correct school thing. Use the school things flashcards to support students' answers.

Audio transcript

It's yellow. It's red. It's blue. It's grey. It's orange. It's pink.

ANSWERS

pen, pencil, rubber, ruler, crayon, pencil case

3 BEFORE YOU LISTEN Guess which school things are in the story. Critical Thinking

- Students can place their own school things on their desks to show their guesses, then compare guesses with a partner by saying the words for the items they have chosen.

4 Look and listen. Check your answers and find Sock. 022

- Use the storycards to tell the story. (See Tour of the unit, page 25.)
- Ask students whether their guesses in activity 3 were correct. Ask them to point to and name the school things in the story.
- Ask students to find Sock in the story and say the number for the frame Sock is in (Frame 7).

TIP If students answer any questions in L1, recast their answers in English and encourage them to repeat after you. In this way, L1 can be used as a bridge to learning English. When recasting single words / short phrases, use gesture and mime to support meaning.

Audio transcript

Poppy's story: *Poppy's pencil case*

- 1 **Miss Jones** Hello everybody! Let's draw a picture!
- 2 **Poppy** Hey! Where's my pencil case?
- 3 **Poppy** This is my pencil case!
Ava No, Poppy! This is my pencil case!
- 4 **Poppy** This is my pencil!
William No, it isn't! This is my pencil!
- 5 **Poppy** But this is my ruler and this is my rubber!
Jamil No, this is my ruler.
Scarlett And this is my rubber.
- 6 **Miss Jones** Who's at the door?
- 7 **Miss Jones** It's Poppy's daddy.
Mr Wu Hello! Sorry, Miss Jones. Poppy, this is your pencil case!
- 8 **Poppy** Oh dear! Sorry, everybody!
Class It's OK, Poppy!

VALUES Ask the students how Poppy feels at the end of the story. In L1, ask them why she says, *Sorry!* to her classmates. Establish that it's good to say, *I'm sorry* when we have made a mistake or done something wrong.

5 AFTER YOU LISTEN Act out the story. Collaboration

- Organize the students into groups of seven.
- Ask the students to decide who is going to play each role (Miss Jones, Poppy, Ava, William, Jamil, Scarlett and Mr Wu). The student playing Miss Jones can mime the character of Sock.
- Tell the students that they are going to listen to the story again and do the actions of their character.
- Ask all the groups to stand up. Play the story, leading the class by doing relevant actions as they listen.
- Tell the students they are now going to join in with the words of the story. To do this, you might find it easier if you ask the students to form character groups, e.g. group all the Poppy characters together, all the Miss Jones characters together, etc. Play the story again and encourage the students playing each character to join in with the words and do their actions.
- Finally, ask the students to work in their original groups and practise acting out the story by themselves. It doesn't matter if they can't remember every single word of the story, but encourage them to say as much as they can and have fun!

- If the class doesn't easily divide into seven, either join in with one group yourself or ask some students to play more than one role.

KEY COMPETENCES Social and civic competences

Understanding how people feel is an important part of developing social and civic competences. Ask students how they think the people in the story feel. Ask them how they can show these feelings through actions and facial expressions. Encourage the students to use these actions and facial expressions when they act out the story.

Further practice

Place the storycards on a desk, in jumbled order. Ask the students to put the storycards in order.

Ask the students to tell you the number of the frame which shows their favourite part of the story. Alternatively, you can show each storycard in turn, and ask students to raise their hands when you show their favourite.

Ask the students to score the story points out of five to show how much they liked it.

Lesson 6 Story and vocabulary

Lesson Objectives

- Review and practise school things vocabulary.
- Develop speaking skills.
- Develop critical-thinking skills.

Language

Review: *pencil case, pencil, crayon, pen, rubber, ruler*

Warm up

Review the school things vocabulary from Lesson 5 by playing *Memory game* from the Ideas bank on page 107, using the school things flashcards. Tell the students to close their eyes. Remove the items from the desk. The students open their eyes and say which items were on the desk. Replace the items as the students name them.

Class Book page 12

- Review the Lesson 5 story using the storycards or the Class Book.

1 REMEMBER THE STORY Match. Point and say the school things.

- Tell students to match the children to the school things. They can look back at the story in Lesson 5 to help them.
- Ask students to point to the school things and say the words.

ANSWERS

1 pencil case 2 pencil 3 ruler 4 rubber

2 Look and guess. Then join the dots. Critical Thinking

- Before the students join the dots, encourage them to look at the numbers and dots and think about which school things the dots might form.

KEY COMPETENCES Sense of initiative and entrepreneurship

Making predictions and forming expectations prior to doing a task encourages a positive attitude towards problem solving. Don't tell the students if their ideas are correct before they join the dots, but when they have finished the pencil activity, discuss with them which of the objects they guessed correctly and what helped them.

3 Point to the pictures in activity 2 and say.

- Students point to the completed pictures in activity 2 and name the school things.

ANSWERS

1 crayon 2 rubber 3 pen 4 pencil

TIP Play a game of *Draw and guess* from the Ideas bank on page 106 to review the school things vocabulary.

Further practice

The students are now ready to do the Vocabulary 2 worksheet.

Lesson 7 Grammar and vocabulary

Lesson Objectives

Present and practise a new grammar structure.

Develop listening and speaking skills.

Do a communication activity in pairs.

Language

New: *This is my pencil. This is your pen.*

Review: *pencil case, pencil, crayon, pen, rubber, ruler*

Warm up 022

Have students act out the story from Lesson 5 again, in their original groups. Support them by playing the recording, if necessary. Alternatively, you can play *Slow reveal* from the Ideas bank on page 107 with the school things flashcards.

Class Book page 13

1 Look and listen. Then listen and repeat. 023

- Play the recording for the students to listen and look at the cartoon. Then play the recording again, pausing after each line for the students to listen and repeat.
- Make sure the students understand that we use *my* to talk about our own things, and *your* to talk to someone else about their things. Demonstrate with school things in the classroom, holding up your things or students' things and making sentences with *my* or *your*.

Audio transcript

- This is my pencil.
- This is your pencil.

TIP Mixed-ability teaching

- Support less confident students by asking them to each place a pencil on the desk in front of them. Play 023 again and encourage the students to join in saying the lines with the audio and pointing to their pencils and their partner's pencils.
- Stretch more confident students by dividing them into pairs and suggesting they substitute the pencils in the cartoon with other school things (e.g. two rubbers / rulers / crayons), and take turns to play the role of William in their pairs. Students can then act out their new cartoons for the rest of the class.

2 Listen and match. 024

- Point to the pictures of the school things and ask the students to name the items. Show the class the picture of William and the picture of William with Henry. Explain that, when William is talking about his things (using *my*), he is on his own. When he talks about Henry's things (using *your*), he's with Henry. The students need to listen and draw lines from the school things to the correct pictures.
- Do the example with the class, then play the recording for the students to complete the activity.
- Check answers by asking students to point to the correct pictures and say the sentences.

Audio transcript

- This is your pen.
- This is my crayon.
- This is my rubber.
- This is your pencil.

3 Draw three things in your pencil case. Creativity

- Students choose and draw three of their own school things.

4 Draw three things in your friend's pencil case. Creativity

- Students choose and draw three of their friend's school things.

5 Practise in pairs. Point and say. Communication

- Students take turns to point to items they have drawn in activities 3 and 4 and make sentences using *my* or *your*.

Further practice

The students can now play the Communication game on page 71 of their Activity Books. See notes on page 52. The students are now ready to do the Vocabulary and Grammar 2 worksheet.

Lesson 8 Cross-curricular

Lesson Objectives

Learn about chameleon camouflage.

Review and practise colour vocabulary.

Develop listening, speaking and communication skills.

Language

New: *chameleon, branch, ground, plant, tree, brown*

Review: *red, blue, yellow, green, grey*

Warm up 015

Play the chant from Lesson 1 again. Review the colour vocabulary and the school things vocabulary from this unit by playing *I spy colours!* from the Ideas bank on page 106.

Class Book page 14

1 Listen and point. 025 Then point and say.

- Play the recording for the students to listen and point to the colours as they hear them.
- Ask individual students to point to the colours and say them.

Audio transcript

This is a chameleon. It's red, blue, yellow, grey and green.

2 Listen and say the number. 026

- Play the recording, pausing after each item for the students to point to the correct picture and say the number.

Audio transcript

Can you see the chameleon?

The chameleon is green.

The plant is green too.

Can you see the chameleon?

The chameleon is grey.

The tree is grey too.

Can you see the chameleon?

The chameleon is yellow, orange and brown.

The ground is yellow, orange and brown too.

Can you see the chameleon?

The chameleon is brown.

The branch is brown too.

ANSWERS

3, 4, 2, 1

3 Listen, point and repeat. 027

Audio transcript

branch, ground, plant, tree

CROSS-CURRICULAR NOTE Chameleon camouflage

Chameleons are a type of lizard. They live in warm habitats, such as rainforests and deserts. Some species of chameleon can change their skin colour, using colour patterns of pink, blue, red, orange, green, black, brown, yellow and purple. Chameleons change colour for camouflage, and some chameleons also show darker colours when they are angry, or trying to scare other animals. Desert chameleons change to black when it's cooler (to absorb heat), or to a light grey when it's hot (to reflect heat).

KEY COMPETENCES Basic competences in science

Learning about chameleon camouflage helps students to develop basic competences in science. In L1, ask students if they can think of any other animals which use camouflage. Ask the students how camouflage can help animals (it helps them to hide from other animals).

TIP Curriculum link

If the students are learning science in their own language at school, encourage them to tell their science teacher what they know about chameleons. If possible, ask their science teacher to tell them more about animal camouflage.

4 Find, circle and count the chameleons. Then listen and point 028

Audio transcript

The chameleon is yellow. The plant is yellow.

The chameleon is grey. The ground is grey.

The chameleon is brown. The tree is brown.

The chameleon is green. The branch is green.

5 Look at activity 4 and practise in pairs. Point and say. Communication

- The students take turns to point to the chameleons in activity 4 and make sentences, e.g. *The chameleon is yellow. The plant is yellow.*

Further practice

The students are now ready to do the CLIL worksheet.

Lesson 9 Sounds and review

Lesson Objectives

Present and practise the pronunciation of the sound /p/.

Review and practise colours and school things vocabulary.

Review the unit 1 grammar structures (*What's your favourite colour? It's (blue). / This is my pencil. This is your pen.*)

Self-evaluate progress.

Language

Review vocabulary: *red, blue, yellow, pink, green, orange, purple, grey; pencil case, pencil, pen, crayon, rubber, ruler*

Review grammar: *What's your favourite colour? It's (blue). This is my pencil. This is your pen.*

Warm up

Review the language from unit 1 by playing a game of *True or false?* from the Ideas bank on page 106. Hold up school things and say, e.g. *This is my / your (crayon). It's (red).* Invite confident students to make more sentences for the rest of the class to say *True* or *False*. Alternatively, you can play the Communication game from page 71 of the Activity Book.

Class Book page 15

1 Listen and repeat. Then listen and tick ✓. 029

Audio transcript

Listen and repeat this sound: *p*.

And again: *p*.

Now listen and tick the words with *p*.

1 pink 2 blue 3 purple 4 pen 5 rubber 6 pencil

2 Point and say.

- Students point to and say the words with the /p/ sound, first chorally, then individually.

3 Play the game.

- Follow the instructions in the Tour of a unit on page 29.

4 Evaluate your work in unit 1. Colour.

- Students colour the picture which best shows how they feel about their work in unit 1.

SELF-EVALUATION This self-evaluation activity encourages the students to reflect on their learning. Discuss the students' ratings with them. Ask them to think about what they would like to improve on in the next unit, and encourage them to take pride in the things they have done well.

TIP You might like to set up a system for students to tell you more regularly and immediately how they are coping in class activities. Distribute small green, orange and red pieces of card per student (or three black and white pictures of Sock for each student to colour green, orange and red). Then after a lesson, you can ask, *How do you feel about your work today?* and encourage the students to hold up red for OK, orange for good or green for excellent. You can also choose to pause during an activity and ask for a show of cards to gauge how the students are managing.

Further practice

Play a game of *Number words* or *Noughts and crosses* from the Ideas bank on page 107 for further practice of the unit 1 vocabulary.

Unit test

The students are now ready to do the unit test.

Activity Book

Lesson 1

Review and song

Lesson Objectives

- Review colours and school things vocabulary.
- Practise the colours and school things vocabulary through a song.
- Review numbers 1–5.

Language

Review vocabulary: *red, blue, yellow, pink, green, orange, purple, grey; pencil case, pencil, pen, crayon, rubber, ruler; numbers 1–5*

Warm up

Play *Stop the cards* from the Ideas bank on page 107. Use the colours flashcards and the school things flashcards.

Activity Book pages 6–7

1 Look at the pictures. Say and count the school things. Say the colours.

- Explain that Jamil likes this song and is sharing it with the class.
- Introduce the theme for the lesson. Ask *What colours can you remember? What school things can you remember?* Prompt the students with the unit 1 flashcards. Then complete the activity.

2 Listen and point. 🎧 030

Audio transcript

Five yellow pencils in my pencil case.
Five yellow pencils in my pencil case.
Five yellow pencils in my pencil case.
(There's) lots of space
In my pencil case.

Four blue crayons in my pencil case.
Four blue crayons in my pencil case.
Four blue crayons in my pencil case.
(There's) lots of space
In my pencil case.

Three purple pens in my pencil case.
Three purple pens in my pencil case.
Three purple pens in my pencil case.
(There's) lots of space
In my pencil case.

Two red rubbers in my pencil case.
Two red rubbers in my pencil case.
Two red rubbers in my pencil case.
(There's) lots of space
In my pencil case.

One grey ruler in my pencil case.
One grey ruler in my pencil case.
One grey ruler in my pencil case.
(There's) no more space
In my pencil case.

ANSWERS

1 pencils 2 crayons 3 pens 4 rubbers 5 ruler

3 REMEMBER THE SONG Match. Then listen and check. 🎧 030

- Students draw lines to match the numbers to the colours and school things, according to the song lyrics.
- Play the song again for students to check their answers.

ANSWERS

1 grey ruler 2 red rubbers 3 purple pens
4 blue crayons 5 yellow pencils

4 Look at activity 3. Draw and colour. Then listen and check. 🎧 030

- Students draw and colour the correct number of school things in each box, according to the song lyrics.

ANSWERS

See answers in activity 3.

5 Point to your pictures and say.

- Students point to their pictures and say, e.g. *five yellow pencils*, etc.

6 Listen, point to your pictures and sing the song. 🎧 030

- Play the recording for students to point to their pictures as they sing the song.

Lesson 2

Grammar extension and personalization

Lesson Objectives

Review colours and school things vocabulary.

Practise the additional grammar structure of number + adjective + noun (e.g. three red rubbers).

Create and perform a personalized song.

Language

Review vocabulary: *red, blue, yellow, pink, green, orange, purple, grey; pencil case, pencil, pen, crayon, rubber, ruler; numbers 1–5*

New grammar: *Five yellow pencils, four blue crayons*

Warm up 🎧 030

Divide the class into two groups. Ask the first group to listen for colours and the second group to listen for school things. Tell the students to stand up, turn around and sit down again when they hear a colour (group 1) or a school thing (group 2). Play the song from Lesson 1 for the students to listen for their words.

Activity Book pages 8–9

Extension

1 Sing Jamil's song on page 6 again. 🎧 030

- Play the song again. Encourage students to sing along and point to the correct pictures on page 6 of their Activity Books.

2 Work in groups. Choose five colours.

Colour. Collaboration

- Divide the class into groups of four or five. The groups choose five colours and colour one circle in each colour.

3 Use your colours from activity 2. Colour by number.

- Students then colour the picture in activity 3 using the correct colour for each number, according to their coloured circles.

4 Look at your picture in activity 3. Practise in pairs. Point and say. Communication

- Students work in pairs, taking turns to point to items in their pictures in activity 3 and say sentences, e.g. (*Five (yellow) (crayons).*)

Personalization

5 Plan a new version of Jamil's song in your group. Look at your picture in activity 3 and sing. Creativity

- The students should stay in their groups from activities 2–4 to plan their versions of Jamil's song.
- Put the number 5 flashcard, the yellow flashcard and the pencil flashcard in a row on the board.
- Play verse 1 of Jamil's song, pointing at the flashcards on the board and encouraging the students to join in.
- Ask one of the groups to tell you which school item they can see five of in the picture they coloured in activity 3 (crayons). Replace the flashcard of the pencil on the board with the crayon flashcard. Ask the same group what colour they coloured the crayons. Change the colour flashcard from the yellow one on the board to the colour they say.
- Play the first verse of the karaoke version of the song. Encourage the group to sing their version of the first verse, e.g. *five (red) crayons in my pencil case*, etc.
- Repeat this procedure for all the verses of the song, asking different groups to sing their versions according to their picture in activity 3.
- Then ask the students to practise their own versions of the song in their groups, using their pictures. By this time, the students will know the tune and can sing quietly in groups without the audio.

6 Sing your song for your class. 🎧 031 Collaboration

- Ask a group to come to the front and sing their version of the whole song. Ask one student to hold up their picture (or the corresponding flashcards) while they sing. Play the karaoke version of the song to accompany them, encouraging the other students in the class to join in with the performing group's new words. Ask other groups to sing their song, perhaps as a warmer to begin the next couple of lessons.

COMMUNITY TASK Each group of students chooses one verse from their song. Organize the groups in order, and have them practise their combined song, with each group singing one verse. When the students are ready, film the song using a digital / video camera or a mobile phone. You can load the video onto a computer so that the students can watch it together. If you have a school website or blog, you can upload the video so that students can send the link to their family members.

7 Evaluate your song. Colour.

- Students colour the picture which best shows how they feel about their song.

Lesson 3

Review and culture

Lesson Objectives

Review colours and school things vocabulary.

Learn about a school in the UK.

Talk about your classroom and teacher.

Language

Review vocabulary: *red, blue, yellow, pink, green, orange, purple, grey; pencil case, pencil, pen, crayon, rubber, ruler; numbers 1–5*

New grammar: *Five yellow pencils, four blue crayons*

Warm up

Play *Memory game* from the Ideas bank on page 107. Use the colours flashcards and the school things flashcards.

Activity Book pages 10–11

1 Look at the photos. Say what you can see.

SUGGESTED ANSWERS

school, classroom, pens, crayons, pencils, pencil

CULTURE NOTE Tell the students that the girl in the photo is Cara and that she is from Ireland. Ask the students if they know where Ireland is. Explain that Ireland is a small country in the north of Europe. Northern Ireland is part of the UK, but Southern Ireland is not. People in Ireland speak English, but many also speak the Irish language.

2 Listen and point. 🎧 032

Audio transcript

- 1 This is my school. I'm at school today. I'm happy!
- 2 This is my classroom. And this is my teacher. Look! One, two, three, four children.
- 3 Look! Pens and pencils. Orange, yellow, green, purple and blue! My favourite colour is blue.
- 4 This is my pencil. It's yellow. Let's draw a picture!

ANSWERS

1, 2, 3, 4

3 Listen and say the number of the photo. 🎧 033

Audio transcript

Orange, yellow, green, purple and blue!
This is my teacher.
This is my pencil.
This is my school.

ANSWERS

3, 2, 4, 1

4 Listen to the questions and circle the answers. 🎧 034

Audio transcript

- 1 How is Cara today?
- 2 How many children are there?
- 3 What's Cara's favourite colour?
- 4 What colour is Cara's pencil?

ANSWERS

1 happy 2 4 3 blue 4 yellow

5 Draw your classroom and your teacher. Creativity

- Ask the students to draw their own classroom and their teacher.

- You can choose to extend this and the following task by asking students to draw some of their school friends in the picture too.

6 Practise in pairs. Point to your picture and say. Communication

- Ask a student to come to the front of the class and hold up their picture. Encourage them to point to the relevant parts of their picture and say, *This is my classroom* and *This is my teacher*.
- If you chose to extend activity 5, ask students to count the number of school friends they have drawn and say, e.g. *Three children!*
- Ask the students to make sentences about their pictures in pairs.

TIP Mixed-ability teaching

Stretch more confident students by inviting them to show their pictures to the class and say sentences about them.

Lesson 4 Vocabulary extension and personalization

Lesson Objectives

Review colour and numbers 1–10.

Present new vocabulary (*big, small, circle, triangle, line*).

Draw a picture of an owl using circles, triangles and lines.

Language

New vocabulary: *big, small, circle, triangle, line*

Review vocabulary: colours, numbers 1–10

Warm up

Review the Lesson 3 listening text using the photos on page 10. Point to the profile photo and the photos in activity 2 and ask questions, e.g. Profile photo: *Who's this? Where is she from?* Photo 1 in activity 2: *What's this? (A school)* Photo 2: *Who's this? (The teacher)* Photo 3: *What colour are the pens? (Various)* Photo 4: *What's this? (A pencil)*.

Activity Book pages 12–13

Extension

1 Listen and point. Then listen and repeat. 🎧 035

Audio transcript

- 1 A big circle.
- 2 A small circle.
- 3 A big triangle.
- 4 A small triangle.
- 5 A line.

2 Number the pictures in order. Critical Thinking

- Students think about the process of drawing an owl and number the coloured boxes next to the pictures.

3 Listen and check. 036

Audio transcript

- 1 orange
Two lines and four small triangles
- 2 yellow
Two small triangles and one big triangle
- 3 green
Three lines
- 4 blue
Two big circles
- 5 purple
Four small circles and a triangle
- 6 pink
Two lines and five small triangles. It's an owl!

Personalization

4 Look at the pictures in activity 2. Draw an owl. Creativity

- Ask the students to say what shapes they can see in the pictures in activity 2.
- Tell the students to use circles, triangles and lines to draw their own pictures of an owl.

5 Look at your picture. Count and write the numbers.

- Students count the circles, triangles and lines in their pictures in activity 4 and write the numbers next to the corresponding shapes.

6 Colour your picture.

- Students personalize the owl using their own choice of colours.

7 Point and say the colours and shapes in your picture.

- Students work in pairs, taking turns to point to and say the shapes in their pictures. Encourage students to say whether each circle and triangle is big or small.

Lesson 5 Communication game

Lesson Objectives

Practise the key language of unit 1 through a Communication game.

Language

Review vocabulary: *red, blue, yellow, pink, green, orange, purple, grey; pencil case, pencil, pen, crayon, rubber, ruler*
Review grammar: *What's your favourite colour? It's (blue). This is my pencil. This is your pen.*

This lesson can be used any time after Class Book Lesson 7 (when all the unit grammar has been presented and practised).

Warm-up

Sing the song from unit 1, Lesson 3. Play the flashcard game(s) from unit 1 Lesson 1 and / or Lesson 3. If you have completed the Activity Book unit, ask one or more groups of students to perform their song from Activity Book, Lesson 2.

Activity Book page 71

1 Choose colours. Colour and complete.

- Students choose colours to complete the pictures of the school things. They then cut out their cards.

TIP Students can mark the backs of their cards with their initials or a symbol, so that they can find their own cards again once they have finished playing the games.

2 Cut out and play.

- Demonstrate an activity using your own set of cards (or by borrowing a set of cards from a student). Hold up a card and say, e.g. *This is my pencil case. It's blue and yellow.* Encourage students to hold up their own pencil case cards and say the colour, e.g. *This is my pencil case. It's blue and pink.* Students can then do this activity in pairs.
- Ask a student to come to the front of the class and bring their set of cards. Ask the student to hold out the cards to you so that you can't see what's on them (like a deck of playing cards). Take a card and describe it to the student, e.g. *This is your ruler. It's red and brown.* Encourage the rest of the class to do the same activity in pairs.
- Now ask two students to demonstrate a game using two sets of cards. Both sets of cards are placed face down on the desk. The two players take it in turns to pick a card, look at it and describe it, e.g. *This is my pencil. It's yellow and red.* or *This is your rubber. It's pink and green.* etc. When the player picks one of their own cards, they keep it. When the player picks one of their opponent's cards, they have to put it back face down on the desk. The first player to collect all their own six cards wins the game.

TIP For a non-competitive version of the game, when a player picks one of their opponent's cards, they can give it back to their partner.

- You can also use the cards to play *Pelmanism* or *Snap*. Pairs of school things are made regardless of different colours, but the students have to describe both cards each time they make a pair, in order to keep the cards. In *Pelmanism*, they describe a card as soon as they've picked it up. In *Snap*, they say *Snap!* first, then describe both cards in order to keep them.

KEY COMPETENCES Social and civic competence

As the students are playing the games, encourage good social and interpersonal skills, e.g. turn taking and patience while their partner is playing.

Further practice

Use the communication game cards to play a guessing game to practise the structure *This is your (pen).* Demonstrate the game with a student. Hold out a set of communication game cards, facing the cards away from the student (or place them face down on a desk). The student points to one of the cards and tries to guess what it is, e.g. *This is your (ruler).* If they guess correctly, they keep the card. If they guess incorrectly, you keep the card. Then swap roles and repeat the procedure.

Divide the class into pairs to play the game. The game continues until one player has won all their opponent's cards.

2

What's your favourite toy?

Class Book

Lesson 1

Vocabulary and chant

Lesson Objectives

Introduce toys vocabulary.

Practise the new vocabulary through a chant.

Play a mime game to practise the new vocabulary.

Language

New: *plane, robot, rollerblades, doll, scooter, football, teddy, puppet; What's your favourite toy?*

Warm up

Introduce the theme for the lesson. Say *Let's think about toys!* Present the vocabulary using the flashcards for this lesson. Ask, in L1 if necessary, *What toys do you know?* The students can say any words for toys they already know in English, or say words in L1. Display the toys flashcards, and say the names of the toys clearly in English.

Class Book page 16

1 Listen and point. Then listen and repeat. 037

- Ask the students to look at the opening page. Read out the Big Question for this unit and check they understand what it means.
- Play the recording for the students to point to the pictures on the whiteboard in the illustration. Play the recording again for the students to repeat the words.
- Ask the students if they heard what the teacher's favourite toy was (*a puppet*). Ask them why they think the teacher's favourite toy is a puppet (*Because Sock is a puppet!*).

Audio transcript

Miss Jones What's your favourite toy?

- Jamil** A plane!
- Poppy** A robot!
- William** Rollerblades!
- Ava** A doll!
- Henry** A scooter!
- Scarlett** A football!
- Sock** A teddy!
- Miss Jones** A puppet! Well done, everyone!

2 Listen and point. Then listen and chant. 038

Audio transcript

A robot, a puppet,
A scooter.
Can you see a football?
Can you see a plane?
A teddy, a doll,
Rollerblades.
Can you see the toys?
Let's play a game!

3 Play a game with your teacher.

- Hold the toys flashcards in a pile with the top card facing you, so students can't see it. Mime being or playing with the toy on the card at the top of the pile.
- When students guess the correct toy, show them the flashcard. Repeat the procedure for all the flashcards.
- Invite individual students to come to the front of the class. Show them a flashcard and ask them to mime the toy for the rest of the class to guess.
- Ask the students the Big Question for this unit, and encourage them to tell you their own answers.

KEY COMPETENCES Learn to learn

Assigning actions to words helps students to remember the words and their meanings. Encourage students to think of an action for each of the new toys words. Play the chant in activity 2 again for the students to say the words and do their actions.

Further practice

Play *Draw and guess* from the Ideas bank on page 106 or *Jump the rope* from the Ideas bank on page 107 for further practice of the new toys vocabulary.

Lesson 2

Vocabulary and stickers

Lesson Objectives

Practise using the new toys vocabulary.

Develop listening and speaking skills.

Complete a sticker activity.

Language

Review: *plane, robot, rollerblades, doll, scooter, football, teddy, puppet; What's your favourite toy*

Warm up 038

Play the chant from Lesson 1 activity 2 and encourage the students to join in as much as possible. Play the game from Lesson 1 activity 3 again. Alternatively, play *Stop the cards* from the Ideas bank on page 107 to review the toys vocabulary.

Class Book page 17

1 Listen and say the number. 039

Audio transcript

plane, doll, scooter
plane, football, puppet
rollerblades, teddy, plane
puppet, doll, robot
scooter, robot, football
rollerblades, football, teddy

ANSWERS

3, 5, 6, 1, 4, 2

2 Put on the stickers. Then point and say the toys.

- Show the students the silhouettes. Explain that they will find the stickers at the back of their Activity Books. Students place the stickers on the correct silhouettes.
- Invite individual students to point to the stickers and name the toys. Then encourage students to take turns to point to the stickers and name the toys in pairs.

ANSWERS

1 robot 2 football 3 teddy 4 rollerblades
5 scooter 6 plane 7 doll 8 puppet

Further practice

The students are now ready to do the Vocabulary 1 worksheet.

Lesson 3 Grammar and song

Lesson Objectives

Present and practise talking about possessions using *I've got*.
Practise the new structure through a song.
Play a game to practise the new structure.

Language

New: *I've got a football. I've got rollerblades.*

Review: *plane, robot, rollerblades, doll, scooter, football, teddy, puppet*

Warm up 038

Play the chant from Lesson 1 and encourage the students to join in as much as possible. Play the game from Lesson 1 activity 3 again.

Class Book page 18

1 Look and listen. Then listen and repeat. 040

Audio transcript

- 1 I've got a football.
- 2 I've got rollerblades.

TIP Mixed-ability teaching

- Support less confident students by dividing the class into a Sock group and a William group. Play 040 again and encourage the groups to join in saying their character's line with the audio.
- Stretch more confident students by dividing the class into pairs, and assigning a character (Sock or William) to each student in each pair. Play the recording for the students to practise acting out the cartoon in their pairs. Stretch them by suggesting they substitute the toys in the cartoon with other toys. Students can then act out their new cartoons for the rest of the class.

2 Listen and point. Then listen and sing. 041

Audio transcript

Chorus

I've got rollerblades.

One, two rollerblades.

I've got rollerblades.

One and two.

I've got rollerblades.

One, two rollerblades.

My rollerblades are red and blue.

I've got a scooter.

I've got a plane.

I've got a robot. It's grey.

I've got a teddy.

A football and a doll.

I've got a puppet. Let's play!

Chorus

3 Play a game with your teacher.

- Put one of the toys flashcards in a bag without the students seeing what it is. Say a true or false sentence about the toy in the bag, e.g. *I've got a (plane)*. The students have to guess and say *True!* or *False!*
- Reveal the flashcard. If the sentence was true, say *True! I've got a (plane)!* If the sentence was false, say *False! I've got a (scooter)*.
- Invite individual students to come to the front of the class and hide a flashcard in the bag, then say a true or false sentence to the rest of the class.
- If you like, you can divide the class into two teams to play this game. Invite a student from Team A to come to the front of the class, hide a flashcard and say a true or a false sentence to Team B. If Team B answers correctly, they score a point. Continue with students from each team, taking turns to come to the front and hide a flashcard. The team with the most points wins.

KEY COMPETENCES Social and civic competence

When you play games in class, encourage the students to practise good social and interpersonal skills, e.g. taking turns, praising other players when they win a point, being a good loser, etc.

Further practice

The students are now ready to do the Song worksheet.

Lesson 4 Grammar and speaking

Lesson Objectives

Practise asking and answering about your toys.
Develop listening and speaking skills.
Do a communication activity in pairs.

Language

Review: *I've got a (scooter). It's (blue). plane, robot, rollerblades, doll, scooter, football, teddy, puppet; colours*

Warm up 041

Play the song from Lesson 3 for students to join in as much as possible. Play the game from Lesson 3 activity 3.

Class Book page 19

1 Follow. Then listen and colour. 042

- The students follow the routes to the toys.
- Play the recording for the students to listen and colour the toys.

Audio transcript

- 1 **Scarlett** I've got a football. It's yellow.
2 **Jamil** I've got a puppet. It's green.
3 **Ava** I've got a plane. It's pink.
4 **Poppy** I've got a teddy. It's orange.
5 **Henry** I've got a scooter. It's red.

ANSWERS

- 1 football, yellow 2 puppet, green 3 plane, pink
4 teddy, orange 5 scooter, red

2 Draw a toy you've got. Creativity

- Move around the class as students draw their toys. Ask *What's this?* about their pictures.

3 Find two children in your class with the same toy.

Point and say. Communication

- Students walk around the classroom telling each other what they've got (e.g. *I've got a plane.*) until they find two other students with the same toy. They then sit down with the students whose drawings match theirs.

TIP Ask the students to just draw their toy in activity 2. If they want to colour it, they can do so afterwards, otherwise they may spend too much time on their pictures. Invite students to show their coloured pictures to the class and say *I've got a (teddy). It's (blue).*

KEY COMPETENCES Learn to learn

Drawing and colouring activities provide an opportunity for personalization. Personalizing the language they have learned in the unit encourages the students to take ownership of their language learning.

Further practice

The students are now ready to do the Vocabulary and Grammar 1 worksheet.

Lesson 5 Vocabulary and story

Lesson Objectives

- Present and practise vocabulary for parts of the body.
- Develop listening and speaking skills.
- Check and consolidate understanding of *Henry's story*.

Language

New: *head, eyes, ears, tail, body, legs; spider*; (passive) *It's got (a blue head).*

Review: *I've got a scooter. I've got rollerblades.*

Warm up

Introduce the theme for the lesson. Say *Let's think about the body!* Present the vocabulary using the flashcards for this lesson. Ask the students, in L1 if necessary, *What parts of*

the body do you know? The students can say any words they already know in English, or say words in L1. Display the parts of the body flashcards, and say the words clearly in English.

Class Book pages 20–21

1 Listen and point. Then listen and repeat. 043

Audio transcript

- 1 head 2 eyes 3 ears 4 tail 5 body 6 legs

2 Listen and say. 044

Audio transcript

- number 6, number 3, number 2, number 4, number 1, number 5

ANSWERS

legs, ears, eyes, tail, head, body

3 BEFORE YOU LISTEN Guess which toys are in the story. Critical Thinking

- Students can discuss their guesses with a partner, then tell the class their ideas. Stick toys flashcards on the board to show the students' guesses.

4 Look and listen. Check your answers and find Sock. 045

- Use the storycards to tell the story. Use the storycards to tell the story. (See Tour of the unit, page 25.)
- Ask students whether their guesses in activity 3 were correct. Ask them to name the toys in the story.
- Ask students to find Sock in the story and say the number for the frame Sock is in (Frame 2).

Audio transcript

Henry's story: *The lost toy*

- 1 **Henry's mummy** Oh no! Where's Boo's favourite toy?
William I've got rollerblades ...
Henry and I've got a scooter. Let's look for Boo's toy!
2 **Henry** It's got a blue head and it's got a blue body.
3 **William** Hey! That toy has got a blue head and a blue body.
4 **Henry** No, that isn't Boo's toy. Boo's toy hasn't got a tail.
5 **William** Is that Boo's toy? It's got a blue head and a blue body. And it hasn't got a tail.
6 **Henry** No, that isn't Boo's toy. Boo's toy hasn't got two legs. It's got eight legs.
William EIGHT legs?
7 **Henry** Yes ... And here it is!
William Oh! It's a spider!
8 **Henry** Here's your toy, Baby Boo.
Henry's mummy Oh, thank you, boys! Well done!

VALUES Ask the students how the baby and Henry's mum feel at the beginning of the story and at the end of the story. In L1, ask the students why Henry's mum says, *Thank you* to Henry and William. Establish that it's good to help the people in our family when we can.

5 AFTER YOU LISTEN Act out the story. Collaboration

- Organize the students into groups of three (Henry, William and Boo's mum). Then follow the role-play steps as outlined for unit 1 on page 46.

- If the class doesn't easily divide into three, you can include a Baby Boo character in some groups. The students playing Baby Boo should do actions and mime the Sock character.

KEY COMPETENCES Basic competences in science

Learning the names for parts of the body helps students to develop basic competences in science. Practise the parts of the body vocabulary by playing *Sock Says* from the Ideas bank on page 106, using instructions such as (*Sock says*) *touch your ears!*

Further practice

Play *What is it?* from the Ideas bank on page 109. Describe toys from the story (e.g. *It's got a blue head and a blue body. It's got a tail.*) Students call out the number of the frame that the toy is in.

Ask the students to tell you the number of the frame which shows their favourite part of the story. Alternatively, you can show each storycard in turn, and ask students to raise their hands when you show their favourite.

Ask the students to score the story points out of five to show how much they liked it.

Lesson 6 Story and vocabulary

Lesson Objectives

- Review and practise parts of the body vocabulary.
- Develop speaking skills.
- Develop critical-thinking skills.

Language

Review: *head, eyes, ears, tail, body, legs*

Warm up

Review the parts of the body from Lesson 5. Play *What's missing?* from the Ideas bank on page 107. Review the Lesson 5 story using the storycards or the Class Book.

Class Book page 22

1 REMEMBER THE STORY Circle the toys from the story. Point and say the body parts.

- When the students have circled the toys from the story, ask them to say which body parts the circled toys have, e.g. (Teddy) *ears, eyes, a head, a body, legs*. (Dinosaur) *head, eyes, body, legs, tail*. (Spider) *head, eyes, body, legs*.
- The teacher can also ask how many of some of the body parts the toys have, e.g. (Teddy) *How many ears?* (Dinosaur) *How many legs?* (Spider) *How many legs?*

ANSWERS

Circled toys: 4, 8, 9

2 Find and match. Critical Thinking

- Point to the first small picture (*eyes*). Ask students to look at the toys and say which toy has the same eyes. Show the students the example line.

- Students then complete the puzzle by drawing lines from the small pictures to the toys with the same parts of the body.

ANSWERS

Lines drawn as follows: eyes to (4) doll, tail to (1) rabbit, legs to (2) doll, head to (6) rabbit, body to (5) teddy, ears to (3) teddy

KEY COMPETENCES Learn to learn

Puzzle activities encourage students to develop skills of concentration and deduction, which are vital in developing problem-solving skills.

3 Point to the small pictures in activity 2 and say.

- Students point to the small pictures in activity 2 and name the parts of the body.

ANSWERS

eyes, tail, legs, head, body, ears

Further practice

The students are now ready to do the Vocabulary 2 worksheet.

Lesson 7 Grammar and vocabulary

Lesson Objectives

- Present and practise a new grammar structure.
- Develop listening and speaking skills.
- Do a communication activity in pairs.

Language

New: *It's got legs. It hasn't got a tail.*

Review: *head, eyes, ears, tail, body, legs*

Warm up 045

Have the students act out the story from Lesson 5 again, in their original groups. You can support them by playing the recording if necessary. Alternatively, you can play *Find the cards* from the Ideas bank on page 107 with the parts of the body flashcards.

Class Book page 23

1 Look and listen. Then listen and repeat. 046

- Demonstrate with the robot, doll, teddy and puppet flashcards, making sentences about what body parts each toy has / hasn't got.

Audio transcript

- 1 I've got a doll. It's got a head. It's got eyes. It's got ears. It's got a body. It's got legs.
- 2 It hasn't got a tail!

TIP Mixed-ability teaching

- Support less confident students by playing 046 again and encouraging the students say the lines with the audio until they feel confident.
- Stretch more confident students by suggesting they substitute the toy in the cartoon with a different toy. Students can draw a picture of their toy, then act out their new cartoon for the rest of the class.

2 Listen and circle. 047**Audio transcript**

- 1 It hasn't got legs.
- 2 It's got a tail.
- 3 It's got a pink head.
- 4 It hasn't got a green body.
- 5 It hasn't got eyes.
- 6 It's got ears.

ANSWERS

- 1 picture 2
- 2 picture 1
- 3 picture 1
- 4 bottom picture
- 5 picture 1
- 6 picture 2

3 Draw. **Creativity**

- Students complete the pictures by drawing the mirror image of the completed half of each toy.

KEY COMPETENCES Mathematical competence

Drawing mirror images introduces students to the property of symmetry in geometry and helps them explore the effects of shape transformations, as well as enabling them to practise their fine motor skills.

4 Practise in pairs. Point and say. **Communication**

- Students take turns to point to the pictures in activity 3 and say what body parts each toy has / hasn't got. Encourage students to use full sentences.

SUGGESTED ANSWERS

Robot: It's got a head. It's got a body. It's got two legs. It hasn't got eyes. It hasn't got ears. It hasn't got a tail.
Puppet: It's got ears. It's got a head. It's got eyes. It's got a body. It's got a tail. It hasn't got legs.

Further practice

The students can now play the Communication game on pages 69 and 70 of their Activity Books. See notes on page 62. The students are now ready to do the Vocabulary and Grammar 2 worksheet.

Lesson 8

Cross-curricular

Lesson Objectives

Learn about Venn diagrams.

Learn vocabulary for parts of toys.

Develop listening, speaking and communication skills.

Language

New: *door, windows, wings, wheels, house*

Review: *plane, scooter, doll, robot, puppet; It's got ...*

Warm up

Play the chant from Lesson 1 again. Play *Catch the cards* from the Ideas bank on page 107 using the toys flashcards and the parts of the body flashcards.

Class Book page 24**1 Listen and point. Then listen and repeat.** 048**Audio transcript**

Jamil This is my plane.

- 1 It's got a door.
- 2 It's got windows.
- 3 It's got wings.
- 4 It's got wheels.

2 Listen and say the number. Then listen, point and repeat. 049**Audio transcript**

The scooter has got wheels.

The doll has got legs.

The robot has got wheels and legs.

The house has got a door.

The puppet has got wings.

The plane has got a door and wings.

ANSWERS

2, 1

3 Look and draw. **Critical Thinking**

- Point to each of the toys in the first Venn diagram and ask the students to say what each toy has got. Prompt the students by asking, e.g. *Has it got (legs / ears)?*
- Ask the students which toy above the Venn diagrams has got legs and ears (*the teddy*). Students complete the first Venn diagram by drawing the correct toy in the overlapping section of the diagram.
- Repeat the procedure for the second Venn diagram.

ANSWERS

1 the teddy 2 the plane

CROSS-CURRICULAR NOTE Venn diagrams

A Venn diagram shows the relationship between a group of different things (a set) in a visual way. Using Venn diagrams allows students to sort data into two or three circles, which overlap in the middle.

KEY COMPETENCES Mathematical competence

Learning about Venn diagrams helps students to develop mathematical competence, and shows them a way of representing similarities and differences. If you like, you can ask students to draw more Venn diagrams to show the similarities and differences between other items, e.g. to show which body parts / colours two or three different toys have got.

TIP Curriculum link

Encourage the students to show their maths teacher their Venn diagrams. If possible, ask their maths teacher to practise using Venn diagrams in the students' maths lessons.

4 Look at activity 3 and practise in pairs. Point and say. Communication

- The students take turns to point to the toys in the Venn diagrams in activity 3 and make sentences, e.g. *The robot has got legs. The puppet has got ears. The teddy has got ears and legs. / The house has got windows. The scooter has got wheels. The plane has got windows and wheels.*

Further practice

The students are now ready to do the CLIL worksheet.

Lesson 9 Sounds and review

Lesson Objectives

Present and practise the pronunciation of the sound /r/.
Review and practise toys and parts of the body vocabulary.
Review the Unit 2 grammar structures (*I've got (a teddy). It's got (ears).*)
Self-evaluate progress.

Language

Review vocabulary: *plane, robot, rollerblades, doll, scooter, football, teddy, puppet; head, eyes, ears, tail, body, legs*
Review grammar: *I've got (a teddy). It's got (ears).*

Warm up

Review the language from Unit 2 by playing *True or false?* from the Ideas bank on page 106. Hold up one of the toy flashcards and say, e.g. *I've got a (doll). / It's got (ears).* Alternatively, you can play the Communication game from pages 69 and 70 of the Activity Book.

Class Book page 25

1 Listen and repeat. Then listen and tick ✓. 050

Audio transcript

Listen and repeat this sound: *r*.

And again: *r*.

Now listen and tick the words with *r*.

- 1 pencil 2 robot 3 football 4 ruler 5 red
6 rollerblades

ANSWERS

- 2 robot 4 ruler 5 red 6 rollerblades

2 Point and say.

- Students point to and say the words with the /r/ sound, first chorally, then individually.

3 Play the game.

- Follow the instructions in the Tour of the unit on page 29.

4 Evaluate your work in unit 2. Colour.

- Students colour the picture which best shows how they feel about their work in unit 2.

SELF-EVALUATION

Draw a large happy face on one side of the board and a large sad face on the other side of the board. Show students the unit 2 lessons, one by one, and talk about what they learned in each lesson. If students feel happy and confident about the lesson, they can move to the happy face side of the classroom. If they feel unhappy or unsure about what they learned in the lesson, they can move to the sad face side of the classroom. You can use the results of this activity to provide extra help and practice in areas which students feel unhappy or unsure about.

Further practice

Play *Pass the flashcards* or *Odd one out* from the Ideas bank on page 107 for further practice of the unit 2 vocabulary.

Review unit

The students can now complete the units 1 and 2 review on pages 22 and 23 of their Activity Books. See teaching notes on page 64.

Unit test

The students are now ready to do the unit test.

Activity Book Lesson 1 Review and poem

Lesson Objectives

Review toys and parts of the body vocabulary.
Practise the toys and parts of the body vocabulary through a poem.
Play a guessing game.

Language

Review vocabulary: *plane, robot, rollerblades, doll, scooter, football, teddy, puppet; head, eyes, ears, tail, body, legs, big, small*
Review grammar: *It's got a head. It's big.*

Warm up

Play *Noughts and crosses* from the Ideas bank on page 107. Use the toys flashcards and the parts of the body flashcards.

Activity Book pages 14–15

1 Look at the pictures. Say the toys you can see. Say which is your favourite.

- Explain that Poppy likes this poem and is sharing it with the class.

- Introduce the theme for the lesson. Ask *What toys can you remember?* Prompt the students with the unit 2 flashcards. Then complete the activity.

2 Listen and point. 🎧 051

- Play Poppy's poem for the students to listen and point to the items in the pictures as they hear them.

TIP Poppy's poem presents a new body word: *arms*. You can choose to pre-teach this word before playing the poem, or use the picture or mime to demonstrate its meaning while the students listen to the poem.

Audio transcript

Poppy's poem: *I've got a robot*
 I've got a robot.
 It's got a head.
 It's got a body.
 It's big. It's red.
 It's got two legs.
 They're red and blue.
 It's got two arms.
 And they're blue, too.

I've got a robot.
 It's got a head.
 It's got a body.
 It's small. It's red.
 It's got four legs.
 They're grey and blue.
 It's got three eyes.
 And they're blue, too.

3 REMEMBER THE POEM Listen and say the number. 🎧 052

Audio transcript

It's got a head. It's big.
 It's got four legs.
 It's got a body. It's big.
 It's got three eyes.
 It's got a head. It's small.
 It's got two arms.
 It's got two legs.
 It's got a body. It's small.

ANSWERS

2, 2, 1, 2, 1, 1, 1, 2

4 Listen, point and repeat. 🎧 052

ANSWERS

5, 7, 2, 8, 1, 4, 3, 6

5 Look and listen. 🎧 053 Then play the game in pairs. **Communication**

- Students take turns to describe one of the body parts in the pictures in activity 4. Their partner tries to identify the body part by saying the number of the corresponding picture.

Audio transcript

- 1 **A** It's got a head. It's big.
B Number 1!
 2 **A** No!

3 **B** Number 5!

A Yes!

6 Listen, point to the pictures in activity 4 and say the poem. 🎧 051

- The pictures in activity 4 show the body parts in order of the lines of the poem. Play the recording of the poem for students to listen, point to the pictures, and join in with the poem as much as possible.

Lesson 2 Grammar extension and personalization

Lesson Objectives

Act out the poem from Lesson 1.

Design a robot.

Design and talk about a robot.

Language

Review vocabulary: *robot, big, small*; parts of the body; colours

Review grammar: *It's got a head. It's big. It's grey.*

New grammar: *They're ears. They're orange.*

Warm up

Divide the class into two groups. Tell group 1 to stand up and sit down again when they hear colours, and tell group 2 to stand up and sit down again when they hear parts of the body. Play the poem from Lesson 1 for the students to listen for their words.

Activity Book pages 16–17

Extension

1 Act out Poppy's poem on page 14. 🎧 051

- Play the poem from Activity Book page 14 again. Lead the students by doing actions, encouraging them to join in. Point to your corresponding body parts, mime having the body parts like a robot, e.g. mime having a small head and a big body, and pretend to point to three eyes, four legs etc.
- Repeat the activity, this time encouraging the students to join in with the actions and say the poem.

2 Work in groups to design a robot. Choose and tick ✓. Then colour. **Collaboration**

- Divide the class into groups of four or five. The groups decide if they want their robot to have a small head or a big head and tick the corresponding image. They then do the same for the body.
- The students decide what colour their robot's head and body should be and colour them quickly.

3 Look at the white body parts and circle ✓ or ✗. Write how many. Then colour. **Collaboration**

- The groups choose which other body parts their robot will have. They look at each picture and decide if they want their robot to have the part shown. If they want their robot to have this part, they circle the tick. If they don't,

they circle the cross. If they circled the tick, they choose how many of this part they want their robot to have and write the number. They then colour the part the colour they want it to be.

4 Point to the robot parts in activity 3. Say what they are and what colour they are.

- Point to the first picture. Ask *What are they?* Elicit the answer *They're ears*. Ask *Which group coloured the ears?* Students raise their hands. Ask groups with raised hands *What colour are they?* Elicit *They're (blue)*. Repeat for the remaining pictures.

Personalization

5 Look at activities 2 and 3 in your group. Draw and colour your robot. **Creativity**

- The students work in their groups to draw and colour their robot.

KEY COMPETENCES Social and civic competence

When students are working as a group, encourage good social and interpersonal skills, e.g. make sure students help each other, listen to each other, and let all members of the group take part in the activity.

6 Tell your class about your robot. **Communication**

- Ask students to practise describing their robot in their group before they present their robot to the class. Ask them to decide which person will describe which part of the robot, so they all have a chance to say something about their picture.

COMMUNITY TASK Students can use cardboard boxes and tubes, plastic containers, foil, coloured card / paper, paint, etc. to make a model of their robot. Display the models in the classroom, or in a public area of the school. If you have a school website or blog, you can take photos of the robots, or video students presenting their robots, then upload the photos / videos so that students can send the link to their family members.

7 Evaluate your work. Colour.

- Students colour the picture which best shows how they feel about their robot and their presentation.

Lesson 3

Review and culture

Lesson Objectives

Review toys, parts of the body and parts of toys vocabulary.

Learn about a park in the USA.

Draw and talk about an object / toy.

Language

New vocabulary: *park, tree house*

Review vocabulary: toys; parts of the body; parts of toys

Review grammar: *I've got ...; It's got ...; They're ...*

Warm up

Play *Basketball words* from the Ideas bank on page 107. Use the toys flashcards and the parts of the body flashcards.

Activity Book **pages 18–19**

1 Look at the photos. Say what you can see.

SUGGESTED ANSWERS

A park, rollerblades, wheels, a plane, wings, a scooter, a tree house, windows, a door

TIP Students can name the items they see in L1 if necessary. Recast their answers in English and encourage them to repeat after you.

CULTURE NOTE Tell the students that the boy in the photo is Daniel and that he is from the USA. Ask the students if they know where the USA is. Show the students the USA on a map or globe. Explain that people in the USA speak English.

2 Listen and point. 🎧 054

Audio transcript

Daniel I'm Daniel. I'm from the USA.

- I'm in the park with my friends. I've got rollerblades. They're grey, blue and yellow. My rollerblades have got eight wheels.
- I've got a scooter. It's got two wheels. They're orange.
- I've got a plane. It's got two wings. They're white, blue, pink and yellow.
- Look! This is a tree house! It's got two windows. It's got a door. Let's play!

ANSWERS

1, 2, 3, 4

3 Listen and say the number of the photo. 🎧 055

Audio transcript

- A** It's got a door.
A They're grey, blue and yellow.
B I've got a scooter.
C It's got two wings.

ANSWERS

4, 1, 2, 3

4 Listen to the questions and circle the answers. 056

Audio transcript

- 1 How many wheels have the rollerblades got?
- 2 What colour are the scooter wheels?
- 3 Which toy is blue, pink and yellow?
- 4 How many windows has the tree house got?

ANSWERS

1 8 2 orange 3 the plane 4 2

5 Look at the photos of the objects on page 18.

Draw your favourite. Creativity

- Students choose their favourite toy / object from the photos in activity 2 and draw it.

6 Practise in pairs. Point to your picture and say.

Communication

- Encourage the students to point to the toy / object they drew and name it, e.g. *It's a tree house.* / *They're rollerblades.* Encourage them to identify parts of the toy / object, e.g. *It's a door.* / *They're wheels.*

TIP Ask the students to walk around and find someone who chose the same toy as them. Ask them to compare the parts of their toy in terms of number and colour.

Lesson 4

Vocabulary extension and personalization

Lesson Objectives

Review toys vocabulary.

Do a group survey.

Draw a bar graph showing a group of students' favourite toys.

Language

New vocabulary: *bike, car, trampoline, boat*

Review vocabulary: toys, numbers 1–6

Warm up

Review the Lesson 3 listening text using the photos on page 18. Point to the profile photo and the photos in activity 1 and ask questions, e.g. Profile photo: *Who's this? Where is he from?* Photo 1: *What are these? (Rollerblades)* Photo 2: *What has he got? (A scooter)* Photo 3: *What's this? (A plane)* *What colour are the wings? (White, pink, yellow and blue)* Photo 4: *How many windows has the tree house got? (Two).*

Activity Book pages 20–21

Extension

1 Listen and point. Then listen and repeat. 057

Audio transcript

1 bike 2 car 3 trampoline 4 boat

Personalization

2 Work in groups of six. Look and say the toys. Then choose and draw two toys in the table.

Collaboration

- Organize the students into groups of six to do activities 2, 3, 4 and 5. The students can work in smaller groups if necessary, but this will mean that there is less data for the bar graph in activity 5.
- Make sure students realize that everyone in the group has to draw the same two additional toys in the table.

3 Look and listen. 058 **Then ask and answer in your group. Draw ticks ✓✓.** Communication

- The pictures and audio transcript model the survey activity which the students will do.
- Explain to students that they should choose their favourite from the toys in the table only.
- Students do the activity in their groups. They take turns to ask the question to the student to their left. Everyone in the group ticks their table accordingly. This continues until all students have asked and answered the question and the group have six ticks in their tables.

Audio transcript

1 A What's your favourite toy?

B It's a car!

2 A A car ...

4 Count the ticks ✓✓ in the table on page 20. Write the numbers.

- The students count and write the numbers to complete their tables.

5 Look, listen and point. 059

Audio transcript

A How many students' favourite toy is the bike?

B Three!

A How many students' favourite toy is the car?

B One!

A How many students' favourite toy is the football?

B Two!

6 Look at your table on page 20. Draw.

- Students use the information in their tables to draw their own bar graphs.

KEY COMPETENCES Mathematical competence

Making bar graphs teaches students to show data visually. Encourage students to interpret visual data by looking at each other's bar graphs and saying how many students chose each toy as their favourite.

7 Look at your bar graph in activity 6 and answer your teacher's questions.

- Ask the students questions about their bar graphs and encourage them to answer with numbers, e.g. *How many students' favourite toy is the bike / car / trampoline / boat?*
- Ask *Which other favourite toys have you got in your group?* Encourage the students to tell you the toys they chose. Then ask them how many students' favourite toys these were.

Lesson 5

Communication game

Lesson Objectives

Practise the key language of unit 2 through a Communication game.

Language

Review vocabulary: *plane, robot, rollerblades, doll, scooter, football, teddy, puppet; head, eyes, ears, tail, body, legs*

Review grammar: *I've got (a teddy). It's got (ears). They're (big / red).*

This lesson can be used any time after Class Book Lesson 7 (when all the unit grammar has been presented and practised).

Warm-up

Play *Odd one out* from the Ideas bank on page 107, using the toys and parts of the body flashcards.

Activity Book pages 69–70

Cut out the pages. Make a book. Play.

- To make the book, students first cut around the two pages. Tell them not to cut the lines across the pages yet.
- Show students how to place the pages on top of each other, so that the dotted lines are all in the same place and the heads of the robots are all in the same place.
- Help the students to staple the 'spine' of the book (the left of the pages inside the dotted line). Tell them to fold all three pages along the dotted line.
- Once the books are folded and stapled, the students can cut along the lines across the pages. Make sure the students know not to cut along the whole of the book. They need to stop at the fold.
- Show the students that there are three robots on one side, and three robots on the other side.
- Once the book is made, demonstrate the game. Make a robot using your book, turning back the flaps to mix up the robots' body parts. Make sure the students can't see your robot. Then tell the students to listen and make the same robot. Describe the robot's head, e.g. *It's got a head. It's big. It's got three eyes. They're red. It hasn't got ears.* Describe the body and then the legs of the robot. Ask the students to hold up their books to show you the robot they have made according to your description. Show them your robot so they can see if they were right.
- If you like, invite a student to the front of the class to make a robot and describe it to the rest of the class for them to make with their own books.
- The students play the game in pairs or small groups.

Further practice

Hand out sheets of paper and show the students how to make their own flip books. They can draw and colour funny monsters instead of robots, using the book on pages 69 and 70 as a model.

Students can then play the Communication game in pairs using their own books.

A sock puppet

Lesson Objectives

Present and practise vocabulary for parts of the body / parts of animals.

Make a sock puppet.

Review language from previous units.

Practise asking and answering about names and feelings using sock puppets.

Language

New: *whiskers, nose, mouth, tongue; sock, puppet, Stick on*

Review: *What's your name? I'm (Binky). How are you today? I'm (happy); feelings; body parts / parts of animals*

Warm up

Play *What's missing?* from the Ideas bank on page 107, using the unit 2 body parts flashcards from the Classroom Resource Pack.

Class Book pages 26–27

THINK ABOUT IT

1 What colour is Sock? Which body parts has he got? Critical Thinking

- After eliciting Sock's colour (blue, pink and orange) and body parts (eyes, nose, head, body, mouth), you can revise the body parts the students learned in unit 2 by playing *True or False?* from the Ideas bank on page 106. Say sentences using the body words the students know, e.g. *Sock's got legs. / Sock's got eyes. / Sock's got a tail. / Sock's got a head. / Sock's got ears.* etc.

LEARN

2 Listen and point. Then listen and repeat. 060

- Before playing the recording, ask the students to look at the picture in activity 2 and say which body parts this puppet has got. Elicit the words *ears, a tail, a head, a body, eyes*.
- Ask the students what colour this puppet's body parts are. Encourage them to use *It's* for the singular nouns (e.g. *What colour is the nose? It's pink.*) and *They're* for the plural nouns (e.g. *What colour are the ears? They're orange.*).

Audio transcript

1 whiskers 2 nose 3 mouth 4 tongue

MAKE

3 Look and listen. 061

Audio transcript

- Find a sock. Stick on two eyes.
- Stick on a nose.
- Stick on a mouth and a tongue.
- You can stick on whiskers and ears too!

4 Make a sock puppet. Creativity

- Play the recording from activity 3 again for the students to listen and follow the instructions in their books. Tell students to point to the corresponding picture for each instruction.
- Divide the class into groups of four or five.
- Hand out socks, craft materials (buttons, card, fabric, googly eyes, wool / string, pipe cleaners, etc.), scissors and glue to each group. Make sure each student has a sock.
- Move around the class, helping students to make their sock puppets.
- Encourage students to show their finished sock puppets to each other and name the body parts.

KEY COMPETENCES **Social and civic competence**

Tell the students that it is important to learn to work together as a group and to help others. Encourage students to help each other to make their sock puppets (e.g. by sharing the craft materials, or by holding a sock while another student sticks on the eyes, nose, etc.).

PRACTISE

5 Look and listen. Then listen and repeat. 062

- Play the recording for the students to listen and look at the photos in their Class Books.
- Play the recording again, pausing after each line for the students to repeat.

Audio transcript

- A** What's your name?
B I'm Binky.
- A** How are you today?
B I'm happy!

TALK

6 Work in groups. Ask and answer. Communication

- Students use their sock puppets to act out dialogues like the one in activity 5. Encourage students to give their puppets names and to use a variety of adjectives to describe how their puppets are feeling (using adjectives from the Starter Unit). They can also make their puppets' body language reflect the feelings, e.g. shudder for 'cold', put their head down for 'sad', etc.
- Remind students that we often just say, *I'm fine!* when somebody asks us how we are. They can use this too.
- Allow students time to practise acting out dialogues in their groups, then invite pairs of students to perform sock puppet dialogues for the class.

TIP Students can use their sock puppets for speaking activities in any lesson from this point. They can also have conversations with their own sock puppets for practice at home or in class.

Lesson Objectives

Review grammar and vocabulary from units 1 and 2.
Develop speaking skills.

Language

Review: colours, pencil case items, toys, parts of the body; *This is my / your (pencil case). I've got (a teddy). It's got (eyes). / It hasn't got (eyes).*

Warm up

Play a game of *Noughts and crosses* from the Ideas bank on page 107, using the flashcards for unit 1 and unit 2 from the Classroom Resource Pack.

Activity Book pages 22–23

1 Follow and colour.

- Point to the colours in the puzzle and ask students to name the colours. Tell the students to take out their coloured pencils / crayons. Say *Show me (red)*. Students hold up the correct coloured pencils / crayons.
- Students follow the routes in the puzzle and colour the pencil case items with the colours shown in the routes.

ANSWERS

1 blue and brown crayon 2 yellow ruler 3 green and purple pencil 4 red and grey pen 5 pink rubber

2 Point and say the school things in activity 1. Then point and say what colour they are.

- Students point to the school things and say the correct words.
- Then students point to the items and say the correct colours.
- Ask *What colour's the pencil?* Elicit *It's green and purple. or It's green. It's purple.* Repeat for all the school items in activity 1.

3 Draw your pencil case. Draw your friend's pencil case. Creativity

- Students draw their own pencil case and their friend's pencil case in the drawing spaces in their Activity Books.

4 Practise in pairs. Point to your pictures in activity 3 and say. Communication

- The students should point to the picture of their pencil case and say, *This is my pencil case*. They should then point to the picture of their friend's pencil case and say, *This is your pencil case*. Ask students to say what colour each pencil case is.

TIP If the students don't have a pencil case, ask them to design a pencil case for themselves and for their friend.

5 Point and say the toys in activity 6.

- Students point to the pictures in activity 6 and say the correct words for the toys.

ANSWERS

1 football 2 robot 3 teddy 4 rollerblades
5 puppet 6 doll 7 scooter 8 plane

6 Tick ✓ the toys you've got. Then say.

- Students tick the toys which they have got. Make sure the students understand that there are no right or wrong answers to this activity. They should just answer about themselves.
- Students then work in pairs, taking turns to point to the toys and say *I've got (a teddy)*.

7 Find and circle six differences in picture 2.

- Show the class the two pictures and explain that there are six differences between the two pictures.
- Point to the teddy in picture 1 and say *It's got ears*. Point to the teddy in picture 2 and say *It hasn't got ears*.
- The students look at the pictures and circle the remaining five differences.

ANSWERS

In picture 1, the teddy has got ears. In picture 2, it hasn't got ears.

In picture 1, the doll hasn't got eyes. In picture 2, it has got eyes.

In picture 1, the rabbit hasn't got a tail. In picture 2, it has got a tail.

In picture 1, the robot has got a red body. In picture 2, it has got an orange body.

In picture 1, the spider has got eight legs. In picture 2, it has got seven legs.

In picture 1, the spider has got a grey head. In picture 2, it has got a blue head.

KEY COMPETENCES Mathematical competence

Spot-the-difference puzzles help students to develop mathematical competence. They learn to look for shapes, to recognize similarities and differences, and to concentrate and to notice details.

8 Point to the differences in activity 7 and say.

- Students work in pairs, taking turns to point to the differences they circled in activity 7 and say *It's got (eyes). / It hasn't got (eyes)*.

3

What's your favourite animal?

Class Book

Lesson 1

Vocabulary and chant

Lesson Objectives

- Introduce animals vocabulary.
- Practise the new vocabulary through a chant.
- Play a guessing game to practise the new vocabulary.

Language

- New: *cat, butterfly, fish, rabbit, mouse, frog, bird, bee; What's your favourite animal?*
- Review: *wings, legs, head, body, tail, eyes, ears, whiskers, nose, mouth*

Warm up

Introduce the theme for the lesson. Say *Let's think about animals!* Present the vocabulary using the flashcards for this lesson. Ask, in L1 if necessary, *What animals do you know?* The students can say any words for animals they already know in English, or say words in L1. Display the animal flashcards, and say the names of the animals clearly in English.

Class Book page 28

1 Listen and point. Then listen and repeat. 063

- Ask the students to look at the opening page. Read out the Big Question for this unit and check they understand what it means.
- Play the recording for the students to listen to the characters' answers to the Big Question and point to the pictures on the whiteboard in the illustration. Play the recording a second time and ask the students to listen and point again, this time repeating the words.

Audio transcript

Miss Jones What's your favourite animal?

- Henry** A cat!
- Scarlett** A butterfly!
- Jamil** A fish!
- William** A rabbit!
- Sock** A mouse!
- Poppy** A frog!
- Ava** A bird!
- Miss Jones** A bee! Well done, everyone!

2 Listen and point. Then listen and chant. 064

Audio transcript

A butterfly, a rabbit,
Look! Can you see?
A bird and a cat.
Say the words with me.

A mouse, a fish,
Look! Can you see?

A bee and a frog.
Say the words with me.

3 Play a game with your teacher.

- Hold all the flashcards in a pile with the top card facing you, so the students can't see it. Describe the animal on the card at the top of the pile, e.g. *It hasn't got wings. It's got four legs. It's got a tail. It's got big ears.* The students put up their hands to guess. When a student guesses correctly, show them the card. The game continues with more cards. Then individual students take turns to look at cards and describe animals for the rest of the class to guess.
- Ask the students the Big Question for this unit, and encourage them to tell you their own answers.

KEY COMPETENCES Basic competences in science

Identifying parts of animals will help students to develop basic competences in science. You can review the parts of animals vocabulary by playing *Listen and draw* from the Ideas bank on page 106.

Further practice

Play *Find the cards* or *Number words* from the Ideas bank on page 107 for further practice of the new animals vocabulary.

Lesson 2

Vocabulary and stickers

Lesson Objectives

- Practise using the new animal vocabulary.
- Develop listening and speaking skills.
- Complete a sticker activity.

Language

Review: *cat, butterfly, fish, rabbit, mouse, frog, bird, bee*

Warm up 064

Play the chant from Lesson 1 and encourage the students to join in as much as possible. Play the game from Lesson 1 activity 3 again. Alternatively, play *Memory game* from the Ideas bank on page 107 to review the animal vocabulary.

Class Book page 29

1 Listen and circle the missing animal. 065

Audio transcript

- fish, butterfly, rabbit
- frog, mouse, fish
- mouse, rabbit, cat
- bee, bird, frog
- butterfly, fish, rabbit
- bee, cat, bird

ANSWERS

- 1 bee 2 cat 3 bird 4 mouse 5 frog 6 butterfly

2 Put on the stickers. Then point and say the animals.

- Students find the stickers in the back of their Activity Books and place them on the correct silhouettes.
- Ask students to point to the stickers and name the animals. Then encourage students to take turns to point to the stickers and name the animals in pairs.

ANSWERS

1 rabbit 2 bird 3 butterfly 4 bee 5 cat 6 fish
7 frog 8 mouse

TIP Students can use their sock puppets from The Big Project 1 for this activity. They can talk to their own sock puppets, or work in pairs and use their sock puppets to name the animals.

KEY COMPETENCES Basic competences in science

Identifying animals by their silhouettes will help students to develop basic competences in science. Students will look for features of animals such as wings, legs, tails, etc. to help them find the correct stickers.

Further practice

The students are now ready to do the Vocabulary 1 worksheet.

Lesson 3
Grammar and song

Lesson Objectives

- Present and practise asking and answering about animals.
- Practise the new grammar through a song.
- Play a game to practise the new grammar.

Language

New: *What's this? It's a (butterfly). (passive) lovely*
Review: *cat, butterfly, fish, rabbit, mouse, frog, bird, bee*

Warm up 064

Play the chant from Lesson 1 and encourage the students to join in as much as possible. Play the game from Lesson 1 activity 3 again.

Class Book page 30

1 Look and listen. Then listen and repeat. 066

Audio transcript

- 1 What's this?
- 2 It's a butterfly.

TIP Mixed-ability teaching

- Support less confident students by dividing the class into a Sock group and a Scarlett group. Play 066 again and encourage the groups to join in saying their character's line with the audio.
- Stretch more confident students by dividing the class into pairs, and assigning a character (Sock or Scarlett) to each student in each pair. Play the recording for the students to practise acting out the cartoon in their pairs. Stretch students by suggesting they substitute the animal in the cartoon with their own favourite animal. They can draw pictures to illustrate their animals. Students can then act out their new cartoons for the rest of the class.

TIP Students can make a symmetrical butterfly like the one in the cartoon. They can either paint half a butterfly on a piece of card and fold it over, or put blobs of different coloured paint on one side of a piece of card and fold it over, then cut out the patterned card to form a butterfly's wings. Students can then use their butterflies in the song in activity 2.

2 Listen and point. Then listen and sing. 067

Audio transcript

It's a fish. Splish! Splish!
It's a rabbit. Hop! Hop! Hop!
It's a bee. Buzz! Buzz!
It's a cat. Miaow!
Chorus
But what's this? A butterfly!
It's a lovely butterfly.
What's this? A butterfly!
It's a butterfly.
It's a bird. Tweet! Tweet!
It's a mouse. Squeak! Squeak! Squeak!
It's a frog. Jump! Jump!
It's a cat. Miaow!
Chorus

3 Play a game with your teacher.

- Hold all the animal flashcards in a pile with the top card facing you, so the students can't see it. Ask *What's this?* Then mime the animal on the card. Encourage students to guess with complete sentences, e.g. *It's a rabbit!* When they guess correctly, show them the card. Repeat with all the cards. Then invite students to look at cards and mime animals for the rest of the class to guess.
- If you like, you can play the game again using the animal sounds instead of miming. Use the suggested sounds in the song and *flutter flutter* for the butterfly.

Further practice

The students are now ready to do the Song worksheet.

Lesson 4

Grammar and speaking

Lesson Objectives
Practise asking and answering about animals.
Develop listening and speaking skills.
Do a communication activity in pairs.

Language
Review: *What's this? It's a (fish). cat, butterfly, fish, rabbit, mouse, frog, bird, bee*

Warm up 067

Play the song from Lesson 3 for students to join in as much as possible. Play the game from Lesson 3 activity 3 with the class.

Class Book page 31

1 Listen and number. 068

Audio transcript

- 1 A What's this?
B It's a fish.
2 A What's this?
B It's a cat.
3 A What's this?
B It's a mouse.
4 A What's this?
B It's a bee.
5 A What's this?
B It's a frog.
6 A What's this?
B It's a butterfly.

ANSWERS

mouse (3), butterfly (6), frog (5), fish (1), bee (4), cat (2)

2 Draw an animal. Creativity

- Move around the class as students draw their animals. Ask *What's this?* Encourage students to point to their pictures and answer.

3 Practise in pairs. Point, ask and answer.

Communication

- Students show their animals to their partners. They ask and answer about their pictures, e.g. *What's this? It's a (frog).*
- Students can cover their pictures when they ask their partner A: *What's this?* Their partner then tries to guess the animal, e.g. B: *It's a fish!* A: *No!* B: *It's a mouse!* A: *No!* B: *It's a frog!* A: *Yes!* *It's a frog.*

TIP Students can use their sock puppets from The Big Project 1 for this activity, and for any future pair work activities.

KEY COMPETENCES Cultural awareness and expression

Expressing ideas through arts and crafts helps develop skills in cultural expression and encourages creativity. Praise students for their pictures.

Further practice

The students are now ready to do the Vocabulary and Grammar 1 worksheet.

Lesson 5

Vocabulary and story

Lesson Objectives
Present and practise vocabulary for outdoor things.
Develop listening and speaking skills.
Check and consolidate understanding of *Ava's story*.

Language
New: *tree, flower, fence, grass, pond, rock, nest*
Review: *What's this? It's a (fish). cat, butterfly, fish, rabbit, mouse, frog, bird, bee*

Warm up

Introduce the theme for the lesson. Say *Let's think about outdoor things!* Present the vocabulary using the flashcards for this lesson. Ask the students, in L1 if necessary, *What things can you see outdoors?* The students can say any words they already know in English, or say words in L1. Display the outdoor things flashcards, and say the words clearly in English.

Class Book pages 32–33

1 Listen and point. Then listen and repeat. 069

Audio transcript

1 tree 2 flower 3 fence 4 grass 5 pond 6 rock

2 Listen and say. 070

Audio transcript

number 5, number 4, number 2, number 3, number 6
number 1

ANSWERS

pond, grass, flower, fence, rock, tree

3 BEFORE YOU LISTEN Guess which animals are in the story. Critical Thinking

- Students can discuss their guesses with a partner, then tell the class their ideas. Stick animal flashcards on the board to show the students' guesses.

4 Look and listen. Check your answers and find Sock. 071

- Use the storycards to tell the story. (See Tour of the unit, page 25.)
- Ask students whether their guesses in activity 3 were correct. Ask them to point to and name the animals in the story.
- Point to the nest in Frame 6 of the story and model the word for students to repeat.
- Ask students to find Sock in the story and say the number for the frame Sock is in (Frame 4).

TIP If students answer any questions in L1, recast their answers in English and encourage them to repeat after you. In this way, L1 can be used as a bridge to learning English. When recasting single words / short phrases use gesture and mime to support meaning.

Audio transcript

Ava's story: *Grandpa's garden*

- 1 **Ava** Grandpa's garden has got a tree and flowers. Oh! A bee! It's on the yellow flower. And a butterfly is on the red flower.
- 2 **Ava** Hey! What's that noise?
- 3 **Ava** What's under the flowers? It's a bird. It's a baby bird.
- 4 **Ava** Oh no! It's Grandpa's cat! It can see the baby bird.
- 5 **Ava** Grandpa! Grandpa! A baby bird is on the grass! And the cat is under the fence!
- 6 **Grandpa** Oh dear! Poor little bird! The bird is from a nest. Look! The nest is in the tree.
- 7 **Grandpa** Let's put the bird in the nest.
Ava Be careful, Grandpa!
- 8 **Grandpa** Don't worry, Ava! The baby bird is happy now.
Ava Yes! And it's hungry!

VALUES In L1, ask the students how Ava feels when she sees the cat and why. Ask them why Grandpa puts the baby bird in the nest. Explain that we should only move a baby bird if it is in danger, because the mother will often come to find it. Also we shouldn't touch a baby bird without wearing gloves, and we shouldn't climb a ladder ourselves. Establish that it's good to respect and protect wildlife.

5 AFTER YOU LISTEN Act out the story. Collaboration

- Organize the students into groups of four (Ava, grandpa, bird and cat). Then follow the role-play steps as outlined for unit 1 on page 46.
- If the class doesn't easily divide into four, you can include a mother bird character who can also mime the Sock character.

KEY COMPETENCES Basic competences in science

Learning about animal habitats helps students to develop basic competences in science. In L1, ask students where birds build their nests, and why birds build nests in high places.

Further practice

Play *Who said it?* from the Ideas bank on page 108. Say lines from the story. Students call out *Ava* or *Grandpa*.

Ask the students to tell you the number of the frame which shows their favourite part of the story. Alternatively, you can show each storycard in turn, and ask students to raise their hands when you show their favourite.

Ask the students to score the story points out of five to show how much they liked it.

Lesson 6 Story and vocabulary

Lesson Objectives

- Review and practise outdoor things vocabulary.
- Develop speaking skills.
- Develop critical-thinking skills.

Language

Review: *tree, flower, fence, grass, pond, rock*

Warm up

Review the outdoor things from Lesson 5 by playing *Number words* from the Ideas bank on page 107. Review the Lesson 5 story using the storycards or the Class Book.

Class Book page 34

1 REMEMBER THE STORY Tick ✓ Grandpa's garden from the story. Point and say the outdoor things.

- When the students have ticked the garden from the story, ask them to describe the garden, e.g. *It's got a tree. It's got flowers. It's got a fence. It's got grass. It hasn't got a pond.*
- They can also describe the other gardens and say why they are not the same as the garden in the story, e.g. *It's got a pond and it's got rocks. It hasn't got a tree. It hasn't got grass. It's got two trees.* etc.

ANSWER

Picture 3

2 Draw and complete the sequences. Critical Thinking

- Point to the pictures in the first sequence and ask students to name the outdoor things. Ask students what they think comes next (tree). Tell the students to draw a tree in the box to complete the first sequence.
- Students then complete the remaining sequences by drawing the correct outdoor things.

ANSWERS

1 tree 2 rock 3 flower 4 fence

KEY COMPETENCES Mathematical competence

Completing sequences helps students to develop mathematical competence. You can provide further practise in this by drawing more sequences on the board for students to complete, using pictures, shapes or numbers.

3 Point to the pictures in activity 2 and say the sequences.

- Students point to the pictures in activity 2 and name the outdoor things in the sequences.

Further practice

The students are now ready to do the Vocabulary 2 worksheet.

Lesson 7 Grammar and vocabulary

Lesson Objectives

- Present and practise prepositions of place (*in, on, under*).
- Develop listening and speaking skills.
- Do a communication activity in pairs.

Language

New: *in, on, under*

Review: *tree, flower, fence, grass, pond, rock; cat, butterfly, fish, rabbit, mouse, frog, bird, bee*

Warm up 071

Have the students act out the story from Lesson 5 again, in their original groups. You can support them by playing the recording if necessary. Alternatively, you can play *Stop the cards* from the Ideas bank on page 107 with the outdoor things flashcards.

Class Book page 35

1 Look and listen. Then listen and repeat. 072

- Demonstrate *in*, *on* and *under* by placing Sock in a bag / on a book / under a chair and saying the words for the students to repeat.

Audio transcript

The fish is in the pond.
The cat is under the tree.
The bird is on the fence.

TIP Mixed-ability teaching

- Support less confident students by playing 072 again and encouraging the students say the lines with the audio until they feel confident.
- Stretch more confident students by suggesting they substitute the animals and outdoor things in the cartoon with different animals and outdoor things. Students can draw a picture of a garden, then say sentences about their pictures.

2 Listen and say Picture 1 or Picture 2. 073 Then play.

- Play the recording for the students to point to the correct pictures and say the numbers.
- Encourage individual students to say a sentence describing the location of an animal in one of the pictures. The other students have to say *Picture 1 or Picture 2*. When they guess correctly, the student who gave the description points at the animal he / she was describing to confirm the answer. You can play this game in two teams if you like.

Audio transcript

The cat is in the tree.
The butterfly is on the flower.
The rabbit is on the grass.
The mouse is under the fence.
The frog is under the rock.
The bird is in the pond.

3 Choose and draw three animals. Creativity

- Students complete the picture by drawing three animals from the Lesson 1 vocabulary set.

4 Practise in pairs. Point and say. Communication

- Students take turns to point to the animals in their pictures in activity 3 and say where each animal is. Encourage students to use full sentences, e.g. *The cat is on the rock*.
- Students can play a guessing game by covering each animal in their picture with a piece of paper. Their partner guesses which animal is in each place, e.g. A: *The cat's under the tree!* B: *No!* A: *The frog's under the tree!* Yes! When the guess is correct, the student reveals the animal.

Further practice

The students can now play the Communication game on page 67 of their Activity Books. See notes on page 73. The students are now ready to do the Vocabulary and Grammar 2 worksheet.

Lesson 8 Cross-curricular

Lesson Objectives

Learn about the life cycle of a frog.
Learn vocabulary for the stages of the life cycle of a frog.
Develop listening, speaking and communication skills.

Language

New: *eggs, tadpole, froglet*
Review: *frog, pond, legs, tail, mouth, body, big, small; It's got ..., It hasn't got ...*

Warm up 064

Play the chant from Lesson 1 again. Play *Catch the cards* from the Ideas bank on page 107 using the animals flashcards and the parts of the body flashcards.

Class Book page 36

1 Listen and point. 074

Audio transcript

Poppy What's in the pond?

- 1 Eggs! Frogs' eggs.
- 2 Look! It's a tadpole. It's got a body and a tail.
- 3 Now the tadpole's got legs. It's got two small legs.
- 4 Now the tadpole is a froglet. It's got four legs. It's got a tail.
- 5 Now the froglet is a frog. It's got four big legs. It hasn't got a tail. It's got a big mouth!

2 Listen and repeat. 075

Audio transcript

eggs, tadpole, froglet, frog

3 Draw. Critical Thinking

- Students draw the pictures in the correct boxes to complete the life cycle of a frog.

ANSWERS

- 1 eggs 2 tadpole 3 tadpole with legs
4 froglet 5 frog

CROSS-CURRICULAR NOTE Frogs

There are about 4,800 species of frogs. Frogs are amphibians. They can live in water or on land. Some species of frog live underground or in trees. Most species of frog lay their eggs in or near water. The eggs are called frogspawn, and they usually take about a week to hatch into tadpoles.

KEY COMPETENCES Basic competences in science

Learning about the life cycle of a frog helps students to develop basic competences in science. Ask students in L1 if they can think of any other animals that lay eggs (birds, snakes, fish, etc.).

4 Look at activity 3 and practise in pairs. Point and say. **Communication**

- The students take turns to point to the pictures in activity 3 and make sentences, e.g. *It's a tadpole. It's got a tail. It hasn't got legs.*

Further practice

The students are now ready to do the CLIL worksheet.

Lesson 9
Sounds and review

Lesson Objectives

Present and practise the pronunciation of the sound /b/.
Review and practise animals and outdoor things vocabulary.
Review the Unit 3 grammar structures: *What's this? It's a (fish). The (bee) is in / on / under the (flower).*
Self-evaluate progress.

Language

Review vocabulary: *cat, butterfly, fish, rabbit, mouse, frog, bird, bee; tree, flower, fence, grass, pond, rock*
Review grammar: *What's this? It's a (fish). The (bee) is in / on / under the (flower).*

Warm up

Review the language from unit 3 by playing *Listen and draw* from the Ideas bank on page 106. Describe a garden scene with animals in / on / under outdoor things. Alternatively, you can play the Communication game from page 67 of the Activity Book.

Class Book **page 37**

1 Listen and repeat. Then listen and tick ✓. **076**

Audio transcript

Listen and repeat this sound: *b*.

And again: *b*.

Now listen and tick the words with *b*.

1 bee **2** pond **3** butterfly **4** body **5** bird **6** pen

ANSWERS

1 bee **3** butterfly **4** body **5** bird

2 Point and say.

- Students point to and say the words with the /b/ sound, first chorally, then individually.

3 Play the game.

- Follow the instructions in the Tour of the unit on page 29.

4 Evaluate your work in unit 3. Colour.

- Students colour the picture which best shows how they feel about their work in unit 3.

SELF-EVALUATION Ask the students to draw a happy face and a sad face on two squares of paper. Look through each lesson in unit 3. Ask students to hold up the face which shows how they felt about each lesson. If students are holding up their sad faces, ask them to tell you if they had any problems with the lesson.

Further practice

Play *Race game* from the Ideas bank on page 106 for further practice of the unit 3 vocabulary.

Unit test

The students are now ready to do the unit test.

Activity Book
Lesson 1
Review and story

Lesson Objectives

Review animals, parts of the body and outdoor things vocabulary.
Practise the vocabulary through a story.
Review *have got* and present and practise *haven't got*.

Language

New vocabulary: *crocodile, chicken, river, similar, different*
New grammar: *Chickens haven't got four legs.*
Review vocabulary: animals, parts of the body, outdoor things
Review grammar: *Crocodiles have got big tails.*

Warm up

Play *Odd one out* from the Ideas bank on page 107. Use the animals, parts of the body and outdoor things flashcards. Introduce the theme of similarities and differences (as well as the words *similar* and *different*). Put the flashcard of the cat and the frog on the board. Ask *What's similar?* *Cats and frogs have got two eyes.* Elicit more ideas from the students, e.g. *Cats and frogs have got heads. Cats and frogs have got four legs. Cats and frogs have got bodies.* etc. Then ask *What's different?* *Cats have got whiskers. Frogs haven't got whiskers.* Elicit more ideas from the students, e.g. *Cats have got tails. Frogs haven't got tails.* etc. Repeat the procedure with other pairs of animals.

Activity Book **pages 24–25**

1 Look at the pictures. Say how many animals you can see. Say what colour they are.

- Explain that Henry likes this story and is sharing it with the class. Ask the students to tell you how many animals they can see in the pictures.
- Tell the students the names of the animals: *crocodile* and *chicken*. Ask *What colour is the crocodile?* Elicit *It's green.* Repeat for the chicken.
- Ask students to tell you where the chicken is. Elicit that it's on a rock on the grass. Students say where the crocodile is, in L1 if necessary. Establish that the crocodile is in a river.

2 Listen and point. **077**

- Show the storycards for Henry's story. You can play the recording or tell the story using the audio transcript from the reverse side of each card.
- Play the recording a second time, and ask the students to point to the things in the pictures in their Activity Books as they hear them.

Audio transcript

Henry's story: *The crocodile and the chicken*

- 1 Narrator** One day a big crocodile is in a river. A chicken is on a rock on the grass.
- Crocodile** Mmm ... a chicken! I'm hungry!
- Chicken** Don't eat me, Crocodile! You and I are similar!
- 2 Crocodile** Similar?! We aren't similar! We're different! Chickens have got wings. Crocodiles haven't got wings!
- 3 Crocodile** Crocodiles have got big tails. Chickens haven't got big tails!
- 4 Crocodile** And chickens have got two legs! Crocodiles haven't got two legs. Crocodiles have got four legs.
- 5 Chicken** Yes, that's true, Crocodile. But chickens have eggs ... and crocodiles have eggs too.
- 6 Crocodile** Oh yes!
- Narrator** So now the crocodile and the chicken are friends.

3 REMEMBER THE STORY Listen and say Yes or No. 078

- Pause the recording after each sentence for the students to say Yes or No.
- Ask students to correct the sentences for which they say No.

Audio transcript

- 1 The chicken is in a tree.
- 2 The crocodile is on the grass.
- 3 The chicken is hungry.
- 4 The chicken has got two wings.
- 5 The chicken has got a big tail.
- 6 The crocodile has got six legs.
- 7 The chicken has eggs and the crocodile has eggs.
- 8 The crocodile eats the chicken.

ANSWERS

1 No 2 No 3 No 4 Yes 5 No 6 No 7 Yes 8 No

4 Look and tick ✓ or cross X.

- Students put a tick or cross under each animal in activity 5 to show which body parts they have / haven't got.

ANSWERS

Chicken: ✓ X X ✓ **Crocodile:** X ✓ ✓ X

5 Draw two more body parts. Then tick ✓ or cross X.

- The students complete the table by drawing two more body parts, then put a tick or cross under each animal to show which body parts they have / haven't got.

6 Point to the animals and the body parts and say.

- Use the first row of the table as an example to demonstrate the activity. Elicit the sentences *Chickens have got two legs. Crocodiles haven't got two legs.*
- Encourage students to say sentences about the other body parts. You can do this as a class, or ask the students to practise in pairs.

Lesson 2

Grammar extension and personalization

Lesson Objectives

- Present and practise plural nouns.
- Review *have got* and *haven't got*
- Talk about similarities and differences between pairs of animals.

Language

- Review vocabulary: animals; parts of the body
- Review grammar: *have got* / *haven't got*
- New grammar: *Two cats / rabbits / birds / frogs / bees / butterflies / mice / fish.*

Warm up

Use the storycards from Lesson 1 to review the story. Ask the comprehension questions from the reverse side of the storycards to see what the students can remember.

Activity Book pages 26–27

Extension

1 Look at the pictures in activity 2. Say the animals.

- Ask the students to name the animals (using singular nouns).
- Point out that there are two of each animal. Model the plural forms and encourage the children to repeat.
- Point out that we say *One fish* and *Two fish*.

2 Which animal pair is different? Circle the odd-one-out. Critical Thinking

- Tell the students that there are different possible answers for this activity. They should choose one odd one out and one reason for their choice each time.
- Do the first item with the class and demonstrate that there could be different reasons for their choice, e.g. Frogs could be the odd one out because they haven't got tails, and cats and rabbits have got tails. Or frogs could be the odd one out because they haven't got whiskers, and cats and rabbits have got whiskers.

3 Which animal pair is different? Listen and point. 079

Audio transcript

- 1 **A** Fish are different! They haven't got tongues. Chameleons and frogs have got tongues.
- 2 **B** Frogs are different! They haven't got tails. Chameleons and fish have got tails.

4 Compare your ideas in groups. Point to the animals you circled in activity 2 and say. Communication

- Students practise making sentences in groups, using the sentences in activity 3 as a model.

5 Listen and say *Rabbits, Mice or Rabbits and mice.* 080

- Draw the students' attention to the irregular plural: *mice*. Point to the picture of the rabbits and say *Look! One rabbit.*

Two rabbits. Point to the picture of the mice and say *Look!*
One mouse. Two mice.

Audio transcript

- 1 They've got four legs.
- 2 They've got tails.
- 3 They've got white tails.
- 4 They've got whiskers.
- 5 They've got small ears.
- 6 They haven't got wings

ANSWERS

- 1 Rabbits and mice 2 Rabbits and mice 3 Rabbits
4 Rabbits and mice 5 Mice 6 Rabbits and mice

Personalization

6 Choose two animals. Draw two of each animal.

Creativity

- Move around the class as the students draw two pairs of animals. Ask *What are they?* Students point to their pictures and answer.

7 Practise in pairs. Say how your animals are similar and different. **Communication**

- Students take turns to say sentences comparing the animals they drew using *They've got ...* and *They haven't got ...* or *The (cats) have got / haven't got ...*

Lesson 3 Review and culture

Lesson Objectives

Review animals and outdoor things vocabulary.
Learn about a garden in England.
Draw and talk about a garden.

Language

New vocabulary: *bird table, apples*
Review vocabulary: animals; outdoor things; colours
Review grammar: *in / on / under; has got*

Warm up

Play *Catch the cards* from the Ideas bank on page 107. Use the animals flashcards and the outdoor things flashcards.

Activity Book pages 28–29

1 Look at the photos. Say what you can see.

SUGGESTED ANSWERS

A garden, a tree, flowers, two birds, apples, a pond, a rock, a bee

TIP Students can name the items they see in their L1 if necessary. Recast their answers in English and encourage them to repeat after you.

CULTURE NOTE Tell the students that the girl in the photo is Daisy and that she is from England. Ask the students if they know where England is. Show the students England on a map or globe. Explain that England is part of the UK, and that people in England speak English.

2 Listen and point. **Audio** 081

Audio transcript

I'm Daisy. I'm from England.

- 1 This is my garden. My garden has got flowers. These flowers are pink and orange. Look! A bee is on a flower.
- 2 My garden has got a bird table. A bird is on the bird table. The bird is blue and yellow. It's hungry!
- 3 My garden has got a pond. A bird is on a rock in the pond. The bird has got an orange body. It's thirsty.
- 4 My garden has got trees and plants. This is an apple tree. It's got red and green apples.

3 Listen and say the number of the photo. **Audio** 082

Audio transcript

The bird is blue and yellow.
This is an apple tree.
These flowers are pink and orange.
A bird is on a rock in the pond.

ANSWERS

2, 4, 1, 3

4 Listen to the questions and circle the answers. **Audio** 083

Audio transcript

- 1 Where's the bee?
- 2 Which bird is hungry?
- 3 Which bird is thirsty?
- 4 What colour are the apples?

ANSWERS

- 1 on a flower 2 the blue and yellow bird
3 the bird with the orange body 4 red and green

5 Draw a garden. **Creativity**

- Students draw a garden, showing animals in / on / under outdoor things.

6 Practise in pairs. Point to your picture and say.

Communication

- The students point to items in their pictures and make sentences, e.g. *The cat is orange. It's on the fence.*

Lesson 4 Vocabulary extension and personalization

Lesson Objectives

Learn about the life cycle of a fruit tree.
Draw a tree from your country.
Present your tree to the class.

Language

New vocabulary: *leaves, plant, seeds, apples, flowers*
Review vocabulary: colours
Review grammar: *This is an apple tree. It's got green leaves.*

Warm up

Review the Lesson 3 listening text using the photos on page 28. Point to the profile photo and the photos in activity 2 and ask questions, e.g. Profile photo: *Who's this? Where is she from?* Photo 1: *What's this? (A bee) Where is it? (On a flower)* Photo 2: *What's this? (A bird) What colour is it? (blue and yellow)* Photo 3: *Where is the bird? (On a rock in the pond)* Photo 4: *What colour are the apples? (Red and green)*

Activity Book pages 30–31

Extension

1 Listen and point. Then listen and repeat. 084

Audio transcript

1 leaves 2 a plant 3 seeds 4 apples 5 flowers

2 Look and draw.

- Students match the small pictures to the pictures in the life cycle of an apple and complete the pictures in the cycle.

3 Listen and point to the pictures in activity 2. 085

Audio transcript

- The seeds are in the ground.
- This is a plant.
- Now the plant is a tree. The tree has got green leaves.
- The tree has got pink flowers.
- The tree has got red apples.
- The apple has got seeds.

4 Practise in pairs. Point and say. Communication

- The students point to the pictures in activity 2 and make sentences as in activity 3.

Personalization

5 Work in groups. Think of a tree from your country. Tick ✓ the things your tree has got. Then draw your tree. Creativity

- Before the students begin this activity, brainstorm trees that grow in your country. These could be flowering trees or fruit trees. Tell the students the names of the fruit in English.
- The groups can either all draw the same image of the tree at the same stage, e.g. with blossom or fruit growing on it, or they can each draw a different stage of the tree's life cycle, e.g. if they choose an orange tree, one student can draw a tree with green leaves, one student can draw a tree with white blossom and one student can draw a tree with oranges.

TIP Curriculum link

Encourage the students to tell their science teacher what they have learned about the life cycle of a fruit tree. If possible, ask their science teacher to teach the students about the life cycles of other plants from their country.

6 Tell your class about your tree. Communication

- Students show their tree pictures to the class and make sentences, e.g. *The tree has got green leaves.*

COMMUNITY TASK Invite students from other classes (and parents if possible) to come and see the display of posters. If you have a class website or blog, you can take photos of the posters and upload them, so that students can send a link to their family members.

7 Evaluate your work. Colour.

- Students colour the picture which best shows how they feel about their tree and their presentation.

Lesson 5 Communication game

Lesson Objectives

Practise the key language of unit 3 through a Communication game.

Language

Review vocabulary: *cat, butterfly, fish, rabbit, mouse, frog, bird, bee; tree, flower, fence, grass, pond, rock*

Review grammar: *What's this? It's a (fish). The (bee) is in / on / under the (flower).*

This lesson can be used any time after Class Book Lesson 7 (when all the unit grammar has been presented and practised).

Warm-up

Review the animals and outdoor things vocabulary by playing *Pass the flashcards* from the Ideas bank on page 107.

Activity Book page 67

Cut out the pictures. Play.

- Students play the game in pairs. One student places five animal cards of their choice in different places in the garden scene without showing their partner (e.g. behind a book held between them). This student then describes where the animals are. The other student listens and places their own animal cards on their garden scene according to the descriptions. The students then compare their pictures to see if the animals are in the correct places.
- The students swap roles and play the game again.

Further practice

Students can play a guessing game by placing five animal cards of their choice in different places in the garden scene without showing their partner (e.g. behind a book held between them). Their partner guesses which animal is in each place, e.g. *A: The bird is on the fence! B: No! A: The bird is in the tree! Yes!* When their partner has correctly guessed where all five animals are, the first student shows their partner the picture.

4

What can you do?

Class Book

Lesson 1

Vocabulary and chant

Lesson Objectives

- Introduce actions and activities vocabulary.
- Practise the new vocabulary through a chant.
- Play an action game to practise the new vocabulary.

Language

New: *cook, swim, climb, speak Chinese, paint, do gymnastics, make cakes, run; What can you do?*

Warm up

Introduce the theme for the lesson. Say *Let's think about actions and activities!* Present the vocabulary using the flashcards for this lesson. Ask, in L1 if necessary, *What actions and activities do you know?* The students can say any words they already know in English, or say words in L1. Display the actions and activities flashcards, and say the words clearly in English.

Class Book page 38

1 Listen and point. Then listen and repeat. 086

Audio transcript

Miss Jones What can you do?

- Scarlett** Cook!
- Sock** Swim!
- Jamil** Climb!
- Poppy** Speak Chinese!
- Henry** Paint!
- Ava** Do gymnastics!
- William** Make cakes!
- Miss Jones** Run! Well done, everyone!

2 Listen and point. Then listen and chant. 087

Audio transcript

Swim!
Climb!
Run, run, run!
Make cakes!
Speak Chinese!
Run, run, run!
Cook!
Paint!
Run, run, run!
Do gymnastics!
It's fantastic!
Fun, fun, fun!

3 Play a game with your teacher.

- Ask a student to come to the front of the class and stand with their back to the board, facing the rest of the class. Put a flashcard on the board above their head, telling

the student not to turn around and look. The rest of the class mimes the action or activity. The student with his / her back to the board tries to guess what the activity is. When he / she guesses correctly, he / she can turn around and see the card. Repeat with different students and different flashcards. If you like, you can make this activity into a team game, with students acting out the activities for their own team member to try and guess. When they guess correctly, they score a point for their team.

- Ask the students the Big Question for this unit, and encourage them to tell you their own answers.

Further practice

Play *Sock says* or *Mime the word* from the Ideas bank on page 106 to practise the new actions / activities vocabulary.

Lesson 2

Vocabulary and stickers

Lesson Objectives

- Practise using the new actions and activities vocabulary.
- Develop listening and speaking skills.
- Complete a sticker activity.

Language

Review: *cook, swim, climb, speak Chinese, paint, do gymnastics, make cakes, run*

Warm up 087

Play the chant from Lesson 1 and encourage the students to join in as much as possible. Play the game from Lesson 1 activity 3 again, or play *Sock says* from the Ideas bank on page 106 to review the actions and activities vocabulary.

Class Book page 39

1 Listen and say the number. 088

KEY COMPETENCES Mathematical competence

Recognizing sequences helps students to develop mathematical competence. Ask students to say which action / activity comes next in each sequence.

TIP For further practice, give instructions for the students to do a sequence of mimes for the activities, first using the sequences in activity 1 and then making up new sequences. To extend the task, students can work in pairs or small groups and take turns to give instructions for their partner or group members to mime.

Audio transcript

paint, paint, speak Chinese, paint, paint, speak Chinese
swim, run, climb, swim, run, climb
cook, make cakes, make cakes, cook, make cakes, make cakes
swim, do gymnastics, run, swim, do gymnastics, run

ANSWERS

3, 1, 4, 2

2 Put on the stickers. Then point and say the actions and activities.

- Students find the stickers in the back of their Activity Books. After they have placed the stickers on the correct silhouettes, they take turns to point to the stickers and name the actions and activities in pairs.
- Students can use their sock puppets from The Big Project 1 for this activity. They can talk to their own sock puppets, or work in pairs and use their sock puppets to name the actions and activities.

ANSWERS

1 speak Chinese 2 do gymnastics 3 climb
4 paint 5 make cakes 6 cook 7 run 8 swim

Further practice

The students are now ready to do the Vocabulary 1 worksheet.

Lesson 3 Grammar and song

Lesson Objectives

Present and practise *can* / *can't* for talking about abilities.

Practise the new grammar through a song.

Play a game to practise the new grammar.

Language

New: *I can't (do gymnastics). I can (climb).*

Review: *cook, swim, climb, speak Chinese, paint, do gymnastics, make cakes, run*

Warm up 087

Play the chant from Lesson 1 and encourage the students to join in as much as possible. Play the game from Lesson 1 activity 3 again.

Class Book page 40

1 Look and listen. Then listen and repeat. 089

Audio transcript

1 **Jamil** I can't do gymnastics!

Sock Oh!

2 **Jamil** I can climb.

TIP Mixed-ability teaching

- Support less confident students by dividing the class into a Jamil group and a Sock group. Play 089 again and encourage the groups to join in saying their character's lines with the audio.
- Stretch more confident students by dividing the class into pairs, and assigning a character (Jamil or Sock) to each student in each pair. Stretch students by suggesting they substitute the activities in the cartoon with other activities. They can mime doing the activities (badly or well). Students can then act out their new cartoons for the rest of the class.

2 Listen and point. Then listen and sing. 090

Audio transcript

I can't cook. I can't make cakes.

And I can't speak Chinese.

But I can paint and swim and run.

I can climb. It's easy!

Chorus

Climb! Climb! Up and up!

I can climb to the top.

Climb! Climb! Up and up!

Up and up! Don't stop!

I can't cook. I can't make cakes.

And I can't do gymnastics.

But I can paint and swim and run,

And climb! Oh, it's fantastic!

Chorus

3 Play a game with your teacher.

- Hold up one of the actions and activities flashcards. Tell the students to repeat what you say if it's true for them. Say a sentence, e.g. *I can speak Chinese*. If the students can speak Chinese, they repeat the sentence. If they can't speak Chinese, they stay quiet. Continue the game, holding up different flashcards and saying sentences about them using *can* and *can't*.

Further practice

The students are now ready to do the Song worksheet.

Lesson 4 Grammar and speaking

Lesson Objectives

Practise talking about what actions and activities you can / can't do.

Develop listening and speaking skills.

Do a communication activity in pairs.

Language

Review: *I can't (do gymnastics). I can (climb). cook, swim, climb, speak Chinese, paint, do gymnastics, make cakes, run*

Warm up 090

Play the song from Lesson 3 for students to join in as much as possible. Play the game from Lesson 3 activity 3 with the class.

Class Book page 41

1 Listen and tick ✓ or cross X. 091

Audio transcript

1 **Poppy** I can't cook. I can speak Chinese.

2 **Henry** I can climb. I can't make cakes.

3 **Ava** I can paint. I can't swim.

4 **William** I can't do gymnastics. I can cook.

ANSWERS

1 X ✓ 2 ✓ X 3 ✓ X 4 X ✓

2 Circle the activities you can do in green and the activities you can't do in red. **Critical Thinking**

- Demonstrate by holding up a green pen, nodding your head and saying *I can (cook)*, then holding up a red pen, shaking your head and saying *I can't (do gymnastics)*.

3 Practise in pairs. Point and say. **Communication**

- The students point to their pictures and say sentences, e.g. *I can swim. I can't cook.* etc.
- Ask students to compare their coloured circles with their partner's coloured circles to see which are the same and which are different.

KEY COMPETENCES Social and civic competence

You can use this activity as an opportunity to explain that everyone has different skills and abilities. Explain the importance of respecting other people's hobbies and interests, and being kind and patient when people are learning to do a new activity.

Further practice

The students are now ready to do the Vocabulary and Grammar 1 worksheet.

Lesson 5 Vocabulary and story

Lesson Objectives

Present and practise vocabulary for food.

Develop listening and speaking skills.

Check and consolidate understanding of *William's story*.

Language

New: *pizza, eggs, spaghetti, soup, vegetables, bananas*

Review: *I can't (do gymnastics). I can (climb). cook, swim, climb, speak Chinese, paint, do gymnastics, make cakes, run*

Warm up

Introduce the theme for the lesson. Say *Let's think about food!* Present the vocabulary using the flashcards for this lesson. Ask the students, in L1 if necessary, *What food do you know?* The students can say any words they already know in English, or say words in L1. Display the food flashcards, and say the words clearly in English.

Class Book **pages 42–43**

1 Listen and point. Then listen and repeat. **092**

Audio transcript

1 pizza 2 eggs 3 spaghetti 4 soup 5 vegetables
6 bananas

2 Listen and say. **093**

Audio transcript

number 3, number 6, number 1, number 5, number 4,
number 2

ANSWERS

spaghetti, bananas, pizza, vegetables, soup, eggs

3 BEFORE YOU LISTEN Guess which food is in the story. **Critical Thinking**

- Students can discuss their guesses with a partner, then tell the class their ideas. Stick food flashcards on the board to show the students' guesses.

4 Look and listen. Check your answers and find Sock. **094**

- Use the storycards to tell the story. (See Tour of the unit, page 25.)
- Ask students whether their guesses in activity 3 were correct. Ask them to point to and name the foods in the story.
- Ask students to find Sock in the story and say the number for the frame Sock is in (Frame 3).

Audio transcript

William's story: *I like bananas*

1 **William's daddy** Hmm ... Where's the spaghetti?

William It's here, Daddy.

2 **William's daddy** Thank you!

William I don't like spaghetti. I like bananas!

3 **William's daddy** Ah! Here are the vegetables ... I can make soup!

William I don't like soup. I like bananas!

4 **William** BANANAS!

William's daddy OK, William! Put six bananas in the basket.

5 **William's daddy** Hello, Carol! How are you today?

Carol I'm fine, thank you, Tim. How are you?

William's daddy I'm fine too, thank you.

6 **William's daddy** William! Look at the bananas!

William Oh no! My bananas!

7 **William** Wait! I've got an idea! I can make cakes!

8 **William's daddy** Mmm ... I like banana cakes, William!

William Me too!

VALUES In L1, ask the students how William feels when he sees the squashed bananas and why. Ask students how William feels at the end of the story and why. Establish that it's good for us to try to make the best of the situation when something goes wrong.

5 AFTER YOU LISTEN Act out the story. **Collaboration**

- Organize the students into groups of three (William, daddy and shop assistant). Then follow the role-play steps as outlined for unit 1 on page 46.
- The shop assistant could also mime the Sock character.

KEY COMPETENCES Social and civic competence

Take this opportunity to tell the class that it is good to try new foods to find out what you like. Explain that we should always be polite about it when we don't like a food. It isn't polite to pull faces or make noises to show that we don't like something.

Further practice

Hold up food flashcards. Ask students to raise their hands if the food is in the story. If the foods are in the story, they should then say the number of the frame the foods are in. Ask the students to tell you the number of the frame which shows their favourite part of the story. Alternatively, you can show each storycard in turn, and ask students to raise their hands when you show their favourite.

Ask the students to score the story points out of five to show how much they liked it.

Lesson 6

Story and vocabulary

Lesson Objectives

- Review and practise food vocabulary.
- Develop speaking skills.
- Develop critical-thinking skills.

Language

Review: *pizza, eggs, spaghetti, soup, vegetables, bananas*

Warm up

Review the foods from Lesson 5 by playing *What's missing?* from the Ideas bank on page 107. Review the Lesson 5 story using the storycards or the Class Book.

Class Book page 44

1 REMEMBER THE STORY Tick ✓ the shopping basket from the story. Point and say the food.

- When the students have ticked the shopping basket from the story, ask them to name the foods in the basket. They can also identify the items in the other baskets.

ANSWER

Picture 2

2 Find and match. Critical Thinking

- Students then complete the puzzle by drawing lines from the small pictures to the matching foods in the big picture.

ANSWERS

1 pizza 2 vegetables 3 soup 4 bananas
5 eggs 6 spaghetti

3 Point to the food in the big picture in activity 2 and say.

- Students point to the foods in the big picture in activity 2 and name them.

Further practice

The students are now ready to do the Vocabulary 2 worksheet.

Lesson 7

Grammar and vocabulary

Lesson Objectives

- Present and practise talking about likes and dislikes.
- Develop listening and speaking skills.
- Do a communication activity in pairs.

Language

New: *I don't like soup. I like spaghetti.*

Review: *pizza, eggs, spaghetti, soup, vegetables, bananas*

Warm up 094

Have the students act out the story from Lesson 5 again in their original groups. You can support them by playing the recording if necessary. Alternatively, you can play *Number words* from the Ideas bank on page 107 with the food flashcards.

Class Book page 45

1 Look and listen. Then listen and repeat. 095

Audio transcript

- I don't like soup.
- I like spaghetti!!

TIP Mixed-ability teaching

- Support less confident students by playing 095 again and encouraging the students say the lines with the audio until they feel confident.
- Stretch more confident students by suggesting they substitute the foods in the cartoon with different foods. Students can draw pictures of the two foods, then say sentences about their pictures.

2 Listen and draw or . 096

- The students should listen and complete the faces by drawing smiles for the foods Scarlett likes and drawing downturned mouths for the foods Scarlett doesn't like.

Audio transcript

- I like vegetables.
- I like soup.
- I don't like spaghetti.
- I like bananas.
- I don't like pizza.
- I like eggs.

3 Draw a food you like and a food you don't like.

Creativity

- Students should draw foods from the Lesson 1 vocabulary set.

4 Practise in pairs. Point and say. Communication

- Students take turns to point to their pictures in activity 3 and say full sentences, e.g. *I like (soup). I don't like (bananas).*

Further practice

The students can now play the Communication game on pages 65 and 66 of their Activity Books. See notes on page 83. The students are now ready to do the Vocabulary and Grammar 2 worksheet.

Lesson 8 Cross-curricular

Lesson Objectives

Learn about how to make a splatter paint picture.

Learn vocabulary for craft materials.

Develop listening, speaking and communication skills.

Language

New: *paint, paper, card, scissors, toothbrush*

Review: *can / can't*; colours

Warm up 087

Play the chant from Lesson 1 again. Play *Odd one out* from the Ideas bank on page 107 using the actions and activities flashcards and the food flashcards.

Class Book page 46

1 Listen and point. Then listen and repeat. 097

Audio transcript

Henry I can paint! Let's paint a picture! We need ...

1 white paint 2 black paper 3 card 4 scissors

5 a toothbrush

2 Look and number the pictures in order. Then listen and check. 098 **Critical Thinking**

Audio transcript

1 pink

Make a shape with the card. My shape is a tree.

2 green

Cut out the shape with the scissors.

3 blue

Put the shape on the black paper.

4 red

Put the toothbrush in the white paint.

5 yellow

Splatter the paint with the toothbrush.

6 orange

Wait! Then take the shape off the paper. Look at my picture!

ANSWERS

2, 1, 5, 3, 6, 4

3 Choose a colour for your paint and paper. Then draw a shape in the box. Make a splatter paint picture in class or at home. **Creativity**

- Students choose a colour for the paint and paper. Then they draw their own choice of shape.

CROSS-CURRICULAR NOTE Splatter paint pictures

You can make a splatter paint picture using any colour paper or card, and using any colour paint. You can make a picture or a greetings card using this method.

TIP Curriculum link

- Encourage the students to tell their art teacher what they have learned about splatter paint pictures. If possible, ask their art teacher to make some splatter paint pictures in the students' next art lesson.
- Alternatively, students can make some splatter paint pictures or greetings cards in class, following the instructions shown in activity 2.
- Students make a pattern or template by drawing a shape on a piece of card / paper. They can choose any shape, e.g. an animal, a toy, etc. Make sure the shape is simple enough for the students to cut out afterwards. Alternatively, you can draw a simple shape and photocopy it for the students to cut out and use as a template.
- Cover the table with newspaper before the students splatter. They also need to wear old shirts or aprons to protect their clothes.
- If you're using a paper template, it may be necessary to weigh it down with something (e.g. a paper weight or stone), or stick it down with reusable adhesive so that it doesn't move when the students splatter.
- Make sure students let the paint dry before they remove the template.
- If you don't want the students to paint in the classroom, they could try this kind of art with a felt tip pen instead of paint and a toothbrush (dotting the paper and template repeatedly with the tip of the pen).
- You can display the pictures in a public area of the school (or students can give the greetings cards to friends or family members).

KEY COMPETENCES Cultural awareness and expression

Expressing their ideas through arts and crafts helps students to develop skills in cultural expression and encourages creativity. Praise students for their designs and encourage them to look at and praise other students' designs too.

4 Look at activity 3 and practise in pairs. Point and say. **Communication**

- The students take turns to point to the pictures in activity 3 and make sentences, e.g. *It's a (cat). The paper is (white). The paint is (blue).*

Further practice

The students are now ready to do the CLIL worksheet.

Lesson 9

Sounds and review

Lesson Objectives

Present and practise the pronunciation of the sound /s/.

Review and practise actions and activities and food vocabulary.

Review the unit 4 grammar structures: *I can / can't ...; I (don't) like ...*

Self-evaluate progress.

Language

Review vocabulary: *cook, swim, climb, speak Chinese, paint, do gymnastics, make cakes, run; pizza, eggs, spaghetti, soup, vegetables, bananas*

Review grammar: *I can (climb). I can't (swim). I like (pizza). I don't like (soup).*

Warm up

Review the language from unit 4 by playing *Memory chain* from the Ideas bank on page 109. Alternatively, you can play the Communication game from pages 65 and 66 of the Activity Book.

Class Book page 47

1 Listen and repeat. Then listen and tick ✓. 099

- Play the recording for the students to first listen and repeat the /s/ sound, then tick the words with the /s/ sound.

Audio transcript

Listen and repeat this sound: s.

And again: s.

Now listen and tick the words with s.

1 soup 2 cook 3 speak Chinese 4 pizza
5 spaghetti 6 swim

ANSWERS

1 soup 3 speak Chinese 5 spaghetti 6 swim

2 Point and say.

- Students point to and say the words with the /s/ sound, first chorally, then individually.

3 Play the game.

- Follow the instructions in the Tour of the unit on page 29.

4 Evaluate your work in unit 4. Colour.

- Students colour the picture which best shows how they feel about their work in unit 4.

SELF-EVALUATION

Draw a chart on a large sheet of paper, with two columns and a row for each of the lessons in unit 4. Hand out small coloured stickers (red, yellow and green) to the students. Ask them to place stickers on the chart to show how they feel about each of the lessons (green = great, yellow = OK, red = I need more practice). You can use the chart to see which areas students need more practice in.

Further practice

Play *Silent words* from the Ideas bank on page 106 for further practice of the unit 4 vocabulary.

Review unit

The students can now complete the units 3 and 4 review on pages 40 and 41 of their Activity Books. See teaching notes on page 85.

Unit test

The students are now ready to do the unit test.

Activity Book

Lesson 1

Review and song

Lesson Objectives

Review actions / activities, animals and colours vocabulary.

Practise the actions / activities and animals vocabulary through a song.

Present and practise *It can / can't (climb)*.

Language

New vocabulary: *monkey*

New grammar: *It can (fly). It can't (swim).*

Review vocabulary: actions and activities; animals; colours

Warm up

Play *Noughts and crosses* from the Ideas bank on page 107. Use the actions and activities, animals and colours flashcards.

Activity Book pages 32–33

1 Look at the picture. Say what you can see. Say what colour the animals are.

- Explain that Ava likes this song and is sharing it with the class.
- Elicit the names of the animals the students know, pointing to the bird, frog and fish and encouraging the students to use complete sentences, e.g. *It's a bird / frog / fish*. Then point to the monkey and introduce the new word. Say *Look! It's a monkey*.
- Ask students *What colour is the (bird)?* Encourage students to answer using complete sentences, e.g. *It's red. It's yellow. It's blue. or It's red, yellow and blue*. Repeat for all the animals.

2 Listen and point. 100

Audio transcript

Chorus

Ooo-bee-doo!

What can animals do, do, do?

What can animals do, do, do?

What can animals do?

It's a bird. (Ooo-bee-doo, ooo-bee-doo)

Can you see? (Ooo-bee-doo, ooo-bee-doo)

It can fly. It can't swim.

Sing with me! (Ooo-bee-dee-dee-dee)

Chorus

It's a monkey. (Ooo-bee-doo, ooo-bee-doo)

Can you see? (Ooo-bee-doo, ooo-bee-doo)

It can climb. It can't fly.

Sing with me! (Ooo-bee-dee-dee-dee)

Chorus

It's a frog. (Ooo-bee-doo, ooo-bee-doo)
 Can you see? (Ooo-bee-doo, ooo-bee-doo)
 It can jump. It can't speak.
 Sing with me! (Ooo-bee-dee-dee-dee)
Chorus
 It's a fish. (Ooo-bee-doo, ooo-bee-doo)
 Can you see? (Ooo-bee-doo, ooo-bee-doo)
 It can swim. It can't run.
 Sing with me! (Ooo-bee-dee-dee-dee).
Chorus

3 REMEMBER THE SONG Listen and match. 🎧 100

- Play the song again for the students to match each animal to the activities it can and can't do.

ANSWERS

- 1 It can fly. It can't swim. 2 It can climb. It can't fly.
 3 It can jump. It can't speak. 4 It can swim. It can't run.

4 Look at activity 3. Listen, point and repeat. 🎧 101

Audio transcript

- 1 It can fly. It can't swim.
 2 It can climb. It can't fly.
 3 It can jump. It can't speak.
 4 It can swim. It can't run.

5 Look and listen. 🎧 102 Then play the game in pairs. **Communication**

- Ask students to take turns to say any three sentences about what one of the animals can and can't do each time.

Audio transcript

- 1 **A** It can't fly. It can swim. It can jump.
 B A fish!
 2 **A** No!
 3 **B** A frog!
 A Yes!

6 Listen, point to the pictures in activity 3 and sing the song. 🎧 100

- Play the recording for students to point to the pictures as they sing the song.

Lesson 2

Grammar extension and personalization

Lesson Objectives

- Review animals and actions / activities vocabulary.
- Practise using *It can / can't ...* to talk about animal abilities.
- Create and perform a personalized song.

Language

- Review vocabulary: actions and activities; animals; *crocodile, chicken*
- Review grammar: *It can (swim). It can't (fly).*

Warm up 🎧 100

Divide the class into two groups. Ask the first group to listen for animals and the second group to listen for actions. Tell the students to stand up, turn around and sit down again when they hear an animal (group 1) or an action (group 2). Play the song from Lesson 1 for the students to listen for their words.

Activity Book pages 34–35

Extension

1 Sing Ava's song on page 32 again. 🎧 100

- Play the song from Activity Book page 32 again. Encourage students to sing along and point to the correct pictures on page 32 of their Activity Books.

2 Look and tick ✓ or cross X. **Critical Thinking**

- Demonstrate the activity. Point to the rabbit and say *It's a rabbit*. Point to the image of the stick man swimming and the tick, and say *It can swim*. Point to the image of the stick man pretending to fly and the cross, and say *It can't fly*. etc.
- Ask the students to look at the pictures and decide what each of the animals can and can't do. Tell them to guess if they don't know, as they will hear the answers in the next activity.

3 Listen and check. 🎧 103

Audio transcript

- 1 It's a rabbit. It can swim. It can't fly. It can run. It can climb. It can jump.
 2 It's a mouse. It can swim. It can't fly. It can run. It can climb. It can jump.
 3 It's a chicken. It can swim. It can fly. It can run. It can climb. It can jump.
 4 It's a crocodile. It can swim. It can't fly. It can run. It can climb. It can jump.
 5 It's a cat. It can swim. It can't fly. It can run. It can climb. It can jump.

ANSWERS

- 1 ✓ X ✓ ✓ ✓
 2 ✓ X ✓ ✓ ✓
 3 ✓ ✓ ✓ ✓ ✓
 4 ✓ X ✓ ✓ ✓
 5 ✓ X ✓ ✓ ✓

4 Practise in pairs. Look at the table in activity 2.

Point and say. **Communication**

- Students practise making sentences about the animals in pairs, using the sentences in activity 3 as a model.

Personalization

5 Work in groups. Choose an animal in activity 2.

Plan a new verse of Ava's song and sing. **Creativity**

- Demonstrate how to do this activity with the whole group first.
- Tell the students to look at the rabbit in the table on page 34. Tell them they are going to make a new verse of Ava's song about the rabbit. Ask the class to choose one action the rabbit can do, e.g. *It can jump*. Then ask them to tell you what the rabbit can't do, e.g. *It can't fly*. Ask students to stand up and do actions for each of these sentences.
- Then say *Let's sing about the rabbit*. Play the gapped version of the song and encourage the students to join in with the actions about the rabbit and the words, e.g. *It's a rabbit. (Ooo-bee-doo, Ooo-bee-doo)*
Can you see? (Ooo-bee-doo, Ooo-bee-doo)
It can jump. It can't fly.
Sing with me! (Ooo-bee-dee-dee-dee)
- Then ask the students to work in groups of four. Tell the groups to choose an animal from the table. Ask them to choose an action this animal can do and an action this animal can't do. In the case of the chicken, students will have to think of an activity it can't do, e.g. *It can't speak Chinese*.
- The students then practise their own verse of the song using the animal and the actions they chose. By this time, the students will know the tune and can sing quietly without the audio.

6 Sing your song for your class. **104 Collaboration**

- Ask a group to come to the front. Play the gapped version of the song. Encourage the whole class to sing the chorus, then encourage the group at the front to sing their version of the first verse. Pause the recording after the first verse, change groups and continue. Continue in the same way until the song ends and four verses have been sung.
- Alternatively, ask the students to remain in their seats and tell four groups they are going to sing, giving them a number so they know which verse is theirs and when it's their turn. Then play the gapped version of the song all the way through, encouraging the whole class to join in with the chorus and indicating when each group should sing their verse.
- If there are more than four groups in your class, you can ask other groups to sing their song as a warm up activity to begin the next couple of lessons.

COMMUNITY TASK Each group of students chooses one verse from their song. Organize the groups in order, and have them practise their combined song, with each group singing one verse. When the students are ready, invite another class, or family members, to come and watch the performance.

7 Evaluate your song. Colour.

- Students colour the picture which best shows how they feel about their song.

Lesson 3

Review and culture

Lesson Objectives

Review food vocabulary.

Learn about food in India.

Draw and talk about your favourite food and drink.

Language

New vocabulary: *market, curry, mango, lassi, drink*

Review vocabulary: food

Review grammar: *I like vegetables. I don't like soup.*

My favourite food is curry. My favourite drink is lassi.

Warm up

Play *Memory game* from the Ideas bank on page 107. Use the food flashcards.

Activity Book **pages 36–37**

1 Look at the photos. Say what you can see.

SUGGESTED ANSWERS

A market, vegetables, a woman, a kitchen, soup, food, a drink, a mango

TIP Students can name the items they see in their L1 if necessary. Recast their answers in English and encourage them to repeat after you.

CULTURE NOTE Tell the students that the boy in the photo is Kareem and that he is from India. Ask the students if they know where India is. Show the students India on a map or globe.

2 Listen and point. **105**

Audio transcript

I'm Kareem. I'm from India.

- Here's a market. I can see vegetables. I like vegetables.
- I can't cook, but my mum can cook. This is my mum. My mum can make soup. (I don't like soup!)
- I like curry! My mum can make curry too. I like fish curry, but chicken curry is my favourite. Mmm ... I'm hungry!
- I'm thirsty, too! This is *lassi*. It's a drink. This is mango *lassi*. It's my favourite drink.

ANSWERS

1, 2, 3, 4

3 Listen and say the number of the photo. **106**

Audio transcript

My mum can make soup.

This is *lassi*. It's a drink.

I like curry.

I like vegetables.

ANSWERS

2, 4, 3, 1

4 Listen to the questions and circle the answers. 🎧 107

Audio transcript

- 1 What can Kareem see in the market?
- 2 Can Kareem cook?
- 3 What's Kareem's favourite food?
- 4 Does Kareem like mango *lassi*?

ANSWERS

1 vegetables 2 No 3 Chicken curry 4 Yes

5 Draw your favourite food and drink. **Creativity**

- Students draw their favourite food and drink.

6 Practise in pairs. Say your favourite food and drink. **Communication**

- It's important that students have the opportunity to talk about their favourite food and drink, even though they may not know the words for them in English. Encourage students to make sentences as best they can, e.g. *My favourite food is (word in L1). My favourite drink is (word in L1).*
- If students say the name of a local dish or drink, it's fine for them to use the name in L1. If they say the name of a food or drink which can be translated into English, remodel their sentence for them, e.g. *Your favourite food is ice cream. / Your favourite drink is apple juice.*

Lesson 4

Vocabulary extension and personalization

Lesson Objectives

- Learn how to make a mango *lassi*.
- Design your own fruit drink.
- Present your drink to the class.

Language

- New vocabulary: *mango, yoghurt, honey, ice, a blender*
- Review vocabulary: *apple, banana*
- Review grammar: *I (don't) like ...*
- New grammar: *Put the banana in the blender. Blend the banana.*

Warm up

Review the Lesson 3 listening text using the photos on page 36. Point to the profile photo and the photos in activity 1 and ask questions, e.g. Profile photo: *Who's this? Where is he from?* Photo 1: *What can you see? (A market / Vegetables)* Photo 2: *Who's this? (Kareem's mum) What can she do? (Cook)* Photo 3: *What's this? (Curry)* Photo 4: *What's this? (Mango lassi).*

Activity Book

pages 38–39

Extension

1 Listen and point. Then listen and repeat. 🎧 108

Audio transcript

1 mango 2 yoghurt 3 honey 4 ice 5 a blender

2 Number the pictures in order. **Critical Thinking**

- Students number the pictures in order to make the mango *lassi* recipe.

3 Listen and check. 🎧 109

Audio transcript

- 1 orange
Put the mango in the blender.
- 2 green
Blend the mango.
- 3 purple
Put the yoghurt and honey in the blender.
- 4 yellow
Put the ice in the blender.
- 5 blue
Blend the yoghurt, the honey, the ice and the mango.
- 6 pink
The drink is ready!

ANSWER

2, 6, 4, 1, 5, 3

Personalization

4 Choose and tick ✓ fruit for your drink.

- Tell the students they can choose their own fruit combinations for their *lassi* drink. Help them with the English words for different fruits of their choice.

5 Draw and colour. **Creativity**

- Encourage students to refer to the pictures in activity 2 on page 38 as a guide when drawing and colouring the steps for making a drink. They should use the fruit they selected in activity 4, and the other ingredients shown in activity 2.

6 Practise in pairs. Look at your pictures. Point and say. **Communication**

TIP Mixed-ability teaching

- Support less confident students by demonstrating the activity, using the pictures in activity 2 as an example. Point to the ingredients in turn and name or elicit them, e.g. Picture 1: *This is mango.* Picture 2: *This is mango. This is a blender.* Picture 3: *This is yoghurt. This is honey.* Picture 4: *This is ice.* Picture 5: *This is mango, yoghurt, honey and ice.* Picture 6: *This is my drink.* Encourage students to point to their own pictures in pairs and name the ingredients shown in the same way.
- Stretch more confident students by playing the audio for activity 3 again. Challenge pairs of students to give instructions following the listening and using their own pictures, e.g. *Put the mango in the blender. Blend the mango. Put the yoghurt and honey in the blender. Put the ice in the blender. Blend the yoghurt, the honey, the ice and the mango. The drink is ready!*

Lesson 5

Communication game

Lesson Objectives

Practise the key language of unit 4 through a Communication game.

Language

Review vocabulary: *cook, swim, climb, speak Chinese, paint, do gymnastics, make cakes, run; pizza, eggs, spaghetti, soup, vegetables, bananas*

Review grammar: *I can / can't (climb). I (don't) like (pizza).*

The front side of this cut out (page 65) can be used any time after Class Book unit 4 Lesson 4. The reverse side of this cut out (page 66) can be used any time after Class Book unit 4 Lesson 7.

Warm-up

Review the actions / activities and food vocabulary by playing *Basketball words* from the Ideas bank on page 107.

Activity Book pages 65–66

Cut out the table and the pictures. Play.

TIP

Pair students that don't normally sit next to each other (so they have not already compared activities they can and can't do / foods they like and don't like in previous activities).

- Students play the game on page 65 in pairs. One student places the six activity cards in the table according to whether they can do them or not (placing the cards showing activities they can do under the tick and the cards showing activities they can't do under the cross). They should do this without showing their partner (e.g. behind a book held between them). The first student then says what they can and can't do, e.g. *I can swim. I can't cook.* etc. The other student places their own activity cards on their table according to what their partner says. The students compare their tables to see if the cards are in the correct places, then swap roles and play the game again.
- Students play the game on page 66 in the same way. One student places the six food cards in the table according to whether they like them or not (placing cards for foods they like under the smiley face, and cards for foods they don't like under the sad face). This student then says what they like / don't like, e.g. *I like soup. I don't like bananas.* etc. The other student places their food cards on their table according to what their partner says. The students compare tables to see if the cards are in the correct places, then swap roles and play the game again.

Further practice

Students can use reusable adhesive to stick their food / activities cards in place, then move around the class talking to other students (saying, e.g. *I can swim / climb / run. I can't cook / do gymnastics / speak Chinese.*) until they find someone with a matching table (or as close as possible).

A play

Lesson Objectives

Review vocabulary for animals, actions and activities, and outdoor things.

Complete a story.

Review prepositions of place: *in*, *on* and *under*.

Act out a short play.

Language

Review vocabulary: animals, actions and activities, outdoor things

Review grammar: *in*, *on*, *under*

Warm up

Play *Number words* from the Ideas bank on page 107, using the unit 3 animal flashcards from the Classroom Resource Pack.

Class Book pages 48–49

THINK ABOUT IT

1 Which animals can you remember? Critical Thinking

- Ask students to say what English words they can remember for animals.
- You can play *Minute race!* from the Ideas bank on page 106 to make this activity more challenging.

CREATE

2 Listen and number. 110

- Play the recording for the students to listen and look at the pictures in their Class Books.
- Play the recording again, pausing after each line for the students to number the pictures in order.

Audio transcript

- 1 A Oh no! Where's my rabbit?
B Look! Your rabbit is in the flowers!
- 2 A Come here, rabbit! Awww! My rabbit can hop!
- 3 A Where's my rabbit now?
B It's under the tree!
- 4 A Come here, rabbit! Awww! My rabbit can run!
- 5 A Where's my rabbit now?
B I can see your rabbit. Look ...

ANSWERS

5, 4, 3, 2, 1, 6

3 Draw the end of the story above. Creativity

- To finish the story, the students have to decide in their groups where the rabbit is now. Because the characters are laughing in picture 5, this can be a funny place (but it doesn't have to be).
- Brainstorm some ideas with the students. The students can use vocabulary they already know from the outdoor places vocabulary set in unit 3, or, if they want to use an

imaginative place of their choice, they can ask you to tell them the word in English.

KEY COMPETENCES **Personal initiative and entrepreneurship**

Thinking of a suitable / amusing ending for a story encourages students to exercise their imaginations and allows them to come up with and express their own ideas.

PRACTISE

4 Look and listen. Then listen and repeat. 111

- Review the meanings of the words *in*, *on* and *under*. Demonstrate by placing your Sock puppet (or any other item) in / on / under a book and saying *Sock is (in / on / under) the book*. Then place Sock in the different positions and ask the class *Where's Sock?*

Audio transcript

- A The rabbit is under the fence!
B The rabbit is on the rock in the pond!
A The rabbit is in the hutch!

ACT

5 Act out the story in groups. Collaboration

- Ask each group their idea for the end of the story. This should be just one line, e.g. *The rabbit is on / in / under the (chosen place)*. Make sure each group can say their last line correctly.
- Organize the class into three big groups. Each group represents a character from the story, e.g. Group 1: The boy, Group 2: The girl, Group 3: The rabbit.
- Play the recording of the story from activity 2. Encourage the students to do actions for each story frame, according to the group they are in.
- Play the recording again and encourage each group to join in with their lines for each story frame.
- Lead a choral drill of the story, with each group saying their lines together without the recording.
- Regroup the students into groups of three, with a member from each big group in each group of three. The students do the actions and say the lines for their character for each frame of the story, finishing with their own idea.

TIP As the rabbit doesn't speak in the story, the students playing the rabbit can say the actions they do, e.g. *run* for frame 2 and *hop* for frame 4.

Lesson Objectives

Review grammar and vocabulary from units 3 and 4.
Develop speaking skills.

Language

Review: animals, outdoor things, activities, food; *It's a (cat). The bee is in / on / under the flower. I can't cook. I can swim. I (don't) like (eggs).*

Warm up

Play a game of *Odd one out* from the Ideas bank on page 107, using the flashcards for unit 3 and unit 4 from the Classroom Resource Pack.

Activity Book pages 40–41

1 Look and colour.

- Show the class the puzzles and explain that they need to colour the sections of the puzzle with coloured dots in them in order to find the hidden animals.
- Students take out their coloured pencils / crayons. Say *Show me (blue)*. Students hold up the correct colours.
- Students then colour the pictures and compare their completed pictures with a partner.

2 Point to the pictures in activity 1 and say.

- Students work in pairs, taking turns to point to the animals in their pictures and say the correct words.
- Point to the pictures in activity 1 and ask *What's this?* to students around the class. Encourage the students to answer using full sentences, e.g. *It's a cat / rabbit / bird / fish*.

ANSWERS

1 It's a cat. 2 It's a rabbit. 3 It's a bird. 4 It's a fish.

3 Find and match.

- Point to the animals around the main picture and ask students to name the animals.
- Students then find the matching animals in the main picture and draw lines connecting them to the animals around the picture.

4 Point to the animals in the big picture in activity 3 and say.

- Students work in pairs, taking turns to point to animals in the main picture and make sentences, e.g. *The cat is in the tree. / The butterfly is on the fence. / The rabbit is under the fence. / The frog is in the pond. / The mouse is under the rock. / The bee is in the flower.*

TIP Play a memory game. Tell the students to look at the main picture in activity 3 for a few seconds, then close their books. Ask *Where's the (cat)?* Students try to answer from memory, e.g. *It's (in the tree).*

KEY COMPETENCES **Sense of initiative and entrepreneurship**

Applying information they have learned to other situations helps students to develop a sense of initiative and entrepreneurship. Ask students to draw their own picture of a garden, showing six animals in different places. Students can then present their pictures to the class, saying where each animal is.

5 Look and draw. Then point and say what you can and can't do.

- Students copy the pictures in the box to complete pictures 1–6. Ask students to name the completed activities.
- Students then work in pairs, taking turns to point to the pictures and say whether they can or can't do each of the activities, e.g. *I can't cook. I can swim.* etc.

6 Point and say the food. Then draw ☺ or ☹.

- Students point to the pictures and name the foods. They then complete the faces to make happy faces for the foods they like or sad faces for the foods they don't like.

ANSWERS

1 pizza 2 eggs 3 spaghetti 4 soup
5 vegetables 6 bananas

7 Point to the foods and faces in activity 6 and say.

- Students work in pairs, taking turns to point to the foods and the faces they have drawn in activity 6 and make sentences, e.g. *I (don't) like (eggs).*

5

Who's in your family?

Class Book

Lesson 1

Vocabulary and chant

Lesson Objectives

Introduce family vocabulary.

Practise the new vocabulary through a chant.

Play a flashcard game to practise the new vocabulary.

Language

New: *mummy, daddy, brother, sister, auntie, uncle, grandma, grandpa; Who's in your family?*

Warm up

Introduce the theme for the lesson. Say *Let's think about family!* Present the vocabulary using the flashcards for this lesson. Ask, in L1 if necessary, *What family words do you know?* The students can say any words they already know in English for family members, or say words in L1. Display the family flashcards, and say the words clearly in English.

Class Book page 50

1 Listen and point. Then listen and repeat. 112

Audio transcript

Miss Jones Who's in your family?

1 William Daddy!

2 Ava Mummy!

3 Jamil Brother!

4 Poppy Sister!

5 Henry Uncle!

6 Sock Auntie!

7 Scarlett Grandma!

8 Miss Jones Grandpa! Well done, everyone!

2 Listen and point. Then listen and chant. 113

Audio transcript

Mummy, Daddy, brother, sister,

Look! Who's here? Grandpa!

Mummy, Daddy, brother, sister,

Look! Who's here? Grandma!

Uncle Will and Auntie Jill,
Look! Who's here? Grandpa!
Uncle Will and Auntie Jill,
Look! Who's here? Grandma!

3 Play a game with your teacher.

- Stick all the family flashcards face down on the board. Take a card away without showing the students which one it is. Turn all the flashcards around and ask the students *Who's missing?* The students put up their hands when they spot which family member isn't there and answer, e.g. *Grandma!* If the answer is correct, show them the missing card. The game is then repeated with different family members taken away each time.

- Ask the students the Big Question for this unit, and encourage them to tell you their own answers.

Further practice

Play *Number words* or *Stop the cards* from the Ideas bank on page 107 for further practice of the new family vocabulary.

Lesson 2

Vocabulary and stickers

Lesson Objectives

Practise using the new family vocabulary.

Develop listening and speaking skills.

Complete a sticker activity.

Language

Review: *mummy, daddy, brother, sister, auntie, uncle, grandma, grandpa*

Warm up 113

Play the chant from Lesson 1 and encourage the students to join in as much as possible. Play the game from Lesson 1 activity 3 again. Alternatively, play *Find the cards* from the Ideas bank on page 107 to review the family vocabulary.

Class Book page 51

1 Listen and say the number. 114

KEY COMPETENCES Social and civic competence

Ask the students to think about how families can be different (there are families with one parent, two parents, one child, several children, grandparents, etc.). Encourage them to think about how all families are the same (they love and help each other).

Audio transcript

Grandpa, grandma, brother

Mummy, brother, sister

Daddy, uncle, grandpa

Daddy, grandpa, grandma

Auntie, uncle, mummy

Grandma, sister, auntie

ANSWERS

6, 2, 3, 1, 4, 5

2 Put on the stickers. Then point and say the family members.

- Students find the stickers in the back of their Activity Books and place them on the correct silhouettes.
- Ask students to point to the stickers and name the family members. Then encourage students to take turns to point to the stickers and name the family members in pairs, using their sock puppets if they like.

ANSWERS

1 daddy 2 grandma 3 sister 4 brother
5 mummy 6 auntie 7 uncle 8 grandpa

Further practice

The students are now ready to do the Vocabulary 1 worksheet.

Lesson 3 Grammar and song

Lesson Objectives

Present and practise *He's / She's my ...* for talking about family members.

Practise the new grammar through a song.

Play a guessing game to practise the new grammar.

Language

New: *He's my (uncle). She's my (sister).*

Review: *mummy, daddy, brother, sister, auntie, uncle, grandma, grandpa*

Warm up 113

Play the chant from Lesson 1 and encourage the students to join in as much as possible. Play the game from Lesson 1 activity 3 again.

Class Book page 52

1 Look and listen. Then listen and repeat. 115

Audio transcript

- 1 He's my uncle.
- 2 She's my auntie.

TIP Mixed-ability teaching

- Support less confident students by playing 115 again and encouraging the students to join in saying the lines with the audio (using their sock puppets if they like) until they feel confident.
- Stretch more confident students by suggesting they substitute the family members in the cartoon with different family members. Students can draw pictures of the two family members, then say sentences about their pictures in pairs, or using their sock puppets.

2 Listen and point. Then listen and sing. 116

Audio transcript

He's my daddy. (He's my daddy.)
She's my mummy. (She's my mummy.)
He's my brother and she's my sister, Sue.
Chorus
She's my sister. She's my sister, Sue.
I'm her sister. I'm her sister too.
She's my sister. She's my sister, Sue.
Oh, she's my sister. She's my sister, Sue.
He's my uncle. (He's my uncle.)
She's my auntie. (She's my auntie.)
He's my brother and she's my sister, Sue.
Chorus
He's my grandpa. (He's my grandpa.)

She's my grandma. (She's my grandma.)
He's my brother and she's my sister, Sue.
Chorus

3 Play a game with your teacher.

- Explain that you are going to say the name of somebody in your family and the students have to guess which family member it is. Say the name of somebody in your family, e.g. *Daniel!* The students put up their hands to guess. They can say just the family word, e.g. *Daddy!* or a sentence, e.g. *He's your daddy!* When a student guesses correctly, confirm the answer with a sentence, e.g. *Yes. He's my brother.*
- Invite a student to the front of the class to say a name of somebody in their family for the rest of the class to guess. You can put the flashcards on the board so that each time the guess is incorrect, the child can point to the corresponding flashcard at the same time as saying, *No*. Different students can then come to the front to do the same, or the students can play the game in pairs or small groups.

TIP If it's not appropriate for your students to give out personal information, then adapt the activity and ask students to invent new names for their relatives.

Further practice

The students are now ready to do the Song worksheet.

Lesson 4 Grammar and speaking

Lesson Objectives

Practise talking about your family members.
Develop listening and speaking skills.
Do a communication activity in pairs.

Language

Review: *He's my (uncle). She's my (sister). mummy, daddy, brother, sister, auntie, uncle, grandma, grandpa*

Warm up 116

Play the song from Lesson 3 for students to join in as much as possible. Play the game from Lesson 3 activity 3 with the class.

Class Book page 53

1 Listen and say the number. 117

Audio transcript

He's my brother.
She's my mummy.
He's my grandpa.
He's my uncle.
She's my auntie.
He's my daddy.
She's my sister.
She's my grandma.

ANSWERS

8, 7, 1, 3, 2, 6, 5, 4

2 Draw two people in your family. **Creativity**

KEY COMPETENCES Sense of initiative and entrepreneurship

Tell the students that they can draw any two people in their family. They can even choose to draw imaginary family members if they like, as long as they remember who each person is supposed to be. Using their own ideas helps students to develop a sense of initiative and entrepreneurship.

3 Practise in pairs. Point and say. **Communication**

- The students point to their pictures and say sentences, e.g. *He's my uncle. She's my auntie.*
- Alternatively, students can play a guessing game in pairs. Student A looks at Student B's pictures and guesses which family members they show, e.g. Student A: *He's your daddy.* Student B: *Yes! / No!* Student A has to keep guessing until they guess correctly. The students then swap roles.

Further practice

The students are now ready to do the Vocabulary and Grammar 1 worksheet.

Lesson 5 Vocabulary and story

Lesson Objectives

Present and practise vocabulary for actions and activities.

Develop listening and speaking skills.

Check and consolidate understanding of *Scarlett's story*.

Language

New: *skateboard, hop, dance, sing, speak English, do maths*

Review: *I can't (do gymnastics). I can (climb). cook, swim, climb, speak Chinese, paint, do gymnastics, make cakes, run*

Warm up

Introduce the theme for the lesson. Say *Let's think about actions and activities!* Present the vocabulary using the flashcards for this lesson. Ask the students, in L1 if necessary, *What actions and activities do you know?* The students can say (and mime) any words they remember from unit 4. Display the new flashcards, and say the words clearly in English. Play *Memory chain* from the Ideas bank on page 109, using *I can ...* and the actions and activities from units 4 and 5. Encourage students to mime the activities as they say them.

Class Book **pages 54–55**

1 Listen and point. Then listen and repeat. **118**

Audio transcript

1 skateboard 2 hop 3 dance 4 sing 5 speak English (Hello!) 6 do maths

2 Listen and say. **119**

Audio transcript

SFX a girl singing
SFX a child hopping
SFX a boy saying, 'Hello!'
SFX a child skateboarding
SFX a girl doing maths
SFX somebody dancing

ANSWERS

sing, hop, speak English, skateboard, do maths, dance

3 BEFORE YOU LISTEN Guess which family members are in the story. **Critical Thinking**

- Students can discuss their guesses with a partner, then tell the class their ideas. Stick family flashcards on the board to show the students' guesses.

4 Look and listen. Check your answers and find Sock. **120**

- Use the storycards to tell the story. (See Tour of the unit, page 25.)
- Ask students whether their guesses in activity 3 were correct. Ask them to point to and name the family members in the story.
- Ask students to find Sock in the story and say the number for the frame Sock is in (Frame 5).

Audio transcript

Scarlett's story: *Maths homework*

1 **Scarlett** Hello Grandma! This is my friend, Kim.

Grandma Hello girls!

Kim Scarlett and I have got maths homework.

2 **Kim** This is my grandma. She can skateboard!

Scarlett Wow! My grandma can't skateboard.

3 **Kim** My grandma can hop!

4 **Kim** And she can dance!

Scarlett My grandma can't hop. And she can't dance.

5 **Kim** Oh! I can't do this maths.

Scarlett It's very difficult!

6 **Scarlett** Grandma! Please can you help?

7 **Kim** Can your grandma do maths?!

Scarlett Oh yes! She can do maths!

Grandma Don't worry, girls! I can help!

8 **Scarlett** Now I can do this maths! Thank you, Grandma.

Kim Yes, thank you very much! My grandma can't do maths!

Grandma No problem!

VALUES Ask the students which activities Scarlett's grandma can't do and why she can't do them. Ask them which activities she can do. Establish that we are all different and we should respect each other's differences.

5 AFTER YOU LISTEN Act out the story. **Collaboration**

- Organize the students into groups of three (Scarlett, Kim, grandma). Then follow the role-play steps as outlined for unit 1 on page 46.
- If the class doesn't easily divide into three, you can include Kim's grandma doing actions and also miming the Sock character.

Further practice

Play a game of *Who said it?* from the Ideas bank on page 108. Ask the students to tell you the number of the frame which shows their favourite part of the story. Alternatively, you can show each storycard in turn and ask students to raise their hands when you show their favourite. Ask the students to score the story points out of five to show how much they liked it.

Lesson 6
Story and vocabulary

Lesson Objectives

Review and practise actions and activities vocabulary.

Develop speaking skills.

Develop critical-thinking skills.

Language

Review: *skateboard, hop, dance, sing, speak English, do maths, cook, swim, climb, speak Chinese, paint, do gymnastics, make cakes, run*

Warm up

Review the actions and activities from Lesson 5, and from unit 4, by playing *Sock says* from the Ideas bank on page 106. Review the Lesson 5 story using the storycards or the Class Book.

Class Book page 56

1 REMEMBER THE STORY What can Scarlett’s grandma do? Tick ✓ or cross X. Point and say the actions and activities.

- When the students have ticked and crossed the activities from the story, ask them to name each activity. The intention here is not to elicit the grammar yet, but as the students have learned *I can / I can’t ...* in the previous unit, they may quickly start using *She can / can’t ...* by themselves.

ANSWER

1 ✓ 2 X 3 X 4 X 5 ✓ 6 ✓

2 Look, match and draw. Critical Thinking

- Students then complete the activity by drawing lines from the small pictures to the matching activities in the big picture. They then draw the items into the picture.

ANSWERS

1 the boy singing 2 the girl dancing 3 the boy skateboarding 4 the girl speaking English 5 the girl hopping 6 the boy doing maths

3 Look at the big picture in activity 2. Point and say.

- Students point to the activities in the big picture in activity 2 and name them.

Further practice

The students are now ready to do the Vocabulary 2 worksheet.

Lesson 7
Grammar and vocabulary

Lesson Objectives

Present and practise *He / She can / can’t ...*

Develop listening and speaking skills.

Do a communication activity in pairs.

Language

New: *He / She can (dance). He / She can’t (sing).*

Review: *skateboard, hop, dance, sing, speak English, do maths*

Warm up 120

Have the students act out the story from Lesson 5 again, in their original groups. You can support them by playing the recording if necessary. Alternatively, you can play *Mime the word* from the Ideas bank on page 106 to review the actions and activities from Lesson 5.

Class Book page 57

1 Look and listen. Then listen and repeat. 121

Audio transcript

- He’s my uncle. He can sing!
- She’s my auntie. She can’t sing!

TIP Mixed-ability teaching

- Support less confident students by playing 121 again and encouraging the students say the lines with the audio until they feel confident.
- Stretch more confident students by suggesting they substitute the family members and activities in the cartoon with different family members and activities. Students can work in pairs, taking turns to mime doing an activity well or badly for their partner to make a sentence about.

2 Look and listen. Say True or False. 122

- The students should listen and look at the pairs of children in the picture. They should decide whether each pair of sentences is true or false. Remind students to listen carefully and think about which sentence is about the boy (he) and which sentence is about the girl (she) in each pair.

Audio transcript

- He can dance. She can’t dance.
- He can skateboard. She can’t skateboard.
- She can speak English. He can’t speak English.
- He can’t hop. She can hop.
- He can’t sing. She can sing.
- She can do maths. He can’t do maths.

ANSWERS

1 True 2 False 3 True 4 True 5 False 6 False

3 Draw a boy and a girl in your family. What can they do? Tick ✓ or cross X. Creativity

- Students can use a real boy and girl from their family, or invent a boy and girl.

4 Practise in pairs. Point and say. **Communication**

- Encourage the students to use sentences to describe the things their family members can and can't do, e.g. *He can hop. She can't speak English.* etc.

Further practice

The students can now play the Communication game on page 63 of their Activity Books. See notes on page 94. The students are now ready to do the Vocabulary and Grammar 2 worksheet.

Lesson 8 Cross-curricular

Lesson Objectives

- Learn about how to do an aerobics dance.
- Learn vocabulary for actions.
- Create a new aerobics dance.
- Develop listening, speaking and communication skills.

Language

- New: *clap, step, march, stop*
- Review: *jump*

Warm up 113

Play the chant from Lesson 1 again. Play *Mime the word* from the Ideas bank on page 106 using the actions and activities from units 4 and 5.

Class Book **page 58**

1 Listen and point. Then listen and repeat. 123

Audio transcript

Ava She's my mummy! She can dance.

1 March! 2 Jump! 3 Step! 4 Clap! 5 Stop!

2 Look at activity 1. Listen and do the actions. 124

Audio transcript

Clap! Step! Jump! March! Stop!

March! Stop! Step! Clap! Jump!

3 Listen and point. 125

Audio transcript

Get ready to march!

Ready?

March, 2, 3, 4, 5, 6, 7, 8!

March, 2, 3, 4, 5, 6, 7, 8!

And Jump! Jump!

March, 2, 3, 4, 5, 6, 7, 8!

March, 2, 3, 4, 5, 6, 7, 8!

And Jump! Jump!

Step and clap! Step and clap!

Step and clap! Step and clap!

And stop! Stop!

Step and clap! Step and clap!

Step and clap! Step and clap!

And stop! Stop!

Repeat from first March, 2, 3, 4, 5, 6, 7, 8

CROSS-CURRICULAR NOTE Aerobics

Aerobic exercise is movement that makes your blood pump faster around your body. It makes your heart beat faster, and it makes your lungs take in more oxygen. This causes you to breathe faster during the exercise. Aerobic exercise is important for children, because it helps keep their heart, lungs and blood vessels healthy. It's recommended that children and teenagers get at least twenty minutes of aerobic exercise three times a week.

TIP Curriculum link

Encourage the students to show their aerobics dances to their PE teacher. If possible, ask their PE teacher to do some more aerobic exercise with the students in their PE lessons.

KEY COMPETENCES Basic competences in science

Learning about how exercise affects the body will help students to develop basic competences in science. Ask students to think about which parts of the body they use when they do their aerobics dances.

4 Listen and do the dance in activity 3. 125

- Play the recording and demonstrate the following actions:
March, 2, 3, 4, 5, 6, 7, 8! [March on the spot for 8 steps]
March, 2, 3, 4, 5, 6, 7, 8! [March on the spot for 8 steps]
And Jump! [Do a star jump] [Wait one beat]
Jump! [Do a star jump] [Wait one beat]
[Repeat the first six actions]
Step and clap! [Facing to the right, step back with your right leg and at the same time clap both hands behind you]
Step and clap! [Stay facing to the right, step forward with your right leg and at the same time clap both hands in front of you]
Step and clap! [Stay facing to the right, step back with your right leg and at the same time clap both hands behind you]
Step and clap! [Stay facing to the right, step forward with your right leg and at the same time clap both hands in front of you]
And stop! [Stay in the same position (facing to the right, with right leg forward). Raise both hands, with elbows bent to make the 'stop' action.]
Stop! [Turn back to facing the front with both feet together. Raise both hands, with elbows bent to make the 'stop' action.]
- Practise the dance with the students until they are confident.

TIP If a student is not able to join in with the dance routine, they can do any of the actions they are able to do (perhaps just the arm and hand movements). Alternatively, they could join in with the instructions for the routine once you have played the recording for the first time.

5 Work in groups. Make a new dance. **Creativity**

- Demonstrate the activity. Say *Let's make a new dance. What shall we do first?* Elicit an action e.g. *Jump!*, then ask the students to decide how many times they should do the action.

- The students work in groups of four or five to make a new dance using different combinations of the same basic five actions: *step, jump, march, clap* and *stop*.
- Invite groups to perform their dance at the front of the class, encouraging the rest of the class to join in and say the words as they do the actions. If you like, the students can choose their own music for their dances.

Further practice

The students are now ready to do the CLIL worksheet.

Lesson 9 Sounds and review

Lesson Objectives

Present and practise the pronunciation of the sound /d/.
Review and practise family and actions / activities vocabulary.
Review the unit 5 grammar structures: *He's / She's my ...*
He / She can / can't ...
Self-evaluate progress.

Language

Review vocabulary: *mummy, daddy, brother, sister, auntie, uncle, grandma, grandpa; skateboard, hop, dance, sing, speak English, do maths*
Review grammar: *He's my (daddy). She's my (grandma). He can (sing). She can't (dance).*

Warm up

Review the language from unit 5 by telling the class that you are going to pretend to be a member of your family. Say *This is (John). (He's) my (uncle)*. Tell the class that you are going to mime two actions / activities that (John) can do, and one action / activity that he can't do. Mime the two actions / activities that (John) can do. The students make sentences, e.g. *He can sing. He can skateboard*. Then mime the action / activity that (John) can't do. The students make a sentence, e.g. *He can't dance*. Invite a student to come to the front of the class and pretend to be a family member to repeat the game. Alternatively, you can play the Communication game from page 63 of the Activity Book.

Class Book page 59

1 Listen and repeat. Then listen and tick ✓. 126

Audio transcript

Listen and repeat this sound: *d*.

And again: *d*.

Now listen and tick the words with *d*.

1 daddy 2 doll 3 auntie 4 uncle 5 do maths
6 dance

ANSWERS

1 daddy 2 doll 5 do maths 6 dance

2 Point and say.

- Students point to and say the words with the /d/ sound, first chorally, then individually.

3 Play the game.

- Follow the instructions in the Tour of the unit on page 29.

4 Evaluate your work in unit 5. Colour.

- Students colour the picture which best shows how they feel about their work in unit 5.

SELF-EVALUATION Hand out coloured (red, yellow and green) circles to the students. Look through each lesson in unit 5 again. Ask students to hold up the coloured circle which shows how they felt about each lesson (green = great, yellow = OK, red = I need more practice). If students are holding up their red circles, ask them to tell you if they had any problems with the lesson.

Further practice

Play *Jump the rope* or *Noughts and crosses* from the Ideas bank on page 107 for further practice of the unit 5 vocabulary.

Unit test

The students are now ready to do the unit test.

Activity Book Lesson 1 Review and story

Lesson Objectives

Review family, food and actions and activities vocabulary.
Practise the family, food and actions and activities vocabulary through a story.
Predict the ending of a story.

Language

New vocabulary: *pot*
Review vocabulary: family; food; actions and activities
Review grammar: *This is Grandma. This is the spaghetti.*

Warm up

Play *Odd one out* from the Ideas bank on page 107. Use the family, food and actions and activities flashcards.

Activity Book pages 42–43

1 Look at the pictures. Say the family members and the food.

- Explain that William likes this story and is sharing it with the class. Ask students *Who can you see? What food can you see?*

2 Listen and point. 127

- Before the students listen to the story, explain that this is just the first part of the story and that they will see and hear the end later.

Audio transcript

William's story: Part 1 *Grandma's spaghetti pot*

1 **Narrator** This is Grandma. Grandma's got a pot.

Grandma It's a special pot!

2 **Narrator** Here's Grandpa.

Grandma Look at my pot. Cook, pot!

Grandpa Wow!

3 Grandma Stop, stop, stop, pot!

Grandpa It's fantastic! And I like spaghetti!

4 Narrator The next day Grandma goes out.

Grandma Bye, bye! See you later!

Grandpa Bye, bye!

5 Grandpa I'm hungry ... I've got an idea! Cook, pot! ...

6 Grandpa Stop, pot! Hey! Stop, pot! ... Oh dear!

3 REMEMBER THE STORY Listen and say **Yes** or **No**. 128

Audio transcript

1 Grandma has got a pot.

2 The pot can cook soup.

3 The pot can cook spaghetti.

4 Grandma can stop the pot.

5 Grandpa likes spaghetti.

6 Grandpa is thirsty.

7 Grandpa is hungry.

8 Grandpa can stop the pot.

ANSWERS

1 Yes 2 No 3 Yes 4 Yes 5 Yes 6 No 7 Yes 8 No

4 Circle your favourite character. Then look at page 42 and circle the number of your favourite picture.

- Students can compare their answers in pairs, then have a class vote to find out the class's favourite character.

5 Draw what happens next. **Creativity**

- Remind the students that they have only seen and heard the first part of the story. Ask them to imagine what happens next. Encourage them to have some quiet thinking time before they start to draw. Then ask them to draw their idea. Remind them that it's not important whether their drawing is very good or not; their idea is the most important thing.

6 Practise in pairs. Point to your picture and say.

Communication

- Demonstrate the activity. Draw a scene which is different to what actually happens next in the story (see Lesson 2), e.g. draw Grandpa and the cooking pot with the cooking pot making different kinds of food. Point and say *This is my idea. This is Grandpa. This is spaghetti. This is a pizza. This is an egg!*

Lesson 2

Grammar extension and personalization

Lesson Objectives

Find out the ending to the story in Lesson 1.

Present and practise the additional grammar structure *Here's (Mummy).*

Create and perform a play.

Language

New grammar: *Here's Mummy. Here's Daddy.*

Review vocabulary: family; food; actions and activities

Warm up

Use the storycards from Lesson 1 to review the story. Ask the comprehension questions from the reverse side of the storycards to see what the students can remember.

Activity Book pages 44–45

Extension

1 Listen to William's story and look at the pictures on page 42 again. 127

- Play the story from Activity Book page 42 again. Encourage students to point to the correct pictures on page 42 of their Activity Books as they listen.

2 Number the pictures in order. **Critical Thinking**

- Tell the students they are going to hear the second part of William's story in a moment. First, they have to look at the pictures and try to decide which order they should be in. Students can either do this in groups, or work individually and then share their ideas in pairs or groups.

3 Listen and check. 129

Audio transcript

William's story: Part 2 *Grandma's spaghetti pot*

1 Narrator Here's Mummy. Here's Daddy.

Mummy Stop, pot!

Daddy STOP!!!

Grandpa Oh dear!

2 Narrator Here's Uncle Tom. Here's Auntie Flo.

Uncle Tom Stop, pot!

Auntie Flo STOP!!!

Grandpa Oh dear!

3 Grandma Huh? What's this? ... It's spaghetti!

4 Grandpa, Mummy, Daddy, Uncle Tom, Auntie Flo HELP!!!

Grandma Stop, stop, stop, pot!

Grandpa Thank you!

ANSWERS

2, 3, 4, 1

Personalization

4 Work in groups. Plan how to act out the story. Choose a character for each student. Then practise.

Creativity

- Point to the pictures of the characters from the story on page 44 and elicit the names of the family members. Ask the students who they think the girl (number 1) is. Establish that this is the narrator.
- Depending on the level of your students, you can either organize the students into groups of seven (including a narrator) or six (without a narrator, in which case you can play this role).
- Ask the students to decide who is going to play each role. If the students are able to write their names, they can write their name next to their character.
- Tell the students that they are going to listen to the story again and do the actions of their character.
- Ask all the groups to stand up. Play the story, leading the class by doing relevant actions as they listen.

- Tell the students they are now going to join in with the words of the story. To do this, you might find it easier if you ask the students to form character groups, e.g. group all the Grandmas together, etc. Play the story again and encourage the students playing each character to join in with the words and do their actions.
- Finally, ask the students to work in their original groups and practise acting out the story by themselves. It doesn't matter if they can't remember every word of the story, but encourage them to say as much as they can and have fun!
- If the class doesn't easily divide into groups of six or seven, you can play the missing roles for this group during the practice stage or ask a confident student to play more than one role. If you ask the groups to perform for the rest of the class, ask the corresponding characters from other groups to join the smaller groups for the acting out.

5 Act out the story in your group. Collaboration

TIP Mixed-ability teaching

- Support less confident students by playing the role of the narrator for them, or playing the recording for them to join in with while they act out the story.
- Stretch more confident students by encouraging them to act out the story independently.

COMMUNITY TASK Use a mobile phone, tablet or digital camera to film the students' performances. You can upload the video(s) to the class blog, then help students to email links to their family members.

6 Evaluate your play. Colour.

- Students colour the picture which best shows how they feel about their play.

Lesson 3

Review and culture

Lesson Objectives

Review family and actions and activities vocabulary.
Learn about a beach in Brazil.
Draw and talk about a beach activity you like.

Language

New vocabulary: *beach, sunny, play football*
Review vocabulary: family; actions and activities
Review grammar: *She's my sister. She can run. I can swim. I'm / She's / He's (happy). He's got (a football).*

Warm up

Play *Sock says* from the Ideas bank on page 106 to review the actions and activities from units 4 and 5.

Activity Book pages 46–47

1 Look at the photos. Say what you can see.

SUGGESTED ANSWERS

A beach, a family (a mummy, a sister, a brother), a football.

TIP Students can name the items they see in their L1 if necessary. Recast their answers in English and encourage them to repeat after you.

CULTURE NOTE Tell the students that the girl in the photo is Beatriz and that she is from Brazil. Ask the students if they know where Brazil is. Show the students Brazil on a map or globe.

2 Listen and point. 130

Audio transcript

I'm Beatriz. I'm from Brazil.

- 1 I'm at the beach with my family. It's sunny. Look! I can swim.
- 2 She's my sister, Luiza. She can run. She's happy.
- 3 She's my mummy. She can jump! She's happy too!
- 4 He's my brother, Antonio. He can play football. He's got a green and white football. GOAL!!

ANSWERS

1, 2, 3, 4

3 Listen and say the number of the photo. 131

Audio transcript

She's my mummy.

She's my sister, Luiza.

He's my brother, Antonio.

I'm at the beach with my family.

ANSWERS

3, 2, 4, 1

4 Listen to the questions and circle the answers. 132

Audio transcript

- 1 What can Beatriz do?
- 2 What can Beatriz's sister do?
- 3 What can Beatriz's mummy do?
- 4 What colour is the football?

ANSWERS

1 swim 2 run 3 jump 4 white and green

5 Choose a beach activity you like. Draw yourself on the beach. Creativity

- Ask the students to choose a beach activity they know. This can be an activity shown in one of the photos on page 46, or another activity they have learned in Class Book unit 4 or unit 5, which they can do at a beach.

6 Practise in pairs. Point to your picture and say.

Communication

- Encourage students to make sentences about their pictures, e.g. *This is me. I'm happy. I can (swim).*

Lesson 4

Vocabulary extension and personalization

Lesson Objectives

Learn some more beach activities vocabulary.

Practise using the new vocabulary.

Talk about what your family members can do.

Language

New vocabulary: *play football, play volleyball, dive, skip*

Review vocabulary: family; actions and activities

Review grammar: *She's my sister. She can skip. He's my brother. He can't dive.*

Warm up

Review the Lesson 3 listening text using the photos on page 46. Point to the profile photo and the photos in activity 1 and ask questions, e.g. Profile photo: *Who's this? Where is she from?* Photo 1: *What can she do? (swim)* Photo 2/3: *Who's this? (Beatriz's sister / mum) What can she do? (run / jump)* Photo 4: *What's this? (A football).*

Activity Book pages 48–49

Extension

1 Listen and point. Then listen and repeat. 133

Audio transcript

1 play football 2 play volleyball 3 dive 4 skip

2 Listen and tick ✓ or cross X. 134 Critical Thinking

Audio transcript

- 1 He's my uncle. He can play football. She's my auntie. She can play football.
- 2 My uncle can't play volleyball. My auntie can play volleyball.
- 3 My uncle can dive. My auntie can't dive.
- 4 My uncle can't skip. My auntie can skip.

3 Look at the table in activity 2. Point and say.

- Point to Beatriz's uncle and say *He's Beatriz's uncle*. Point to the tick under this image and say *He can play football*. Do the same for Beatriz's auntie.
- The students then do the activity in pairs.

Personalization

4 Draw two people from your family. Choose and draw an activity. Creativity

- Students draw two family members of their choice, one in each of the boxes at the top of the table.
- They then draw an activity from Class Book unit 4 or unit 5 in the first box in the last row.

5 Look and tick ✓ or cross X. Critical Thinking

- Students draw ticks or crosses in the table to show whether each person can do the activity or not.

6 Practise in pairs. Point to your table in activity 5 and say. Communication

- Draw the first two rows of the table on the board. Draw a family member in each of the top boxes, then draw ticks and crosses below them. Point to the first family member. Say *She's my (sister)*. Point to the tick or cross under this image and say *She can (play football)*. Do the same for the other family member.
- The students then do the activity in pairs.

Lesson 5

Communication game

Lesson Objectives

Practise the key language of unit 5 through a Communication game.

Language

Review vocabulary: *mummy, daddy, brother, sister, auntie, uncle, grandma, grandpa; skateboard, hop, dance, sing, speak English, do maths*

Review grammar: *He's my (daddy). She's my (grandma). He can (sing). She can't (dance).*

This lesson can be used any time after Class Book Lesson 7.

Warm up

Review the family and actions / activities vocabulary by playing *Catch the cards* from the Ideas bank on page 107.

Activity Book page 63

Cut out the cards. Play.

- Pairs of students can put their two sets of cards together to play either *Snap!* or *Pelmanism*.
- For *Snap!*, students shuffle the cards and deal them out between them, keeping their cards face down. They take turns to place a card face up in a pile on the desk in front of them. If a card which is placed on the pile is the same as the last one, the two players try to be the first to say *Snap!* If the first player to say *Snap!* can say a correct sentence about the cards, e.g. *She can sing*, they keep the cards. The game continues until one player has no cards. The player with all the cards wins.
- For *Pelmanism*, students shuffle the cards and lay them face down on the desk. They take turns to turn over two cards. If the cards are the same, they have to say the sentence, e.g. *She can't dance*. If the player can say a sentence correctly, they keep the pair. The player with the most pairs of cards at the end wins.

Further practice

Students can use their Communication game cards to play *Find the cards*, *What's missing?* or *Memory game* from the Ideas bank on page 107.

6

What do you look like?

Class Book

Lesson 1

Vocabulary and chant

Lesson Objectives

- Introduce physical appearance vocabulary.
- Practise the new vocabulary through a chant.
- Play a guessing game to practise the new vocabulary.

Language

New: *dark hair, blond hair, long hair, short hair, curly hair, straight hair, glasses, brown / blue eyes; What do you look like?*
Review: *I've got ...*

Warm up

Introduce the theme for the lesson. Say *Let's think about what we look like!* Ask *What do you look like?* The students can say any words they already know in English for physical appearance, or say words in L1. Display the physical appearance flashcards, and say the words in English.

Class Book page 60

1 Listen and point. Then listen and repeat. 135

Audio transcript

Miss Jones What do you look like?

- Poppy** I've got dark hair.
- William** I've got blond hair.
- Scarlett** I've got long hair.
- Jamil** I've got short hair.
- Henry** I've got curly hair.
- Ava** I've got straight hair.
- Sock** I've got glasses.
- Miss Jones** I've got brown eyes! Well done, everyone!

2 Listen and point. Then listen and chant. 136

Audio transcript

Jamil Short hair,
Scarlett Long hair.
Miss Jones Look! Brown eyes – not blue!
Henry Curly hair,
Ava Straight hair.
Miss Jones Look at me and you.
Poppy Dark hair,
William Blond hair. I've got glasses too!

3 Play a game with your teacher.

- Take a flashcard and hold it to you without showing the students what it is. Explain that you are going to say the names of the students in the class who have the same physical feature, and the students have to guess what it is. Choose students who match the card and say their names, e.g. *Carla, Gabriela, Angela, Pablo*, etc. The students make guesses, e.g. *Dark hair! Long hair!* When they guess correctly, show them the flashcard and confirm their answer.

- Continue the game with other flashcards. Then ask individual students to come to the front of the class, choose a flashcard and lead the game.

Further practice

Play *True or False?* from the Ideas bank on page 106 for further practice of the new physical appearance vocabulary.

Lesson 2

Vocabulary and stickers

Lesson Objectives

- Practise using the new physical appearance vocabulary.
- Develop listening and speaking skills.
- Complete a sticker activity.

Language

Review: *I've got ...; dark hair, blond hair, long hair, short hair, curly hair, straight hair, glasses, brown / blue eyes*

Warm up 136

Play the chant from Lesson 1 and encourage the students to join in as much as possible. Play the game from Lesson 1 activity 3 again. Alternatively, play *Number words* from the Ideas bank on page 107 to review the physical appearance vocabulary.

Class Book page 61

1 Listen and say the number. 137

Audio transcript

- A** I've got curly hair
B I've got straight hair.
A I've got long hair.
B I've got short hair.
A I've got dark hair.
B I've got blond hair.
A I've got glasses.
B I've got brown eyes.

ANSWERS

2, 4, 1, 3

2 Put on the stickers. Then point and say the words.

- Students find the stickers in the back of their Activity Books and place them on the correct silhouettes.
- Ask students to point to the stickers and say the physical appearance words / phrases. Then encourage them to take turns to point to the stickers and say the words / phrases in pairs, using their sock puppets if they like.

ANSWERS

- 1 long hair 2 short hair 3 curly hair 4 straight hair
5 dark hair 6 blond hair 7 glasses 8 brown eyes

Further practice

The students are now ready to do the Vocabulary 1 worksheet.

Lesson 3

Grammar and song

Lesson Objectives

Present and practise questions and answers about physical appearance.

Practise the new grammar through a song.

Play a guessing game to practise the new grammar.

Language

New: *Have you got curly hair? Yes, I have. No, I haven't.*

Review: *dark hair, blond hair, long hair, short hair, curly hair, straight hair, glasses, brown / blue eyes*

Warm up 136

Play the chant from Lesson 1 and encourage the students to join in as much as possible. Play the game from Lesson 1 activity 3 again.

Class Book page 62

1 Look and listen. Then listen and repeat. 138

Audio transcript

- 1 **Sock** Have you got blue eyes?
Henry No, I haven't.
- 2 **Sock** Have you got curly hair?
Henry Yes, I have.
- 3 **Sock** You're Henry!
Henry Yes!

TIP Mixed-ability teaching

- Support less confident students by dividing the class into a Sock group and a Henry group. Play 138 again. Encourage students to say the lines for their character with the audio until they feel confident. Swap the groups' roles and repeat.
- Stretch more confident students by suggesting they substitute the physical appearance words in the cartoon with different physical appearance words, to make the dialogue true for them. Students can practise their new dialogues in pairs, or using their sock puppets. Invite students to act out their dialogues for the class.

TIP The students can play the blindfold game from the cartoon and song. Invite a student to come to the front of the class. Blindfold the student. Tap another student on the shoulder. This student stands up. The blindfolded student then has to guess who is standing up by asking questions, e.g. *Have you got glasses? Have you got curly hair?* etc. The student standing up responds *Yes, I have.* or *No, I haven't.* until the blindfolded student can guess who is standing up. This game can also be played in small groups. The students might have to disguise their voices!

2 Listen and point. Then listen and sing. 139

Audio transcript

Have you got short hair?
No, I haven't.
Have you got straight hair?
No, I haven't.
Have you got glasses?
No, I haven't.
Have you got dark hair?
Yes, I have!

My hair's short and your hair's long.
We're all different. Sing this song!
My eyes are brown. Your eyes are blue.
We're different and we're good friends too.

Have you got long hair?
No, I haven't.
Have you got curly hair?
No, I haven't.
Have you got brown eyes?
No, I haven't.
Have you got blond hair?
Yes, I have!

My hair's curly. Your hair's straight.
We're all different and it's great.
My eyes are brown. Your eyes are blue.
We're different and we're good friends too.

3 Play a game with your teacher.

- Invite a student to come to the front of the class. Explain that this student is going to pretend to be one of the course characters. Secretly point to one of the characters in the song illustration on the Class Book page without telling the other students which character it is. Encourage the class to ask the student at the front questions, e.g. *Have you got blond hair?* To provide extra support, put the physical appearance flashcards up on the board and encourage the students asking questions to point to the one that corresponds to the aspect of appearance they are asking about. Help the student at the front to respond *Yes, I have.* or *No, I haven't.* according to the chosen character. The rest of the class continues asking questions until they can guess who it is. When they guess correctly, the student at the front shows them the character in the picture and confirms their answer.
- Repeat the game with different students coming to the front and choosing different characters.

Further practice

The students are now ready to do the Song worksheet.

Lesson 4

Grammar and speaking

Lesson Objectives

Practise talking about your physical appearance.

Develop listening and speaking skills.

Do a communication activity in pairs.

Language

Review: *Have you got straight hair? Yes, I have. No, I haven't. dark hair, blond hair, long hair, short hair, curly hair, straight hair, glasses, brown / blue eyes*

Warm up 139

Play the song from Lesson 3 for students to join in as much as possible. Play the game from Lesson 3 activity 3 with the class.

Class Book page 63

1 Listen and tick ✓. 140

Audio transcript

1 **Adult** Have you got long hair?

Ava Yes, I have.

Adult Have you got curly hair?

Ava No, I haven't.

Adult Have you got blond hair?

Ava Yes, I have.

2 **Adult** Have you got short hair?

Jamil Yes, I have.

Adult Have you got blue eyes?

Jamil No, I haven't.

Adult Have you got straight hair?

Jamil Yes, I have.

3 **Adult** Have you got glasses?

Scarlett No, I haven't.

Adult Have you got dark hair?

Scarlett Yes, I have.

Adult Have you got curly hair?

Scarlett Yes, I have.

ANSWERS

1 Ava 2 Jamil 3 Scarlett

2 Listen to the children playing a game. Say the number. 141

Audio transcript

A Have you got short hair?

B Yes, I have.

A Have you got dark hair?

B Yes, I have.

A Have you got glasses?

B Yes, I have.

A Have you got brown eyes?

B No, I haven't.

A You're number ...

ANSWER

Number 3

3 Look at the picture in activity 2 and play the game in pairs. Communication

- Students look at the picture in activity 2 and play the game modelled in activity 2.

Further practice

The students are now ready to do the Vocabulary and Grammar 1 worksheet.

Lesson 5

Vocabulary and story

Lesson Objectives

Present and practise vocabulary for clothes.

Develop listening and speaking skills.

Check and consolidate understanding of *Jamil's story*.

Language

New: *T-shirt, trousers, dress, trainers, hat, gloves, fancy dress party, costume, helmet*

Review: toys

Warm up

Introduce the theme for the lesson. Say *Let's think about clothes!* Present the vocabulary using the flashcards for this lesson. Ask the students, in L1 if necessary, *What clothes do you know?* The students can say any words they know for clothes in English, or say words in L1. Display the flashcards, and say the words in English.

Class Book pages 64–65

1 Listen and point. Then listen and repeat. 142

Audio transcript

1 T-shirt 2 trousers 3 dress 4 trainers 5 hat
6 gloves

2 Listen and say. 143

Audio transcript

It's red. They're blue. It's yellow. They're green.
They're black and white. It's orange.

ANSWERS

3 dress 2 trousers 1 T-shirt 6 gloves
4 trainers 5 hat

3 BEFORE YOU LISTEN Guess which clothes are in the story. Critical Thinking

- Students can discuss their guesses with a partner, then tell the class their ideas. Stick clothes flashcards on the board to show the students' guesses.

4 Look and listen. Check your answers and find Sock. 144

- Use the storycards to tell the story. (See Tour of the unit, page 25.)
- Use the pictures on the storycards to teach the words *fancy dress party, costume* and *helmet*.
- Ask students whether their guesses in activity 3 were correct. Ask them to point to and name the clothes in the story.

- Ask students to find Sock in the story and say the number for the frame Sock is in (Frame 2).

Audio transcript

Jamil's story: *The party.*

- Daddy** Henry's party is here.
Jamil There's Henry. He's got a football.
- Jamil** Hey! Look! There's Poppy. She's a teddy! And Ava is a butterfly!
Daddy Oh! It's a fancy dress party, Jamil!
- Jamil** A fancy dress party? But I'm wearing a T-shirt! I'm wearing trousers and trainers!
- Jamil** I haven't got a costume. I can't go to the party!
Daddy Don't worry, Jamil. We can make a costume.
- Daddy** Here's a box.
Jamil A box?
- Daddy** And here are your rollerblades ... your helmet ... and your gloves.
Jamil I don't understand.
- Daddy** Wait a moment. Stand still, Jamil. Ta-dah! You're a robot!
Jamil Wow! Thank you, Daddy!
- Daddy** Have fun at the party, Jamil! See you later!
Jamil Bye, Daddy! ... Look at me! I'm a robot!

VALUES Ask the students if Jamil's costume was from a shop. Ask them how Jamil's daddy made the costume. Establish that it's good to be creative and use your imagination. Establish that it's also good to use things we have and recycle things.

5 AFTER YOU LISTEN Act out the story. **Collaboration**

- Organize the students into pairs (Jamil and daddy). Then follow the role-play steps for unit 1 on page 46.
- If you like, you can include Ava, Scarlett, Henry and William doing actions and one of them also miming the Sock character.

Further practice

Play a game of *Yes or No* from the Ideas bank on page 109.

Ask the students to tell you the number of the frame which shows their favourite part of the story. Alternatively, you can show each storycard in turn and ask students to raise their hands when you show their favourite.

Ask the students to score the story points out of five to show how much they liked it.

Lesson 6 Story and vocabulary

Lesson Objectives

- Review and practise clothes vocabulary.
- Develop speaking skills.
- Develop critical-thinking skills.

Language

Review: *T-shirt, trousers, dress, trainers, hat, gloves*

Warm up

Review the clothes from Lesson 5 by playing *What's missing?* from the Ideas bank on page 107. Review the Lesson 5 story using the storycards or the Class Book.

Class Book page 66

1 REMEMBER THE STORY Match. Point and say the clothes.

- When the students have matched the characters and clothes from the story, ask them to name each item of clothing, to practise the new vocabulary.

ANSWERS

1 Jamil 2 Ava 3 Henry 4 Poppy

2 Draw. **Creativity**

- Students complete the pictures by drawing the mirror image of the completed half of each item of clothing.

3 Point to the clothes in activity 2 and say.

- Students take turns to point to their completed pictures in activity 2 and name the clothes in pairs.

ANSWERS

1 T-shirt 2 trousers 3 hat 4 dress
5 gloves 6 trainers

Further practice

The students are now ready to do the Vocabulary 2 worksheet.

Lesson 7 Grammar and vocabulary

Lesson Objectives

Present and practise *I'm wearing (a hat / gloves). It's / They're pink.* Develop listening and speaking skills.
Do a communication activity in pairs.

Language

New: *I'm wearing a hat. It's pink. I'm wearing gloves. They're purple*

Review: *T-shirt, trousers, dress, trainers, hat, gloves; colours*

Warm up 144

Have the students act out the story from Lesson 5 again, in their original groups. You can support them by playing the recording if necessary. Alternatively, play *Draw and guess* from the Ideas bank on page 106 to review the clothes vocabulary.

Class Book page 67

1 Look and listen. Then listen and repeat. 145

Audio transcript

- Poppy** Hello, Sock!
Sock Uh?!
- Poppy** It's me! I'm wearing a hat! I'm wearing gloves too.
Sock Oh!

TIP Mixed-ability teaching

- Support less confident students by playing 145 again and encouraging the students say the lines with the audio (using their sock puppets to say Sock's lines) until they feel confident.
- Stretch more confident students by suggesting they substitute the clothes in the cartoon with different clothes. Students can practise their dialogues in pairs, or with their sock puppets. Invite students to act out their dialogues for the class.

2 Listen and circle. 146

Audio transcript

- 1 A I'm wearing a T-shirt. It's blue.
- 2 B I'm wearing trainers. They're pink.
- 3 B I'm wearing a dress. It's yellow.
- 4 A I'm wearing gloves. They're red.
- 5 B I'm wearing a hat. It's green.
- 6 A I'm wearing trousers. They're grey.

ANSWERS

- 1 Picture 2 2 Picture 1 3 Picture 1 4 Picture 2
5 Picture 2 6 Picture 2

3 Draw your face. Choose and colour the clothes.

Creativity

- Students can choose any colours to colour the clothes. They can draw stripes or spots on the clothes to make them more than one colour if they like.

4 Practise in pairs. Point and say. Communication

- Encourage the students to use sentences to describe the clothes they coloured, e.g. *I'm wearing a hat. It's blue. / I'm wearing trousers. They're pink (and blue).* etc.

Further practice

The students can now play the Communication game on page 61 of their Activity Books. See notes on page 103.
The students are now ready to do the Vocabulary and Grammar 2 worksheet.

Lesson 8 Cross-curricular

Lesson Objectives

- Learn about climate and clothes.
- Learn vocabulary for weather.
- Think about what clothes we wear in different weather.
- Develop listening, speaking and communication skills.

Language

- New: *sunny, raining, sunglasses, sandals, coat, boots*
Review: *T-shirt, trousers, dress, trainers, hat, gloves*

Warm up

Play *Find the cards* from the Ideas bank on page 107 using the clothes flashcards.

Class Book page 68

1 Listen and point. 147

Audio transcript

William It's sunny! I'm wearing ...

- 1 sunglasses.
- 2 sandals.

William It's raining! I'm wearing ...

- 3 a coat.
- 4 boots.

2 Listen and repeat. 148

Audio transcript

- 1 sunglasses 2 sandals 3 a coat 4 boots

3 Listen and say the number. 149

Audio transcript

- A It's sunny. I'm wearing a hat. I'm wearing sunglasses. They're yellow.
B It's raining. I'm wearing a coat. It's green, white, red, yellow and blue.
A It's sunny. I'm wearing sandals. They're white, blue, green, orange and pink.
B It's raining. I'm wearing boots. They're red.

ANSWERS

3, 1, 4, 2

CROSS-CURRICULAR NOTE Climate

Climate varies around the world. Places near the equator are hot and humid. Areas near the North and South Poles are cold. Many factors affect climate, e.g. places in high, mountainous areas are often colder than places at sea level.

TIP Curriculum link

Encourage the students to show their science teacher what they have learned about climate and clothes. If possible, ask their science teacher to teach the students more about climate in their science lessons.

KEY COMPETENCES Basic competences in science

Learning about climate and weather will help students to develop basic competences in science. In future lessons, ask students to say what the weather is like today and what they are wearing.

4 Draw your face. Choose and tick ✓ the weather.

Draw clothes. Creativity

- Students can draw clothes from this lesson and from Lesson 5.

5 Practise in pairs. Point at your picture in activity 4 and say. Communication

- Students say what the weather is like (according to the weather they ticked in activity 4), then make sentences about what they're wearing, e.g. *It's sunny. I'm wearing a hat. I'm wearing sunglasses. I'm wearing sandals.* etc.

Further practice

Use the weather section of the poster to present and practice the four different types of weather. See the Ideas bank on page 108.
The students are now ready to do the CLIL worksheet.

Lesson 9
Sounds and review

Lesson Objectives

Present and practise the pronunciation of the sound /g/.

Review and practise physical appearance and clothes vocabulary.

Review the unit 6 grammar structures: *Have you got curly hair? Yes, I have. / No, I haven't. I'm wearing (a hat / trousers). (It's / They're) green.*

Self-evaluate progress.

Language

Review vocabulary: *dark hair, blond hair, long hair, short hair, curly hair, straight hair, glasses, brown / blue eyes; T-shirt, trousers, dress, trainers, hat, gloves*

Review grammar: *Have you got curly hair? Yes, I have. No, I haven't. I'm wearing (a hat / trousers). (It's / They're) green.*

Warm up

Review the language from unit 6 by playing a guessing game. Tell the class that you are going to pretend to be one of the students. Say, e.g. *I've got (dark hair / blue eyes). I'm wearing (trousers / a dress). (It's / They're) blue.* The first student to guess who you are can lead the game and pretend to be another student for the rest of the class to guess.
Alternatively, you can play the Communication game from page 61 of the Activity Book.

Class Book page 69

1 Listen and repeat. Then listen and tick ✓. 150

Audio transcript

Listen and repeat this sound: *g*.
And again: *g*.
Now listen and tick the words with *g*.
1 glasses 2 trousers 3 green 4 hat
5 gloves 6 grey

ANSWERS

1 glasses 3 green 5 gloves 6 grey

2 Point and say.

- Students point to and say the words with the /g/ sound, first chorally, then individually.

3 Play the game.

- Follow the instructions in the Tour of the unit on page 29.

4 Evaluate your work in unit 6. Colour.

- Students colour the picture which best shows how they feel about their work in unit 6.

SELF-EVALUATION

Say simple statements to check how well students have understood the language in this unit, e.g. *I can talk about physical appearance. / I can talk about clothes. / I can talk about what the weather is like.* Ask students to raise their hand for each statement and hold up one to five fingers, with five fingers showing that they can do the activity easily and one finger showing that they have trouble with this activity. Help students by providing extra support and practice in areas which they are having trouble with.

Further practice

Play *Basketball words* or *Catch the cards* from the Ideas bank on page 107 for further practice of the unit 6 vocabulary.

Review unit

The students can now complete the units 5 and 6 review on pages 58 and 59 of their Activity Books. See teaching notes on page 105.

Unit test

The students are now ready to do the unit test.

Activity Book
Lesson 1
Review and poem

Lesson Objectives

Review physical appearance, colours and actions / activities vocabulary.

Practise the physical appearance, colours and actions / activities vocabulary through a poem.

Play a guessing game.

Language

New vocabulary: *clowns, circus*

Review vocabulary: physical appearance; colours; actions and activities

Review grammar: *Have you got blond hair? No, I haven't. Have you got curly hair? Yes, I have.*

Warm up

Play *Pass the flashcards* from the Ideas bank on page 107. Use the physical appearance, colours and actions / activities flashcards.

Activity Book pages 50–51

1 Look at the picture. Say how many clowns you can see. Say what they can do.

- Explain that Scarlett likes this poem and is sharing it with the class.
- Before completing activity 1, ask the students to look at the picture. Point to the clowns and say *Look! Clowns!* to introduce the new word. Tell the class *The clowns are at the circus!*

2 Listen and point. 🎧 151

Audio transcript

- A** Have you got curly hair
And a big, red nose?
Have you got a balloon?
Have you got blue clothes?
- B** Yes, I have. I'm a clown.
I'm a clown at the circus.
- A** Have you got blond hair
And a big, red nose?
Have you got glasses?
Have you got white clothes?
- C** Yes, I have. I'm a clown.
I'm a clown at the circus.
- A** Have you got short hair
And a big, red nose?
Have you got a hat?
Have you got pink clothes?
- D** Yes, I have. I'm a clown.
I'm a clown at the circus.

3 REMEMBER THE POEM Listen and say the number. 🎧 152

Audio transcript

- A** Have you got blond hair and a big, red nose?
B Yes, I have.
A Have you got short hair and a big, red nose?
C Yes, I have.
A Have you got curly hair and a big, red nose?
D Yes, I have.
A Have you got a balloon? Have you got blue clothes?
D Yes, I have.
A Have you got a hat? Have you got pink clothes?
C Yes, I have.
A Have you got glasses? Have you got white clothes?
B Yes, I have.

ANSWERS

2, 3, 1, 1, 3, 2

4 Listen, point and repeat. 🎧 152

- Play the recording. Pause after each question (or pair of questions), and after each answer for the students to repeat.

5 Look and listen. 🎧 153 Look at activity 4 and play the game in pairs. **Communication**

Audio transcript

- 1 A** Have you got blond hair?
B No, I haven't.
- 2 A** Have you got curly hair?
B Yes, I have.
- 3 A** You're number 1!
B Yes!

6 Listen, point to the picture in activity 2 and say the poem. 🎧 151

- As you play the recording from activity 2, point to the relevant parts of the clowns' bodies in the picture on Activity Book page 50 (or on the Classroom Presentation Tool on-screen). Encourage the students to point with you and join in with as much of the poem as they can.

Lesson 2 Grammar extension and personalization

Lesson Objectives

- Act out the poem from Lesson 1.
- Present and practise the additional grammar structure
He's / She's got ... / He / She hasn't got ...
- Draw, colour and present a clown.

Language

- New grammar: *He's got a balloon. He hasn't got a balloon. She's got orange hair. She hasn't got a hat.*
- Review vocabulary: physical appearance; colours; clothes

Warm up 🎧 151

Divide the class into two groups. Tell group 1 to stand up and sit down again when they hear colours. Tell group 2 to stand up and sit down again when they hear words for physical features. Play the poem from page 50 for the students to listen for their words.

Activity Book **pages 52–53**

Extension

1 Act out Scarlett's poem on page 50. 🎧 151

- Play the poem and lead the students by doing actions, encouraging them to join in with just the actions first of all. Point to your corresponding body parts and use mime to illustrate meaning, e.g. turn your finger in circles near your head to show *curly hair*, make a large circle with your finger in front of your nose to show *a big, red nose*, etc. Repeat the activity, this time encouraging the students to join in with both the actions and with the lines of the poem.
- Divide the class into two big groups of question askers and clowns. The first group asks all the questions and the second group answers them. Everybody does the actions.

2 Look and listen. Then listen and repeat. 🎧 154

Audio transcript

- 1** He's got a hat. She's got a balloon.
2 He hasn't got a hat! She hasn't got a balloon!

3 Listen and number. 🎧 155

Audio transcript

- 1** He's got curly hair. He hasn't got blond hair. He's got green eyes. He's got a balloon.
- 2** She's got glasses. She's got straight hair. She hasn't got a balloon. She's got pink hair.
- 3** He hasn't got glasses. He's got red clothes. He hasn't got green eyes. He's got a hat.
- 4** She's got green clothes. She's got green eyes. She hasn't got curly hair. She's got blond hair.
- 5** He's got curly hair. He's got glasses. He hasn't got blue hair. He's got blue eyes.
- 6** She hasn't got pink hair. She's got green eyes. She's got curly hair. She's got a hat.

ANSWERS

2, 5, 3, 1, 4, 6

4 Practise in pairs. Point to the pictures in activity 3 and say. **Communication**

- Students work in pairs, taking turns to point to the clowns in activity 3 and describe them.
- Students can play this as a guessing game, taking turns to choose a clown and describe him / her. Their partner points to the correct clown.

Personalization

5 Draw and colour a clown. **Creativity**

- Students can give their clown unusual coloured hair, and make their clown look as funny as they like.

6 Work in groups. Tell your group about your clown. **Communication**

- Divide the class into groups of four or five. Students take turns to show their clowns to their group and make sentences about their clown, e.g. *She's got red / curly hair. She's got green clothes. She's got a balloon.*

COMMUNITY TASK Students cut out their clown pictures and stick them onto a large sheet of paper to make a circus poster. Alternatively, students can make collage clowns for a poster. They sketch the outline of a clown, then stick craft materials onto the sketch to create their clown, e.g. they can use wool or string for hair and glitter, felt or fabric for clothes. Display the circus posters in a public area of the school.

7 Evaluate your work. Colour.

- Students colour the picture which best shows how they feel about their work in this lesson.

Lesson 3
Review and culture

Lesson Objectives

Review clothes and colours vocabulary.
Learn about a carnival in Italy.
Draw and talk about yourself at a carnival.

Language

New vocabulary: *carnival, mask, feathers*
Review vocabulary: clothes; colours
Review grammar: *I'm wearing (a hat / trousers).*

Warm up

Play *Memory game* from the Ideas bank on page 107 to review the clothes vocabulary.

Activity Book pages 54–55

1 Look at the photos. Say what you can see.

SUGGESTED ANSWERS

A carnival, costumes, hats, masks, feathers, a cat, a dress, flowers, gloves.

CULTURE NOTE Tell the students that the boy in the photo is Marco and that he is from Italy. Ask the students if they know where Italy is. Show the students Italy on a map or globe.

2 Listen and point. **Audio** 156

Audio transcript

I'm Marco. I'm from Italy.

- 1 I'm at the carnival with my family. I've got a carnival costume. I'm wearing a hat. It's black. I'm wearing a coat. It's black and white.
- 2 She's my sister, Tatiana. She's got dark hair. She hasn't got a costume, but she's got a mask. It's blue. It's got feathers.
- 3 Look at this man! He's got a hat. It's got black and white feathers. He's got a mask too. It's a cat mask.
- 4 Look at this woman! She's got a pink and white dress, and pink gloves. She's got pink flowers. She's got a pink and white mask too.

3 Listen and say the number of the photo. **Audio** 157

Audio transcript

She's got pink flowers. I'm wearing a coat.
It's a cat mask. She's got dark hair.

ANSWERS

4, 1, 3, 2

4 Listen to the questions and circle the answers. **Audio** 158

Audio transcript

- 1 How many people are wearing masks?
- 2 What has Tatiana's mask got?
- 3 What colour is the cat costume?
- 4 What colour are the gloves?

ANSWERS

1 3 2 feathers 3 black and white 4 pink

5 Draw and colour yourself at a carnival. **Creativity**

- Students can choose any costume they like and draw a picture of themselves wearing it at a carnival.

6 Practise in pairs. Point to your picture and say.

Communication

- Encourage students to make sentences about their pictures, e.g. *This is me. I'm wearing a hat. It's red. It's got feathers.*

Lesson 4
Vocabulary extension and personalization

Lesson Objectives

Learn some words for art materials.
Learn how to make a carnival mask.
Design and talk about a carnival mask.

Language

New vocabulary: *feathers, glitter, a stick, a mask*
Review vocabulary: colours; animals; parts of animals
Review grammar: *It hasn't got feathers. It's got glitter.*

Warm up

Review the Lesson 3 listening text using the photos on page 54. Point to the profile photo and the photos in activity 1 and ask questions, e.g. Profile photo: *Who's this?*

Where is he from? Photo 1: What's he wearing? (a hat, a coat)
Photo 2: What colour is the mask? (It's blue) Photo 3: What are these? (feathers) Photo 4: What colour is the dress? (pink and white)

Activity Book pages 56–57

Extension

1 Listen and point. Then listen and repeat. 159

Audio transcript

1 feathers 2 glitter 3 a stick 4 a mask

2 Number the pictures in order. **Critical Thinking**

KEY COMPETENCES Basic competences in science and technology

Thinking about the stages involved in making something and the materials needed to make something helps students to develop basic competences in technology. If students make their own masks after activity 6, encourage them to draw similar pictures showing the stages involved.

3 Listen and check. 160

Audio transcript

- 1 blue: Draw a mask. Cut out the mask and the eyes.
- 2 green: Glue the stick onto the mask.
- 3 red: Paint the mask and the stick.
- 4 pink: Decorate the mask with glitter and paint.
- 5 purple: Decorate the mask with feathers.
- 6 yellow: The mask is ready!

ANSWERS

6, 4, 5, 2, 3, 1

Personalization

4 Look at the pictures in activity 2. Draw and colour a mask. **Creativity**

- Ask the students which animal they think the mask in activity 2 looks like. Tell them that, if they like, they can choose an animal design for their mask too.

5 Look at your picture in activity 4 and tick ✓ or cross X.

- Students draw ticks and crosses to show what features and materials their mask has got.

6 Practise in pairs. Point to your picture in activity 4 and say. **Communication**

- Students make sentences about their masks, e.g. *It's got glitter. It hasn't got ears.* If students chose to design an animal mask, ask them what animal it is.

TIP The students can make masks using the craft materials and following the instructions in activity 2. You might like to have a carnival parade in the classroom, encouraging each child to talk about their masks.

Lesson 5 Communication game

Lesson Objectives

Practise the key language of unit 6 through a Communication game.

Language

Review vocabulary: *dark hair, blond hair, long hair, short hair, curly hair, straight hair, glasses, brown / blue eyes; T-shirt, trousers, dress, trainers, hat, gloves*

Review grammar: *Have you got curly hair? Yes, I have. No, I haven't. I'm wearing (a hat / trousers). (It's / They're) green.*

The cards can be used to practise the first vocabulary set and first grammar point from Class Book unit 6 Lesson 4, or the second vocabulary set and second grammar point from Class Book unit 6 Lesson 7.

Warm up

Review the physical appearance and actions / activities vocabulary by playing *Catch the cards* from the Ideas bank on page 107.

Activity Book page 61

Cut out the cards. Play.

Game 1: This game can be played at any point after Class Book unit 6 Lesson 4, page 63.

- Students place their cards face up on their desks. Choose a card without telling the students which one it is. Encourage them to put up their hands and ask you questions to find out which character you are, e.g. *Have you got dark / blond / curly / straight / long / short hair? Have you got blue / brown eyes? Have you got glasses?* Answer *Yes, I have.* or *No, I haven't.*
- The children turn their cards face down when they have been eliminated until they can guess who you are. When they can guess who you are, they put up their hand and say the number of the correct picture, e.g. *You're number 3!* If their answer is correct, show them the card.
- The students can then play the game in pairs.

Game 2: This game can be played at any point after Class Book unit 6 Lesson 7, page 67.

- Choose a card without telling the students which one it is. Describe the clothes of the character in the picture, e.g. *I'm wearing a hat. I'm wearing a coat. I'm wearing boots.* etc.
- The students look at their own cards and turn the cards face down when they have been eliminated until they can guess who you are. When they can guess who you are, they put up their hand and say the number of the correct picture. If their answer is correct, show them the card.
- The students can then play the game in pairs.

Further practice

Students choose one of their cards and move around the class, describing the character on the card to other students without showing the card. When they find someone with the same card, they form a group and work together to find more students with that card.

A group book

Lesson Objectives

Review vocabulary for family, activities / abilities, appearance and clothes.

Make a group book.

Talk about important people in your life.

Language

New (passive): *important, pages, cover, card, ribbon, elastic band, decorate, tie*

Review: family, activities / abilities, appearance, clothes

Warm up

Play *Sock says* from the Ideas bank on page 106 to review activities and actions.

Class Book pages 70–71

THINK ABOUT IT

1 Which people are important to you? Critical Thinking

- If you like, you can review family words before doing this activity. Play *Memory game* from the Ideas bank on page 107 using the family flashcards from unit 5.
- Ask students to say which people are important to them.

MAKE

2 Look and listen. 161

- Play the recording for the students to listen and look at the pictures in their Class Books. Encourage students to point to the corresponding picture for each sentence.

Audio transcript

- 1 Draw an important person in your family or an important friend.
- 2 Make pages. Stick the pictures on a piece of paper, like this.
- 3 Make the book cover with card and ribbon.
- 4 Put the pages on the cover.
- 5 Put an elastic band around the pages and the cover.
- 6 Decorate the cover. Tie the ribbon.

3 Make a book. Creativity

- Play the recording again for the students to listen and follow the instructions in their Class Books. Tell students to point to the corresponding picture for each instruction.
- Divide the class into groups of four. Tell the groups that each student in the group should draw one person who is important to them. The group then stick their pictures onto a piece of paper to make the pages of the group book.

TIP The instructions show how the book could work for a group of four students (each student's drawing is stuck on each half of the same piece of paper – two on the front and two on the back). If you need to have different-sized groups (due to an odd number of students in the class) you can use groups of three. The students can stick their pictures on the right-hand side of the back of the paper and on both sides of the front. When the paper is folded, there will be illustrations on the first three pages and the last page will be blank.

KEY COMPETENCES **Sense of initiative and entrepreneurship**

Tell the students that they can draw any person they know. They can choose to draw a family member, a friend, a teacher, a famous person or even an imaginary person if they like. Using their own ideas helps students to develop a sense of initiative and entrepreneurship.

PRACTISE

4 Look and listen. Then listen and repeat. 162

- Play the recording for students to listen and point to the corresponding pictures. Tell the students that these are useful phrases for them to use when they talk about their group books.
- Play the recording again, one line at a time, for the students to repeat the sentences. Encourage students to repeat chorally first, then individually.

Audio transcript

- A** He's my dad. He's got short hair. He's got glasses.
B She's my Auntie Rosa. She's got red hair. She's got green eyes.
C He's my friend, Nico. He can skateboard. He can't dance.

SHARE

5 Share your book with your class. Communication

- Each student takes it in turn to 'read' their page from their group book to the rest of the class. They point at the picture they have drawn and say who the person is, what they look like and what they can and can't do.

TIP If you prefer, you can ask the students from one project group to 'read' their book to another project group instead of having all the project groups 'reading' to the rest of the class. (This would be less time-consuming and keep the listening students' attention better.)

Lesson Objectives

Review grammar and vocabulary from units 5 and 6.

Develop speaking skills.

Language

Review: family, abilities, appearance, clothes; *She's / He's my (sister / uncle). She / He can (skateboard). Have you got blond hair? Yes, I have. / No, I haven't. I've got (dark / straight) hair. I've got (brown) eyes. I'm wearing (a T-shirt).*

Warm up

Play a game of *Pass the flashcards* from the Ideas bank on page 107, using the flashcards for unit 5 and unit 6 from the Classroom Resource Pack.

Activity Book pages 58–59

1 Point and say the family members.

- Students point to the people and say the correct family words.
- Point to the people in random order and ask students to say the words.

ANSWERS

1 dad 2 mum 3 brother 4 sister 5 uncle
6 auntie 7 grandma 8 grandpa

2 Look and say who's missing.

- Students look at each of the pictures and say which of the people from activity 1 are missing from each picture.

ANSWERS

1 uncle and auntie 2 grandma and grandpa
3 dad and sister 4 mum and brother

3 Choose and draw people from your family.

Creativity

- Students complete the pictures to make pictures of their family members. They should choose family members who can do each activity shown, and then draw the facial features and hair of these family members onto the images.

TIP If students have a small family, they can choose to draw some of their friends or people they know, or they can draw a family member more than once.

4 Point to your pictures in activity 3 and say.

- Students work in pairs, taking turns to point to the people they have drawn in activity 3. They identify the person they drew and then say the activity that person can do, e.g. *She's / He's my (sister / uncle). She / He can (skateboard).*

- If students have drawn friends or people they know they can say *He's my (friend / teacher). He can do (maths).*

5 What have you got? Tick ✓ or cross X. Then answer your teacher's questions.

- Point to the pictures and ask students to say the correct phrases.
- Students then tick the pictures which reflect their own appearances.
- Ask students around the class *Have you got blond hair?* encourage them to reply, e.g. *Yes, I have. / No, I haven't.*
- Repeat for all the illustrations.

6 Draw yourself. Then point and say. Creativity

- Once the students have drawn themselves, they can describe themselves using sentences e.g. *I've got dark hair. I've got straight hair. I've got brown eyes.*

7 Point and say. Then circle the clothes you're wearing.

- The students point to the pictures and name the items of clothing. They then circle the pictures which show what clothes they are wearing today.

KEY COMPETENCES **Sense of initiative and entrepreneurship**

To help students develop a sense of initiative and entrepreneurship, you can suggest that they draw pictures of other items of clothing they are wearing (if they know the words for these items). Students can then choose their own pictures as well as the pictures provided when they do the speaking task in activity 8.

8 Point to the clothes you circled in activity 7 and say.

- Students work in pairs, taking turns to point to the clothes they circled in activity 7 and say *I'm wearing (a T-shirt).* Encourage students to use full sentences.

Vocabulary games

Sock says

Tell the students that they should all do an action if you begin an order with *Sock says*. Tell them that they are out of the game if they follow an order that doesn't begin with *Sock says*, or if they fail to do what *Sock says* to do. Begin by saying something like *Sock says, stand up*. Look to make sure everybody is doing the action. Give another order such as *Sock says, run*. Check again. Continue giving orders. Mix it up and say something like *Sit down*, without the preface *Sock says*. Call out the students who do the action. You can use the Sock puppet to give orders using *Sock says*, and hide the puppet behind your back to give orders without *Sock says*. Play until one student is left. This student is the winner.

True or false?

Tell the students that you will say a sentence and they should repeat the sentence if it's true, but stay quiet if it's false. Say sentences using the target language of the unit, e.g. *I've got eyes*. / *I've got a tail*. etc. You can also play this game using flashcards, and saying true or false sentences about what is on each flashcard, e.g. *This is red*. / *This is a bike*.

Mime the word

Divide the class into two teams. Give the class a topic (e.g. hobbies). Invite students from each team in turn to come to the front of the class and mime a word related to the topic for their team to guess. If their team can't guess the word, the other team can guess the answer. Award one point for each correct word. The team with the most points wins.

Draw and guess

Divide the class into two teams. Start drawing a known item on the board. Students from each team call out and guess what the item is. The student who guesses correctly wins a point for their team and takes a turn to draw an item on the board.

I spy colours!

Think of an object in the classroom and say *I spy something (blue)*! The students look around the classroom and try to guess the object. The first student to guess correctly can choose another object for the rest of the class to guess.

Minute race!

Seat the students in a circle. Set a timer for one minute. You can use a timer on your phone or watch or use a sand timer. Call out a vocabulary set, e.g. clothes. The students take turns calling out words / phrases for clothes around the circle. They have to try and get all the way around the circle before the minute is up. Alternatively, in a large class, students can try to say as many words as they can in one minute. Play the game again and see if they can beat their record with the same vocabulary. Alternatively, play the game again using a different set of words.

Listen and draw

Describe an animal / a monster / a person / an object / a scene to the class and tell them to draw what you are describing. Students can compare their finished pictures in pairs to see if they have the same thing. If you have confident students, you can invite a student to describe something to the class.

Word pass

Seat the students in a circle. Pass / Throw a soft ball or beanbag to one student. Say a word in English as you throw. The student then throws the ball / beanbag to another student and says a different English word. If a student drops the ball / beanbag, he / she is out. The game keeps going until you have one winner. You can play this game with different vocabulary sets, such as colours, numbers, school things, etc.

Race game

Draw a race track across the board, and draw or stick two pictures (one to represent each team) at the start of the race track. Divide the class into two teams. Ask *What's this?* to each team in turn, then draw or mime a word, or show a flashcard from a previous unit. If the team answers correctly, move their picture one step towards the finish line. The first team to reach the finish line wins the race.

What's in the bag?

Place a small object which students know the word for (a classroom item, a plastic toy animal, etc.) in a cloth bag. Invite a student to put his / her hand inside the bag and feel the object. The student must guess what the object is just by feeling its shape. You can play this game in two teams, inviting students from each turn to guess an object and awarding one point for each correct guess.

Word chain

Point to a student and give them a category (e.g. school things / animals / food). The student says a word from that category (e.g. *pen*). The next student then says the first student's word, and a word of their own, (e.g. *pen, rubber*). Continue around the class until the students run out of words. Then repeat with a new category, starting with a different student.

Silent words

Divide the class into two teams. Mouth a word to each team in turn. The students try to guess the word you are mouthing. Award one point for each correct guess. If you like, you can give clues, e.g. *It's an animal*.

Touch words

Give students instructions, e.g. *Touch a book!*, *Touch a pen!*, *Touch something red!*. Students run around the classroom touching the correct items. You can also display flashcards around the classroom to play this game.

Flashcard games

Bingo!

You can play this game to review numbers (students write four or five numbers) or colours (students colour four or five circles in their notebooks or on a piece of paper). Call out the numbers or colours in a random order. When a student hears or sees a number or colour on their list, they cross it out. The first student to cross out all their numbers / colours wins the game, but continue playing until all students have crossed out all their numbers / colours. Alternatively, you can use this game to review words from a chosen vocabulary set by asking students to draw pictures to illustrate four or five words.

Slow reveal

Cover a flashcard with a sheet of paper and hold it up in front of the class. Start to move the paper very slowly and ask the students *What's this?* Carry on sliding the paper further down the flashcard, stopping now and then to ask the students *What's this?* and to allow the class to offer their ideas, e.g. *It's a (pencil)!*.

Find the cards

Stick a set of flashcards on the board. Point to each flashcard and ask the class *What is it?* Repeat the correct word for each flashcard with the students, then turn each flashcard over. When the flashcards are all face down, ask again and see how many students can remember which flashcard is which.

Number words

Stick a set of flashcards on the board. Write a number under each flashcard. Say the word for one of the flashcards and ask *What number is it?* Alternatively, say the number and ask *What is it?*

Noughts and crosses

Play a game of noughts and crosses using a set of flashcards. Divide the class into two teams. Assign noughts to one team and crosses to the other team. Draw a 3x3 grid on the board and stick a flashcard in each square. Students from each team in turn say the word for one of the flashcards and draw a nought or cross in the cell. The first team to get three in a row wins.

Basketball words

Place two lines of several flashcards leading up to a box / basket. Divide the class into two teams. Invite a player from each team to stand at the start of the row of flashcards. Hand each player a ball. The players take turns to say the words on the flashcards. Each time they say a correct word, they move closer to the box / basket. When they feel that they are close enough to throw their ball into the box / basket, they can make their shot. If they throw the ball into the box / basket, they win a point for their team. Repeat with other students from each team.

Catch the cards

Set flashcards face up on the floor. Divide the class into two teams. Students from each team in turn throw a beanbag onto one of the flashcards, then say the word for that flashcard. If they say the correct word, they can keep the flashcard. If they say an incorrect word, the flashcard stays on the floor. When all the cards have been collected, the teams count their flashcards to see who has the most.

Pass the flashcards

Arrange the students in a circle. Hand out flashcards to the students. Play a song from the Class CD. The students pass the flashcards around the circle. Stop the music at random points. The students hold up the flashcards they have and say the correct words. Alternatively, when you stop the music, you can call out a word, and the student with that flashcard must hold it up.

Jump the rope

Put a length of rope or a line of tape on the floor. Designate one side 'Yes' and the other side 'No'. Hold up a flashcard and say the correct word or an incorrect word. If students think that you have said the correct word, they jump on to the 'Yes' side of the rope. If they think you have said an incorrect word, they jump onto the 'No' side.

Stop the cards

Show a set of flashcards one after the other, fairly fast, saying one word as you go. The students call *Stop!* when the word and the picture match.

What's missing?

Stick ten flashcards on the board. Point to the flashcards and ask the class to say the words. Tell the class to close their eyes. Remove two or three of the flashcards. The students open their eyes and say which flashcards are missing.

Memory game

Stick six or eight flashcards on the board. Point to the flashcards and ask students to say the words. Tell them to look at the flashcards for about twenty seconds. Tell students to close their eyes. Remove the flashcards from the board. Tell students to open their eyes. Ask them to tell you which flashcards were on the board. If you like, you can play this game in two teams. Once you have removed the flashcards and students have opened their eyes, ask members from each team in turn to say the word for one of the flashcards. Award one point for each correct answer. If students in one team can't remember any more flashcards, pass to the other team.

Odd one out

Choose three flashcards from one vocabulary set, and one flashcard from a different vocabulary set. Stick the flashcards on the board. The students have to say which flashcard does not belong with the others in the group. Encourage students to say why this card is the odd one out (e.g. *They're toys. This is an animal.*). You can play this game in two teams if you like, showing sets of flashcards to each team in turn. Award one point for each correct answer. The team with the most points wins.

Poster activities



Weather

Point to the pictures on the poster and model the words for students to repeat. Ask *What's the weather like today?* Students answer *It's sunny / cloudy / raining / snowing*, and point to the correct picture on the poster. You can then ask students what the weather is like in each subsequent lesson. You could review clothes vocabulary in future lessons by saying *It's (sunny) today. I'm wearing (a T-shirt)*. Encourage students to make similar sentences.

Birthdays

If any of the students have birthdays, tell the class *It's (Marco)'s birthday today*. Write the student's name on a card or post-it and stick it near the birthday section of the poster. Ask the student *How old are you?* Elicit the answer *I'm (six)*, and encourage the student to count the correct number of candles on the poster. (You can draw extra candles if the student is older than six!)

Colours

Point to the balloons on the poster and ask the students to say the colours. Ask students around the class *What's your favourite colour?* Elicit the answer *It's (orange)*. Students can make a poster showing their favourite colours by drawing, colouring and cutting out pictures of balloons in their favourite colours, and sticking them onto a large sheet of paper. Display the poster in the classroom. Ask students to point to their balloons and say *My favourite colour is (red)*.

Numbers

Point to the numbers in order and ask students to count with you. Then point to the numbers in random order and ask students to say them. Point to two numbers and ask, e.g. *What's (4) + (5)?* Write the sum on the board. Elicit the answer (9). Point to the poster and ask students *What colour is number (4)?* Elicit the answer *It's (yellow and blue)*. Ask *What numbers are (purple and orange)?* Elicit the answer (5) and (7).

Song activities

Song flashcards

Hand out the flashcards for the vocabulary set featured in the song. Play the song and tell students to hold up their flashcards when they hear that word in the song. You can shuffle the flashcards and hand them out to different

students to repeat the game. Alternatively, you can pin flashcards around the classroom and tell the students to point to the flashcards when they hear that word in the song.

Next lines

When students have sung a song a couple of times and become familiar with the lyrics, play the song again, pausing at random points for students to sing the next line.

Singing groups

Divide the class into groups. Play a song for students to familiarize themselves with the lyrics, then play the song again, pointing to each group in turn. When you point to a group, only that group should sing along with the recording. Start by pointing to groups in order, then point to groups at random to make the game more exciting.

Actions

Divide the class into groups and tell each group to think of actions for the song. Play the song a few times for the students to practise singing the song and doing the actions in their groups. Invite groups to perform their song for the class along with the recording.

Singing stars

Divide the class into groups. Students should take turns to sing lines from the song verses, then the whole group should sing the chorus. The students can practise singing the song, then perform it for the class, along with the recording. If you like, you can have a class vote for the best performance.

Story activities

Before telling the story

You may choose to add some further pre-listening tasks in addition to activity 3 in the Class Book.

- Point to the characters on the storycards and ask *Who's this?* Point to known items and ask *What's this?*
- Tell the students to look at the story pictures in their books. Ask the students to tell you what they think the story is about. Take all their ideas but don't give the story away.
- Divide the class into pairs. Ask *How many people are in the story?* Each pair should write a number as their answer and compare it with other pairs around them. Count the characters together with the class to check.

Who said it?

Say sentences from the story. Ask students to look at the story in their Class Books or remember the story and call out the name of the character who said each sentence. You can play this game in two teams if you like, saying sentences to students from each team in turn and awarding one point for each correct answer.

Who did it?

Ask questions about actions in the story, e.g. *Who (is sad / has got a ruler)?* Students look at the story and call out the name of the character. You can play this game in two teams if you like, asking questions to students from each team in turn and awarding one point for each correct answer.

What's next?

Play the story recording. Pause the story at random points and ask students to say what line comes next. Try to do this with memorable lines or answers to questions.

Yes or No

Divide the class into two teams. Say true or false sentences about the story to students from each team in turn. The students respond with *Yes* or *No*. Award one point for each correct answer. Award extra points if students can correct the false sentences. The team with the most points wins.

Quiz

Divide the class into two teams. Ask questions about the story to students from each team in turn. Award one point for each correct answer. The team with the most points wins.

Who / What is it?

Describe a character or an item from the story for the class to guess. Invite a volunteer to stand up and describe a character for the class to guess. Repeat with other students.

Grammar games

Possessions

Select six classroom items (e.g. a ruler, a pencil, a book, a rubber, a pen and a pencil sharpener). Hand three of the items to a student. Hold up one of your items and say *I've got a (pen)*. Encourage the student to say *I haven't got a (pen)*. *I've got a (ruler)*. Respond with *I haven't got a (ruler)*. *I've got a (rubber)*. Continue until you and the student have named all the items. Then repeat with another student, or have the students play the game in pairs. You can play this game with flashcards or other small objects to practise different vocabulary.

Have you got ... ?

Divide the class into two teams. Hand half the flashcards from one vocabulary set to the students in Team A. Hand the other half to the students in Team B. Tell the students not to let the other team see their cards. Students from each team in turn ask the other team *Have you got (a ruler)?* If a student from the other team has the flashcard, they must answer *Yes, I have*. and hold up the card (or stick it on the board). Continue until all the cards have been revealed.

What have you got?

Invite a student to come to the front of the class. Without letting the rest of the class see, give the student a flashcard and tell them to hold the flashcard behind his / her back. The other students take turns to ask questions, e.g. *Have you got a (pen)?* The student with the flashcard answers *Yes, I have*. / *No, I haven't*. The first student to guess the item on the flashcard can come to the front of the class and take a different flashcard. You can also play this game with small items.

Memory chain

Ask students to stand up. Say a sentence using the unit vocabulary, e.g. *I've got a (cat)*. Invite a student to add an item to the sentence, e.g. *I've got a (cat) and a (dog)*. Repeat with students around the class. If a student can't remember the list of items, they have to sit down. The last student left standing is the winner.

You can play this game with lots of different lists to practise different vocabulary sets using different grammar structures, e.g. *I've got ...*, *I can ...*, *I like ...*, etc.

Guess who / what?

Ask students to think of a person in the class, a famous person, an animal or an item and describe him / her / it to the class. The student who correctly guesses the person or item then takes a turn to describe a new person or item, e.g. *She's tall. She's got black hair. She's got green eyes. She can sing*. etc.

Words in bold denote key vocabulary taught in this level.

apples	AB 28	ears	CB 20
auntie	CB 50	eggs	CB 36
bananas	CB 42	eight	CB 3
beach	AB 46	eyes	CB 20
bee	CB 28	fancy dress party	CB 64
big	AB 12	feathers	AB 54
bike	AB 20	fence	CB 32
bird	CB 28	fish	CB 28
bird table	AB 28	five	CB 3
blender	AB 38	flower	CB 32
blond hair	CB 60	football	CB 16
blue	CB 6	four	CB 3
boat	AB 20	frog	CB 28
body	CB 20	froglet	CB 36
boots	CB 68	glasses	CB 60
branch	CB 14	glitter	AB 56
brother	CB 50	gloves	CB 64
brown eyes	CB 60	grandma	CB 50
butterfly (butterflies)	CB 28	grandpa	CB 50
car	AB 20	grass	CB 32
card	CB 46	green	CB 6
carnival	AB 54	grey	CB 6
cat	CB 28	ground	CB 14
chameleon	CB 14	happy	CB 4
chicken	AB 24	hat	CB 64
circle	AB 12	head	CB 20
circus	AB 50	Hello!	CB 2
clap	CB 58	helmet	CB 64
climb	CB 38	honey	AB 38
clown	AB 50	hop	CB 54
coat	CB 68	hot	CB 4
cold	CB 4	house	CB 24
cook (v)	CB 38	hungry	CB 4
costume	CB 64	ice	AB 38
crayon	CB 10	in	CB 35
crocodile	AB 24	lassi	AB 36
curly hair	CB 60	leaves	AB 30
curry	AB 36	legs	CB 20
daddy	CB 50	line	AB 12
dance	CB 54	long hair	CB 60
dark hair	CB 60	make cakes	CB 38
different	AB 24	mango	AB 36
dive	AB 48	march	CB 58
do gymnastics	CB 38	market	AB 36
do maths	CB 54	mask	AB 54
doll	CB 16	mice	AB 26
door	CB 24	monkey	AB 32
dress	CB 64	mouse	CB 28
drink	AB 36	mouth	CB 26

mummy	CB 50	step	CB 58
nest	CB 33	stick	AB 56
nine	CB 3	stop	CB 58
nose	CB 26	straight hair	CB 60
on	CB 35	sunglasses	CB 68
one	CB 3	sunny	AB 46
orange	CB 6	swim	CB 38
paint (v)	CB 38	tadpole	CB 36
paint (n)	CB 46	tail	CB 20
paper	CB 46	teddy	CB 16
park	AB 18	ten	CB 3
pen	CB 10	thirsty	CB 4
pencil	CB 10	three	CB 3
pencil case	CB 10	tongue	CB 26
pink	CB 6	toothbrush	CB 46
pizza	CB 42	trainers	CB 64
plane	CB 16	trampoline	AB 20
plant	CB 14	tree	CB 14
play football	AB 46	tree house	AB 18
play volleyball	AB 48	triangle	AB 12
pond	CB 32	trousers	CB 64
pot	AB 42	T-shirt	CB 64
puppet	CB 16	two	CB 3
purple	CB 6	uncle	CB 50
rabbit	CB 28	under	CB 35
raining	CB 68	vegetables	CB 42
red	CB 6	wheels	CB 24
river	AB 24	whiskers	CB 26
robot	CB 16	windows	CB 24
rock	CB 32	wings	CB 24
rollerblades	CB 16	yellow	CB 6
rubber	CB 10	yoghurt	AB 38
ruler	CB 10		
run	CB 38		
sad	CB 4		
sandals	CB 68		
scissors	CB 46		
scooter	CB 16		
seeds	AB 30		
seven	CB 3		
short hair	CB 60		
similar	AB 24		
sing	CB 54		
sister	CB 50		
six	CB 3		
skateboard	CB 54		
skip	AB 48		
small	AB 12		
soup	CB 42		
spaghetti	CB 42		
speak Chinese	CB 38		
speak English	CB 54		
spider	CB 20		

Letter to parents

Dear parents,

This year, your child will be learning English using *Bright Ideas Starter*. The young characters in *Bright Ideas Starter* provide a modern, motivating and fun presentation of topics which students can relate to their own studies or to their daily lives.

Bright Ideas recognizes that your support and encouragement are important to your child's success and provides plenty of ways for you to join in actively with the *Bright Ideas* community of learners, even if you don't speak English.

Lively and motivating material, interactive games, exciting stories and entertaining songs make *Bright Ideas* a fascinating window to the English-speaking world, enriching your child's learning of English and other school subjects, and improving their understanding of a variety of topics, cultures around the world and important values.

Encourage your child to sing you the songs they learn in class, ask them to tell you about the stories they have engaged with and the games they have played, and invite them to tell you what topics they have learned about in *Bright Ideas Starter*. Try to look at their work regularly and get them to tell you their favourite activities in each unit. Remember to give them lots of praise for their efforts!

In each unit of *Bright Ideas Starter Activity Book*, students have the opportunity to carry out a Community Task, which enables them to take the language they have learned in the unit and use it in the world outside the classroom. These tasks vary from singing songs to family members, to inviting parents and other family members to come and watch a class performance. Taking part in these activities will give you a chance to witness how your child is progressing in English and contribute to their learning process.

Each unit of *Bright Ideas Starter Activity Book* presents aspects of life in other countries for students to learn about and compare to their own lives. Ask your child to tell you what they have learned about other cultures in each unit, and take the opportunity to talk about the similarities and differences in culture between the country presented and your own country.

Bright Ideas Starter Class Book also contains cross-curricular material in each unit, which enables students to connect their English language learning to the other subjects they are studying at school. Students are encouraged to think and learn about maths, art, science and PE in English, which allows them to learn English vocabulary through other subject content. Ask your child to tell you what other subjects they have learned about in their English lessons, and encourage them to show you the cross-curricular activities they have completed.

In addition to the audio, digital games and printed material they will encounter in the *Bright Ideas* course, you can help to expose your child to the English language by finding English films and cartoons to watch, or English songs to listen to. Encountering English outside the classroom will help your child to see English as a real means of communication in the modern world.

Your child will be encouraged to self-evaluate his / her progress at the end of each unit, and to ask for help in any areas in which he / she has difficulties. Encourage your child to tell you about any problems he / she may have with the material covered in class, and feel free to contact me at any time to ask for any extra help and support necessary.

Please do not hesitate to ask me anything about your child's progress this year. Welcome to our community of learners!

Yours sincerely

Class teacher