2nd EDITION Tamzin Thompson Sarah Phillips

INCREDIBLE ENGLISH



OXFORD



2nd EDITION

INCREDIBLE ENGLISH

Teacher's Book

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Cognitive skills Learning for life Cut and make	Cognitive skills: Join in a Bingo game Predict story content from visual clues Make a story book Draw your family and introduce them Learn about leaf colours in autumn (CLIL) Match instructions with responses Draw pictures of children following instructions Learning for life: Focus on following instructions in class Cut and make: Make a leaf collage	Cognitive skills: Join in a Bingo game Predict story content from visual clues Make a story book Draw a pencil case and classroom objects and describe them Learn about colour mixing (CLIL) Count and draw classroom objects Learning for life: Focus on working together to tidy up Cut and make: Make a rainbow
Skills	Listening: Listen and identify the characters Listen to a story Listen for key phrases in the story Listen and follow a route using visual clues Listen to a song Speaking: Introduce yourself and say hello Join in with a chant Act out a story Practise using language for greeting and leaving Talk about your family Join in with a song	Listening: Listen and find items in a picture Listen, identify and colour classroom objects Listen to a story Listen for key phrases in the story Listen and identify people Listen and identify pairs that match Speaking: Join in with a chant Act out a story Practise using language for sharing Talk about your classroom objects Join in with a song
Other language (functional language, songs, etc.)	Hello, Bing! Goodbye, Bing! Stand up. Sit down. Listen. Point. Come here. Be quiet.	Pass the pencil, please. Here! Thanks! Tidy up. Put your pencils / crayons in the box. Put your notebooks / books on the shelf.
'Learning through English' topic and Ianguage (CLIL*)	<u>Science:</u> Colours: red, orange, yellow, brown, green Can you see (a brown leaf)?	Art: Colours: blue, purple, black, white, grey, pink
Main topic and core language	Characters: Mum, Dad, Flo, Fred, Titch, Kitty Numbers: 1, 2, 3, 4, 5, 6, 7, 8 (figures only) Structures: Where's Fred? Here!	Classroom objects: pencil, rubber, crayon, ruler, notebook, pencil case Structure: I've got a crayon!
Unit	- 1997	7

 * 'CLIL' = Content and Language Integrated Learning

Cognitive skills Learning for life Cut and make	Cognitive skills: Join in a Bingo game Predict story content from visual clues Make a story book Listen and follow the steps of a process Follow the instructions in a picture dictation Number activities in sequence Learn to draw a simple face (CLIL) Draw children taking care of their personal hygiene Learning for life: Focus on personal hygiene Cut and make: Make a mix-and-match book	Cognitive skills: Join in a Bingo game Predict story content from visual clues Make a story book Draw a robot and describe it Learn about English money (pounds) (CLIL) Practise counting money Read prices Draw a face showing an appropriate emotion for a situation Draw yourself showing emotions Learning for life: Focus on showing and recognising emotions Cut and make: Make pound coins
Skills	Listening: Listen and find items in a picture Listen for key information in order to colour a face Listen to a story Listen for key phrases in the story Listen and identify a face Listen and complete a colour key Listen to a song Speaking: Join in with a chant Act out a story Practise using language for giving instructions Join in with a song Talk about a picture of a face	Listening: Listen and find items in a picture Listen to a story Listen for key phrases in the story Listen and identify robots using visual clues Listen and identify what a robot can and can't do Listen to a song Speaking: Join in with a chant Act out a story Practise using language for taking turns Join in with a song Ask and answer about prices Talk about what your robot can do
Other language (functional language, songs, etc.)	Close your eyes. Open your mouth. Look! Clean your teeth. Wash your face. Brush your hair. Wash your hands.	It's my turn. It's your turn. happy sad tired scared dance walk sit run
'Learning through English' topic and Ianguage (CLIL*)	Art: Size: big eyes, small mouth Feelings: happy, sad	Maths: ball, car, teddy, £ (pound), robot It's seven pounds.
Main topic and core language	face, eyes, ears, nose, mouth, hair Structures: He's got a black face. She's got pink ears.	walk, run, jump, dance, sing, climb, play football, say hello Structures: It can play football. It can't sing.
Unit	m	4

C Pilt	Main topic and core language	'Learning through English' topic and language (CLIL*)	Other language (functional language, songs, etc.)	Skills	Cognitive skills Learning for life Cut and make
LO.	Animals: turtle, fish, cat, dog, mouse, parrot, rabbit, hamster Structures: What's your favourite animal? A rabbit.	<u>Science:</u> feather, penguin, duck, peacock Find a red feather. The parrot's got red feathers.	Can I have a parrot? Yes, OK. No, sorry. I love my cat like this.	Listening: Listen and find items in a picture Listen to a story Listen for key phrases in the story Listen and identify animals using visual clues Listen and identify pairs that match Listen to a song Speaking: Join in with a chant Act out a story Practise using language to make, accept or reject requests Join in with a song Say what your favourite animal is	Cognitive skills: Join in a Bingo game Predict story content from visual clues Make a story book Draw your favourite animal and say what it is Learn about different birds and their feathers (CLIL) Identify and draw missing parts of a picture Learning for life: Think about the function of feathers Focus on caring for animals Cut and make: Make a class bird collage
o	apples, bananas, oranges, lemons, tomatoes, peppers, carrots, peas Structures: I like peas. I don't like carrots.	Maths: How many girls like peas?	I'm hungry! I'm thirsty! Peas are green. Peas and peppers are good for you. Put something green on your plate.	Listening: Listen and find items in a picture Listen and answer using visual clues Listen to a story Listen for key phrases in the story Listen and complete a picture Listen and identify foods using visual clues Listen to a song Speaking: Join in with a chant Act out a story Practise using language describing how you are feeling Join in with a song Ask and answer about quantity Talk about foods you like / don't like	Cognitive skills: Join in a Bingo game Count objects in a picture Predict story content from visual clues Complete a picture Make a story book Learn how to read a Carroll diagram (CLIL) Collect and record data Identify and draw missing parts of a picture Focus on eating a varied diet Cut and make: Make a Carroll diagram

Introduction

Welcome to the course

This is the Starter level of a seven-level course for pupils starting English at the age of six or seven. It can be used with children who are total beginners or who have done some English at pre-school. This 'wordless' Starter level provides approximately sixty hours of material and aims to bridge the gap between pre-school and Grade 1.

The course provides teachers with a very rich and flexible set of teaching materials, promoting civic education and cross-curricular themes, allowing teachers to expand the language syllabus into other areas of the curriculum. The context is fresh, light-hearted and fun, while the underlying methodology is sound and well-established.

Starter level components

Class Book / Activity Book

This is a 64-page book containing all the presentation and practice material you will need for your lessons, including stories, songs, chants, games and other activities.

The six main units of the book are each ten pages long and are based on topics familiar to children of this age group.

The Class Book and Activity Book are combined at Starter level, with the Class Book pages on the left of each spread, offering presentation of new language structures, and the Activity Book pages on the right of each spread, with follow-up practice activities for each new language point.

Each unit contains:

- a vocabulary presentation page with a full-colour picture and a chant for pupils to join in;
- a cartoon story featuring the Incredible English characters;
- a variety of games and activities practising the new language presented in the unit;
- a cross-curricular spread with a make-and-do feature;
- a song page which includes a civic education topic;
- a revision page.

At the back of the book, you will find the words for the songs and a syllabus summary.

The Class Book develops speaking, listening and pre-writing skills through stories, songs and chants, and, along with the Activity Book, provides a range of stimulating and entertaining puzzle-type tasks to practise the language. The activities are designed to motivate and challenge the pupils and include matching, sorting, choosing, sticker activities, completing puzzles and mazes, and playing games.

Audio CDs

The class Audio CDs support teaching in class and contains recordings of all the songs, chants, stories and other listening activities in the Class Book. Songs and chants can be used to change the pace of the lesson, as a warm up at the start of a lesson, or to help manage the transition from one stage to another. In the Starter level, the songs also carry the 'Learning for Life' message.

There is also a separate Tests CD for the Starter level, which contains the listening material for the end-of-unit and end-of-term tests.

Teacher's Book

The Teacher's Book serves as a clear and flexible guide for the teacher in all aspects of the course. It contains the following:

- the course syllabus;
- this introduction, which sets out the overall objectives and principles that underlie the course, as well as giving an outline of how the course can be used;
- a resource bank of games and activities (pages 13–14)
- a list of sample classroom language (pages 14–15)
- step-by-step teaching notes for every lesson;
- transcripts for all the recordings;
- answers for all activities (unless included in the transcripts)
- photocopiable test pages (see below).

Test section

This section in the Teacher's Book includes test material that reflects the objectives of the course. It contains six end-of-unit tests which review what pupils have done in each unit and two end-of-term tests which can be used after Units 3 and 6. These tests use similar formats to the activities pupils have become familiar with in their Class Books. The Tests CD contains all the listening material.

Photocopiable record cards are included to allow you to keep a continuous record of pupils' attitudes and behaviour, and a unit-by-unit record of their achievements in reaching linguistic objectives.

Incredible English iTools is a DVD-ROM which contains digital classroom resources. All these resources can be used interactively, either on an Interactive Whiteboard (IWB) or on a projector. The in-built teaching tools allow you to zoom, highlight, cover or spotlight materials on each page, or to add notes and web links.

iTools

The Incredible English Starter iTools includes:

- All pages from the Class Book, as well as the flashcards, on screen
- Complete audio for the course
- Interactive exercises
- Class Book stories

Teacher's Resource Pack

The Teacher's Resource Pack contains flashcards and a Photocopy Masters Book – see details below.

Flashcards

There are 72 flashcards for the Starter level. These include the main unit vocabulary and the additional vocabulary input from the 'Learning through English' lessons.

There are two images on each flashcard – please see the list below.

Flashcard list

1	Mum	37	hair
2	Dad	38	big
3	Fred	39	small
4	Flo	40	happy
5	Titch	41	sad
6	Kitty	42	run
7	brown	43	jump
8	green	44	dance
9	yellow	45	sing
10	red	46	play football
11	orange	47	say hello
12	1 17	48	walk
13	2	49	climb
14	3	50	teddy
15	4	51	car
16	5	52	ball
17	6	53	cat
18	7	54	dog
19	8	55	mouse
20	pencil	56	parrot
21	ruler	57	rabbit
22	notebook	58	hamster
23	rubber	59	turtle
24	pencil case	60	fish
25	crayon	61	feather
26	blue	62	peacock
27	purple	63	duck
28	pink	64	penguin
29	black	65	apples
30	white	66	bananas
31	grey	67	oranges
32	face	68	carrots
33	eyes	69	peas
34	ears	70	peppers
35	nose	71	lemons
36	mouth	72	tomatoes

Photocopy Masters Book (PMB)

The PMB has 31 pages of material:

- the course 'bookmark';
- character masks:
- picture cards for each unit;
- a story book, taken from the Class Book story, for each unit;
- a cut-out for the 'Learning through English' section of each unit;
- a page of further activities to practise vocabulary from the unit songs.

Picture cards

The picture cards for the main vocabulary input are prepared by the pupils in Lesson 1 and used by them in activities and games throughout the unit. The cards for the 'Learning through English' section (additional vocabulary input) are prepared in Lesson 7 and used in activities in Lessons 7–10. Photocopying onto card rather than paper is recommended

Photocopying onto card rather than paper is recommended in order to make the cards last longer.

If timing is an issue when preparing the cards, pupils could take the cards home and colour them in preparation for the next lesson.

Once the cards have been prepared, they should be kept in the classroom in separate sets (e.g. in envelopes with the unit numbers and pupils' names on them) so that pupils can use them many times for games and revision.

The bookmark

The bookmark on page 2 of the PMB is made in Unit 1, Lesson 1 and then used regularly in each unit. It has an opening to allow pupils to isolate what they are looking for on the page. This supports concentration by limiting the pupils' focus to individual pictures, or sections of pictures. Pupils can personalize their bookmark by colouring / decorating it.

Photocopying onto card or stiff paper will help the bookmark last longer. Pupils can make a pocket in the front of their Class Book in which to keep the bookmark (by sticking down three sides of a piece of cardboard (22cmx10cm), or by sticking in an envelope or plastic wallet).

Story character masks

The character masks on pages 3–6 of the PMB are made in Unit 1, Lesson 1 and then used regularly in each unit. Pupils can wear the masks to act out the stories in each unit, or to play games involving the story characters. See the main teaching notes for ideas on when and how to use the masks in class.

Photocopying onto card or stiff paper will help the masks last longer. Pupils can fasten string to each side, so that the masks can be tied around the head, or fasten a stick / pencil to the bottom of the masks, so that they can be held up to the face.

Story books

The story books in the PMB are to be made in Lesson 4 of each unit. Pupils can colour the pictures and write the correct page numbers in the corner of each story book page. They then cut out the pages and stick them together to form their own story book. The story book cover on page 2 of the PMB can be re-used for each story book. Pupils can use their completed story books to tell the story to the class. This can also be used as a revision / warm up activity at the start of Lesson 5 in each unit, to recap the events and language of the story.

Lesson 8 cut-outs

A key feature of this course is 'Learning through English'. Each unit contains a specific section which aims to connect with other areas of the curriculum, and which includes additional vocabulary input. This section covers two lessons in the Class Book, of which the second lesson always involves using a cut-out / template to complete a project. All the Lesson 8 cut-outs / templates are provided in the PMB.

Lesson 9 activities

There is additional material in the PMB to provide extra practice of the language presented in the songs in Lesson 9 of each unit. These activites follow on from the 'Learning for Life' topic in the song and give pupils the opportunity to develop the themes explored in each unit further. The activites aim to extend the pupils' interest in the topic and add to their enjoyment of learning through active participation.

Course principles

The learning objectives

Starting primary education can be a challenging time for young children as they have to adapt to a more structured environment, start to read and write in their mother tongue, and begin to learn in a more formal way. The material in Incredible English Starter aims to bridge the gap between pre-school and primary school, and is especially appropriate for those children who are not ready at this stage to start reading and writing in English.

As well as helping pupils learn language, the course also fundamentally supports the development of social skills and learning strategies. There are five threads in the course:

- 1 Language
- 2 Strategies for learning
- 3 Learning for life
- 4 Learning through English
- 5 Assessment

1 Language

Learning a second language for children starts with a context from which they construct meaning using visual clues and their knowledge of the world. The context may be a picture story or a song with actions, or it may be a poster or a familiar classroom activity. The children actively work out the meaning of the language associated with the context. The teacher's role in this approach is fundamental, and it is hoped that he / she will:

- link the children's language learning with their developing understanding of the world;
- use the children's mother tongue to support the children;
- speak as much English as possible in the classroom when organizing and preparing activities, or talking to the children about their surroundings.

The Incredible English Starter uses only oral /aural language. This allows children to establish reading and writing in their mother tongue before moving on to develop these skills in English. The oral language children acquire in the Starter level is then revised and extended when they see the written forms in Level 1. At this point the pupils 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.

The vocabulary and structures are presented and practised through pictures, stories, activities, chants, songs and games. These provide meaningful contexts and engage the pupils' attention. The children are exposed to the target

language many times, which enables them to establish and consolidate its meaning. The materials require the children to respond to the language they hear either non-verbally (by pointing, finding, total physical response, e.g. miming, doing actions to a song), or with very short verbal responses (e.g. yes / no, true / false, or one word answers). These kinds of responses help build the children's confidence, and enable them to see that English is a normal means of communication, like their own language.

Language is presented as 'blocks', as children of this age are unable to analyse language into its component parts. The blocks may stand alone, such as 'What's your favourite colour?' or the children can add other words to blocks, such as 'I like', and start to express themselves in English. As their confidence grows they will begin to use the language more and more spontaneously. It may well not be grammatically correct, but the aim at this stage is that they acquire confidence in using the new language as a communicative tool.

2 Strategies for learning

Over time, pupils need to become effective and independent learners. Incredible English Starter provides materials that support a wide range of different types of intelligence, and offers rich visual and auditory content. As they are exposed to activities which suit different learning styles, pupils broaden their experience of learning and in time will become aware of how they learn best. By reflecting on their progress, they start to build the concept of the learning journey and take an active part in it.

Different learning styles are catered for through activities which appeal to different intelligences. These can be found throughout the book:

- Linguistic: stories, teacher talk, language games
- Musical: songs and chants
- Kinaesthetic: action games, tracing and joining activities, 'listen and do' games, 'make and do' activities
- Visual: the pictures in the book, flashcards, the cut-out activities, observation activities and games
- Mathematical: sequencing activities, sorting activities
- Natural: activities based on the natural world
- Interpersonal: class games, story mimes, class projects
- Intrapersonal: self assessment

3 Learning for life

Personal, social and health education is a key part of a child's education. The songs in lesson 9 of each unit focus on these aspects, and serve to reinforce what the children will be learning in their other classes. The topics are:

Unit 1: following instructions

Unit 2: tidying up together

Unit 3: personal hygiene

Unit 4: showing your feelings

Unit 5: caring for animals

Unit 6: eating a varied diet

Throughout the course every opportunity is taken to encourage appropriate behaviour, community feeling, caring for others and developing good relationships.

4 Learning through English

This is a key element of the course and in each unit there are lessons which link to another area of the curriculum such as Maths, Science or Art. In these lessons English is used as the vehicle language to extend the children's subject knowledge. The focus is as much on the content as on the language used to convey it. This focus off language and onto content reinforces the role of language as a means of communication, rather than an object of study in itself. It is another way of exposing the children to language in meaningful contexts.

The topics covered are:

Unit 1: Biology: leaf colour

Unit 2: Art: colour mixing

Unit 3: Art: drawing a face

Unit 4: Maths: money

Unit 5: Biology: birds and feathers

Unit 6: Maths: data display: Carroll diagrams

In addition, many of the class teacher's and the English teacher's objectives may coincide at this stage, which will also reinforce learning.

5 Assessment

Assessment and learning go hand in hand. The Test section in this Teacher's Book contains a test which covers the material in each unit: this will give teachers an indicator of how much material has been assimilated by each child. Teachers also need to keep a check of each child's attitude, their developing language skills, their ability to work individually or in groups, and so on. To support teacher observation and help teachers chart what pupils can do there are two photocopiable record cards. All this information helps teachers plan upcoming lessons, deciding what language elements need to be reinforced and whether the time is right to introduce new material and concepts. Children also need to develop the ability to reflect on their learning and behaviour. This can only be at a very simple level with children of this age, but encouraging self-assessment at this stage lays the groundwork for more complex self-assessment later on. Each activity on the revision page has a small illustration of a face beside it. The children draw a mouth on the face to represent how well they feel they have done that particular activity. The teacher can use this to help the children see how they are progressing, or to suggest ways in which they could do better.

Teaching and learning a new language

Children learn a language when they are exposed to it in meaningful situations which engage their attention. The most important task for a teacher of English is to provide the children with as much of this kind of exposure as possible.

In the classroom

Teachers need to use all their skills to make English understandable. They can do this by:

- establishing classroom routines and using set phrases so the children associate the language with the routine;
- giving instructions clearly, using simple English and short phrases;

- using gesture and body language to illustrate meaning, exaggerating where necessary in order to support the linguistic message;
- modelling what the children are going to do.

As time goes by and the children become more confident, teachers can increase and vary what they say so the children are exposed to more and more language in a non-threatening environment. The teacher may wish to create a typical lesson structure, i.e. starting with a known song or game, moving on to the new material and rounding off with a song or a game, weaving in routines for transitions between the different parts of the lesson.

Mother tongue

The children's mother tongue plays an important part in the language learning process. It will be a long time before they are able to express themselves freely in English and they need to able to share their understanding. To this end they should feel that they can respond freely and naturally in their mother tongue.

Recasting

Another very useful way of exposing children to language is recasting. This is a technique in which a teacher reflects back to a child in English what they have just said in their mother tongue. It is a powerful technique as the child is shown how to say exactly what they want to say at that moment, and it also shows that you have understood them and that all languages have the same communicative value.

Attitude

Activities which are fun and that are designed to make the pupil feel successful help promote a positive attitude to English and to language learning in general. Teachers can reinforce this by recognizing a pupil's efforts in class with a gesture or a word of praise, above all making the classroom a safe place for the pupils to try out their English. Realizing that they are able to communicate in English, however limited their linguistic knowledge is, helps to build the pupils' self esteem and allows them to feel that language learning is enjoyable and within their grasp. This positive attitude is essential to their future progress.

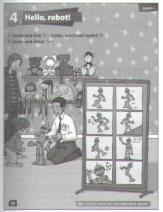
Course structure

There are six units, each comprising ten lessons. All the lessons are contained in one book, which has a range of activity types to appeal to different kinds of learners and to keep the children engaged. The left-hand pages of the book are in colour and are used to present new language; the right-hand pages have practice activities in which the pupils interact with the material by colouring, drawing, circling, etc. Lessons 1, 4, 8 and 9 have additional material in the PMB: these often involve colouring, cutting and sticking.

Unit structure

Each unit in the Starter level follows the same sequence, making the book easy to use for both teachers and pupils.

Lesson 1 - Introducing vocabulary





The teacher begins each unit by introducing the new vocabulary using the flashcards and saying the words clearly. Initially the children should be encouraged to demonstrate their understanding by responding to the cards non-verbally. Then the opening page in the unit is used to reinforce the new vocabulary in context via short dialogues. The unit opener links with the story, but it is not a part of it. The pupils use their bookmarks to find the new words as they hear them in the recording. They then hear the words again in a chant with actions. Finally they cut out and colour the picture cards from the PMB and put them away in an envelope to use throughout the unit in games and activities. (See pages 13–14 of this guide for a list of ideas.)

Lesson 2 – Practising vocabulary



This lesson provides an opportunity for the children to review the new vocabulary. The children are actively involved and hear the new words in different contexts. The teacher begins the lesson by linking to the previous lesson, playing a game with the flashcards and saying the chant again. Then the children stick the stickers for the key vocabulary of the unit into the Bingo grid and play Bingo. Finally there is a listening activity which has a pencil and paper response.

Throughout the first year of primary school the pupils will be developing good classroom habits which will stand them in good stead throughout their education. In this lesson you can focus on 'good listening', encouraging the pupils to be quiet, look at the speaker and pay attention to what they hear. You may like to introduce a signal like a bell or a chant which signals the start of a listening activity. You can also include an action like putting a finger to the lips, or putting their hands on the desk, which will help focus the children on the upcoming activity.

Lesson 3 - Story



This is the story lesson. The pupils will:

- look at the pictures before they hear the story in order to predict the storyline;
- listen to the story and follow it in their books in order to associate the language with the pictures;
- see how some of the new vocabulary is used in context;
- meet a new language structure;
- meet a new piece of functional language;
- show understanding by miming the story while listening to the recording.

The very clear context of the story gives the teacher many opportunities to use English with the children. She can get the children to interpret the pictures and recast their ideas in English, ask simple questions, or retell the story and encourage the children to join in. The miming activity provides an opportunity for the children to show their understanding kinesthetically, and it may be that some of the children will want to speak at this point too. Photocopiable character masks are provided in the PMB. These add authenticity to the miming, and can provide shyer children with something to hide behind.

Lesson 4 - Focus on functional language





This lesson continues to use the story, now focusing on some blocks of language from the story that can usefully be transferred to the classroom context.

The pupils re-visit the story and develop their visual literacy by looking at isolated pictures from the story and finding them in the story frames. Then they listen to the story again, and identify the language linked with the pictures. This activity reinforces the link between language and context.

The teacher then isolates the focus language and encourages the pupils to respond to it, and repeat it. Finally they hear the language again in a paper and pencil based activity. From this point, the teacher should try to include this language in subsequent lessons.

Finally the pupils cut out the story frames from the PMB, colour them and staple them together to make a story book.

Lesson 5 – Focus on a language structure

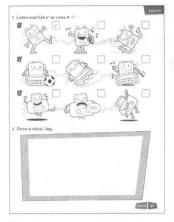


This lesson is based on a scene which is linked to the story and shows the language structure in a clear context.

The teacher begins the lesson by focusing the children's attention on the picture at the top of the page. This is an opportunity to expose the children to English and to invite them to contribute to interpreting the picture. Then the children listen to a recording of the key language and respond non-verbally.

The second activity on the page provides further exposure to the language structure, through a listening maze, a simple deduction activity or similar. Then the children listen to examples of the key structure and repeat them. At this point some teachers may wish to encourage the children to use the pictures as prompts for them to produce the language themselves.

Lesson 6 – Practising the language structure



This lesson provides further exposure to the language point introduced in Lesson 5, and links it to the vocabulary set from Lesson 1.

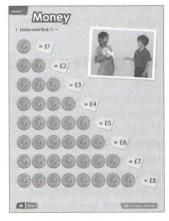
The lesson starts with a game or activity to recall the new language from the previous lesson.

The first activity often requires the children to listen to a recording and to respond by colouring, ticking, matching or circling. In some units the children do a pencil and paper activity first such as solving a maze, and then listen to a recording in order to check their answers. At this point, some teachers may like to use the activity as a prompt for the children to produce the language themselves. This could be chorally either as the whole class or in groups, or it could be individually or in pairs, depending on the children's abilities.

The second activity usually personalizes the key language by asking the pupils to draw a picture related to the topic of the unit. This is an opportunity for the teacher to talk to pupils individually, asking them about their pictures and recasting their answers into English if necessary. It is also an opportunity to encourage and praise pupils.

This is a good point to complete the assessment tick chart.

Lesson 7 – Learning through English



The Learning through English topic and a set of related vocabulary are introduced in this lesson. The topic is related to the main topic of the unit, and the vocabulary either extends the main set, or introduces a new set connected to the Learning through English topic. The teacher starts by introducing the vocabulary with the flashcards.

The children look at the picture in their books. This is a good opportunity to discuss the picture with them in English,

asking them what they are going to learn and what they already know about the topic. Although the content level is beyond the language level of the unit, the visual support will enable them to understand the teacher and they may be able to use some of their English in the discussion. The istening activities encourage the children to focus on the visuals as they listen and find items on the page with their bookmarks. They also present the content topic in a simple, comprehensible way.

Lesson 8 – Learning through English



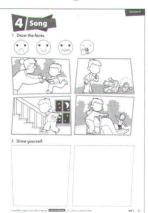


This lesson is based on cut-out activities from the Photocopy Master Book which revise and extend the content topic of the previous lesson. The lesson begins with discussion of the topic in the previous lesson. The teacher then models the 'make' activity, using the photos on the Class Book page to help. The children can use these photos to guide them when they are doing the activity themselves. While the children are working, the teacher can go around the class talking, encouraging and praising their work. The finished product can be used to prompt the pupils to speak.

Fast finishers can play a game with the picture cards they made in Lesson 1.

Lesson 9 - Learning for life (song)





This lesson focuses on civic education and personal and social education through the medium of a song. The songs often include language that is not the main focus of the unit, but is linked to the topic: it is always illustrated and the meaning is clear from the context; it is also reinforced by the suggested actions for the songs.

These songs provide another opportunity for the children to interact with the artwork, develop their visual literacy skills and to make meaning from all the clues they are given.

The teacher can discuss their ideas in the mother tongue to consolidate the message of the song. The photocopiable worksheet that accompanies this lesson contains material that reinforces the message, and has a puzzle element to challenge the children cognitively.

Lesson 10 - Revision and self evaluation



This lesson draws on all the vocabulary of the unit and on the new language structure. The aim of the lesson is to review and consolidate the language.

There are three sections: the first is related to the first vocabulary set, the second is linked to the new language structure and the third is based on the second vocabulary set and the content topic. Before each section the teacher reintroduces the language via a game or activity, then the pupils do the pencil and paper activity.

The lesson enables the teacher to see the overall progress of the class as well as each pupil's individual progress. Based on this, he / she can decide whether the pupils need to do further work on this unit, always remembering that language learning is not a linear process, and time is needed for new language to be assimilated.

Unit structure overview

Lesson	Focus	Description	Class Book	Other materials
	Introducing vocabulary	Presenting a new set of core vocabulary for this unit's topic	Page 1 of unit: vocabulary presentation and chant	Flashcards / picture cards (PMB)
2	Practising vocabulary	Practising the core vocabulary from Lesson 1	Page 2 of unit: vocabulary practice activities	Flashcards / picture cards
3	Story	Predicting story content from visual clues; listening to and working with the story	Page 3 of unit: story	Bookmarks; character masks
4	Focus on functional language	Reviewing the story; practising the language presented in the story	Page 4 of unit: practice of functional language	Character masks; story books (PMB)
5	Focus on a language structure	Presenting and practising target language	Page 5 of unit: language presentation	Flashcards / picture cards
6	Practising the language structure	Practising the main language structure of the unit from Lesson 5	Page 6 of unit: language structure practice activities	Flashcards / picture cards
7	Learning through English	Introducing a related vocabulary set, linked to another curriculum area	Page 7 of unit: presentation and new vocabulary	Flashcards / picture cards
8	Learning through English	Completing a 'make and do' activity	Page 8 of unit: model of how to make the item	Learning through English cut-out / template (PMB)
9	Learning for life (song)	Introducing a civic education topic through a song	Page 9 of unit: song	Extra Learning for life activities (PMB)
10	Revision	Revising the core vocabulary and structure of the unit	Page 10 of unit: review activities	Flashcards / picture cards

Activities and games

teaching notes. As with all material, it is up to you to choose what best suits your teaching situation. These games all have a linguistic focus, but are also active and enjoyable. Many of the games involve Total Physical Response (TPR), which is deservedly popular. At its simplest, TPR looks for a physical response from the child that shows an understanding of language, and as such is of constant use in the classroom. The games and activities described below are designed to increase pupils' enjoyment in the lesson and to improve motivation by making them feel involved in the lesson. Most of the games below can be played in teams, or as a class. Games can, of course, be used at any point in the lesson, but many are particularly suited as a warmer. Any of the games below can be used as warm-up activities to begin your lesson, but it is ideal to choose an activity which will make pupils feel confident and relaxed, ready to participate in the lesson. You can play a known chant or song and invite pupils to join in, or play a flashcard game (see list below) to revise vocabulary from the previous lesson.

The following activities and games are suggested in the

You can end the lesson by playing a game, or by playing the song or chant from the unit again and inviting the pupils to join in.

Introducing new vocabulary

You can use the flashcards in various ways to introduce new vocabulary. For example, you could:

- show the pupils two or three flashcards and say what each one is;
- continue to show them new flashcards in groups of two or three:
- repeat earlier words as you continue to show them new flashcards (this will help them to remember all the words);
- give the flashcards to pupils around the class (use different pupils each time you do this);
- ask the pupils to help you put the flashcards on the board;
- call out different words and ask the whole class to point to the cards (every time you say and identify a new word, the meaning becomes more established and the pupils absorb more pronunciation);
- ask pupils to point to and repeat the words.

Flashcard activities

Card flash

- Hold the flashcard facing you so that the pupils can't see it.
- Flash / turn the card quickly so the pupils see it for a second.
- The first person to put up their hand tells you what they think was on the card.

Yes or No

- Hold up a flashcard and call out words.
- When pupils hear the word that matches the picture, they can respond by standing up / clapping their hands / raising their hands and saying 'Yes!'

Odd-one-out

- Stick four flashcards on the board: three from one vocabulary set (e.g. Classroom) and one from another set (e.g. Numbers).
- Ask pupils to say the words for each card, then say which one is the odd-one-out.

Pass the parcel

- Hand out flashcards to pupils around the class.
- Play a song or chant from a previous lesson while the pupils pass the flashcards around the class.
- Stop the CD in random places. Ask each pupil holding a flashcard to hold it up and say the correct word.
- You can also play this game with known objects.

Slow reveal

- Reveal a flashcard a little at a time (using a piece of paper to cover the rest of the picture).
- When pupils can see what the flashcard is, they call out the word.

In the box

- Stick cards from two or more units on the board.
- Draw coloured boxes on the board and tell pupils what topic each box is for (e.g. classroom items / numbers / parts of the face).
- Pupils put the flashcards into the correct boxes.

Memory game

- · Stick a set of flashcards on the board.
- · Pupils close their eyes.
- Remove one or more of the flashcards.
- Pupils open their eyes and say which cards are missing.

Find the picture

- Show a set of cards one after the other, fairly fast, saying one word as you go.
- The pupils call 'stop' when the word and the picture coincide.

What is it?

- Invite a child to come to the front of the class and choose one card out of a set of flashcards without showing the rest of the class.
- The rest of the pupils ask questions to find out what the card is (e.g. *ls it a ...?*).
- The child who guesses correctly takes a turn to come to the front of the class and choose a flashcard.

Noughts and crosses

- Draw a grid on the board and stick a flashcard in each square. (You will need to use more than one vocabulary set in order to have nine cards to fill the grid.)
- Pupils work in teams. They take turns to say the word and take it off the board. They can then draw a nought or cross in the empty cell.
- The first pupil / team to get three in a row wins.

Flashcard sequence

- Invite a pupil to the front of the class.
- Hand the pupil four flashcards from previous lessons.
- Call out the words for the cards.
- The pupil sticks the cards on the board in the correct order.

A very long sentence

- Give each pupil a flashcard and ask them to stand in a line.
- Use a starting phrase that the pupils know, e.g. I've got ...
- Help the first pupil say *I've got ...* (whatever is on his / her card), e.g. *I've got a teddy*.
- The second pupil then says *I've got* (what is on the first pupil's card) *and* (what is on his / her card...), e.g. *I've got a teddy and a bike*.
- Continue in this way until everyone has added what he or she has got.

Games

Draw and roll

- Divide the class into two teams. Give each team a die.
- Invite a pupil from Team A to come to the board and draw one of the new words. The pupils from Team B try to guess what the word is.
- If the team guesses the correct word, they can roll their die. The number on the die is the number of points they score for their team.

Picture Bingo

- Ask the pupils to choose six picture cards from a certain unit.
- Call out words from all the vocabulary sets for that unit.
 The pupils turn their cards face down as they hear the correct word.
- The first pupil to have all their cards face down wins the game.

What's missing?

- Divide the class into two teams. Ask a pupil from Team A to say five words from one vocabulary set.
- Ask pupils from Team B to say which word was missing from the set. Each correct answer wins a point for the team
- Repeat with pupils from each team in turn.

Snap!

- Pupils play this game in pairs.
- Ask the pupils to take out a complete set of picture cards from previous units.
- The pupils say the word for each card as they put it down. When they each place the same card down at the same time, the first pupil to say *Snap!* wins all the cards.
- The winner is the first pupil to get all the picture cards.

1 Spy

- Choose a known object from the classroom.
- Say 'What can I see ...? It's (e.g.) red.'
- Pupils guess the object (e.g.) 'It's a notebook!'

Titch says...

- Give the class instructions (stand up / open your book, etc.).
- Pupils only follow your instructions if you say *Titch says* ... first.
- Pupils who do the action when you don't say *Titch says* ... have to sit out until the end of the game.
- The last pupil left in the game is the winner.

Draw and guess

- Draw a picture of a known item on the board.
- Pupils try to guess what you are drawing before you finish.
- The first pupil / team to guess the correct word can take a turn to draw a picture on the board.

Classroom Language

Saying what you are going to do		
In this unit / Today / Now we're going to	listen to a story. play a game. make a collage. talk about tidying up. learn some words for	
Let's	sing a song. listen and point. make a story book. look at our books.	

Showing pupils how to do something / Giving	
instructions for moving around and helping	

We'll We can	start like this. do it like this.
I'll show you	how to do it. what I mean.
This is Here's	one I made. how you do it.
Watch carefully	then you can try. and do the same.
OK everybody, Now everyone,	stand up / sit down, please. come to the front / board, please. move a bit further apart. step back a bit, please that's good!
I want you to	stand in a line. stand next to your desks / tables. look at the board. close your eyes. tell me what's missing. go back to your places.
Can you	hold this flashcard? stick this on the board? point to the correct picture? open your books? take out your picture cards? give out the photocopies?
Let's	put away our cards. tidy the classroom. pick up all the papers.
We're going to	play this game in pairs / teams. make four groups.
You can play this game You can practise	now. together.

Asking for recall of words / phrases / activities		
Now, who can	show me the pencil? tell me what this is?	
Let's see. Can you remember	what colour / number this is? what Titch says?	
What's	this? his / her name?	
Can you	find the ruler? see Flo? point to the apple? say the names?	

Encouraging good v	vork / behaviour
Well done (name), That's very good (name), Excellent (name),	you're really good at this. that's / it's a lovely picture. you've done a really good job.
That's	very nice / wonderful / really good / excellent / lovely!
Quiet now, everyone!	Settle down. Calm down.
(name), could you	sit down, please? be quiet, please?
ОК,	let's listen. hands up that's very good. everyone is sitting down good.
That was really good. Now	let's do it again. do the actions. sing it again and do the actions.

Ending an activity /	lesson
ОК,	we're going to stop now. that's all for now. just one more time.
Now let's	put our things away. pick up all our things.
We haven't got time	now. today, but we can do it tomorrow. for this.
That's all	for today. we can do now.
We'll do more	tomorrow. next time.



Lesson 1 Class Book page 2

Introducing vocabulary

Lesson objectives

Become familiar with and practise a new set of vocabulary: character names

Get to know the characters

Learn to introduce yourself and say hello

Listen and identify the characters

Join in with a chant

Language

Core: Mum, Dad, Fred, Flo, Titch, Kitty

Extra: Hello, I'm, And this is our cat, Miaou

Materials

CD (\$\int 1.1-1.3\$; Characters flashcards 1-6; character masks (PMB pp.3-6); Characters picture cards (PMB p.7); an envelope for each pupil, labelled with the words 'Unit 1' and the pupil's name; crayons; scissors; bookmarks (PMB p.2); soft ball / beanbag

Warmer

- Greet the pupils and introduce yourself. Say Hello! I'm (+ your name).
- Invite pupils around the class to introduce themselves.
- Take out a soft ball / beanbag. Introduce yourself again, then throw the ball / beanbag gently to one of the pupils.
 The pupil introduces him / herself, then throws the ball / beanbag to someone else. Repeat until the pupils are confident about introducing themselves.

Lead-in

- Tell the pupils they are going to learn the names of the course characters.
- Use the Characters flashcards 1–6 to introduce the character names. Hold up each card one at a time and say This is (+ the character's name).
- Say all the names for the pupils to repeat, showing the relevant flashcards.
- Hold up the flashcards in a different order and repeat.
- Invite individual pupils to come to the front of the class.
 Hand the pupil two flashcards. Say a character name and encourage the pupil to stick the correct card on the board.

Character masks (PMB pages 3-6)

- Hand out copies of the character masks from the PMB.
- The pupils colour in the masks, referring to the pictures in the Class Book.
- Invite the pupils to put on one of the character masks and introduce themselves as that character (e.g. *Hello!* I'm Fred!).

1 Listen and find. 1.1

- Hand out the bookmark photocopies (PMB p.2).
- The pupils cut out their bookmarks.
- Explain that the characters are in their garden. Ask the pupils if they have got a garden and what there is there.
- Play the first line of the recording for the pupils to listen and show the correct part of the picture with their bookmarks. Repeat for each line.

Transcript

Mum Hello, I'm Mum!

Dad Hello, I'm Dad!

Fred Hello, I'm Fred!

Flo Hello, I'm Flo!
Titch Hello, I'm Titch!

Titch And this is our cat, Kitty!

Optional activity

 Point to the characters in the picture and say incomplete lines from the recording (e.g. Hello! I'm ...). Invite the pupils to call out the correct character's name.

Listen, point and repeat. 1.2

- Play the recording and invite the pupils to repeat the words in chorus. Repeat as often as necessary.
- Ask individual pupils to say the words for the class and point to the correct parts of the picture.

Transcript

Fred, Flo, Titch, Mum, Kitty, Dad

2 Listen and chant. 🚱 1.3

- Play the chant. Demonstrate actions (shaking hands on odd lines and waving in greeting on even lines) as the pupils listen. Encourage them to join in.
- Play the chant again. Encourage the pupils to join in with the words and actions.

Transcript

Mum Hello, I'm Mum.
Children Hello, hello, hello!
Dad Hello, I'm Dad.
Children Hello, hello, hello!
Fred Hello, I'm Fred.
Children Hello, hello, hello!
Flo Hello, I'm Flo.
Children Hello, hello, hello!
Titch Hello, I'm Titch.
Children Hello, hello, hello!
Titch And this – is – Kitty!
Children miaou, miaou, miaou

Picture cards (PMB page 7)

- Give out the photocopies of the Characters picture cards. Tell pupils to colour them in and cut them out.
- Choose a game from pp.13–14 to play with the picture cards.
- Give out envelopes for the picture cards and tell the pupils to put them away.

Lesson 2 Class Book page 3

Practising vocabulary

Lesson objectives

Review the character names

Become familiar with the numbers 1-8

Join in a Bingo game

Listen and identify the characters

Language

Core: one, two, three, four, five, six, seven, eight

Review: Mum, Dad, Fred, Flo, Titch, Kitty

Extra: /m

Materials

CD (1.3–1.5, Characters flashcards 1–6; Numbers flashcards 12-19; Number stickers; Bingo counters; dice; Characters picture cards; character masks

Warmer @ 1.3

- Ask the pupils to take out their character masks.
- Play the chant from Lesson 1. The pupils chant along and hold the correct mask to their face for each verse.
- Call out the names of the characters. The pupils hold up the correct masks. Call out the words faster and faster.

Lead-in

- Present numbers 1–8. Hold up the Numbers flashcards, one at a time, and say the numbers. Ask the pupils to repeat, chorally and individually.
- Stick the Numbers flashcards on the board.
- Invite individual pupils to come to the front of the class. Call out a number and ask the pupil to give you the correct flashcard. Repeat with different pupils.

Optional activity

- Stick the Characters flashcards on the board and write a number (1-6) under each.
- The pupils work in pairs, or small groups. Tell the pupils to pool their Characters picture cards.
- Hand out a die to each pair / group of pupils. The pupils take turns to roll the die. Each pupil can take the corresponding picture card for each number they throw. The first pupil to collect all the picture cards is the winner.

1 Stick. Listen and play Bingo. 1.4

- Ask pupils to turn to the sticker section in the centre of their Class Books. Point to each of the number stickers in turn and ask the pupils to say the word, chorally and individually.
- Ask the pupils to stick the stickers in the grid in Exercise 1. (Numbers 7 and 8 are already in place as examples.) Explain that they can stick the stickers in any square.
- Ask the pupils to prepare Bingo counters, which they will use for all future units. These can be made by cutting out circles from a piece of cardboard and colouring them. Alternatively, pupils can use plastic counters or coins.

• Play the recording. The pupils place their counters on the correct stickers in their grids as they listen. Play the recording as many times as necessary. The first pupil to cover all four stickers in one row is the winner.

Transcript

three, five, two, seven, one, eight, four, six

Optional activity

- Hold up different numbers of crayons (between 1 and 8).
- Tell the pupils to call out the correct number.
- Invite other pupils around the class to take your place.

2 Draw. Listen and number. 4 1.5

- Focus the pupils' attention on the pictures. Point to the characters and ask the pupils to say the names.
- Allow the pupils time to complete the pictures by tracing along the dotted lines in their books.
- Play the first part of the recording and ask pupils to point to the correct picture. Ask the pupils to say the name (Dad) and the number (1). The pupils number the picture.
- Play the rest of the recording. Repeat as necessary.
- Ask pupils around the class to give you their answers (Number 1 is Dad. Number 2 is Fred, etc.).
- Call out a number (1–6) and invite the pupils to call out the correct character name.

Transcript

Number 1 (Dad) I'm Dad.

Number 2 (Fred) I'm Fred.

Number 3 (Kitty) This is Kitty.

Number 4 (Mum) I'm Mum.

Number 5 (Titch) I'm Titch.

Number 6 (Flo) I'm Flo.

ANSWERS

4, 1, 6, 2, 5, 3

Optional activity

- Divide the class into teams. Write numbers 1–8 across the board. Eight pupils stand under the numbers.
- The rest of the class close their eyes. Hand one of the eight pupils at the front an object / flashcard and tell all eight pupils to hold their hands behind their backs.
- Invite pupils from each team in turn to call out a number from 1 to 8. If the pupil whose number is called does not have the object / flashcard, they can sit down. If the pupil has it, the team who called their number scores a point.

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Lesson 3 Class Book page 4

Story

Lesson objectives

Become familiar with new language in the context of a story

Predict story content from visual clues

Listen to a story

Act out a story

Language

Review: numbers 1–8, character names Extra: Hello! Goodbye! Well done, Titch!

Whore's Queur hare

Where's ...? your, here

Materials

CD **1.6**; Characters flashcards 1–6; Numbers flashcards 12–19; character masks; Characters picture cards; bookmarks

Warmer

- Hold up the Characters flashcards and say a name (sometimes the correct name, and sometimes the wrong name). Pupils say whether or not the name matches the picture (Yes or No).
- Invite pupils to hold up Characters flashcards and say correct or incorrect names for the rest of the class.

Lead-in

- Teach the meanings of *Hello!* and *Goodbye!* Pretend to enter the classroom. Greet the pupils with a wave and say *Hello!* Pretend to leave the classroom. Wave goodbye to the pupils and say *Goodbye!*
- Invite individual pupils to come to the door of the classroom. Say *Hello!* or *Goodbye!* and encourage the pupils to pretend to enter or leave the classroom.
- Ask pupils to take out their Characters picture cards.
- Say Hello, Flo! and encourage pupils to hold up their Flo picture cards. Repeat with other character names.
- Play a game. When you say Hello, Fred!, pupils hold up the
 picture card for Fred. When you say Goodbye, Fred!, pupils
 don't hold up a card.

1 Listen and point. 1.6

- Focus pupils' attention on the story. Point to the characters in the story and ask the pupils to say the correct names.
- In L1, ask the pupils to predict what happens in the story: Who is Bing? Who is Mrs Baxter? Where is Kitty? What happens to Kitty?
- Play the entire recording for the pupils to listen.
- Play the recording again, one line at a time. Ask the pupils to show the correct characters with their bookmarks.
- Say lines from the story and ask the pupils to say which character says each line, e.g. *Bing*, your mum's here. (Fred)

Transcript

Hello, Kitty!

1 Fred Bing, your mum's here.

Bing Hello, Mum!

Bing's mum Hello, Bing!

2 Bing This is Fred.

Bing's mum Hello, Fred.

Bing This is Poppy.

Bing's mum Hello, Poppy.

Fred and Poppy Hello, Mrs Baxter.

3 Bing This is Titch.

Bing's mum Hello, Titch.

- 4 Titch And this is Kitty! ... Oh! Where's Kitty?
- 5 Bing Here!
- 6 Fred Goodbye, Bing! Flo Goodbye. Bing Goodbye!

2 Act.

- Play the recording again, one line at a time, and invite the pupils to repeat the lines, first chorally, then individually.
- Assign characters to pupils or groups of pupils. Play the lines again. Pupils listen and repeat.
- Ask pupils to take out their character masks and find the correct mask for their assigned character.
- Play the story again. The pupils say their lines along with the CD.
- More confident pupils can act out the story for the class in groups.

Optional activity

- Draw eight sets of dots on the board, spaced some distance apart, with 1–8 dots in each set.
- Divide the class into two teams. Invite a pupil from each team to come to the board. Hand each pupil a Numbers flashcard. The first pupil to stick their flashcard next to the correct set of dots wins a point for their team.

Optional activity

• Invite pairs of pupils to stand at the front of the class, each wearing a different character mask. Tell the pupils to greet each other, using their character's names (e.g. *Hello, Flo! Hello, Mum!*).

Lesson 4 Class Book page 5

Focus on functional language

Lesson objectives

Review the story

Practise using language for greeting and leaving

Listen for key phrases in the story

Listen and identify phrases from visual clues

Make a story book

Language

Core: Hello! Goodbye!

Review: numbers 1-8

Materials

CD (§) 1.6–1.9; Numbers flashcards 12–19; Characters flashcards 1–6; character masks; story book covers (PMB p.2); Unit 1 story books (PMB p.8); scissors; crayons; stapler

Warmer

 Using the Numbers flashcards, stick sequences of four numbers on the board with one card missing. Ask pupils to identify which number is missing.

Lead-in 🚱 1.6

- Hold up the Characters flashcards, one at a time, introducing the characters (e.g. *This is Fred*). The pupils greet the characters (e.g. *Hello, Fred!*) chorally and individually.
- Invite pupils to introduce and greet each other.
- Pretend to be leaving the classroom. Turn and wave and say Goodbye! Pupils repeat Goodbye!
- Ask the pupils to look at the story in Lesson 3. Play the recording. The pupils follow the story in their books.
- Say the name of a character and invite the pupils to say the numbers of the frames in which this character appears.
- Say lines from the story and ask the pupils to point to the correct pictures in the story.

1 Find and say. Listen and check. 1.7

- The pupils look at the pictures in Exercise 1 and say the names of the characters. Ask pupils to look at the pictures in the story and say which story frame each picture is from.
- Ask the pupils to say what the characters in the first frame said. Play the first line of the recording so they can check.
 Pause the recording and ask the pupils to repeat the line.
- · Repeat for the remaining two pictures.

Transcript

Fred and Poppy Hello, Mrs Baxter!
Bing's mum Hello, Titch.
Bing Goodbye!

ANSWERS

1 frame 2 2 frame 3 3 frame 6

2 Listen and number. 1.8

- Ask the pupils to look at the pictures below. Elicit whether each speaker is saying *Hello* or *Goodbye*.
- Play the first item on the recording. The pupils repeat the line and point to the correct picture.
- Play the recording once all the way through.
- Play the recording again, stopping after each line for the pupils to repeat and write the correct numbers in the boxes.
- Point to each picture and ask the pupils to say the correct number. Then ask the pupils to say what each speaker in the pictures is saying.

Transcript

Number 1 (Bing's mum) Hello, Fred! Number 2 (Fred) Goodbye, Titch! Number 3 (Flo) Goodbye, Dad! Number 4 (Flo) Hello, Mum! Number 5 (Titch) Goodbye, Flo! Number 6 (Titch) Hello, Kitty!

ANSWERS

3, 2, 4, 1, 5, 6

Optional activity

- Play a game. Divide the class into two teams. Team A stands near the classroom door. Team B stays seated.
- Call out *Hello* (+ *pupil from Team A*)! The pupil named returns to their seat. Then call out *Goodbye* (+ *pupil from Team B*)! The pupil named goes to the classroom door.
- Pupils from each team in turn call out Hello / Goodbye
 + the name of a person from their team until Team B is
 standing by the door and Team A are seated.

3 Listen and repeat. (§) 1.9

- Play the first item on the recording. Invite the pupils to repeat the line, chorally and individually.
- Repeat for all other lines on the recording.
- Invite the pupils to put on their character masks and act out the lines.

Transcript

Flo Goodbye, Dad! Fred Goodbye, Titch! Flo Hello, Mum! Bing's mum Hello, Fred! Titch Goodbye, Flo! Titch Hello, Kitty!

Story book (PMB page 8)

- Hand out the story book photocopies for Unit 1 (PMB p.8) and the story book cover (PMB p.2).
- The pupils colour in the pictures, then cut along the dotted lines and staple each page to the story book cover to form the story books. They can decorate the front cover and write their name on the line on the back cover.
- Invite pupils to talk about the pictures in their story books, then use them to tell the story to the class.

Lesson 5 Class Book page 6

Focus on a language structure

Lesson objectives

Become familiar with and practise the target language structure

Listen and follow a route using visual clues

Language

Core: Where's Titch? Here! Review: numbers 1-8

Materials

CD (§) 1.10–1.11; Characters flashcards 1–6; Numbers flashcards 12–19; Characters picture cards; blindfold

Warmer

- Play Flashcard sequence (see p.13) using the Numbers flashcards to revise numbers.
- Invite individual pupils to come to the front of the class. Hand them a set of four random Numbers flashcards.
- Call out the numbers in random order. The pupil sticks the flashcards on the board in the order you say them.
- Repeat with different sets of flashcards and different pupils.

Lead-in

- Ask pupils to take their Characters picture cards.
- Hold up the Characters flashcards, one at a time. Ask, e.g. Where's Kitty? The pupils hold up their picture cards for Kitty and say Here!
- Repeat without using flashcards, just saying the characters' names. Invite pupils around the class to ask the questions.

1 Listen and point. 🚳 1.10

- Point to the pictures in Exercise 1 and ask pupils to say the names of the characters.
- Play the first part of the recording and ask pupils to point to the correct picture. Do the same for the second part of the recording.
- Ask the pupils where each of the characters are and invite them to point to the characters in the picture.

Transcript

- 1 Mum Where's Titch? Flo Here!
- 2 Mum Where's Kitty? Titch Here!

Listen again and repeat.

- Play the recording, line by line. Invite pupils to repeat the lines, chorally and individually.
- Play the first part of the recording. Invite pupils to say the lines in pairs. Repeat for the second part of the recording.
- Invite pairs of pupils to act out the exchanges.

Optional activity

- Play a memory game. Pupils look at their Characters picture cards, then turn the cards face down on their
- Call out Where's (e.g.) Dad? Pupils turn over one of their cards. If they find the Dad card, they can hold it up and say Here!, then leave the card face up on their desk.
- The first pupil to turn all their cards face up wins.

2 Listen and follow the route. <a> 1.11



- Play the recording, one line at a time, and ask the pupils to repeat, chorally and individually.
- Play the recording again, one part at a time, and ask the pupils to point to the correct pictures as they hear them. Explain to them that each picture is connected to the next picture by a red line.
- Play the recording all the way through as the pupils follow the picture route.
- Invite individual pupils to show you the route in their books, saying the correct names.
- Invite pairs of pupils to ask and answer questions about the characters and point to the correct pictures (e.g. A: Where's Flo? B: Here!).

Transcript

- 1 Adult 1 Where's Fred?
 - Adult 2 Here!
 - Adult 1 Where's Flo?
 - Adult 2 Here!
 - Adult 1 Where's Kitty?
 - Adult 2 Here!
 - Adult 1 Where's Fred?
 - Adult 2 Here!
 - Adult 1 What number?
 - Adult 2 It's number 3.
 - Adult 1 Where's Titch?
 - Adult 2 Here!
 - Adult 1 What number?
 - Adult 2 It's number 2.

- 2 Adult 1 Where's Kitty?
 - Adult 2 Here!
 - Adult 1 Where's Fred?
 - Adult 2 Here!
 - Adult 1 Where's Flo? Adult 2 Here!

 - Adult 1 Where's Kitty?
 - Adult 2 Here!
 - Adult 1 Where's Fred?
 - Adult 2 Here!

- Divide the class into two teams. Invite a pupil to come to the front of the class and put a blindfold on.
- The pupil calls out Where's (pupil's name)? The pupil called answers Here! and the blindfolded pupil has to point in the right direction.
- If the pupil points in the right direction, he / she wins a point for the team. Invite pupils from each team in turn to come to the front and put the blindfold on.

Lesson 6 Class Book page 7

Practising the language structure

Lesson objectives

Review and practise the target language structure Listen and match characters using visual clues Draw your family and introduce family members using This is . . .

Language

Review: Where's ...? Here!

Materials

© 1.12; Characters flashcards 1–6; Numbers fashcards 12–19; crayons

Warmer

- Play Pass theparcel (see p.13) to revise the vocabulary from the unit so far.
- Pass the Characters and Numbers flashcards around the class to music. Stop the music and call out a word. The pupil with that card holds it up.

Lead-in

- Place the Characters flashcards around the classroom. Ask Where's (e.g.) Mum? Pupils point to the correct flashcard and say Here!
- Invite the pupils to ask and answer questions about where the flashcards are.

1 Match. Listen and check. 6 1.12

- Point to the head and shoulders pictures on the left of the page and ask the pupils to say the correct names.
- Point to the pictures on the right and ask the pupils to guess who they think each person is.
- Invite the pupils to follow the lines with their pencils and match the heads to the bodies.
- Play the recording for the pupils to check their answers.
- Invite pupils around the class to say what number each person is.

Transcript

Mult 1 Where's Flo?

Idult 2 Here!

Where's Dad?

Mult 2 Here!

Where's Titch?

Mult 2 Here!

Where's Fred?

Mult 2 Here!

Where's Mum?

Idult 2 Here!

#NSWERS

Flo-5

Dad-2

Titch - 4

Fred - 1

Mum - 3

Listen again and repeat.

- Play the recording, line by line. Invite pupils to repeat the lines, chorally and individually.
- Play the first part of the recording. Invite pupils to say the lines in pairs. Repeat for the rest of the recording.
- Invite pairs of pupils to act out the exchanges.

Optional activity

- Play a memory game with the class.
- Ask the pupils to cover the pictures of the characters on the left side of the page.
- Ask pupils to work in pairs to see if they can remember who is under which umbrella.

2 Draw your family. Say.

- Using L1, ask the pupils about their families (how many people are in their family, how many brothers and sisters they've got, etc.).
- The pupils draw a picture of their family. You can draw a picture of a family on the board as an example.
- Point to the people on the board and introduce them (*This is my mum. This is my dad,* etc.). Invite the pupils to introduce the people in their pictures.
- Ask individual pupils about their pictures. Say Where's (e.g.) your mum? Pupils point to the correct part of the picture and say Here!

- Say Where's (pupil's name)? The pupil called answers Here! and stands up. The standing pupil then asks about another pupil in the class.
- Repeat until all pupils are standing, then play the game again, but each pupil called has to sit down.

Lesson 7 Class Book page 8

Learning through English

Lesson objectives

Learn about leaf colours in autumn (CLIL)

Become familiar with and practise a new vocabulary set: autumn colours (CLIL)

Listen and identify language using visual clues

Language

Core: green, red, brown, yellow, orange

Extra: leaf, Can you see (a brown leaf)? Yes, No, here

Materials

CD (§) 1.13–1.14; Characters flashcards 1–6; Numbers flashcards 12–19; CLIL Colours flashcards 7–11; Colours picture cards (PMB p.7); autumn leaves (real or paper); crayons

Warmer

- Distribute the Characters flashcards to pupils around the class. Ask, e.g. *Where's Flo?* The pupil with the card for Flo holds up their card and says *Here!*
- Shuffle the cards around the class and repeat the game.
- Then, repeat the game calling pupils in the class and asking them to respond (e.g. Where's Elena? Here!).

Lead-in

- Present the colours with the flashcards: *green, red, orange, yellow, brown*. Pupils repeat, chorally and individually.
- Show the Colours flashcards one at a time, saying the same word (e.g. red) as you show each card. The pupils shout Stop! when they see the correct card. Repeat for other colours, showing the cards faster and faster each time.
- Draw a leaf shape on the board. Say the word *leaf* and invite the pupils to repeat, chorally and individually.

Optional activity

- Ask the pupils to draw five leaf shapes and colour one red, one yellow, one orange, one green and one brown.
- Divide the class into two teams. Invite a pupil from each team to come to the front of the class with their leaves.
- Say A red leaf! The pupils race to stick the correct leaf on the board. The first pupil to stick the correct leaf on the board wins a point for their team.
- Ask the pupils to keep their leaves for the next lesson.

1 Listen and point. 1.13

- Using L1, explain that the pupils are going to learn about leaves in autumn.
- Point to the leaves and ask the pupils to say the colours.
- Play the recording, one line at a time, and invite the pupils to point to the correct leaves.
- Ask the pupils questions about the leaves (e.g. Can you see a red leaf?). Encourage the pupils to answer and point to the correct leaves, then invite them to ask and answer questions in pairs.

Transcript

Adult Can you see a green leaf?

Child Yes, here.

Adult Can you see a brown leaf?

Child Yes, here.

Adult Can you see a red leaf?

Child Yes, here.

Adult Can you see an orange leaf?

Child Yes, here.

Adult Can you see a yellow leaf?

Child Yes, here.

Adult Can you see a red and green leaf?

Child No!

Adult Can you see a brown and yellow leaf?

Child Yes, here.

Adult Can you see a brown and red leaf?

Child Yes, here.

2 Listen and answer. 1.14

- Play the first question on the recording. Encourage the pupils to repeat the questions, chorally and individually.
- Elicit the correct answer (*green*) from pupils around the class, then play the answer. Repeat for each item.
- Play the recording. Pupils join in with the answers.
- Ask the pupils about each leaf in random order. Then invite the pupils to ask and answer in pairs.

Transcript

Adult What colour is leaf 1?

Child It's red.

Adult What colour is leaf 2?

Child It's yellow.

Adult What colour is leaf 3?

Child It's brown.

Adult What colour is leaf 4?

Child It's orange.

Adult What colour is leaf 5?

Child It's green.

Adult What colour is leaf 6?

Child It's brown and yellow.

Adult What colour is leaf 7?

Child It's green and yellow.

Adult What colour is leaf 8?

Child It's red and brown.

Picture cards (PMB page 7)

- Give out the photocopies of the Unit 1 Colours picture cards. Tell the pupils to colour them in red, yellow, brown, green and orange, and cut them out.
- Choose a game from pp.13–14 to play with the picture cards.
- Tell pupils to put the picture cards away in their Unit 1 envelopes.

22

Lesson 8 Class Book page 9

Learning through English

Lesson objectives

Seview autumn colours

Make a leaf collage

Language

Review: green, red, yellow, orange, brown **Extra:** cut, colour, stick, This leaf is green.

Materials

CLL Colours flashcards 7–11; Colours picture cards; plain paper; scissors; crayons; leaf collage photocopies (PMB 29); glue sticks; a prepared leaf collage; real autumn eaves (various colours) if possible

Warmer

 Play Find the picture (see p.13) using the CLIL Colours flashcards.

Lead-in

- Ask the pupils to take out their Colours picture cards.
- The pupils play a game in pairs. They place their picture cards face down on their desks. One pupil picks up a card and looks at it without showing it to their partner. Their partner tries to guess what the card is (*Is it red? Is it green?*
- Alternatively, you can play this game with the Colours flashcards, inviting individual pupils to come to the front of the class and pick a card for the rest of the class to guess.

Optional activity

- Ask the pupils to take out the leaves they made in the previous lesson, or use real leaves.
- Invite a pupil to come to the front of the class and stick three leaves on the board. Encourage the pupil to ask the class questions (Can you see a green leaf?) and encourage the rest of the class to answer Yes or No.
- Alternatively, pupils can stick three leaves on the board and number them 1–3, then ask the rest of the class what colour each leaf is.
- Repeat with other pupils around the class.

Make a leaf collage.

- Hand out the leaf collage photocopies (PMB p.9).
- Show the pupils the leaf collage that you have made.
 Point to the leaves and say what colour each one is.
- Ask pupils questions about your leaf collage (Can you see a red leaf? What colour is this leaf? etc.).
- using L1, explain to the pupils that they are going to make their own leaf collage. Point to the pictures on p.9 of the Class Book and make sure the pupils understand the ferent steps in making the leaf collage.
- Explain to pupils that they can use different colours for their leaves, and arrange them to make pictures or patterns.

- Allow pupils time to colour in the leaves in the photocopies.
- Help pupils to cut out the leaves and arrange them on a piece of paper before gluing them down.
- The pupils can compare their leaf collages and show them to the class. Encourage the pupils to describe their collages (*This leaf is green. This leaf is yellow*, etc.).
- Invite the pupils to ask and answer questions about their leaf collages (What colour is this leaf? Can you see a brown leaf?, etc.).
- Display the completed leaf collages on the walls of the classroom.

- Play *Spot the Difference*. Stick two leaf collages on the board. Write a number 1 under the first collage and a number 2 under the second collage.
- Say a sentence about one of the pictures (e.g. *I can see a green leaf*). Invite the pupils to say the correct number (1 or 2, or 1 and 2 if both collages have a green leaf).
- The first pupil to call out the correct number(s) can take a turn to say a sentence about one of the collages.
- Repeat with different leaf collages.

Lesson 9 Class Book page 10

Learning for life (song)

Lesson objectives

Focus on following instructions in class

Listen to a song

Join in with a song

Match instructions with responses

Draw pictures of children following instructions

Language

Extra: Stand up. Sit down. Listen. Point. Come here. Be quiet. good

Materials

CD 1.15; All Unit 1 flashcards; bookmarks; photocopies for Unit 1 song (PMB p.10)

Warmer

- Play *Memory game* (see p.13). Stick five or six flashcards from Unit 1 on the board.
- Point to the flashcards and invite the pupils to call out the words.
- Tell the pupils to close their eyes. Remove one of the flashcards.
- The pupils open their eyes and say which flashcard is missing.
- Repeat the game with different flashcards. You can play the game in teams, or as a class.

Lead-in

- Present the phrases *Stand up, Sit down, Listen, Point, Come here* and *Be quiet* using mime and L1, if necessary.
- Call out the new phrases and ask the pupils to mime the actions.
- Call out the phrases faster and faster.

Optional activity

• Play Titch says ... (see p.14) using the new phrases.

1 Listen and point. 1.15

- Play the recording and ask the pupils to point to the relevant pictures as they listen.
- Explain the meaning of the word Good.
- Point to each picture and ask pupils to mime the appropriate action.
- Play the song again and ask pupils to mime the actions as they listen.
- Point to the pictures in the Class Book and ask the pupils to say the correct phrases. Then say the phrases in random order and ask the pupils to point to the correct pictures with their bookmarks.

Transcript

Stand up and point! Point, point! Stand up and point! Shh, shh, good.

Sit down and listen! Listen, listen! Sit down and listen! Shh, shh, good.

Stand up, come here! Come here, come here! Stand up, come here! Shh, shh, good.

Sit down, be quiet! Be quiet, be quiet! Sit down, be quiet! Shhh, shh, good.

2 Listen again and sing.

- Play the recording again, one line at a time, and ask pupils to repeat chorally.
- Play the recording all the way through and encourage pupils to sing along as much as they can.

PMB song activities (PMB page 10)

· Hand out copies of the song activities.

1 Match.

- Point to each of the pictures in turn. Elicit the correct instruction for each picture.
- Ask pupils to match the pictures of the teacher on the left with the corresponding behaviour of the children on the right.

2 Look and draw.

- Point to the teacher in each of the pictures and elicit the correct instruction for each picture.
- Ask pupils to complete the picture (by drawing children following the instruction).

Optional activity

• End the lesson by singing the song again and encouraging the pupils to mime the actions.

Class Book page 11

Revision

Lesson objectives

ew the character names

Teview numbers 1-8

The way structure: Where's ...? Here!

when the CLIL language: autumn colours

Language

Teview: Character names: Flo, Fred, Titch, Mum, Dad, Kitty mbers: one, two, three, four, five, six, seven, eight tumn colours: red, brown, green, yellow, orange sucture: Where's ...? Here!

Materials

1.15–1.18; all Unit 1 flashcards; crayons; Unit 1 cture cards

Marmer (%) 1.15

- Tay the song from Lesson 9 and encourage the pupils to sing along and do the actions.
- Pay Titch says... (see p.14) again to review the instructions presented in the song.

Lead-in

- Draw three columns on the board. Give the columns the following headings, in L1: people, numbers, colours.
- Divide the class into two teams. Invite pupils from each team in turn to come to the front of the class. Hand each pupil a flashcard from Unit 1. The pupil says the word and sticks the flashcard in the correct column. Each correct answer scores one point for the team.

Who is it? Listen and check. <a> 1.16

- Point to the silhouettes and ask pupils to guess who each character is.
- Pay the recording, one line at a time. The pupils listen and repeat.
- Play the recording again and ask the pupils to point to the correct pictures.
- movite pupils around the class to make sentences to check their answers (e.g. *Number 1 is Titch*).

Transcript

Number 1 (Titch) I'm Titch.

Number 2 (Fred) I'm Fred.

Number 3 (Mum) I'm Mum.

Number 4 (Dad) I'm Dad.

Number 5 (Flo) I'm Flo.

**SWERS

Titch 2 Fred 3 Mum 4 Dad 5 Flo

Listen and point. 1.17

- Explain that the characters are hiding in the picture. Point to the characters one by one and ask pupils to call out the correct names.
- Pay the recording, one line at a time. The pupils listen and repeat.

- Play the recording, pausing after each sentence so pupils can point to the correct parts of the picture.
- Invite pupils around the class to ask and answer questions about the picture (e.g. A: Where's Flo? B: Here!).

Transcript

Adult Where's Fred?

Child Here!

Adult Where's Titch?

Child Here!

Adult Where's Flo?

Child Here!

Adult Where's Kitty?

Child Here!

3 Listen and colour. Say. 1.18

- Ask pupils to show you a red crayon, then a green, brown, yellow and orange crayon.
- Play the first line of the recording. Ask the pupils to point to the first leaf and hold up the correct colour crayon. Ask the pupils to put a dot of the correct colour (brown) on leaf number 1.
- Repeat for the rest of the recording.
- Allow the pupils time to finish colouring the leaves.
- Invite pupils around the class to make sentences about the leaves (e.g. *This leaf is brown*).
- The pupils can ask and answer questions about the leaves in pairs (e.g. A: What colour is number 3? B: Red).

Transcript

Number 1 This leaf is brown.

Number 2 This leaf is yellow.

Number 3 This leaf is red.

Number 4 This leaf is orange.

Number 5 This leaf is green.

ANSWERS

1 brown 2 yellow 3 red 4 orange 5 green

Optional activity

• Ask fast finishers to play *Slow reveal* (see p.13) with their picture cards for Unit 1.

Further practice

Unit 1 Test

Lesson 1 Class Book page 12

Introducing vocabulary

Lesson objectives

Become familiar with and practise a new set of vocabulary: classroom objects

Listen and find items in a picture

Join in with a chant

Review the character names, numbers 1-8 and autumn colours

Language

Core: ruler, notebook, pencil case, pencil, rubber, crayon

Extra: for, some, fantastic, great, Thanks, Ready – steady – go! Yeah

Materials

CD (1.19–1.21; Unit 1 picture cards; Classroom flashcards 20-25; Classroom picture cards (PMB p.11); a soft ball beanbag; an envelope for each pupil, labelled with the words 'Unit 2' and the pupil's name; crayons; scissors; bookmarks; dice

Warmer

• Repeat the game with the soft ball / beanbag from Unit 1 Lesson 1 for the class to practise introducing themselves.

Lead-in

- Use the Classroom flashcards 20–25 to introduce the new words. Hold up each card one at a time and say the words for the pupils to repeat, chorally and individually.
- Hold up a flashcard covered with a piece of paper. Slowly reveal the flashcard. The pupils shout out the word as soon as they know what it is.

Optional activity

• Play *Draw and Roll* (p.14) to practise the new vocabulary.

1 Listen and find. 1.19

- Ask the pupils to take out their bookmarks and look at the Class Book page.
- Using L1, explain that the characters are in the kitchen and that Mum has been shopping for school things for Fred and Flo. Ask the pupils who buys their school things, what school things they've got and what school things they can see in the picture.
- Play the first line of the recording for the pupils to listen and show the correct part of the picture with their bookmarks. Repeat for each line.

Transcript

Mum A rubber for Flo. Flo Thanks, Mum. Mum And a pencil. Flo Ooh, thanks.

Mum And a notebook!

Flo Thanks, Mum. It's fantastic.

Mum A pencil case for Fred.

Fred Thanks, Mum.

Mum And some crayons.

Fred Ooh, thanks.

Mum And ... a ruler!

Fred Thanks, Mum. It's great.

Optional activity

- Take a pencil and pass it to a pupil at the front of the class. Say A pencil for (pupil's name). Encourage the pupil to say Thanks! It's great!
- The pupil passes a classroom object to the pupil next to them and they act out the dialogue. Repeat with all pupils.

Listen, point and repeat. (§) 1.20

- Play the recording and invite the pupils to repeat the words in chorus, line by line. Repeat as often as necessary.
- Ask individual pupils to say the words for the class and point to the correct parts of the picture.

Transcript

pencil, rubber, crayon, ruler, notebook, pencil case

Optional activity

• Play Card flash (p.13) with six classroom words.

2 Listen and chant. (§) 1.21

- Put the flashcards on the board in the order in which they appear in the chant.
- Play the chant and hold up the correct classroom object or flashcard as the pupils listen. Encourage pupils to join in.
- Play the chant again. Encourage the pupils to join in with the words and hold up the correct classroom objects.

Transcript

Ready? notebook pencil case Ready! pencil case Ready - steady - go!

Ready – steady – go! pencil pencil pencil rubber ruler crayon pencil rubber notebook pencil case pencil rubber ruler crayon pencil rubber

notebook pencil case pencil rubber ruler crayon pencil rubber ruler crayon Yeah!

notebook

Picture cards (PMB page 11)

- Give out the copies of the Classroom picture cards. Tell pupils to colour them in and cut them out.
- Choose a game from pp.13–14 to play with the picture
- Give out envelopes for the picture cards and tell pupils to put them away.

Class Book page 13

Practising vocabulary

Lesson objectives

Feview and practise vocabulary for classroom objects in a Bingo game

sten, identify and colour classroom objects

Review autumn colours

Language

Seview: ruler, notebook, pencil case, pencil, rubber, crayon ed yellow, green, brown, orange

Extra: find

Waterials

1.21–1.23; Unit 1 flashcards; Classroom flashcards 23–25; Classroom stickers; Bingo counters; crayons

1.21

 Pay the chant from Lesson 1. Encourage pupils to say the words along with the recording.

Lead-in

- Revise autumn colours. Hold up a red crayon and say This a red crayon.
- nvite individual pupils to hold up red, green, orange, brown or yellow crayons and make sentences.
- Hold up a crayon and make a false sentence about it (e.g. hold a green crayon saying *This is a yellow crayon*). The cupils say *Yes* or *No* and correct your sentence.

Optional activity

- Play I Spy (see p.14). Choose a known object from the classroom. Say What can I see ... ? It's (e.g.) red.
- Encourage the pupils to guess the object, e.g. It's a notebook! The first pupil to guess the object can take a turn to choose an object.

Stick. Listen and play Bingo. 🚳 1.22

- Ask the pupils to turn to the sticker section in the centre of their books. Point to each of the classroom stickers in turn and ask the pupils to say the correct word, chorally and individually. Ask the pupils what colour the two crayons are.
- Ask the pupils to stick the stickers in the grid in Exercise 1.
 Explain that they can stick the stickers in any square except for the two dark ones.
- Ask the pupils to take out their Bingo counters.
- Pay the recording. The pupils place their counters on the correct stickers in their grids as they listen. Play the ecording as many times as necessary. The first pupil to cover all three stickers in one row is the winner.

Transcript

mencil, rubber, ruler, crayon, pencil case, notebook

Optional activity

- Tell the pupils to close their eyes.
- Take a classroom object and hold it behind your back.
- Invite the pupils to guess what you've got behind your back. The first pupil to guess correctly can come to the front of the class and take a turn to hide an object behind their back.

Optional activity

- Ask the pupils to take out their Classroom picture cards.
- Divide the class into two teams. Invite a pupil from each team to come to the board with their picture cards.
- Call out a word. The two pupils race to stick the correct picture card on the board. The first pupil to stick the correct card on the board scores a point for their team.

2 Listen, find and colour. 1.23

- Focus the pupils' attention on the picture. Point to the items and ask the pupils to say the words.
- Play the first part of the recording and ask the pupils to point to the correct item in the picture. Ask the pupils to name the item (*crayon*) and say what colour it is (*red*). Ask the pupils to show you their red crayons. Tell the pupils to put a dot of red on the crayon.
- Repeat for the rest of the recording.
- Allow the pupils time to finish colouring in the items.
- Ask the pupils around the class to tell you what colour each item is (What colour is the crayon? It's red. etc.).

Transcript

Find the ruler. It's brown.
Find the pencil. It's green.
Find the pencil case. It's yellow.
Find the crayon. It's red.
Find the rubber. It's green.
Find the notebook, It's orange.

ANSWERS

Pupils colour a red crayon, a green pencil, an orange notebook, a yellow pencil case, a brown ruler and a green rubber.

- Play a memory game. Ask the pupils to find a red, green, yellow, orange and brown crayon and place them on the desk in front of them.
- The pupils work in pairs. One pupil closes their eyes. The other pupil removes one of the crayons.
- The first pupil opens their eyes and tries to guess which colour crayon is missing.

Lesson 3 Class Book page 14

Story

Lesson objectives

Become familiar with new language in the context of a story

Predict story content from visual clues

Listen to a story

Act out a story

Language

Extra: Pass the pencil, please. Here. Thanks. Well done, Titch!

Materials

CD **(S)** 1.21, 1.24; real classroom objects; Classroom flashcards 20–25; character masks; bookmarks

Warmer 🚳 1.21

- Play the chant from Lesson 1. Encourage the pupils to say the words and hold up the correct classroom objects.
- Stick the Classroom flashcards on the board in jumbled order. Invite individual pupils to come to the front of the class and point to the correct pictures as they listen to the chant.
- Jumble the flashcards and repeat with other pupils.

Lead-in

- Teach the meanings of Pass the ... please, Here! and Thanks! Point to a pupil's pencil. Say Pass the pencil, please. Encourage the pupil to pass you the pencil and say Here! Take the pencil and say Thanks! Repeat with other pupils and other known classroom objects.
- Invite pupils to act out similar dialogues in pairs.

1 Listen and point. 1.24

- Focus pupils' attention on the story. Point to the characters in the story and ask the pupils to say the correct names.
- Using L1, ask the pupils to predict what happens in the story: What has Flo got? Who takes the rubber? Why does Kitty take the rubber? How does Titch get the rubber back?
- Play the recording all the way through for the pupils to listen.
- Play the recording again, one line at a time. Ask the pupils to point to the correct characters with their bookmarks as they are speaking.
- Say lines from the story and ask the pupils to tell you which character says each line (e.g. //ve got a new pencil case. / //ve got a rubber).

Transcript

The mouse

- 1 Fred I've got a new pencil case! Titch It's great. Woof! Woof!
- **2 Flo** I've got a rubber! Look! **Titch** It's fantastic!
- **3 Titch** Hey Kitty!

Fred Kitty! Come here!

Flo My rubber!

- 4 Titch Fred! Pass the pencil case, please!
 - Fred Here!
 - Titch Thanks.
- 5 Titch Woof, woof! Woof, woof!
- 6 All Well done, Titch!

2 Act.

- Play the recording again, one line at a time, and invite the pupils to repeat the lines, first chorally, then individually.
- Assign characters to pupils (more than one pupil can play each character). Play the lines again for pupils to listen and repeat.
- Ask pupils to take out their character masks and put on the correct mask for their assigned character.
- Play the story again. The pupils say their lines along with the CD.
- More confident pupils can act out the story for the class in groups.

Optional activity

- Invite the pupils to choose a character mask and a known classroom object.
- The pupils can take turns to stand up, wearing their chosen mask, and say, e.g. I'm Fred. I've got a pencil.

- Ask the pupils to take out their Classroom picture cards.
- Divide the class into two teams. Invite a pupil from each team to come to the board with their picture cards.
- Call out a word. The two pupils race to stick the correct picture card on the board. The first pupil to stick the correct card on the board scores a point for their team.

Lesson 4 Class Book page 15

Focus on functional language

Lesson objectives

Tevew the story

Factise using language for sharing

esten for key phrases in the story

Esten and identify phrases from visual clues

ake a story book

Language

Core: Pass the pencil, please. Here. Thanks.

Materials

1.24–1.27; Classroom picture cards; Characters cards 1–6; character masks; Unit 2 story book (PMB and 12); scissors; crayons; stapler

Warmer

- ask the pupils to take out their Classroom picture cards play a game in pairs. They pool their picture cards and sace them all face up on the desk in front of them.
- pupils take turns to ask for a card saying, e.g. *Pass ruler*, *please*. The other pupil passes them the correct correct card.
- The pupils play the game until they are each holding a complete set of Classroom picture cards.

- Hold up the cards for the story characters, one at a time, and ask the pupils to say the correct names.
- Encourage pupils to greet the characters (e.g. Hello, Fred!)
 Chorally and individually.
- Ask the pupils to look at the story in Lesson 3. Play the ecording. The pupils follow the story in their books.
- Say the name of a character and invite the pupils to say the numbers of the frames in which this character appears.
- Say lines from the story and ask the pupils to point to the correct pictures in the story.
- Foint to frames in the story and invite the pupils to say a line from that frame.

Time Find and say. Listen and check. (§) 1.25

- The pupils look at the pictures in Exercise 1 and say the sames of the characters. They look for the pictures in the story and say which story frame each picture is from.
- Set the pupils to say what the character in the first frame sed. Play the first line of the recording so they can check.
 Sause the recording and ask the pupils to repeat the line.
- Repeat for the remaining two pictures.

Transcript

- it's fantastic!
- Kitty! Come here!
- Pass the pencil case, please!

SWERS

frame 2 2 frame 3 3 frame 4

2 Listen and circle. 1.26

- Ask the pupils to look at the first picture. Say sentences (*Point to the pencil / rubber*) and invite the pupils to point to the correct items.
- Now ask the pupils to look at the six pictures below. Play
 the first item on the recording. Invite the pupils to repeat
 the line and point to the correct item (pencil). Ask the
 pupils to circle the pencil.
- Play the recording again, stopping after each line for the pupils to repeat.
- Play the recording once all the way through. Ask the pupils to look at the pictures and circle the correct items.
- Check the pupils' answers, then invite them to act out short dialogues about the items in the pictures (A: Pass me the pencil, please. B: Here. A: Thanks.).

Transcript

- 1 Girl Pass the pencil, please.
 - Boy Here.
 - Girl Thanks.
- 2 Girl Pass the ruler, please.
 - Boy Here.
 - Girl Thanks.
- 3 Girl Pass the pencil case, please.
 - Boy Here.
 - Girl Thanks.
- 4 Girl Pass the rubber, please.
 - Boy Here.
 - Girl Thanks.
- 5 Girl Pass the crayon, please.
 - Boy Here.
 - Girl Thanks.
- 6 Girl Pass the notebook, please.
 - Boy Here.
 - Girl Thanks.

ANSWERS

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

3 Listen and repeat. (§) 1.27

- Play the first item on the recording. Invite the pupils to repeat the line, chorally and individually.
- Repeat for all other lines on the recording.

Transcript

- 1 Pass the pencil, please.
- 2 Pass the ruler, please.
- 3 Pass the pencil case, please.
- 4 Pass the rubber, please.
- 5 Pass the crayon, please.
- 6 Pass the notebook, please.

Story book (PMB page 12)

- Hand out the story book photocopies for Unit 2 and the story book cover.
- Help the pupils to complete their story books.
- Invite pupils to talk about the pictures in their story books, then use them to tell the story to the class.

Lesson 5 Class Book page 16

Focus on a language structure

Lesson objectives

Become familiar with and practise the target language structure

Listen and identify people using visual clues

Language

Core: I've got a crayon.

Materials

CD 1.28-1.29; character masks; real classroom objects

Warmer

• Play *Pass the parcel* (see p.13) with real classroom objects instead of flashcards.

Lead-in

- Ask pupils to take their character masks.
- The pupils choose a mask and put it on, then cover their faces with their hands / a piece of paper.
- Say Where's (e.g.) Titch? The pupils wearing the correct masks uncover their faces and say Here!

1 Listen and point. 1.28

- Point to the pictures in Exercise 1 and ask pupils to say the names of the characters.
- Play the first part of the recording and ask pupils to point to the correct picture. Do the same for the second part of the recording.
- Using L1, ask pupils what each of the characters has got.

Transcript

- 1 Flo I've got a notebook.
 - Titch Great!
- 2 Fred I've got a pencil case!
- Titch Fantastic!

Listen again and repeat.

- Play the recording, line by line. Invite pupils to repeat the lines, chorally and individually.
- Play the first part of the recording. Invite pupils to say the lines in pairs. Repeat for the second part of the recording.
- Invite pairs of pupils to act out the exchanges.

Optional activity

- Play a memory game. Say I've got a red notebook.
 Encourage a pupil near you to say I've got a red notebook and a green pencil.
- Repeat around the class, with each pupil adding to the list
- If a pupil can't complete the list, start a new list with the next pupil and continue around the class.

2 Listen and say who. 4 1.29

- Point to the picture in Exercise 2 and ask pupils to say the names of the characters.
- Ask pupils to name the classroom objects in the picture and say what colour each item is.
- Play the first line of the recording. Elicit the name of the character from pupils around the class (*Poppy*). Repeat for the remaining lines.
- Say (e.g.) *a yellow pencil* and ask pupils to say the correct name.

Transcript

- 1 Poppy I've got a brown crayon.
- 2 Flo I've got an orange notebook.
- 3 Titch I've got a yellow pencil case.
- 4 Bing I've got a white rubber.
- 5 Titch I've got a red crayon.
- 6 Fred I've got a blue pencil.
- 7 Poppy I've got a green notebook.

ANSWERS

- 1 Poppy 2 Flo 3 Titch 4 Bing 5 Titch 6 Fred
- 7 Poppy

Listen again and repeat.

- Play the recording again and invite pupils to repeat each line, chorally and individually.
- Say lines from the recording and ask pupils to say the correct character name.
- Ask pupils what each character is saying.

- Divide the class into two teams. Encourage a pupil from Team A to hold up an item and say a true or false sentence about it (e.g. *l've got a red ruler*).
- The pupils from Team B say *Yes* or *No* and correct the sentence if necessary (e.g. *No! It's a yellow ruler! / No! It's a red pencil!*).
- Each correct response scores a point for the team. The team with the most points wins.

Class Book page 17

Practising the language structure

Lesson objectives

Failew and practise the target language structure seen and identify pairs that match

Daw a pencil case and classroom objects and describe

Language

Feview: I've got a crayon.

Waterials

1.30; all Unit 1 flashcards; Classroom flashcards
23–25; Classroom picture cards; crayons

Warmer

- and up flashcards from Units 1 and 2 and call out correct correct words.
- The word is correct, the pupils stand up. If the word is correct, they remain sitting down.

Lead-in

- Depuls take out their Classroom picture cards.
- The pupils work in pairs. They place their picture cards face down on the desk in front of them. Their partner sees one of the cards.
- e pupils take turns to pick up their picture cards and say check cards they've got left (e.g. I've got a pencil, a rubber, a pencil case and a crayon), then ask their partner to back the missing card (e.g. Pass the notebook, please).

T Draw.

- Esk the pupils to look at the pictures and guess what the descroom objects are.
- Allow the pupils time to complete the drawings of the cassroom objects.
- Font to the items in the pictures and ask questions (e.g. pencil?). Invite the pupils to answer *Yes* or *No* and correct you if necessary.

Listen and match. (§) 1.30

- Font to the head and shoulders pictures of the characters
 and ask the pupils to say the correct names.
- the first item on the recording. Ask the pupils to say is talking and to point to the correct pictures. Show pupils the line joining Fred to the pencil case.
- The rest of the recording, one line at a time, for the succils to complete the activity.
- Say the names of the characters and ask pupils around the cass to say the correct classroom object.

Transcript

- 1 Fred I've got a pencil case.
- **2 Flo** I've got a crayon.
- 3 Poppy I've got a ruler.
- 4 Dad I've got a pencil.
- 5 Titch I've got a rubber.
- 6 Bing I've got a notebook.

ANSWERS

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

Listen again and repeat.

- Play the recording, line by line. Invite the pupils to repeat the lines, chorally and individually.
- Invite pairs of pupils to point to the items in the picture and say the correct lines.

3 Draw your pencil case. Say.

- Ask pupils what they've got in their pencil cases.
 Encourage pupils to reply in English (e.g. I've got a pencil, a rubber, etc.).
- The pupils draw a picture of their pencil case and some of the objects from it. You can draw a picture of a pencil case and classroom objects on the board as an example.
- Point to the items on the board and talk about them (*This is my pencil case. It's green. This is my pencil. It's yellow,* etc.). Invite the pupils to talk about the items in their pictures.
- Ask individual pupils about their pictures. Say, e.g. Where's your rubber? The pupils point to the correct part of the picture and say Here!

- Hold up three Classroom flashcards. Say a true or false sentence (e.g. I've got a pencil). Ask a pupil at the front of the class to say Yes or No.
- If the pupil answers correctly, they can take a turn to choose three flashcards and say a true or false sentence for the pupil next to them.
- Repeat in rolling pairs around the class.

Lesson 7 Class Book page 18

Learning through English

Lesson objectives

Learn about colour mixing (CLIL)

Become familiar with and practise a new vocabulary set: colours (CLIL)

Listen and identify language using visual clues

Language

Core: black, white, grey, purple, pink, blue **Review:** red, green, yellow, brown, orange

Extra: makes

Materials

CD 1.31–1.32; Unit 1 flashcards; Unit 2 CLIL Colours flashcards 26–31; Colours picture cards (PMB p.11); crayons

Warmer

- Hand the flashcards from Unit 1 out around the classroom.
- Call out words in random order. The pupil holding the correct flashcard stands up and shows their card.
- Redistribute the flashcards around the classroom and repeat.

Lead-in

- Present the colours: black, white, grey, purple, pink, blue.
 Hold up the Colours flashcards 26–31 and say the words.
 Encourage the pupils to repeat, chorally and individually.
- Invite individual pupils to come to the front of the class. Hand each pupil two flashcards. Say a word. The pupil sticks the correct flashcard on the board.

Optional activity

- Stick both sets of CLIL Colours flashcards 7–11 and 26–31 on the board.
- Divide the class into two teams. Invite a pupil from each team to come to the front of the class.
- Say a colour. The pupils race to find the correct flashcard. The first pupil to do that wins a point for their team.

1 Listen and point. 🚳 1.31

- Using L1, explain that the pupils are going to learn about colour mixing. Explain that when two colours are mixed, they make a new colour.
- Point to the paint splodges in the pictures and ask the pupils to say the correct colours.
- Play the recording, one line at a time, and ask the pupils to point to the correct colours.
- Ask the pupils questions about the paint splodges (e.g. *What colour is this?*). Encourage the pupils to answer, then invite them to ask and answer similar questions in pairs.

Transcript

- 1 Red and yellow makes orange.
- 2 Black and white makes grey.
- 3 White and red makes pink.
- 4 Green and red makes brown.
- 5 Yellow and blue makes green.
- 6 Blue and red makes purple.

2 Listen, find and answer. 1.32

- Play the first line on the recording. Encourage the pupils to repeat, chorally and individually. Then ask the pupils to point to the correct picture.
- Repeat for each item on the recording.
- Point to each picture and ask the pupils what colour is being made (e.g. say Blue and red makes ... and encourage the pupils to answer purple).
- Invite the pupils to say sentences about each picture.

Transcript

Adult Blue and red makes ...

Child Purple.

Adult White and red makes ...

Child Pink.

Adult Yellow and blue makes ...

Child Green.

Adult Red and yellow makes ...

Child Orange.

Adult Green and red makes ...

Child Brown.

Adult Black and white makes ...

Child Grey.

ANSWERS

picture 6, picture 3, picture 5, picture 1, picture 4, picture 2

Optional activity

- Divide the class into two teams. Stick two Colours flashcards on the board (e.g. red and white) with a plus sign between them and an equals sign after them.
- Invite a pupil from Team A to come to the front and choose the correct colour flashcard to complete the equation.
- Repeat with pupils from each team in turn. Each correct answer scores a point for the team.

Picture cards (PMB page 11)

- Give out the copies of the Unit 2 Colours picture cards. The pupils colour them in and cut them out.
- Choose a game from pp.13–14 to play with the picture cards.
- Tell pupils to put the cards away in their Unit 2 envelopes.

Class Book page 19

Earning through English

Esson objectives

words for colours

colours

wave a rainbow

Language

Textew: green, red, yellow, orange, brown, black, white, purple, pink, blue

Extra: mix, paint

Waterials

1 CLIL Colour flashcards 7–11; Unit 2 CLIL Colours cards 26–31; paints; painting overalls / aprons; bow photocopies (PMB p.13); two prepared cartasting rainbow pictures

Warmer

a game of Yes or No (see p.13) with the Colours
 cure cards from Units 1 and 2.

Lead-in

- Divide the class into two teams. Invite a pupil from Team A
 come to the front of the class.
- and the pupil three Colours flashcards to complete a colour mixing equation (e.g. orange, red and yellow). Ask the pupil to stick the flashcards on the board to form an equation (and add a plus and equals sign).
- mate another pupil from Team A to say the equation (e.g. and yellow makes orange).
- Ecceat with pupils from each team in turn. Each correct
 Eccation wins a point for the team.

Make a rainbow.

- and out the rainbow photocopies (PMB p.13) and ask the paints and put on their overalls / appears.
- The pupils the rainbow picture that you have made.

 Sont to the stripes in the rainbow and say what colour

 one is.
- pupils questions about your rainbow picture (e.g. colour is this?).
- L1, explain to the pupils that they are going to make own rainbow picture. Point to the pictures on p.19 of Class Book and make sure the pupils understand the ent steps in making the rainbow picture.
- L1, explain to the pupils that they can use red, blue, white and black paint to make all the colours for rainbow picture.
- paper before they paint their rainbow.
- The pupils time to complete their rainbow pictures.
- e pupils can compare their pictures and show them to cass. Encourage the pupils to describe their pictures a green. This is pink, etc.).

- Invite the pupils to ask and answer questions about their rainbows (*What colour is this?* etc.).
- Display the completed rainbow pictures on the walls of the classroom.

Optional activity

- Using L1, explain to the pupils that you will say a colour and they will have to find three things in the classroom which are that colour and point to them.
- Choose a pupil to take the first turn. Say a known colour and ask the pupil to look around the classroom and point to three things which are that colour.
- If the pupil finds three things, he / she can choose the next pupil and say a colour for them to look for in the classroom.

- Play 'Spot the Difference'. Stick two contrasting rainbow pictures on the board. Write a number 1 under the first picture and a number 2 under the second picture.
- Say a sentence about one or both of the pictures (e.g. *I can see pink*). Invite the pupils to say the correct number (1 or 2, or 1 and 2 if both pictures have pink in them).
- The first pupil to call out the correct number(s) can take a turn to say a sentence about one of the pictures.
- Repeat with different rainbow pictures.

Lesson 9 Class Book page 20

Learning for life (song)

Lesson objectives

Focus on working together to tidy up

Listen to a song

Join in with a song

Count and draw classroom objects

Language

Extra: tidy up, put your pencils / crayons in the box, put your notebooks / books on the shelf, everybody, stop, help

Materials

CD **(S)** 1.33; Units 1 and 2 picture cards; bookmarks; photocopies for Unit 2 song (PMB p.14)

Warmer

• Play *Picture Bingo* (see p.14) with the picture cards from Units 1 and 2.

Lead-in

- Present the phrases tidy up, put your pencils in the box, put your notebooks on the shelf, stop, help and everybody through mime, objects in the classroom or L1, if necessary.
- Ask the pupils to point to a box and a shelf in the classroom.
- Ask the pupils to walk around the classroom. When you call out *Everybody stop!*, they should stand still.

1 Listen and point. 1.33

- Play the recording and ask the pupils to point to the relevant pictures as they listen.
- Point to each picture and ask the pupils to mime the appropriate action, using their own pencils, crayons, books and notebooks.
- Play the song again and ask the pupils to mime the actions as they listen.
- Point to the pictures in the Class Book and ask the pupils to say the correct words or phrases. Then say the words and phrases in random order and ask the pupils to point to the correct pictures with their bookmarks.

Transcript

Time to tidy up, Time to tidy up, Everybody stop! Everybody help!

Put your pencils in the box, Put your notebooks on the shelf,

Everybody stop!

Everybody help!

Put your crayons in the box, Put your books on the shelf, Everybody stop! Everybody help!

2 Listen again and sing.

- Play the recording again, one line at a time, and ask the pupils to repeat chorally.
- Play the recording all the way through and encourage the pupils to sing along as much as they can.

PMB song activity (PMB page 14)

• Hand out copies of the song activity.

Look, count and draw.

- Point to each of the pictures in the activity. Ask the pupils to name the items in each picture.
- Point to the numbers in each picture and ask the pupils to say the numbers.
- Point to the number and the ruler in the first picture. Hold up four fingers and say *Four rulers*.
- Ask the pupils to complete the pictures by drawing the correct number of items.

Optional activity

• Play *Titch says* ... (p.14), using the new phrases and also phrases from Unit 1 (*stand up, sit down, listen, point, come here, be quiet*).

Optional activity

• End the lesson by singing the song again and encouraging the pupils to mime the actions.

Lesson 10 Class Book page 21

Fevision

Lesson objectives

lewiew the core vocabulary set: classroom objects

Feriew the key structure: I've got a crayon.

Teview the CLIL language: colours

Language

Seview: Classroom objects: ruler, pencil, rubber, pencil

se ruler, notebook

Colours: black, white, blue, pink, purple, grey

Structure: I've got a pencil case.

Extra: This crayon is black.

Waterials

1.33–1.36; Unit 2 flashcards; crayons; Unit 2 picture ads; Colours picture cards

Marmer (%) 1.33

 Fay the song from Lesson 9 and encourage the pupils to sing along and do the actions.

Lead-in

- Divide the class into two teams. Hand a pupil from Team A
 Four flashcards from Unit 2.
- Say the words for three of the flashcards. The pupil sticks dem on the board in the correct order, then holds up the remaining flashcard and says the correct word.
- espeat with pupils from each team in turn. Each pupil sticks the correct flashcards on the board and says correct word for their remaining flashcard wins a point to their team.

Listen and follow the route. (9) 1.34

- Point to the pictures and ask the pupils to name the characters and the items.
- Pay the recording, one line at a time, and ask the pupils to receat, chorally and individually.
- the recording again, one part at a time, and ask the point to the correct pictures.
- the recording all the way through as the pupils follow picture route.
- mate individual pupils to show you the route in their books, saying the correct words.

Transcript

Hello, I'm Titch. I've got a ruler. I've got a rubber. I've got a blue pencil case.

- Fred. I've got a pencil. I've got a notebook. I've got a
- Hello, I'm Flo. I've got a crayon. I've got a ruler. I've got a crayon. I've got a green pencil case.

- ISWERS

Trace ruler – rubber – notebook – pencil – blue pencil case pencil – notebook – ruler – red pencil case pencil – rubber – crayon – green pencil case

2 Listen and circle. Say. 1.35

- Point to the characters in the picture and ask the pupils to call out the correct names.
- Play the recording, pausing it for the pupils to repeat.
- Play the recording, pausing after each sentence so the pupils can circle the correct pictures and match the items to the characters.
- Invite pupils around the class to say what each character has got (e.g. I'm Bing! I've got a rubber and a pencil).

Transcript

Bing Hello, I'm Bing. I've got a rubber and a pencil. **Poppy** I'm Poppy. I've got a notebook and a ruler. **Fred** Hello, I'm Fred. I've got a crayon and a rubber.

ANSWERS

Bing – rubber, pencil Poppy – notebook, ruler Fred – crayon, rubber

3 Listen and colour. Say. 1.36

- Ask the pupils to show you a black crayon, then a blue, pink, purple, grey and white crayon.
- Play the first line of the recording. Ask the pupils to point to the correct crayon in the picture and hold up the correct colour crayon from their desks. Ask the pupils to put a dot of black on crayon number 1 in their books.
- Repeat for the rest of the recording.
- Allow the pupils time to finish colouring the crayons.
- Invite pupils around the class to make sentences about the crayons (e.g. *This crayon is black*).
- The pupils can ask and answer questions about the crayons in pairs (e.g. A: What colour is number 4? B: Pink, etc.).

Transcript

Number 1 This crayon is black.

Number 2 This crayon is blue.

Number 3 This crayon is white.

Number 4 This crayon is pink.

Number 5 This crayon is grey.

Number 6 This crayon is purple.

ANSWERS

1 black 2 blue 3 white 4 pink 5 grey 6 purple

Optional activity

- In pairs, play a game with the Unit 2 picture cards.
- The pupils put their Classroom picture cards face down in one pile and their Colours picture cards face down in another pile.
- The pupils take turns to take a card from each pile and make a sentence (e.g. *This pencil case is blue*).

Further practice

Unit 2 Test

3 Funny faces!

Lesson 1 Class Book page 22

Introducing vocabulary

Lesson objectives

Become familiar with and practise a new set of vocabulary: facial features

Listen and find items in a picture

Join in with a chant

Review colours

Language

Core: face, eyes, ears, nose, mouth, hair

Extra: Where's Kitty? Here! Show me (a red crayon)! a red nose, Touch your (nose)! Clap your hands!

Materials

CD (\$\int 1.37-1.39\$; Characters flashcards 1-6; Classroom flashcards 20-25; Face flashcards 32-37; Face picture cards (PMB p.15); an envelope for each pupil, labelled with the words 'Unit 3' and the pupil's name; crayons; scissors; bookmarks

Warmer

- Play a flashcard game with the Characters flashcards. Put each card in a different place around the classroom. Ask, e.g. Where's Kitty? and encourage the pupils to point to the correct flashcards and answer Here!
- Hand the pupils pairs of Classroom flashcards. Invite pupils to say *Look! I've got* (e.g.) *a rubber and a pencil*. Repeat with different pupils and different flashcards.
- Say *Show me a red crayon!* and encourage pupils to pick up the correct colour crayon.

Lead-in

- Tell the pupils they are going to learn some new words to describe faces.
- Use the Face flashcards 32–37 to introduce the words. Hold up each card one at a time and say the words.
- Say all the words for the pupils to repeat.
- Hold up the flashcards in a different order and repeat.
- Pass the cards around the class to music. Stop the music and call out a word. The pupil with the correct flashcard holds up their card.
- Call out words (nose, mouth, eyes, ears, hair) and ask individual pupils to point to the correct parts of their faces.

1 Listen and find. (§) 1.37

- Ask the pupils to look at the picture in their Class Book.
- In L1, explain that Mum is painting the children's faces.
- Tell the pupils to take out their bookmarks.
- Play the first line of the recording for pupils to listen and find the correct part of the picture. Repeat for each line.

Transcript

Poppy Look at me! I've got brown hair.
Flo Look at me! I've got a purple nose.
Fred Look at me! I've got a red mouth.
Bing Look at me! I've got big pink ears!
Flo Look at me! I've got an orange face!
Fred Look at me! I've got big blue eyes!

Listen, point and repeat. 1.38

- Play the recording and invite the pupils to repeat the words in chorus as they point to the correct part of the picture. Repeat as often as necessary.
- Ask individual pupils to say the words for the class and point to the correct parts of the picture.

Transcript

a purple nose, a red mouth, pink ears, an orange face, blue eyes, brown hair

Optional activity

 Point to parts of the picture and say incorrect sentences (e.g. point to Flo saying It's a red nose). Invite individual pupils to correct you (e.g. No! It's a purple nose!).

2 Listen and chant. 1.39

- Play the chant. Demonstrate the actions as the pupils listen. Encourage them to join in with the clapping.
- Play the chant again. Encourage the pupils to join in with all the actions.

Transcript

Touch your eyes, Touch your ears, Clap your hands.

Touch your nose, Touch your mouth, Clap your hands.

Touch your hair,
Touch your face,
Touch your nose,
Touch your mouth,
Touch your eyes and your ears,
Clap your hands.

Picture cards (PMB page 15)

- Give out the photocopies of the Face picture cards. Tell the pupils to colour them in and cut them out.
- Choose a game from pp. 13–14 to play with the picture cards.
- Give out envelopes for the picture cards and tell the pupils to put them away.

Class Book page 23

Exctising vocabulary

Esson objectives

lew and practise vocabulary for facial features in a Bingo game

men for key information in order to colours for

Language

Teview: face, eyes, ears, nose, mouth, hair policy yellow, purple, orange, white

Etra: I've got blue eyes.

Waterials

32-37 face flashcards 32-37 face states Engo counters; Face picture cards; crayons

Marmer (1.39

- way the chant from Lesson 1 and invite the published mant along, pointing to the correct parts of their faces
- out words for facial features (hair, eyes easy rose mouth). The pupils point to the correct parts of their Gadually call out the words faster and faster

==d-in

- Stick the Face flashcards on the board. Tell the published close their eyes. Remove two of the flash cards. The countries open their eyes and say which flashcards are missing.
- mite individual pupils to come to the front of the das and repeat the game by removing different fast cards

T Stick. Listen and play Bingo. 🚱 1.40

- 3-k the pupils to turn to the sticker section in the centre of their books. Point to each of the face stickers turn and ask the pupils to say the word, choraly and individually.
- Ask the pupils to stick the stickers in the grid in Election 1. Explain that they can stick the stickers in any square except for the two dark ones.
- Ask the pupils to take out their Bingo counters.
- Flay the recording. The pupils place their counters on the correct stickers in their grids as they listen. Play the recording as many times as necessary. The first pupil to over all three stickers in one row is the winner

Transcript

ears, hair, mouth, face, eyes

Optional activity

- Point to your eyes and hair and say I've got love eyes. The got (brown) hair.
- Tell the pupils to stand up, or put their hands up if the sentence you say is correct for them. Say sentences like: The got brown eyes. I've got black hair. Encourage pupils to respond appropriately.

2 Listen and colour. (9) 1.41

- Ask the pupils to take out their crayons. Revise colours. Invite the pupils to make sentences about their crayons (e.g. I've got a blue crayon).
- Play the first part of the recording and point to the first face. The pupils listen and point to the correct parts of the face. Repeat for the second part of the recording.
- Play the first sentence. Pause the recording and the pupils put a dot of pink on the first clown's hair. Repeat till the end of the recording.
- The pupils finish colouring in the faces.
- Point to each part of each face and ask the class to describe it (e.g. pink hair, blue eyes, a green nose, etc.).

Transcript

Number 1

Look at me! The got pink hair.

The got blue eyes.

We got a green nose.

The got a red mouth.

Twe got green ears.

Tve got a yellow face.

Number 2

Look at me!

Tve got green hair.

The got pink eyes.

We got a purple nose.

I've got an orange mouth.

I've got yellow ears.

I've got a white face.

Optional activity

• The pupils work in pairs. They take turns to describe a face for their partner to draw (e.g. A pink face. A blue nose. Purple hair, etc.).

Optional activity

 Ask the pupils to pretend to be one of the characters from Lesson 1 and describe themselves (e.g. I've got a red nose. I've got green hair, etc.). Invite pupils around the class to guess who is being described.

Lesson 3 Class Book page 24

Story

Lesson objectives

Become familiar with new language in the context of a story

Predict story content from visual clues

Listen to a story

Act out a story

Language

Review: face, colours, numbers

Extra: Close your eyes! Open your mouth! Look. Your turn, I want to be ..., Finished! Look in the mirror!

Materials

CD 1.42; Face flashcards 32–37; CLIL Colours flashcards 7–11 and 26–31; character masks; Face picture cards; dice

Warmer

- Hold up Colours flashcards or Face flashcards and say a word (sometimes the correct word, and sometimes the wrong word). Pupils say whether or not the word matches the picture (*Yes* or *No*).
- Invite pupils to hold up cards and say correct or incorrect words for the rest of the class.

Lead-in

- Ask the pupils to take out their Face picture cards.
- Call out words in random order. The pupils hold up the correct picture cards.
- Gradually call out the words faster and faster.
- Using L1 or mime, explain your turn, I want to be, close, open, look, look in the mirror.
- Call out the expressions and ask the pupils to mime them.

1 Listen and point. 1.42

- Focus the pupils' attention on the story. Point to the characters in the story and ask the pupils to say the names.
- Ask the pupils to predict what happens in the story: Whose face is Mum painting? What is she? What colour is her face? What colour is her mouth? What about Kitty? What colour is her hair? What colour is her face? Why are the children laughing?
- Play the recording all the way through for the pupils to listen.
- Play the recording again, one line at a time. Ask the pupils to point to the correct characters.
- Say lines from the story and ask the pupils to say which character says each line (e.g. *I want to be a cat, please. / Open your eyes!* etc.).

Transcript

Titch is Kitty!

- 1 Mum Your turn, Titch!
 - **Titch** I want to be a cat, please.
 - Mum A cat! OK.
- 2 Mum Close your eyes! Good ... good ...
 - Mum Open your mouth! Good.

- **3 Mum** Finished! Open your eyes! Look in the mirror! **Titch** Oh! Look at me! I'm a cat!
- **4 Fred** Look at Titch. She's got a grey face ... **Flo** ... and a pink nose! She's Kitty!
- **5 Poppy** Look at Kitty! She's got orange hair ... **Bing** ... and a pink face! She's Titch!
- **6 Fred** Titch is Kitty ... **Flo** ... and Kitty is Titch!

2 Act.

- Play the recording again, one line at a time, and invite the pupils to repeat the lines, first chorally, then individually.
- Assign characters to pupils / pairs / groups of pupils. Play the lines again for pupils to listen and repeat.
- Ask pupils to take out their character masks and find the correct mask for their assigned character.
- Play the story again. The pupils say their lines along.
- More confident pupils can act out the story for the class in groups.

Optional activity

- Play the game *Funny Faces*. Stick the flashcards across the top of the board and assign each one a number, e.g. face = 6, eyes = 5, nose = 4, ears = 3, mouth = 2 hair = 1.
- Divide the class into teams. Give each team a die. Explain that each team is going to draw a face on the board and the first team to finish is the winner.
- Pupils from each team take turns to throw the die and draw. They need a 6 to start. Then they can draw a facial feature on the board according to the number they throw. If a team member throws a number for a feature which has already been drawn, they pass their turn. The first team to finish their face wins.
- Play the game in pairs.

- Invite pairs of pupils (or groups of three) to stand at the front of the class, each wearing a different character mask. Describe one of the characters to the class (e.g. *He's got black hair. He's got brown eyes*, etc.).
- The first pupil to guess correctly can describe one of the characters from the next set of pupils.

Class Book page 25

Focus on functional language

Lesson objectives

The wife with the story

Practise using language for giving instructions

seen for key phrases in the story

seen and identify phrases using visual clues

ase a story book

Language

Core: Open your mouth! Close your eyes! Look.

**eview: words for the face, colours

Waterials

■ 1.42–1.44; Face picture cards; Colours picture ands; character masks; Unit 3 story book (PMB pp. 2 and scissors; crayons; stapler

Marmer

Pay Picture Bingo (see p.14) with six picture cards from the Colours set and the Face set.

___d-in 🚱 1.42

- pupils to open their books and look again at the story Lesson 3. Play the recording of the story and ask pupils to follow the story in their books.
- when the name of a character and invite pupils to say the numbers of the frames in which this character appears.
- Sav lines from the story and ask pupils to point to the prect pictures in the story.
- Fint to frames in the story and invite pupils to say a line from that frame.

Find and say. Listen and check. 1.43

- the pupils to look at the pictures in Exercise 1 and the names of the characters. Ask pupils to look at the octures in the story and say which story frame they think ech picture is from.
- the pupils to say what the characters in the first frame and. Play the first line of the recording so they can check. Pause the recording and ask the pupils to repeat the line.
- Espeat for the remaining two pictures.

Transcript

- Close your eyes! Good ... good ... Open your mouth!
- Oh! Look at me! I'm a cat!
- Titch is Kitty ...

SWERS

Tame 2 2 frame 3 3 frame 6

Octional activity

- * **sk the pupils to take out their story character masks and choose a mask to wear.
- wite pupils around the class to make sentences about meir friends (e.g. Jasmine is Flo and Tarek is Fred).

2 Listen and circle. § 1.44

- Ask the pupils to look at the three pictures in item 1. Say sentences (Open your eyes. / Open your mouth. / Look.) and invite the pupils to point to the correct pictures.
- Play the first item on the recording. Invite the pupils to repeat the line and point to the circled item.
- Play the recording once all the way through.
- · Play the recording again, stopping after each line for the pupils to repeat.
- Ask the pupils to look at the pictures and circle the correct one.
- Check the pupils' answers, then invite them to make sentences about the remaining pictures.

Transcript

Number 1 Open your mouth.

Number 2 Close your eyes.

Number 3 Look.

Number 4 Close your mouth.

Number 5 Open your eyes.

ANSWERS

- 1 second picture
- 2 third picture
- 3 first picture
- 4 second picture
- 5 first picture

Optional activity

• Play Titch says You can use the following instructions in random order:

Open your mouth / your eyes / your books. Close your mouth / your eyes / your books. Look at your books.

Pass me the pencil / crayon / notebook / rubber / ruler.

Story book (PMB page 16)

- Hand out the story book photocopies for Unit 3 and the story book cover.
- · Help pupils to complete their story books.
- Invite pupils to talk about the pictures in their story books, then use them to tell the story to the class.

Lesson 5 Class Book page 26

Focus on a language structure

Lesson objectives

Become familiar with and practise the target language structure

Listen and identify a face

Language

Core: He's got (pink ears). She's got (a black mouth).

Review: words for the face, colours

Materials

CD 1.45–1.47; Units 1–3 flashcards; plain paper; crayons

Warmer

- Play Flashcard sequence (see p.13). Invite individual pupils to come to the front of the class. Hand them a set of any four flashcards from previous lessons.
- Call out the words for the flashcards. The pupil sticks the flashcards on the board in the correct order.
- Invite the pupil to play the game with another pupil. Repeat as many times as necessary.

Lead-in

- Show the Face flashcards one after the other, very quickly, saying the same word (e.g. nose) as you show each card.
 Pupils call out Stop! when you reach the correct card.
- Invite individual students to take your place.

1 Listen and say who. 1.45

- Stick the Characters flashcards for Titch and Kitty on the board. Ask pupils to say the names of the characters.
- Ask pupils to make sentences about Titch or Kitty (e.g. *She's got orange hair, She's got green eyes*, etc.).
- Pupils look at the pictures in Exercise 1. Play the first part of the recording. Elicit the correct name (*Titch*). Repeat with the second part of the recording.
- Play the recording again and invite pupils to repeat each line, chorally and individually.
- Invite individual pupils to describe Titch and Kitty.

Transcript

- 1 She's got a grey face. She's got a pink nose. She's got a black mouth. She's got pink ears.
- 2 She's got orange hair. She's got green eyes. She's got a pink face.

ANSWERS

1 Titch 2 Kitty

2 Listen, point and repeat. 1.46

- Play the recording, one line at a time, and ask the pupils to repeat, chorally and individually.
- Play the recording once all the way through as the pupils point to the correct parts of the pictures.

- Invite individual pupils to describe one of the pictures. The class calls out the correct name.
- Invite pupils to introduce and describe their friends (e.g.
 This is Helen. She's got a pink face. She's got brown eyes. She's got black hair.).

Transcript

- 1 Adult 1 This is Titch.
 - **Adult 2** She's got a grey face. She's got a pink nose. She's got a black mouth. She's got pink ears.
- 2 Adult 1 This is Kitty.
 - **Adult 2** She's got orange hair. She's got a pink face. She's got green eyes.

3 Listen and find. Say the number. 1.47

- The pupils look at the picture. Play the recording once.
- Play the recording again, stopping after each description.
 The pupils repeat the lines and point to the correct people in the picture.
- Say lines from the recording (e.g. *He's got an orange face. He's got white ears*). Pupils say the correct number.

Transcript

- Adult 1 He's got an orange face. He's got white ears.
- Adult 2 Number 1.
- Adult 1 She's got a white face. She's got brown eyes.
- Adult 2 Number 4.
- Adult 1 He's got green eyes. He's got an orange face.
- Adult 2 Number 1.
- Adult 1 She's got a black nose. She's got a green eyes.
- Adult 2 Number 2.
- Adult 1 He's got pink ears. He's got an orange face.
- Adult 2 Number 3.
- Adult 1 She's got a pink nose. She's got brown eyes.
- Adult 2 Number 4.
- Adult 1 She's got green eyes. She's got a white face.
- Adult 2 Number 2.
- Adult 1 He's got an orange face. He's got brown eyes.
- Adult 2 Number 3.

ANSWERS

1, 4, 1, 2, 3, 4, 2, 3

- Play Consequences. The pupils start with a blank piece of paper. Give one instruction (e.g. This is Ben. He's got a pink face). The pupils draw the face, then pass their pieces of paper along to the next pupil.
- Give the next instruction (e.g. *He's got a green nose*), then ask the pupils to pass their pieces of paper on again. Repeat until the faces are complete.
- The pupils can compare their finished pictures.

Lesson 6 Class Book page 27

Practising the language structure

Lesson objectives

Review and practise the target language structure Listen and complete a colour key Draw a face and describe it

Language

Review: She's got pink ears.

Materials

CD 1.48; Units 1–3 flashcards; crayons

Warmer

 Play Noughts and crosses (see p.13) with Units 1–3 flashcards.

Lead-in

- Invite a pupil to come to the front of the class and choose a Face flashcard without showing the rest of the class.
- The rest of the pupils ask questions to find out what the card is (e.g. *Is it a nose?*).
- The pupil who guesses correctly takes a turn to come to the front of the class and choose a flashcard.

1 Listen and colour the key. Colour the pictures. **1.48**

- Point to the numbers in the key and ask pupils to call out each number.
- Point to the different parts of the faces and ask pupils to call out the correct words.
- Play the recording and point to each colour in the key.
- Play the recording again and ask pupils to add a dot of the correct colour to each splash in the key.
- Allow the pupils time to finish colouring the splashes.
- Invite pupils around the class to say what colour each number is.
- Allow the pupils time to colour in the faces using the key.
- Invite pupils around the class to describe the faces.
- Point to each face and say incorrect sentences (e.g. *He's* got blue hair.) Invite individual pupils to correct you (e.g. *Mo! He's got yellow hair!*).

Transcript

Number 1 green

Tumber 2 red

Number 3 yellow

Tumber 4 orange

Number 5 pink

Number 6 black

Tumber 7 white

Number 8 blue

Optional activity

- Play a memory game. Divide the class into two teams.
- Ask the pupils to look at the completed pictures in Exercise 1 for one minute.
- Ask the pupils to close their books. Invite pupils from each team in turn to say a sentence about one of the pictures (e.g. He's got a white mouth. She's got pink ears).
- Award one point for each correct sentence. The team with the most points is the winner.

2 Paint your face. Say.

- Allow the pupils time to colour in their faces.
- Invite individual pupils to describe their faces using *He's / She's qot...*
- The pupils can swap pictures with a friend and describe their friend's picture to the class.
- The pupils can compare pictures with their partner (*He's* got a white face. *He's* got a pink face, etc.).

- Ask the pupils to think of names for their faces from Exercise 2.
- Invite pairs of pupils to come to the front of the class, hold up their pictures and introduce their faces to the class (e.g. *This is Mungo*).
- Divide the class into two teams. Invite a pupil from Team A to say a sentence about one of the faces at the front of the class. Invite a pupil from Team B to say the correct name.
- Repeat, swapping teams and using different pictures.

Lesson 7 Class Book page 28

Learning through English

Lesson objectives

Learn how to draw a simple face (CLIL)

Become familiar with and practise a new vocabulary set: adjectives (CLIL)

Listen and follow the steps of a process

Listen and identify a face

Language

Core: big, small, happy, sad

Review: face vocabulary

Materials

CD (3) 1.39, 1.49-1.51; CLIL Colours flashcards 7-11 and 26-31, Numbers flashcards 12-19, Face flashcards 32-37, CLIL Adjectives flashcards 38–41; Adjectives picture cards (PMB p.15); plain paper; crayons

Warmer

- Play In the box (see p.13) with the Colours, Numbers and Face flashcards.
- Point to each flashcard in turn and invite pupils to to put the cards in the correct 'box'.

Lead-in (1.39

• Say the chant from lesson 1 and encourage the pupils to join in with the actions.

1 Listen and point. (§) 1.49

- Using L1, explain that the pupils are going to learn how to draw a face.
- Point to the facial features in the pictures in Exercise 1 and ask the pupils to say the correct words.
- Use flashcards 38–41 to present the words big, small, happy and sad. Invite the pupils to repeat the words, first chorally, then individually.
- Invite pupils to come to the front of the class in groups of four. Hand each pupil a flashcard. Say the new words. The pupil with the correct card sticks their card on the board.
- Play the recording, one line at a time, and point to the correct items on the Class Book page. Give help with vocabulary where needed.
- Play the recording again and invite the pupils to point to the correct items in the pictures.
- Ask the pupils to take out a piece of plain paper, a pencil, a rubber and some crayons.
- Play the recording again, pausing after each line to allow the pupils to follow the instructions.
- When the pupils have coloured their faces, invite them to describe their pictures to the class.

Transcript

- 1 You need some paper, a pencil and a rubber. First, draw an oval on your paper. This is the face.
- 2 Draw two lines across the face. Then draw the eyes, nose and ears in the middle.
- 3 Then draw the mouth at the bottom.

- 4 And then draw the hair at the top.
- 5 Now find your rubber. Rub out the lines and colour the face. Well done!

2 Listen and say the number. 1.50

- Tell the pupils that they are going to listen to some instructions, and say which picture shows that instruction.
- Play the first part of the recording and pause it before the answer is given. Ask the pupils to look at the pictures and identify the correct one. Elicit the answer Number 3. Play the next line so that the pupils can check.
- Repeat for all the lines, one by one.

Transcript

Adult 1 Draw the mouth.

Adult 2 Number 3.

Adult 1 Colour the hair and face.

Adult 2 Number 5.

Adult 1 Draw the eyes, nose and ears.

Adult 2 Number 2.

Adult 1 Draw the hair.

Adult 2 Number 4.

Adult 1 Draw the face.

Adult 2 Number 1.

ANSWERS

3, 5, 2, 4, 1

3 Listen and find. (§) 1.51

- · Ask the pupils to look at the pictures.
- Play the recording once, all the way through.
- Play the recording again, stopping after each description. The pupils repeat the lines and point to the correct pictures.
- Say lines from the recording (e.g. He's got big ears). Invite the pupils to call out the correct number (e.g. 1).
- Invite the pupils to make sentences about the people in the pictures.
- Tell the pupils to look at the pictures for one minute, then close their books. Describe one of the pictures. The pupils say the correct number. The first pupil to say the correct number can take a turn to describe one of the pictures.

Transcript

He's got a big nose and he's got big ears. He's happy. She's happy. She's got big eyes and she's got big ears. She's got small eyes and she's got a small nose. She's sad. He's got a small nose and he's got a big mouth. He's sad.

ANSWERS

The order is 2, 1, 4, 3

Picture cards (PMB page 15)

- Give out the copies of the Adjectives picture cards. Tell the pupils to colour them in and cut them out.
- Choose a game from pp.13–14 to play with the picture
- Tell pupils to put the cards away in their Unit 3 envelopes.

Lesson 8 Class Book page 29

Learning through English

Lesson objectives

Feview adjectives

Review drawing a simple face

Wake a mix-and-match book

Describe a face

Language

Peview: vocabulary for face and colours

Extra: draw, colour, cut

Materials

ts 1–3 flashcards; plain paper; crayons; mix-and-match book photocopies for the class (PMB pp.17–18) with book already glued together back-to-back; a completed book

Warmer

- Hand each pupil a flashcard from a previous lesson / unit.
- Call out the words for the flashcards in random order. The cupil holding the correct flashcard holds up their card.
- Ask pupils to pass the flashcards around the class, then
 epeat the game.

Lead-in

- Hold up flashcards from Lessons 1–7 (32–41). Ask questions (e.g. *Is it a nose? Is he happy?* etc.). Invite pupils to answer *Yes* or *No* and say correct sentences if necessary.
- Peview drawing faces. Draw an oval on the board to represent a face. Ask the pupils what you should draw next. Follow their instructions.

Optional activity

- Ask pupils to draw a face.
- Invite individual pupils to describe their picture.
- Choose three pupils' pictures and stick them on the board. Number them 1–3.
- Say a sentence about one of the pictures (e.g. She's got a big nose) and invite pupils to call out the correct number. The pupil who calls out the correct number first says a sentence about one of the pictures.
- Repeat with other pictures.

Make a mix-and-match book.

- Prepare the mix-and-match books (PMB pp.17–18) for the pupils before the class begins. Keep both pages with the top upwards and glue the face of page 17 to the bottom half (the cut lines) of page 18.
- Show the pupils an example mix-and-match book. Explain that they will be able to change the features drawn on one side (e.g. curly hair) with the features drawn on the other side (e.g. straight hair) without changing the other features. Demonstrate this by showing different combinations of the segments.
- Say true and false sentences about the pictures you show. The pupils say *Yes* or *No* and correct the false sentences.

- Using L1, explain to the pupils that they are going to make their own mix-and-match book. Point to the pictures on p. 29 of the Class Book and make sure the pupils understand the different steps in making the mix-and-match book. Hand out the prepared books.
- Explain to the pupils that they can draw certain features on the blank face (e.g. black hair), and different features on the face with the dotted lines (e.g. red hair), so that they can make different faces with their mix-and-match book.
- Allow the pupils time to draw and colour two sets of facial features in their mix-and-match books.
- Help the pupils to cut along the dotted lines on the template to form their book, so that the strips can be folded back to reveal the picture underneath.
- The pupils can compare their mix-and-match books and show them to the class.

Optional activity

- Ask the pupils to use their mix-and-match books to make a face.
- The pupils swap mix-and-match books with their partner.
- Their partner describes the face to the class.
- Alternatively, the pupils can pass their mix-and-match books around the class to music. Stop the music and ask the pupils to say a sentence about the mix-andmatch book in their hands.

- Divide the class into two teams.
- Ask the pupils to use their mix-and-match books to make a new face.
- Invite three pupils to come to the front of the class and hold up their mix-and-match books to show the class.
- Describe one of the faces to the class.
- Invite the pupils to guess which face you are describing by saying the name of the pupil holding the book. The first pupil to guess the correct face wins a point for their team.
- Repeat with other pupils, so that each pupil gets a chance to show their mix-and-match book.

Lesson 9 Class Book page 30

Learning for life (song)

Lesson objectives

Focus on personal hygiene

Listen to a song

Join in with a song

Number a series of activities in a sequence

Draw children taking care of their personal hygiene

Language

Extra: clean your teeth, wash your face, brush your hair, wash your hands, in the morning, like this

Materials

CD 1.52; Unit 3 flashcards; bookmarks; photocopies for Unit 3 song (PMB p.19)

Warmer

• Play Find the picture (see p.13) using the flashcards from the unit.

Lead-in

- Present the phrases clean your teeth, wash your face, brush your hair and wash your hands using mime.
- Call out the new phrases and ask the pupils to mime the actions.

1 Listen and point. 1.52

- Play the recording and ask the pupils to point to the relevant pictures as they listen.
- Using L1, explain the meanings of the phrases in the morning and like this.
- Point to each picture and ask the pupils to mime the appropriate action.
- Play the song again and ask the pupils to mime the actions as they listen.
- Point to the pictures in the Class Book and ask the pupils to say the correct phrases. Then say the phrases in random order and ask the pupils to point to the correct pictures.

Transcript

Clean your teeth in the morning, Clean your teeth in the morning, Clean your teeth in the morning, Clean your teeth like this!

Wash your face in the morning, Wash your face in the morning, Wash your face in the morning, Wash your face like this!

Brush your hair in the morning, Brush your hair in the morning, Brush your hair in the morning, Brush your hair like this!

Wash your hands in the morning, Wash your hands in the morning, Wash your hands in the morning, Wash your hands like this!

2 Listen again and sing.

- Play the recording again, one line at a time, and ask the pupils to repeat chorally.
- Play the recording all the way through and encourage the pupils to sing along as much as they can.

PMB song activity (PMB page 19)

• Give out the photocopies of the song activity.

Number the pictures.

- Ask the pupils to look at the first row of pictures. Ask them which is the first picture in the sequence (the last one). Point at it and elicit the answer Number 1. Ask the pupils what you would say to a child with dirty hands. Encourage them to say Wash your hands!
- Ask which are the second and third pictures. Tell them
 to number them 2 and 3. Tell the pupils to do the same
 with the rest of the pictures. Encourage them to say the
 appropriate command for each set of pictures.
- Tell the pupils to draw a sequence of pictures for themselves. It can be based on any one of the actions in the song.

Optional activity

• Play *Titch says* ... (p.14), using the new phrases and also phrases from Unit 1 (*stand up, sit down, listen, point, come here, be quiet*).

Optional activity

 End the lesson by singing the song again and encouraging the pupils to mime the actions.

Lesson 10 Class Book page 31

Revision

Lesson objectives

ew the core vocabulary set: facial features ew the key structure: *She's got a pink nose.* ew the CLIL language: adjectives

Language

eview: Face: face, eyes, ears, nose, mouth, hair ectives: big, small, happy, sad cucture: He's got (blue eyes). She's got (a pink mouth).

Waterials

1.52–1.54; Unit 3 flashcards; crayons; Unit 3 picture

Marmer 🚳 1.52

Pass the parcel (see p.13) whilst playing the song from son 9 and using the flashcards from this Unit.

Lead-in

- a clown's face on the board, using different colours the features.
- the pupils to stand up if the sentence you say is exect and to stay sitting down if the sentence you say is exercet.
- some correct and incorrect sentences, encouraging pupils to show their understanding by standing up or gitting down.

Listen and number. 4 1.53

- board. Ask the pupils to call out the numbers as you them. Then ask individual pupils to come to the the class and point to the numbers and say them to correct order.
- Faint to the pictures and ask pupils to say the words.
- the recording, one line at a time. The pupils listen and seat.
- The recording again and allow the pupils time to complete the activity.
- bute pupils around the class to make sentences to check answers.

Transcript

T mouth

-

3 eyes

mose

50

= 4 1.5.2

Sten and colour. Say. (§) 1.54

- To the different parts of the faces and ask the pupils all out the correct words.
- the recording, one line at a time. The pupils listen and

- Play the recording, pausing after each sentence so the pupils can put a dot of the correct colour on the correct parts of the faces.
- Play the recording again and ask the pupils to finish colouring the faces.
- Invite pupils around the class to make sentences about the faces.

Transcript

- 1 He's got green hair. He's got a white face. He's got blue eyes. He's got a red nose. He's got yellow ears.
- 2 He's got a yellow face. He's got orange hair. He's got a pink mouth. He's got green eyes. He's got a black nose. He's got purple ears.

3 Find the differences in picture 2.

- Point to the pictures and ask the pupils to name the characters.
- Ask the pupils if the pictures are the same.
- Explain to the pupils that there are six differences in the children's faces in Picture 2.
- Allow the pupils time to look at the pictures and find the differences.
- Invite pupils around the class to make sentences about Picture 2.

ANSWERS

In picture 2: Kitty has got big ears. Titch has got a big mouth. Fred has got big eyes. Flo has got a small mouth. Bing has got a big nose. Poppy has got small eyes.

Optional activity

• Play Snap (see p.14) with the picture cards for Unit 3.

Further practice

Unit 3 Test Review Test 1



Lesson 1 Class Book page 32

Introducing vocabulary

Lesson objectives

Become familiar with and practise a new set of vocabulary: abilities

Listen and find items in a picture

Join in with a chant

Review facial features

Language

Core: run, jump, dance, sing, play football, say hello, walk, climb Extra: robot, Hurray! Goodbye!

Materials

CD 32.1-2.3; Face flashcards (32-37); Abilities flashcards 42-49; Abilities picture cards (PMB p.20); an envelope for each pupil, labelled with the words 'Unit 4' and the pupil's name; crayons; scissors; bookmarks

Warmer

• Play Card flash (see p.13), using the Face flashcards, to begin the class.

Lead-in

- Using L1, tell the pupils they are going to learn the words for some actions.
- Use the Abilities flashcards 42–49 to introduce the new words. The pupils repeat, chorally and individually.
- Ask the pupils to mime the action for each flashcard.
- Call a pair of pupils to the front of the class and hand them two Abilities flashcards. One of the pupils mimes the action shown on one of the cards. The other pupil holds up the correct flashcard and says the word.
- Repeat with different pupils and the rest of the flashcards.

Optional activity

- Divide the class into two teams. A pupil from Team A mimes one of the new words. Pupils from Team B guess the correct word. Assign a point for each correct answer.
- Repeat with pupils from each team in turn.

1 Listen and find. 2.1

- Using L1, explain that the characters are in a toy shop and that Titch is playing with a robot which can do lots of different things. Ask pupils what their favourite toys are and what toys they would like.
- Ask pupils to take out their bookmarks. Play the first line of the recording. Pupils listen and show the correct part of the picture with their bookmarks. Repeat for each line.

Transcript

Titch Mum, look! Look! A robot. Assistant Walk! Titch Wow! Assistant Run! Titch Great! Assistant Jump! Titch Wow! Assistant Say hello! Robot Hello!

Titch Hello! Titch Play football! Titch Oh! Here. Assistant Dance! Titch Look, Mum! Titch Climb! Titch Oh! Oh dear! Assistant Never mind. Titch Sina! Titch Fantastic!

Optional activity

 Play Titch says ... (see p.13), using the new vocabulary. Hold up the corresponding flashcard as you say each instruction.

Listen, point and repeat. 2.2

- Play the recording and invite pupils to repeat the words chorally. Repeat as often as necessary.
- Ask individual pupils to say the words for the class and point to the correct parts of the picture.

Transcript

run, jump, say hello, walk, dance, sing, play football, climb

2 Listen and chant. 2.3

- Play the chant. Mime the actions, waving goodbye at the end, as the pupils listen. Encourage pupils to join in.
- Play the chant again. Encourage the pupils to join in with the words and mime the actions.

Transcript

Walk, robot, walk! Jump, robot, jump! Sing, robot, sing! Play football! Hurray! Run, robot, run! Climb, robot, climb! Dance, robot, dance! Say goodbye! Goodbye!

Picture cards (PMB page 20)

- Give out the photocopies of the Abilities picture cards. Tell pupils to colour them in and cut them out.
- Choose a game from pp.13–14 to play with the picture
- Give out envelopes for the picture cards and tell pupils to put them away.

Class Book page 33

Practising vocabulary

Lesson objectives

wand practise vocabulary for abilities

a Bingo game

and identify action verbs

Language

Review: run, jump, dance, sing, play football, say hello,

Vaterials

2.3–2.5, Abilities flashcards 42–49; abilities stickers;

Warmer

- Swide the class into two teams. Invite a pupil from Team A
 swy one of the abilities verbs presented in Lesson 1.
- pupil from Team B to mime the verb. Each correct scores a point for the team. Repeat the game with sfrom each team taking turns to say or mime an each verb.

2.3

- the chant from Lesson 1. Encourage pupils to say the across along with the recording.
- Pass the parcel (see p.13) along with the chant from 1 and the Abilities flashcards.

Sectional activity

- existe four pupils to come to the front of the class. Tell exist pupil a different action verb (without letting the exist of the class hear) or show the pupil a flashcard and them to mime that action.
- Say an action verb and ask pupils from the rest of the cass to say the name of the pupil miming that action. The first pupil to answer correctly can come to the front the class and replace the pupil who has been named. So the new pupil a different action to mime.

Stack. Listen and play Bingo. (§) 2,4

- cupils to turn to the sticker section in the centre of books. Point to each of the abilities stickers in turn ask pupils to say the word, chorally and individually.
- e excupils to stick the stickers in the grid in Exercise 1.

 Escan that they can stick the stickers in any square.
- Europils to take out their Bingo counters.
- the recording. Pupils place their counters on the ect stickers in their grids as they listen. Play the ect ding as many times as necessary. The first pupil to all four stickers in one row is the winner.

Transcript

dance, run, sing, play football, say hello, jump, climb

2 Listen and draw a line. 2.5

- Focus the pupils' attention on the picture. Point to the robots and ask the pupils to say the words for each action.
- Play the first line of the recording and ask the pupils to point to the correct robot. Tell the pupils to draw a line from the start of the maze to the first robot.
- · Repeat for the rest of the recording.
- Ask pupils around the class to say the action verbs in the correct order to guide you through the maze.

Transcript

walk, dance, run, sing, play football, climb, say hello, jump

- Divide the class into two teams. Hand each team a die.
- Stick six of the Abilities flashcards on the board and write a number (1–6) under each one.
- Pupils from each team take turns to roll the die. Pupils say the number they have rolled, say the correct action verb, then mime the verb. Each correct answer scores one point for the team.
- Replace two of the Abilities flashcards with other flashcards from the set now and then, so that the pupils practise all eight action verbs.

Lesson 3 Class Book page 34

Story

Lesson objectives

VIOIS B Become familiar with new language in the context of

Predict story content from visual clues

Listen to a story

Act out a story

Panguage

Fantastic! Stop. Extra: It's my turn. It's your turn. Open the box. Show me.

Materials

bookmarks; dice; a small box CD 🕙 2.3, 2.6; Abilities flashcards 42–49; character masks;

Warmer 🚳 2.3

- Play the chant from Lesson 1. Encourage the pupils to sing
- Stick the Abilities flashcards on the board in jumbled along and mime the actions.
- Jumble the flashcards and repeat with other pupils. point to the correct pictures as they listen to the chant. order. Invite individual pupils to come to the board and
- Lead-in
- box and show me. • Teach the meaning of It's my turn, It's your turn, Open the
- repeat these actions and phrases in pairs. a pupil at the front of the class and say It's your turn. Pupils Hold up a die. Say It's my turn. Roll the die, then pass it to
- you what is in the box. Hand the box to pairs of pupils and looks at what is inside. Say Show me. The pupil shows to a pupil and say Open the box. The pupil opens the box Put a rubber / small object into a small box. Hand the box
- byrases. around the class and ask them to repeat the actions and

1 Listen and point. @ 2.6

- in the story and ask pupils to say the correct names. Focus pupils' attention on the story. Point to the characters
- Play the recording all the way through for pupils to listen. doing? What happens to the robot at the end of the story? What has Titch got? What can the robot do? What is Kitty Using L1, ask pupils to predict what happens in the story:
- Play the recording again, one line at a time. Ask pupils to
- character says each line (e.g. I've got a robot). Say lines from the story and ask pupils to say which show the correct characters with their bookmarks.

Transcript

1 Titch Look, Dad. I've got a robot! Kitty and the robot

2 Titch Look, it can walk. Fred Open the box, Titch!

Titch Walk! Dad Show me!

Titch OK. 3 Fred It's my turn!

- 4 Flo And it can say hello! Listen! Say "hello"! Dad Wow! It can dance. Fantastic! Fred Dance!
- S Flo It's your turn, Dad! !Oll9H IIA Robot Hello.
- Titch No! Stop! It can't climb! Dad Thanks, Climb!
- 6 Titch Look!
- Fred Kitty can climb!

- Assign characters to pupils (more than one pupil can play pupils to repeat the lines, first chorally, then individually. Play the recording again, one line at a time, and invite the
- Ask pupils to take out their character masks and find the each character). Play the lines again for pupils to listen and
- Play the story again. The pupils say their lines along with correct mask for their assigned character.
- groups. More confident pupils can act out the story for the class in the CD.

- character mask and put it on. Divide the class into two teams. Pupils choose a
- story character (e.g. Fred can run). Invite a pupil from Team A to say a sentence about a
- Invite the pupils from Team B with Fred masks on to
- action wins a point for the team. Repeat with pupils from each team in turn. Each correct mime the correct action.

Lesson 4 Class Book page 35

Focus on functional language

Lesson objectives

Review the story

Practise using language for taking turns

Listen for key phrases in the story

Listen and identify phrases from visual clues

Make a story book

Language

Core: It's my / your turn.

Extra: Open the box. Show me. Fantastic! Stop.

Materials

CD S 2.6–2.9; Abilities picture cards; Abilities flashcards 42–49; Character masks; Unit 4 story book (PMB pp.2 and 21); scissors; crayons; stapler

Warmer

- Play a version of *Draw and roll* (see p.14) with the Abilities picture cards, using mime.
- Choose a pupil to come to the front and mime an action.
 The rest of the pupils guess what action is being mimed.
 If they are correct, they roll a dice to see how many points they score for their team.

Lead-in @ 2.6

- Give an Abilities flashcard to a pupil. Say It's your turn. Ask the pupil to say the word and mime the action.
- Ask the pupil to give another Abilities flashcard to the pupil next to them. Encourage the pupil to say It's your turn. The next pupil says the word and mimes the action.
- Repeat in rolling pairs around the class.
- Ask the pupils to look again at the story in Lesson 3. Play the recording and ask the pupils to follow it in their books.
- Say the name of a character and invite the pupils to say the number of the frames in which this character appears.
- Say lines from the story and ask the pupils to point to the correct pictures in the story.

1 Find and say. Listen and check. 2.7

- Ask the pupils to look at the pictures in Exercise 1 and say the names of the characters. Pupils look at the pictures in the story and say which story frame each picture is from.
- Ask the pupils to say what the character in the first frame said. Play the first line of the recording so they can check.
 Pause the recording and ask the pupils to repeat the line.
- Repeat for the remaining two pictures.

Transcript

- 1 Titch Look Dad, I've got a robot!
- 2 Robot Hello!
- 3 Flo It's your turn, Dad!

ANSWERS

1 frame 1 2 frame 4 3 frame 5

2 Match. Listen and check. @ 2.8

- Ask pupils to look at the pictures and name the characters.
- Play the first item on the recording. Invite pupils to repeat the lines and point to the correct pictures. Ask pupils to complete the line joining the two pictures.
- Play the recording again, pausing after each line for pupils to repeat.
- Play the recording once all the way through. Ask pupils to look at the pictures and draw lines to match them.
- Check pupils' answers, then invite pupils to act out short dialogues based on the pictures (e.g. *A: It's your turn, Bing. B: Thanks*).

Transcript

- 1 Flo Hey, Titch. Stop. It's my turn. Titch OK.
- **2 Fred** It's your turn, Bing. **Bing** Thanks.
- **3 Flo** It's your turn, Poppy. **Poppy** Thanks.
- **4 Titch** Hey, Fred. It's my turn. **Fred** OK.

ANSWERS

- 1 Flo-Titch 2 Fred-Bing 3 Flo-Poppy
- 4 Titch Fred

3 Listen and repeat. @ 2.9

- Play the first item on the recording. Invite pupils to repeat the line, chorally and individually.
- Repeat for all other lines on the recording.

Transcript

- 1 Flo It's my turn.
- 2 Fred It's your turn.
- 3 Flo It's your turn.
- 4 Titch It's my turn.

Optional activity

- Ask pupils to take out their Abilities picture cards and place them face down on the desk in front of them.
- Pupils work in pairs. They take turns to turn over a card and say the correct word.
- Encourage pupils to use the phrases It's your turn and It's my turn.

Story book (PMB page 21)

- Hand out the story book photocopies for Unit 4 and the story book cover.
- Help the pupils to complete their story books.
- Invite pupils to talk about the pictures in their story books, then use them to tell the story to the class.

Lesson 5 Class Book page 36

Focus on a language structure

Lesson objectives

Become familiar with and practise the target language structure

Listen and identify robots using visual clues

Language

Core: It can dance. It can't sing.

Materials

CD ② 2.10–2.12; flashcards from Units 1–3; Abilities flashcards 42–49; Abilities picture cards

Warmer

- Play a memory game (see p.13). Stick five or more flashcards from Units 1–4 on the board. Point to the flashcards and ask pupils to say the words.
- Ask pupils to close their eyes. Remove one of the flashcards and shuffle the remaining flashcards around on the board.
- Pupils open their eyes and say which flashcard is missing.

Lead-in

- Hand out Abilities flashcards to pupils around the class.
- Call out action verbs in random order. The pupil holding the flashcard for the word holds up their card / mimes the action.
- Ask pupils to pass their flashcards around the class and play again.

1 Listen and point. @ 2.10

- Point to the pictures in Exercise 1 and ask pupils to say the names of the characters.
- Play the first part of the recording and ask pupils to point to the correct picture. Do the same for the second part of the recording.
- Ask pupils what the robots can / can't do.

Transcript

Flo Look at my robot! Dance! **Poppy** Fantastic! It can dance!

Bing Look at my robot! Sing! **Fred** Oh! It can't sing.

Listen again and repeat.

- Play the recording, line by line. Invite pupils to repeat the lines, chorally and individually.
- Invite pupils to say the lines and point to the correct robots.

2 Listen and answer. 2.11

- Point to the pictures in Exercise 2 and ask pupils to say what colour each robot is.
- Point to the pictures on the robot boxes and elicit what each robot can / can't do.
- Play the first part of the recording and pause it. Pupils point to the correct robot.

- Play the question What colour is it? and pause the recording for pupils to answer it (red). Play the answer for pupils to check.
- Repeat for the remaining parts.

Transcript

- 1 Child 1 I've got a robot! It can walk. It can't dance.Adult What colour it is?Child 1 Red.
- 2 Child 2 I've got a robot! It can jump. It can't sing. Adult What colour it is? Child 2 Green.
- 3 Child 3 I've got a robot! It can say hello. It can't climb.
 Adult What colour it is?
 Child 3 Blue.
- 4 Child 4 I've got a robot! It can run. It can't play football.
 Adult What colour it is?
 Child 4 Yellow.

ANSWERS

1 red 2 green 3 blue 4 yellow

3 Listen and repeat. 2.12

- Play the recording and invite pupils to repeat each line, chorally and individually.
- Say lines from the recording and ask pupils to point to the correct robots in the picture.
- Invite individual pupils to make sentences about each robot (e.g. The red robot can walk. The red robot can't dance)

Transcript

- 1 Adult Find the red robot.Child 1 It can walk. It can't dance.
- 2 Adult Find the green robot. Child 2 It can jump. It can't sing.
- 3 Adult Find the blue robot.
 Child 3 It can say hello. It can't climb.
- 4 Adult Find the yellow robot.
 Child 4 It can run. It can't play football.

- Divide the class into two teams. A pupil from Team A describes one of the robots in Exercise 3 without saying what colour it is (e.g. *It can walk, It can't dance*).
- Invite a pupil from Team B to say which robot is being described (e.g. It's the red robot!).
- Repeat with pupils from each team in turn.

Lesson 6 Class Book page 37

Practising the language structure

Lesson objectives

Review and practise the target language structure Listen and identify what a robot can and can't do

Draw a robot and describe it

Language

Review: It can walk. It can't jump.

Extra: What colour is it?

Materials

2.13; Units 1–3 flashcards; Abilities flashcards 42–49; Abilities picture cards; crayons

Warmer

Play What is it? (see p.13) using the Abilities flashcards.

Lead-in

- Ask pupils to take out their Abilities picture cards.
- In pairs, they place their picture cards face down on the desk in front of them.
- Pupils take turns to pick up a picture card and say whether or not they can do the action shown on the card (e.g. I can sing. I can't play football).

■ Listen and tick ✓ or cross X. **⑤** 2.13

- Ask pupils to look at the pictures and name the actions.
- Point to the robots and elicit sentences (It can walk. It can sing. It can't run, etc.).
- Pay the first line on the recording. Ask pupils to point to the correct picture. Say *It can walk. Yes or No?*. Elicit the answer *Yes*. Point to the tick next to the picture.
- Pay the rest of the recording, one line at a time, for pupils complete the activity.
- Ask individual pupils to talk about what each robot can / can't do.

Transcript

- Humber 1
- Look at my robot! It can walk.
- Mow!
- And it can sing.
- Fantastic!
- t can't run.
- SHI Oh.

Number 2

- Look at my robot. It can't play football.
- Bow Oh.
- t can climb.
- Fantastic!
- And it can dance.
- By Wow!

Number 3

Girl Look at my robot. It can jump.

Boy Great!

Girl It can't say "Hello".

Boy Oh.

Girl It can climb.

Boy Fantastic!

ANSWERS

- $1 \checkmark \checkmark X$
- 2 X / /
- 3 / X /

2 Draw a robot. Say.

- Ask pupils to imagine a robot of their own design. Ask pupils what their robot can / can't do.
- Pupils draw a picture of their robot. You can draw a picture of a robot on the board as an example.
- Point to the robot on the board and talk about it (It can walk. It can't dance. It can sing, etc.). Invite pupils to talk about their robots.

- Ask pupils to stand up. Say a sentence with can
 (e.g. You can dance). Pupils mime dancing. Say a
 sentence with can't (e.g. You can't play football). Pupils
 stand still.
- Repeat with other action verbs. If a pupil gets an action wrong, or mimes a can't sentence, they must sit down. The last pupil left standing is the winner.

Lesson 7 Class Book page 38

Learning through English

Lesson objectives

Learn about English money (pounds) (CLIL)

Become familiar with and practise a new vocabulary set: toys (CLIL)

Practise counting money

Read prices

Listen and identify prices

Language

Core: ball, car, teddy

Extra: robot, pound, It's seven pounds.

Materials

CD ② 2.14–2.15; Classroom flashcards 20–25; Abilities flashcards 42–49; CLIL Toys flashcards 50–52; Classroom picture cards; Toys picture cards (PMB p.20); crayons; plain paper; scissors

Warmer

- Divide the class into two teams. A pupil from Team A chooses an Abilities flashcard, sticks it on the board and puts a tick or a cross next to it.
- A pupil from Team B makes a sentence about the flashcard using *can* or *can't* (depending on whether there is a tick or a cross next to the flashcard).
- Repeat with pupils from each team in turn. Each correct sentence scores one point for the team.

Lead-in

- Use the flashcards to present the words for toys: teddy, car, ball. Encourage pupils to repeat, chorally and individually.
- Invite individual pupils to come to the front of the class.
 Hand each pupil two flashcards. Say a word. The pupil
 holds up the correct flashcard and gives it back to you,
 then says the word for the remaining flashcard.

Optional activity

- Stick the Toys and the Classroom flashcards on the board.
- Divide the class into two teams. Invite a pupil from each team to come to the front of the class.
- Say a word. The pupils race to find the correct flashcard on the board. The first pupil to point to the correct flashcard wins a point for their team.
- Jumble the flashcards and repeat with other pupils.

1 Listen and find. 2.14

- Using L1, explain that the pupils are going to learn about English money. Explain that in England people use pounds to buy things.
- Point to the rows of coins. Ask the pupils to count the coins and say the correct numbers. Repeat the pupils' answers with the word pound(s) (e.g. Pupil: One. Teacher: One pound).

- Play the recording, one line at a time, and ask the pupils to point to the correct rows of coins.
- Point to each row of coins and ask the pupils to say the correct amounts.

Transcript

one pound, five pounds, three pounds, eight pounds, four pounds, six pounds, two pounds, seven pounds

2 Listen and write the number. @ 2.15

- Ask the pupils to look at the pictures. Ask individual pupils to name each toy and say what colour it is.
- Point to the price tags. Using L1, explain that the symbol on the price tags is a pound sign, and that prices are shown with a pound sign and a number.
- Play the first line on the recording. Encourage the pupils to repeat, chorally and individually. Then ask the pupils to point to the correct picture.
- Play the second line. Ask the pupils to repeat the line, ther
 write the correct number on the price tag.
- Repeat for each item on the recording.
- Point to each picture and ask the pupils to say how much the toy costs (e.g. It's seven pounds).

Transcript

- 1 Girl Look at the red robot.
 - Boy It's £7.
- 2 Girl Look at the red ball.
 - Boy It's £3.
- 3 Girl Look at the yellow car.
 - Boy It's £8.
- 4 Girl Look at the yellow ball.
 - Boy It's £1.
- 5 Girl Look at the blue teddy.
 - Boy It's £4.
- 6 Girl Look at the brown car.
 - Boy It's £2.
- 7 Girl Look at the brown teddy.
 - Boy It's £5.
- 8 Girl Look at the black and white robot. Boy It's £6.

ANSWERS

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

Picture cards (PMB page 20)

- Give out the photocopies of the Toys picture cards. Tell the pupils to colour them in and cut them out.
- Choose a game from pp.13–14 to play with the picture cards.
- Tell pupils to put the cards away in their Unit 4 envelopes.

Lesson 8 Class Book page 39

Learning through English

Lesson objectives

Review words for toys and English money (pounds)

Make pound coins

Ask and answer about prices

Language

Review: numbers 1–8; ball, car, teddy, robot, It's seven pounds.

Extra: How much is ...? It's five pounds. cut, colour, stick

Materials

CLIL Colours flashcards 7–11 and 26–31; Classroom flashcards 20–25; CLIL Toys flashcards 50–52; coins and toys photocopies (PMB p.22); a prepared set of coins and toys; crayons; scissors; glue sticks

Warmer

- Stick the Toys flashcards on the board.
- Divide the class into two teams. Invite a pupil from Team A to come to the front of the class.
- Say (e.g.) Look at the car. It's six pounds. Tell the pupil to write the correct price under the correct flashcard.
- Repeat with pupils from each team in turn. Each correct price wins a point for the team.
- Mix in Classroom flashcards for variety and revision.

Lead-in

- Review colours. Hand out the Colours flashcards to pupils around the class. Point to pupils in random order. When you point to a pupil, they raise their flashcard and say the correct word.
- Shuffle the flashcards around the class. Then say the colours in random order. Pupils hold up their flashcard when their colour is called.

1 Make and play.

- Hand out the photocopies for the English money and toys (PMB p.22).
- Show the pupils the coins that you have made and the toys that you have coloured in. Point to each of your toys and say what colour it is. Point to the price tag on each toy and say how much each toy is.
- Ask pupils questions about your toys (e.g. What colour is the teddy?). Then say the prices and ask pupils to say the correct toy.
- Using L1, explain to pupils that they are going to make their own pound coins and toys and play shops. Point to the pictures on p.39 of the Class Book and make sure the pupils understand the different steps in making the coins and toys.
- Allow pupils time to colour in the pictures and write prices on the toys, then help them to cut out the coins and toys and stick the two sides of the coins together.
- Ask individual pupils to count their pound coins and to say what colour each of their toys are and how much each toy costs.

Pupils can play shops with their toys and pound coins.
 Present the phrase How much is ...? using the pictures in Lesson 7, Exercise 2. Model the following dialogue for pupils to copy:

A: How much is the teddy?

B: It's three pounds.

A: Here!

B: Thanks!

Optional activity

- Play a memory game. Stick six Toys / Classroom flashcards on the board and write a price under each flashcard.
- Ask pupils to look at the flashcards and say the correct words and prices.
- Tell pupils to close their eyes. Say words and ask pupils around the class to say the correct prices.
- Repeat the game with different flashcards and different prices.

- Divide the class into two teams.
- Write three prices on the board.
- Invite a pupil from Team A to come to the front of the class. Hand the pupil a Toys or a Classroom flashcard.
 Ask the pupil to name the object on the flashcard.
- Say the price (e.g. It's two pounds) and ask the pupil to stick the flashcard next to the correct price on the board.
- Repeat with pupils from each team in turn. Each correctly placed flashcard scores a point for the team.
 The team with the most points wins.

Lesson 9 Class Book page 40

Learning for life (song)

Lesson objectives

Focus on showing and recognising emotions

Listen to a song

Join in with a song

Draw a face showing an appropriate emotion for a situation

Draw yourself showing emotions

Language

Review: happy, sad, dance, walk, run

Extra: tired, scared, sit with me

Materials

CD ② 2.16; bookmarks; CLIL Adjectives flashcards 40–41; photocopies for Unit 4 song (PMB p.23); dice; crayons

Warmer

- Play *Draw and roll* (see p.14). Divide the class into two teams.
- Invite a pupil from Team A to come to the front of the class and draw a toy or a classroom object on the board. Prompt the pupil with an idea for a picture if necessary.
- The pupils in Team B have to guess the word. If they guess correctly, they can roll a die. The number on the die is the number of points they score for their team.
- Repeat with pupils from each team in turn.

Lead-in

- Using L1, ask pupils to tell you how we know what emotion a person is feeling. Ask them how we can tell when someone is happy, sad, tired or scared.
- Revise the words happy and sad with the flashcards 40–41.
- Present scared and tired through mime.
- Mime an emotion and ask pupils to say the correct word.
- Say the words for emotions and ask pupils around the class to mime the emotion.

Optional activity

- Ask the class to mime actions and show different emotions (e.g. You're tired. Walk. You're sad. Jump. You're scared. Run.).
- Divide the class into two teams. Ask a pupil from Team A to come to the front of the class. Give the pupil an instruction (e.g. You're tired. Run.) and ask him / her to mime the action showing the correct emotion.
- Repeat with pupils from each team in turn. Each correct mime wins a point for the team.

1 Listen and point. 2.16

- Play the recording and ask the pupils to point to the relevant pictures as they listen.
- · Point to each picture and ask pupils to mime the appropriate action and emotion.
- Play the song again and ask pupils to mime the actions and emotions as they listen.

• Point to the pictures in the Class Book and ask pupils to say the correct words for the actions and emotions shown in the pictures. Then say the words in random order and ask pupils to point to the correct pictures.

Transcript

Dance with me, I'm happy, I'm happy, I'm happy. Dance with me, I'm happy, I'm happy, dance with me.

Walk with me, I'm sad, I'm sad, I'm sad. Walk with me, I'm sad, I'm sad, walk with me.

Sit with me, I'm tired, I'm tired. I'm tired. Sit with me, I'm tired, I'm tired, sit with me.

Run with me, I'm scared, I'm scared, I'm scared. Run with me, I'm scared, I'm scared, run with me.

2 Listen again and sing.

- Play the recording again, one line at a time, and ask pupils to repeat chorally.
- Play the recording all the way through and encourage pupils to sing along as much as they can.

PMB song activities (PMB page 23)

• Hand out copies of the song activities.

1 Draw the faces.

- Point to each of the pictures. In L1, ask pupils to say how they think the people in each picture feel.
- Point to the faces at the top of the activity. Ask pupils to say what emotion each face should be showing.
- Allow pupils time to complete the faces, then point to the pictures and ask individual pupils to say the correct words (happy, sad, tired, scared).

2 Draw yourself.

- Point to the blank spaces. Using L1, explain to pupils that they are going to draw themselves showing two different emotions.
- Allow pupils time to complete their drawings, then invite individual pupils to present their drawings to the class and talk about them, e.g. I'm happy here. / I'm scared here.

Optional activity

• End the lesson by singing the song again and encouraging the pupils to mime the actions.

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Lesson 10 Class Book page 41

Revision

Lesson objectives

Review the core vocabulary set: abilities

Review the CLIL language: toys

Panguage

Review: Abilities: run, jump, dance, sing, play football,

Toys: teddy, car, ball, pound

Warmer @ 2.16

- along and mime the actions and emotions.
- Play Titch says ... (see p.14) with the abilities verbs from the

Lead-in

- of the Abilities flashcards and tell him / her to look at it A to come to the front of the class. Hand the pupil one Divide the class into two teams. Invite a pupil from Team
- The pupil mimes the action shown on the flashcard. Pupils without showing the rest of the class.
- Repeat with pupils from each team in turn. Each correct
- answer scores a point for the team. The team with the
- 1 Listen and number. Say. @ 2.17
- Play the recording, one line at a time, and ask pupils to

- · Play the recording again, one part at a time, and ask pupils
- Play the recording all the way through as pupils write the
- Call out numbers and ask pupils to point to the correct

Number 1 dance

Number 3 play football

umber2 climb

Transcript

picture and say the correct word.

correct numbers next to each picture.

to point to the correct pictures.

Jest 4 Test

ANSWERS

Transcript

ANSWERS

ON JINDA

Adult Oh.

.40 JlubA

Adult Great!

IWOW JubA 1 Child It can walk.

!Ditastins | Fantastic!

and can't do.

Transcript

2 Child And it can sing.

Child Look! I've got a robot.

each action shown.

Adult Fantastic!

5 Child It can't climb.

6 Child But it can dance!

4 Child And it can't say "Hello".

Child But it can't play football.

Further practice

Optional activity

Adult Five pounds.

Adult Three pounds.

.sbnuod xi2 slubA

Adult Eight pounds.

4 Boy How much is the teddy?

3 Boy How much is the ball?

2 Boy How much is the car?

I Boy How much is the robot?

the toys (e.g. The ball is three pounds).

3 Listen, find and complete. @ 2.19

19 X 5 X 7 X 8 / 7 / L

Repeat for the rest of the recording.

Play Snap (see p.14) with Unit 4 picture cards.

pairs (e.g. A: How much is the robot? B: Eight pounds, etc.).

Invite pupils around the class to make sentences about

pupils to complete the price tag with the correct number.

then point to the correct toy and say the correct price. Ask • Play the first line of the recording. Pupils listen and repeat,

Point to the toys and ask pupils to say the correct words.

Invite pupils around the class to say what the robot can

Play the recording, pausing after each part so pupils can

Play the recording, one line at a time. Pupils listen and repeat.

Point to the pictures and ask pupils to say the words for

2 Listen and tick V or cross X. Say. @ 2.18

put a tick or a cross next to each picture.

Pupils can ask and answer questions about the toys in

repeat, chorally and individually.

Point to the pictures and ask pupils to name the actions.

.sniw stnioq tsom

from Team B try to guess the action.

JinU.

Play the song from Lesson 9 and encourage pupils to sing

picture cards

CD @ 2.16-2.19; Abilities flashcards 42-49; Abilities Materials

Structure: It can run. It can't dance. It's seven pounds.

say hello, walk, climb

Review the key structure: It can dance. It can't sing.

Number 8 say hello

5'9'7'8'1'8'7' **ANSWERS**

> unı Lıaquını dwn[9 JaqwnN

Paris & 19dmul

Number 4 Walk



Lesson 1 Class Book page 42

Introducing vocabulary

Lesson objectives

Become familiar with and practise a new set of vocabulary: animals

Listen and find items in a picture

Join in with a chant

Review abilities

Language

Core: cat, dog, mouse, parrot, rabbit, turtle, hamster, fish

Extra: Can you see (the mouse)? chair, asleep, over there

Materials

CD 2.20-2.22; Abilities flashcards 42-49; Animals flashcards 53-60; Animals picture cards (PMB p.24); an envelope for each pupil, labelled with the words 'Unit 5' and the pupil's name; crayons; scissors; bookmarks

Warmer

- Stick the Abilities flashcards on the board and ask the pupils to say the correct word for each flashcard.
- Divide the class into two teams. Invite a pupil from Team A to say an action verb. A pupil from Team B mimes it.
- Repeat with pupils from each team in turn.

Lead-in

- Use the Animals flashcards 53–60 to introduce the new words. Ask the pupils to repeat, chorally and individually.
- Hold up the flashcards in random order and ask the pupils to say the word for each flashcard.
- Ask the pupils to say what pets they've got.

Optional activity

- Play a miming game with the Animals flashcards.
- The pupils with the flashcards mime the animal (washing themselves for cat, panting for dog, etc.).

1 Listen and find. 2.20

- Using L1, explain that the characters are at a pet show at school and that the children have all brought in their pets to show the class. Ask pupils what their favourite pets are and what pets they would like.
- The pupils take out their bookmarks. Play the first line of the recording for pupils to listen and show the correct part of the picture with their bookmarks. Repeat for each line.

Transcript

Mum Look, a mouse. Can you see the mouse, Titch?

Titch A mouse? Oh yes! It's very small.

Mum Look, a parrot. Can you see the parrot, Titch?

Titch Oh yes!

Mum Look, a rabbit. Can you see the rabbit, Titch?

Titch A rabbit? Where?

Mum Over there.

Mum Look, a dog. Can you see the dog. Titch?

Titch A dog? Where?

Mum Over there. Look, it's asleep!

Mum Look, a hamster. Can you see the hamster, Titch?

Titch Yes. Hello, hamster.

Mum Look, a turtle. Can you see the turtle, Titch?

Titch Oh yes.

Mum Look, a fish. Can you see the fish, Titch?

Titch Wow! It's fantastic.

Mum Look, a cat. Can you see the cat, Titch?

Titch A cat? Where?

Mum Over there.

Titch It's Kitty! She's asleep.

Listen, point and repeat. 3 2.21

- Play the recording and invite pupils to repeat the words chorally. Repeat as often as necessary.
- Ask individual pupils to say the words for the class and point to the correct parts of the picture.
- Ask the pupils questions about the picture, e.g. Can you see the dog? The pupils point to the correct animals.

Transcript

a dog, a mouse, a parrot, a rabbit, a hamster, a turtle, a fish,

2 Listen and chant. @ 2.22

- Play the chant. Demonstrate the actions (holding hands) palm up as if asking a question for Where's the?, pointing to a space near you for Here!, pointing to a space far away from you for There!) as the pupils listen. Encourage pupils to join in.
- Play the chant again. Encourage the pupils to join in with the words and mime the actions.

Transcript

Where's the mouse?

Where's the fish?

Here!

Where's the parrot?

Here! Where's the turtle?

There!

There!

Here!

Where's the rabbit?

Where's the hamster?

Herel

Where's the cat?

Where's the dog?

On the chair.

By the chair.

The cat's asleep on the chair!

The dog's asleep by the

Picture cards (PMB page 24)

- Give out the copies of the Animals picture cards. Tell pupils to colour them in and cut them out.
- Choose a game from pp.13–14 to play with the picture cards.
- Give out envelopes for the picture cards and tell pupils to put them away.

cover all four stickers in one row is the winner. recording as many times as necessary. The first pupil to correct stickers in their grids as they listen. Play the • Play the recording. Pupils place their counters on the

Transcript

a cat, a dog, a mouse, a parrot, a rabbit, a hamster, a turtle,

2 What's next? Draw and say.

animal comes next in the sequence.

- animals in the first row and ask the pupils to say the Focus the pupils' attention on the pictures. Point to the
- or pattern, and that the pupils need to work out which Using L1, explain that each of the rows shows a sequence, correct words.
- dog in the box at the end of the row. should come next (dog). They can trace the picture of the sequence (cat, dog, cat, dog, cat), then say which animal Ask the pupils to say / chant the words for the first
- Repeat for the remaining rows.
- Ask pupils around the class to say the words for each

completed sequence.

I dog 2 rabbit 3 cat 4 turtle

Optional activity

- Divide the class into two teams.
- picture cards to make your sequence on the board. draw the last picture. Alternatively, you can use pupils' leaving a space at the end of the sequence for pupils to on the board (e.g. cat, turtle, hamster, cat, turtle, ...), • Draw a simple sequence, like the ones in Exercise 2,

5 parrot

- correct picture in, then say the words for the completed complete the sequence by drawing or sticking the • Invite a pupil from Team A to come to the board,
- a point for the team. to complete. Each correctly completed sequence wins draw / stick sequences on the board for the other team Alternatively, you can ask pupils from each team to Repeat with pupils from each team in turn.

Practising vocabulary

Lesson objectives

Review and practise vocabulary for animals

dentify and complete a sequence on in a Bingo game

Papengned

Extra: Can you see (the mouse)? chair, asleep, over there Review: cat, dog, mouse, parrot, rabbit, turtle, hamster, fish

Materials

picture cards; animals stickers; Bingo counters; die CD @ 2.22–2.23; Animals flashcards 53–60; Animals

Warmer @ 2.22

- words along with the recording. Play the chant from Lesson 1. Encourage pupils to say the
- they should point to the correct flashcard. the correct Animals picture card. When pupils say There!, chant again. When pupils say Here!, they should hold up the pupils to take out their Animals picture cards. Play the Stick the Animals flashcards around the classroom and ask
- cards for Here! or point to the flashcard for There! A: Where's the cat? B: Here! / There!) and hold up picture Invite pupils to act out questions and answers (e.g.

Lead-in

- to say one of the animal words presented in Lesson 1. Divide the class into two teams. Invite a pupil from Team A
- to say an animal word or hold up a picture card. Repeat the game with pupils from each team taking turns card. Each correct response scores a point for the team. Ask a pupil from Team B to hold up the correct picture

Optional activity

- Divide the class into two teams. Stick the Animals flashcards on the board, face down.
- and turn back the flashcard face down. correct word for the flashcard or Oh no! It's a (e.g.) dog, score a point for their team. If not, they must say the turns over the hamster flashcard, they can say Here! and choose one of the cards and turn it over. If the pupil class. Say Where's the (e.g.) hamster? Invite the pupil to • Invite a pupil from Team A to come to the front of the
- flashcards up now and then to keep the game fair. Repeat with pupils from each team in turn. Jumble the

1 Stick. Listen and play Bingo. @ 2.23

- individually. and ask pupils to say the correct word, chorally and their books. Point to each of the animal stickers in turn Ask pupils to turn to the sticker section in the centre of
- Explain that they can stick the stickers in any square. Ask pupils to stick the stickers in the grid in Exercise 1.
- Ask pupils to take out their Bingo counters.

Lesson 3 Class Book page 44

Story

Lesson objectives

Become familiar with new language in the context of a story

Predict story content from visual clues

Listen to a story

Act out a story

Language

Extra: Can I have a fish? Yes, OK. No, sorry. What a noise! Please, That's a good idea! What's your favourite animal?

Materials

CD **3** 2.22, 2.24; Animals flashcards 53–60; Animals picture cards; character masks; bookmarks

Warmer 🚱 2.22

- Play the chant from Lesson 1. Encourage the pupils to sing along and mime the actions.
- Stick the Animals flashcards on the board in jumbled order.
 Invite individual pupils to come to the front of the class and point to the correct pictures as they listen to the chant.
- Jumble the flashcards and repeat with other pupils.

Lead-in

- Teach the meanings of Can I have ...?, Yes, OK, and No, sorry.
- Approach a pupil at the front of the class. Point to an item on the pupil's desk and say Can I have (e.g.) a pencil? Ask the pupil to give you the pencil, and say Yes, OK. Ask the pupil to ask you for the pencil, but refuse to give the pencil back. Say No, sorry.
- Invite pairs of pupils around the class to act out short dialogues asking for things and giving / refusing them.

1 Listen and point. @ 2.24

- Focus pupils' attention on the story. Point to the characters in the story and ask pupils to say the correct names.
- Using L1, ask pupils what happens in the story. Where are the characters? Why is Bing's mum covering her ears? What animal do you think Bing will buy?
- Play the recording all the way through for pupils to listen.
- Play the recording again, one line at a time. Ask pupils to show the correct characters with their bookmarks.
- Say lines from the story and ask pupils to say which character says each line (e.g. What a noise! / That's a good idea!).

Transcript

What a noise!

- 1 Bing's mum What's your favourite animal, Flo?
- 2 Flo A parrot!
 - Bing's mum Oh! What a noise!
- 3 Flo What's your favourite animal, Fred?
- 4 Fred A dog!
 - Bing's mum What a noise!
- 5 Bing Mum! Look, a fish! Bing's mum Oh, yes.
 - Bing Can I have a fish? Please!

6 Bing's mum That's a good idea! Yes, OK!

2 Act

- Play the recording again, one line at a time, and invite the pupils to repeat the lines, first chorally, then individually.
- Assign characters to pupils / groups of pupils. Play the lines again for pupils to listen and repeat.
- Ask pupils to take out their character masks and find the correct mask for their assigned character.
- Play the story again. The pupils say their lines along with the CD.
- More confident pupils can act out the story for the class in groups.

- Pupils play a card game in pairs. Ask the pupils to pool their Animals picture cards and shuffle them. The pupils deal out the cards, so that each pupil has eight cards. They must not show their cards to their partner.
- The aim is for each pupil to collect a complete set of Animals picture cards. The pupils take turns to ask their partner for a card (A: Can I have a cat? B: Yes, OK.) until each pupil has a complete set.

Lesson 4 Class Book page 45

Focus on functional language

Lesson objectives

Review the story

Practise using language to make, accept or reject requests

Listen for key phrases in the story

Listen and identify phrases from visual clues

Make a story book

Language

Core: Can I have a parrot? Yes, OK. No, sorry.

Materials

CD **3**2.24–2.26; Animals picture cards; Animals flashcards 53-60; character masks; Unit 5 story book (PMB pp.2 and 25); scissors; crayons; stapler

Warmer

- Divide the class into two teams.
- Play Draw and guess (see p.14). Start to draw one of the animals from Lesson 1 on the board. Pupils from each team try to guess what the animal is before you have finished drawing it. The first team to guess the animal correctly wins a point for their team.
- The pupil who guesses the animal correctly can come to the board and draw the next animal.

Lead-in ② 2.24

- Invite a pupil to come to the front of the class. Hand the pupil two of the Animals flashcards. Say the word for one of the flashcards. The pupil sticks the correct flashcard on the board, then holds up the remaining flashcard and says the correct word for it. Repeat with other flashcards and other pupils.
- Ask the pupils to open their books and look at the story in Lesson 3. Play the recording of the story and ask the pupils to follow the story in their books.
- Say the name of a character and invite the pupils to say the number of the frames in which this character appears.
- Say lines from the story and ask the pupils to point to the correct pictures in the story.

1 Find and say. Listen and check. 2.25

- The pupils look at the pictures in Exercise 1 and say the names of the characters. They look for the pictures in the story and say which story frame each picture is from.
- Ask the pupils to say what the character in the first frame said. Play the first line of the recording so they can check. Pause the recording and ask the pupils to repeat the line.
- Repeat for the remaining two pictures.

Transcript

- 1 Flo A parrot!
- 2 Bing's mum What a noise!
- 3 Bing Can I have a fish? Please!

ANSWERS

1 frame 1 2 frame 4 3 frame 5

Optional activity

- Ask pupils to put on a story character mask for Mum, Dad, Fred, Flo or Titch.
- Invite pairs of pupils (one with a parent mask and one with a child mask) to he front of the class. Hand the pupil with the Mum / Dad mask one of the Animals flashcards. Tell them not to show it to their partner.
- The pupil with the child mask asks Can I have a (e.g.) fish? The pupil with the parent mask looks at the flashcard and answers Yes, OK (if the flashcard shows the animal mentioned) or No, sorry (if it does not). The first pupil has to ask questions until they say the right
- Repeat with other pairs of pupils and other flashcards.

2 Listen and circle. Say. @ 2.26

- Ask pupils to look at the pictures and name the animals. Using L1, ask the pupils whether they think the parents in the pictures are saying Yes or No.
- Play the first item on the recording. Invite pupils to repeat the lines and point to the correct animal. Ask pupils to circle the hamster.
- Play the recording again, stopping after each line for pupils to repeat.
- Play the recording once all the way through. Ask pupils to look at the pictures and circle the correct animals.
- Check pupils' answers, then invite pupils to act out short dialogues based on the pictures (e.g. A: Can I have a hamster? B: Yes, OK.).

Transcript

- 1 Boy Mum, can I have a hamster? Mum Yes, OK.
- 2 Girl Dad, can I have a dog? Dad No, sorry.
- 3 Boy Dad, can I have a mouse? Dad Yes, OK.
- 4 Girl Mum, can I have rabbit? Mum Yes, OK.
- 5 Boy Mum, can I have a fish? Mum No, sorry.
- 6 Girl Dad, can I have a parrot? Dad Yes, OK.

ANSWERS

Pupils circle: 1 hamster 2 dog 3 mouse 4 rabbit 5 fish 6 parrot

Story book (PMB page 25)

- Hand out the story book photocopies for Unit 5 (PMB) p.25) and the story book cover.
- Help pupils to complete their story books.
- Invite pupils to talk about the pictures in their story books, then use them to tell the story to the class.

Lesson 5 Class Book page 46

Focus on a language structure

Lesson objectives

Become familiar with and practise the target language structure

Listen and identify animals using visual clues

Language

Core: What's your favourite animal? A cat.

Materials

CD **3** 2.27–2.28; Animals flashcards 53–60; Animals picture cards

Warmer

• Play Slow reveal (see p.13) with the Animals picture cards.

Lead-in

- Hand out the Animals flashcards to pupils around the class.
- Ask Where's the (e.g.) rabbit? The child holding the flashcard holds it up and says Here!
- Ask pupils to pass their flashcards around the class and play again.
- Using L1, explain the meaning of What's your favourite animal? Ask pupils around the class what their favourite animals are.

1 Listen and point. @ 2.27

- Point to the pictures in Exercise 1 and ask pupils to say the names of the characters.
- Play the first part of the recording and ask pupils to point to the correct picture. Do the same for the second part of the recording.

Transcript

Bing What's your favourite animal, Titch?

Titch A rabbit.

Fred What's your favourite animal, Poppy?

Poppy A turtle.

Listen again and repeat.

- Play the recording, line by line. Invite pupils to repeat the lines, chorally and individually.
- Invite pupils to act out the dialogues in pairs.

Optional activity

- Ask pupils to take out their Animals picture cards and place them face up on the desk in front of them.
- Pupils work in pairs. The first pupil asks What's your favourite animal?, then closes his / her eyes. The second pupil removes the picture card which shows his / her favourite animal, then shuffles the cards around.
- The first pupil opens his / her eyes and tries to guess which card has been removed.

2 Listen and number. Say. <a>§ 2.28

- Point to the pictures in Exercise 2 and ask pupils to name the animals.
- Play the first part of the recording. Pupils point to the correct picture. Tell the pupils to write a number 1 in the box next to the cat.
- Repeat for the remaining lines.
- Point to each picture and ask What's your favourite animal?.
 Elicit answers from pupils around the class.
- Invite pupils to point to the pictures and act out exchanges in pairs.

Transcript

Number 1

Adult What's your favourite animal?

Boy A cat.

Number 2

Adult What's your favourite animal?

Girl A hamster.

Number 3

Adult What's your favourite animal?

Boy A mouse.

Number 4

Adult What's your favourite animal?

Girl A parrot.

Number 5

Adult What's your favourite animal?

Boy A dog.

Number 6

Adult What's your favourite animal? Girl A fish.

ANSWERS:

3, 1, 5, 6, 4, 2

- Invite a pupil to come to the front of the class. Hand the pupil an Animals flashcard, and tell them not to look at it, but to hold it so that the rest of the class can see it.
- Invite other pupils from the class to ask What's your favourite animal? The pupil has to guess which flashcard they are holding (e.g. a cat). The rest of the class call out Yes or No.
- When the pupil guesses their flashcard correctly, they can return to their seat and another pupil can take their place.

Lesson 6 Class Book page 47

Practising the language structure

Lesson objectives

Peview and practise the target language structure
Usten and identify pairs that match
Draw your favourite animal and say what it is

Language

Review: What's your favourite animal? A cat.

Materials

CD (§) 2.29; Animals flashcards 53–60; crayons

Warmer

- Hold up each of the Animals flashcards and say a word (sometimes the correct word, and sometimes the wrong word).
- The pupils say whether or not the word matches the picture (Yes or No). Invite pupils to come to the front of the class and hold up flashcards and say correct or incorrect words for the rest of the class.

Lead-in

- Divide the class into two teams.
- Stick the Animals flashcards on the board and number them 1–8.
- Invite a pair of pupils from Team A to come to the front of the class.
- Invite a pupil from Team B to call out a number. The pupils at the front of the class have to act out an exchange using the word on the correct flashcard:
 - A: What's your favourite animal? B: (e.g.) A hamster.
- Repeat with pupils from each team in turn. Each correct exchange scores a point for the team.

1 Match. Listen and check. Say. 2.29

- Ask pupils to look at the pictures and name the animals.
- Point to the first child and ask the pupils to follow the line and find which animal it leads to.
- Say the numbers and ask pupils around the class to say the correct animal.
- Play the first item on the recording. Ask pupils to point to the correct pictures. Say What's your favourite animal? Elicit the answer A mouse.
- Play the rest of the recording for pupils to check their answers.
- Ask pupils to point to the pictures and act out exchanges in pairs.

Transcript

- 1 Adult What's your favourite animal? Girl 1 A mouse.
- 2 Adult What's your favourite animal? Boy 1 A hamster.
- **3 Adult** What's your favourite animal? **Girl 2** A fish.
- 4 Adult What's your favourite animal? Boy 2 A parrot.
- 5 Adult What's your favourite animal? Girl 3 A cat.
- 6 Adult What's your favourite animal? Boy 3 A rabbit.

ANSWERS

1 mouse 2 hamster 3 fish 4 parrot 5 cat 6 rabbit

2 Draw your favourite animal. Say.

- Ask pupils to think of their favourite animal. Using L1, ask pupils what their favourite animal looks like.
- Pupils draw a picture of their favourite animal. You can draw a picture of your favourite animal on the board as an example.
- Point to your picture on the board and say what it is (*This is my favourite animal. It's a turtle*). Invite pupils to show their pictures to the class and say what their favourite animals are.

- Pupils ask and answer questions around the class:
 A: What's your favourite animal?
 B: (holding up their picture) (e.g.) A dog!
- If you wish, you could then carry out a memory game around the class. Ask all the pupils to close their books, then ask, e.g. What's Kamal's favourite animal? See whether the pupils can remember what the other classmates have drawn.

Lesson 7 Class Book page 48

Learning through English

Lesson objectives

Learn about different birds and their feathers (CLIL)

Become familiar with and practise a new vocabulary set: birds (CLIL)

Think about the function of feathers

Listen and identify birds' feathers from visual clues

Language

Core: feather, peacock, duck, penguin

Review: red, orange, yellow, green, brown, black, white,

grey, purple, pink, blue, parrot

Extra: Find a red feather. The parrot's got red feathers.

Materials

CD @ 2.30-2.31; CLIL Colours flashcards 7-11 and 26-31; Animals flashcards 53-60; CLIL Birds flashcards 61-64; Birds picture cards (PMB p.24); crayons; scissors

Warmer

- Review colours by playing Flashcard sequence (see p.14).
- Divide the class into two teams. Invite a pupil from Team A to come to the front of the class. Hand the pupil four CLIL Colour flashcards. Call out the words for the cards. The pupil sticks the cards on the board in the correct order.
- Repeat with pupils from each team in turn. Each correct sequence of cards scores a point for the team.

Lead-in

- Present the words for feather, duck, peacock and penguin. Hold up the flashcards 61-64 and say the words. Encourage pupils to repeat, chorally and individually.
- Invite individual pupils to come to the front. Hand each pupil a flashcard (you can use the Animals flashcards here, too). Say a correct or incorrect word. If the word is correct, the pupil says Yes and sticks the flashcard on the board. If the word is incorrect, the pupil says No, says the correct word and hands the flashcard back to you.

Optional activity

- Stick a Colours flashcard and an Animals flashcard on the board
- Invite a pupil to make a phrase using the colours and the animals (e.g. a red fish).
- Repeat with other pupils and other flashcards. You can invite pupils to take your place.

1 Listen and find. (§) 2.30

- Using L1, explain that the pupils are going to learn about feathers. Explain that all birds have feathers and only birds have feathers. Hold up the Animals flashcards (53-60 and 62-64) in random order. Ask Has it got feathers? Elicit answers (Yes or No).
- Play the recording, one line at a time, and ask the pupils to point to the correct feathers on the page.
- Point to each feather and ask the pupils to say the colours.

Transcript

Find a red feather.

Find a yellow feather.

Find a blue feather.

Find a green feather.

Find a brown feather.

Find a black feather.

Find a white feather.

Find a green and blue feather.

2 Match. Then listen and say Yes or No. @ 2.31

- Ask the pupils to look at the pictures on p.49. Point to the pictures and ask pupils to name the birds.
- Point to the feathers. Using L1, explain that birds have feathers to 1) keep them and their babies warm, 2) help them fly, 3) keep them dry, 4) to attract other birds.
- Play the first line on the recording. Ask the pupils to repeat, chorally and individually. Then they say Yes if the sentence is true or No if it's false.
- Repeat for each item on the recording.
- Point to each picture and ask the pupils to say what colour feathers each bird has got.

Transcript

The parrot's got red feathers.

The parrot's got green feathers.

The parrot's got blue feathers.

The peacock's got green and blue feathers.

The duck's got green feathers.

The duck's got black feathers.

The penguin's got red feathers.

The penguin's got white feathers.

ANSWERS

Yes, No, Yes, Yes, Yes, No, Yes, Yes

Optional activity

- Divide the class into two teams.
- Stick a Birds flashcard on the board (flashcards 56, 62-64). Say a correct / incorrect sentence (e.g. It's got blue feathers). Invite a pupil from Team A or B to say Yes or No.
- Repeat with pupils from each team in turn.

Picture cards (PMB page 24)

- Give out the photocopies of the Birds picture cards. Tell the pupils to colour them in and cut them out.
- Choose a game from pp.13–14 to play with the picture cards.
- Tell pupils to put the cards away in their Unit 5 envelopes.

Lesson 8 Class Book page 49

Learning through English

Lesson objectives

Review birds vocabulary

Make a class bird collage and talk about it

Language

Review: feather, duck, peacock, penguin, red, orange, yellow, green, brown, black, white, grey, purple, pink, blue

Extra: cut, colour, stick

Materials

CLIL Colours flashcards 7–11 and 26–31; CLIL Birds flashcards 61–64; Animals flashcards 53–60; Colours picture cards; class bird collage photocopies (PMB p.26); a prepared bird collage; an outline of a bird drawn on a large piece of paper / card; crayons; scissors; glue sticks

Warmer

 Play Odd-one-out (see p.13) with four flashcards on the board (three from one vocabulary set, e.g. Animals, and one from a different vocabulary set, e.g. Colours).

Lead-in

- Review colours. Ask the pupils to take out their Colours picture cards.
- Call out colours. Pupils hold up the correct picture cards.
- You can invite pupils to come to the front of the class and call out colours for the rest of the class.

Optional activity

- Hold up a flashcard from Unit 5 (animal or bird) and say It's got feathers!
- The pupils look at the flashcard and say Yes or No.
- If the answer is Yes, say a correct or incorrect sentence,
 e.g. It's got green feathers! The pupils answer Yes or No.

1 Make a bird collage.

- Hand out the bird collage photocopies (PMB p.26).
- Show the pupils the bird collage that you have made.
 Point to each of the feathers and ask pupils to say what colour it is.
- Then say the colours and ask pupils to point to the correct feathers.
- Using L1, explain to pupils that they are going to make their own class bird collage. They are each going to colour and cut out three feathers, then add their feathers to a class picture. Point to the pictures on p.49 of the Class Book and make sure the pupils understand the different steps in making the bird collage.
- Allow pupils time to colour in the pictures, then help them to cut out the feathers and stick them onto the main collage. (If you wish, you could divide the class into three of four groups, rather than having all the pupils contribute towards one collage.

- Ask individual pupils to say what colour each of their feathers are as they stick them on the collage.
- Display the completed collage on the classroom wall. Ask children to say the colours they can see in the collage and point to the correct feathers.

- Play a version of A very long sentence.
- Begin the sentence by saying, e.g. *I've got a red parrot*. Ask the first child to add to the sentence by saying, e.g. *I've got a red and purple parrot*.
- Continue around the class, with children adding a new colour to the list each time until pupils find it impossible to remember all the colours.

Lesson 9 Class Book page 50

Learning for life (song)

Lesson objectives

Focus on caring for animals

Listen to a song

Join in with a song

Identify and draw missing parts of a picture

Language

Extra: I love my cat like this.

Materials

CD © 2.32; Animals flashcards 53–60 and 62–64; CLIL Colours flashcards 7–11 and 26–31; bookmarks; photocopies for Unit 5 song (PMB p.27); crayons

Warmer

- Divide the class into two teams.
- Invite a pupil from Team A to come to the front of the class. Hand the pupil five flashcards from the Animals or Colours sets. The pupil sticks the flashcards on the board, then turns to the class and says four of the words.
- Invite a pupil from Team B to come to the front of the class, take the flashcard which was not named and say the word.
- Repeat with pupils from each team in turn. Each correct answer scores a point for the team.

Lead-in

- Using L1, ask pupils to tell you how we can care for our pets (feed them, pet them, groom them, exercise them, take them to the vet when they are ill, etc.).
- Present the word love through mime.
- Hold up the flashcard for cat, then stroke the cat's head and say I love my cat.
- Hand the Animals flashcards out to pupils around the class. Say a word. The pupil with that flashcard strokes their flashcard and says I love my (e.g.) dog.

1 Listen and point. 2.32

- Using L1, ask the pupils to say how each child in the pictures is caring for their pet.
- Play the recording and ask the pupils to point to the relevant pictures as they listen.
- Point to each picture and ask pupils to mime the appropriate action.
- Play the song again and ask pupils to mime the actions as they listen.
- Point to the pictures in the Class Book and ask pupils to say the correct words for the animals shown in the pictures.

Transcript

I love my cat like this.

I love my cat,

Hove my cat,

I love my cat like this!

I love my turtle like this.

I love my turtle,

I love my turtle,

I love my turtle like this!

I love my rabbit like this.

I love my rabbit,

I love my rabbit,

I love my rabbit like this!

I love my dog like this.

I love my dog,

I love my dog,

I love my dog like this!

2 Listen again and sing.

- Play the recording again, one line at a time, and ask pupils to repeat chorally.
- Play the recording all the way through and encourage pupils to sing along as much as they can.

PMB song activity (PMB page 27)

• Hand out copies of the song activity.

Complete the puzzle.

- Using L1, explain to the pupils that they have to complete the puzzle using the pictures at the top of the page.
- Allow pupils time to cut out the pictures and stick them in the correct places to complete the puzzle.
- Ask pupils to name the pets in the picture. Using L1, ask the pupils how the children in the picture are caring for their pets.
- The pupils can colour in their completed puzzles. Walk around the class and ask pupils about the colours they are using (What colour is this?).

Optional activity

 End the lesson by singing the song again and encouraging the pupils to mime the actions.

Lesson 10 Class Book page 51

Revision

Lesson objectives

Review the core vocabulary set: animals

Review the key structure: What's your favourite animal? A cat.

Review the CLIL language: birds

Language

Review: Animals: cat, dog, mouse, parrot, rabbit, turtle, hamster, fish

Birds: duck, peacock, penguin, feather

Structure: What's your favourite animal? A cat.

Materials

CD (2.32–2.34; Animals flashcards 53–60 and CLIL Birds flashcards 61–64; Unit 5 picture cards

Warmer ② 2.32

 Play the song from Lesson 9 and encourage pupils to sing along and mime the actions.

Lead-in

Play In the box (see p.13) with the Unit 5 flashcards.

1 Match. Say.

- Point to the pictures in the first row. Say the numbers and ask pupils to name the animals.
- Point to the pictures in the second row. Ask pupils to say which animal each picture shows.
- Point to the example. Draw a line between the front end and back end of the mouse with your finger, and point to the number in the box.
- Allow the pupils time to complete the activity, then ask individual pupils to point to the pairs of pictures and make sentences (e.g. Number 1 is a mouse).

ANSWERS

3.2.1,6,5,4

2 Listen and number. Say. 2.33

- Point to the picture and ask pupils to name the animals in the drawings.
- Pay the recording, one line at a time, and ask pupils to repeat, chorally and individually.
- Play the recording again, one part at a time, and ask pupils
 point to the correct pictures.
- Play the recording all the way through as pupils write the correct numbers next to each picture.
- Call out numbers and ask pupils to point to the correct picture and say the correct word.

Transcript

Number 1

Adult What's your favourite animal?

Boy 1 A cat.

Number 2

Adult What's your favourite animal?

Girl 1 A parrot.

Number 3

Adult What's your favourite animal?

Boy 2 A fish.

Number 4

Adult What's your favourite animal?

Girl 2 A rabbit.

ANSWERS

4, 3, 2, 1

3 Listen and colour. @ 2.34

- Point to the birds and ask pupils to say the correct words.
- Play the first line of the recording. Ask pupils to listen and repeat, then ask pupils to point to the correct bird and place a dot of the correct colours (blue and green) on its feathers.
- Repeat for the rest of the recording.
- Invite pupils around the class to make sentences about the birds (e.g. *The peacock's got blue and green feathers*).
- Pupils can ask and answer questions about the birds in pairs (e.g. A: What colour is the peacock? B: It's blue and green, etc.).

Transcript

- 1 The peacock's got blue and green feathers.
- 2 The parrot's got red and yellow feathers.
- 3 The duck's got green and brown feathers.
- 4 The penguin's got black and white feathers.

ANSWERS

- 1 blue/green 2 red/yellow 3 green/brown
- 4 black/white

Optional activity

- Ask fast finishers to work in pairs and play a memory game with their picture cards for Unit 5.
- One pupil lays four of their picture cards on the desk. The other pupil looks at the cards for one minute.
- The first pupil turns the picture cards face down, then the second pupil tries to reproduce the sequence with their own picture cards.

Further practice

Unit 5 Test

6 Apples and oranges

Lesson 1 Class Book page 52

Introducing vocabulary

Lesson objectives

Become familiar with and practise a new set of vocabulary: fruit and vegetables

Listen and find items in a picture

Join in with a chant

Review numbers

Language

Core: apples, bananas, oranges, carrots, lemons, peas, peppers, tomatoes

Extra: Can you see (the apples)?

Materials

CD © 2.35–3.37; Food flashcards 65–72; Numbers flashcards 12–19; Food picture cards photocopies (PMB p.28); an envelope for each pupil, labelled with the words 'Unit 6' and the pupil's name; crayons; scissors; bookmarks

Warmer

- Stick the Numbers flashcards on the board and ask the pupils to say the correct word for each flashcard.
- Say numbers in random order. The pupils hold up the correct number of fingers.
- Invite pupils to take your place.

Lead-in

- Using L1, tell the pupils they are going to learn the words for some fruits and vegetables.
- Use the Food flashcards 65–72 to introduce the words. The pupils repeat, chorally and individually.
- Hold up the flashcards in random order and ask the pupils to say the word for each flashcard.
- Pass the flashcards around the class. The pupils take turns to hold up a card, say the word, then pass the card along.

1 Listen and find. 2.35

- In L1, explain that the characters are in a greengrocer's and that they are buying fruit and vegetables.
- The pupils take out their bookmarks. Play the first item on the recording for pupils to listen and show the correct part of the picture with their bookmarks. Repeat for each item.

Transcript

Mum Can you see the apples, Titch?

Titch Yes, here!

Mum Can you see the peppers?

Titch Yes, look, here!

Mum Can you see the carrots?

Titch Yes, they're here.

Mum Can you see the bananas, Titch?

Titch Yes, yum!

Mum Can you see the peas?

Titch Yes, they're here.

Mum Can you see the oranges?

Titch Yes, look!

Mum Can you see the lemons, Titch?

Titch Yes, here!

Mum Can you see the tomatoes?

Titch Yes, mmm, Yum!

Listen, point and repeat. 2.36

- Play the recording and invite pupils to repeat the words chorally. Repeat as often as necessary.
- Ask individual pupils to say the words for the class and point to the correct parts of the picture.
- Ask the pupils questions about the picture, e.g. Can you see the apples? and ask pupils to point to the correct items.

Transcript

apples, peppers, carrots, bananas, peas, oranges, lemons, tomatoes

2 Listen and chant. 2.37

- · Stick the Food flashcards on the board.
- Play the chant. Hold the correct number of fingers up and point to the flashcards on the board. Pupils join in.
- Play the chant. The pupils say the words and mime the actions.

Transcript

Assistant Yes?
Customer Four apples.
Assistant Four apples.
Customer Three tomatoes.
Assistant Three tomatoes.
Customer Two carrots.
Assistant Two carrots.
Customer And four peppers.
Assistant Four peppers.

Customer Three bananas.
Assistant Three bananas.
Customer Two oranges.
Assistant Two oranges.
Customer And some peas.
Assistant Some peas.
Customer Please!

Customer Four lemons.

Assistant Four lemons.

Picture cards (PMB page 28)

- Give out the photocopies of the Food picture cards and the envelopes to put them away. Tell pupils to colour them in and cut them out.
- Choose a game from pp.13–14 to play with the picture cards.
- Give out envelopes for the picture cards and tell the pupils to put the cards away.

66

Lesson 2 Class Book page 53

Practising vocabulary

Lesson objectives

Review and practise vocabulary for fruit and vegetables Join in a Bingo game

Count objects in a picture

Listen and answer using visual clues

Language

Review: apples, bananas, oranges, carrots, lemons, peas, peppers, tomatoes, numbers 1–8

Extra: Can you see three apples?

Materials

CD ② 2.37–2.40; Food flashcards 65–72; food stickers; Food picture cards; Numbers picture cards; Bingo counters

Warmer @ 2.37

 Play the chant from Lesson 1. The pupils say the words along with the recording and hold up the correct number of fingers for each line.

Lead-in

- Ask the pupils to take out their Food and Numbers picture cards. Divide the class into two teams. Invite a pupil from Team A to say a number and a food (e.g. seven carrots).
- Pupils from Team B hold up the correct Numbers and Food picture cards.
- Repeat with pupils from each team in turn. Each correct response scores a point for the team.

1 Stick. Listen and play Bingo. 🚳 2.38

- Ask pupils to turn to the sticker section in the centre of their books. Point to each of the food stickers and ask pupils to say the words, chorally and individually.
- Ask pupils to stick the stickers in the grid in Exercise 1.
 Explain that they can stick the stickers in any square.
- Ask pupils to take out their Bingo counters.
- Play the recording. The first pupil to cover all four stickers in one row is the winner.

Transcript

carrots, peppers, tomatoes, apples, oranges, lemons, peas,

2 Count and write.

- Focus the pupils' attention on the pictures. Point to the outlines of fruit and vegetables underneath the main picture and ask the pupils to name the items.
- Point to the outline of the apple and the example (3). Say Can you see three apples? Ask the pupils to look at the main picture, count the apples and answer Yes.
- Using L1, explain that the pupils need to count the fruits or vegetables and write the numbers in the boxes.
- Allow the pupils time to complete the activity, then ask individual pupils to say how many of each fruit or wegetable they can see (e.g. I can see three bananas).

ANSWERS

3 apples, 6 tomatoes, 3 bananas, 6 lemons, 2 oranges, 3 carrots, 2 peppers, 8 peas

Then listen and answer Yes or No. 2.39

- Point to the main picture in Exercise 2. Say Can you see two apples? Elicit the answer No. Say Can you see three apples? Elicit the answer Yes.
- Play the first line of the recording. Ask pupils to listen and repeat, then look at the picture and answer *Yes* or *No.* Play the answer on the recording.
- Repeat for the remaining items on the recording.
- Ask the pupils to ask and answer questions in pairs (e.g. A: Can you see five bananas? B: No.).

Transcript

- 1 Adult Can you see 3 apples? Boy Yes.
- 2 Adult Can you see 8 tomatoes? Boy No.
- 3 Adult Can you see 4 bananas? Boy No.
- 4 Adult Can you see 6 lemons? Boy Yes.
- 5 Adult Can you see 3 oranges? Boy No.
- 6 Adult Can you see 4 carrots? Boy No.
- 7 Adult Can you see 8 peas? Boy Yes.
- 8 Adult Can you see 2 peppers? Boy Yes.

ANSWERS

1 Yes 2 No 3 No 4 Yes 5 No 6 No 7 Yes 8 Yes

3 Listen and colour. @ 2.40

- Ask the pupils what colour various fruits and vegetables are (What colour are oranges? etc.).
- Pupils take out their crayons. Play the first item on the recording. The pupils listen and repeat. Ask the pupils to put a dot of the correct colour (red) on one of the apples.
- Play the recording, pausing after each item for the pupils to place a dot of colour on each fruit or vegetable.
- Allow children time to finish colouring in the picture, then ask the pupils questions about the fruit and vegetables, e.g. What colour are the apples? Pupils can then ask and answer questions in pairs.

Transcript

Number 1 red apples

Number 2 red tomatoes

Number 3 yellow bananas

Number 4 yellow lemons

Number 5 orange oranges

Number 6 orange carrots

Number 7 green peas

Number 8 green peppers

- Play A very long sentence (see p.14) with the whole class.
- The first pupil says e.g. I've got two carrots; the following pupil says I've got two carrots and four peas, etc.
- Continue around the class until pupils cannot remember the entire sequence.

Lesson 3 Class Book page 54

Story

Lesson objectives

Become familiar with new language in the context of a

Predict story content from visual clues

Listen to a story

Act out a story

Language

Extra: I'm hungry. I'm thirsty. No, Fred! Ready, Titch? Be careful. milkshake

Materials

CD @ 2.37, 2.41; Food picture cards; Numbers picture cards; character masks; bookmarks; plastic beaker; apple (or other snack)

Warmer

- Divide the class into two teams.
- Start to draw one of the fruits or vegetables presented in Lesson 1 on the board. Pupils from each team try to guess what the item is before you have finished drawing it. The first team to guess correctly wins a point for their team.
- The pupil who guesses the item correctly can come to the board and draw the next item.

Lead-in

- Teach the meanings of I'm hungry and I'm thirsty using mime.
- Approach a pupil at the front of the class. Hand the pupil a plastic beaker and an apple / other snack. Say I'm hungry. / I'm thirsty. Encourage the pupil to give you the correct item and say Here! Repeat with pupils around the class, then invite pupils to act out exchanges in pairs.

1 Listen and point. 2.41

- Focus pupils' attention on the story. Point to the characters in the story and ask pupils to say the correct names.
- Using L1, ask pupils what happens in the story. Where are the characters? Why does Fred want a banana? What are Mum and Titch making? What is in the milkshake?
- Play the recording all the way through for pupils to listen.
- Play the recording again, one line at a time. Ask pupils to show the correct characters with their bookmarks.
- Say lines from the story and ask pupils to say which character says each line (e.g. I'm hungry! / I like peas).

Transcript

The milkshake

1 Fred Mmm, I like bananas.

Titch No, Fred!

Fred I'm hungry!

Titch No. Fred! That's for the milkshake!

2 Mum Ready, Titch?

Titch Yes, Mum. Go!

Titch I like peas.

- 3 Titch Hello, Dad! Dad Hi, Titch! I'm thirsty.
- 4 Titch Here you are! Banana and peas! Dad Ugh! I don't like banana and peas!
- 5 Mum Be careful! Titch Oh no!
- 6 Dad Thank you, Kitty.

2 Act.

- Play the recording again, one line at a time, and invite the pupils to repeat the lines, first chorally, then individually.
- Assign characters to pupils / groups of pupils. Play the lines again for pupils to listen and repeat.
- Ask pupils to take out their character masks and find the correct mask for their assigned character.
- Play the story again. The pupils join in and say their lines.
- More confident pupils can act out the story for the class in

Optional activity

- Pupils play a card game in pairs. Ask the pupils to put their Food picture cards face down in one pile and their Numbers cards face down in another pile.
- The pupils take turns to take a card from each pile and say the number of fruits or vegetables (e.g. five apples).

Optional activity

- End the lesson by playing the chant from Lesson 1
- Divide the class into eight groups. Assign each group one of the foods from the chant.
- As you play the chant, each group stands up when they hear their food mentioned.

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Lesson 4 Class Book page 55

Focus on functional language

Lesson objectives

Review the story

Practise using language describing how you are feeling

Listen for key phrases in the story

Listen and identify phrases from visual clues

Complete a picture

Make a story book

Language

Core: I'm hungry, I'm thirsty

Materials

CD © 2.41–2.43; Food picture cards; Food flashcards 65–72; character masks; Unit 6 story book (PMB pp.2 and 29); scissors; crayons; stapler

Warmer

• Play Picture Bingo (see p.14) with the Food picture cards.

Lead-in 2.41

- Invite a pupil to come to the front of the class. Hand the pupil four Food flashcards. Say the words for the flashcards. The pupil sticks the flashcards on the board in the correct order. Repeat with other flashcards and other pupils.
- Ask the pupils to open their books and look at the story in Lesson 3. Play the recording of the story and ask the pupils to follow the story in their books.
- Say the name of a character and invite the pupils to say the numbers of the frames in which this character appears.
- Say lines from the story and ask the pupils to point to the correct pictures in the story.

1 Find and say. Listen and check. @ 2.42

- Ask the pupils to look at the pictures in Exercise 1 and say the names of the characters. Ask pupils to look at the pictures in the story and say which story frame they think each picture is from.
- Ask the pupils to say what the character in the first frame said. Play the first line of the recording so they can check.
 Pause the recording and ask the pupils to repeat the line.
- Repeat for the remaining two pictures.

Transcript

Dad Hi, Titch! I'm thirsty.
Titch Oh no!
Dad Thank you, Kitty!

ANSWERS

1 frame 3 2 frame 5 3 frame 1

Optional activity

- Ask pupils to put on a story character mask for Mum, Dad, Fred, Titch or Kitty.
- Invite five pupils (one with each character mask) to come to the front of the class and stand in a row.
- Say lines from the story. The pupils say which character says each line. The pupil wearing the correct character mask repeats the line, then returns to their seat.
 Another pupil wearing the same character mask can take their place.

2 Listen and draw. @ 2.43

- Ask pupils to look at the pictures. Point to the apple and say I'm hungry. Point to the glass of water and say I'm thirsty.
- Invite individual pupils to come to the front of the class. Say *I'm hungry / I'm thirsty* and ask the pupils to draw an apple / a glass of water on the board.
- Play the first item on the recording. Ask pupils to point to the correct picture. Ask pupils to draw an apple on the boy's plate.
- Play the recording again, stopping after each line for pupils to draw the correct item.

Transcript

Number 1 (Boy) I'm hungry. Number 2 (Girl) I'm thirsty. Number 3 (Boy) I'm thirsty. Number 4 (Girl) I'm hungry. Number 5 (Boy) I'm hungry.

Number 6 (Girl) I'm thirsty.

ANSWERS



Listen again and repeat.

- Play the first item on the recording. Invite pupils to repeat the lines and point to the correct part of the picture.
- Play the recording, pausing after each line for pupils to repeat.

Story book (PMB page 29)

- Hand out the story book photocopies for Unit 6 (PMB p.29) and the story book cover.
- Help pupils to complete their story books.
- Invite pupils to talk about the pictures in their story books, then use them to tell the story to the class.

Lesson 5 Class Book page 56

Focus on a language structure

Lesson objectives

Become familiar with and practise the target language structure

Listen and identify foods using visual clues

Language

Core: I like peas. I don't like carrots.

Materials

CD **3** 2.44–2.46; Food flashcards 65–72; Food picture cards

Warmer

- Play a memory game (see p.13). Stick the Food flashcards on the board. Ask the pupils to say the words.
- Ask the pupils to close their eyes. Remove two of the flashcards. The pupils open their eyes and say which flashcards are missing.

Lead-in

- Teach the meanings of the phrases I like ... / I don't like ... using mime. Hold up Food flashcards and say which you like and which you don't like.
- Hold up a flashcard, e.g. tomatoes, and say I like tomatoes.
 If the sentence is true for pupils, they should stand up and raise their hands. If not, they should remain seated.

1 Listen and point. 2.44

- Point to the pictures in Exercise 1 and ask pupils to say the names of the characters.
- Play the first part of the recording and ask pupils to point to the correct picture. Do the same for the second part of the recording.

Transcript

Mum Here you are, Flo. Peas! Flo I like peas.

Mum Here you are, Flo. Carrots!

Flo I don't like carrots.

2 Listen and repeat. 2.45

- Play the recording, one line at a time. Invite pupils to repeat the lines, chorally and individually.
- Invite pupils to act out the lines and hold up the correct picture cards.
- Invite pupils around the class to act out similar sentences about their other Food picture cards.

Transcript

Number 1 (Flo) I like peas.

Number 2 (Flo) I don't like carrots.

Optional activity

- Hand the Food flashcards to pupils around the class.
 Invite each pupil to hold up their flashcard and say a sentence, e.g. I like / don't like peppers. If the pupil likes the item on the flashcard, they should smile and nod their head. If they don't like it, they should frown and shake their head.
- The pupils then pass their flashcards on to the pupils next to them and repeat the game.

3 Listen and follow. Say the name. 2.46

- Point to the pictures in Exercise 3 and ask pupils to name the fruits and vegetables.
- Play the first part of the recording, one line at a time. Ask
 the pupils to point to the correct fruits and vegetables.
 Play the first part of the recording again. The pupils
 follow the route in their books, then say the correct name
 (Poppy).
- Repeat for the second and third part of the recording.
- Invite pupils to say sentences about each fruit and vegetable in the picture (I like peas. I don't like peppers.)

Transcript

Number 1

Poppy I like apples. I like peas. I don't like oranges. I don't like bananas. I like apples. I like tomatoes.

Adult 1 Who is it?

Adult 2 Poppy.

Number 2

Bing I like lemons. I don't like oranges. I like peppers. I like apples I don't like carrots. I like bananas.

Adult 1 Who is it?

Adult 2 Bing.

Number 3

Fred I don't like peppers. I like tomatoes. I don't like carrots. I like apples. I like tomatoes. I don't like peas. I like oranges.

Adult 1 Who is it?

Adult 2 Fred.

- Play the recording again, stopping after each food is mentioned.
- Encourage the pupils to call out the colour of each food they hear, e.g. (Poppy: I like apples. Class: Red!)
- Continue for each food item on the recording.

Class Book page 57

Practising the language structure

sson objectives

wand practise the target language structure

and complete a picture

foods you like / don't like and talk about them

Language

Terrew: I like peas. I don't like carrots.

Waterials

2.47; Food flashcards 65–72; Numbers flashcards 2-19; CLIL Colours flashcards 7-11 and 26-31; crayons

Warmer

Odd-one-out (see p.13) with four flashcards at a time from different sets.

Lead-in

- Hold up each of the Food flashcards and say a word sometimes the correct word, and sometimes the wrong
- The pupils say whether or not the word matches the picture (Yes or No). Invite pupils to come to the front of the class and hold up flashcards and say correct or incorrect words for the rest of the class.

1 Listen and draw © or ⊗. Say. **⑤** 2.47

- Ask pupils to look at the pictures and name the foods on the plates.
- Play the first item on the recording. Point to the first child in the picture and elicit from pupils whether they should draw a happy mouth or a sad mouth (happy mouth).
- Repeat for each item on the recording.
- Check pupils' answers. Ask pupils to point to the pictures and make sentences about the food (I like tomatoes. I don't like lemons, etc.).

Transcript

- 1 I like tomatoes.
- 2 I don't like lemons.
- 3 I don't like oranges.
- 4 I like carrots.
- 5 I don't like peas.
- 6 I like apples.

ANSWERS

1 @ 2 8 3 8 4 @ 5 8 6 @

2 Draw food you like and don't like. Say.

- Ask pupils to think of foods they like / don't like. Ask pupils what colour the foods are.
- Pupils draw a picture of food they like in the first box and food they don't like in the second box. You can draw a picture on the board as an example.
- Point to your picture on the board and talk about it (Here's an apple. It's red. I like apples).
- Invite pupils to show their pictures to the class and talk about the foods.

Optional activity

- Divide the class into two teams. Draw a happy face and a sad face on the board.
- Invite a pupil from Team A to come to the front of the class. Hand the pupil one of the Food flashcards. The pupil makes a sentence about the food on the flashcard (e.g. I like / don't like peas), then sticks the flashcard under the correct face on the board.
- Repeat with pupils from each team in turn. Each correct sentence scores a point for the team.

- End the class by placing the Food flashcards (or real food items) in different corners of the classroom.
- Ask pupils to go and stand next to the food they like the most. Ask each group, What food do you like? to elicit the response I like carrots, etc.
- See which group is the largest, and which is the smallest.
- Explain that they will find out how many pupils like / don't like different foods in the next class.

Lesson 7 Class Book page 58

Learning through English

Lesson objectives

Learn how to read a Carroll diagram (CLIL)
Listen and respond using visual clues
Ask and answer about quantity

Language

Review: apples, bananas, oranges, lemons, tomatoes, peppers, peas, carrots

Extra: boy, girl, How many boys / girls like / don't like bananas?

Materials

CD **3** 2.48–2.49; Numbers flashcards 12–19; Food flashcards 65–72; plain paper

Warmer

- Divide the class into two teams.
- Stick the Food flashcards on the board and number them 1–8.
- Invite a pupil from Team A to stand up.
- Invite a pupil from Team B to call out a number. The pupil from Team A has to say a sentence about the correct flashcard, e.g. I like / don't like peas.
- Repeat with pupils from each team in turn. Each correct sentence scores a point for the team.

Lead-in

- Present the words for boy and girl by pointing to pupils around the class and saying the correct words. (If you have a single-sex class, you could use the character flashcards instead.) Invite pupils to point to other pupils around the class (or the flashcards) and say boy or girl.
- Draw a stick figure of a girl and a stick figure of a boy down the side of the board. Draw a happy face and an unhappy face across the top of the board.
- Hold up one of the Food flashcards (e.g. tomatoes). Say *I like tomatoes*. If the sentence is true for pupils, they should raise their hands. Count the boys with their hands raised and write the number next to the boy figure and under the happy face on the board. Repeat for the number of girls with their hands raised.
- Repeat the exercise, writing the numbers under the unhappy face.
- Point to the numbers on the board and say sentences, e.g. *Five boys like tomatoes*.
- Repeat the exercise with other flashcards and ask pupils to say sentences about the results.

1 Listen and point. © 2.48

 Using L1, explain that the diagram on the board is called a Carroll diagram and that Carroll diagrams can be used to collect information. Tell the pupils that they are going to learn how to read a Carroll diagram.

- Focus the pupils' attention on diagrams 1 and 2 in the Class Book. Ask the pupils to tell you what they can see each diagram. Using L1, ask them what they think each diagram is collecting information about.
- Present the question How many boys / girls like / don't like
 (e.g.) apples? by pointing to the diagram on the board and
 asking questions. Elicit the answers from pupils around
 the class.
- Play the recording, one line at a time, and ask the pupils point to the correct sections in the diagrams.
- Point to each section in the diagrams and ask pupils questions (e.g. *How many boys like oranges?*).

Transcript

- 1 Point to the oranges. How many boys like oranges? 3. How many boys don't like oranges? 2. How many girls like oranges? 4. How many girls don't like oranges? 3.
- Point to the bananas.

 How many boys like bananas? 5.

 How many boys don't like bananas? 3.

 How many girls like bananas? 6.

 How many girls don't like bananas? 2.

2 Listen and answer. @ 2.49

- Focus the pupils' attention on diagrams 3 and 4 in the Class Book. Ask the pupils to tell you what they can see in each diagram and what they think each diagram is collecting information about.
- Play the recording, one line at a time, and ask the pupils to point to the correct sections in the diagrams and say the correct numbers.
- Invite pupils to ask and answer questions about the diagrams in pairs.

Transcript / Answers

- 3 Point to the carrots.

 How many boys like carrots? (4)

 How many boys don't like carrots? (4)

 How many girls like carrots? (5)

 How many girls don't like carrots? (3)
- 4 Point to the peppers.

 How many boys like peppers? (3)

 How many boys don't like peppers? (5)

 How many girls like peppers? (2)

 How many girls don't like peppers? (6)

Optional activity

- Play a memory game with the class.
- Ask the pupils to look carefully at one of the Carroll diagrams, then close their books.
- Ask questions, e.g. *How many girls like carrots?* and see the pupils can remember the correct answer.

Lesson 8 Class Book page 59

Learning through English

Lesson objectives

Make a Carroll diagram
Collect and record data

Language

Extra: draw, count, write, boy, girl, How many girls like peas?

Materials

Food flashcards 65–72; Numbers flashcards 12–19; Carroll diagram photocopies (PMB p.30); a prepared Carroll diagram; crayons

Warmer

- Stick a Food flashcard and a Numbers flashcard on the board. Draw a stick figure of a boy or a girl and a happy face or an unhappy face.
- Invite a pair of pupils to come to the front of the class and act out an exchange (A: How many boys like carrots? B: Four.).
- Repeat with other flashcards and numbers and other pupils.

Lead-in

- Ask the pupils a question (e.g. How many boys like bananas?). The boys in the class who like bananas should raise their hands.
- Ask pupils around the class to say the correct number.
- Repeat for other fruits and vegetables, asking about boys and girls.
- Invite individual pupils to come to the front of the class and ask questions.

Optional activity

- Divide the class into two teams.
- Draw two Carroll diagrams on the board. Label the diagrams Team A and Team B. Stick a Food flashcard in the centre of each diagram.
- Invite a pupil from Team A to ask a question about the pupils in Team B (e.g. How many girls like apples?). The girls in Team B who like apples should raise their hands. The Team A pupil should write the correct number in the correct section of their diagram.
- Once the two diagrams are complete, ask the pupils to close their eyes and say sentences about the other team (e.g. Five girls like apples).

1 Make a Carroll diagram.

- Hand out the copies for the Carroll diagram (PMB p.30).
- Show the pupils the Carroll diagram that you have made.
 Point to the different parts of the diagram and say what each shows, then ask the pupils questions about your diagram (e.g. How many girls like peas?).

- Using L1, explain to pupils that they are going to make their own Carroll diagram. They are each going to draw the fruit or vegetable of their choice in the basket, ask their classmates whether they like it or not, and complete their diagram. Point to the pictures on p.59 of the Class Book and make sure the pupils understand the different steps in making the Carroll diagram.
- Allow pupils time to prepare the diagram.
- Pupils ask and answer questions about their diagrams (e.g. A: How many boys like peas? B: Six.).
- Display the completed diagrams on the classroom wall.

Optional activity

- Draw a Carroll diagram on the board and stick a flashcard in the centre of it. You can use a Food flashcard or an Animals flashcard for variety.
- Invite a pupil to come to the front of the class and find the information to complete the diagram by saying, e.g. I like dogs / I don't like dogs and asking pupils to raise their hands.
- Ask pupils around the class questions about the completed diagram.

Optional activity

- Play a memory game. Divide the class into two teams.
- Ask pupils to look at the first two Carroll diagrams on p.58 for one minute, then close their book.
- Ask each team in turn questions about the Carroll diagrams (How many girls like oranges? etc.). Each correct answer scores a point for the team. The team with the most points wins.

Lesson 9 Class Book page 60

Learning for life (song)

Lesson objectives

Focus on eating a varied diet

Listen to a song

Join in with a song

Identify and draw missing parts of a picture

Language

Extra: Peas are green. Peas and peppers are good for you. Put something green on your plate.

Materials

CD © 2.50; Food flashcards 65–72; Numbers flashcards 12–19; CLIL Colours flashcards 7–11 and 26–31; Food picture cards; Number picture cards; Colours picture cards; bookmarks; photocopies for Unit 6 song (PMB p.31); crayons

Warmer

• Play *Noughts and crosses* (see p.13) with different sets of flashcards.

Lead-in

- Using L1, explain that fresh fruit and vegetables are very good for you, and that fruit and vegetables with bright colours (red, orange, yellow and green) are very healthy. Explain that we all need to eat a varied diet in order to be healthy. Ask the pupils to tell you all the different foods they like to eat.
- Using L1, explain the meaning of the phrase *good for you*. Ask the pupils to name foods which are good for you.

1 Listen and point. 2.50

- Play the recording and ask the pupils to point to the relevant pictures as they listen.
- Ask the pupils to take out their Numbers, Colours and Food picture cards.
- Play the song, one line at a time, and ask pupils to find the picture cards which go with each line.
- Play the song again and ask pupils to hold up the correct picture cards as they listen.
- Point to the pictures in the Class Book and ask pupils to say the correct words for the foods shown in the pictures.

Transcript

Two, four, six, eight, Put something green on your plate. Peas are green, peppers are too, Peas and peppers are good for you!

Two, four, six, eight, Put something yellow on your plate. Lemons are yellow, bananas are too, Lemons and bananas are good for you!

Two, four, six, eight,
Put something red on your plate.
Tomatoes are red, apples are too,
Tomatoes and apples are good for you!

Two, four, six, eight, Put something orange on your plate. Carrots are orange, oranges are too, Carrots and oranges are good for you!

2 Listen again and sing.

- Play the recording again, one line at a time, and ask pupils to repeat chorally.
- Play the recording all the way through and encourage pupils to sing along as much as they can.

PMB song activity (PMB page 31)

• Hand out copies of the song activity.

Colour. What colour is missing? Draw.

- Point to each item and ask pupils to say the correct word.
- Using L1, explain to the pupils that they have to colour the four pictures at the top of the page according to the words in the song. Play the song again, pausing after each verse and asking pupils, e.g. What colour are the carrots? Ask them to put a dot of the correct colour on each item in the pictures.
- Allow pupils time to colour the pictures.
- Ask pupils to look at the four pictures of plates below and say what colours the items in each picture are, then say which colour is missing. Ask pupils to say which colour needs to go on each plate and say which foods at the top of the page are that colour.
- Allow pupils time to draw and colour the missing items, then ask individual pupils to talk about each picture (e.g. The carrots are orange. The lemons are yellow. The peppers are green. The tomatoes are red.)

Optional activity

 End the lesson by singing the song again and encouraging the pupils to hold up the correct picture cards.

Lesson 10 Class Book page 61

Revision

Lesson objectives

Review the core vocabulary set: fruit and vegetables Review the key structure: *I like . . . / I don't like . . .*

Language

Review: Food: apples, bananas, oranges, lemons, carrots, peas, tomatoes, peppers

Structure: I like apples. I don't like bananas.

Materials

CD **(Sq. 2.50–2.53**; Food flashcards 65–72; Unit 6 picture cards; Numbers picture cards; Colours picture cards

Warmer ② 2.50

• Play the song from Lesson 9 and encourage pupils to sing along and hold up the correct picture cards.

Lead-in

- Show the Food flashcards, one after the other and quite fast.
- Say one word (e.g. *peppers*) as you show each card. Pupils call out *Stop!* when they see the correct card.

1 Listen and circle. @ 2.51

- Point to the pictures and ask pupils to name the items.
- Play the first item on the recording. Ask the pupils to listen and repeat, then point to the correct picture. Tell the pupils to draw a circle around the apples.
- Repeat for the remaining items.
- Check pupils' answers by asking individual pupils to say sentences about each item (e.g. Look! Apples.).

Transcript

- 1 Girl Look! Apples.
- 2 Boy Mmm! Tomatoes.
- 3 Girl Yum! Peas.
- 4 Boy Look, two peppers!
- 5 Girl Mmm! Apples.
- 6 Boy Look, carrots! Fantastic!

ANSWERS

- 1 apples 2 tomatoes 3 peas 4 peppers 5 apples
- 6 carrots

2 Listen and match. @ 2.52

- Point to the pictures and ask pupils to name the food items and the characters, then say whether each character is happy or sad.
- Play the recording, one line at a time, and ask pupils to repeat, chorally and individually.
- Play the recording again, one line at a time, and ask pupils to point to the correct pictures.
- Play the recording all the way through as pupils draw lines to match the faces to the foods.
- Point to the pictures of the characters and ask pupils to say sentences (e.g. *I'm Titch*. *I like bananas*).

Transcript

Titch I'm Titch. I like bananas.
Flo I'm Flo. I like apples.
Fred And I'm Fred. I like tomatoes.
Titch I'm Titch. I don't like lemons.
Flo I'm Flo. I don't like carrots.
Fred I'm Fred. I don't like peppers.

ANSWERS

Titch likes bananas and doesn't like lemons. Flo likes apples and doesn't like carrots. Fred likes tomatoes and doesn't like peppers.

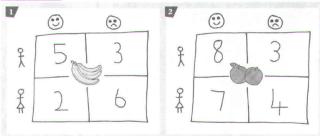
3 Listen and complete. 2.53

- Point to the food items in the diagrams and ask pupils to say the correct words (bananas, apples).
- Play the first line of the recording. Ask pupils to listen and repeat, then ask them to point to the correct square in the diagram. Ask the pupils to write a number 5 in the square.
- Repeat for the rest of the recording.
- Invite pupils around the class to make sentences about the diagrams (e.g. *Five boys like bananas*).
- Pupils can ask and answer questions about the diagrams in pairs (e.g. A: How many girls like bananas? B: Two.).

Transcript

- Five boys like bananas.
 Two girls like bananas.
 Three boys don't like bananas.
 Six girls don't like bananas.
- 2 Seven girls like apples. Eight boys like apples. Three boys don't like apples. Four girls don't like apples.

ANSWERS



Optional activity

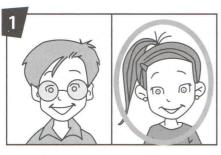
• Play *Snap!* (see p.14) with Colours, Numbers and Food picture cards.

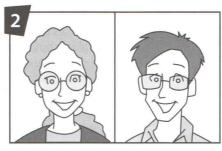
Further practice

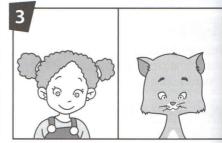
Unit 6 Test Review Test 2



Listen and circle. @ 3.1

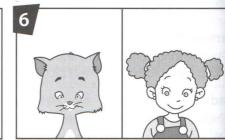








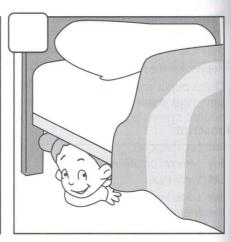




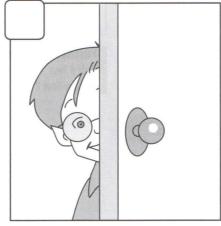
2 Listen and number. @ 3.2







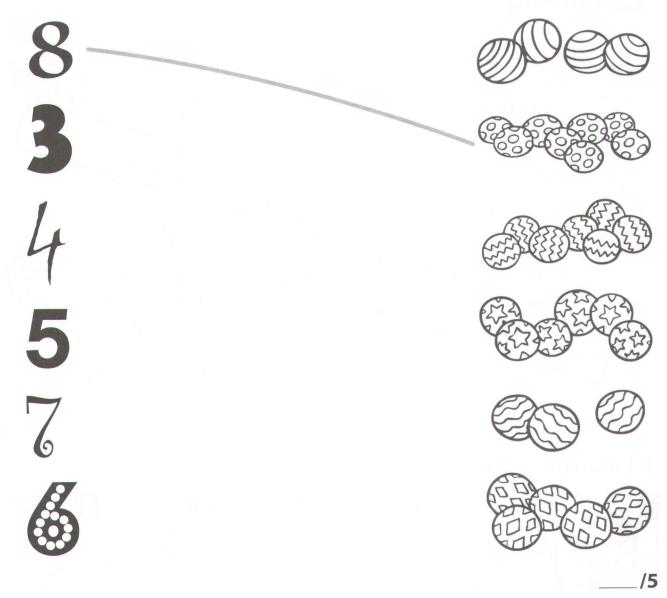




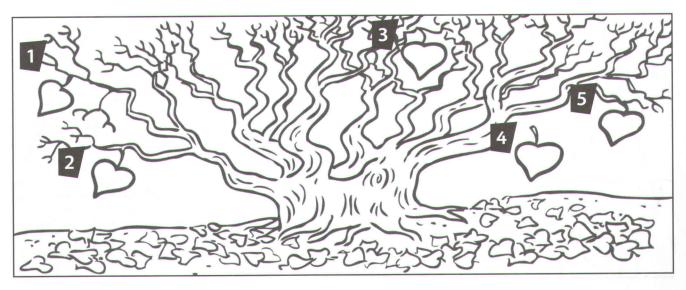


15

3 Count and match. Say.



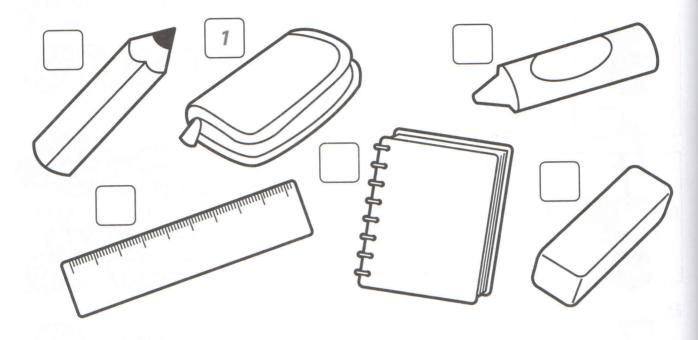
4 Listen and colour. (9) 3.3



/5 Total ____/20

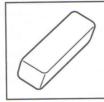


Listen and number. @ 3.4













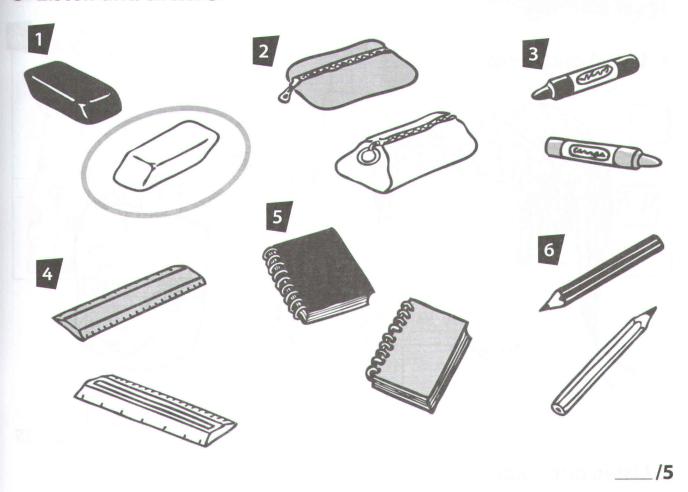




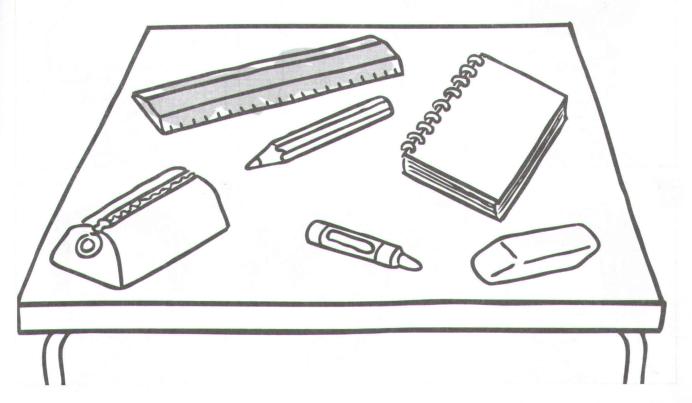
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15

3 Listen and circle. (9) 3.6



4 Listen and colour. @ 3.7

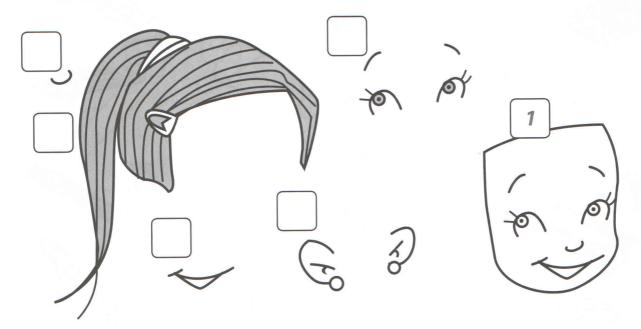


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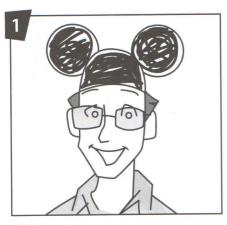
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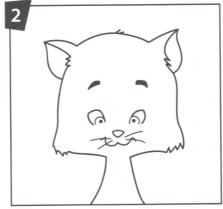


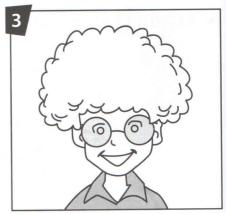
1 Listen and number. @ 3.8

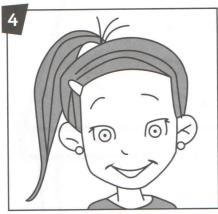


2 Listen and colour. @ 3.9

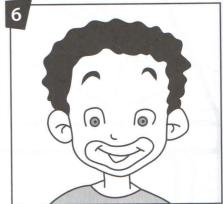










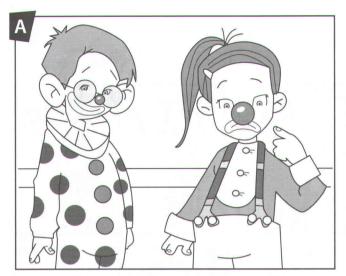


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Unit 3 Test

3 Listen and circle. © 3.10

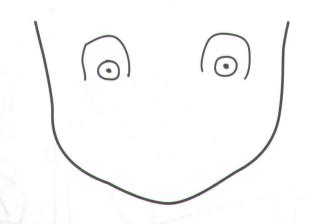




1	А	В	4	А	В
2	Α	В	5	Α	В
3	Α	В	6	Α	В

___/5

4 Listen, draw and colour. © 3.11



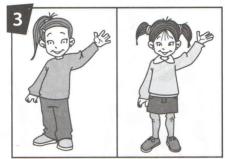
Review test 1

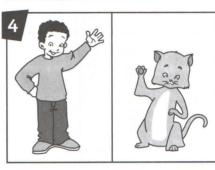
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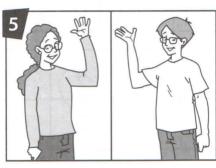
1 Listen and circle. @ 3.12

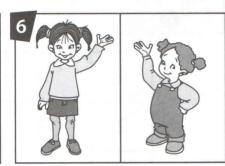












Listen and number. © 3.13









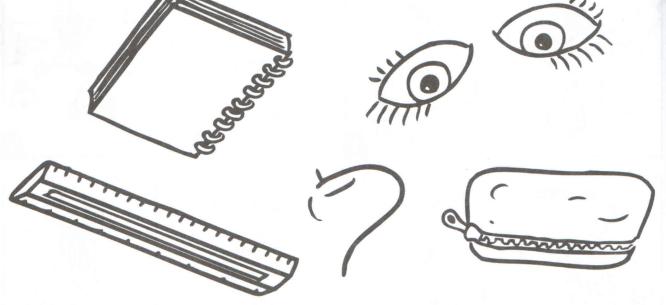




15

3 Listen and ∨ or X. ® 3.14

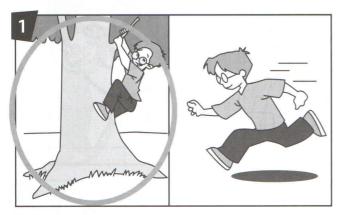




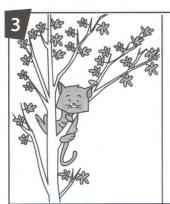
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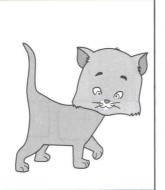


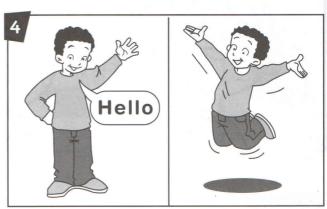
Listen and circle. @ 3.15

















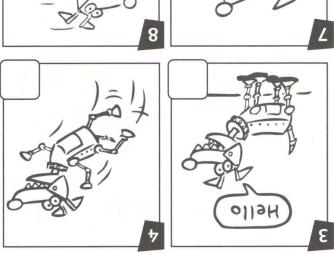






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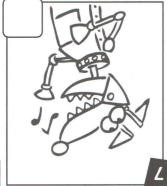
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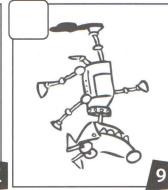








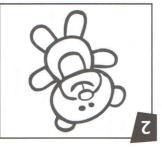


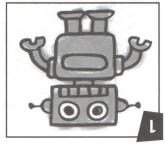




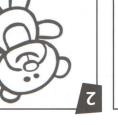
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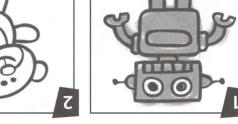










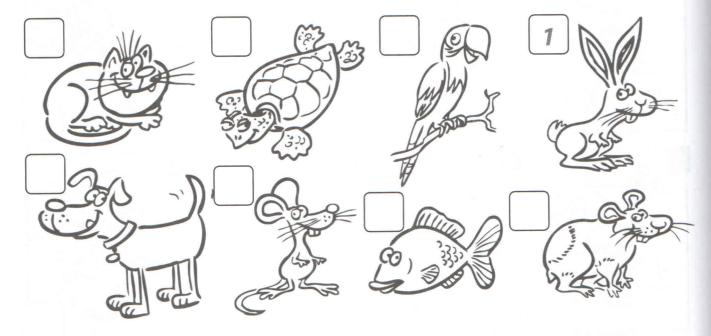


3 Listen and ∨ or X. ® 3.17

28



Listen and number. © 3.18

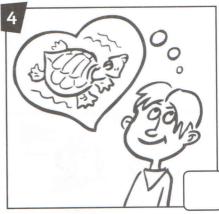


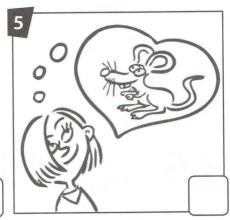
2 Listen and ✓ or ※. ⊚ 3.19













/5

3 Listen and match. @ 3.20









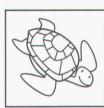




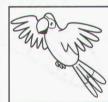




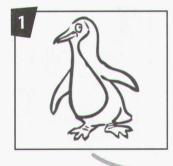


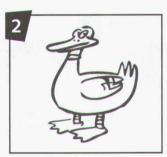




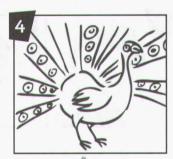


4 Find. Listen and colour. ^(S) 3.21













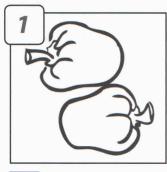


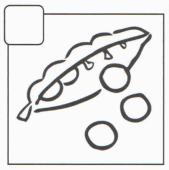


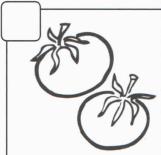
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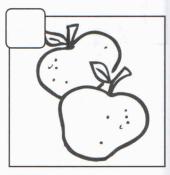


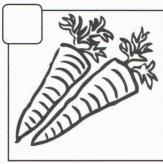
1 Listen and number. ® 3.22

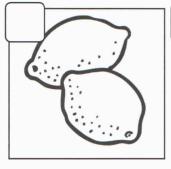




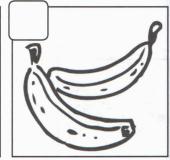












2 Listen and match. @ 3.23

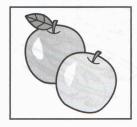




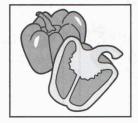








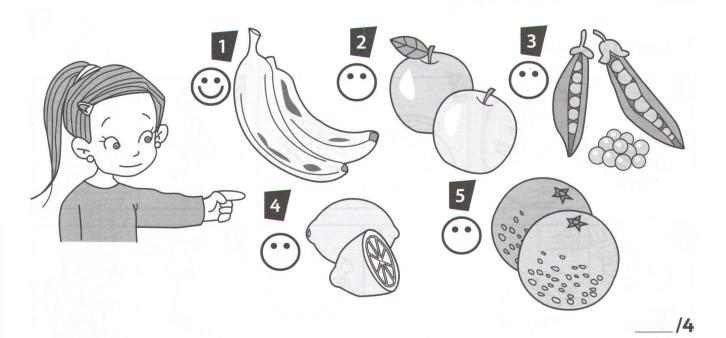




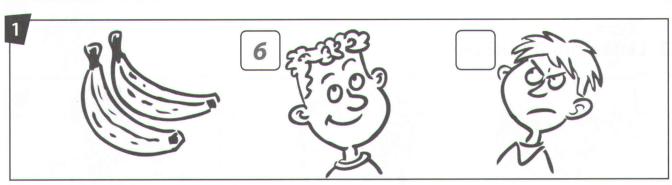




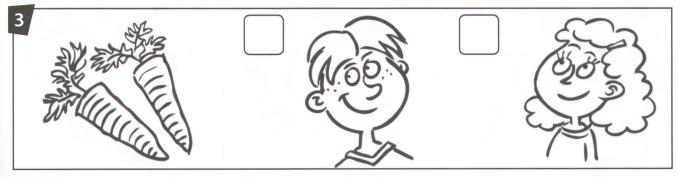
3 Listen and draw © or 🕾. 🚳 3.24



4 Listen and number. @ 3.25







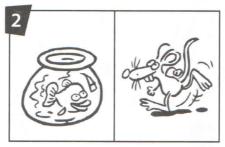
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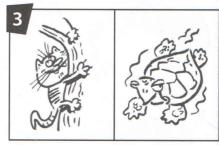
Review test 2

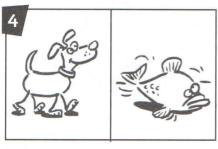
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Listen and circle. 3.26

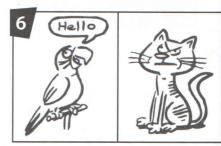




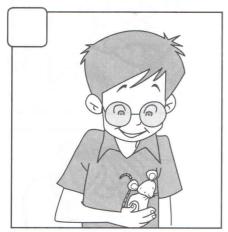


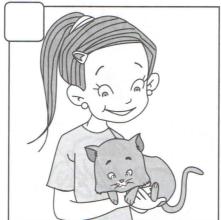






2 Listen and number. © 3.27







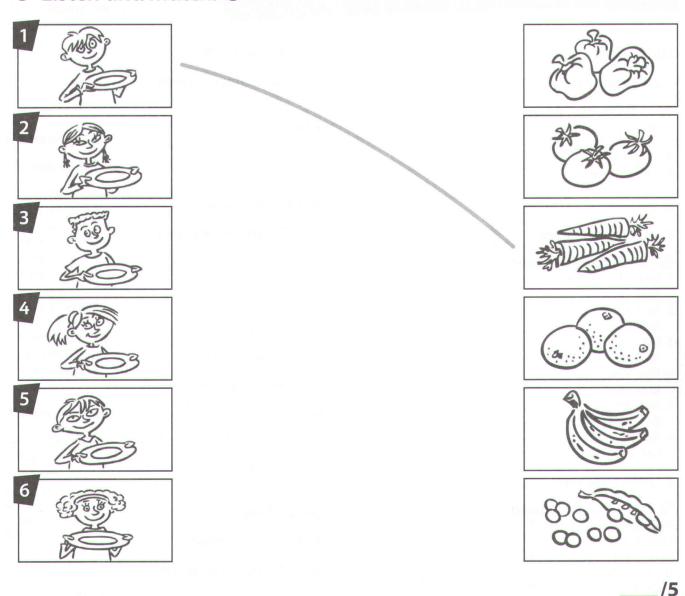






/5

3 Listen and match. @ 3.28



Speaking

4 Point and say.



Total

/5

/20

Test transcripts / answers

Unit 1 Test

1 Listen and circle.

3.1 Transcript / Answers

- 1 Hello, I'm Flo.
- 2 Hello, I'm Dad.
- 3 Hello, I'm Titch.
- 4 Hello, I'm Fred.
- 5 Hello, I'm Mum.
- 6 And I'm Kitty.

2 Listen and number.

3.2 Transcript / Answers

- 1 Fred Where's Mum?
 Mum Here!
- **2 Flo** Where's Fred? **Fred** Here!
- 3 Dad Where's Flo? Flo Here!
- **4 Mum** Where's Kitty? **Kitty** Here!
- 5 Fred Where's Titch?
 Titch Here!
- 6 Flo Where's Dad? Dad Here!

4 Listen and colour.

3.3 Transcript / Answers

Adult What colour is leaf 1?

Titch It's red.

Adult What colour is leaf 2?

Flo It's green.

Adult What colour is leaf 3?

Fred It's orange.

Adult What colour is leaf 4?

Kitty It's brown.

Adult What colour is leaf 5?

Mum It's yellow.

Unit 2 Test

1 Listen and number.

3.4 Transcript / Answers

- 1 Find the pencil case.
- 2 Find the crayon.
- 3 Find the ruler.
- 4 Find the notebook.
- 5 Find the rubber.
- 6 Find the pencil.

2 Listen and match.

3.5 Transcript / Answers

- 1 Flo I've got a notebook.
- 2 Titch I've got a crayon.
- 3 Dad I've got a rubber.
- 4 Kitty I've got a pencil case.
- 5 Mum I've got a pencil.
- 6 Fred I've got a ruler.

3 Listen and circle.

③ 3.6 Transcript / Answers

- 1 I've got a black rubber.
- 2 I've got a grey pencil case.
- 3 I've got a black crayon.
- 4 I've got a white ruler.
- 5 I've got a grey notebook.
- 6 I've got a white pencil.

4 Listen and colour.

③ 3.7 Transcript / Answers

Fred I've got a ruler. It's grey.

Flo I've got a rubber. It's pink.

Fred I've got a notebook. It's blue.

Flo I've got a crayon. It's black.

Fred I've got a pencil. It's white.

Flo I've got a pencil case. It's purple.

Unit 3 Test

1 Listen and number.

3.8 Transcript / Answers

- 1 This is my face.
- 2 This is my hair.
- 3 These are my eyes.
- 4 These are my ears.
- 5 This is my nose.
- 6 This is my mouth.

2 Listen and colour.

3.9 Transcript / Answers

- 1 He's got black ears.
- 2 She's got a pink face.
- 3 He's got green hair.
- 4 She's got brown eyes.
- 5 She's got a red nose.
- 6 He's got a blue mouth.

3 Listen and circle.

3.10 Transcript / Answers

- 1 She's happy. (B)
- 2 He's got big ears. (A)
- 3 She's got a small nose. (B)
- 4 He's sad. (B)
- 5 She's got a big nose. (A)
- 6 He's got small ears. (B)

4 Listen, draw and colour.

3.11 Transcript / Answers

He's got big eyes.

He's got a big nose.

He's got a small mouth.

He's got small ears.

He's got green hair.

He's got a pink face.

Review Test 1

1 Listen and circle.

3.12 Transcript / Answers

- 1 Adult Where's Fred? Fred Here!
- 2 Adult Where's Mum? Mum Here!
- 3 Adult Where's Flo? Flo Here!
- 4 Adult Where's Kitty? Kitty Here!
- 5 Adult Where's Dad? Dad Here!
- 6 Adult Where's Titch? Titch Here!

2 Listen and number.

3.13 Transcript / Answers

- 1 Boy I've got a crayon.
- 2 Girl I've got a pencil case.
- 3 Boy I've got a rubber.
- 4 Girl I've got a notebook.
- 5 Boy I've got a ruler.
- 6 Girl I've got a pencil.

3 Listen and √ or X.

3.14 Transcript / Answers

- 1 He's got a big nose. (X)
- 2 She's got small ears. (X)
- 3 He's got black hair. (✓)
- 4 She's got a small mouth. ()
- 5 He's got big ears. (X)
- She's got white hair. (

 ✓)

Speaking

4 Point and say.

Answers

pencil case, nose, ruler, eyes, notebook

Unit 4 Test

1 Listen and circle.

\$3.15 Transcript / Answers

- T dimb relevant column
- 2 dance in the blank or
- 3 wak
- # say hello

- 5 jump
- 6 run
- 7 play football
- 8 sing

2 Listen and ✓ or X.

3.16 Transcript / Answers

- 1 It can walk. ()
- 2 It can't climb. (X)
- 3 It can say hello. (✓)
- 4 It can jump. (✓)
- 5 It can't play football. (X)
- 6 It can't dance. (X)
- 7 It can sing. ()
- 8 It can't run. (X)

3 Listen, colour and match.

3.17 Transcript / Answers

- 1 Look at the grey robot. It's £5.
- 2 Look at the brown teddy. It's £2.
- 3 Look at the blue car. It's £6.
- 4 Look at the yellow ball. It's £1.

Unit 5 Test

1 Listen and number.

3.18 Transcript / Answers

- 1 Look, a rabbit.
- 2 Look, a mouse.
- 3 Look, a hamster.
- 4 Look, a cat.
- 5 Look, a dog.
- 6 Look, a fish.
- 7 Look, a parrot.
- 8 Look, a turtle.

2 Listen and ✓ or X.

3.19 Transcript / Answers

- 1 Man What's your favourite animal? Girl A hamster. (X)
- **2 Woman** What's your favourite animal? **Boy** A rabbit. (✓)
- 3 Man What's your favourite animal? Girl A parrot. (✔)
- **4 Woman** What's your favourite animal? **Boy** A fish. (X)
- **5 Man** What's your favourite animal? **Girl** A turtle. (**X**)
- **6 Woman** What's your favourite animal? **Boy** A cat. (✗)

3 Listen and match.

3.20 Transcript / Answers

- 1 Fred What's your favourite animal, Flo? Flo A rabbit.
- **2 Dad** What's your favourite animal, Titch? **Titch** A parrot.
- **3 Flo** What's your favourite animal, Dad? **Dad** A dog.

- **4 Fred** What's your favourite animal, Poppy? **Poppy** A hamster.
- **5 Mum** What's your favourite animal, Fred? **Fred** A mouse.
- **6 Flo** What's your favourite animal, Bing? **Bing** A turtle.

4 Find, listen and colour.

3.21 Transcript / Answers

- 1 The penguin's got black and white feathers.
- 2 The duck's got brown feathers.
- 3 The parrot's got yellow, green and red feathers.
- 4 The peacock's got blue and green feathers.

Unit 6 Test

1 Listen and number.

3.22 Transcript / Answers

- 1 Can you see the peppers? Yes, here!
- 2 Can you see the carrots? Yes, here!
- 3 Can you see the tomatoes? Yes, here!
- 4 Can you see the oranges? Yes, here!
- **5** Can you see the peas? Yes, here!
- **6** Can you see the lemons? Yes, here!
- 7 Can you see the apples? Yes, here!
- 8 Can you see the bananas? Yes, here!

2 Listen and match.

3.23 Transcript / Answers

- 1 Flo | like carrots.
- 2 Fred I like tomatoes.
- 3 Poppy I like apples.
- 4 Bing I like bananas.
- 5 Titch I like peppers.

3 Listen and draw [⊕] or [⊕].

3.24 Transcript / Answers

- 1 I like bananas. (©)
- 2 I don't like apples. (⊗)
- 3 I like peas. (©)
- 4 I don't like lemons. (⊖)
- 5 I like oranges. (©)

4 Listen and number.

3.25 Transcript / Answers

- 1 How many boys like bananas? 6. How many boys don't like bananas? 3.
- 2 How many girls like oranges? 5. How many girls don't like oranges? 2.
- 3 How many boys like carrots? 4. How many girls like carrots? 7.

Review Test 2

1 Listen and circle.

3.26 Transcript / Answers

- 1 It can jump.
- 2 It can't run.
- 3 It can climb.
- 4 It can't walk.
- 5 It can sing.
- 6 It can't say hello.

2 Listen and number.

3.27 Transcript / Answers

- 1 Flo What's your favourite animal?
 Dad A dog.
- **2 Fred** What's your favourite animal? **Titch** A turtle.
- **3 Mum** What's your favourite animal? **Fred** A mouse.
- **4 Flo** What's your favourite animal? **Bing** A rabbit.
- 5 Fred What's your favourite animal? Mum A parrot.
- **6 Dad** What's your favourite animal? **Flo** A cat!

3 Listen and match.

3.28 Transcript / Answers

- 1 Boy I don't like peppers. I like carrots.
- 2 Girl I don't like bananas. I like oranges.
- 3 Boy I don't like peas. I like peppers.
- 4 Girl I don't like tomatoes. I like peas.
- 5 Boy I don't like oranges. I like bananas.6 Girl I don't like carrots. I like tomatoes.

Speaking

4 Point and say.

Answers

apples, turtle, dance, play football, hamster

Record card: Attitudes and Behaviour

Name of nunil:	
I dille of papir	

Objectives	all the time	sometimes	never
Listens and follows instructions			11.
Joins in songs and chants			3
Participates in games			Fair
Joins in TPR activities			. Legy
Pays attention to the story			
Shows understanding of the story			
Shows understanding of the 'Learning for life' topics			474
Remembers the new topic vocabulary			, brann
Remembers the new 'Learning through English' vocabulary			
Participates in group activities			40
Participates in the 'make-and-do' activities			
Behaves appropriately in class			
Shows an interest in learning English			
Develops good relationships with other pupils			/ Tainson
Is able to self-assess own development			
		4-3	

Tick the relevant column according to the pupil's behaviour for each objective. You can use the blank rows to insert any extra behavioural objectives that you want to evaluate.

Record card: Linguistic objectives (Units 1-6)

Name of pupil:

	Needs a lot of help	Needs some help	Target achieved	Test score
Unit 1				
Unit 2				3
Unit 3				
	Rev	iew test 1		Amestra in Association
Unit 4				n's paras 1.78
Unit 5				
Unit 6				
	Rev	riew test 2		

Tick the relevant column for the pupil's level of achievement in each unit. In addition, you may like to use the following key to indicate in which areas the pupil still needs help:

V = vocabulary L = listening S = speaking

Use the 'Test score' column to keep a record of each pupil's scores for the unit tests and term tests.



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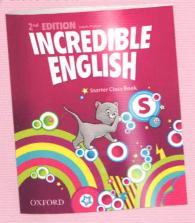
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