CAMBRIDGE

Super Minds

Teacher's Book Starter

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Hello

1 CD1 02 Listen and sing.

Aims

- to present and practise greetings and introductions
- to sing a song with the class

New language: *What's your name?*
I'm Mike/Polly/Leo/Gina. Hello

Materials: CD 1, flashcards (Mike, Polly, Leo, Gina), a soft toy, character masks: back of the SB (optional)

Language competences: Your students will be able to greet someone, introduce themselves and ask someone's name.

Your students will be able to join in with a song.

Warm-up

Aim: to present and practise greetings and introductions

- Say *Hello!* Students repeat several times. Whisper Hello! Students repeat. Sing *Hello!* Students repeat.
- Show a soft toy and say *I'm (name)*. Repeat several times. Pass the toy to a student and ask *What's your name?* The student says his/her name or *I'm (name)*. Say *Hello, (name)*. Students repeat.
- Practise *What's your name?* with the class.
- The student with the toy passes it to another student, saying *What's your name?* The next student says his/her name or *I'm (name)*. The rest of the students say *Hello, (name)*. Continue around the class.
- With a large class, divide the students into two or three groups once they have got the idea. Students can point instead of passing a toy.

Presentation

1 CD1 02 03 SB p4 **Listen and sing.**

Aim: to present the names of the main characters and to sing a song

- Play the song. Hold up your book and demonstrate pointing to the monkey, the parrot, the lion and the giraffe in turn. Encourage the students to point.

CD 1 Track 02

Children: What's your name?
What's your name?
Mike: I'm Mike.
Children: Hello Mike.

Mike: What's your name?
What's your name?
Polly: I'm Polly.
Mike: Hello Polly.

Mike: What's your name?
What's your name?
Leo: I'm Leo.
Mike: Hello Leo.

Mike: What's your name?
What's your name?
Gina: I'm Gina.
Mike: Hello Gina.

Children: Gina, Polly, Mike and Leo.
Hello, hello, hello, hello!

- Play the song again. This time, show the character flashcards as each character is introduced.
- Say the names. Students point to Mike, Polly, Leo and Gina in their books.
- Students join in with the last line of each verse and with the last two lines of the song.
- Use the karaoke version (see Extension activity).
- **Note:** There are karaoke versions of all the songs in the course. Students can sing with the karaoke version once they are familiar with the song.

Practice

1 WB p2 **Match and say the names.**

Aim: to practise recognising characters

- Point to the example to explain the activity. Say *I'm Mike.*
- Students draw lines to match. They show you the line that they have drawn and say *I'm (Polly).*

Ending the lesson

Aim: to review character names

- Cover each flashcard with a piece of paper. Slowly reveal the picture, looking at it and asking *What's your name?* Students say *I'm (Mike).*

Extension activity

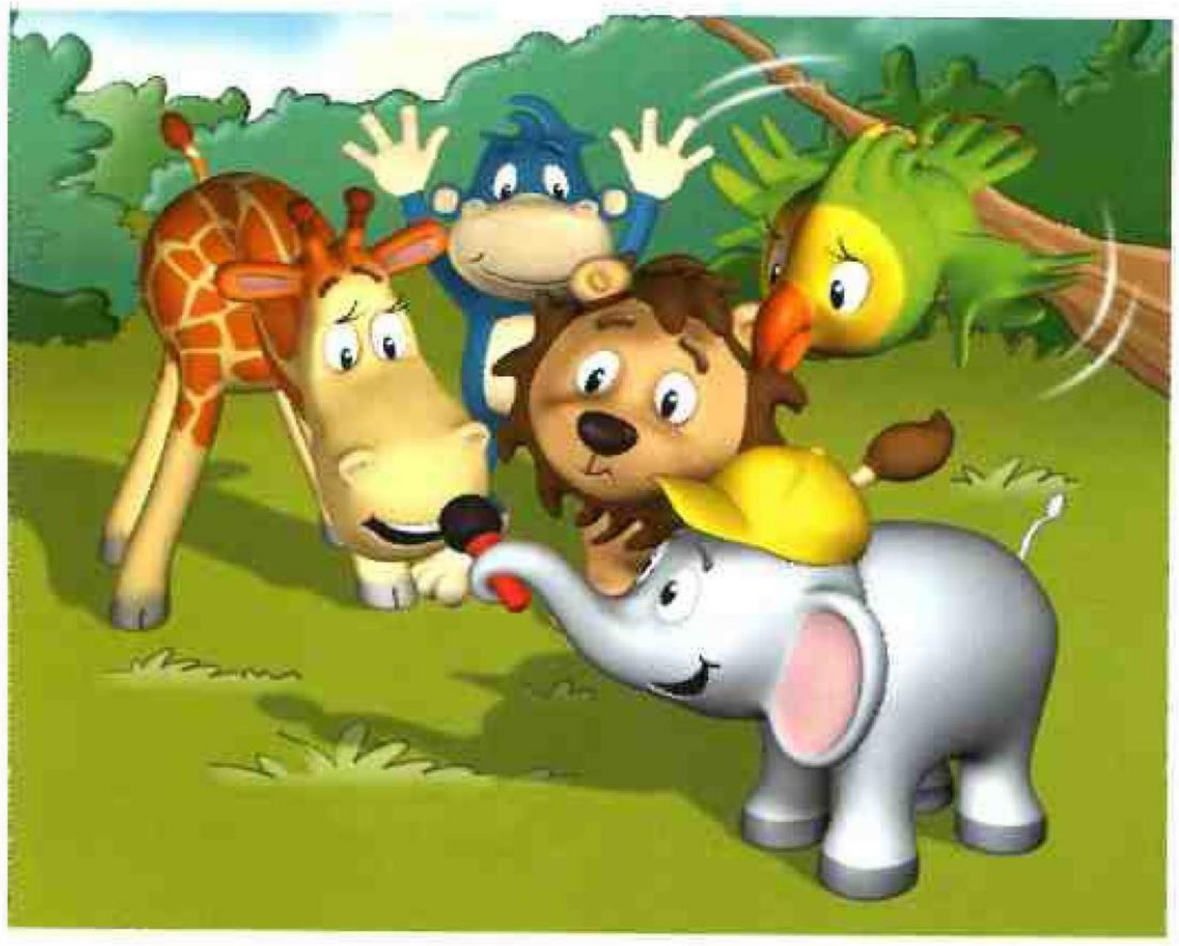
Aim: to review character names

- Give four students the cut-out masks of the characters (for details see page T6) or the flashcards. Say to each of them *Hello, (Mike).* Students repeat.
- Students stand in a circle with the students who are wearing the masks in the middle.
- Play the song. As they sing *What's your name?* the students point to the 'animals' in the middle. When they sing *Hello*, they wave at the 'animals'. Repeat with different students wearing the masks.

1 CD1 04 Listen and point. Then listen and say the names.



2 CD1 05 Listen and point.









Aims

- to present and practise four animals
- to review the characters' names and greetings

Skills: listening

New language: *monkey, giraffe, lion, parrot, the*

Recycled language: *Hello, What's your name? I'm (Mike/Gina/Leo/Polly)*

Materials: CD 1, flashcards (characters), character jigsaws: WB page 112, scissors and glue (optional)

Language competences: Your students will be able to name four animals.

Warm-up

Aim: to review greetings and character names

- Say *Hello. I'm (name).* Ask a student *What's your name?* (*I'm (name).*) Repeat with other students.
- Show the flashcards. Students say *Hello, (Mike).*
- Play the song from SB page 4 (CD 1 Track 02). Show the appropriate flashcard for each verse. Students join in.

Presentation

1 CD1 04 SB p5 **Listen and point. Then listen and say the names.**

Aim: to present animal names

- Students listen to the CD and point to the characters.

CD 1 Track 04

monkey ... the monkey ... Mike the monkey
giraffe ... the giraffe ... Gina the giraffe
lion ... the lion ... Leo the lion
parrot ... the parrot ... Polly the parrot

- Play the CD again. Students say the full names.

Practice

2 CD1 05 SB p5 **Listen and point.**

Aim: to practise animals and character names

- Students listen and point to the correct picture.

CD 1 Track 05

Elliot Elephant: Hello. What's your name?
Mike: I'm Mike the monkey.
Elliot Elephant: Hello. What's your name?
Polly: I'm Polly the parrot.
Elliot Elephant: Hello. What's your name?
Leo: I'm Leo the lion.
Elliot Elephant: Hello. What's your name?
Gina: I'm Gina the giraffe.

- Say the sentences from the recording in a different order (e.g. *I'm Leo the lion*). Students point to the correct picture.
- Stick the flashcards on the board. Call a volunteer to the board. Say one of the sentences (e.g. *I'm Gina the giraffe*). Students repeat. The student at the board points to the correct picture.

1 WB p3 **Trace and match.**

Aim: to practise animals, tracing and recognising shapes

- Students trace all the animal outlines first then match the adult and the young by drawing lines.
- Check answers by pointing to the adult animal and asking *What's this? (Giraffe).* Say *Yes, that's right. Where's the baby giraffe?* Students point.

Ending the lesson

Aim: to review animals and character names

- Choose a flashcard, look at it, but keep it hidden.
- Mime the animal on the flashcard. The first student to put up his/her hand guesses the character and animal (e.g. *Leo the lion*). Say *Yes, I'm Leo the lion.* or *No, I'm not Leo the lion. Try again.*
- Repeat with another flashcard. Then call a student out to choose a card and mime. When a student has guessed correctly, ask the student at the front *What's your name?* The student shows the card and says e.g. *I'm (Mike the monkey).*

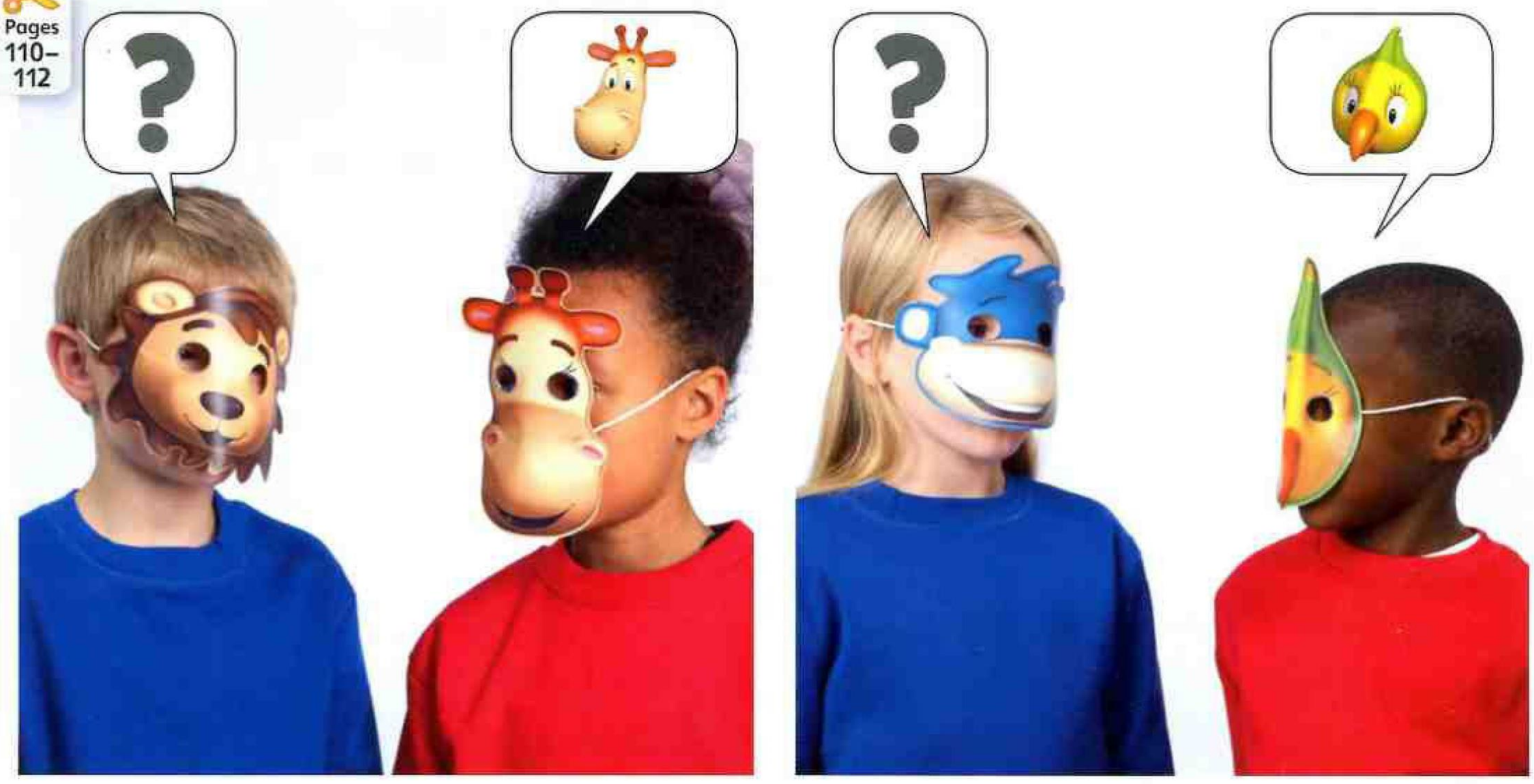
Extension activity

Aim: to review animals and character names

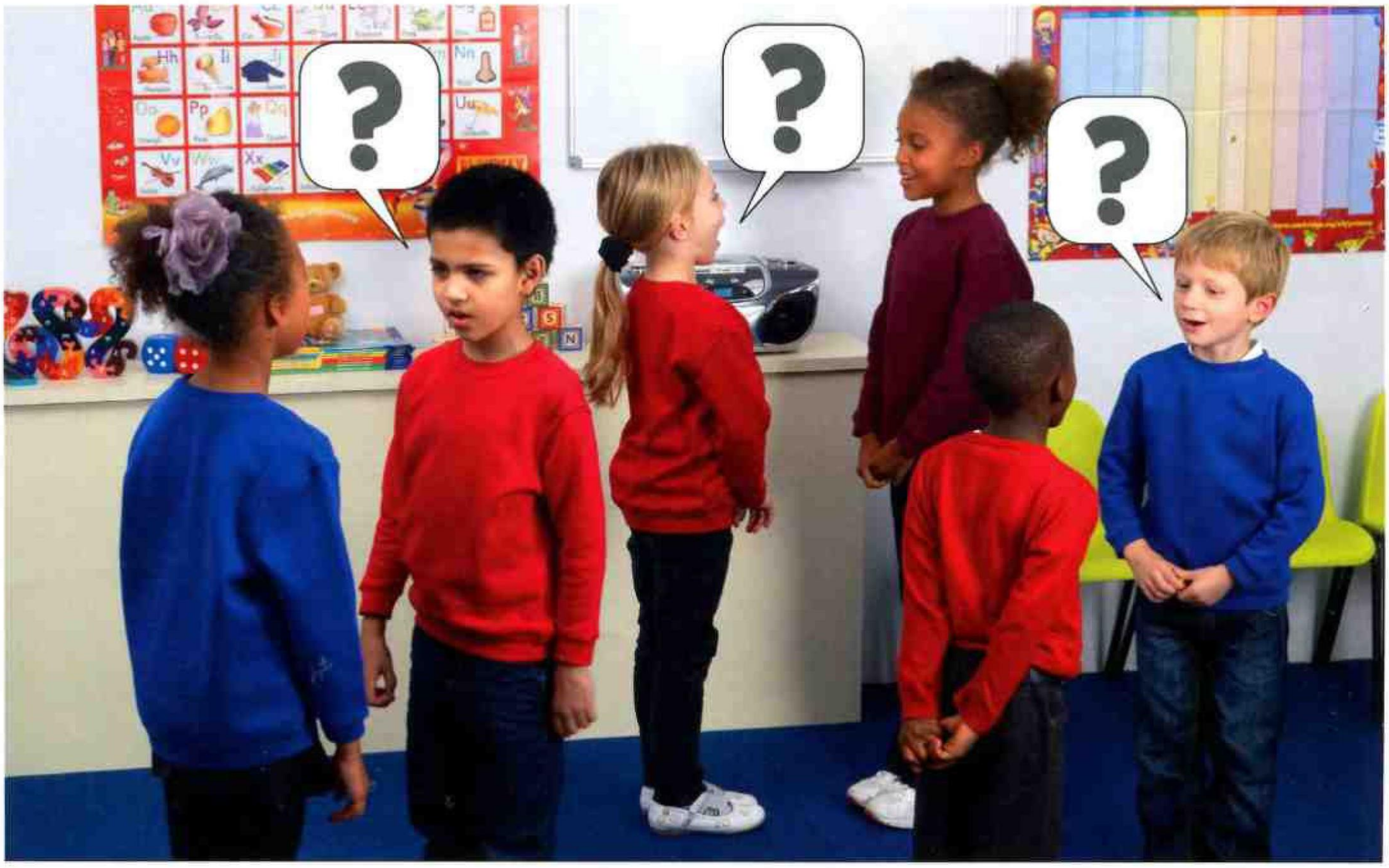
- Help students to find WB page 112.
- Show them the half pictures at the top of the page. Explain the task in L1. Give out some paper, scissors and glue.
- Students cut out the half pictures and stick them on paper to make the complete characters. Help with cutting and sticking as necessary.
- Use the completed pictures to practise the character names, e.g. *Who's this? (Leo the lion).*

1 Act out.

Pages 110–112



2 Ask and answer.



6 I'm (Mike, Leo, Gina, Polly).

Aim

- to practise asking someone's name and introducing yourself

Skills: speaking

Recycled language: animals, *(Mike) the (monkey)*, *What's your name? I'm (name)*, *Hello*

Materials: CD 1, flashcards (characters), cut-out character masks: SB pages 110 and 112 (with your own set prepared in advance), scissors, string or A3 paper, glue or sticky tape

Note: Prepare four sample masks before the class. Cut each mask out, including around the eyes, and either use string or stick a strip of paper long enough to fit around your head onto the areas shown on the back of the mask. The masks can also be used in the story lessons. For more information, see Introduction, page xv.

Language competences: Your students will be able to ask someone's name and introduce themselves.

Warm-up

Aim: to review language from the previous lesson

- Make a noise to represent one of the characters (lion, giraffe, parrot or monkey). Students guess, e.g. *Polly the parrot*. Say *Yes, I'm Polly the parrot* or *No, I'm not Polly. Try again*. Repeat the noise.
- **Note:** Giraffes are quiet animals but they can make a soft sound like a calf or a sheep. Students may find it easier to guess if you pretend to chew very slowly, moving your tongue a lot.
- Students play the same game in pairs.

Practice

1 ✂ SB pp6, 110 and 112 **Act out.**

Aim: to role play asking someone's name

- Show each mask and ask *Who's this? (Leo)*. Explain in L1 how to make the masks and hand out the materials. Each student should make at least two masks in this lesson. Help students to cut out the masks and use string or stick a paper strip in place so that it fits their head.
- Put on a mask. Choose a student to say *Hello. What's your name?* Say *I'm (Mike the monkey). Hello.*
- Students put on a mask and ask and answer in small groups. Circulate and check that they are using both the question and the answer.
- Students change their masks so that they practise being at least two characters.
- Collect the masks and keep them, marked with the students' names, for use in future lessons.

2 SB p6 **Ask and answer.**

Aim: to practise asking and answering with names

- Students take off their masks. Say *Hello. I'm (name).* Ask a student *What's your name*? The student says *I'm (name). Hello.* Practise with two or three more students.
- Set a time limit and tell students to speak to as many people as possible. They stand up to ask and answer.

1 CD1 06 WB p4 **Listen and trace.**

Aim: to practise listening and identifying characters

- Play the first recording and show the class the example. Students then listen to the rest and decide which of the two characters is speaking. They trace around the correct picture.
- **Note:** Numbers in this unit are for your reference only. Numbers 1–6 are taught in Unit 1 and 7–10 in Unit 4.

CD 1 Track 06

1 **Elliot:** What's your name?
Leo: I'm Leo.
2 **Elliot:** What's your name?
Gina: I'm Gina.
3 **Elliot:** What's your name?
Mike: I'm Mike.
4 **Elliot:** What's your name?
Polly: I'm Polly.

- Point to each pair of pictures. Ask *Who is it?* Students point to the picture that they traced and say the name.

Key: 2 Gina, 3 Mike, 4 Polly

Ending the lesson

Aim: to practise language from the lesson

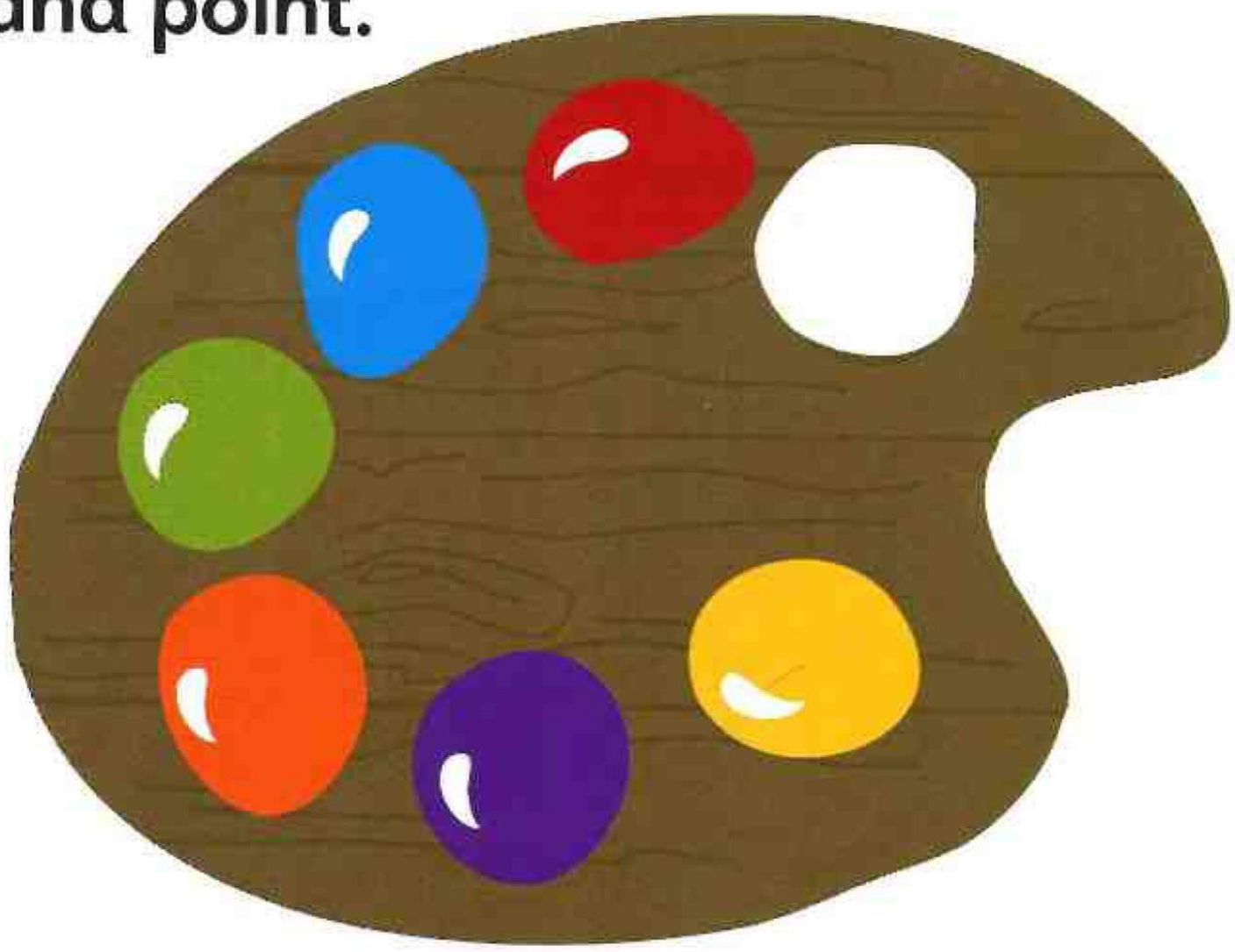
- Move the furniture into the centre of the classroom if practical. Stick the flashcards around the room.
- The students ask *What's your name?* Say *I'm (Leo the lion).* Everyone runs to the correct flashcard.
- If movement around the room is difficult, students can stand and point to the correct flashcard instead.

Extension activity

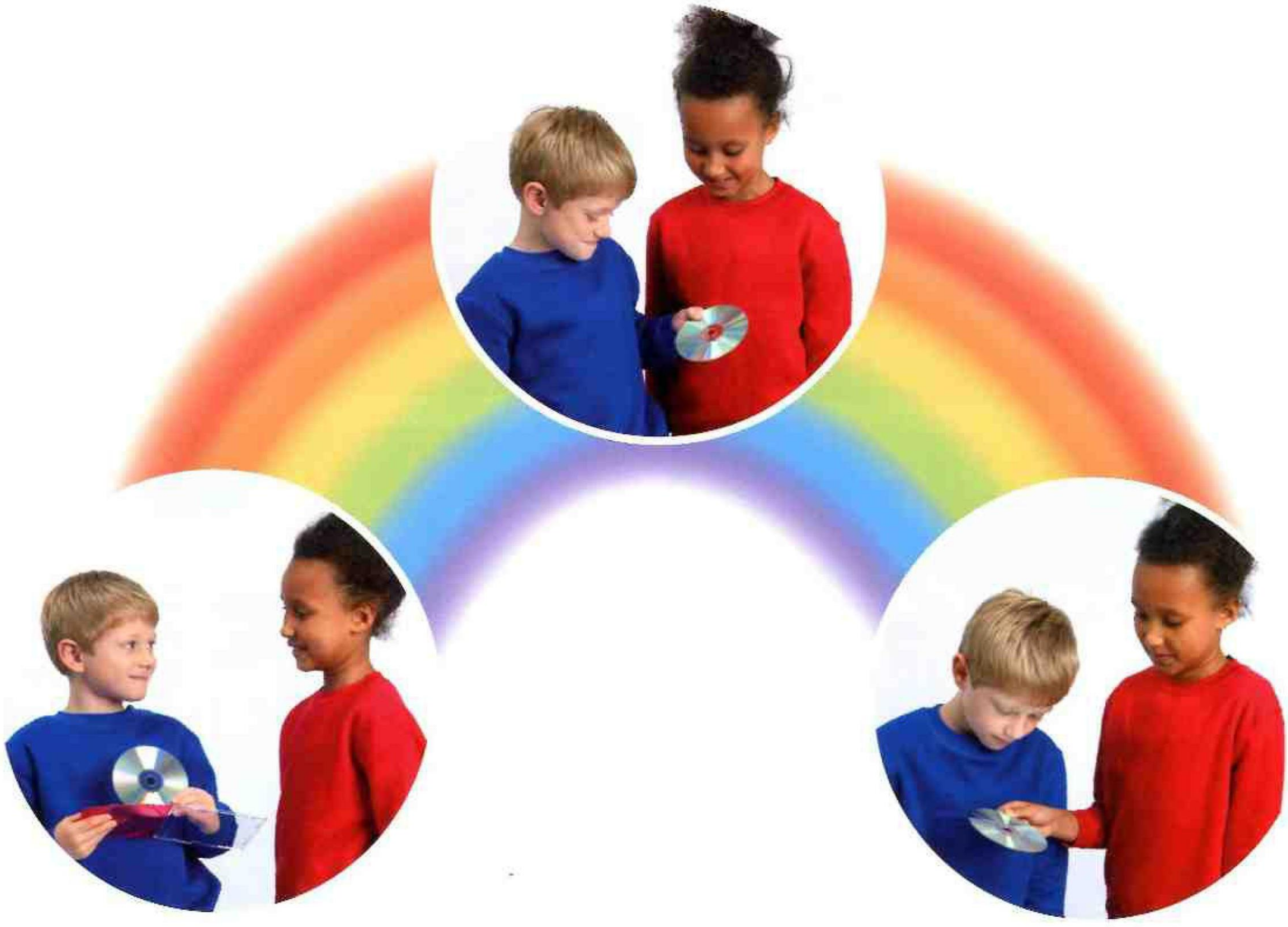
Aim: to practise greetings and introductions

- Explain the game in L1. Students stand up. They ask you *What's your name?* Reply *I'm (student's name – adding the surname if necessary)*. This student quickly sits down.
- Continue until all the students are sitting down.

1 CD1 07 Listen and point.



2 Move a CD. Look and say the colours.



red, blue, green, orange, purple, yellow

Aim

- to present and practise colours

New language: *red, blue, green, orange, purple, yellow*

Recycled language: animals

Materials: CD 1, flashcards (colours 1), *Hello* unit mini cards: WB page 112 and scissors (optional), coloured pencils or crayons, blank or pre-recorded CDs, coloured soft toys (optional)

Language competences: Your students will be able to name colours.

Warm-up

Aim: to present colours

- Ask students their favourite colours in L1.
- If your class have had any previous contact with English, elicit any colours that they remember.
- Use the flashcards, items in the classroom (e.g. students' bags) or coloured soft toys to present red, blue, green, orange, purple and yellow. Hold each item up. Say the colour. Students repeat.
- Hold each item up again. Students say the colour without your prompt. Say *Yes, it's (red).*

Presentation

1 CD1 07 SB p7 **Listen and point.**

Aim: to present colours

- Ask students about the picture in L1. Make sure that they know that the picture is of an artist's palette (where a painter keeps his/her colours).
- Play the CD. Students point to the colours.

CD 1 Track 07

red ... blue ... green ... orange ... purple ... yellow

- Say the colours in a different order. Students point.
- Play the CD again and pause for students to repeat each colour.

Practice

2 SB p7 **Move a CD. Look and say the colours.**

Aim: to practise recognising and saying colours

- Choose volunteers and call them out to the front. Give these students a CD each and show them how to move it around in the sunlight to show the different colours. Ask different students out to the front to move the CDs and to say the colours.
- Students work in pairs. One points to a section of the rainbow on the page and the other says the colour.
- **Note:** You may like to explain in L1 that there are seven colours in a true rainbow. (In English these are known as red, orange, yellow, green, blue, indigo and violet.)

1 CD1 08 WB p5 **Listen and colour.**

Aim: to practise following instructions and identifying colours

- Point to each of the animals. Ask *What's this animal?* Students say e.g. *giraffe*. If necessary, say *Gina the ...?* to remind them.
- Play the CD. Students colour the pictures.

CD 1 Track 08

Colour the giraffe orange and purple.
Colour the monkey blue.
Colour the lion yellow.
Colour the parrot red and green.

- Check answers by asking *What colour is the (giraffe)? (Orange and purple).*

Ending the lesson

Aim: to practise colours

- Say the colours from SB Activity 1 'Listen and point' rhythmically, like a chant.
- Students repeat.
- Say the chant faster and faster with the class.

Extension activity

Aim: to practise colours

- Students cut out the *Hello* unit mini cards.
- In pairs, students spread out one set of cards face up, showing the colours. Students take turns to point to the colours and say them.
- One student closes his/her eyes. The other student takes a card away or turns it over. The first student opens his/her eyes and says the missing colour (e.g. *green*).
- Students swap over and repeat the game.

1 CD1 09

The water hole













Aims

- to present a picture story
- to review language from the unit

Skills: listening and following a picture story

New language: *Look! a, water hole, yes, and, this is, say, sorry, Here you are, Wait! Thank you!*

Recycled language: *What's your name? I'm (name), Hello,* colours

Materials: CD 1, flashcards (characters, colours 1), props for acting out the story (optional): character masks, home-made hats/masks for Mr Elephant, Elliot and Mrs Elephant (see Note on page T98), a towel, a cap, a bow

Language competences: Your students will be able to listen and follow a picture story.

Warm-up

Aim: to review character names

- Say three of the animal characters' names, e.g. *Mike, Polly, Gina and ...?* Students say *Leo.*
- Show the flashcards. Students say the full names.

Presentation

1 CD1 09 SB pp8–9 **Story: The water hole**

Aim: to listen to and follow a picture story

- Point to the first picture on SB page 8. Say *Point to (Polly the parrot).*
- Explain in L1 that the characters are at a water hole.
- Give students time to look at the rest of the pictures.
- Play the CD. Students follow the pictures.

CD 1 Track 09

1 **Gina:** Look! A water hole.
Mike, Polly, Leo: Oh, yes!
2 **Gina:** What's your name?
Mr Elephant: I'm Ed.
3 **Mr Elephant:** And this is Elliot.
Elliot Elephant: Hello!
Mike: Hello, Elliot!
4 **Elliot Elephant:** Look!
5 **Elliot Elephant:** Wheee!
(Sound of a big splash)
6 **Mr Elephant:** Say 'Sorry'.
Elliot Elephant: Sorry.
7 **Mr Elephant:** Here you are!
(Sound of water)
Mike, Gina, Leo, Polly: Oh!
8 **Mrs Elephant:** Oh, wait!
9 **Mrs Elephant:** Here you are.
Mike, Gina, Polly, Leo: Ah!
10 **Mike, Gina, Polly, Leo:** Ah! Thank you!

Practice

2 Think! SB p9 **Find and say the colour.**

Aim: to review colours

Thinking skills: associating silhouettes with objects

- Review the target colours using the flashcards.
- Point to the first item in Activity 2 and say *Look! There's a cap. A cap. Where's the cap in the story?* Use gesture to show that the students need to find it.
- Students put up their hands when they have found the item. Ask *What colour is it? (Yellow).* Say *That's right. It's yellow.* Repeat with the other items.

Key: 1 yellow (Elliot's cap), 2 red (the towel), 3 purple (Mrs Elephant's bow), 4 green (the tree on the hill)

Ending the lesson

Aim: to help students understand the story

- Play the story again and pause after each picture. Students explain what's happening in L1.
- Check the names of the new characters, Ed and Elliot by pointing and asking *Who's this?*
- Say some phrases from the story in the style of the actors on the CD. Students point to the character and say the name, e.g.:
What's your name? (Gina), And this is Elliot. (Ed), Hello, Elliot! (Mike), Say 'Sorry' (Ed), Sorry. (Elliot), Thank you! (Mike, Polly, Gina and Leo)

Extension activity

Aim: to reinforce understanding of the story

- Invite seven volunteers to the front. Students act out the story with your help, using the character masks and other available props (see 'Materials'). Remind them that the new characters at the beginning of the story are called Ed and Elliot.
- Encourage students to use key language from the story (*What's your name? I'm ...*, etc.) and to make appropriate sound effects.
- Invite other students to come to the front and act.







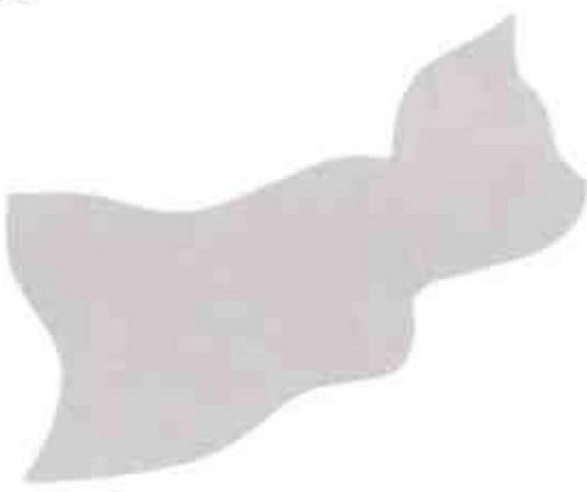


2 Think! Find and say the colour.

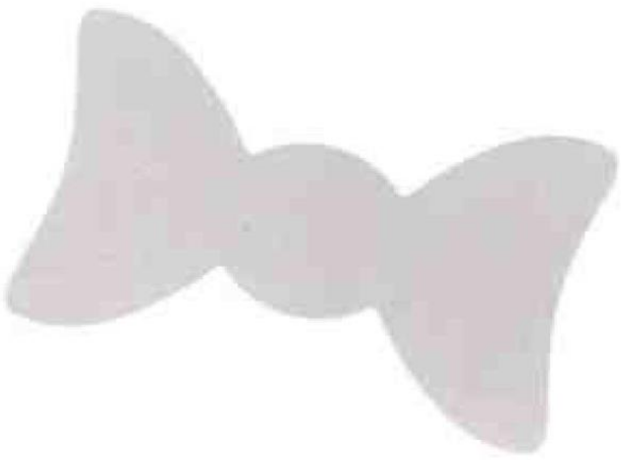
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2



3



4



Aims

- to talk about the meaning of a story
- to review language from the unit
- to encourage students to reflect on their learning

Thinking skills: interpreting the values in a story

Recycled language: language from the story

Materials: CD 1, flashcards (characters) or masks, coloured pencils or crayons

Language competences: Your students will be able to interpret the deeper meaning of a story.

Your students will be able to say Sorry.

Warm-up

Aim: to review the story SB pp8–9

- Students tell you the story in L1.

Presentation

Story values: SB pp8–9

Aim: to think about the meaning of the story: saying *Sorry*

- Play the story again (CD 1 Track 09) and pause after each picture to talk about what's happening.
- Ask students why it was important for the baby elephant to say *Sorry*.
- Ask students for examples of when they have said *Sorry* recently.
- Call a group of four to six students out to the front. Pretend to bump into one of them gently and say *Sorry!* Students repeat. Do this several times.
- The students at the front walk around, pretend to bump into others in the group gently and say *Sorry!* Repeat the activity with different students.

Practice

1 Think! WB p6 **Look and colour.**

Thinking skills: applying values from the story to new situations

- Ask students in L1 what Elliot is saying in the picture from the story.
- Students explain in L1 what is happening in the pictures below.
- Students colour in the frame of the picture which shows the same value as the story (saying *Sorry*). Tell them which colour to use or let them choose a colour.

Key: Picture 2

1 WB p7 **Colour. Say the words.**

Aim: to create a record of learning

- Dictate a colour for each paint splash. Note down the order of the colours so you can check students' work.
- Students colour the splashes in the colours you say.
- Circulate and check, asking *What colour is it?* for students to point and say the colours.
- Ask students to tick each colour splash if they can say the word.

2 WB p7 **Draw faces.**

Aim: to help students reflect on their learning

- Explain in L1 what each picture represents (the song, learning about colours, the story).
- Students draw a face next to each picture to show how much they enjoyed the different parts of the unit.

Ending the lesson

Aim: to review greetings and the unit song

- Review the story characters' names using flashcards or masks.
- Play the song from SB page 4 (CD 1 Track 02). Use the flashcards or masks as prompts for each verse, encouraging students to join in as much as they can.
- Choose four students and give each a character flashcard or a mask to wear. These students sing a 'solo' with the appropriate line of the song (e.g. the student with the Mike flashcard sings *I'm Mike* after the class sing the line *What's your name?*).

Extension activity

Aim: to practise new language from the story

- First review *Thank you*. Gesture that you want one of your students to give you an item from their desk. When he/she hands it over, say *Thank you*. Encourage students to repeat.
- When they are familiar with this, hand the items back to the various students, saying *Here you are*. Encourage each student to say *Thank you*.
- Students practise this exchange in pairs, handing each other items from their pencil cases or bags.

1 My classroom

1 CD1 10 Listen and point. Then listen and say the words.



2 CD1 11 Listen and chant.



10 1 pencil 2 chair 3 bag 4 rubber 5 book 6 desk

Aims

- to present and practise classroom objects
- to say a chant with the class

New language: *pencil, chair, bag, rubber, book, desk*
Oh no! What's the matter? my, all, in, on

Recycled language: colours

Materials: CD 1, flashcards (colours 1), coloured pencils or crayons, Unit 1 classroom object mini cards: WB page 110 and scissors (optional)

Language competences: Your students will be able to name classroom objects.
Your students will be able to join in with a chant.

Warm-up

Aim: to review colours

- Show the flashcards to review colours.
- Say *Show me something (red)*. Clap three times. Students hold up an object of the correct colour.

Presentation

1 CD1 10 SB p10 **Listen and point. Then listen and say the words.**

Aim: to present classroom objects

- Play the first part of the recording. Students say what's happening in L1 (Leo is looking for his pencil).
- Play the rest of the recording. Hold up your book and show students how to point to the numbered items.

CD 1 Track 10

Leo: Oh no, no, no, no, no!
Polly: What's the matter?
Leo: My pencil! Oh no!

1 pencil
2 chair
3 bag
4 rubber
5 book
6 desk

- Play the CD again. Students point and repeat.

2 CD1 11 SB p10 **Listen and chant.**

Aim: to practise classroom objects and say a chant

- Play the chant. Hold up your book and encourage students to point to the pictures.

CD 1 Track 11

My pencil, my book, my rubber – all in my bag.
My pencil, my book, my rubber – all on my chair.
My pencil, my book, my rubber – all on my desk.

- Play the chant again for students to join in.
- **Note:** The prepositions *in* and *on* are not core language until Unit 5.

Practice

1 WB p8 **Find and colour.**

Aim: to encourage students to pay attention to details in a picture

- Use L1 to ask students to name the white objects in the picture. Hold up your book and begin to colour one of them. Students colour each one a different known colour (red, green, blue, orange, yellow or purple) or you can specify the colours if you prefer.

Key: As well as the desk and the chair in the picture, Polly has a book, Gina has a pencil on her head, there's a bag on the door behind Mike and Leo has a rubber in his paw.

Ending the lesson

Aim: to review classroom objects and colours

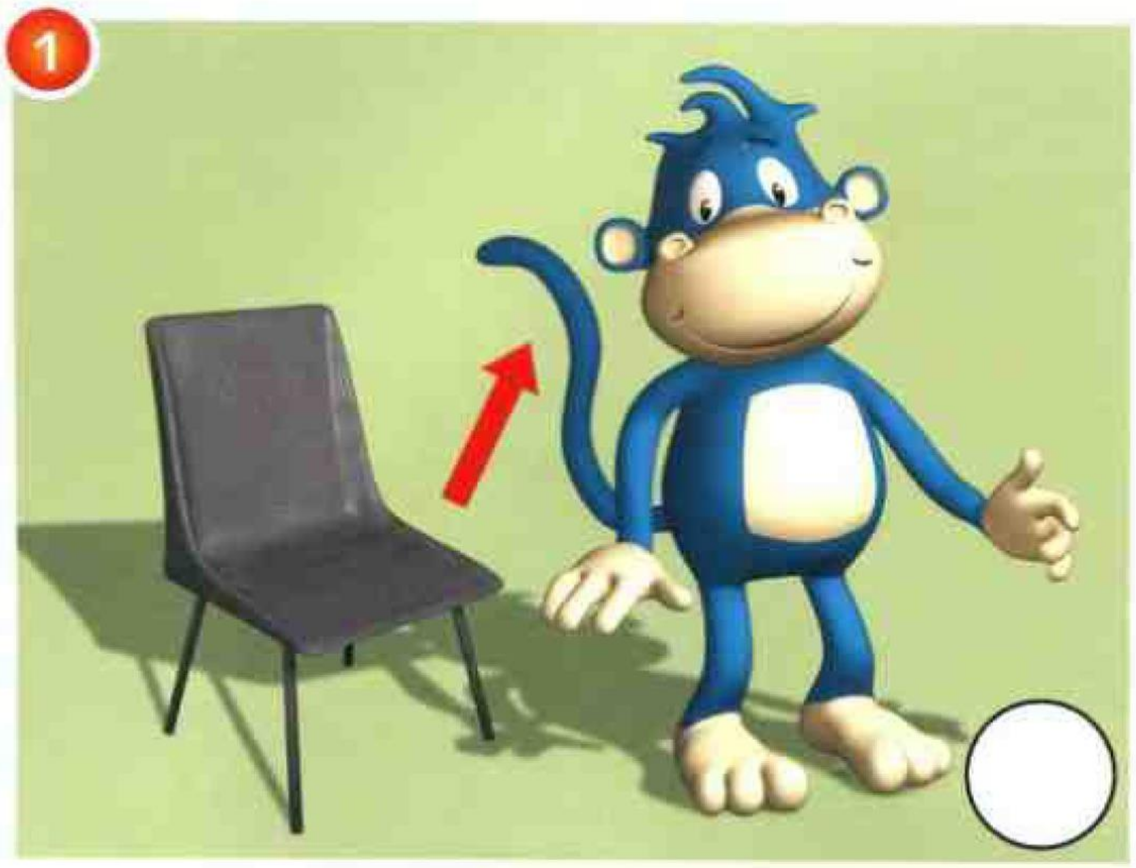
- Say a classroom object. Students hold up the correct object of their own and say *My (pencil)*.
- Where the colour is known, ask individual students *What colour is it?* Repeat for other items.

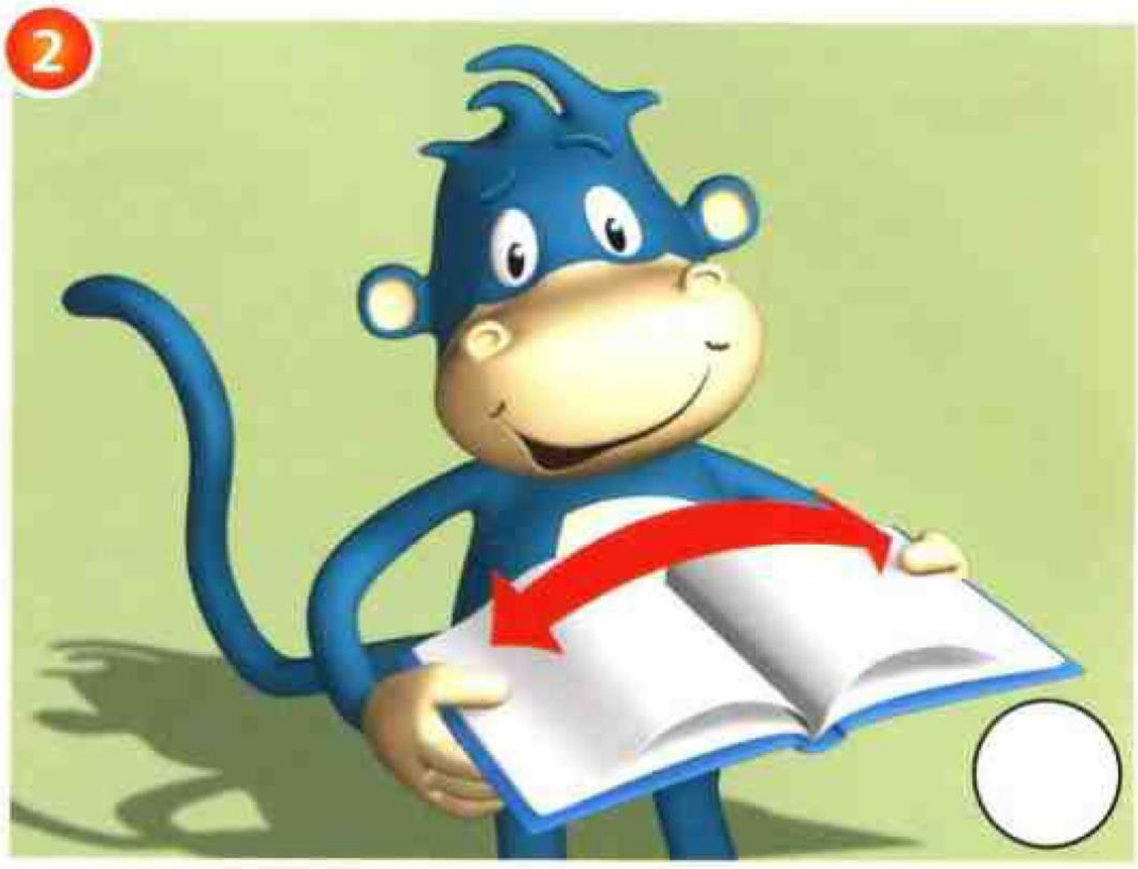
Extension activity

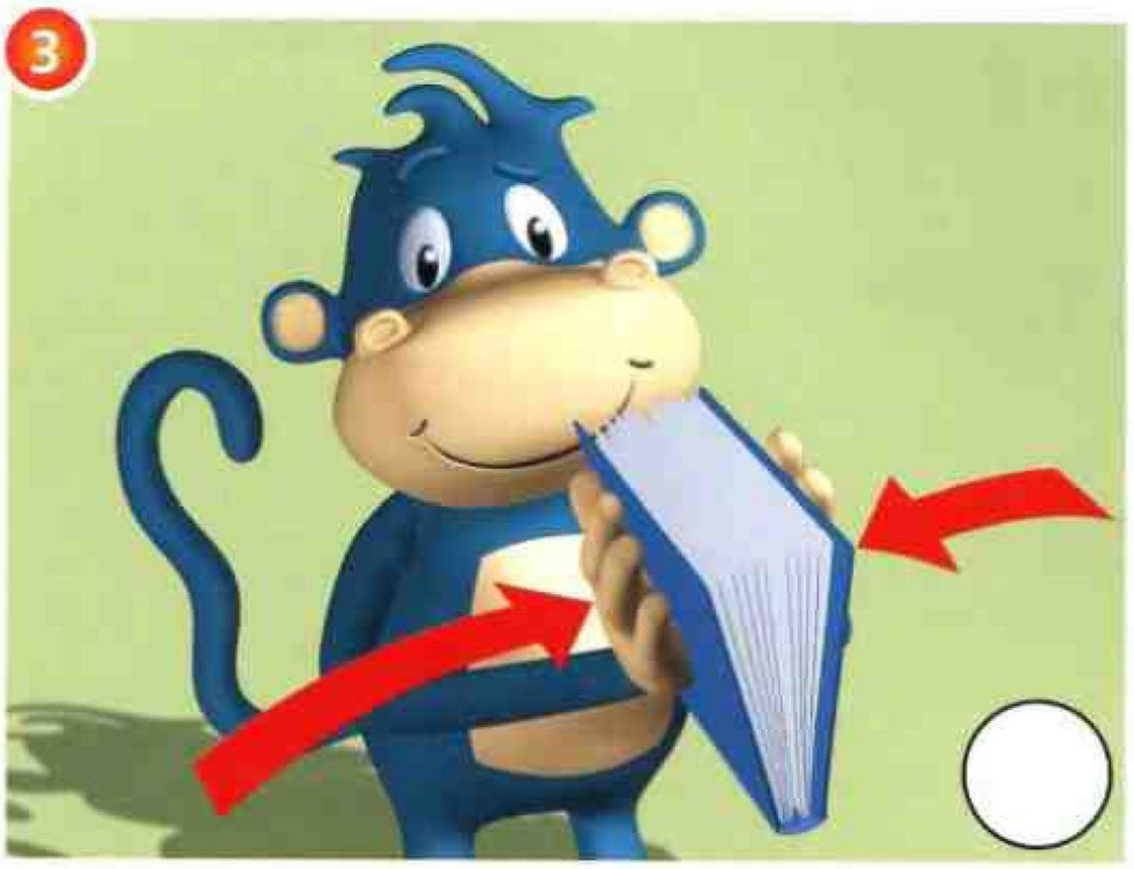
Aim: to review classroom objects and colours

- Students cut out the Unit 1 classroom object mini cards.
- In pairs, students play 'Pairs'. They shuffle together two sets of mini cards and spread them out face down on the desk.
- The object of the game is to collect pairs of cards.
- Student 1 turns over two cards and says, e.g., *Pencil ... bag*. If they are not a pair, Student 1 turns them back over and it is Student 2's turn.
- If a student finds a pair of cards (e.g. two pencils) he/she says *Pencil ... pencil!* and picks up the cards. He/She then has another turn.
- The winner is the student with the most pairs of cards at the end of the game.

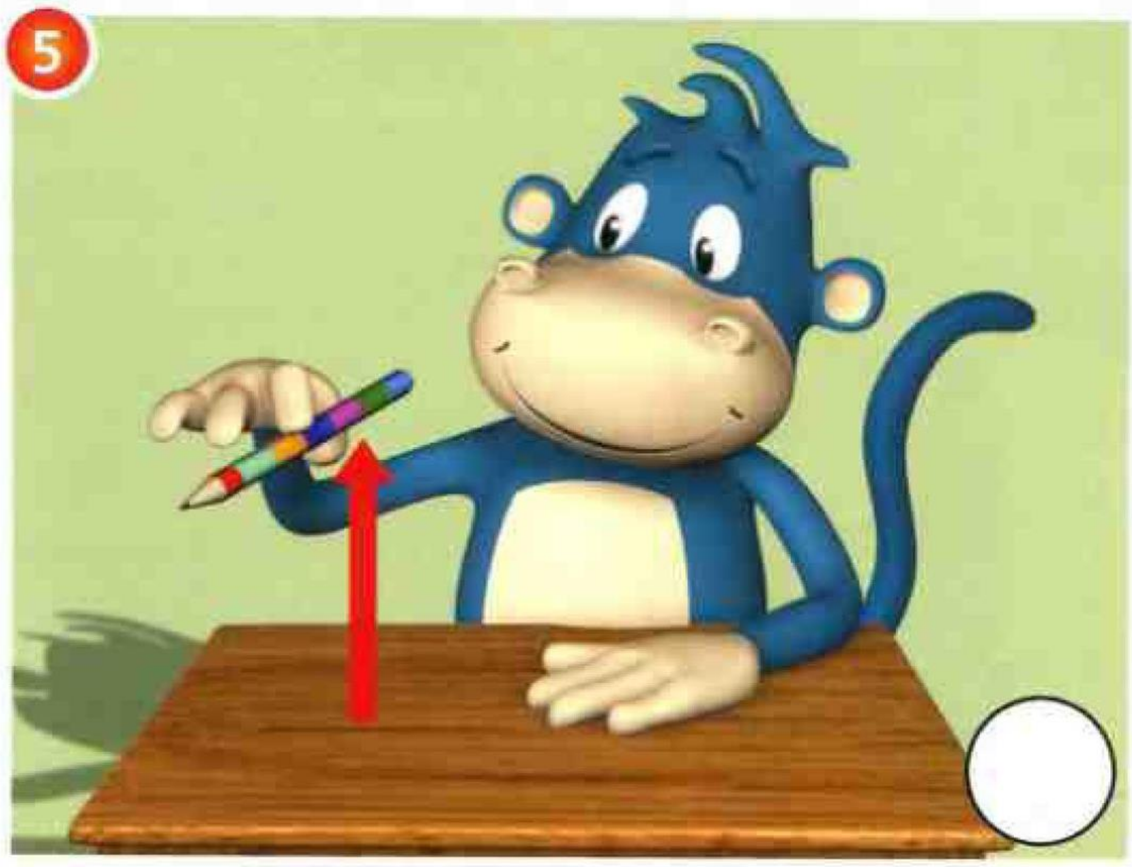
1 CD1 12 Listen and colour.













2 CD1 13 Listen and act out.

Aims

- to present and practise classroom instructions
- to review classroom objects

New language: *Stand up, Sit down, Open/Close (your book), Pick up your (pencil), Put your bag on your (desk)*

Recycled language: classroom objects, colours

Materials: CD 1, flashcards (classroom objects), coloured pencils or crayons

Language competences: Your students will be able to follow (and give) classroom instructions.

Warm-up

Aim: to review classroom objects

- Use the flashcards to review the classroom objects.
- Play the chant from SB page 10 (CD 1 Track 11). Students hold up the correct classroom objects when they are mentioned or mime putting them in the appropriate places.

Presentation

1 CD1 12 SB p11 **Listen and colour.**

Aim: to present classroom instructions

- Play number 1. Note that the recording matches the order of the pictures because the classroom instructions are being presented. Point to the small circle in the first picture and say *Colour the circle green.*
- Repeat with the other sentences, miming the actions with the recording. Give students time to colour.

CD 1 Track 12

1 Green: Stand up.
Green: Stand up.
2 Orange: Open your book.
Orange: Open your book.
3 Yellow: Close your book.
Yellow: Close your book.
4 Purple: Put your bag on your desk.
Purple: Put your bag on your desk.
5 Red: Pick up your pencil.
Red: Pick up your pencil.
6 Blue: Sit down.
Blue: Sit down.

- Say the instructions in a different order with or without the colours. Students point to the correct picture.

Practice

2 CD1 13 SB p11 **Listen and act out.**

Aim: to practise classroom instructions

- Students listen and carry out the instructions.

CD 1 Track 13

Put your bag on your desk.
Close your book.
Open your book.
Stand up.
Sit down.

- Say the instructions in different orders. Students do the actions.
- Invite a volunteer to come to the front and give instructions to the class. Repeat with other volunteers.
- In pairs, students practise giving the instructions.

1 CD1 14 WB p9 **Listen and circle.**

Aim: to practise listening carefully to instructions

- Students listen and circle the correct pictures.

CD 1 Track 14

1 Open your book.
2 Pick up your pencil.
3 Sit down.
4 Stand up.
5 Close your book.
6 Put your bag on your desk.

Key: 2 pencil, 3 sit down, 4 stand up, 5 book, 6 bag

Ending the lesson

Aim: to practise listening and following instructions

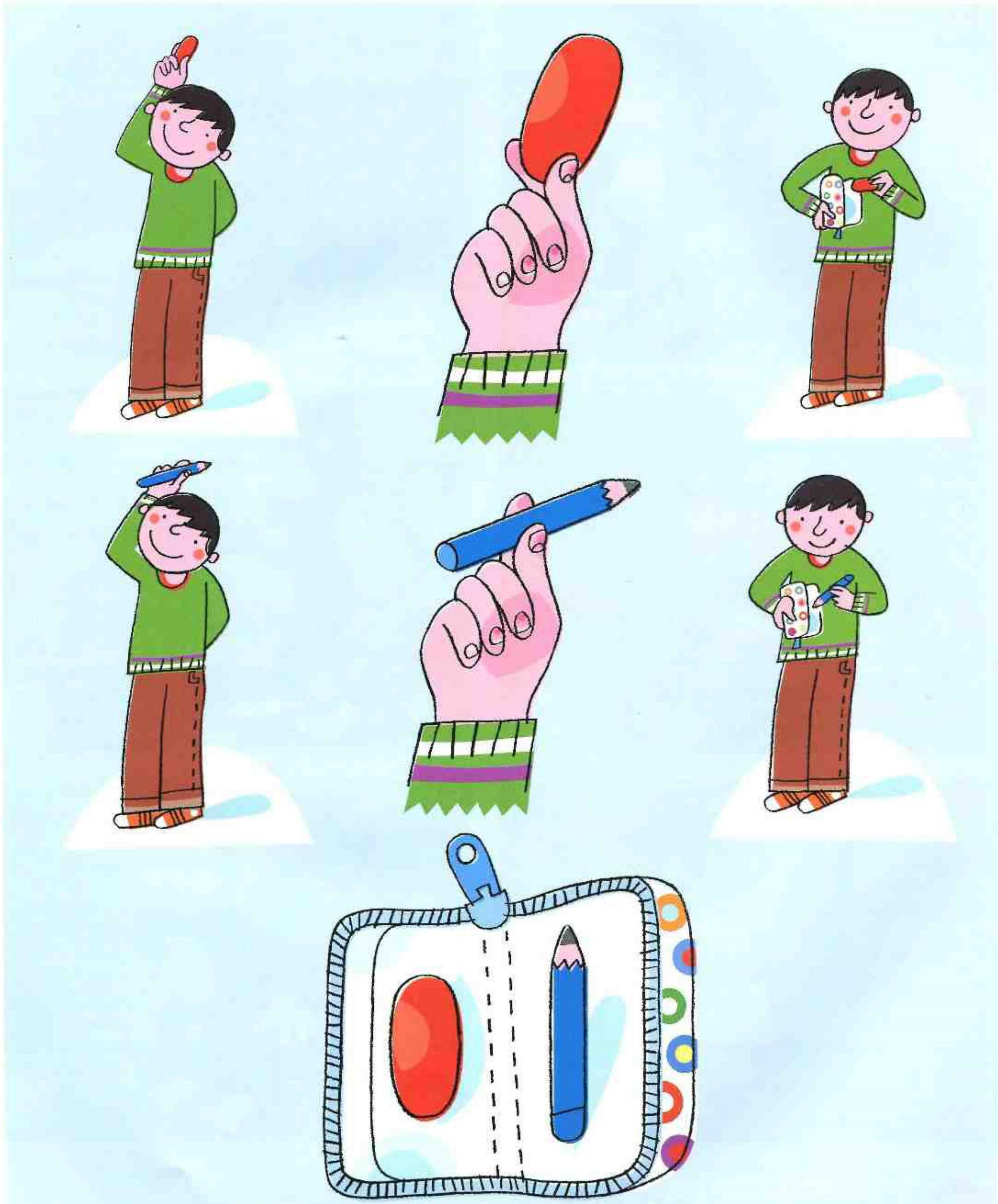
- Explain in L1 that students should only do an action if you say *Simon says* first.
- Say instructions from the lesson, sometimes saying *Simon says* first, sometimes not.
- Students who follow the instructions when you haven't said *Simon says* are 'out' (or they can lose one of three 'lives', if you prefer).

Extension activity

Aim: to review and extend classroom instructions

- Give variations on the classroom instructions, e.g. *Pick up your bag. Put your rubber on your chair. Put your book in your bag.* Repeat each instruction slowly to give everyone a chance to work it out.
- Once students have got the idea, you can speed up the activity.

1 CD1 15 Listen and sing.



Aims

- to review classroom instructions
- to present and practise colours with nouns
- to sing a song with the class

New language: *(red) (rubber), classroom, Here's, pencil case, today*

Recycled language: *rubber, pencil*, colours, *in, the, my*

Materials: CD 1, flashcards (classroom objects), coloured pencils or crayons

Language competences: Your students will be able to join in with a song.

Your students will begin to combine colours with nouns.

Warm-up

Aim: to review colours and classroom objects

- Stick a classroom object flashcard on the board and say *This is my (book). What colour is it? (Blue).*
- Repeat with the other items. Give students time to look at the flashcards and then turn them face down on the board.
- Point to the back of one of the flashcards and ask a student to tell you the object and colour, e.g. *Book. Blue.* Say *Yes! It's my (book). It's (blue).* Repeat with the other flashcards.

Presentation

1 CD1 15 16 SB p12 **Listen and sing.**

Aim: to review classroom objects and sing a song

- Ask students what they can see in the pictures (*rubber, pencil*) and what colour they are (*red, blue*).
- Play the song. Students point to the pictures.

CD 1 Track 15

In the classroom, in the classroom,
In the classroom today!

Here's my rubber, my red rubber.
Here's my rubber in my pencil case!

Chorus

Here's my pencil, my blue pencil.
Here's my pencil in my pencil case!

Chorus

My rubber and my pencil.
My rubber and my pencil.
My rubber and my pencil
In my pencil case.

- Say *Pencil case?* and gesture that students should find the object. Ask a volunteer to show the class a pencil case. Practise pronunciation. Use gesture to reinforce the meaning of *classroom* and practise pronunciation.
- Play the song again. Students hold up their rubber and their pencil at the appropriate points in the song and mime putting them in their pencil case and zipping it up.
- Play the song again, pausing to teach each line.
- Use the karaoke version (see Extension activity).

Practice

1 WB p10 **Draw and colour.**

Aim: to practise listening for details

- Play the song. Students draw and colour the items according to the song lyrics.
- Play the song again for students to join in, using the pictures that they have completed as prompts.

Key: a red rubber in the hand,
a red rubber going into the pencil case,
a blue pencil in the hand,
a blue pencil going into the pencil case,
a red rubber and a blue pencil in the pencil case

Ending the lesson

Aim: to practise talking about the colour of objects

- Tell students to take out their coloured pencils or crayons and put them on their desks.
- Give instructions, e.g. *Pick up a red pencil. Put your pencil on your desk. Put your pencil in your pencil case.*

Extension activity

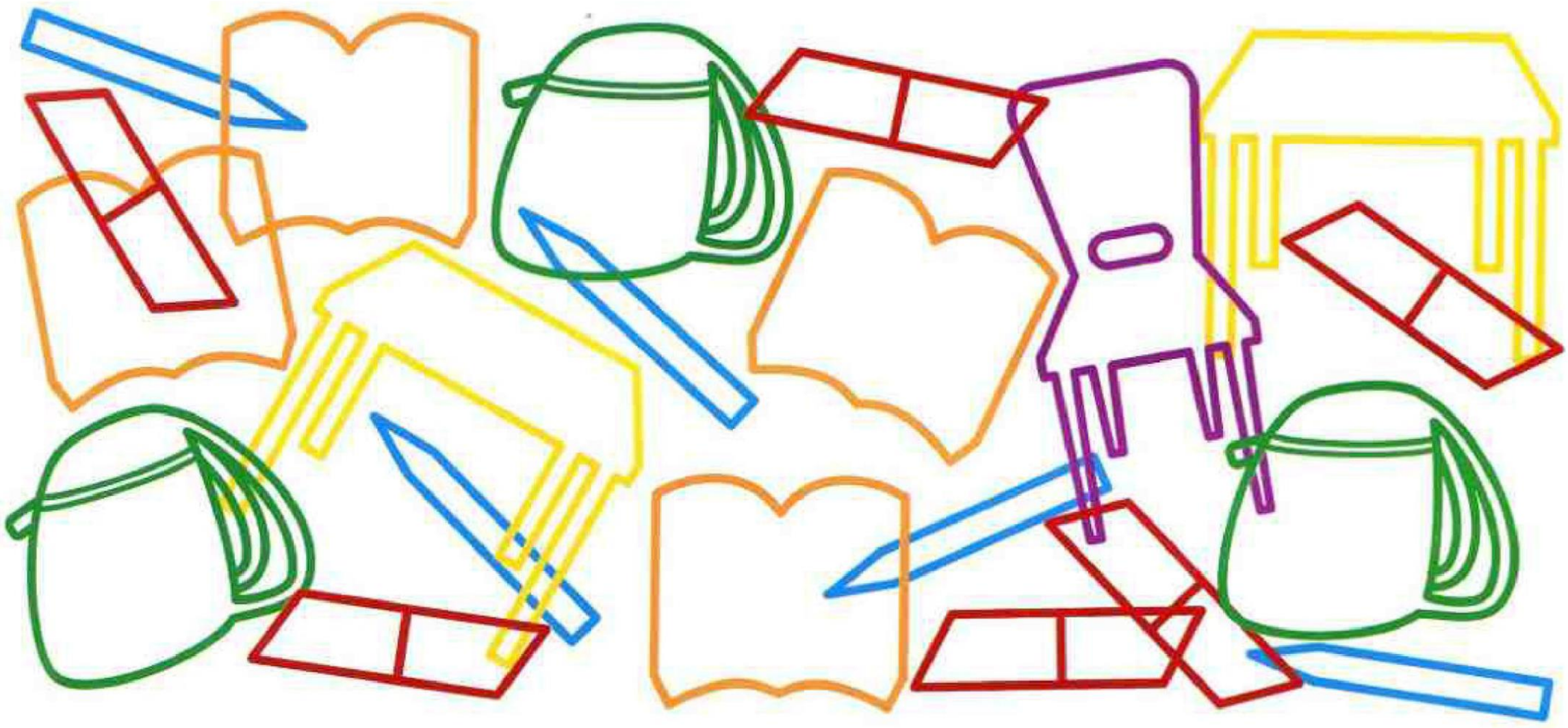
Aim: to practise language from the lesson

- Hold up two books of different colours and say for each one *Here's my book. My (colour) book.*
- Put the books in your bag, saying or singing adapted lyrics of the song:
  In the classroom, etc.
  Here's my book. My (colour) book. In my bag.
- Say or sing the song about your books again. Encourage students to join in.

1 CD1 17 Listen and say the numbers.



2 Think! Look and count. Circle the number.



	1	2	3	4	5	6
	1	2	3	4	5	6
	1	2	3	4	5	6
	1	2	3	4	5	6
	1	2	3	4	5	6
	1	2	3	4	5	6

Aim

- to present and practise numbers 1–6

New language: *one, two, three, four, five, six*

Recycled language: colours, classroom instructions, classroom objects

Materials: CD 1

Language competences: Your students will be able to count from 1 to 6 and respond to *How many?*

Warm-up

Aim: to review classroom instructions

- Divide the class into four groups and call them Green, Orange, Purple and Yellow.
- Make sure all students have the target classroom objects on their desks.
- Give classroom instructions for each group to follow, e.g. *Yellow. Open your book.*
  Purple. Put your book on your chair.
  Students follow your instructions as quickly as possible.

Presentation

1 CD1 17 SB p13 **Listen and say the numbers.**

Aim: to present numbers 1–6

- Play the recording. Students repeat the numbers and point to the pictures.

  CD 1 Track 17

  one ... two ... three ... four ... five ... six
- Say the numbers in a different order. Students point to the bags.

Practice

2 Think! SB p13 **Look and count. Circle the number.**

Aim: to practise numbers 1–6

Thinking skills: counting and paying attention to visual details

- Point to the picture. Ask *How many books?*
  Show students how to count them. Students say *Four.*
  Circle the number 4 underneath as an example.
- Students count the other objects and circle the numbers.
- To check answers, ask *How many (pencils)? (Five).*

Key: 4 books, 5 pencils, 3 bags, 2 desks, 6 rubbers, 1 chair

1 Think! WB p11 **Count and match.**

Thinking skills: counting

- Point to the example and ask *How many desks? (Two).* Show students that the example line matches the desks with the number 2 at the bottom of the page.
- Students match the rest of the pictures with the numbers.
- Check answers by asking *How many (bags)? (Four).*

Key: 4 bags, 5 books, 6 pencils, 3 rubbers, 1 chair

Ending the lesson

Aim: to practise numbers and review classroom objects

- Put different numbers of classroom objects on your table where students can see them (e.g. six books, five pencils, four rubbers, three pencil cases). Ask questions about the items, e.g. *How many rubbers?* or pick up an object and ask *What colour is it?*
- Ask each student a question about the items on the table before they leave the classroom at the end of the lesson.

Extension activity

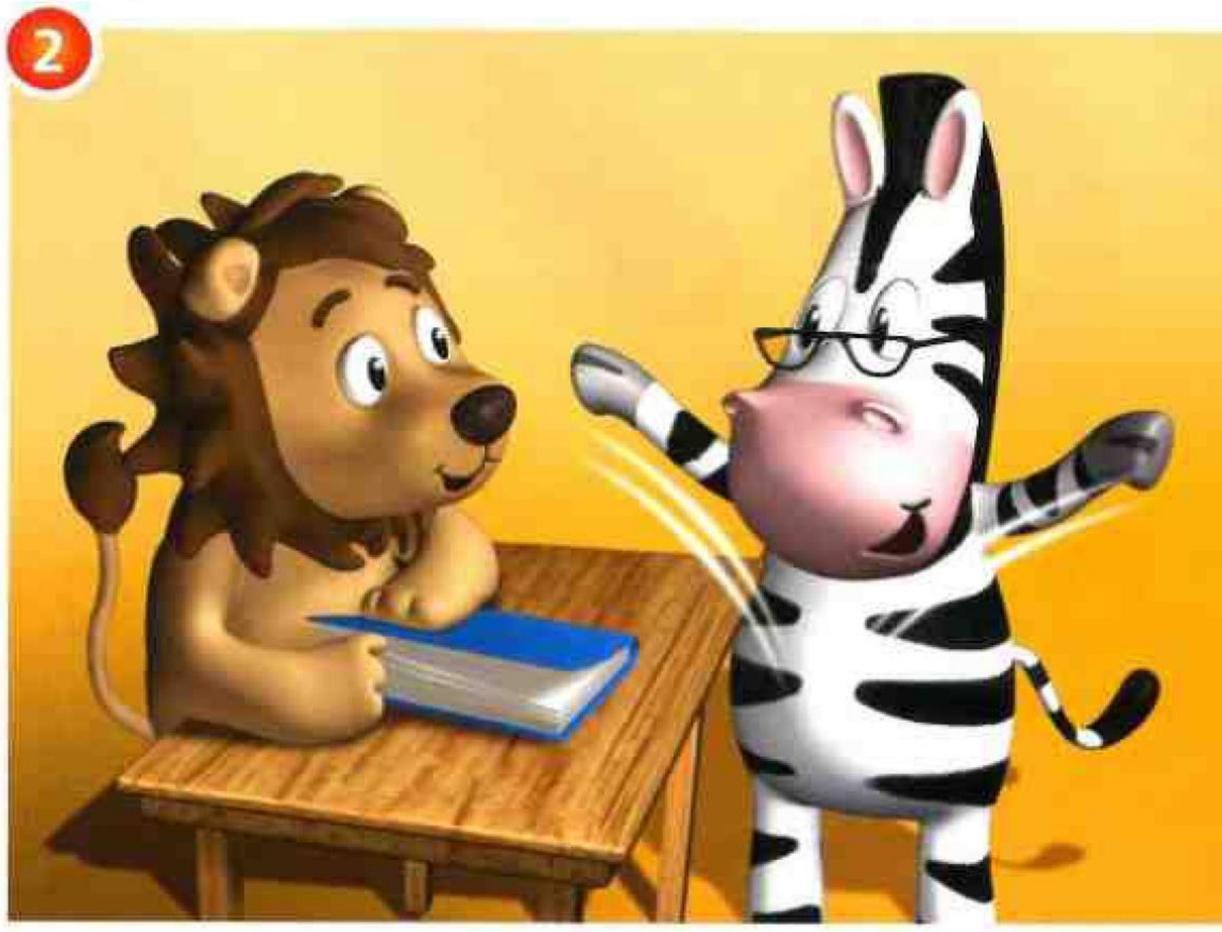
Aim: to practise numbers and counting

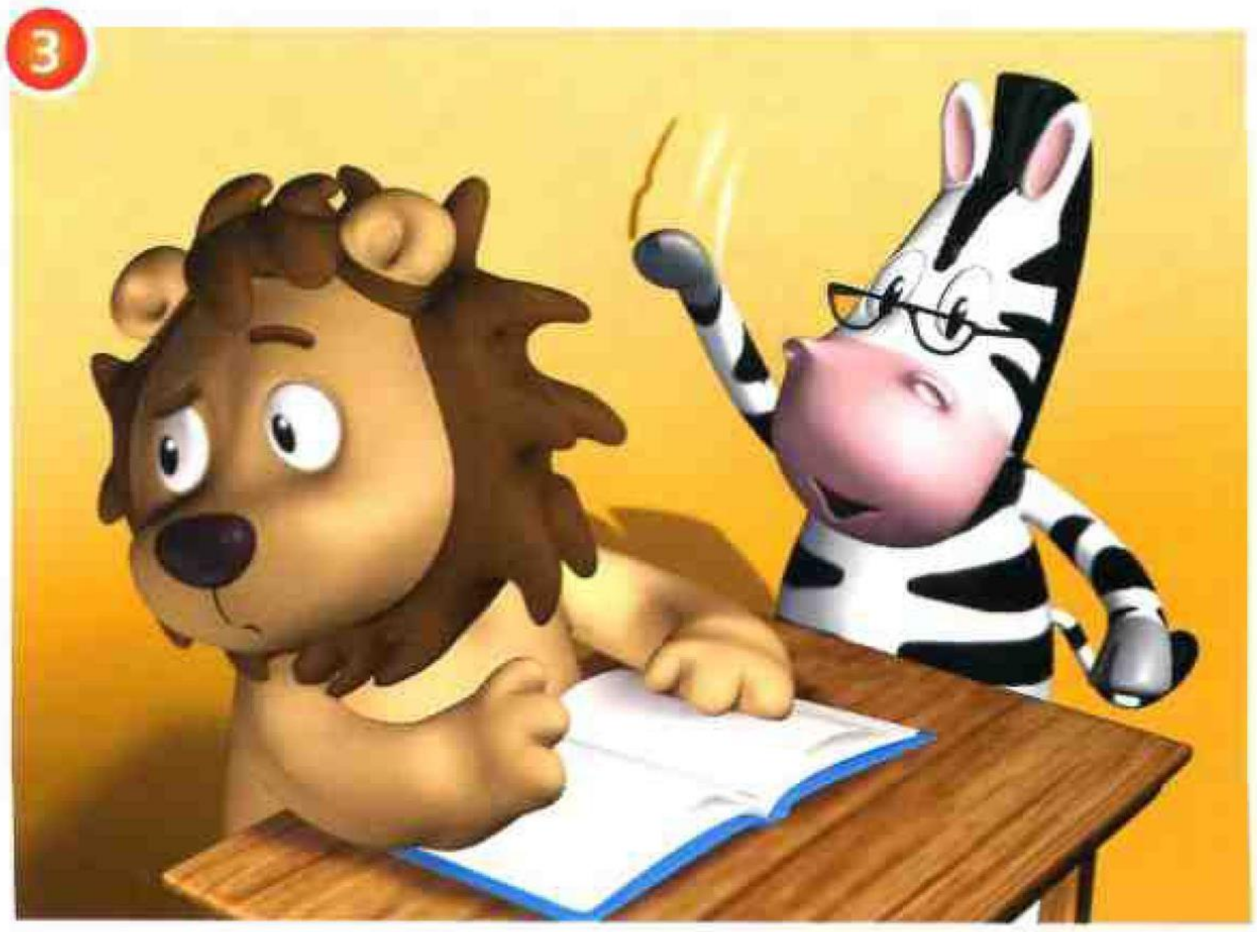
- Draw simple pictures of classroom objects on the board in a row, e.g. four books. Ask *How many (books)?*
- Do simple maths by adding more pictures (e.g. drawing two more books) or by erasing some of your pictures (e.g. three of the books). After each change ask *How many books?* Make sure that the answers are always between 1 and 6.

1 CD1 18

The pencil













Aims

- to present a picture story
- to review language from the unit

Skills: listening and following a picture story

New language: *please, books, Draw a (bag), Where's ...? there, Don't worry, Wow! very much*

Recycled language: classroom objects, numbers 1–6
sit down, open, my, look, your, Oh no! here's, thank you, yes

Materials: CD 1, flashcards (characters), props for acting out the story (optional): character masks (Leo, Polly, Mike), home-made zebra hat/mask (see Note on page T98) or an old pair of glasses

Language competences: Your students will be able to listen and follow a picture story.

Warm-up

Aim: to review story characters and story context

- Show each of the character flashcards and ask *Who's this?* Students say *(Leo) the (lion)*.
- Show the first picture on SB page 10 and help the students to find it. Ask *Who's in the classroom? (Leo, Polly)*. Explain in L1 that Leo's looking for his ... and elicit the key word in English (*pencil*).
- Explain in L1 that students are going to listen to a story about what happened to Leo later in the same class and help them turn to pages 14–15.

Presentation

1 CD1 18 SB pp14–15 **Story: The pencil**

Aim: to listen and follow a picture story

- Point to the characters in the first picture on SB page 14 and ask *Who's this?* Ask in L1 where Leo and Polly are (students may remember the phrase *in the classroom* from the song).
- Point to the new character and ask *Who's this?* Students tell you in L1 that it's Leo and Polly's teacher, a zebra. Ask *Where's the pencil? On the ... (chair)*. Ask students to name other items in the picture (*chair, desk, rubber*).
- Play the CD. Students follow in their books.

CD 1 Track 18

1 **Teacher:** Leo, Polly, sit down, please.
2 **Teacher:** Open your books.
3 **Teacher:** Draw a bag.
4 **Leo:** Where's my pencil?
5 **Polly:** There, look! Your pencil!
6 **Leo:** Oh no!
7 **Mike:** Don't worry. Here's a pencil.
Leo: Wow!
8 **Leo:** Thank you, Mike! Thank you very much!
Teacher: Yes, thank you, Mike!

- Play the story again, stopping after each picture. Students explain in L1 what's happening.

Practice

1 CD1 19 WB p12 **Listen and trace.**

Aim: to listen and identify speakers

- Play the first line of the recording. Ask *Who is it?* Students say *Teacher* in English or L1. Show students how to trace around the picture of the zebra teacher.
- Play the rest of the recording. Students listen and decide which of the two characters is speaking. They trace the appropriate character.

CD 1 Track 19

1 **Teacher:** Open your books.
2 **Leo:** Where's my pencil?
3 **Mike:** Don't worry!
4 **Leo:** Thank you, Mike! Thank you very much!

- To check answers, say the number (2, 3 or 4). Students say the correct character.

Key: 1 Teacher, 2 Leo, 3 Mike, 4 Leo

Ending the lesson

Aim: to practise new language from the story

- Choose a student and say *A pencil, please.* Encourage the student to say *Here's a pencil* and then say *Thank you (very much)*.
- Practise this exchange with four or five different students.

Extension activity

Aim: to reinforce understanding of the story

- Invite four volunteers to the front. Students act out the story with your help, using the character masks and other available props (see 'Materials').
- Encourage students to use key language from the story. Encourage the student who is playing the teacher to act like a teacher.
- Invite other students to come to the front and act.





2 Think! Find, count and stick.

Sticker

1



2



3



4



5



6



Aims

- to talk about the meaning of a story
- to review language from the unit

Thinking skills: interpreting the values in a story

Recycled language: language from the story, numbers 1–6

Materials: CD 1, Unit 1 stickers, scissors, coloured pencils or crayons

Language competences: Your students will be able to interpret the deeper meaning of a story.

Your students will be able to offer things and say *Thank you*.

Warm-up

Aim: to review the story SB pp14–15

- Play the story again (CD 1 Track 18), pausing to talk about each picture, e.g.:
  1 *Leo, Polly and the teacher are in the ... (classroom).*
  2 *The teacher says 'Open your ... (books)'.*
  3 *The teacher says 'Draw a ... (bag)'*
  4 *Leo says 'Where's my ... (pencil)?'*
  5 *Polly says 'The pencil is on the ... (chair)'.*
  6 *Leo says ... '(Oh no!)'*
  7 *Mike says 'Here's a ... (pencil)'.*
  8 *Leo and the teacher say ... '(Thank you, Mike!)'*

Practice

2 Sticker Think! SB p15 **Find, count and stick.**

Thinking skills: counting and paying attention to visual details

- **Note:** In order to carry out this activity, students will first need to cut out their stickers with the backs attached.
- Count aloud from 1 to 6 with the class. Draw numbers on the board for individual students to say.
- Point to the first picture in Activity 2. Explain in L1 that students have to look at the story and count how many times they see a pencil (the same one or a different one – they count all the pencils). Explain that a pencil broken in two is still one pencil.
- Students put up their hands when they have counted. Ask *How many pencils? (Six)*.
- Show students how to choose the correct sticker and to place it with the back still attached in the box under the pencil.
- Students count and arrange the stickers in place.
- Check answers by asking *How many (rubbers)?*
- Students can then stick the stickers in their books.

Key: 6 pencils, 2 rubbers, 3 books, 5 desks, 1 bag, 4 chairs

Story values: SB pp14–15

Aim: to think about the meaning of the story: lending

- Play the story again (CD 1 Track 18), pausing in L1 how Leo feels (e.g. after pictures 3, 6 and 7). Ask why Leo is happy at the end of the story and why Leo and the teacher say *Thank you*.
- Discuss with the class in L1 that Mike is being kind by lending Leo his pencil.
- Ask students for examples of when they have lent something to someone.

1 Think! WB p13 **Look and colour.**

Thinking skills: applying values from the story to new situations

- Ask students in L1 what Mike is doing in the picture from the story.
- Students explain in L1 what is happening in the other two pictures (in the first picture the boy isn't lending the other boy a car, but in the second picture he is).
- Students colour in the frame of the picture which shows the same value as the story (lending things). Tell them which colour to use or let them choose whichever colour they want.

Key: Picture 2

Ending the lesson

Aim: to role play sharing and practise new language from the story

- Mime looking for a book. Say *Oh no! Where's my book?* Gesture that you would like to borrow a book from one of the students. When the student hands you the book, say *Wow! Thank you very much!*
- Students carry out a sharing role play in pairs:
  Student 1: *Oh no! Where's my ...?*
  Student 2: *Don't worry. Here's a ... .*
  Student 1: *Wow! Thank you (very much)!*
- Students swap roles to practise all the phrases.
- Students then change partners and repeat the activity. Circulate and encourage their use of English.

Extension activity

Aim: to review classroom objects and numbers

- Hold up between 1 and 6 classroom objects. Ask *How many (pencils)? (Five)*. Repeat with other objects.
- Students repeat the activity in pairs, but without asking the question, e.g. Student 1 shows two rubbers. Student 2 says *Two*.

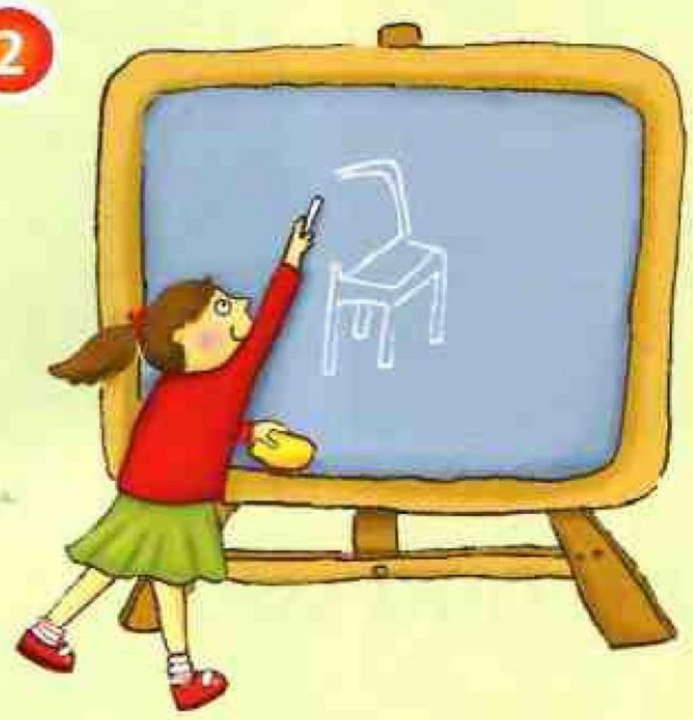
Actions at school

1 CD1 20 Listen and say the words.

1



2



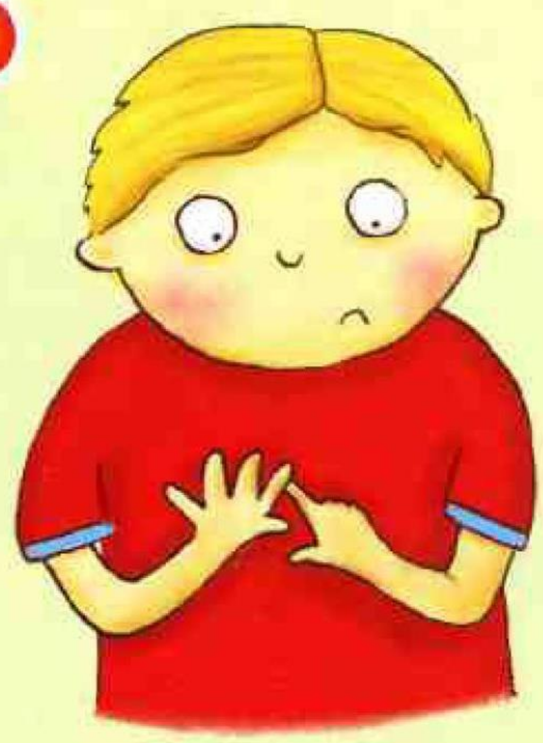
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4



5



2 Play the game.



Aim

- to integrate other areas of the curriculum through English: School

New language: *singing, drawing, reading, writing, counting*

Recycled language: classroom instructions, numbers 1–6

Materials: CD 1, coloured pencils or crayons

Language competences: Your students will learn specific language to be able to talk about school in English.

Warm-up

Aim: to review classroom instructions

- Review classroom instructions by asking students to do or mime actions (*Open your book. Stand up. Draw ...*, etc.).
- Give instructions quietly so that students have to listen carefully. Then mouth the instructions without speaking, so that students have to watch carefully.

Presentation

1 CD1 21 WB p14 **Listen and colour. Colour to match.**

Aim: to practise matching details to whole pictures

- Ask the students what's happening in each picture, e.g. *Counting.*
- Students listen and colour the circles in each of the five main pictures.

CD 1 Track 21

1 Colour the circle blue.
2 Colour the circle orange.
3 Colour the circle yellow.
4 Colour the circle purple.
5 Colour the circle green.

- Check by asking *Number 1 ... What colour? (Blue).*
- Use L1 to ask the students to find the small picture at the bottom that belongs with picture 1 (the second picture). Hold up your book and begin to colour the frame around the picture blue as an example.
- Students match the rest of the pictures and colour the frames.
- Circulate as students work, asking individual students *Which picture is it? What colour is the circle?* Ask *What's happening?* in L1.

Key: Reading across the page the frames should be yellow (drawing), blue (counting), green (reading), orange (singing), purple (writing).

1 CD1 20 SB p16 **Listen and say the words.**

Aim: to present the words for five classroom actions

- Students say in L1 what the children in the pictures are doing.
- Play the CD. Students listen and point to the pictures.

CD 1 Track 20

1 singing
2 drawing
3 reading
4 writing
5 counting

- Students listen again and repeat the words.
- Say the words in a different order. Students point to the pictures.

Practice

2 SB p16 **Play the game.**

Aim: to practise words for classroom actions

- Mime an action from Activity 1 for students to guess, e.g. *Reading.*
- **Note:** Students have heard *Yes* and *No* in the stories, but they are not used actively until Unit 3. You could use simple *Yes/No* answers in games such as this.
- Repeat with one or two more actions.
- Students play the game in pairs or small groups.

Ending the lesson

Aim: to practise words for classroom actions

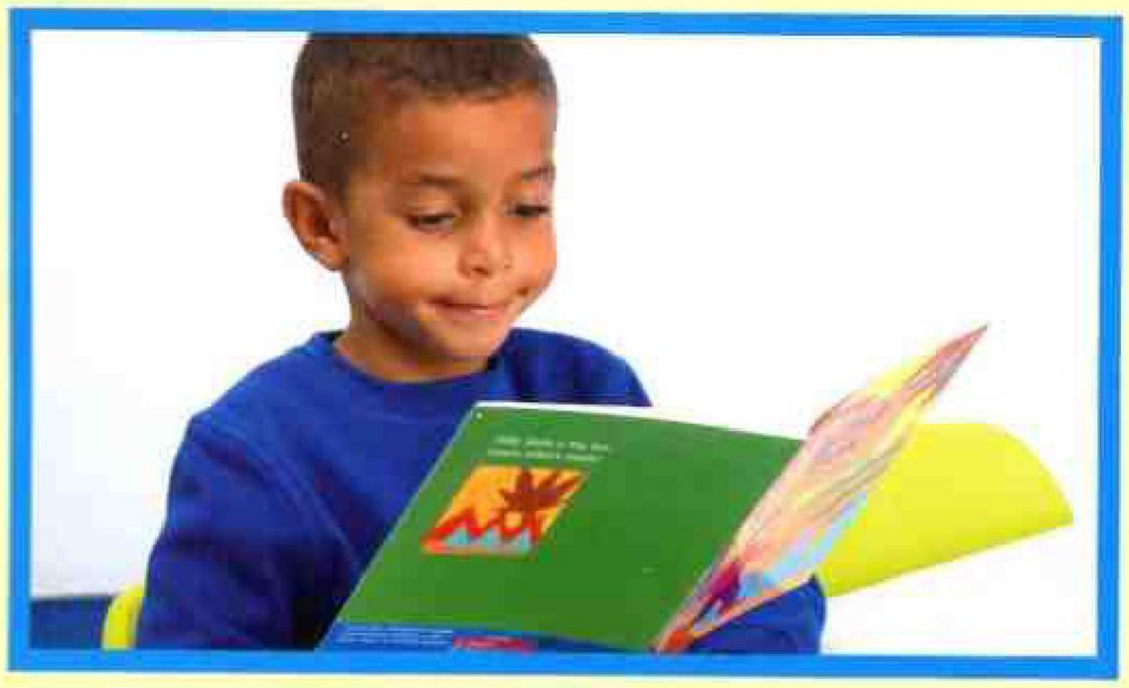
- Draw simple pictures on the board of things needed for writing, drawing, etc. Draw slowly, line by line, and tell students in L1 to guess which action the item is used for. Try not to draw the most obvious part of each item first, so each picture is a genuine observation puzzle.
  Possible items to draw:
  a microphone (singing – draw the electrical lead first), a crayon (drawing), a computer keyboard (writing), a newspaper/magazine (reading), a hand with four fingers held up (counting)
- To make the activity competitive, the class can have three 'lives' to guess each picture. If they guess incorrectly three times, you win.

Extension activity

Aim: to review and extend words for actions

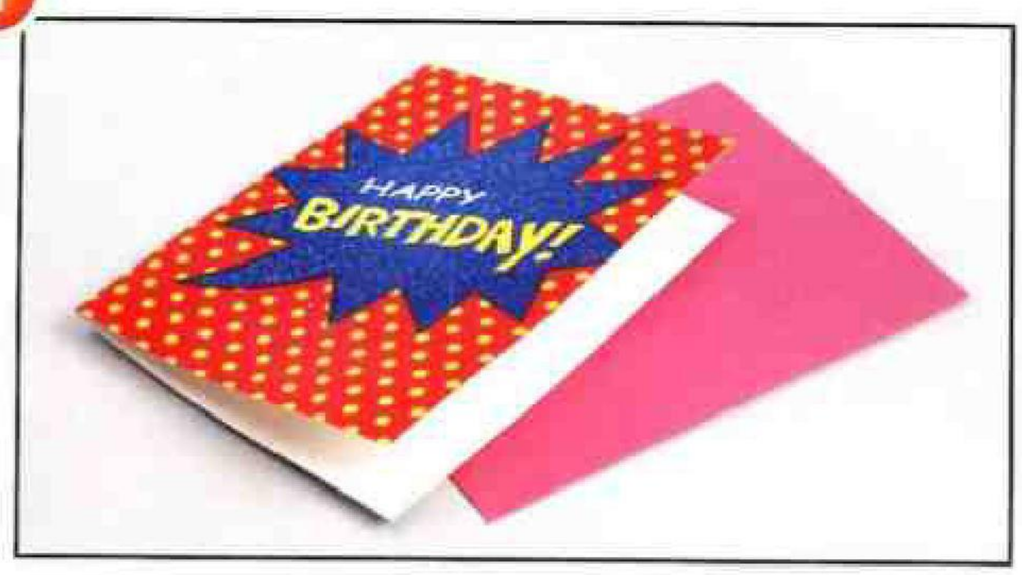
- Encourage students to apply *-ing* to other verbs that they know by miming different actions. Ask *What am I doing?* after each mime (students say e.g. *Sitting, Standing, Opening, Closing, Putting, Picking up*).

1 Think! Think and colour.





1



2



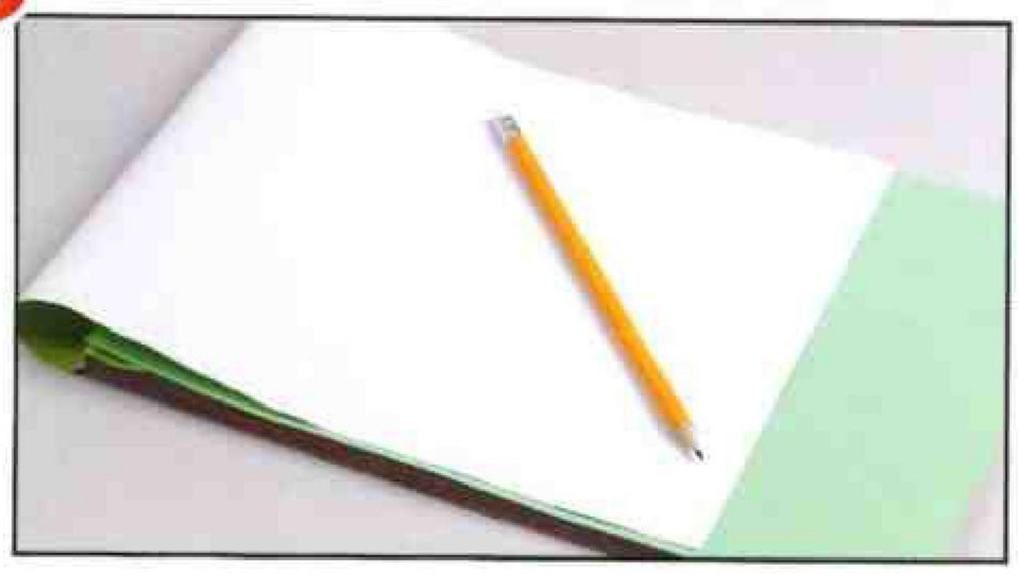
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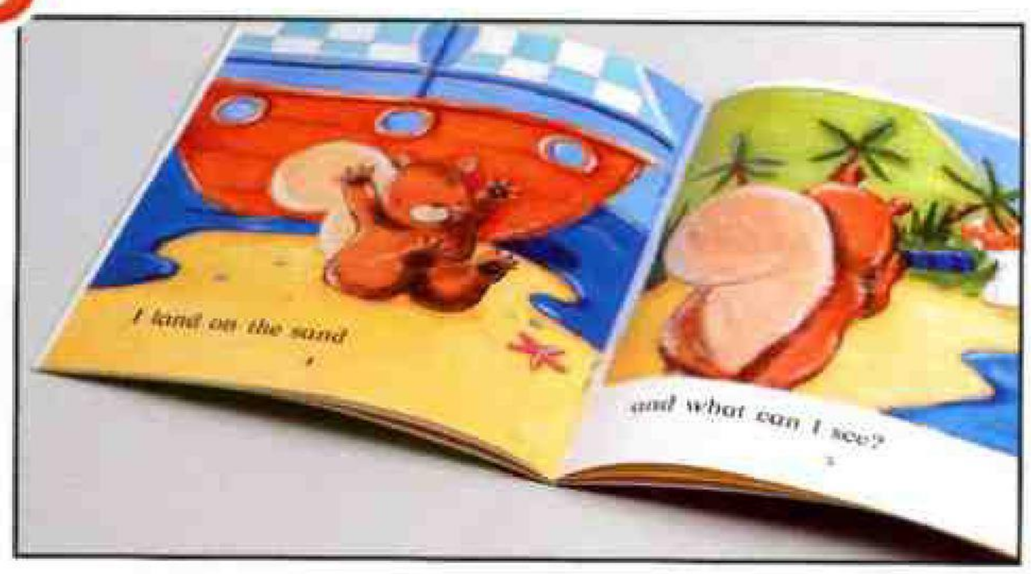
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6



Aim

- to extend the focus on school through English

Recycled language: classroom actions

Materials: coloured pencils or crayons

Language competences: Your students will be able to talk about school in English.

Warm-up

Aim: to review words for classroom actions

- Say one of the actions from the previous lesson e.g. *Reading*. Students do the action. Repeat with other actions, speaking more and more quickly until students are interpreting the words and changing between mimes as fast as they can.
- Do the actions yourself. Students say the word.

Practice

1 Think! SB p17 **Think and colour.**

Thinking skills: associating objects with actions

- Point to the photos at the top of the page and ask in L1 what students can see (*desk, book, chair, elephant*).
- Point to the first photo and ask *What's he doing? Counting? Singing? (Reading)*. Run your finger around the frame and ask *What colour is it? (Blue)*. Say *That's right. Reading. Blue.*
- Do the same with the second photo, e.g. *What's she doing? Counting? ... etc. (Drawing)*. Say *That's right. Drawing. Red.*
- Point to photo 1 and ask *Reading or drawing?* Point to the frame and ask *What colour? Blue or red?*
- Students colour the frames of the rest of the photos, blue for reading or red for drawing.

Key: 1 blue, 2 red, 3 red, 4 blue, 5 red, 6 blue

1 WB p15 **Look and circle.**

Aim: to practise comparing shapes and recognising differences

- Go through the example with the students, showing how they need to match each picture on the left with the correct silhouette on the right.
- Students look at the rest of the pictures and circle the correct silhouettes.
- Check answers by asking *What's he/she doing? (Singing)* and then asking *1 or 2?*

Key: 2 2nd silhouette, 3 1st silhouette, 4 2nd silhouette, 5 1st silhouette

Ending the lesson

Aim: to review words for classroom actions

- Line the students up ready to leave the class (or if they are staying in class for the next lesson, ask them to stand up).
- Ask each student to do an action in order to leave the class (or in order to sit down), e.g. say *Reading*. The student mimes reading. Say *Yes, reading! You can go / Sit down.*

Extension activity

Aim: to review words for classroom actions and instructions

- Explain in L1 that if you do the right action, students should clap once. If you do the wrong action, they stay silent. (You could introduce *Yes* or *No* instead if you prefer.)
- Do a mime for one of the classroom instructions or actions from the unit, e.g. sitting on a chair, but say a different action, e.g. *Stand up*. Students stay silent or say *No*.
- Do the mime again and say the correct word. This time students clap or say *Yes*.
- Repeat with more actions, sometimes saying the correct word or instruction and sometimes making deliberate mistakes. You could use mimes for these words and sentences: *singing, reading, writing, counting, drawing, Stand up, Sit down, Pick up your (pencil), Open / Close your book, Put your (rubber) in your (pencil case), Put your (pencil) on your (desk).*

Note: For the next lesson, students need to have a photo or drawing of themselves and photos or drawings of things that are important to them (e.g. a pet, a favourite toy, their family, a favourite food or place). Check that parents/carers are happy for the photos to be made into a collage.

If you have a digital camera, you could take a picture of each student and print the photos instead, but you would need to check first with parents/carers.

1 CD1 22 Listen and imagine. Then draw your picture.





2 Show your picture to your friends.



Aim

- to draw out the students' creativity through mental imagery

Skills: listening and following instructions

New language: *eyes, Relax, Count, from, Imagine (a bag), What colour is it? What's in it/your bag?*

Recycled language: numbers 1–6, colours, *Close/Open, your*

Materials: CD 1, flashcards (numbers 1–6), coloured pencils or crayons, students' photos and drawings, glue

Language competences: Your students will be able to listen to ideas and respond creatively.

Warm-up

Aim: to review numbers 1–6 and colours

- Put the number flashcards on the board. Point for students to read the numbers aloud, first in order from 1 to 6 and then at random.
- Then point to a number and ask *What colour?*

Practice

1 CD1 22 SB p18 **Listen and imagine. Then draw your picture.**

Aim: to review language and use imagination to translate mental imagery into a picture

- Arrange the class so that the students can relax, e.g. with them all sitting in a big circle on a carpeted area.
- Say *Relax* and demonstrate the meaning. Show them how to breathe more deeply to help them relax. Count to 3 between in and out breaths and then to 4, and then to 5, so that they breathe more and more slowly.
- Demonstrate *Close your eyes* and *Open your eyes.*
- Tell students to listen and follow the instructions. Say *Imagine* ... and explain in L1 that they will need to use their imagination. The music will help them to relax.

CD 1 Track 22

Close your eyes ... and relax. Count from six to one. Six ... five ... four ... three ... two ... one. Relax. Imagine a bag. What colour is it? Blue? ... Green? ... Red? ... Yellow? ... Orange? ... Purple? ... Open your bag. ... What's in it? ... What's in your bag? And now count from one to six: one ... two ... three ... four ... five ... six. Open your eyes.

- Draw a bag on the board with e.g. a book, a pencil and a rubber in it. Say *This is my bag.*
- Confirm instructions in L1 and give out some paper.
- Students draw and colour the bag that they imagined.

2 SB p18 **Show your picture to your friends.**

Aim: to share ideas and to review language

- Choose a group of three or four students. Display their pictures on the board, but not in order (so the rest of the class don't know which picture belongs to each student). Write numbers 1–3/4 next to the pictures.
- Ask one of the students questions from the recording. (*What colour is your bag? What's in your bag?*) He/She answers without pointing to the picture.
- The rest of the class guess which is the student's picture by saying the number.
- Students describe their own picture in pairs, e.g. *A yellow bag, a red rubber, a purple book,* etc.

1 WB p16 **Make a collage.**

Aim: to work together to produce a collage

- Students stick the photos or pictures that they have brought onto a piece of paper.
- Mount their pieces of paper onto a large sheet of card or display board. You may like to add a title *This is us!* as in the photo.
- Ask students about the photos/drawings of other students, using *Who's this?* Ask about known colours in the other pictures. Practise numbers by counting similar items (if relevant, e.g. pets) in English up to 6.
- Students explain in L1 why they chose their items.

Ending the lesson

Aim: to help students relax and review counting

- Say *Close your eyes. Relax. Count to 6. 1 ... 2 ... 3 ... 4 ... 5 ... 6. Open your eyes.*
- In pairs, students take it in turns to count and relax.

Extension activity

Aim: to review classroom objects

- Put ten classroom objects of different colours where the whole class can see them. Choose some of the same item in different colours (e.g. a red book, a green book and a blue book).
- Review all the items by saying, e.g. *A (red) (book).*
- Allow 1 minute for students to memorise the items.
- Say *Close your eyes.* Take away one of the items.
- Say *Open your eyes. What's missing? (Blue book).* Repeat two or three times.

1 Play the game.





Aims

- to review language from the unit in a game
- to encourage students to reflect on their learning

Skills: speaking

Thinking skills: reflecting on learning

Recycled language: classroom objects, numbers 1–6, *Draw a (bag).*

Materials: CD 1, coloured pencils or crayons, Unit 1 number mini cards: WB page 110 and scissors (optional)

Language competences: Your students will be able to use language from the unit to play a game.

Warm-up

Aim: to review numbers 1–6

- Say a simple chant to revise numbers 1–6: *One, two, three (clap). Four, five, six (clap).*
- Repeat, encouraging students to join in and clap.
- Repeat, but saying the numbers in reverse order: *Six, five, four (clap). Three, two, one (clap).*
- Start to count from 1 but stop e.g. at 3 and point to a student to say the next number. Go around the class so that everyone can take part.

Revision

1 WB p17 **Say the words. Colour the circles.**

Aim: to create a record of learning

- Students colour the circles if they can say the words on their own. Ask them all to use the same colour or let them use any of the six colours that they know.
- Circulate and ask students to say the words.

2 WB p17 **Draw faces.**

Aim: to help students reflect on their learning

- Explain in L1 what each picture represents (the song, the story, actions we do at school).
- Students draw a face next to each picture to show how much they enjoyed the different parts of the unit.

1 SB p19 **Play the game.**

Aim: to review vocabulary from the unit

- Divide the class into two teams. The two teams stand on each side of the classroom, in a line. Assign one half of the board to each team (e.g. draw a line down the centre).
- The first student in each team comes to the front of the class. Whisper the same instruction to both students, e.g. *Draw a (chair).* The two students start to draw on the board at the same time.
- The rest of the students call out the word when they think they know what the student is drawing. The team that guesses the word first gets a point.
- Both students stop drawing when someone has guessed correctly and the two students who are next in line in the teams come to the front.
- Repeat the game with different items (e.g. *pencil, bag, book, desk, rubber, pencil case, monkey, lion, parrot, giraffe*).

Ending the lesson

Aim: to review the unit song

- Use classroom objects to review the song lyrics (see page T12). Go through the lyrics, holding up a rubber and then putting it in your pencil case and then doing the same with a pencil.
- Play the song again (CD 1 Track 15), encouraging the students to join in and to do the actions.

Extension activity

Aim: to review numbers 1–6

- Students work in groups of between four and six students. They each cut out a set of the Unit 1 number mini cards.
- Students work together to put the number cards in the correct order to make a sudoku grid, using numbers up to 4, 5 or 6. To do this, they have to use all the numbers in each row of the grid and also in each column, without repeating a number. For example:
  1 2 3 4
  2 1 4 3
  3 4 2 1
  4 3 1 2
- Circulate and help. Ask *What number is it? What number's missing?*
- Ask a group who have made a successful grid to say the numbers in each row for you to write on the board. Ask other groups if theirs is the same. Write different successful grids on the board so that everyone understands that there is more than one correct answer.

2 My family

1 CD1 23 Listen and point. Then listen and say the words.



2 CD1 24 Listen and chant.



1 grandpa 2 grandma 3 mum 4 dad 5 sister 6 brother

Aims

- to present and practise family members
- to say a chant with the class

New language: *grandpa, grandma, mum, dad, sister, brother*
Let's go, Come on, me, Here are the girls/the boys, family

Recycled language: numbers 1–6, classroom instructions, *my, and, in*

Materials: CD 1, flashcards (family), Unit 2 mini cards: WB page 108 and scissors (optional)

Language competences: Your students will be able to name family members.

Your students will be able to join in with a chant.

Warm-up

Aim: to review classroom instructions

- Divide the class into six teams, numbered 1–6.
- Use the team numbers in random order to give classroom instructions, e.g. *3 Stand up*. Each team carries out the instruction as quickly as possible.
- Vary the instructions and the team numbers that you call, sometimes repeating combinations, to keep the class alert.

Presentation

1 CD1 23 SB p20 **Listen and point. Then listen and say the words.**

Aim: to present family members

- Play the first part of the recording. Point to Mike just going out of the door and ask *Who's this? (Mike)*. Establish in L1 that Mike and his family are getting ready to go out. Tell students in L1 that they are going to learn family words.
- Play the rest of the recording. Students point to the numbered characters.

CD 1 Track 23

Mike: Let's go, Mum!
Sister: Come on, Dad!

1 grandpa
2 grandma
3 mum
4 dad
5 sister
6 brother

- Play the CD again. Students repeat.

2 CD1 24 SB p20 **Listen and chant.**

Aim: to practise family members and say a chant

- Play the chant. Students point to the pictures.

CD 1 Track 24

Girl: My grandma, my sister, my mum and me.
Here are the girls in my family.
Boy: My grandpa, my brother, my dad and me.
Here are the boys in my family.

- Reinforce the meaning of *girl* and *boy* by pointing to girls and boys in the classroom (if possible).
- Play the chant again. Students join in. Point to the people in the pictures as prompts.

Practice

1 WB p18 **Circle and say the words.**

Aim: to personalise language from the lesson

- **Note:** Be fully aware of students' personal circumstances before doing this activity.
- Point to the first picture on the top row and ask *Who's this? (Grandma)*. Repeat with the rest.
- Say *My grandma* and circle the first picture. Continue for the rest of your family. Pretend if necessary that you don't have a sister/brother to demonstrate that you're not circling any sisters/brothers.
- Students circle the pictures to show their family members. If any students have more than 8 brothers or sisters, help them to draw in the extra pictures.
- Circulate and ask about individual students' work *Who's this? (My grandma*, etc.).

Ending the lesson

Aim: to review family members

- Put the flashcards in a line in a random order on the board at a height your students can reach.
- Ask in L1 for volunteers to help put them in the right order to match Mike's family on SB page 20.
- The volunteers move one flashcard each with the class calling out the correct family word.

Extension activity

Aim: to practise family members

- Students cut out the Unit 2 mini cards.
- Say a family word. Students hold up the correct card. Repeat with the other words.
- Students can play the game in pairs.

Note: For the next lesson (Presentation), you ideally need family photos (showing if possible at least one grandparent, parent and brother/sister).

1 CD1 25 Listen, point and say the words.

2 Draw and show your family. Say the names.



This is my (brother), (Tom).

Aim

- to present and practise introducing family members

New language: *This is my (brother).*

Recycled language: family members

Materials: CD 1, flashcards (family), coloured pencils or crayons, photos of your family (optional – see note on page T20)

Language competences: Your students will begin to introduce their family members.

Warm-up

Aim: to review family members

- Stick five of the flashcards on the board in a random order. Point for students to say the words. Ask *Who's missing?* and explain in L1 if necessary. Students call out the missing family word.
- Repeat to review all the family members.

Presentation

1 CD1 25 SB p21 **Listen, point and say the words.**

Aim: to present introducing the family

- If possible, show students a photo of your family. Say *My family. This is my family.*
- Point to the picture of Mike on SB page 21 and say *Look! Mike and his family.*
- Play the CD. Students listen and point to the correct person (the order is jumbled this time, as students heard the words in the previous lesson).

CD 1 Track 25

Mike: This is my sister.
This is my dad.
This is my grandma.
This is my brother.
This is my grandpa.
This is my mum.

- Play the CD again. Students repeat the family words. They don't need to repeat whole sentences at this stage.

Practice

2 SB p21 **Draw and show your family. Say the names.**

Aim: to practise introducing your family

- Point to the photo and say *Look! A family. It's a picture of her family. Draw your family.* Alternatively, draw a simple picture of your family on the board, saying *This is my (brother), (name)*, etc.
- Students draw their close family members (grandparents, parents and siblings).
- Circulate and ask *Who's this? What's his/her name?*
- Students show a partner their picture and say e.g. *My grandpa, (name). My grandma, (name)*, etc.
- Invite volunteers to introduce their family to the class.

1 CD1 26 WB p19 **Listen and circle.**

Aim: to practise listening for detail and identifying family members

- Play the first line of the recording and show students that the girl in the picture is circled in the example.
- Play the rest of the recording. Students listen and circle.

CD 1 Track 26

1 **Girl:** This is my sister, Alice.
2 **Boy:** This is my mum.
3 **Girl:** This is my grandpa.
4 **Boy:** This is my dad.
5 **Girl:** This is my brother, Tom.
6 **Boy:** This is my grandma.

- Check answers by saying *2 This is my ...? (mum).*

Key: 2 mum, 3 grandpa, 4 dad, 5 brother, 6 grandma

Ending the lesson

Aim: to review language from the lesson

- Draw a simple picture of your family on the board, with at least one set of grandparents, parents and siblings.
- Describe your family to the class, with their names.
- Then see if students can remember the names. Ask *This is my grandpa. What's his name?*

Extension activity

Aim: to review family members

- Choose a volunteer to show his/her picture from SB Activity 2 and to say the names of his/her family members.
- Draw the student's family on the board as clearly male or female stick people.
- Point to the mum and ask *Who's this?* Students say *Mum*. Say *Yes. It's (name)'s mum. What's her name?* Students say the name. Repeat with other members of the student's family.
- Do the same with two or three more students to work on memory skills with the whole class.

1 CD1 27 Listen and sing.



Aims

- to review talking about families
- to sing a song with the class

New language: *Hi, my name's (name), queen, king, we're, royal*

Recycled language: *This is my (mum), the, family*

Materials: CD 1, flashcards (family, characters – optional)

Language competences: Your students will be able to join in with a song.

Warm-up

Aim: to review family members

- Show the family flashcards. Students say the words.
- Mix up the cards, choose a card and hold it so that the students can see it, but you can't.
- Explain in L1 that they should repeat the word if you are correct, but they stay silent if you say the wrong word. (Alternatively, you can gradually introduce *Yes/No*.) Guess what's on the card by asking *Grandpa?* Repeat with the other cards.
- To make the game competitive, give yourself three 'lives' to guess what's on the flashcard. Count your guesses on the board. If you make more than three guesses, the students win.

Presentation

1 CD1 27 28 SB p22 **Listen and sing.**

Aim: to review family members and sing a song

- Point to the pictures and ask in L1 why the people are wearing crowns.
- Play the song. Students point to the pictures.

CD 1 Track 27

Children: *Mum's the queen! Dad's the king!*
We're the royal family. (x 2)

Girl: This is my mum.
Mum: Hi, my name's Ann.
Girl: This is my dad.
Dad: Hi, my name's Dan.

Chorus

Girl: This is my sister.
Sister: Hi, my name's Jill.
Girl: This is my brother.
Brother: Hi, my name's Bill.

Chorus

Girl: This is my grandma.
Grandma: Hi, my name's Kim.
Girl: This is my grandpa.
Grandpa: Hi, my name's Jim.

Chorus (x 2)

- Present *Hi* by going up to several students and saying *Hi, (name)!* Explain/Elicit in L1 that it means the same as *Hello*. Elicit the meaning of *queen* and *king* using the pictures.
- Play the song again. Tell students to listen carefully for the names.
- Say *Mum and dad – Ann and … (Dan)*. Do the same for *Jill* and *Bill*, *Kim* and *Jim*.
- Say names from the song. The students give the family words.
- Use the karaoke version, asking for volunteers or assigning roles.

Practice

1 WB p20 **Point and say the names and the words.**

Aim: to practise transferring visual information

- Students point to the characters from the song. They say the name of each character and his/her relationship with the singer.

Key: **1** Kim – grandma, **2** Bill – brother, **3** Ann – mum, **4** Jill – sister, **5** Dan – dad, **6** Jim – grandpa

Ending the lesson

Aim: to practise the song and family members

- Play the song again. Students point to the pictures.
- Choose two or three volunteers to point to the characters in the pictures and to say all the family words and names (*mum – Ann, dad – Dan, sister – Jill, brother – Bill, grandma – Kim, grandpa – Jim*).

Extension activity

Aim: to think about rhyme

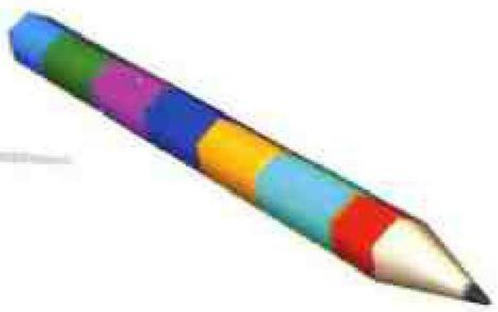
- Ask the students in L1 if they can think of rhyming names. If they can't think of any names, ask for rhyming words. Give examples if you can.
- Tell the students other rhyming names in English, e.g. *Sam/Pam, Jack/Zak, Emma/Gemma, Pat/Matt, Bob/Rob, Barry/Harry/Larry*. Encourage them to repeat the names.
- Put the character flashcards on the board. Say these names and ask the students to say the rhyming character name: *Molly (Polly), Tina (Gina), Spike (Mike), Rio (Leo)*.

1 Follow the lines. Make sentences.

















2 Play the game.



Aims

- to combine *This is my* with other known vocabulary
- to review classroom objects

Recycled language: *This is my (book)*, classroom objects, colours, *My name's (name)*

Materials: flashcards (characters, classroom objects), coloured pencils or crayons

Language competences: Your students will begin to combine *This is my* with classroom objects.

Warm-up

Aim: to review classroom objects

- Play a memory game with the classroom object flashcards (for procedure, see page T12 Warm-up).

Presentation

1 SB p23 **Follow the lines. Make sentences.**

Aim: to present talking about possessions

- Review the character names by pointing to the pictures on the left and saying *My name's ... (Mike)*.
- As an example, trace the line from Mike to the pencil with your finger, saying *This is my ... (pencil)*. Say *My name's Mike. This is my pencil.*
- Students follow the lines to match the other characters with the objects.
- Check answers by saying the picture number and eliciting the two sentences as above.

Key: 1 Mike – pencil, 2 Polly – desk, 3 Leo – book, 4 Gina – bag

Practice

2 SB p23 **Play the game.**

Aim: to practise talking about possessions

- Ask the students to choose one object (or two if your class is very small) from this list: *a book, a pencil, a pencil case, a rubber, a bag*.
- Move the furniture if possible so that students can sit in a large circle on the floor. They put their chosen object(s) in the middle of the circle.
- **Note:** With a large class, students can stay at their desks and you can put the objects on your table where everyone can see them. If you have more than 20 students, ask only 10 or 12 of your students to choose an item or the game will be too long.
- Pick up one of the objects. Ask *What's this?* If it is one of the known colours (red, green, blue, yellow, orange or purple), ask *What colour is it?* Gesture that you'd like the owner to take it.
- The student to whom the object belongs picks it up and says *This is my (pencil)*. He/She then keeps the item.

1 WB p21 **Draw lines. Colour and make sentences.**

Aim: to practise talking about possessions

- Students draw lines from each character to the object of their choice. They colour each object in one of the known colours (see above).
- Circulate and encourage students to point and say *My name's (Mike). This is my (rubber).* Ask *What colour is it? (Red).*
- You could extend the activity by counting the number of items for each character in the whole class. Say e.g. *Mike – a rubber?* and gesture for the students to raise their hands. Count together in English up to 6 but use L1 if necessary.

Ending the lesson

Aim: to practise talking about possessions

- Students choose a classroom object.
- They walk around the class introducing themselves to as many other students as they can and showing the item they have chosen, e.g. *My name's (name). This is my (bag).*

Extension activity

Aim: to practise talking about possessions

- Stick a character flashcard and a classroom object flashcard on the board to act as picture prompts. Say *My name's Polly. This is my ...* and elicit the classroom object.
- Repeat with different characters and objects. Gradually prompt less until the students are saying the two sentences by themselves.

1 CD1 29

The sandwiches













Aims

- to present a picture story
- to review language from the unit

Skills: listening and following a picture story

New language: *sandwich/sandwiches, for you, Yummy!*

Recycled language: *This is my (brother)*, family members, *Hi, Thank you, and, Oh no! your, wait, here*

Materials: CD 1, props for acting out the story (optional): character masks (Mike, Gina and Polly), two tennis rackets (or one for brother and a necklace for sister), a hat (grandma), glasses or a walking stick (grandpa), an old dress (mum), old trousers (dad), a box for a picnic basket, seven sandwiches and six bananas (made of cardboard)

Language competences: Your students will be able to listen and follow a picture story.

Warm-up

Aim: to set up the story context

- Show the picture of Mike's family on SB page 21. Point to each character and ask *Who's this? (Grandpa)*.
- Explain in L1 that the story is about Mike's family. Help the students to turn to pages 24–25.

Presentation

CD1 29 SB pp24–25 **Story: The sandwiches**

Aim: to listen and follow a picture story

- Talk about the first two pictures on SB page 24. Establish that Gina and Polly are having a picnic.
- Play the CD. Students follow in their books.

CD 1 Track 29

1 **Mike:** Hi, Gina. Hi, Polly.
Gina and Polly: Hi, Mike.
2 **Gina:** A sandwich?
Mike: Ooh, thank you, Gina.
3 **Mike:** This is my brother, Tim, and this is my sister, Olivia.
Tim and Olivia: Hi.
Polly: A sandwich?
Tim and Olivia: Thank you.
4 **Mike:** This is my mum and this is my dad.
Mum and Dad: Hi.
Gina: A sandwich?
Mum and Dad: Thank you.
5 **Mike:** This is my grandma and this is my grandpa.
Grandma and Grandpa: Hi.
Polly: A sandwich?
Grandma and Grandpa: Thank you.
6 **Mum:** Oh no! Your sandwiches!
Everyone: Oh!
7 **Mike:** Hmm, wait here.
8 **Mike:** For you.
Polly: Thank you.
Gina: Mmm, yummy!

- Play the story again, stopping after picture 3. Point to the characters and ask *Who's Tim? Mike's ... (brother)*. Do the same for Olivia (*sister*).
- Play the story again, stopping after each picture to talk in L1 about what's happening.

Practice

1 CD1 30 WB p22 **Listen and trace.**

Aim: to listen and identify speakers

- Play the CD. Students decide which character in each pair is speaking. They trace the correct character.

CD 1 Track 30

1 **Polly:** A sandwich?
2 **Mum:** Oh no! Your sandwiches!
3 **Mike:** Wait here.
4 **Gina:** Yummy!

- To check answers, say the number. Students say the correct character.

Key: 1 Polly, 2 Mum, 3 Mike, 4 Gina

Ending the lesson

Aim: to practise new language from the story

- Draw a sandwich on the board. Practise pronunciation.
- Pretend to offer a student a sandwich and say *A sandwich?* The student says *Thank you.* Repeat with other students.
- Students do the same role play in pairs.

Extension activity

Aim: to reinforce understanding of the story

- Invite nine volunteers to the front. Students act out the story with your help, using the character masks and other available props (see 'Materials').
- Encourage students to use key language from the story. Help with the plural form *sandwiches*.
- Invite other students to come to the front and act.





2 Think! Count and colour.



Aims

- to talk about the meaning of a story
- to review language from the unit

Thinking skills: interpreting the values in a story

Recycled language: language from the story, family members, numbers 1–6, *red*, *yellow*

Materials: CD 1, coloured pencils or crayons, coloured chalk / board pens (optional)

Language competences: Your students will be able to interpret the deeper meaning of a story.

Warm-up

Aim: to review the story SB pp24–25

- Students tell you the story in L1.

Practice

2 Think! SB p25 **Count and colour.**

Aim: to practise counting

Thinking skills: counting

- Point to the picture and practise the pronunciation of the plural form *sandwiches*.
- Ask the students to find a sandwich in the story. Ask *What colour is it?* and explain in L1 that you're talking about the filling. Establish in L1 that the red ones are jam (or meat) and the yellow ones are cheese.
- Explain in L1 that the students have to look through the story and count how many jam/meat sandwiches and how many cheese sandwiches there are. They colour the sandwiches in the picnic basket appropriately. Explain that it doesn't matter which ones they colour red or yellow as long as they have the correct number in each colour.
- Circulate and ask students which colours they are using. Encourage them to count aloud in English.
- Check answers by asking *How many (red/yellow) sandwiches?*

Key: 4 red sandwiches, 3 yellow sandwiches

Story values: SB pp24–25

Aim: to think about the meaning of the story: sharing

- Play the story again (CD 1 Track 29), pausing after pictures 2, 3, 4 and 5 to ask in L1 what Gina and Polly are doing (giving sandwiches to everyone). After picture 6, ask what the problem is (no sandwiches for Gina and Polly). At the end, ask what Mike and his family did (they went to get some food to share).

1 Think! WB p23 **Look and colour.**

Thinking skills: applying values from the story to new situations

- Ask students in L1 what Mike is doing in the picture from the story.
- Students explain in L1 what is happening in the other pictures (in the top pictures the girl is sharing her water, but in the bottom pictures she isn't).
- Students colour in the frame of the picture which shows the same value as the story (sharing). Tell them which colour to use or let them choose whichever colour they want.

Key: Picture 1

Ending the lesson

Aim: to role play sharing and practise language from the story

- Mime offering sandwiches to different students, pretending that your bag is a picnic basket. Say *A sandwich?* and help the students to say *Thank you.*
- Mime that your bag is empty but that you are hungry. Say *Oh no! My sandwiches!* Encourage a student to mime giving you something. Help him/her to say *For you* and then reply with *Thank you. Yummy!*
- Students carry out a role play in groups of four:
  Student 1 (handing out sandwiches): *A sandwich?*
  Students 2–4: *Thank you.*
  Student 1 (miming no sandwiches left): *Oh no! My sandwiches!*
  Students 2–4 (miming giving something): *For you.*
  Student 1: *Thank you. Yummy!*
- Students swap roles to practise a variety of language. If you have time, students can make their own cardboard sandwiches as props.

Extension activity

Aim: to review counting

- Draw sandwiches with two different colour fillings on the board (or classroom objects if you prefer), up to six in each colour, arranged randomly.
- Ask *How many (red/yellow) (sandwiches)?* Erase one of the sandwiches and ask again. Continue until only one of each colour remains.

Note: For the next lesson (Warm-up), you ideally need individual photos of your family members (four grandparents, mum, dad, siblings and yourself).

Families

1 CD1 31 Think! Listen and stick.

Sticker







2 Draw and show your family tree.



Aim

- to integrate other areas of the curriculum through English: Social science

New language: *that's my (mum)'s (mum)*

Recycled language: numbers 1–6, *Hi, My name's (name), and, are, is*

Materials: CD 1, Unit 2 stickers, scissors, coloured pencils or crayons, photos of your family members (optional – see note on page T25)

Language competences: Your students will be able to talk about family trees in English.

Warm-up

Aim: to present the family tree diagram

- Stick photos (or draw head and shoulder pictures) of your family on the board arranged as a family tree, linking people to show relationships as on SB page 26. Arrange your siblings and yourself in order of age, with the oldest on the left.
- Point to your photo and say *This is me.* Review family members by pointing and saying *This is my ... (grandpa).* Explain in L1 that the lines across link people who are married (or share children) and that the lines down show their children. Tell the class that on a family tree the oldest child is on the left.
- Leave the family tree on the board.

Presentation

1 CD 1 31 Sticker **Think!** SB p26 **Listen and stick.**

Thinking skills: understanding family relations

- **Note:** In order to carry out this activity, students will first need to cut out their stickers with the backs attached.
- Point to each sticker and ask *Who's this? (Dad).*
- Point to the boy at the bottom of the family tree on SB page 26. Say *This is Nick.* Point to the two pictures at the top of the family tree. Ask *Who's this? (Grandpa/Grandma).*
- Play the CD. Students listen and place the stickers, with the backs still attached, in the correct place. Pause as necessary. Point out the family resemblances in hair colour and translate into L1 if necessary the phrases *my mum's mum and dad* and *my dad's mum and dad.*

CD 1 Track 31

Hi, my name's Nick. My grandpa and grandma are Nigel and Kate, that's my mum's mum and dad, and Paul and Diana, my dad's mum and dad. My mum is Jenny and my dad is David. My sister is Ruby and my brother is Tom.

- Play the CD again, pausing for students to point to each sticker that they have placed. Ask *Who's this? (Grandma).* Say *Yes. This is Nick's (grandma).*
- Students can then stick the stickers in their books.

Practice

2 SB p26 **Draw and show your family tree.**

Aim: to practise describing family relations

- Point to your family tree on the board and describe it again using names, e.g. *This is my grandpa, (name).*
- Students draw their own family tree. Circulate and check that they are using the family tree conventions.
- Students describe their family tree to a partner.

1 WB p24 **Look and draw.**

Aim: to practise understanding family relations

- Point to each person in picture 1. Students name the family members. For each family member, ask *How many dots?*
- Point to the example in picture 2. Ask *Who's this? (Mum). How many dots? (Three).* Point to the two girls. Ask *Who's this? (Sister ... sister).* Encourage students to find the sister in the first picture and to draw the same number of dots on the two girls' badges in picture 2.
- Check answers by asking *How many dots?*

Key: 2 Sisters: 5 dots each
3 Dad: 4 dots, grandpa: 2 dots, brother: 6 dots
4 Dad: 4 dots, grandma: 1 dot, mum: 3 dots, sister: 5 dots

Ending the lesson

Aim: to practise interpreting a family tree

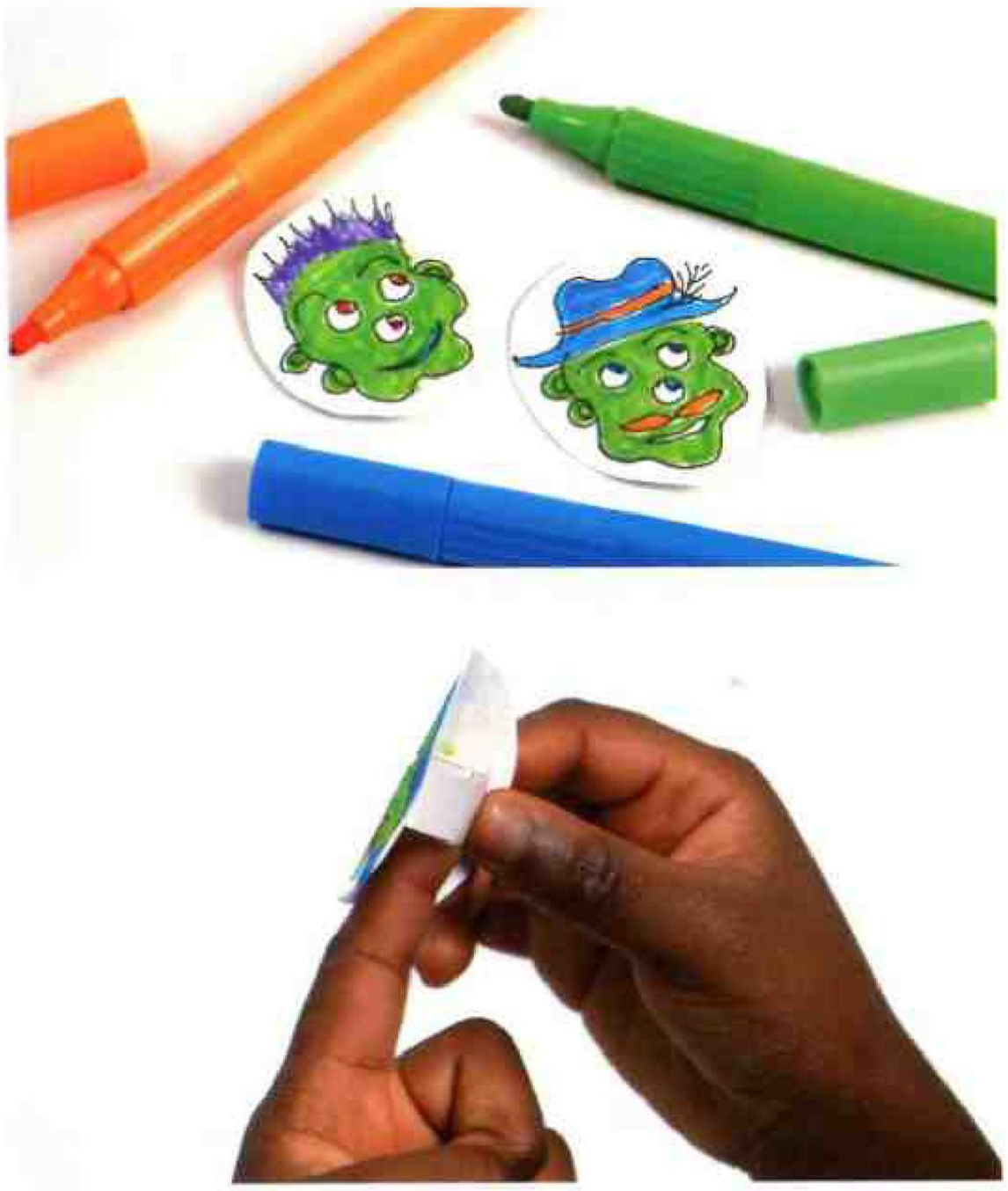
- Give the students 1 minute to look at your family tree on the board.
- Say *Close your eyes.* Take away a picture.
- Say *Open your eyes.* Ask *Who's missing?* Students say the family word and the name if they can remember, e.g. (*grandma, name*).

Extension activity

Aim: to review family trees and to practise listening

- Invite a volunteer to the front with his/her family tree.
- The student describes his/her family tree to you, showing you the picture, but hiding it from the class, e.g. *This is my grandpa, (name).*
- Students draw the family tree, with the correct number of grandparents and siblings.
- The student shows his/her family tree for students to check their work.

1 Make a finger family.





2 Show your family to a friend.





Aim

- to extend the focus on Social science through English

Recycled language: *This is my (mum).*

Materials: CD 1, flashcards (family), a music CD, pieces of oval card, scissors, coloured pencils or crayons, glue, sticky tape

Language competences: Your students will be able to introduce their family.

Warm-up

Aim: to review family members and introductions

- Review family members using the flashcards.
- Arrange students in a large circle if possible.
- Hand out the family flashcards to six students randomly around the circle. Explain to the students with the flashcards that they have to say *Hi. My name's (name). This is my (grandpa).* according to the family member on the card. The six students with the cards practise saying the sentences.
- Play some music. Students pass the flashcards to the left.
- Stop the music. Point in turn to each student with a flashcard. He/She says *Hi. My name's (name). This is my (dad).*
- Start the music again. Try to stop the music so that most students get a chance to speak.

Practice

1 Think! WB p25 **Look and say the family words.**

Aim: to review the family words

Thinking skills: associating objects with actions

- Students look first at the big picture to see what everyone is doing. They then decide who needs each of the smaller items at the bottom of the page.
- Check answers by saying the numbers. Students say the family words.
- **Note:** The names of the objects are given for your reference but they are not core language.

Key: 1 (building block) dad and brother,
2 (dice) grandpa and brother,
3 (headphones) grandma,
4 (mouse) mum,
5 (pencil sharpener) sister

1 SB p27 **Make a finger family.**

Aim: to practise introducing your family

- Students draw family members (real or imaginary) on pieces of oval card, then glue the card to a strip of paper.
- Students cut the strip to the correct length to fit around their finger and then stick the ends together to make a ring shape.
- Students wear their 'family' on their fingers.

2 SB p27 **Show your family to a friend.**

- Students wear their finger puppets and introduce their family to a partner using *This is my dad, (name).* The student who is listening says *Hello!* or *Hi!*
- Invite volunteers to the front to introduce their family to the class.

Ending the lesson

Aim: to review family members and the unit song

- Play the song from SB page 22 (CD 1 Track 27) for students to join in.

Extension activity

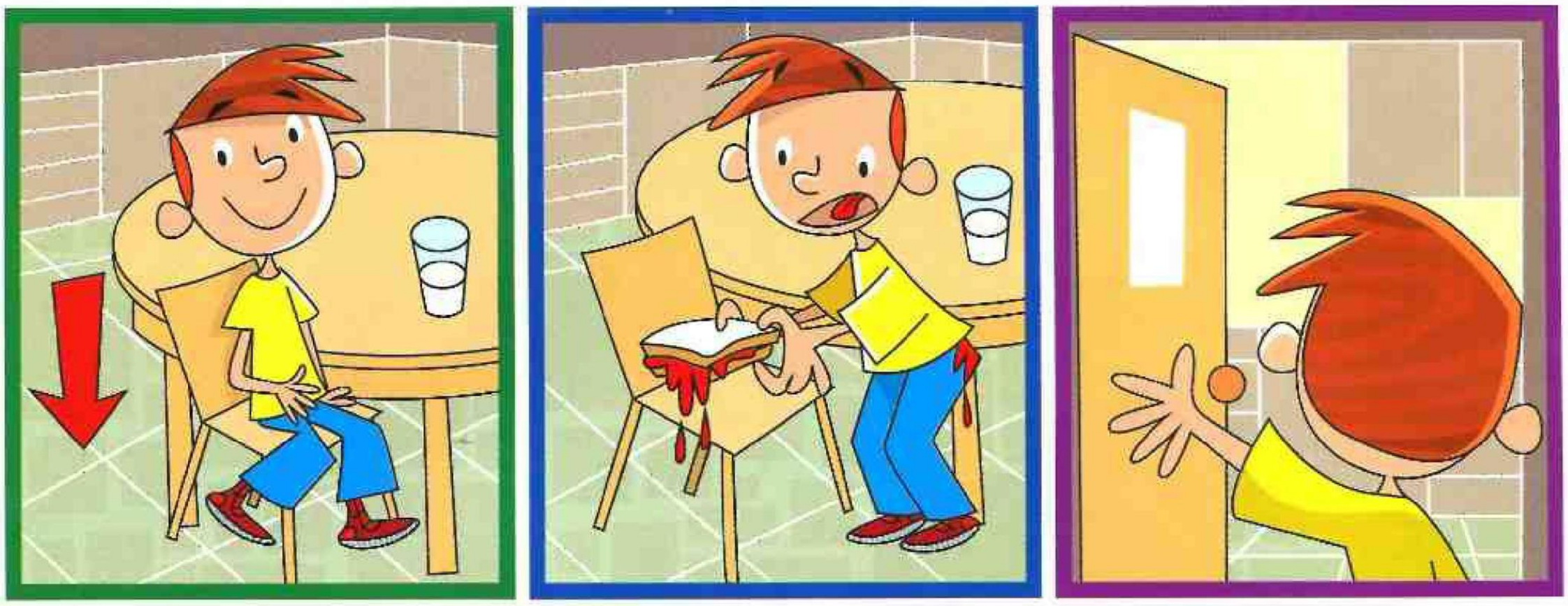
Aim: to review classroom instructions and to practise *and*

- Hand out the family flashcards to six students at random, without looking who has each card.
- Give instructions to the family members, sometimes just to one and sometimes to two, e.g.:
  Grandpa, open your book!
  Mum and dad, stand up!
  Brother and sister: put your book in your bag!
- When the students with the flashcards have done each action, encourage the class to turn and point to the relevant students, saying *This is my (mum) ... and this is my (dad).*

Note: For the next lesson, students will need ice lolly sticks (or other small flat sticks). They need one stick per family member that they are going to make, but you can decide how many each student can make.

1 CD1 32 Listen and act out with your teacher.

2 CD1 33 Listen again and match.



1

2

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4

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6



Aim

- to stimulate the students' imagination through listening and acting out

Skills: listening and following instructions

New language: *door, to, What's that? It's, Yuck!*

Recycled language: *open, the, say, Hello, your, sit down, a, sandwich,* family members

Materials: CD 1, flashcards (family), ice lolly sticks, white card, scissors, coloured pencils or crayons, glue, Unit 2 mini cards: WB page 108 (optional)

Language competences: Your students will be able to listen and do actions to demonstrate meaning.

Warm-up

Aim: to review family members and say a chant

- Play the chant from SB page 20 (CD 1 Track 24). Students could hold up the Unit 2 mini cards as each family member is mentioned.
- Play the chant again for students to join in.

Practice

1 CD1 32 SB p28 **Listen and act out with your teacher.**

Aim: to review language and practise following instructions

- Say the instructions with the CD. Show the class a clear mime for each action, e.g. 1 opening a door, 2 waving and smiling, 3 sitting down, 4 reacting as if you have just sat on something horrible, 5 standing up and looking sad, 6 picking a sandwich up off the chair.

CD 1 Track 32

Open the door.
Say 'Hello' to your mum.
Sit down.
What's that?
Stand up.
It's a sandwich. Yuck!

- Play the CD again. This time students join in with the mimes. Encourage them to act with emotion.

2 CD1 33 SB p28 **Listen again and match.**

Aim: to practise listening and ordering pictures

- Point for students to say the numbers 1–6.
- Play number 1 and demonstrate drawing a line from the big 1 to the picture of the boy opening the door. Run your finger around the frame and say *Number 1 is purple.*
- Play the rest of the recording. Students draw lines from the other numbers to the correct pictures.

CD 1 Track 33

1 Open the door.
2 Say 'Hello' to your mum.
3 Sit down.
4 What's that?
5 Stand up.
6 It's a sandwich. Yuck!

- Check answers by saying a number and asking *What colour?*

Key: **1** purple. **2** yellow, **3** green, **4** red, **5** orange, **6** blue

1 WB p26 **Make an ice lolly stick family.**

Aim: to make family stick puppets and practise introductions

- Students make a 'family' of stick puppets (or as many as possible with the materials available). They cut out card circles, draw faces on them and then stick ice lolly sticks onto them. In a large class, students can work in pairs or threes to make a family.

Ending the lesson

Aim: to practise role playing with puppets

- Students choose a stick puppet and give it a name.
- Students act out introducing the puppet to a partner.
  Student 1: *Hi! My name's (name).*
  This is my (brother, name).
  Student 2: *Hi, (name). Hello, (name).*
- Students swap roles and repeat the activity with a different partner.

Extension activity

Aim: to review numbers 1–6 and family members

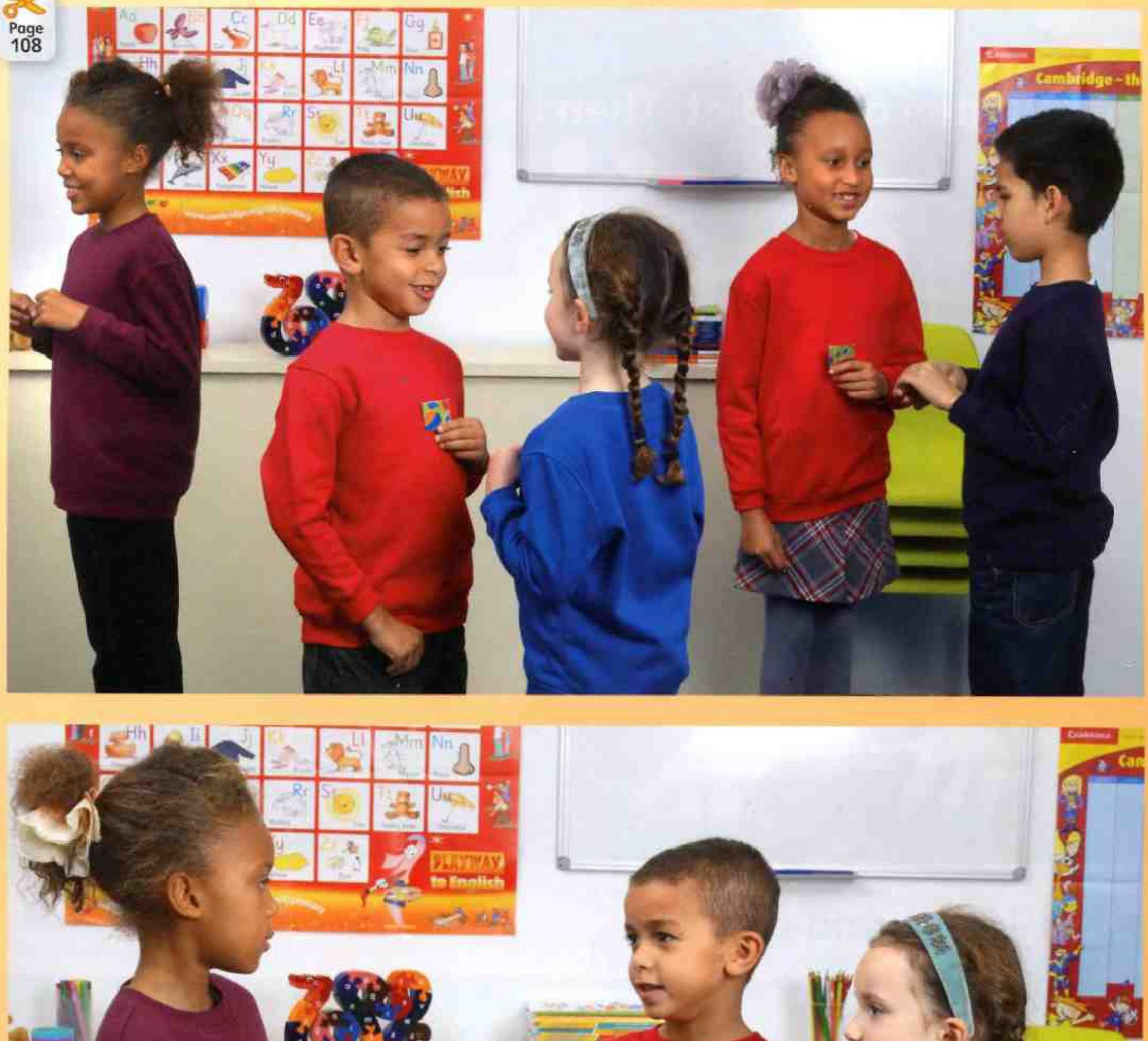
- Write the numbers 1–6 on the board and stick a flashcard of a family member next to each one.
- Say the numbers in order. Students say the family words. Repeat with the numbers out of order.
- Remove a flashcard. Students say the family words from 1–6, including the one for the missing flashcard.
- Repeat until you have removed all the flashcards from the board and students are remembering the order of the words with just the numbers as prompts.

2

1

Page 108

Play the game.



Aims

- to review language from the unit in a game
- to encourage students to reflect on their learning

Skills: speaking

Thinking skills: reflecting on learning

Recycled language: *What's your name? My name's (Dad), red, orange, blue, yellow, green,* family members

Materials: CD 1, cut-out cards: SB page 108, scissors, coloured pencils or crayons
Note: You may wish to copy the game cards onto card and laminate them before the lesson to make them more durable.

Language competences: Your students will be able to use language from this unit and previous units to play a game.

Warm-up

Aim: to review colours

- Review the colours that students know by pointing to objects in the classroom and clothes, asking *What colour is it?*

Revision

1 SB pp29 and 108 **Play the game.**

Aim: to review asking someone's name and introducing yourself

- Students help you cut out the cards from SB page 108. You need one set for this first game.
- **Note:** If you have a large class, play the game below (see Extension activity) with one set of cut-out cards per pair of students.
- Show a 'family' of cards to the class and say e.g. *Dad Blue, Mum Blue, Brother Blue, Sister Blue. A family.*
- Use the photos to explain in L1 that, in this game, the students have to find the rest of their 'family'.
- Mix up all the cards and then hand one to each student. The student keeps his/her card hidden. Check that each student knows his/her 'name'.
- **Note:** If the class doesn't divide into groups of four, add extra brothers or sisters to one of the families. Tell the class which colour(s) this is. Give these cards to students who are quick to follow instructions and tell them to join any family of the correct colour.
- Students walk about and ask other students their names, trying to find the rest of their family, like this:
  Student 1: *What's your name?*
  Student 2: *My name's Dad Blue. What's your name?*
  Student 1: *My name's Sister Red.*
  (These students move on to new partners as they aren't from the same family.)
  Student 1: *What's your name?*
  Student 3: *My name's Mum Red. What's your name?*
  Student 1: *My name's Sister Red. Hello, Mum!*
  (These two students then walk around together, as shown in the bottom photo.)
- As soon as students have formed a family of four, they sit down. Choose a brother or sister from each 'family' to introduce him/herself and the 'family' to the class: *Hi. My name's Sister Red. This is my mum*, etc.

1 WB p27 **Say the words. Colour the circles.**

Aim: to create a record of learning

- Students colour the circles if they can say the words on their own. Ask them all to use the same colour or let them use any of the six colours that they know.
- Circulate and ask students to say the words.

2 WB p27 **Draw faces.**

Aim: to help students reflect on their learning

- Explain in L1 what each picture represents (the song, the story, learning about family trees).
- Students draw a face next to each picture to show how much they enjoyed the different parts of the unit.

Ending the lesson

Aim: to review the unit song

- Use the pictures on SB page 22 to remind students of the song. Review *queen, king* and *royal family*.
- Play the song (CD 1 Track 27). The students sing and mime putting on crowns in the chorus.

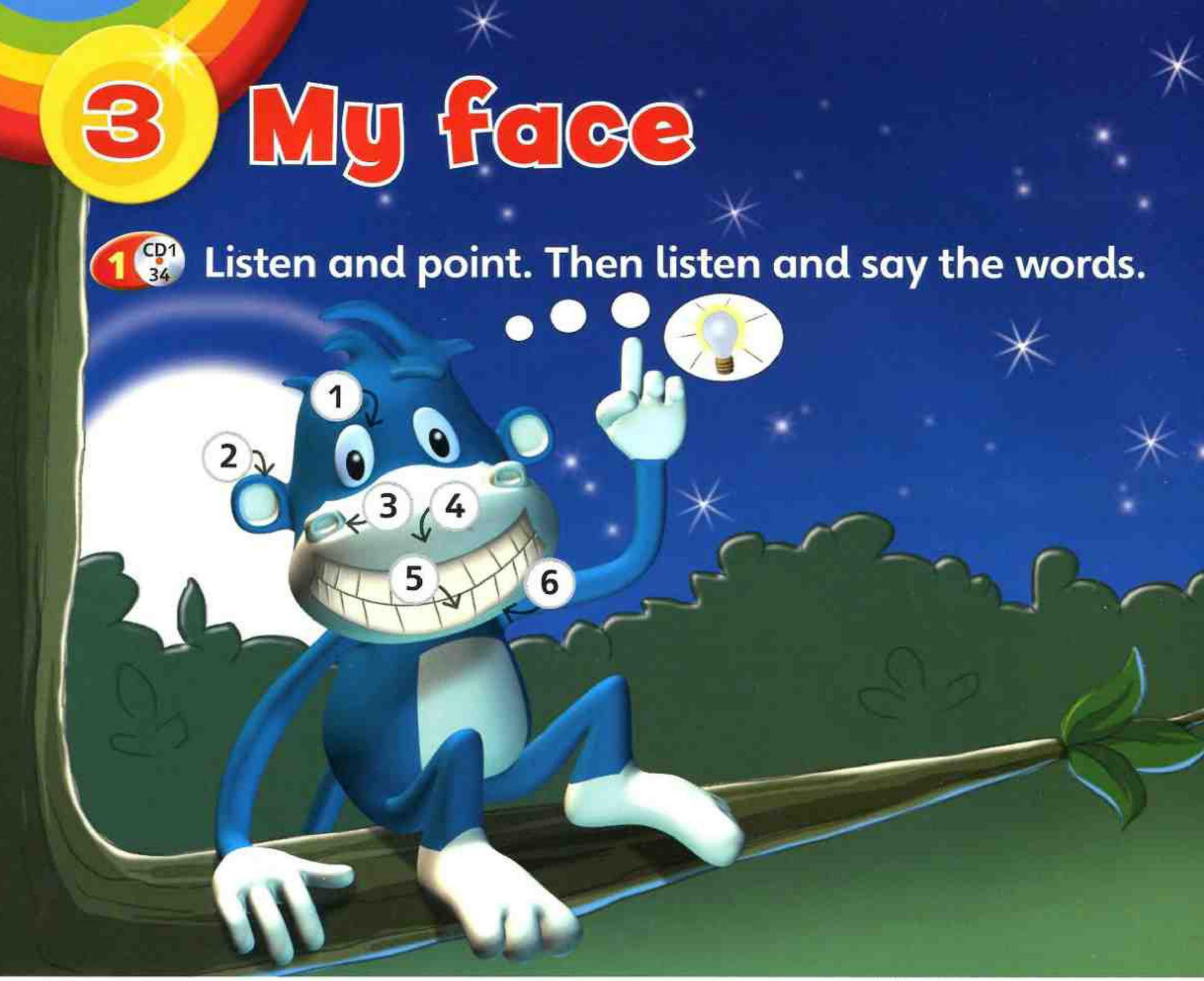
Extension activity

Aim: to review language from the unit

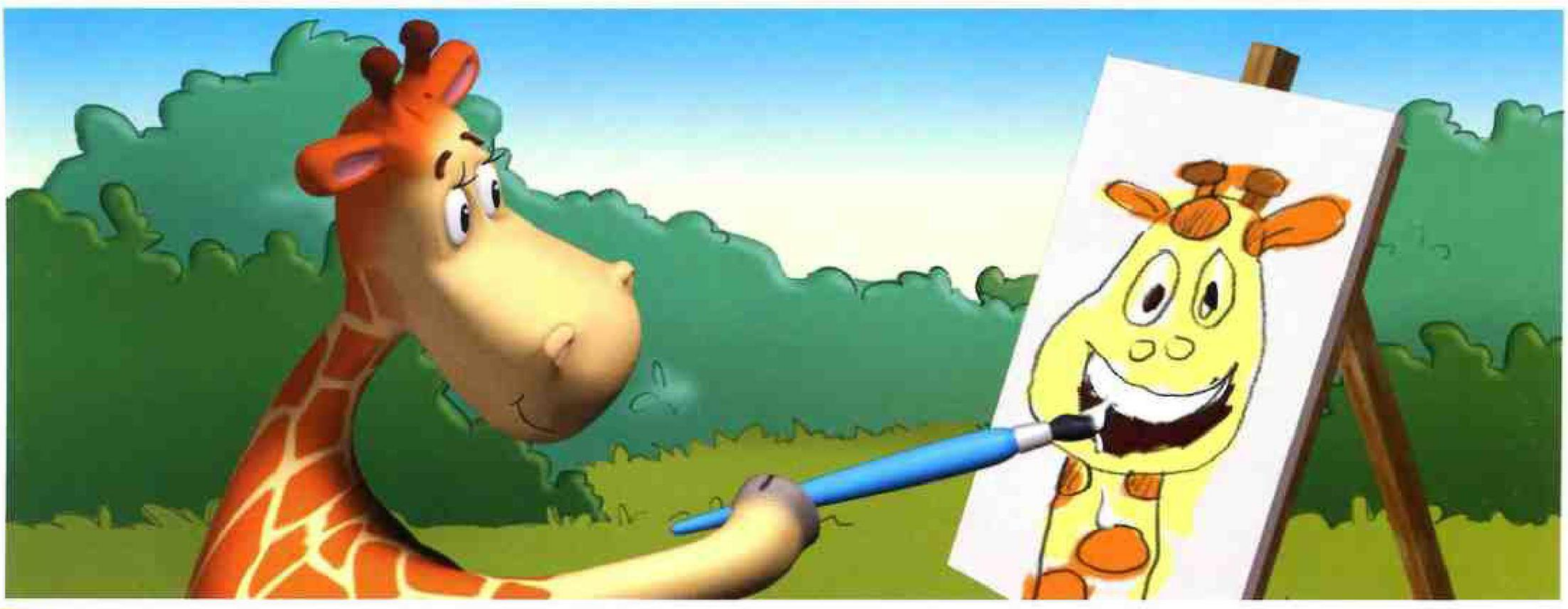
- In pairs, students arrange one set of cut-out cards in front of them on the desk.
- Say *Hi. My name's Brother Blue.* The first student in each pair to pick up the correct card, keeps it. Check that they have picked up the correct card.
- Repeat with the other family members / colours, keeping a note of what you have called.
- The winner in each pair is the student with the most cards at the end of the game.

3 My face

1 CD1 34 Listen and point. Then listen and say the words.



2 CD1 35 Listen and chant.



1 eyes 2 ears 3 nose 4 face 5 teeth 6 mouth

Aims

- to present and practise parts of the face
- to say a chant with the class

New language: *eyes, ears, nose, face, teeth, mouth*
I've got an idea, easy, What's missing?

Recycled language: *Here's, my, it's, look, two,* colours

Materials: CD 1, coloured pencils or crayons

Language competences: Your students will be able to name parts of the face.

Your students will be able to join in with a chant.

Warm-up

Aim: to introduce the topic

- Say *Close your eyes* and demonstrate to remind the class of the meaning. Then say *Open your eyes*.
- Point and say *My eyes*. Encourage them to repeat and copy you. Explain in L1 that students are going to learn other parts of the face.

Presentation

1 CD1 34 SB p30 **Listen and point. Then listen and say the words.**

Aim: to set up the story context and present parts of the face

- Play the first part of the recording. Ask in L1 why Mike is holding up his finger and what the light bulb means. Students explain in L1. Say *That's right. Mike is saying 'I've got an idea'*. Explain in L1 that students will find out what Mike's idea is in the story.
- Ask students in L1 to which part of the face each number refers. Help them in particular to identify the whole *face* (4), *teeth* (5) and *mouth* (6).
- Play the rest of the recording. Students point to the parts of Mike's face.

CD 1 Track 34

Mike: I've got an idea. Hee hee hee hee hee hee!

1 eyes
2 ears
3 nose
4 face
5 teeth
6 mouth

- Play the CD again. Students repeat.

2 CD1 35 SB p30 **Listen and chant.**

Aim: to practise parts of the face

- Point to Gina's painting and ask *What is it? (Face)*. Say *Yes. It's Gina's face.*
- Explain in L1 that Gina has just remembered the last thing that she needs to draw. Play the chant.

CD 1 Track 35

Gina: Here's my face. It's easy – look!
Two eyes, two ears.
Here's my nose. Here's my mouth.
Oh, what's missing? Ah – my teeth! (x 2)

- Ask *What's missing? (Teeth)*.
- Play the chant again. Students point to the parts of Gina's face.
- Play the chant again. Point to the parts of your face and encourage students to copy.

Practice

1 WB p28 **Colour the clown.**

Aim: to practise parts of the face and colours

- Use the picture to present *clown*.
- Ask the students to point as you give the instructions. Say *Colour the ears ... the eyes ... the nose ... the mouth ... and the teeth*. Tell students in L1 to choose from the six colours that they know.
- Circulate asking *What's this? / What are these?*

2 WB p28 **Describe your clown. Colour your friend's clown.**

Aim: to practise parts of the face, colours, speaking and listening

- In pairs, Student 1 describes his/her clown, e.g. *Red mouth* and Student 2 colours the second clown accordingly. They then swap roles.
- They compare pictures to check their work.

Ending the lesson

Aim: to practise parts of the face and colours

- Invite volunteers to describe their clowns from WB Activity 2 for the class.

Extension activity

Aim: to practise parts of the face

- Say *Point to your nose*. Do the same with the other parts of the face.
- Repeat the instructions, faster and faster.
- Invite a volunteer to the front to take your place.

1 CD1 36 Listen and say the words.

1



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4



2 Play the game.



Aims

- to present and practise adjectives for feelings
- to present and practise *Yes/No* and *you're*
- to preview *Are you (happy)? Yes, I am. / No, I'm not.*
- to review parts of the face

New language: *happy, sad, scared, angry, Are you (sad)? Yes, I am, No, I'm not, you're*

Recycled language: parts of the face, *I'm*

Materials: CD 1, flashcards (face)

Language competences: Your students will be able to talk about feelings.

Warm-up

Aim: to review parts of the face and to present *Yes/No*

- Show the face flashcards and say the words. Students repeat.
- Show a flashcard and say either the wrong word or the right word. Help the students to say *Yes* or *No*. If the word is wrong, ask *Oh! What is it?* Students say the right word.
- Draw a happy mouth on the board. Then draw a sad mouth. Ask in L1 what the difference is between the two mouths. Explain that in this lesson students will learn how to talk about feelings in English.

Presentation

1 CD1 36 SB p31 **Listen and say the words.**

Aim: to present feelings

- Discuss in L1 what is happening in each picture and how each child is feeling.
- Play the CD. Students listen to the questions and answers and repeat only the last word.

CD 1 Track 36

1 Are you happy?
Yes, I am. I'm happy.
2 Are you happy?
No, I'm not. I'm sad.
3 Are you happy?
No, I'm not. I'm scared.
4 Are you happy?
No, I'm not. I'm angry.

- Play the CD again. Students repeat the last word as before.
- Practise saying *I'm angry/happy/sad/scared* with the class, encouraging the students to copy the intonation of the children on the CD.

Practice

2 SB p31 **Play the game.**

Aim: to practise talking about feelings and to present *you're*

- Say *Yes* and *No* and nod or shake your head (or use your culture's equivalent gestures). Students repeat and copy the gestures. Point to the cross in the speech bubble and say *No*.
- Use the photo to help to explain the game. Student 1 thinks of a feeling and acts it. Student 2 has to guess.
- Demonstrate by acting one of the feelings. Help students to guess *You're (sad)*. Answer *Yes* or *No*.
- Students play the game in pairs.

1 Think! WB p29 **Look, draw and say the words.**

Thinking skills: understanding sequences

- Point to the first picture in row 1 and ask *What is it? Angry? Scared?* Students say *happy*.
- Encourage the students to point and say the words along the top row until you reach the last picture. Explain in L1 that the last picture in the sequence has been drawn in as an example (*sad*).
- Students draw faces to complete sequences 2–4.
- Check answers by saying the whole sequence as a class: e.g. *1? (happy, sad, happy, sad, happy, sad)*.

Key: 2 angry, 3 sad, 4 happy

Ending the lesson

Aim: to review feelings and to practise *you're*

- Say sentences for the whole class to act, e.g. *You're scared. / You're angry / You're happy. / You're sad.*

Extension activity

Aim: to practise understanding sequences

- Draw more sequences like the ones on WB page 29, using parts of the face. Draw a row of pictures and a box for the missing one at the end. Here are some examples:
  mouth, mouth, eyes, mouth, mouth … (eyes)
  nose, ears, nose, ears, nose … (ears)
  eyes, nose, mouth, eyes, nose … (mouth)
- Ask the class to say the missing word and invite a volunteer to draw the correct picture on the board.
- Students can create their own puzzles for a partner, using feelings, parts of the face, colours or classroom objects.

1 CD1 37 Listen and sing.



Aims

- to review feelings and parts of the face
- to present *Are you (happy)? Yes, I am / No, I'm not.*
- to sing a song with the class

New language: *little, clown, OK, today*

Recycled language: feelings, *Are you (happy)? no, I'm not, I'm, yes, today*

Materials: CD 1

Language competences: Your students will be able to join in with a song.

Your students will begin to ask and answer about feelings.

Warm-up

Aim: to review feelings and present *OK*

- Mime different feelings. Students say the words.
- Smile and say *I'm happy. Today I'm happy. I'm OK.*
- Ask individual students *Are you OK?* Encourage them to answer *Yes, thank you.*
- Students walk around the class asking as many people as possible *Are you OK?* In a larger class, they stay sitting and ask students sitting nearby.

Presentation

1 CD1 37 38 SB p32 **Listen and sing.**

Aim: to review feelings and sing a song

- Point to the first clown. Ask *What's this? (Clown).*
- Play the song. Students listen and point.

CD 1 Track 37

Hey, little clown. Are you happy?
Hey, little clown. Are you OK?
Hey, little clown. Are you happy?
Are you happy today?

No, no, no, no, no. I'm not happy. I'm not happy.
No, no, no, no, no. I'm sad today.

Chorus

No, no, no, no, no. I'm not happy. I'm not happy.
No, no, no, no, no. I'm scared today.

Chorus

No, no, no, no, no. I'm not happy. I'm not happy.
No, no, no, no, no. I'm angry today.

Chorus

Yes, yes, yes, yes, yes. I'm happy. I'm happy.
Yes, yes, yes, yes, yes. I'm OK today.
I'm happy today.

- Point to the first clown again. Ask *Is he OK? (No). Is he happy? (No, sad).* Repeat with the other clowns.
- Play the song again. Students mime the feelings.
- Use the karaoke version (see Extension activity).

Practice

1 WB p30 **How are you feeling today? Complete the face.**

Aim: to personalise language

- Point to the picture of the clown and ask *What's missing?* (*Eyes, mouth* and possibly *teeth*).
- Ask *How are you feeling today? Are you happy? Are you sad? Are you angry? Are you OK? Draw the eyes and mouth to show how you feel.* Demonstrate on the board.
- Students complete the picture. Circulate and ask *How are you feeling today? (Happy).*
- Practise the question *How are you feeling today?* with the class.
- Students show a partner their picture and ask and answer *How are you feeling today? I'm (happy).*

Ending the lesson

Aim: to practise the song

- Point to the first clown on SB page 32. Repeat the questions from the song using a student's name, e.g. *Hey, (name), are you happy? Hey, (name), are you OK?* Encourage the student to reply as if he/she were the first clown, using the song lyrics.
- Do the same with other students for verses 2–4.
- Students can use the karaoke version of the song (CD 1 Track 38) with the adapted lyrics.

Extension activity

Aim: to practise the song

- Divide the class into two groups (or groups of boys and girls, if appropriate).
- Play the song or the karaoke version. One group practises the chorus (the questions). The other group practises the verses (the answers).
- Students stand up and the two groups face each other. Play the song two or three more times with one group singing the questions and the other group singing the answers back.
- Students could also sing in pairs: one singing the questions and the other singing the answers.
- Allow the groups/students to swap roles to practise all the language.

1 CD1 39 Sticker Listen and stick.



2 Draw a face. Play the game.



Aim

- to practise asking and answering about feelings

Recycled language: feelings, *Are you (happy)? Yes, I am, No, I'm not, I'm*

Materials: CD 1, Unit 3 stickers, scissors, a music CD, a piece of dark cloth/scarf to act as a blindfold (optional)

Language competences: Your students will be able to ask and answer about feelings.

Warm-up

Aim: to review feelings and practise the song

- Play the song from SB page 32 (CD 1 Track 37). Students join in and mime the feelings.

Presentation

1 CD1 39 SB p33 **Listen and stick.**

Sticker

Aim: to listen for core vocabulary

- **Note:** In order to carry out this activity, students will first need to cut out their stickers with the backs attached.
- Point to each picture and ask *Who's this? (Gina)*. Discuss in L1 that we don't know how the animals feel today. They don't look very happy or very sad.
- Point to each sticker and ask *How is he/she feeling today? (Scared/Happy/Sad/Angry)*.
- Play the CD. Pause after each question and answer. Students listen and place the stickers with the backs still attached.

CD 1 Track 39

Interviewer: Are you happy?
Gina: No. I'm not. I'm sad.
Interviewer: Are you happy?
Leo: No. I'm not. I'm angry.
Interviewer: Are you happy?
Mike: Yes. I am. I'm happy.
Interviewer: Are you happy?
Polly: No. I'm not. I'm scared.

- To check answers, ask *How's (Gina) feeling? (Sad)*.
- Students can then stick the stickers in their books.

Key: Gina: sad, Leo: angry, Mike: happy, Polly: scared

Practice

2 SB p33 **Draw a face. Play the game.**

Aim: to practise feelings with *Yes, I am / No, I'm not*

- Ask individuals *Are you (happy)?* Help the students to give the full answers *Yes, I am* or *No, I'm not*.
- Give out some paper. Tell students to draw a face with one of the feelings and to keep it hidden. Circulate and quietly check by asking *Are you (sad)?*
- Tell students to turn their drawings over. To practise questions and answers, pretend to draw a feeling and encourage the class to ask *Are you (happy)?* Reply *Yes, I am* or *No, I'm not*. Do this a few times.
- Play some music. Students walk around the classroom keeping their drawings hidden. When the music stops, the students speak to the nearest student, asking and answering as above.

1 CD1 40 WB p31 **Listen and circle.**

Aim: to practise *Yes, I am / No, I'm not* and feelings

- Play number 1. Point to the circled example. Students say *Angry*.
- Play the rest of the recording. Students listen and circle the correct pictures.

CD 1 Track 40

1 Are you happy?
No. I'm not.
Are you angry?
Yes. I am.
2 Are you scared?
No. I'm not.
Are you sad?
Yes. I am.
3 Are you angry?
No. I'm not.
Are you scared?
Yes. I am.
4 Are you angry?
No. I'm not.
Are you happy?
Yes. I am.

- Say the numbers for students to say the feelings.

Key: 2 sad, 3 scared, 4 happy

Ending the lesson

Aim: to practise questions and answers

- Mime a feeling. Students ask *Are you (angry)?* or *Angry?* Answer *Yes, I am* or *No, I'm not*.
- Invite volunteers to the front of the class to mime.

Extension activity

Aim: to practise asking and answering questions

- Play 'Blind man's bluff'. A volunteer (Student 1) is blindfolded. Student 2 stands in front of Student 1.
- Student 1 has to guess who Student 2 is by feeling his/her face and saying *Are you (name)?* (*Yes, I am* or *No, I'm not*).



The monster













Aims

- to present a picture story
- to review language from the unit

Skills: listening and following a picture story

New language: *monster, Gina's coming, Come with me/us, Let's run, There's, Ouch!*

Recycled language: *a, look, I'm, scared, Are you OK? No, I'm not, I'm, please, it's, we're, go, here's, the, orange, red*

Materials: CD 1, props for acting out the story (optional): character masks

Language competences: Your students will be able to listen and follow a picture story.

Warm-up

Aim: to set up the story context

- Point to the picture of Mike on SB page 30 and say *Mike's got an … (idea)*. Ask students in L1 what they think Mike's idea is.
- Explain in L1 that students are going to find out in the story. Help students turn back to pages 34–35.

Presentation

1 CD1 41 SB pp34–35 **Story: The monster**

Aim: to listen and follow a picture story

- Give students time to look at the pictures.
- Play the CD. Students follow in their books.

CD 1 Track 41

1 **Mike:** Hee, hee, hee. A monster! Look! Gina's coming!
2 **Gina:** A monster! I'm scared!
3 **Leo:** Are you OK?
Gina: No, I'm not. I'm scared! Come with me, please.
4 **Leo and Gina:** It's a monster! Let's run!
5 **Leo:** There's a monster.
Gina: We're scared.
Leo and Gina: Come with us, please.
Polly: A monster? I'm not scared. Let's go.
6 **Polly:** It's a monster! I'm scared.
7 **Mike:** Hee, hee, hee.
8 **Mike:** Ouch!
Polly: Here's the monster – it's Mike!

- Reinforce the meaning of *monster* by miming and pointing to the shadows in pictures 2, 4 and 6. Say *Look at picture (2). It's a monster! Aaargh!*
- Play the story again, pausing after picture 2. Ask *Is Gina happy? (No, scared)*. Ask the same question about Leo and Polly in pictures 4 and 6.
- Play the story again, stopping after each picture to talk in L1 about what's happening.

Practice

1 CD1 42 WB p32 **Listen and trace.**

Aim: to listen and identify speakers

- Play the CD. Students decide which character in each pair is speaking. They trace the correct character.

CD 1 Track 42

1 **Mike:** Hee, hee, hee.
2 **Leo:** Are you OK?
3 **Polly:** A monster? I'm not scared. Let's go.
4 **Mike:** Ouch!

- To check answers, say the number. Students say the correct character.

Key: 1 Mike, 2 Leo, 3 Polly, 4 Mike

Ending the lesson

Aim: to practise new language from the story

- Mime being scared, go up to a student and say *There's a monster! I'm scared! Come with me.* Encourage the student to get up and come with you to the front. Point to an imaginary monster and say to the student *Look! A monster!* Mime running away and say *Let's run!*
- Repeat the mime with different students. Encourage the class to join in with the language.
- Invite volunteers in turn to take your place.

Extension activity

Aim: to reinforce understanding of the story

- Invite four volunteers to the front. Students act out the story with your help, using the character masks.
- Encourage students to use key language from the story.
- Invite other students to come to the front and act.





3

2 Think! Look at picture 4. Find five differences.



Aims

- to talk about the meaning of a story
- to review language from the unit

Thinking skills: interpreting the values in a story

Recycled language: language from the story

Materials: CD 1, coloured pencils or crayons

Language competences: Your students will be able to interpret the deeper meaning of a story.

Warm-up

Aim: to review the story SB pp34–35

- Students tell you in L1 what happens in the story.

Practice

2 Think! SB p35 **Look at picture 4. Find five differences.**

Thinking skills: comparing and analysing visual information

- Point to picture 4 in the story and point to the large version on page 35. Say *Look! Picture 4 and ... picture 4. What's different?* Explain in L1 that there are five differences to find.
- Give the students time to find the differences.
- Check answers with the whole class, allowing L1 as necessary but feeding in new English words, e.g. students say 'the sun' in L1. Point and say *Yes. Look! The sun is in this picture, but what's in picture 4?* Students then say 'the moon' in L1. Say *Yes. The moon.* Write *1* on the board and say *One difference.* Continue in the same way with the other differences.

Key: In the large picture, we see the sun not the moon, Polly instead of Leo, Gina's patches are red not orange, there is no monster on the ground and we can see Mike in a tree.

Story values: SB pp34–35

Aim: to think about the meaning of the story: don't play tricks.

- Play the story again (CD 1 Track 41), pausing at appropriate points to discuss in L1 what's happening.
- Ask in L1 what Mike is doing. (He is playing a trick on his friends by making shadows that look like monsters.)
- Point to Polly, Leo and Gina in picture 6 and ask *Is Polly happy? Is Gina happy? Is Leo happy? (No).* Ask *How are they feeling? OK? (No, scared).*
- Ask in L1 if it's nice to scare your friends.

1 Think! WB p33 **Look and colour.**

Thinking skills: applying values from the story to new situations

- Discuss in L1 what happened at the end of the story (a mango landed on Mike and he fell out of the tree). Ask *Is Mike happy?*
- Discuss in L1 what can happen when a trick goes wrong and ask if you should play tricks on your friends if it makes them unhappy.
- Students tell you in L1 what is happening in the pictures (the boy is going to give a pear to his friend but he realises that it's rotten, so he changes it for a nicer one; in the bottom pictures he knows it's rotten and just laughs about it).
- Tell students to colour in the frame of the picture which shows the right thing to do.

Key: Picture 1

Ending the lesson

Aim: to practise language from the story

- Point to picture 8 and ask *Is Mike happy? (No).* Ask in L1 what noise he makes when the mango falls on his head *(Ouch!).*
- Rub your head and say *Ouch!* Students do the action and repeat.
- Gesture for a student to do the action and to say *Ouch!* Ask *Are you OK? (Yes, I am or No, I'm not).*
- Students practise this exchange in pairs. Make sure that they swap roles.

Extension activity

Aim: to do a role play

- Students act out the first situation on WB page 33, like this:
  Student 1 *A pear?*
  Student 2 *Yummy!*
  Student 1 (looking disgusted as he/she notices that the pear is rotten): *Oh no!*
  Student 1 (giving Student 2 a pear): *Here you are.*
  Student 2 (mimes eating): *Thank you. Yummy! I'm happy.*
- Students swap roles. Students could draw two pears as props: one rotten and one green.

Music and feelings

1 CD1 43 Listen and colour. Say the words.



2 CD1 44 Listen again and describe the music.



Aim

- to integrate other areas of the curriculum through English: Music

New language: *drum, violin, recorder, xylophone*

Recycled language: colours, feelings, numbers 1–6

Materials: CD 1, coloured pencils or crayons, drums or musical triangles (optional), CDs of different types of music, e.g. sad or scary classical music, happy pop music, angry rock music (optional)

Language competences: Your students will learn the names of four musical instruments.

Warm-up

Aim: to review numbers and focus on sounds

- Say *Listen. How many?* Beat on your desk, beat a drum or clap a number of times between 1 and 6. Students answer, e.g. *Four*. Repeat several times.
- Say a number between 1 and 6. Students beat their desks, clap (or beat a drum/triangle if you have them) the correct number of times. Repeat several times.

Presentation

1 CD1 43 SB p36 **Listen and colour. Say the words.**

Aim: to identify instruments from their sounds

- Point to the photos and say *Look! Instruments. Musical instruments.* Ask in L1 if any student (or anyone that the students know) plays a musical instrument.
- Say *Listen and colour.* Play the CD. The first time, students listen, identify the instrument and colour the note with each photo correctly. Pause after the instrument name and ask *Where is it? Point.* Check that students have chosen the correct instrument before they colour.
- Play the CD again, this time pausing for the students to repeat the names of the instruments.

CD 1 Track 43

Green ... (*angry rhythm on a drum*) ... drum
Blue ... (*sad music on a violin*) ... violin
Yellow ... (*happy music on a recorder*) ... recorder
Red ... (*scary music on a xylophone*) ... xylophone

- Check answers by asking *What's (blue)?* Students can mime playing the instrument or say the word.

Practice

2 CD1 44 SB p36 **Listen again and describe the music.**

Aim: to practise applying feelings to music

- Explain in L1 that students need to listen and think about how the music sounds. Ask *Is the music happy? Sad? Angry? Scared?*
- Say *Close your eyes.* Play the CD. Pause after each piece of music. Students suggest feelings, e.g.:
  You: *What do you think, (name)?*
  Student 1: *Happy.*
  You: *You think the drum is happy. That's interesting. And you, (name)?*

CD 1 Track 44

(Angry rhythm on a drum)
(Sad music on a violin)
(Happy music on a recorder)
(Scary music on a xylophone)

1 Think! WB p34 **Join the dots and answer.**

Aim: to practise the instrument names

Thinking skills: sequencing numbers

- Use the example line to explain the dot-to-dot activity. Continue demonstrating yourself, counting aloud as you draw the lines.
- Circulate, encouraging students to count.
- Check answers by offering different options, e.g. *What's number 1? Is it a drum or a xylophone?*

Key: 1 drum, 2 recorder, 3 violin, 4 xylophone

Ending the lesson

Aim: to practise listening for detail

- Students colour the pictures of instruments with the the six colours that they know. Circulate and ask *What colour is your (drum)?*
- Invite two volunteers to show their pictures to the class while you ask *What colour is your ...?* Tell the students in L1 to listen carefully and remember.
- Books closed. Ask *What colour is (name)'s (drum)?* Students say the colours.

Extension activity

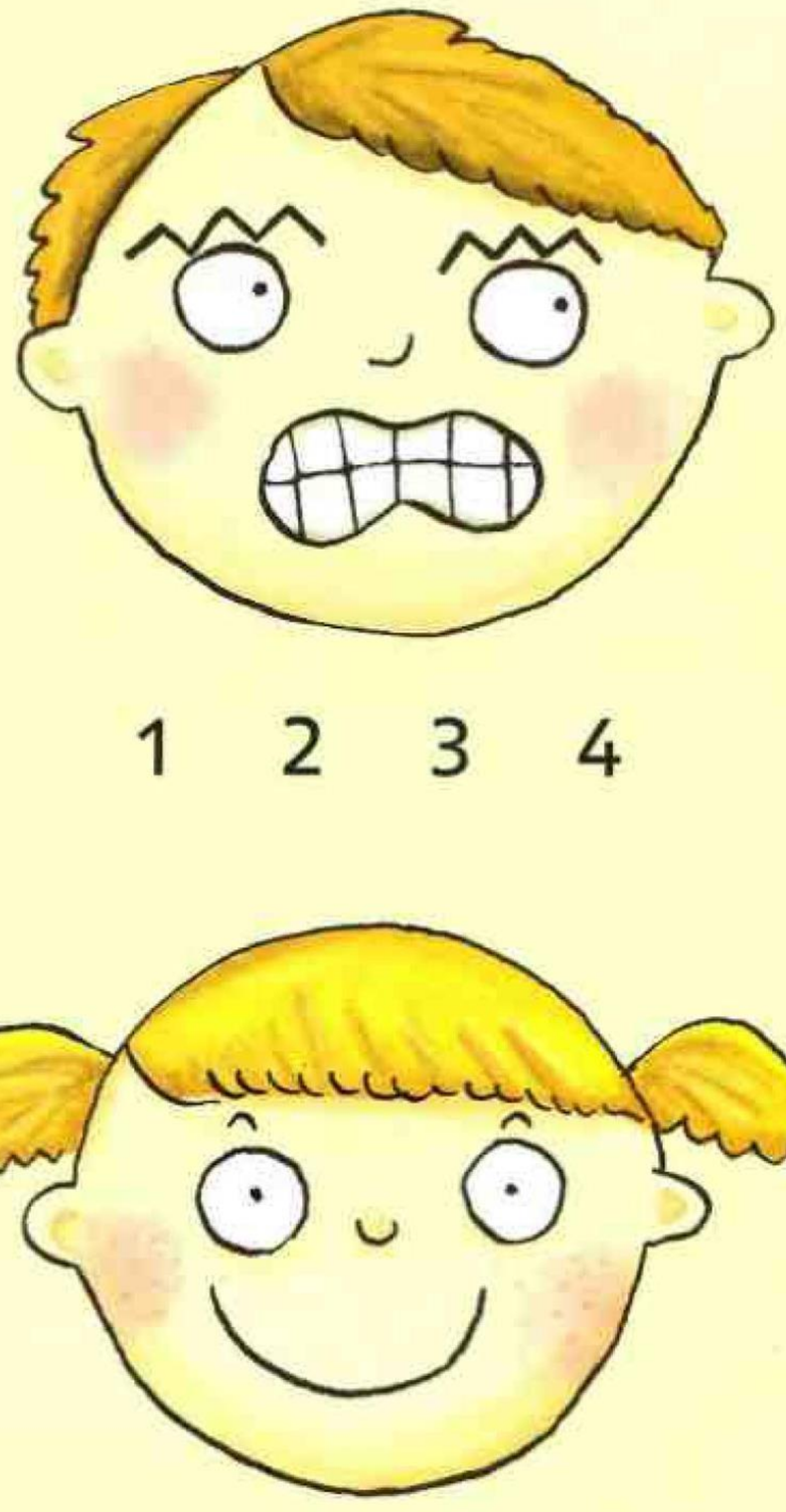
Aim: to practise talking about music

- Say *Close your eyes. Listen.* Play extracts of different types of music.
- Ask students how each piece of music sounds: *Happy? Sad? Angry? Scared?* Ask in L1 which of the types of music students like best.

1 CD1 45 Think! Listen and circle.



1 2 3 4



1 2 3 4

1 2 3 4

1 2 3 4

2 Play the game.



Aims

- to extend the focus on Music through English
- to practise talking about feelings

Recycled language: feelings, language from the Unit 1 song

Materials: CD 1, a familiar children's storybook in L1 (optional)

Language competences: Your students will be able to talk about other people's feelings.

Warm-up

Aim: to review feelings

- Say *I'm happy.* Ask individual students *How are you feeling today?* Students answer *I'm (happy).*

Practice

1 CD1 45 Think! SB p37 **Listen and circle.**

Thinking skills: empathising with others

- Talk about the first picture. Ask *Is she happy? Is she sad?* Students say *Scared.*
- Do the same with the other three pictures.
- Play the first song extract. Ask *Which picture? Scared, angry, sad or happy?* Show them that they have to circle the number 1 under the correct picture (the angry boy).
- Play the other extracts, giving students time to think and circle after each one.

CD 1 Track 45

1 (Angrily) Here's my rubber, my red rubber.
Here's my rubber in my pencil case!
2 (Sadly) (Verse as above)
3 (Happily) (Verse as above)
4 (Scared) (Verse as above)

- Check answers by asking *Number* 2, *which picture? Scared, angry, sad ...?*, etc.

Key: 1 angry, 2 sad, 3 happy, 4 scared

2 SB p37 **Play the game.**

Aim: to practise empathising and asking about feelings

- Discuss in L1 what's happening in the photo.
- Students play the game as a class or in large groups. One student sings, hums or speaks in a sad, happy, angry or scared way. The rest of the group guess, e.g. *Are you scared?* The student answers *Yes, I am* or *No, I'm not.*

1 Think! WB p35 **Look and draw.**

Thinking skills: interpreting other people's feelings

- Point to the faces at the top of the page. Students say the feelings (*angry, happy, sad, scared*).
- Discuss the situations in the big picture briefly in L1. What's happening? How do the children feel?
- Students complete the four blank faces to show the feelings that they think each person has. Tell the students in L1 that they don't have to use all four emotions. The idea is that every student interprets the picture depending on his/her life experiences.
- Talk about the feelings that students have drawn, e.g.:
  You: *Look at boy number 1. How does he feel?*
  Student 1: *Happy.*
  You: *You think he's happy. OK. What do you think, (name)?*
  Student 2: *Scared.*
  You: *Scared? Ah, that's interesting. You think he's scared because he's high up on the swing.*
  (Gesture to make the meaning clear.)

Ending the lesson

Aim: to review feelings and sing a song

- Play the song from SB page 32 (CD 1 Track 37) for students to join in.

Extension activity

Aim: to practise empathising

- Students sit in a comfortable area in the classroom, if possible in a large circle.
- Tell a familiar children's story in L1 or read it. Choose a story where the characters have strong feelings (e.g. a fairy story).
- Stop and ask how the characters feel in English. For example, if you are telling the story *Little Red Riding Hood*, stop and ask *How is she feeling?* in these situations:
  - when she sets off to visit Grandma (happy)
  - when she sees that 'Grandma' is the wolf (*scared*)
  - when the woodsman rescues her (*happy*)

  At the end of the story, you could ask *How is the wolf feeling? (Angry/Scared).*

Note: For the next lesson, students need paper plates for making faces and glass jars and wooden spoons for making and playing 'xylophones'.

1 CD1 46 Listen and imagine. Then make a face.



2 Show the face to your friends.



Aim

- to draw out the students' creativity through mental imagery

Skills: listening and following instructions

New language: *What is it? Is it ...? look at, now, they, again*

Recycled language: parts of the face, colours, *close/open your eyes, imagine, a, monster, or, clown, monkey, the, What colour, are, is, and*

Materials: CD 1, flashcards (face), paper plates, coloured pencils, crayons or paints, glue, coloured card, wool or string (optional – for hair), glass jars, water, a jug, wooden spoons

Language competences: Your students will be able to listen to ideas and respond creatively.

Warm-up

Aim: to review parts of the face

- Play the chant from SB page 30 (CD 1 Track 35). Students join in and point to parts of their face.

Practice

1 CD1 46 SB p38 **Listen and imagine. Then make a face.**

Aim: to review language and to use imagination to translate mental imagery into artwork

- Arrange the class so that the students can relax, e.g. with them all sitting in a big circle on a carpeted area.
- Help the students to relax. For procedure, see page T18.
- Tell the students to listen and imagine.

CD 1 Track 46

Close your eyes. Imagine a face. What is it? Is it a monster face? ... Or a clown face? ... Or a monkey face? ... What is it? Look at the eyes. What colour are the eyes? Blue? Green? Orange? Look at the nose. What colour is the nose? Red? Orange? Green? Blue? Purple? Look at the ears. What colour are the ears? Green? Blue? Red? Orange? Yellow? Purple? And now the mouth and the teeth. What colour are they? Now open your eyes again.

- Talk in L1 about the display in the bottom photo.
- Students use paper plates to make the faces that they imagined. They can draw, paint or stick on the different parts of the face. You could also present *hair* and give the students wool or string to use.
- Circulate and ask *What colour is ...? Is he/she sad?*

3

2 SB p38 **Show the face to your friends.**

Aim: to share ideas and review language

- Show a paper plate face that you have made and say *Look! This is my face. Orange eyes. Yellow mouth. Blue nose and green ears!*
- In pairs, students talk about their paper plate faces.
- Invite volunteers to describe theirs for the class.

1 WB p36 **Make a xylophone.**

Aim: to make a xylophone

- Follow the pictures to make a xylophone. Involve as many students as possible, for example to pour water into the jar, to test the 'note' with a wooden spoon and to help arrange the jars from the lowest note on the left to the highest note on the right.
- Students come to the front of the class in pairs and hit the jars gently with wooden spoons to make music.
- **Note:** If you create a standard musical scale with 3, 4, 5 or 6 notes, you could do the Extension activity.

Ending the lesson

Aim: to review parts of the face

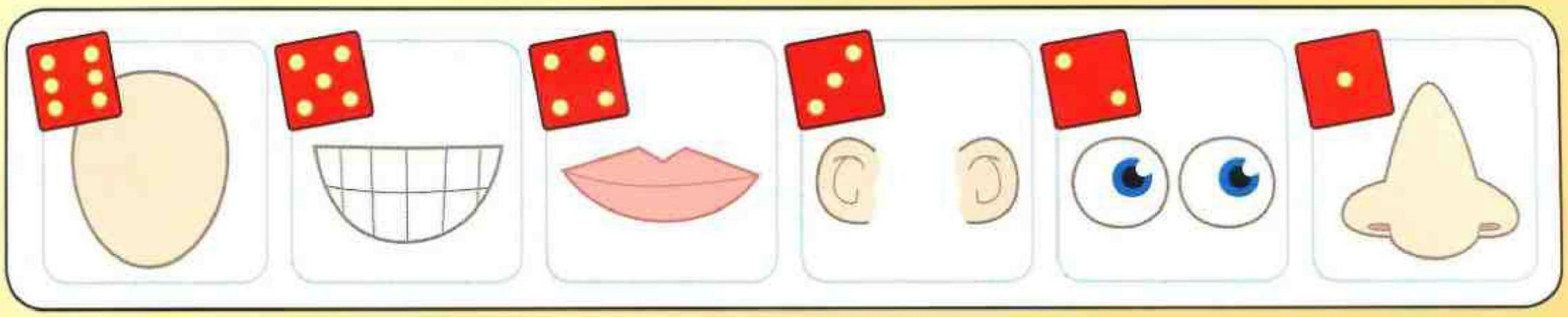
- Stick the face flashcards on the board and give students a few seconds to look at them.
- Then say *Close your eyes* and remove a flashcard.
- Say *Open your eyes* and ask *What's missing?*
- Change the order of the flashcards and repeat.

Extension activity

Aim: to review numbers

- Stick large numbers from 1 to 6 on both sides of the xylophone jars – 1 for the lowest note, 6 for the highest – so that both those playing the xylophone and those watching can see them.
- Hit each jar with a spoon, saying the number on it.
- Invite as many volunteers as there are jars to come to the front. Give them each a spoon. You or the class then call out numbers from 1 to 6 and the students hit the correct jars.
- Repeat with new volunteers.
- If you have a standard scale, you can write numbers for the students to play simple tunes:
  (3 jars) 3332111 222-- 333-- 33321111 22321
  (4 jars) 1425334 1425334 5342312 5324321
  (5 jars) 3212333 222-- 355-- 32123333 22321
  (6 jars) 5654345 234 345 5654345 2-- 5-- 31

1 Play the game.





Aims

- to review language from the unit in a game
- to encourage students to reflect on their learning

Skills: speaking

Thinking skills: reflecting on learning

Recycled language: parts of the face, numbers 1–6

Materials: dice/spinners, coloured pencils or crayons, Unit 3 mini cards: WB page 108 and scissors (optional)

Language competences: Your students will be able to use language from this unit and previous units to play a game.

Warm-up

Aim: to review feelings

- Play the mime guessing game from page T31 (Practice) to review feelings.

Revision

1 SB p39 **Play the game.**

Aim: to review parts of the face and numbers 1–6

- Point to the dice next to the first picture at the top of the page. Ask *How many? (Six)*. Then point to the blank face, circle your face with your finger and ask *What's this? (Face)*. Say *Yes. Six is face.* Repeat for the other five pictures.
- Explain the rules of the game in L1. The students play in groups. Each student has to draw a face, but they can only draw each part if they throw the correct number on the dice.
- Students take turns to throw. They have to throw a 6 first. When they do so, they can draw the outline of the face. They can draw the other parts of the face in any order (but they have to throw the right number first, according to the key at the top of the page: 5 for the teeth, 4 for the mouth, etc.).
- The winner is the first student to finish drawing a face.
- Circulate, encouraging students to count in English. Point and ask *What's this?* or *What's missing?*

1 WB p37 **Say the words. Colour the circles.**

Aim: to create a record of learning

- Students colour the circles if they can say the words on their own. Ask them all to use the same colour or let them use any of the six colours that they know.
- Circulate and ask students to say the words.

2 WB p37 **Draw faces.**

Aim: to help students reflect on their learning

- Explain in L1 what each picture represents (the song, the story, learning about music and feelings).
- Students draw a face next to each picture to show how much they enjoyed the different parts of the unit.

Ending the lesson

Aim: to review parts of the face

- Line the students up ready to go. (If they are in the same room for the next lesson, just say *Stand up.*)
- Ask each student to point to a part of his/her face before leaving the class (or before sitting down). Say e.g. *Point to your ears.* The student points. Say *Yes, your ears! You can go. / Sit down.*

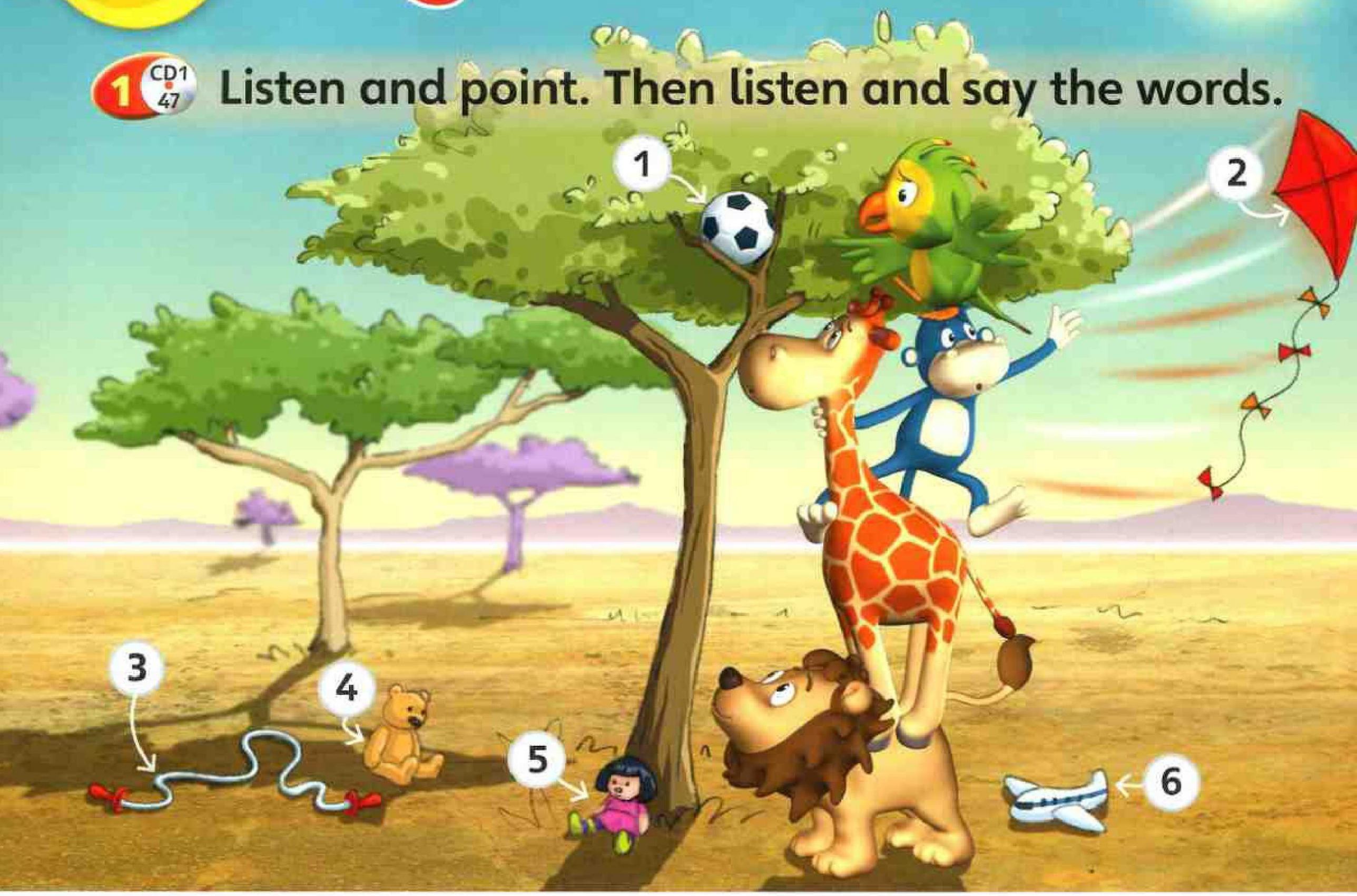
Extension activity

Aim: to review parts of the face

- Students cut out the Unit 3 mini cards.
- Demonstrate the game (see below) with a group of four or five students at the front.
- In groups, students put their sets of cards together, but they take out all the *nose* cards except one. They put the extra *nose* cards to one side, shuffle the rest of the cards and deal them out.
- Students look at their cards. If they have any pairs of cards (e.g. two mouth cards, two eyes cards), they put them on the desk saying *Mouth and mouth.*
- A student offers the back of his/her cards to the student on his/her left. The student on the left takes one of the cards without knowing what it is. He/She adds it to his/her hand and looks at it. If the card makes a pair with a card that he/she already has, he/she puts the pair of cards on the desk, saying e.g. *Eyes and eyes.* If it doesn't make a pair, he/she keeps the card. This student then offers the back of his/her cards to the student on his/her left, and so on.
- The students can shuffle the cards in their hand at any time if they wish.
- When a student gets rid of all his/her cards, he/she is 'safe'. The loser is the person who is left with the *nose* card at the end of the game.
- Students sort the cards into complete sets each with a *nose* card when they have finished playing.

4 Toys

1 CD1 47 Listen and point. Then listen and say the words.



2 CD1 48 Listen and chant.



1 ball 2 kite 3 rope 4 teddy bear 5 doll 6 plane

Aims

- to present and practise toys
- to say a chant with the class

New language: *ball, kite, rope, teddy bear, doll, plane*

Let's play. (two) (blue) (ball)s

Recycled language: numbers 1–6, *Oh no! (yellow) doll*

Materials: CD 1, flashcards (colours 1, toys), *Hello* unit mini cards: WB page 112 (optional)

Language competences: Your students will be able to name toys.

Your students will be able to join in with a chant.

Warm-up

Aim: to review colours

- Hold up a colour flashcard. Ask *What colour is it? (Red).* Repeat with all the colours.
- Students stand up. Say *Touch something blue.* Students hold up something blue or move quickly to touch something blue anywhere in the classroom. Repeat with different colours.
- With a large class, play a game with the *Hello* unit mini cards. Say a colour. Students hold up the correct mini card.

Presentation

1 CD1 47 SB p40 **Listen and point. Then listen and say the words.**

Aim: to present toys

- Discuss the picture in L1 and ask what the characters are doing (they're trying to get the ball and the kite).
- Play the CD. Students point to the numbered toys.

CD 1 Track 47

Mike: Polly, your kite! Oh no!
Polly: Oh. Let's play with the ball.

1 ball
2 kite
3 rope
4 teddy bear
5 doll
6 plane

- Play the first part of the recording again. Ask in L1 what they are going to play with. Elicit *The ... (ball).*
- Play the rest of the recording. Students repeat the words. Explain in L1 that people can say *teddy* instead of *teddy bear.*
- **Note:** The usual form is *skipping rope* but this longer form is harder for children to pronounce.

2 CD1 48 SB p40 **Listen and chant.**

Aim: to practise toys and colours

- Play the chant. Students listen and point to the toys.

CD 1 Track 48

One yellow doll, two blue balls,
Three green planes, four red kites,
A rope and a teddy bear.
Oh yeah, oh yeah, oh yeah!

- Play the chant again. Students join in.
- **Note:** Plurals are previewed in the chant, but they are presented and practised fully in Unit 6.
- Do a mime for one of the toys, as in the picture for the chant (cuddling a doll, heading a ball, pretending that you are flying a plane, etc.). Students copy.
- Play the chant again. Students chant and mime.

Practice

1 Think! WB p38 **Count and match.**

Thinking skills: counting

- For procedure, see page T13 (WB Activity 1).
- Check answers by pointing to each toy chest and asking *How many (planes)? (Five).*

Key: **1** teddy bear, **2** dolls, **6** balls, **4** kites, **3** ropes

Ending the lesson

Aim: to practise toys and feelings

- Hold up each toy flashcard and ask *Is it a (ball)?* Students say *Yes* or *No.*
- Show the flashcards for students to say the words.
- Show the flashcards and say the words sadly. Ask students *Am I (happy) or (sad)?* Do the same with the other feelings that students know.

Extension activity

Aim: to practise toys and numbers

- Stick the toy flashcards on the board, leaving space below where students can reach.
- Call the students out one by one asking them to put a mark/tick under the toy that they like best. Ask them to say the name of the toy before they sit down again.
- Count up the 'votes' for each toy. Don't write the totals, but write 1 next to the toy with the most 'votes', 2 for the next most popular, etc.
- Point and say *The (ball) is number 1,* etc.

Note: For the next lesson (Warm-up and Extension activity), you could bring in real toys.

1 CD1 49 Listen and colour.



2 Sticker Choose three stickers and play the game.



Aims

- to present and practise *I've got*
- to review toys

New language: *I've got a (doll). It's (purple)*

Recycled language: toys, colours

Materials: CD 1, flashcards (toys) or real toys, Unit 4 stickers, coloured pencils or crayons, scissors (optional), a music CD (optional)

Language competences: Your students will be able to say what toys they have and describe their colour.

Warm-up

Aim: to review toys and to preview *a*

- Show the students flashcards or toys. Ask *What's this? (Ball).* Introduce *a* by confirming *Yes, a ball.*
- Arrange the toys in a row or stick the flashcards in a row on the board. Say e.g. *Look! A plane, a ball, a kite, a rope, a teddy bear and a doll.* Repeat the list. Students repeat.
- Invite students to the front to point and list the toys.

Presentation

1 CD1 49 SB p41 **Listen and colour.**

Aim: to present *I've got* and review toys and colours

- Point to the first picture and ask *What's Gina got? A ball? No. What is it?* Help the class to say *A plane.*
- Repeat with the other pictures.
- Play the CD. Students listen for the toy words and colours. Pause after the first line to check that they have found the correct toy before they colour.

CD 1 Track 49

Gina: I've got a doll. It's purple.
Polly: I've got a teddy bear. It's orange.
Leo: I've got a ball. It's red.
Mike: I've got a rope. It's yellow.
Gina: I've got a plane. It's green.
Leo: I've got a kite. It's blue.

- Check answers by saying *I'm (Gina). I've got a plane. What colour is it? (Green).*

Key: plane: green, kite: blue, teddy bear: orange, rope: yellow, doll: purple, ball: red

Practice

2 Sticker SB p41 **Choose three stickers and play the game.**

Aim: to practise using *I've got*

- **Note:** You may wish students to cut out their stickers with the backs attached before carrying out this activity. Point to each sticker and ask *What's this?*
- Explain in L1 that students have to choose three stickers to put on the shelf on SB page 41.
- When they have all placed three stickers, play the game. Say (*Doll*). *Stand up!* and encourage all the students who have used a (doll) sticker to stand up. Help them each to say *I've got a (doll).*
- **Note:** Students will need the remaining three stickers for the next lesson (Warm-up).

1 WB p39 **Draw four toys.**

Aim: to practise talking about possession

- Point to the shop window under the toys in Activity 1. Say *It's a toy shop window* and add the name of a toy shop in your town, if possible, to support the meaning.
- Point to the toys at the top of the page and say *Choose four toys. Draw them in the shop window.* Demonstrate by drawing four toys in a rectangle on the board. Say *I've got a ...* and elicit the four words.
- Circulate as they draw, asking *What have you got?* You could also ask about the colours that they are using.

2 WB p39 **Describe your picture. Draw your friend's picture.**

- In pairs, Student 1 keeps his/her picture hidden and describes it using *I've got*. Student 2 listens and draws the toys in the other shop window.
- They then swap roles.

Ending the lesson

Aim: to review talking about possession

- Draw four toys on a piece of paper so that your students can't see them. Say e.g. *I've got a kite, a rope, a teddy bear and a ball.* Repeat the list.
- Ask *What have I got?* Invite a volunteer to repeat the list (*A kite, a rope ...*). If he/she is correct, show the picture and say *Yes! I've got a kite, a rope, ...,* etc. If not, invite another student to try.

Extension activity

Aim: to practise toys and *I've got*

- Students sit in a large circle. Hand out up to six real toys or toy flashcards. Point to a student who has a toy and ask e.g. *What have you got? (I've got a plane).* Do the same with the others who have toys.
- Play some music. Students pass the toys/flashcards to the left. When the music stops, the students with toys/flashcards say what they have got.

1 CD1 50 Listen and sing.



Aims

- to review talking about possession
- to sing a song with the class

New language: *I haven't got (a kite), That's right, We've got*

Recycled language: toys, *I've got a (ball), play*

Materials: CD 1, the remaining Unit 4 stickers, Unit 4 toy mini cards: WB page 106 and scissors (optional)

Language competences: Your students will be able to join in with a song.

Warm-up

Aim: to review talking about possession and toys

- Point to the shelf on SB page 41. Explain in L1 that students are going to make a new shelf.
- Give a piece of paper to each student. Say *Draw a line* and demonstrate by drawing a line near the bottom of the board.
- Help the students to find the three toy stickers that they didn't use in the previous lesson. They stick them on the 'shelf' on the piece of paper.
- Repeat the game from Activity 2, SB page 41.

Presentation

1 CD1 50 S1 SB p42 **Listen and sing.**

Aim: to review talking about possession and sing a song

- Play the song. Students listen and point to the toys.

CD 1 Track 50

Polly: I've got a ball and a plane.
I've got a doll and a rope.
I've got a teddy bear – squawk!
I've got a teddy bear.
I haven't got a kite. I haven't got a kite. Sob, sob, sob.
I haven't got a kite. Sob, sob.

Leo: I've got a kite. That's right! That's right!
I've got a kite. That's right!
Play with me. Play with me.
I've got a kite. That's right!

Polly and Leo: We've got a kite. We've got a kite.
We've got a kite. That's right! (x 2)

- Point to the top picture. Ask *What's Polly got? A kite? No? What?* Students list the toys (except *kite*).
- Ask *Is Polly happy? (No, sad).* Ask in L1 why she is sad and what she would like to play with.
- Point to Leo in the bottom picture. Ask *What's Leo got? (A kite).*
- Play the song again. Students mime being the characters.

- Explain *That's right* and *Play with me* in L1.
- Point to the sad picture of Polly. Say sadly *I haven't got a kite*. Ask the class to guess the meaning in L1. (The negative form is not core language in *Starter*.)
- Play the song again for students to join in.
- Use the karaoke version (see Extension activity).

Practice

1 WB p40 **Complete the toys. Draw the missing toy.**

Aim: to review the song lyrics

- Use the example to explain the activity.
- Students complete the rest of Polly's toys in the first picture.
- Check answers by saying *What has Polly got? (A ball, a plane, a doll, a rope, a teddy bear).*
- Students look at the second picture. Ask *What has Leo got in the song? (A kite).* Say *Yes, Leo says 'I've got a kite. Play with me.'* Students complete the picture by drawing a kite.

Ending the lesson

Aim: to practise the song

- In pairs, students act out the story of the song. 'Polly' sits down and says sadly *I've got a plane,* etc. (see opposite).
- 'Leo' walks over and says *I've got a kite. Play with me.* 'Polly' looks very happy and says *Thank you!*
- Invite pairs of students to perform their role play in front of the class.
- Students can cut out the Unit 4 toy mini cards and use them as props.

Extension activity

Aim: to practise the song

- Divide the class into two groups.
- Play the song or the karaoke version. One group practises the verse where Polly sings. Encourage them to sing sadly. The other group practises Leo's lines.
- Students stand up. Play the song two or three more times with half the class singing Polly's part and the other half singing Leo's part. They all sing the last two repeated lines.
- Put students in pairs – one from the 'Polly' group and one from the 'Leo' group – for students to sing to each other. Again, they both sing the last two repeated lines.

1 CD1 52 Listen and say the numbers.



2 Think! Look and count. Circle the number.



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

Aim

- to present and practise numbers 7–10

New language: *seven, eight, nine, ten*

Recycled language: numbers 1–6, toys, colours

Materials: CD 1, flashcards (numbers 1–10), coloured pencils or crayons, Unit 1 number mini cards: WB page 110 (optional)

Language competences: Your students will be able to count from 1–10.

Warm-up

Aim: to review numbers 1–6

- Use the number flashcards or write numbers 1–6 on the board. Point for students to say the numbers, first counting 1–6 and then in a random order.
- Alternatively, give out the Unit 1 number mini cards and call out numbers for students to hold up the correct mini card.
- Assign students numbers 1–6 around the class. Give known instructions, e.g. *3 Stand up*. All the number 3s stand up. Repeat with other numbers and instructions.

Presentation

1 CD1 52 SB p43 **Listen and say the numbers.**

Aim: to present numbers 7–10

- Point to the teddies. Ask *How many teddy bears? (Four)*.
- Play the CD. Students repeat the numbers.

CD 1 Track 52

seven ... eight ... nine ... ten

- Say the numbers in a different order. Students point to the correct teddy.

Practice

2 Think! SB p43 **Look and count. Circle the number.**

Thinking skills: counting and paying attention to visual details

- Point to the picture. Say *Look! A window in a toy shop. What can you see?* Students name the toys.
- Then focus on the table with the numbers. Point to the first picture and say *Kite*. Point to the picture of the shop window and ask *How many kites?* Explain in L1 that students have to count all the kites in the shop, not just the ones that look the same as the one in the table.
- Give students time to count. Ask *How many kites? (Seven)*. Say *Yes. Seven kites.*
- Students count the other toys and circle the numbers.
- Check answers by asking *How many (balls)?*

Key: 7 kites, 9 balls, 6 dolls, 10 teddy bears, 8 planes, 5 ropes

1 CD1 53 WB p41 **Listen and colour.**

Aim: to practise recognising numbers 7–10

- Students listen and follow the instructions.

CD 1 Track 53

Colour number ten red.
Colour number eight blue.
Colour number seven purple.
Colour number nine orange.

- Check answers by asking *What colour is (ten)?*

2 Think! WB p41 **Count and draw.**

Thinking skills: counting and adding

- Point to the first box. Ask *What number is it? (Seven)*.
- Count the teddies aloud and explain in L1 that two more have been drawn to make seven in the example, because the number 7 is in the box.
- Students draw in toys to complete the other pictures.
- Circulate, asking *What number is it? How many (planes)? How many more (planes) to make (eight)?*

Key: Students draw 3 more planes, 5 more kites and 7 more balls.

Ending the lesson

Aim: to practise numbers 1–10

- Count with the class from 1 to 10 and 10 to 1.
- Invite volunteers to count from 1 to 10 and 10 to 1.
- Write numbers 1–10 randomly on the board (or use the flashcards). Students close their eyes. Erase a number (or remove a flashcard). Students tell you which one is missing. Repeat.

Extension activity

Aim: to practise numbers 1–10

- Teach students a counting rhyme (or song if you know the tune of *Ten green bottles*):
  Ten green teddies, sitting on a wall.
  Ten green teddies, sitting on a wall.
  If one green teddy should accidentally fall,
  There are nine green teddies, sitting on the wall.
  Nine green teddies, etc.
- Draw a picture of ten teddies on the board, erasing them as you sing. Students can join in with lines 1, 2, and 4 of each verse.



1 CD1 54

The ball













Aims

- to present a picture story
- to review language from the unit

Skills: listening and following a picture story

New language: *This is fun, Where's ...? Be careful! Help! Mr Crocodile*

Recycled language: *Oh no! ball, look, I've got an idea, come with me, yummy, we've got, now, thank you*

Materials: CD 1, props for acting out the story (optional): character masks, home-made hat/mask for Mr Crocodile (see Note on page T98), a soft ball, a stick

Language competences: Your students will be able to listen and follow a picture story.

Warm-up

Aim: to review numbers 1–10

- Say a number. Students hold up the correct number of fingers. Repeat several times.
- Invite volunteers to say the numbers.

Presentation

1 CD1 54 SB pp44–45 **Story: The ball**

Aim: to listen and follow a picture story

- Point to the picture on SB page 40. Ask in L1 if the students can remember what the characters decided to play with. Elicit the word in English (*a/the ball*).
- Help students to turn back to SB pages 44–45. Ask in L1 where the characters are (near a river).
- Play the CD. Students follow in their books.

CD 1 Track 54

1 **Gina:** This is fun!
(Leo kicks the ball.)
2 *(Sound of a splash)*
Gina, Mike, Polly: Oh no, Leo!
Gina: Where's the ball?
Polly: Look!
3 **Mike:** I've got an idea. Gina, come with me.
4 **Mr Crocodile:** Mmm, yummy.
Leo: Be careful!
5 *(Mr Crocodile snaps the stick.)*
6 **Mike:** Help!
(Sound of Mr Crocodile landing in the water)
7 **Leo:** Look!
Gina: Ah!
8 **Mike:** We've got the ball now!
All: Thank you, Mr Crocodile.
Mr Crocodile: Hmmmph.

- Play the story again, pausing after each picture to confirm what's happening in L1. For example, after picture 2, ask where the ball is. After picture 3, ask what Mike's idea is.
- Say the word *crocodile* in a scary way and ask the students what it means in L1.

Practice

1 CD1 55 WB p42 **Listen and trace.**

Aim: to listen and identify speakers

- Play the CD. Students decide which character in each pair is speaking. They trace the correct character.

CD 1 Track 55

1 **Gina:** This is fun!
2 **Mike:** I've got an idea.
3 **Mr Crocodile:** Yummy.
4 **Leo:** Be careful!

- To check answers, say the number. Students say the correct character. They can say *(Mr) Crocodile* in English or L1.

Key: 1 Gina, 2 Mike, 3 Mr Crocodile, 4 Leo

Ending the lesson

Aim: to practise new language from the story

- Point to picture 4. Ask *Is Leo happy?* (*No*). Ask *How is Leo feeling? Angry?* (*No, scared*). Say *Yes. He's scared. He says to Mike 'Be careful!'*
- Explain in L1 that we say *Be careful!* when something is dangerous and we don't want someone to get hurt. Practise saying the phrase with real feeling.
- Point to picture 6 and ask *Is Mike happy? How is he feeling? (Scared)*. See if any of the students can remember what he says in the story (*Help!*). Practise saying the word, again with real feeling.
- In pairs, students practise this short exchange:
Student 1 (pointing to an imaginary crocodile): *Be careful!*
Student 2: *Help! A crocodile!*
Encourage them to act with plenty of emotion.

Extension activity

Aim: to reinforce understanding of the story

- Invite five volunteers to the front. Students act out the story with your help, using the character masks and other available props (see 'Materials').
- Encourage students to use key language from the story.
- Invite other students to come to the front and act.





2 Think! Look and draw the ball and the stick.









Aims

- to talk about the meaning of a story
- to review language from the unit

Thinking skills: interpreting the values in a story

Recycled language: language from the story

Materials: CD 1, coloured pencils or crayons, number mini cards from Units 1 and 4: WB pages 110 and 106 and scissors (optional)

Language competences: Your students will be able to interpret the deeper meaning of a story.

Warm-up

Aim: to review the story SB pp44–45

- Students tell you in L1 what happens in the story.

Practice

2 Think! SB p45 **Look and draw the ball and the stick.**

Thinking skills: paying attention to visual details

- Point to the first picture in Activity 2 and then gesture to the whole story. Ask *What number is it? Picture ...?* Students find the correct picture in the main story and answer *Two*. Ask *What's missing? (A ball)*. Say *Draw the ball.* Explain in L1 that students need to draw the ball in the same place as it appears in the story (i.e. in the river in this case).
- Students compare the pictures with the main story and draw in the other missing ball and sticks.
- Circulate and ask *What's missing?* and *Where is it?* Students answer in L1.

Key: 1 the ball in the river (story picture 2),
2 the stick in two parts either side of the crocodile's mouth (story picture 5),
3 the stick in Mike's hand (story picture 4),
4 the ball near Leo and Polly (story picture 1)

Story values: SB pp44–45

Aim: to think about the meaning of the story: working together

- Play the story again (CD 1 Track 54), pausing at appropriate points to discuss in L1 the values shown. Establish that Mike needs Gina's help in picture 3 and that they work together. Point out too that Leo is helping Mike in picture 4 by saying *Be careful!*
- Say *Look at picture 8. Have the animals got the ball? Are they happy?* Explain in L1 that it's a good idea to work together and to help each other.

1 Think! WB p43 **Look and colour.**

Thinking skills: applying values from the story to new situations

- Ask students in L1 for examples of times when they have worked together (at home or at school, maybe in a team sport).
- Talk about the other pictures and establish that the children can't manage to launch their kites on their own, but that they can do it together.
- Students colour in the frame of the picture which shows children working together as a team. Tell them which colour to use or let them choose whichever colour they want.

Key: Picture 2

Ending the lesson

Aim: to practise the unit song

- Discuss in L1 the values shown in the song on SB page 42. Leo helps Polly by sharing his kite and they then play together.
- Play the song (CD 1 Track 50) for students to join in as much as they can. Encourage them to show the different emotions in the two verses.

Extension activity

Aim: to practise numbers 1–10

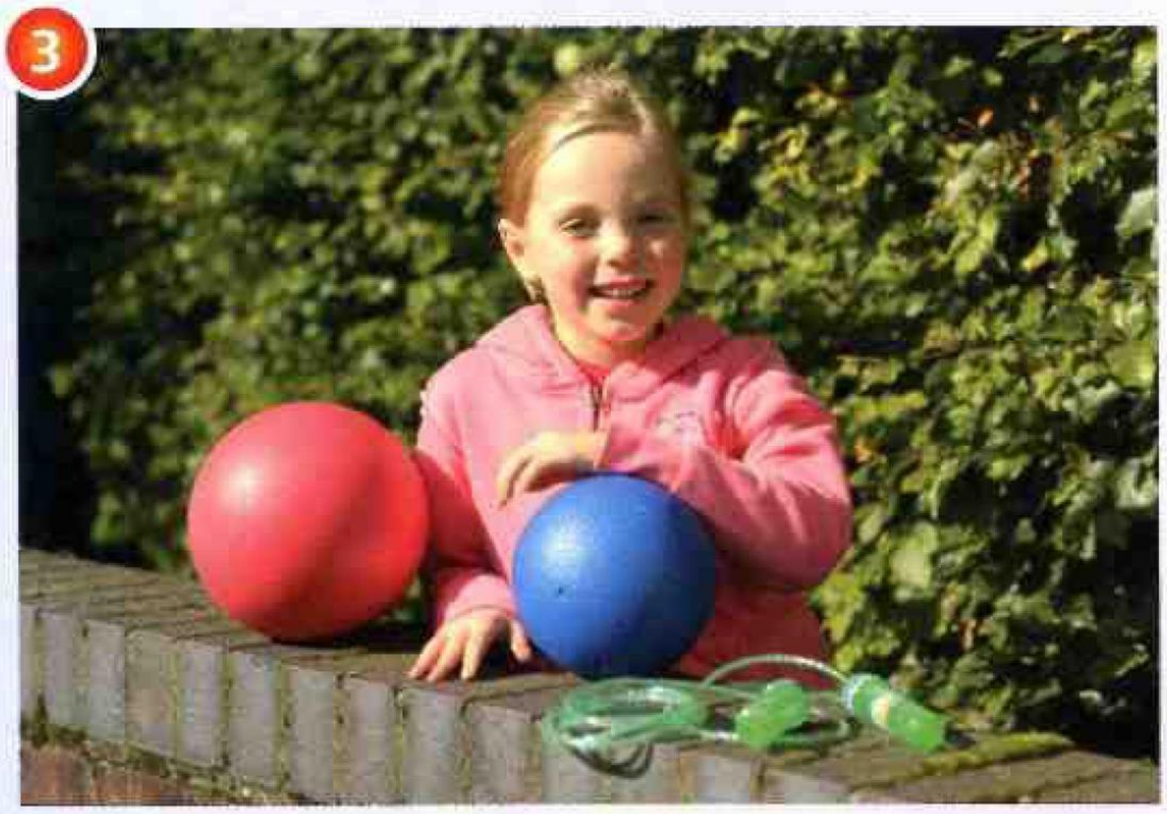
- Students cut out the Unit 4 number mini cards (7–10) and put them together with the Unit 1 number mini cards to make a set of ten cards.
- Say a number. Students hold up the correct card.
- In pairs, students play the same game.

Let's play outside!

1 CD1 56 Listen. Point and say the number.









2 Choose a picture and tell your friend.



Aim

- to integrate other areas of the curriculum through English: Physical education

Recycled language: *I've got a (green) (rope),* numbers 1–10

Materials: CD 1, flashcards (toys)

Language competences: Your students will be able to use known language to talk about Physical education in English.

Warm-up

Aim: to review talking about possession

- Show the flashcards. Students say the words.
- Turn the flashcards over. Mix them up and take one (without showing it). Mime playing with the toy and elicit the word by saying *I've got a ... (ball).*
- Invite volunteers to the front to take a card and mime. Help them start the sentence for the class to finish.

Presentation

1 CD1 56 SB p46 **Listen. Point and say the number.**

Aim: to practise listening for detail

- Point to the photos and discuss in L1 where the girls are and what toys they've got (outside, balls and ropes).
- Say e.g. *Point to a (yellow) (rope).* Students point to an item of the correct colour. Make sure that they understand that some items are repeated so they may be pointing to different photos.
- Play the CD. Students listen carefully and point to the correct photo.
- Pause after each girl and ask *Which number?*

CD 1 Track 56

Olivia: Hello. I'm Olivia. I've got a green rope, a yellow rope and a blue ball.

Carla: Hello. I'm Carla. I've got a red ball, a blue ball and a yellow rope.

Simone: Hello. I'm Simone. I've got a red ball, a green ball and a yellow rope.

Tina: Hello. I'm Tina. I've got a red ball, a blue ball and a green rope.

Key: Olivia: photo 4, Carla: photo 1, Simone: photo 2, Tina: photo 3

Practice

2 SB p46 **Choose a picture and tell your friend.**

Aim: to practise talking about the colour of possessions

- Pretend to be one of the girls. Say *I've got a red ball, a blue ball and a green rope. Which picture? (3).*
- In pairs, students practise in the same way.

1 WB p44 **Look and draw two ropes and three balls.**

Aim: to practise paying attention to details in a picture

- Gesture to the whole page and present *playground.* Say *The children are in the playground. They're playing with balls and ropes.*
- Explain in L1 that students have to draw two ropes and three balls in the playground. They look carefully at where the children are to work out which toy each person has. Point out the example ball drawn between the boy and the goalkeeper.
- Circulate and ask *What's missing? A ball or a rope?* (The exact position of the toys doesn't matter, as long as students have associated the correct toy with the correct action.)
- Check answers in L1 but feed in useful English, e.g. *This girl is playing with a rope. She's skipping. The boys and girls are playing with a rope, too. They're skipping. This girl is playing basketball. She's got a ball. This girl's throwing a ball.*

Key: Students draw a rope for the girl skipping on her own, a rope for the children playing a skipping game, a ball for the girl who is playing basketball and a ball for the girl who is bouncing a ball against a wall.

Ending the lesson

Aim: to practise talking about possession and colours

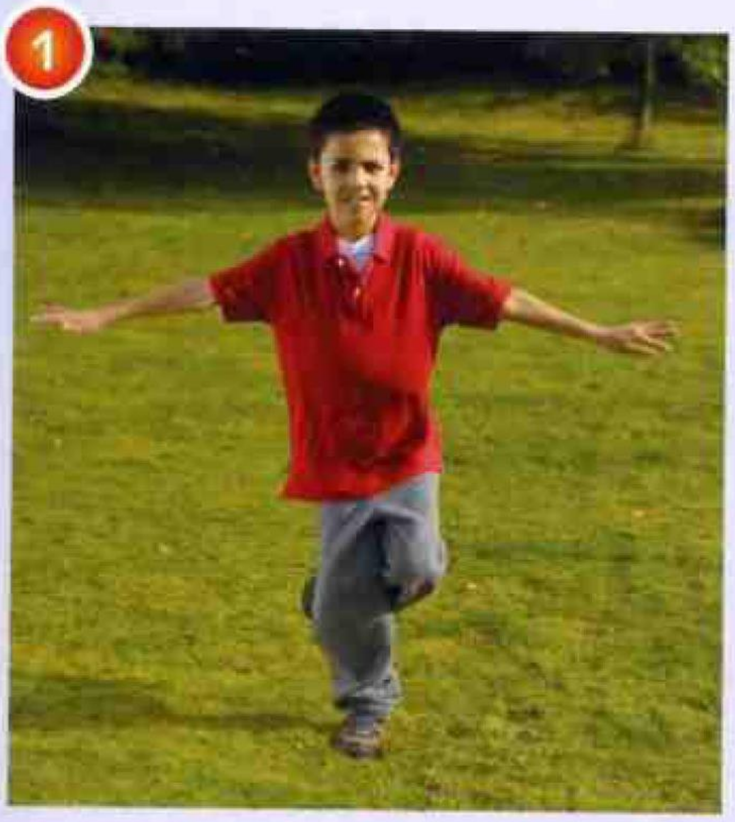
- Say e.g. *I've got a green plane.* Students repeat.
- Invite a student to repeat and to add another sentence, e.g. *I've got a green plane and I've got a ...* with their own item and colour. Continue around the class until the students are remembering about 10–12 sentences.

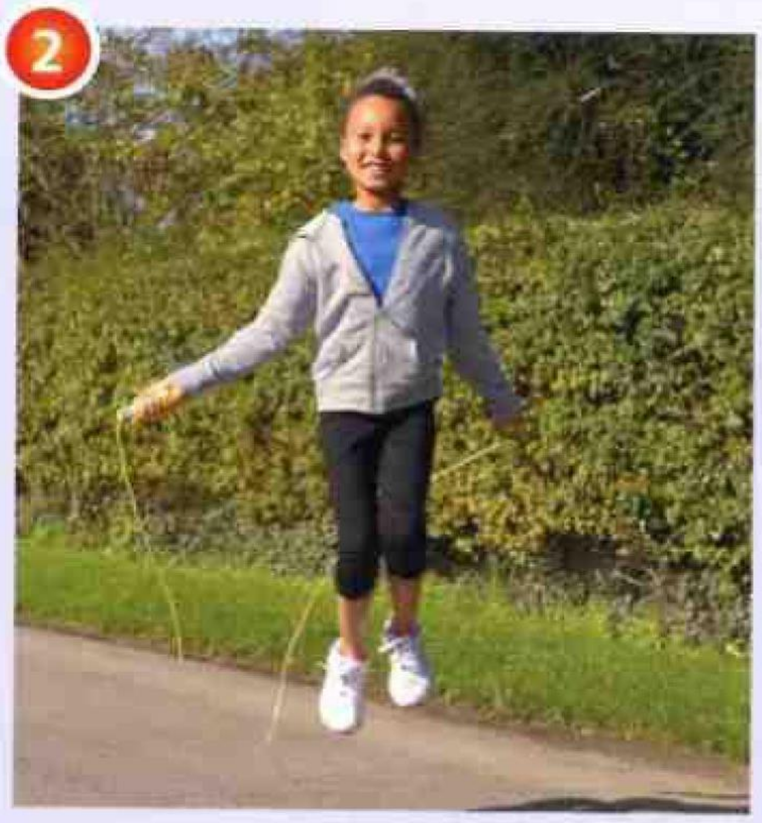
Extension activity

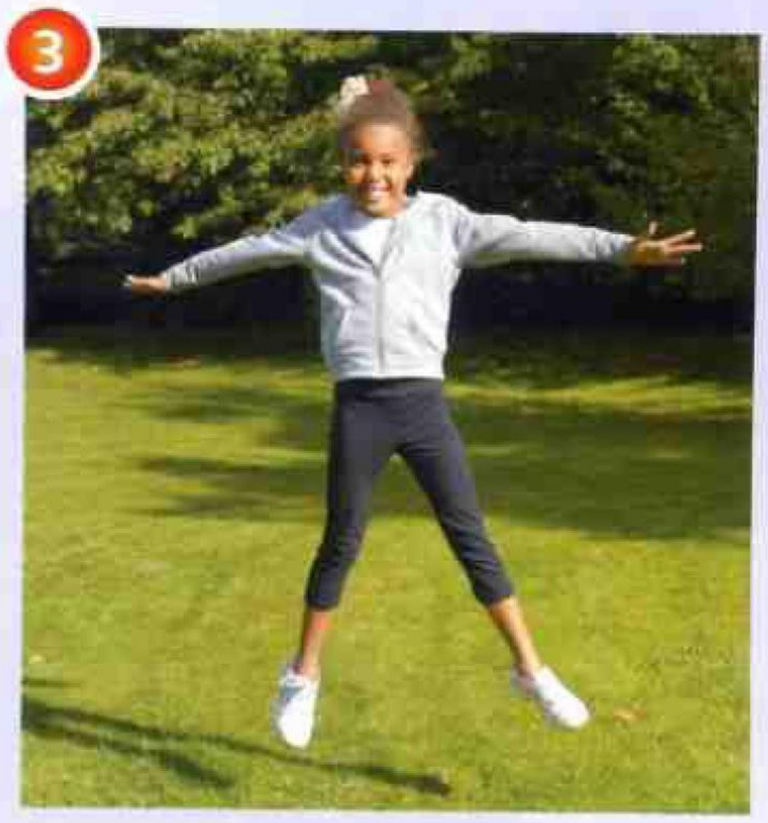
Aim: to preview verbs associated with Physical education

- Say the action words from the playground picture and mime e.g. *skip* (skipping with a rope), *catch* (catching a ball) and *throw* (throwing a ball).
- Students repeat the words and copy the mimes.

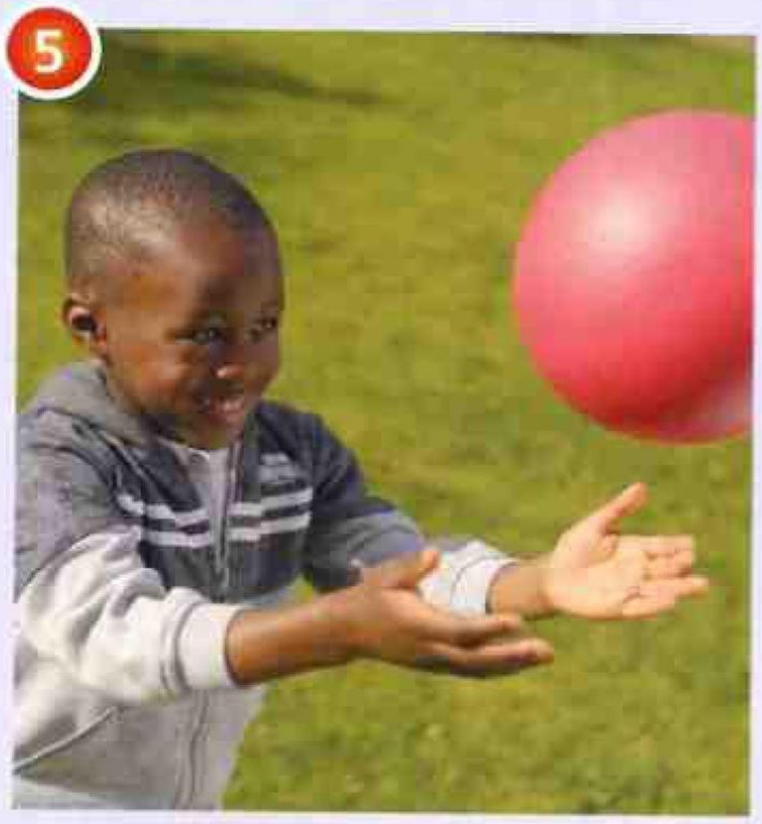
1 CD1 57 Listen and say the words.













2 CD1 58 Listen and act out.



Aim

- to extend the focus on Physical Education through English

New language: *hop, skip, jump, throw, catch, bounce, Do a star jump*

Recycled language: colours, classroom objects, toys, classroom instructions

Materials: CD 1, flashcards (classroom objects and toys) or real objects and toys, skipping ropes and balls (optional)

Language competences: Your students will be able to use six action verbs.

Warm-up

Aim: to review describing the colour of possessions

- Put a selection of classroom objects and toys, each of a colour that students know, on your table.
- Hold up each object. Say *Look! What have I got?* Students answer e.g. *A (blue) (book).* Say *Yes. I've got a (blue) (book)* and put each object in a bag.
- Ask *What have I got in my bag?*
- Invite a volunteer to say one of the things, e.g. *A (blue) (book).* If it's correct, take the object out and say *Yes. I've got a ... .* If not, say *No, sorry. I haven't got a ... .* Repeat until all the objects are out of the bag. Give colour clues or mime to help if necessary.

Practice

1 CD1 57 SB p47 **Listen and say the words.**

Aim: to present verbs for physical actions

- Play the CD. Students point to the photos.

CD 1 Track 57

1 hop
2 skip
3 jump
4 throw
5 catch
6 bounce

- Play the CD again. Students repeat the words.
- Say the words out of order. Students say the number.

2 CD1 58 SB p47 **Listen and act out.**

Aim: to practise action verbs

- Point to the photo and ask *What's this action? Hop? Skip? (Throw).* Say *That's right.*
- Play the CD. Mime each action as you hear the words. Students copy you.
- If possible, move the students to the gym or playground and use real ropes and balls.

CD 1 Track 58

Hop!
Skip!
Do a star jump!
Throw the ball!
Catch the ball!
Bounce the ball!

1 Think! WB p45 **Look and circle red and blue.**

Thinking skills: categorising

- Establish in L1 that the little pictures at the top of the page mean using your body (doing physical actions) and using your head (thinking). Explain that they are going to use red for doing and blue for thinking.
- Jump and ask *What colour? (Red).* Say *That's right. Red is for doing* and confirm in L1. Mime thinking. Ask *What colour? (Blue).* Again confirm in L1.
- Point to the two boys at the computer. Say *Number 1, red or blue? (Blue).* Demonstrate circling the picture in blue.
- Students circle the pictures in the correct colour.
- Circulate and elicit known words (*reading, book, sit, picture, skip, rope, drawing, pencil, ball, chair, xylophone*).
- Check answers by pointing and asking *Number 2, red or blue?* When students have answered, say e.g. *Yes. That's right. Blue. She's got a book. She's reading.*

Key: **1** blue (using the computer), **2** blue (reading a book), **3** red (riding bikes), **4** blue (playing the xylophone), **5** red (skipping), **6** red (swimming), **7** blue (drawing), **8** red (playing football)

Ending the lesson

Aim: to review verbs and giving instructions

- In pairs, students take it in turns to give the instructions and mime the actions as in SB Activity 2.

Extension activity

Aim: to practise listening and following instructions

- Play 'Simon says' with the instructions given below. For procedure, see page T11.
  Sit down, Stand up, Pick up your ..., Put your ... on your desk/chair, Put your ... in your bag/pencil case, Close/Open your eyes, Jump, Hop, Skip, Throw the ball, Catch the ball, Bounce the ball, Do a star jump. Point to your nose/ears/mouth/teeth.

1 CD1 59 Listen and act out with your teacher.

2 CD1 60 Listen again and match.



1

2

3

4

5

6



Aim

- to stimulate the students' imagination through listening and acting out

Skills: listening and following instructions

Recycled language: *throw, ball, Oh no! look at, rope, catch, bounce, put, in, your, bag*

Materials: CD 1, coloured pencils or crayons, coloured paper, Unit 4 toy mini cards: WB page 106 (optional)

Language competences: Your students will be able to listen and do actions to demonstrate meaning.

Warm-up

Aim: to review talking about possession or numbers

- Play the song from SB page 42 (CD 1 Track 50) to review *I've got* or sing *Ten green teddies* (see page T43, Extension activity) to review numbers.

Practice

1 CD1 59 SB p48 **Listen and act out with your teacher.**

Aim: to review language and practise following instructions

- Say the instructions with the CD. Show the students a clear mime for each action, e.g. 1 throwing a ball up in the air, 2 pointing to an imaginary ball in a tree, 3 throwing a rope, lassoo style in circles first, to try and dislodge the ball, 4 catching the ball as it falls out of the tree, 5 bouncing the ball as if walking home with it, 6 putting the ball away in a bag.
- Play the CD again. This time students join in with the mimes.

CD 1 Track 59

Throw the ball.
Oh no! Look at the ball!
Throw the rope.
Catch the ball.
Bounce the ball.
Put the ball in your bag.

2 CD1 60 SB p48 **Listen again and match.**

Aim: to practise listening and ordering pictures

- Point for students to say the numbers 1–6.
- Play number 1 and demonstrate drawing a line from the big 1 to the picture of the girl throwing the ball up. Run your finger around the frame and say *Number 1 is yellow.*
- Play the rest of the recording. Students draw lines from the other numbers to the correct pictures.

CD 1 Track 60

1 Throw the ball.
2 Oh no! Look at the ball!
3 Throw the rope.
4 Catch the ball.
5 Bounce the ball.
6 Put the ball in your bag.

- Check answers by saying a number and asking *What colour?*

Key: 1 yellow, 2 purple, 3 orange, 4 green, 5 red, 6 blue

1 WB p46 **Make a paper plane.**

Aim: to follow instructions and make a plane

- Give students time to look at the pictures. Point to the final picture and ask *What is it? (A plane).*
- Go through pictures 1–5 step by step, explaining first in English then in L1:
  Fold your paper down the centre and then unfold it.
  Fold two ends in to make a point.
  Fold the long sides into a point.
  Fold the nose point back.
  Fold each of the wing tips back.
- When students have made their planes, they decorate the wings as in picture 6. Circulate and ask *What colour is this?*
- Invite the students one by one to fly their planes safely away from other people. If possible, take them to an open space where they can all fly their planes together.

Ending the lesson

Aim: to review action verbs

- Mime an action. Students say the verb or the whole sentence if they can, e.g. *bounce the ball, throw the ball, hop, do a star jump, read a book, close your eyes, pick up your pencil.*

Extension activity

Aim: to review toys

- Give instructions for actions that students can do with the Unit 4 toy mini cards, e.g. *Fly the plane* (demonstrate by moving the card, not throwing it). *Pick up the teddy bear. Put it in your pencil case. Throw the ball* (just down onto the desk). *Stand up. Put the rope on your chair.*
- Students play the same game in pairs.

1

Page 106

Play the game.



Aims

- to review language from the unit in a game
- to encourage students to reflect on their learning

Skills: speaking

Thinking skills: reflecting on learning

Recycled language: *lion, giraffe, monkey, parrot,* toys, colours, classroom objects

Materials: cut-out pictures and counters: SB page 106, scissors, flashcards (characters, classroom objects, toys), coloured pencils or crayons, Units *Hello*–4 mini cards: WB pages 106–112 (optional)

Language competences: Your students will be able to use language from this unit and previous units to play a game.

Warm-up

Aim: to review vocabulary

- Show the character flashcards and encourage the students to give the full name e.g. *(Leo) the (lion).*
- Show the flashcards of classroom objects and toys in a random order. Students say the words.

Revision

1 ✂ SB pp49 and 106 **Play the game.**

Aim: to review vocabulary and talking about possession

- Explain in L1 the rules of 'Bingo', as described below.
- Students cut out the bingo game pictures and the patterned counters from SB page 106.
- Students choose nine of the game pictures and place them on the bingo card at the top of SB page 49.
- Choosing from the game pictures, say e.g. *I've got an orange ball.* Students who have the orange ball on their bingo card cover it with a counter. Keep a note of the items that you have called.
- Once a student has covered three pictures in a row, horizontally, vertically or diagonally, he/she calls *Bingo!* The first student to call *Bingo!* is the winner.
- Check that the winning student has covered the correct pictures by asking *What have you got?*

1 WB p47 **Say the words. Colour the circles.**

Aim: to create a record of learning

- Students colour the circles if they can say the words on their own. Ask them all to use the same colour or let them use any of the six colours that they know.
- Circulate and ask students to say the words.

2 WB p47 **Draw faces.**

Aim: to help students reflect on their learning

- Explain in L1 what each picture represents (the song, the story, learning about toys for playing outside).
- Students draw a face next to each picture to show how much they enjoyed the different parts of the unit.

Ending the lesson

Aim: to review vocabulary with *I've got*

- Mix up all the flashcards that you have with you and hand them out at random around the class, face down, keeping one for yourself. Students look at the picture but they don't show anyone.
- Look at your flashcard, then show it and say e.g. *I've got Leo. Remember. I've got Leo.*
- Ask a student with a flashcard *What have you got?* The student shows his/her flashcard and says e.g. *I've got (a) ball.* Ask *And what have I got?* The student has to remember what's on your card (*Leo*).
- Choose another student. Ask *What have you got?* When the student has replied, ask *What have I got?* and also ask about the first student: *And what has (name) got?* Continue like this, choosing students at random to keep the class alert. See if anyone can remember all the cards.

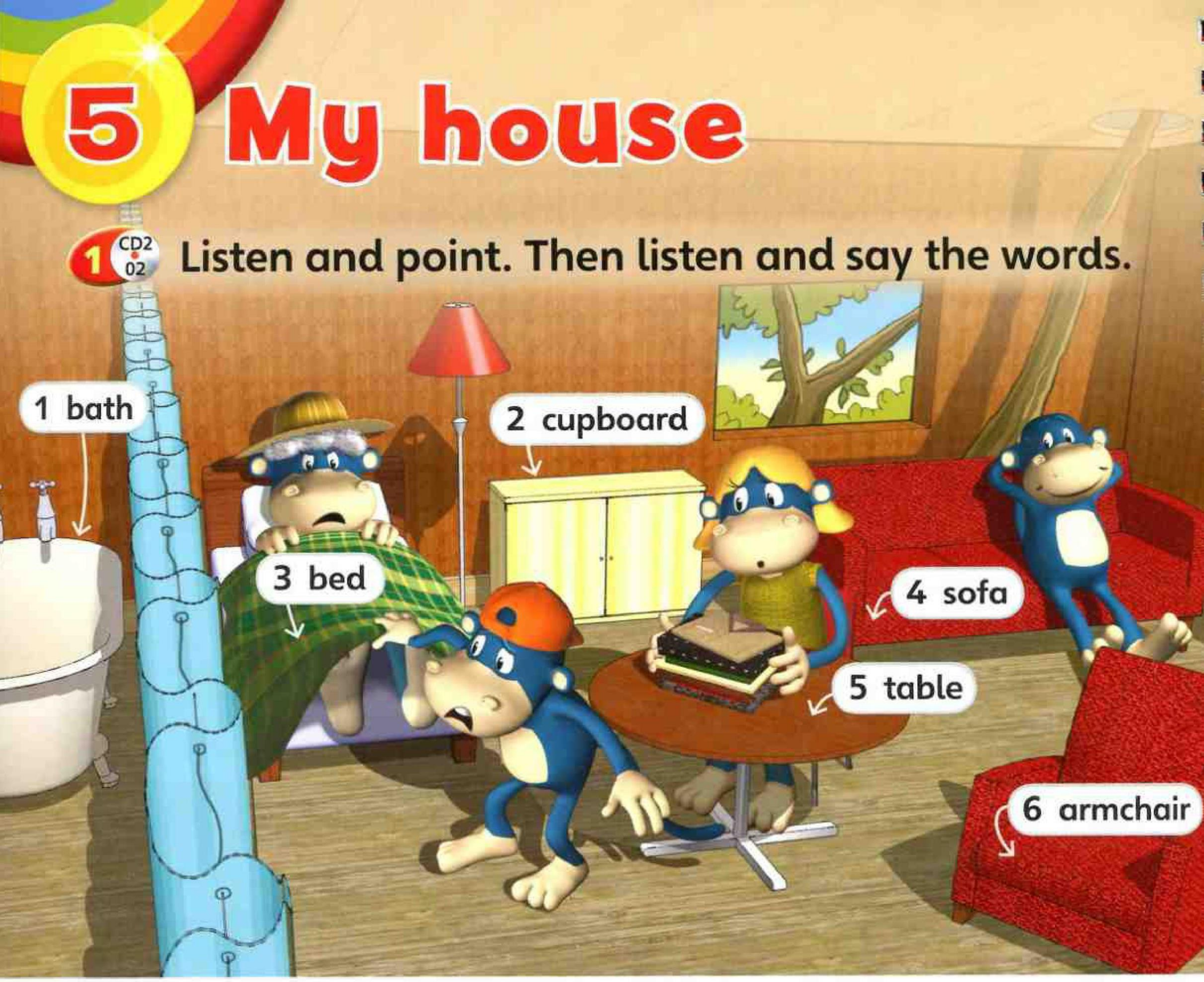
Extension activity

Aim: to review vocabulary

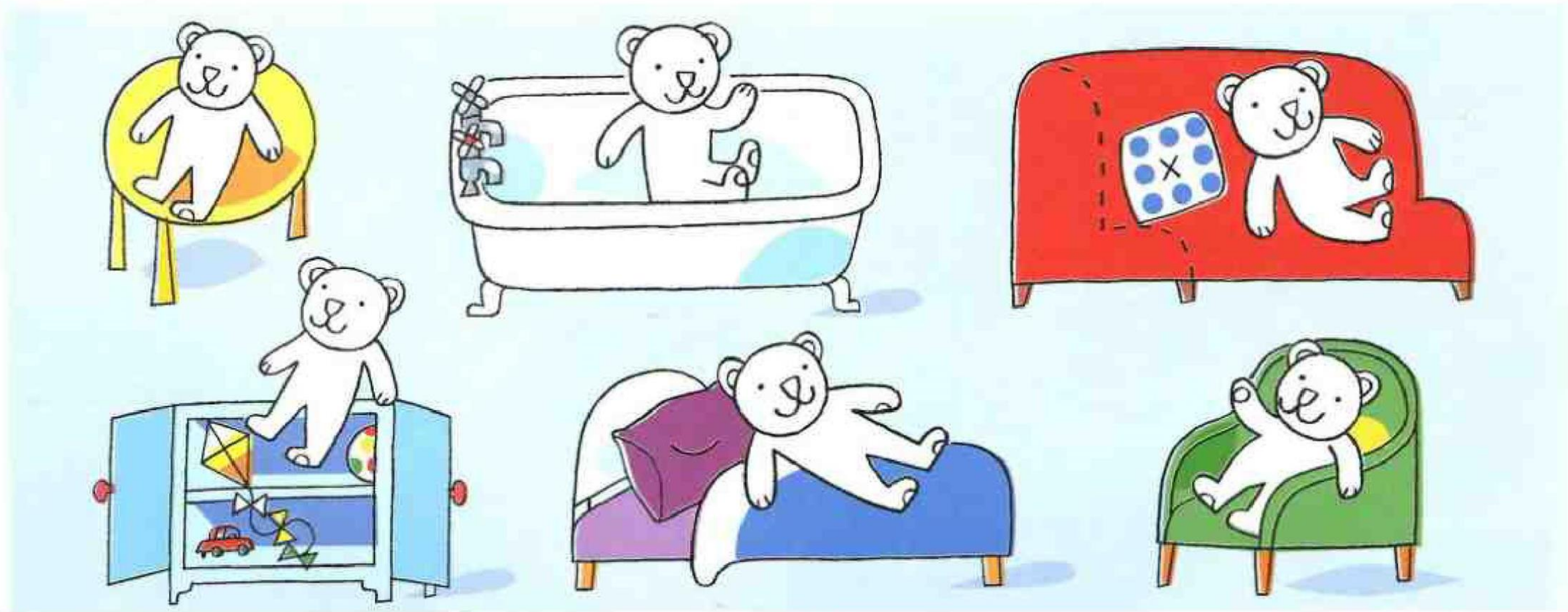
- Each student puts a set of Unit 4 toy mini cards together with sets of any other vocabulary that you want to review.
- In pairs, students shuffle all their mini cards together (so that there are two of each card) and deal them out into two piles on the desk.
- The first student turns over a mini card from the top of his/her pile and says the word. The second student then does the same. If this second card matches the first card, the student who turned it over says *Snap! (word)* and picks up both cards. If it doesn't match, the first student turns over another card, laying it on top of the cards that are already there.
- **Note:** As only the student who turns over the matching card can say *Snap!*, the students will not argue about who was first.
- The game continues until you say *Stop*. The winner is the student with the most cards at the end.

5 My house

1 CD2 02 Listen and point. Then listen and say the words.



2 CD2 03 Listen, chant and colour.



Aims

- to present and practise furniture
- to say a chant with the class

New language: *bath, cupboard, bed, sofa, table, armchair*
What are you doing?, teddies, everywhere

Recycled language: *This is my, sorry, Where's ...?, cap, teddy, in, on,* colours

Materials: CD 2, flashcards (toys) or real toys, coloured pencils or crayons

Language competences: Your students will be able to name furniture.

Your students will be able to join in with a chant.

Warm-up

Aim: to review toys and instructions

- Review the toys with flashcards or real toys.
- Give students instructions to carry out with the flashcards/toys, e.g. *Put the (ball) on my chair.*

Presentation

1 CD2 02 SB p50 **Listen and point. Then listen and say the words.**

Aim: to present furniture

- **Note:** From Unit 5 onwards there are word labels for the core vocabulary in both the SB and the WB, and speech bubbles for the new structures in the SB. Students can begin to recognise words, but they do not need to read the words to complete any activities. There is also the option for students to trace the core words on the last page of Units 5–9 in the WB.
- Point and ask *Who's this? (Mike, Dad, Mum,* etc.*).*
- Tell the students in L1 that they are going to learn the words for some of the furniture in Mike's house.
- Play the first part of the recording and establish in L1 that Mike has lost something. (You could either present the word *cap* or wait until the story.)
- Play the rest of the recording. Students point to the numbered pictures.

CD 2 Track 02

Grandma: Mike! This is my bed! What are you doing?
Mike: Sorry, Grandma. Oh ... where's my cap?

1 bath
2 cupboard
3 bed
4 sofa
5 table
6 armchair

- Play the CD again. Students repeat the words.

Practice

2 CD2 03 SB p50 **Listen, chant and colour.**

Aim: to practise furniture items

- Play the chant. Students point to the teddies on and in the furniture.

CD 2 Track 03

A teddy on the table, a teddy in the bath,
A teddy on the sofa, teddies everywhere.

A teddy on the cupboard, a teddy on the bed.
A teddy on the armchair, teddies everywhere.

- Play the chant again for students to join in.
- Point to the picture and say *Colour the teddies.* Explain in L1 that they can use any of the colours that they know in English.
- Circulate and ask *What colour's this teddy?* You could also ask *Where's the (red) teddy?* for students to answer with the *on* and *in* phrases from the chant.

1 Think! WB p48 **Match, colour and make sentences.**

Thinking skills: recognising shapes

- Use the example to show students what to do. They match the jigsaw pieces by looking at the shapes.
- Focus on the written form if you wish, but students do not need to read the words in order to do the activity.
- Circulate and ask students *What's this?* Check that they have matched the jigsaw pieces correctly.
- Then tell them in L1 to colour each item in a single colour, using any of the colours that they know.
- Circulate again, this time asking *What's this? What colour is it?* Say *Yes. You've got a (red) (sofa).*
- In pairs, students describe their pictures e.g. *I've got a (purple) (bath).*

Ending the lesson

Aim: to practise furniture items

- Invite volunteers to describe their pictures from SB Activity 2.

Extension activity

Aim: to practise furniture items

- Agree as a class on a mime for each item of furniture, e.g. stretching out on a sofa with your hands behind your head, sitting at a table with a knife and fork eating, etc.
- Say the words for students to do the mimes.

1 CD2 04 Listen and point. Then listen and answer.

1



on the bed

2



in the bath

3



in the cupboard

4



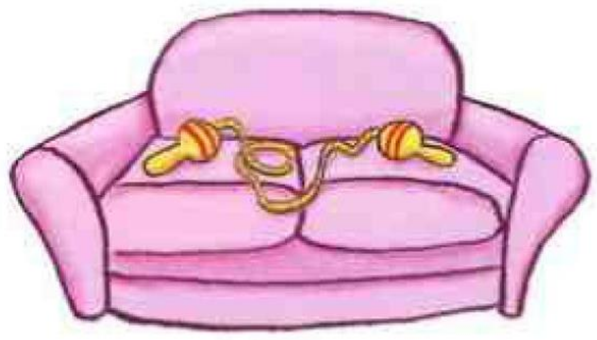
under the armchair

5



under the table

6



on the sofa

2 Think! Find the toys.



Aims

- to present and practise *in*, *on* and *under*
- to review furniture

New language: *in*, *on*, *under*

Recycled language: toys, furniture

Materials: CD 2, flashcards (classroom objects and toys) or real objects

Language competences: Your students will be able to say where things are.

Warm-up

Aim: to review language from the chant

- Draw large simple items of furniture on the board: a bath, a table, a sofa, a bed, a cupboard with open doors and an armchair.
- Point to the drawings. Students say the words.
- Put the *teddy bear* flashcard on one of the drawings so that it looks as if it is e.g. on the table. Say *Look! A teddy on the table. Where's teddy? (On the table).*
- Move the teddy to different positions (in/on the cupboard, in the bath, etc.) and ask *Where's teddy?*

Presentation

2 CD2 04 SB p51 **Listen and point. Then listen and answer.**

Aim: to present *in*, *on* and *under* and review furniture

- Play the CD. Students point to the pictures.
- Focus on the written form if you wish, but students do not need to read the words in order to do the activity.

CD 2 Track 04

1 The ball is on the bed.
2 The doll is in the bath.
3 The kite is in the cupboard.
4 The teddy bear is under the armchair.
5 The plane is under the table.
6 The rope is on the sofa.

- Say the sentences in a random order. Students point.
- Use the chant to remind the students of *in* and *on*.
- Practise *under* by placing items under your table, chair, etc. and saying e.g. *My bag is under my table.*
- Ask questions about the pictures on SB page 51, e.g. *Where's the plane? (Under the table).*
- **Note:** You may prefer to use the word *desk* if yours is the same design as the students' desks. Explain in L1 if necessary that a desk is always for studying, never for eating.

Practice

2 Think! SB p51 **Find the toys.**

Thinking skills: paying attention to visual details

- Say *Look at the house. There are six toys in the house – a teddy bear, a rope, a ball, a kite, a doll and a plane. Where's the kite?* Students find it and say *Under the bed.* Gesture that they need to circle it.
- Give students time to find the other toys.

Key: kite: under the bed, doll: in the cupboard (in the bedroom), teddy bear: under the sofa, rope: on the armchair, plane: on the table (in the living room), ball: in the bath

1 CD2 05 WB p49 **Listen and circle.**

Aim: to practise listening and *in*, *on* and *under*

- Play the first line of the recording. Show students that only the doll on the bed is circled, not the doll under the table.
- Play the rest of the recording. Students listen and circle only the items that the girl mentions.

CD 2 Track 05

My doll is on the bed.
My ball is in the bath.
My kite is under the armchair.
My teddy bear is in the cupboard.
My plane is on the sofa.
My rope is under the table.

- Check answers by asking, e.g. *Where's the girl's doll? (On the bed).*
- Students may ask in L1 about the other toys. Explain if necessary that they belong to a brother or sister.

Ending the lesson

Aim: to practise saying where things are

- Make sentences referring to SB Activity 2, e.g. *It's on the armchair.* Students say the correct toy.
- In pairs, students do the same with SB Activity 1.

Extension activity

Aim: to review vocabulary with *in*, *on* and *under*

- Arrange at least eight classroom objects and toys (or flashcards) in places known to the students (e.g. on or under a desk, chair or table, in a bag, in or on a cupboard). Students watch.
- Say sentences e.g. *It's under my desk. It's blue.* Students put up their hands when they know the answer. They say e.g. *A book!*
- Make the activity competitive by dividing the class into two or more teams and giving the teams points if they are first to say the item.

1 CD2 06 Listen and sing.

Aims

- to review talking about where things are
- to sing a song with the class

New language: *tidy up, put (your toys) away, no more play*

Recycled language: furniture, toys, *put, in, under, on*

Materials: CD 2, flashcards (furniture)

Language competences: Your students will be able to join in with a song.

Your students will combine known and new language to talk about tidying up.

Warm-up

Aim: to review furniture

- Show a furniture flashcard. Using either the right word or the wrong word, say *It's a (sofa)*. Students say *Yes, (sofa)* or *No, (table)*. Repeat several times.

Presentation

1 CD2 05 07 SB p52 **Listen and sing.**

Aim: to review instructions and sing a song

- Play the song. Students listen and point to the four smaller pictures as they hear the toys mentioned.

CD 2 Track 06

Tidy up, tidy up. Put your toys away! (x 2)

Put the kite in the cupboard.
Put the plane under the bed.
No more play. Put your toys away.

Chorus

Put the doll on the bed.
Put the teddy on the chair.
No more play. Put your toys away.

Chorus

Put your toys away!

- Point and say *Oh dear! Look at Mike's bedroom. Where's the plane? (On the bed). Where's the doll? (Under the chair).* Ask *Is Mike's mum happy? (No, angry).* Say *Mike's mum says 'Tidy up, Mike! Tidy up your bedroom!'* Confirm the meaning of *tidy up* in L1. Ask if students tidy their bedrooms.
- Point to the first of the smaller pictures and say *Mike is tidying up. Where's the kite now? (In the cupboard).* Repeat with the other pictures. Confirm the meaning of *put away* in L1.
- Play the song again for students to join in by singing the instructions *Put the kite in the cupboard*, etc. and the chorus.
- Use the karaoke version (see Extension activity).

Practice

1 WB p50 **Draw lines.**

Aim: to review the song lyrics

- Students close their SBs.
- Point to the example and say *Mike tidies up. Where is Mike's kite? (In the cupboard).*
- Students draw lines to link the other items to the correct places, following the lyrics of the song.
- Check answers by playing the song, pausing after each instruction to ask, e.g. *Where's the (kite)?*

Key: plane: under the bed, doll: on the bed, teddy: on the chair

Ending the lesson

Aim: to practise giving instructions

- Students act out the story of the song in pairs (without singing). One student is Mike's mum, looking very angry and saying *Tidy up! Put the (kite) (in) the (cupboard).* The other student mimes following the instructions.
- Students can use other toys and places if they want.
- Students swap roles.

Extension activity

Aim: to practise the song

- Teach a different version of the song, adapting the idea below as necessary for your own classroom and feeding in any new vocabulary.
  Tidy up, tidy up. Put your things away!
  Tidy up, tidy up. Put your things away!
  Put the (pencils) in the (cupboard).
  Put your (books) on (my desk).
  No more today.
  Put your things away!
- You could use this song at the end of any lesson when you have some extra time and things to tidy away.

1 Sticker

Make a picture with stickers.



2 Think! Sticker

Describe your picture.
Make your friend's picture.



Aim

- to present and practise full sentences recycling known vocabulary

New language: *The (doll) is (in) the (bath).*

Recycled language: furniture, *lion, ball, monkey, doll, giraffe, plane*

Materials: Unit 5 stickers, scissors (optional), coloured pencils or crayons (optional)

Language competences: Your students will be able to make full sentences describing where things are.

Warm-up

Aim: to review *tidy up* and *put away*

- Before the class, make the room untidy, e.g. with pencils and rubbers laid out on your table, books on the floor, bags on desks, chairs around the room.
- Look horrifed and say *Oh no! Look! There are (pencils on my desk). There are (books on the floor).* Say *Let's tidy up! Let's put things away.*
- Give students instructions with *tidy up* and *put away* to tidy the room, e.g. *Let's tidy up the pencils. Put the books away in the cupboard.*
- Mike's mum was angry but you may prefer to use *please*.

Presentation

1 Sticker SB p53 **Make a picture with stickers.**

Aim: to recycle vocabulary with prepositions in a full sentence

- **Note:** You may wish students to cut out their stickers with the backs attached before carrying out this activity.
- Point to each sticker and ask *What's this?*
- Explain in L1 that students have to place one set of the stickers, with the backs still attached, on the first picture on page 53. They need to put the things in, on or under items of furniture.
- Circulate and check that students are placing the stickers in suitable places. Ask e.g. *Where's the plane?* Encourage students to reply with full sentences, e.g. *The plane is under the bed.* Allow students to stick the stickers in their books when you have checked their work.

2 Sticker Think! SB p53 **Describe your picture. Make your friend's picture.**

Thinking skills: paying attention to details in instructions

- Put students into pairs but tell them to keep their books hidden. Ask students to find the second set of stickers.
- Explain the activity in L1. Student 1 describes where the stickers are in his/her picture using full sentences, e.g. *The lion is in the bath.* Student 2 places the second set of stickers, with the backs still attached, in the correct place on the second picture on page 53.
- Circulate to check and help with language.
- When students have compared their books, they can stick the second set of stickers in place.

Practice

1 WB p51 **Find pairs and circle.**

Aim: to practise paying attention to detail and saying where things are

- Point to the first circled picture and say *Look! The teddy is on the ... (bed).* Say *Yes! The teddy is on the bed.* Point to the second circled picture and say *The teddy is on the bed. A pair.*
- Students find pairs of pictures and circle them. They could use a different colour to circle each pair.
- Check answers by choosing volunteers to point to the pictures and to describe the pairs using full sentences.

Key: The book is on the table. The rope is under the sofa. The doll is in the bath. The plane is in the cupboard.

Ending the lesson

Aim: to practise saying where things are

- Say sentences to describe the pictures which students didn't circle on WB page 51 (e.g. *The bag is on the sofa*). Students point to the correct picture.
- Students do the same in pairs.

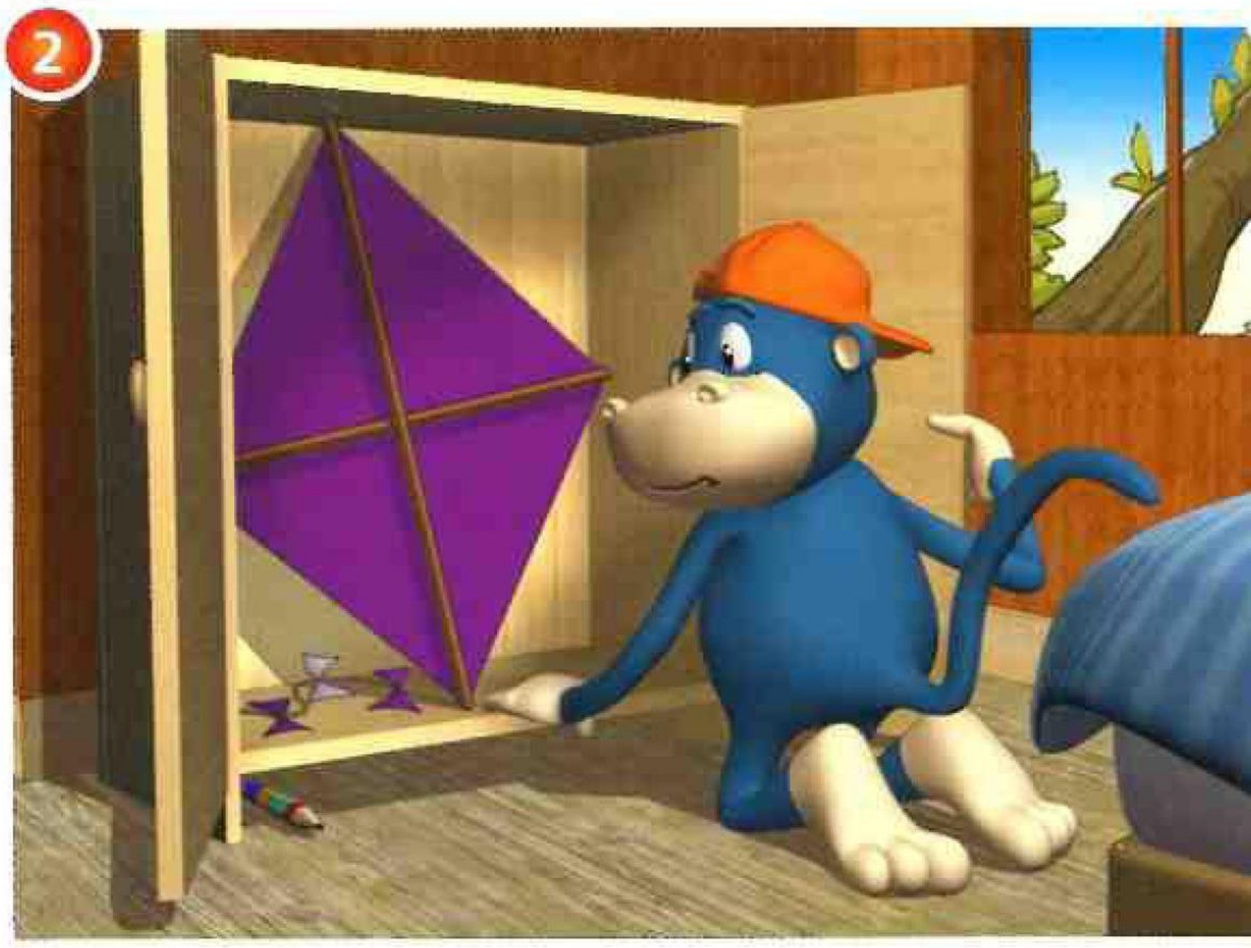
Extension activity

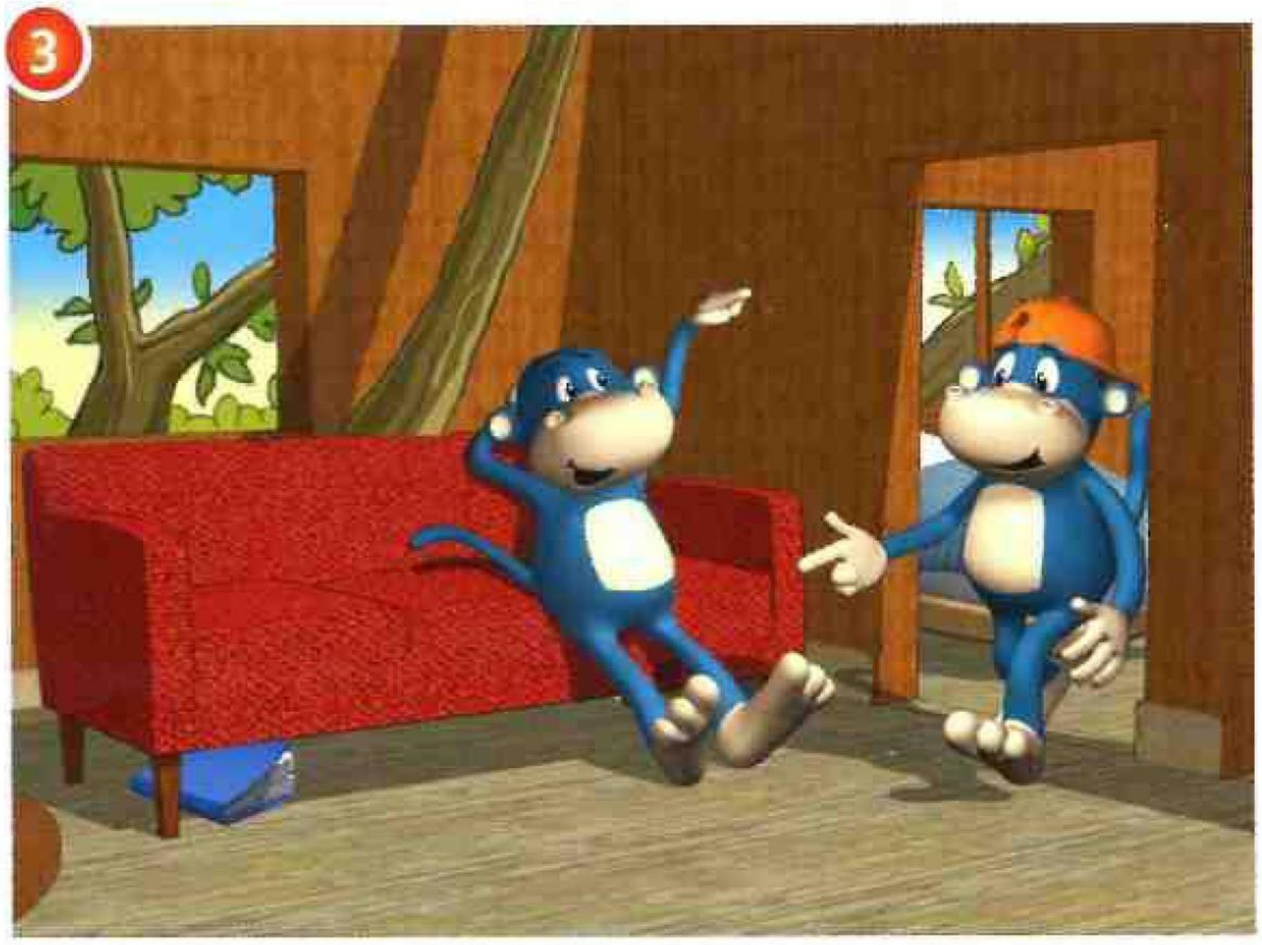
- Draw a pencil on the board, leaving space around it to draw in an item of furniture. Then ask *Where's the pencil?* and shrug your shoulders.
- Start to add to your drawing a line at a time for the students to guess, e.g. *On the cupboard!* You could use any furniture from this lesson, *chair* or *bag*.
- If you are a confident artist, you could introduce unexpected combinations such as *on the crocodile, under the elephant*, etc.
- Invite volunteers to take your place.

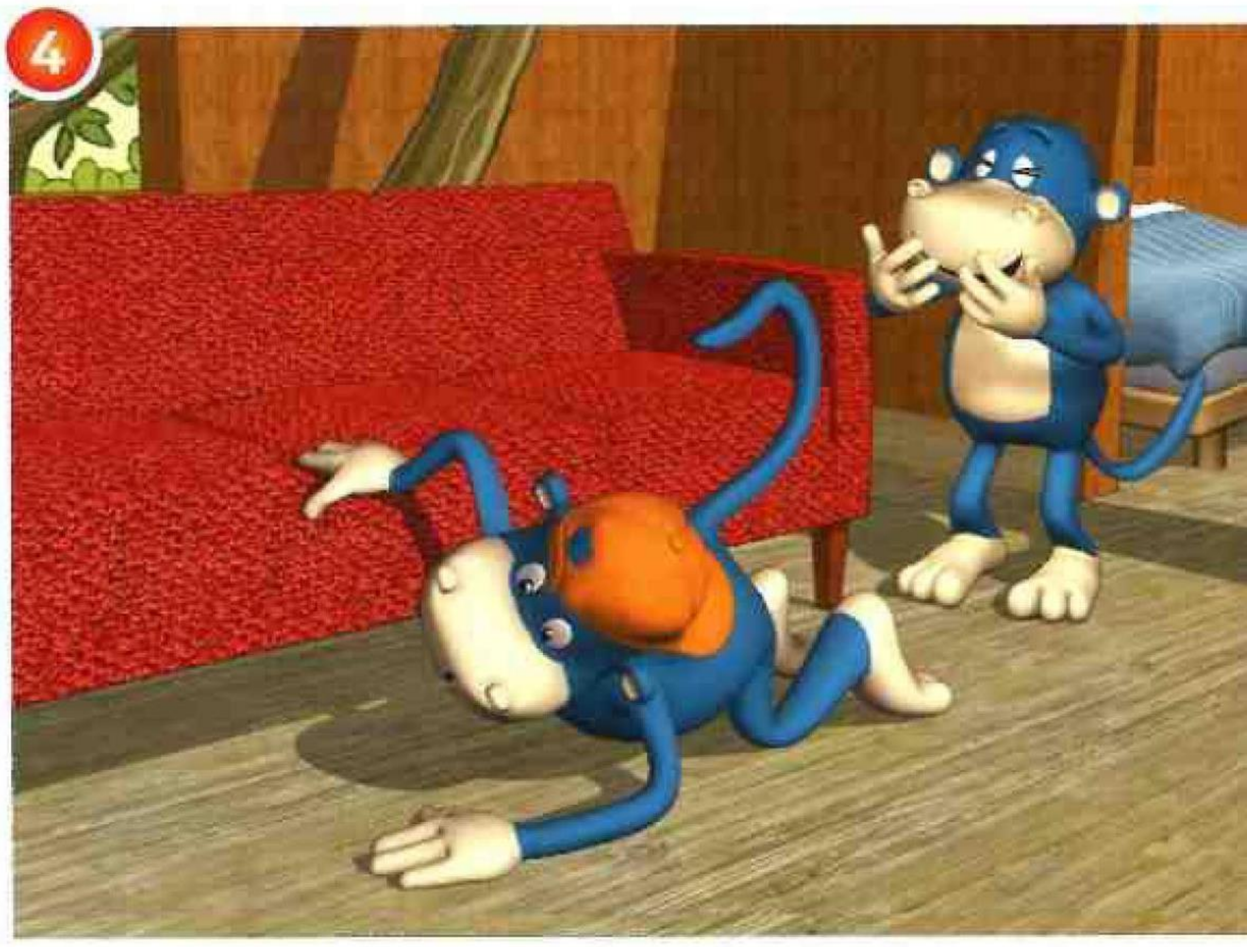
1 CD2 08

The cap













Aims

- to present a picture story
- to review language from the unit

Skills: listening and following a picture story

New language: *of course, It isn't, head*

Recycled language: *in, on, under, cupboard, sofa, table, your, cap, it's, yes, mum*

Materials: CD 2, props for acting out the story (optional): character mask (Mike), home-made hats/masks or props for Mike's sister, brother, mum and grandma (see page T24 and the Note on page T98), a cap

Language competences: Your students will be able to listen and follow a picture story.

Warm-up

Aim: to preview *It isn't here*

- Place an item in a fairly obvious place before the lesson (e.g. a book under your desk). Pretend to look for it and say e.g. *Where's my book? Ah! I think it's in my bag.* Pretend to look. Say *No. It isn't here. Oh yes! It's in the cupboard. ... No. It isn't here*, etc.
- Ask students *Where's my book? Can you see it?* Students say *(It's) under your table.* Say *Oh! There it is! Thank you.*

Presentation

1 CD2 08 SB pp54–55 **Story: The cap**

Aim: to listen to and follow a picture story

- If you talked about Mike's cap on SB page 50, help the students to turn back. Discuss in L1 how the story started before looking at SB pages 54 and 55.
- If not, simply remind the students that Mike was looking for something and give them time to look at the story pictures on SB pages 54 and 55.
- Play the CD. Students follow in their books.

CD 2 Track 08

1 **Sister:** Your cap? It's ...
Mike: Ah, it's in the cupboard. Of course.
2 **Mike:** No. It isn't here.
3 **Brother:** It's ...
Mike: ... Ah, it's under the sofa. Of course.
4 **Mike:** No. It isn't here.
5 **Mike's mum:** It's on ...
Mike: ... Ah, it's on the table. Of course.
6 **Mike:** No. It isn't here.
7 **Mike's mum, brother, sister, grandma:** One, two, three. It's on your HEAD!
8 **Mike:** On my head? Oh yes.

- Play the story again, pausing after each picture to discuss what's happening.
  After picture 1, ask *Where is Mike looking? Under the bed? On the bed? (No, in the cupboard).*
  After picture 2, ask *What's in the cupboard? Is it Mike's cap? (No. A kite).* Continue like this and also point to elicit e.g. *This is Mike's ... (sister).*
  After picture 8, ask *Where's Mike's cap? What do they say? 'On your ... (head)!'* Practise the pronunciation of *head*. Say *Point to your head.*

Practice

1 CD2 09 WB p52 **Listen and trace.**

Aim: to listen and identify speakers

- Follow the usual procedure.

CD 2 Track 09

1 **Mike:** Ah! It's under the sofa. Of course.
2 **Mike's mum:** It's on ...
3 **Mike:** No. It isn't here.
4 **Mike:** On my head? Oh yes.

Key: 1 Mike, 2 Mum, 3 Mike, 4 Mike

Ending the lesson

Aim: to practise new language from the story

- Pretend that you have lost something. Say *Where's my (book)?* Go up to a student and say *Ah! It's in your bag. Of course.* Encourage the student to look and say *No. It isn't here.*
- Practise saying *No. It isn't here* with the whole class.
- Choose different students and pretend to look for the item in different places: *Ah yes. It's under your chair / in your bag / under your bag / under your pencil case, of course!* Each student looks and says *No. It isn't here.* Look more and more puzzled as you continue.
- Finally, pretend to 'find' the item in your bag or hidden on your table.

Extension activity

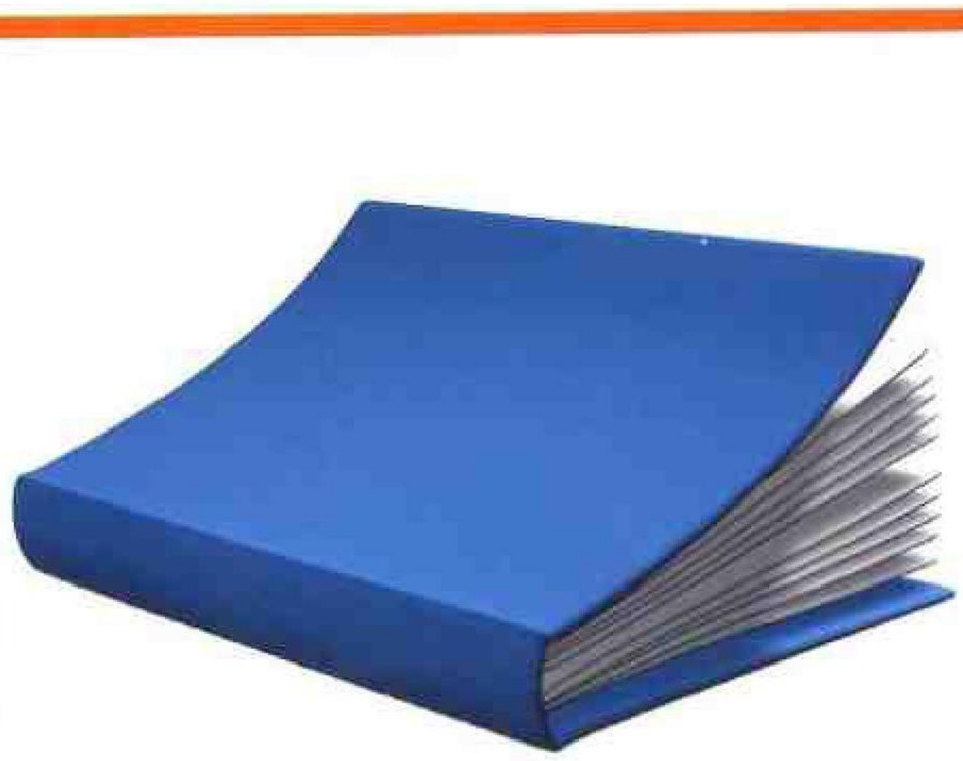
Aim: to reinforce understanding of the story

- Invite five volunteers to the front. Students act out the story with your help, using the Mike character mask and other available props (see 'Materials').
- Encourage students to use key language from the story.
- Invite other students to come to the front and act.





2 Think! Find and say the picture number.









Aims

- to talk about the meaning of a story
- to review language from the unit

Thinking skills: interpreting the values in a story

Recycled language: language from the story

Materials: CD 2, coloured pencils or crayons

Language competences: Your students will be able to interpret the deeper meaning of a story.

Warm-up

Aim: to review the story SB pp54–55

- Students tell you in L1 what happens in the story.

Practice

2 Think! SB p55 **Find and say the picture number.**

Thinking skills: paying attention to visual details

- Run your finger around the frame of the first picture and ask *What colour is it? (Orange)*. Point to the picture and ask *What's this? (A book)*.
- Gesture to the story and say *Find the book. Where is it? Picture 1? Picture 2?*
- Students find the correct picture in the story and say *Picture 3*. Ask *Where's the book? (Under the sofa)*.
- Students find the rest of the items in the story.

Key: orange – 3 (a book under the sofa),
yellow – 1 (a plane under the bed),
red – 5 (a ball under the table),
purple – 2 (a pencil under the cupboard)

Story values: SB pp54–55

Aim: to think about the meaning of the story: listening to people

- Play the story again (CD 2 Track 08), pausing to discuss in L1 the values shown. Students explain in L1 that Mike's sister is trying to help him in picture 1, but he doesn't listen, that his brother tries to help him in picture 3, but again he doesn't listen, and so on.
- Say *Look at picture 7. Sister, mum, grandma and brother are happy. They're laughing* (mime laughing). Ask why in L1 (because Mike's cap is on his head, but he didn't listen to his family when they tried to tell him).
- Say *Look at picture 8. Is Mike happy? (No, sad)*. Ask why in L1 (he feels silly because he didn't listen).

1 Think! WB p53 **Look and colour.**

Thinking skills: applying values from the story to new situations

- Ask students in L1 why Mike didn't find his cap earlier (he didn't listen when his family tried to tell him).
- Ask the class for examples of situations when it's important to listen carefully.
- Discuss the pictures on WB page 53 in L1. Ask why the girl falls over (because she hadn't tidied up her marbles as her mum had suggested).
- Students colour the frame of the picture which shows that the girl listened to her mum and tidied up the marbles before she started doing the jigsaw.

Key: Picture 1

Ending the lesson

Aim: to practise listening carefully

- Invite a volunteer to the front. Explain in L1 that you are going to give some instructions, but only once. Say *Listen carefully.*
- Give some instructions, slowly and clearly, e.g. *Pick up the red pencil. It's on my desk. Put the pencil in my bag.* The student carries out the instructions.
- Repeat with other students.

Extension activity

Aim: to practise listening carefully

- Arrange some items on your table and chair at the front, but hide them with e.g. some books standing up. The items all need to be in, on or under things.
- Tell students in L1 that there are some things on your table and chair and you want them to listen carefully and to put the same items in the same places.
- List the items, e.g. *I've got a rubber, a pencil, a book and a pencil case*. Students get theirs ready.
- Describe where your things are, stopping for students to place their items correctly, e.g. *The book is on the table. … The pencil is on the book. … The chair is under the table. … The rubber is in the pencil case. … The pencil case is on the chair. … The pencil is under the chair.*
- Check by revealing your items for students to compare with theirs.

Note: For the next lesson (Warm-up), you ideally need photos of different types of home, e.g. a tall block of flats, an old cottage in the country, a terraced house and a flat-roofed house.

Homes

1 CD2 10 Listen and say the words.

1



2



3



4



5



2 Follow the lines. Where do the people live?

1



2



3



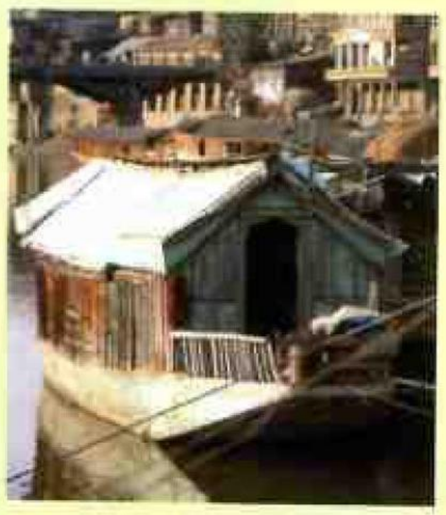
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5













Aim

- to integrate other areas of the curriculum through English: Geography

New language: *caravan, houseboat, palace, tree house, tent*

Recycled language: numbers 1–6, colours

Materials: CD 2, coloured pencils or crayons, photos of different types of home (optional)

Language competences: Your students will learn specific language to be able to talk about homes around the world in English.

Warm-up

Aim: to introduce the topic

- Show the photos of different types of home that you have brought or use the pictures on SB page 56. Ask in L1 what they have in common (people live there). Say in English *These are all homes. Homes. Families live in homes.*
- Ask students in L1 to point to the picture which looks most like their home. Say e.g. *OK, (name), you live in a flat. This is a flat.*
- Explain in L1 that students are going to learn about different homes in this lesson.

Presentation

1 CD2 • 10 SB p56 **Listen and say the words.**

Aim: to present types of home

- Play the CD. Students point to the pictures.

CD 2 Track 10

1 caravan
2 houseboat
3 palace
4 tree house
5 tent

- Play the CD again. Students repeat the words.
- Say the words out of order. Students say the number.
- **Note:** *caravan* is British English. American English uses *trailer (home)*.

Practice

2 SB p56 **Follow the lines. Where do the people live?**

Aim: to practise talking about where people live

- Students follow the lines to match the people with their homes.
- Check answers by asking *Number 1. Where does she live? (Palace)*. Say *Yes. She lives in a palace.*

Key: 1 palace, 2 tent, 3 houseboat, 4 tree house, 5 caravan

5

1 CD2 • 11 WB p54 **Listen and colour.**

Aim: to practise listening and following instructions

- Students listen and colour the numbered boxes.

CD 2 Track 11

Number 1 is yellow.
Number 2 is blue.
Number 3 is green.
Number 4 is purple.
Number 5 is red.
Number 6 is orange.

2 Think! WB p54 **Look and colour.**

Aim: to pay attention to visual details

Thinking skills: recognising numbers

- Ask *What colour is 1? (Yellow)*. Take a yellow pencil or crayon and show students how to colour all the sections numbered 1 in yellow.
- Students use the colour key to colour in the picture.

Ending the lesson

Aim: to practise talking about homes

- Point to the pictures of homes on SB page 56 and say *Look. Where do I live? Which home is it?*
- Do a mime as if you are entering one of the homes on page 56 (e.g. bending down and unzipping a tent, climbing a ladder to a treehouse, stepping from the land onto a boat, opening the door of a palace and looking round amazed). Students say, e.g. *Tent*. Say *Yes! I live in a tent.*
- Repeat with other mimes.

Extension activity

Aim: to practise talking about types of homes

- Do a simple class survey to find out which of the homes from the lesson is the most popular. Stick f ive or six photos of homes onto the board or draw a rough outline of the five homes on SB page 56.
- For procedure, see page T40 Extension activity.
- Point to the results and say *The (palace) is number 1. The (tree house) is number 2*, etc. Talk in L1 about the good and bad things about living in each type of home (e.g. a palace is beautiful, but it might be cold).

Note: For the next lesson, you will need recyclable items for students to make models.

1 Choose a home. Use rubbish to make it.



Aims

- to develop the focus on Geography creatively
- to encourage students to think about recycling

Recycled language: *caravan, houseboat, palace, tree house, tent*

Materials: examples of things that can be recycled (empty plastic bottles, empty drinks cans, newspapers), recyclable materials that can be safely used for making model homes (empty cardboard boxes and tubes, plastic bottles, cloth), scissors, glue, paints, family and character flashcards (optional)

Warm-up

Aim: to discuss the value of recycling

- Show students things that can be recycled and ask in L1 what they all have in common (they can be recycled).
- Demonstrate sorting things into different materials. Ask the students to help if you have enough materials and count the items in English if possible.
- Ask students in L1 if they help recycle at home or at school. Discuss ideas such as using both sides of a sheet of paper and reusing old materials to make things and to play with (as in today's lesson).

Practice

1 SB p57 **Choose a home. Use rubbish to make it.**

Aim: to think about recycling and make a model

- Look again at the different homes on SB page 56 with the class. Point and elicit the words and then explain to the students that they are going to make a model. This activity can be done individually, in pairs/groups or as a whole class, as you wish.
- If you decide to do it as a class or in groups, talk about the photo in L1, discussing the different jobs that need to be done (finding the right size things, painting, assembling, etc.).
- Circulate and help, asking e.g. *What's your home? Is it a caravan? What colour is it? How many windows has it got?*

1 Think! WB p55 **Follow the path. Count and circle.**

Thinking skills: counting

- Point to the palace and ask *What's this?* Explain in L1 that students need to find the route through the maze to the palace.
- Explain in L1 that once they have found the correct route, they need to count the houses that they pass on the way. Make sure that they understand that they only count the houses on the correct route.
  Say *How many houses? Circle the number.*
- Circulate and encourage the students to count in English.
- Check answers by asking *How many houses?*

Key: 8

Ending the lesson

Aim: to review different types of home

- Draw picture clues to represent the homes from SB page 56 on the board (e.g. a crown for *palace*, a tree for *tree house*, some wheels for *caravan*, a river for *houseboat* and a camp fire for *tent*). Students say the homes.

Extension activity

Aim: to review numbers 1–10

- Stick the family and character flashcards on the board in a row of ten, face down.
- Draw a large door shape around each flashcard and write large numbers from 1 to 10 next to each door. Say *Ten houses. 1, 2, 3, ...,* etc. Remind the students of the word *door* which they heard on SB page 28.
- Point to the first 'door' with the flashcard inside and say *Look. This is house number 1. Who lives at number 1?* Knock on the 'door' on the board. Turn the flashcard over and say *It's (brother). (Brother) lives at number 1.*
- Invite a volunteer to come to the board. Ask *Who lives at number (4)?* The student knocks on the correct 'door', turns over the flashcard and says who it is (e.g. *It's Mike*). Confirm by saying e.g. *Yes, Mike lives at number 4.*

Note: For the next lesson, you will need smaller recyclable materials than in today's lesson to make dolls' furniture.

1 CD2 12 Listen and imagine. Then draw your picture.





2 Show your picture to your friends.



Aim

- to draw out the students' creativity through mental imagery

Skills: listening and following instructions

New language: *you, can, see, room, What else is there? Is there ...? How many are there? Take your time*

Recycled language: numbers 1–10, furniture, colours, *close/open your eyes, imagine, Is it ...? palace, houseboat, tent, What colour is it / are they? there are, also, How many are there? count*

Materials: CD 2, flashcards (furniture), coloured pencils or crayons, small cardboard and plastic boxes and tubes (e.g. from sweets), cocktail sticks/toothpicks, scissors, paints, glue

Language competences: Your students will be able to listen to ideas and respond creatively.

Warm-up

Aim: to review furniture

- Use the flashcards to review furniture items.

Practice

1 CD2 12 SB p58 **Listen and imagine. Then draw your picture.**

Aim: to review language and use imagination

- Arrange the class so that the students can relax, e.g. with them all sitting in a big circle on a carpeted area.
- Help the students to relax. For procedure, see page T18.
- Tell the students to listen and imagine.

CD 2 Track 12

Close your eyes. Ten ... nine ... eight ... seven ... six ... five ... four ... three ... two ... one. Imagine that ... you can see a room ... . Is it in a palace? A houseboat? A tent? Imagine a bed in your room. Is it green? ... Red? ... Yellow? ... Orange? ... Purple? ... What else is there? Is there a table? What colour is it? Imagine that there are also armchairs. How many are there? What colour are they? Is there a cupboard? What colour is it? And is there a bath? ... Take your time ... and now count from one to ten: ... one ... two ... three ... four ... five ... six ... seven ... eight ... nine ... ten. Open your eyes.

- Say *Draw your room. The room in your imagination.*
- Give out some paper. Students draw the room that they imagined.
- Circulate and ask questions, e.g. *Is it in a houseboat? What colour is the bed? How many armchairs are there?*

2 SB p58 **Show your picture to your friends.**

Aim: to share ideas and review language

- Show a picture of a room that you have drawn. Say *It's a room in a (tree house). There's a (purple) bed. There's a (yellow) table*, etc.
- In small groups, students talk about their pictures.
- Invite volunteers to describe their pictures. Help by asking questions.

1 WB p56 **Make dolls' furniture.**

Aim: to follow instructions and make model furniture

- Students make miniature furniture (e.g. tables, cupboards, chairs, etc.) as shown in the pictures.
- Help them with any potentially dangerous parts (e.g. making holes, cutting out).
- Students work in small groups and arrange their furniture to make rooms.

Ending the lesson

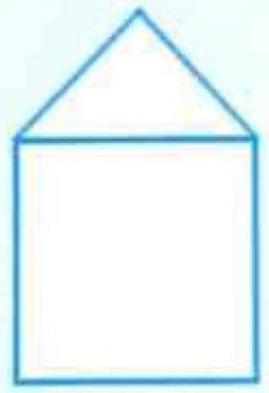
Aim: to practise furniture items

- Remind the students of the mimes that the class invented (see page T50, Extension activity).
- Say the words. Students do the mime together.
- Do the mimes yourself. Students say the words.

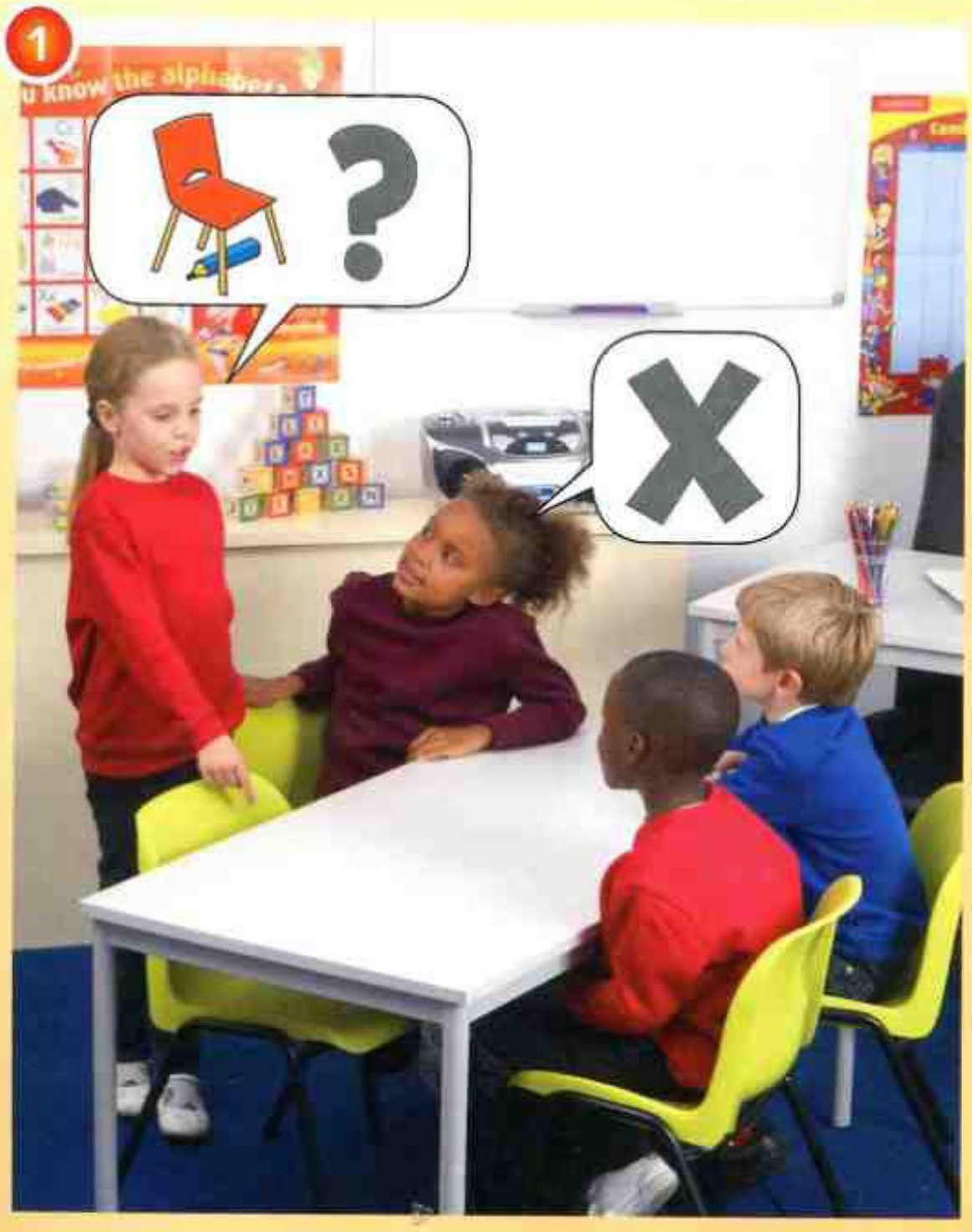
Extension activity

Aim: to review furniture and homes

- Explain in L1 that you are going to draw something and students have to guess what it is in six guesses.
- Draw a piece of furniture or one of the homes from SB pages 56–57, a line at a time (e.g. if you are drawing a table, draw just one leg first). Students guess after each line you draw. If they are wrong, draw one part of a house made up of six lines.
- If you manage to draw the whole house (see diagram) before students guess correctly, you win. If students guess correctly in fewer than six guesses, they win.



1 Play the game.





Aims

- to review language from the unit in a game
- to encourage students to reflect on their learning

Skills: speaking

Thinking skills: reflecting on learning

Recycled language: *in, on, under,* furniture, classroom objects, toys, animals, *yes, no*

Materials: real toys or known toy animals (monkey, lion, parrot, giraffe), coloured pencils or crayons, Unit 5 mini cards: WB page 104 and scissors (optional)

Language competences: Your students will be able to use language from this unit and previous units to play a game.

Warm-up

Aim: to review following instructions

- Say *Show me a (bag)* to review classroom objects.
- Give a series of instructions. Students carry them out as quickly as they can. e.g. *Stand up. Pick up your pencil. Put your pencil on your chair. Pick up a book. Put the book under the pencil. Open your bag. Put your pencil in your bag,* etc.

Revision

1 SB p59 **Play the game.**

Aim: to review talking about where things are

- Explain in L1 the rules of the game, using the photos to help. Ask students what the children are saying in each of the photos:
  Photo 1: *Is it under the chair? (No, it isn't.)*
  Photo 2: *Is it on the desk? (No, it isn't.)*
  Photo 3: *Is it in the cupboard? (Yes, it is.)*
- Show a real toy to the class (a teddy bear, doll or soft toy animal) or an object in the classroom (a rubber or pencil). Say *What's this?*
- Send a volunteer out of the room. The rest of the class agree where to hide the object. It must be in, on or under a known item (e.g. on or under a desk, table or chair, in a bag, in or on a cupboard). Tell them in L1 to hide it somewhere challenging.
- Call the volunteer back in and ask *Where's the (lion)?* The student looks and asks each time *On the table? Under the chair?* Repeat the question in full, e.g. *Is it on the table?* The rest of the class say *Yes* or *No*. When the student finds the object, he/she says where it is (*In the bag*). Say *That's right! There it is!* e.g. *The (lion) is in (name)'s bag.* If you wish, present *hot* and *cold*. The class say *hot* when the student who is looking gets near the object and *cold* if he/she is looking in the wrong place.

1 WB p57 **Say the words and trace. Colour the circles.**

Aim: to create a record of learning

- Students colour the circles if they can say the words on their own. Ask them all to use the same colour or let them use any of the six colours that they know.
- Circulate and ask students to say the words.
- From Unit 5 onwards, this self-evaluation activity offers the option for students to trace the words if you would like them to do so. If practical in your teaching situation, you could liaise with the literacy teacher to make sure that the letter formation is similar.

2 WB p57 **Draw faces.**

Aim: to help students reflect on their learning

- Explain in L1 what each picture represents (the song, the story, learning about homes around the world).
- Students draw a face next to each picture to show how much they enjoyed the different parts of the unit.

Ending the lesson

Aim: to review talking about where things are

- Place a number of items or soft toy animals around the room, in clear view of the students. Make sure that they are in, on or under known furniture.
- Describe where an item is, e.g. *It's under my chair.* Students say the item, e.g. *Book.* Repeat with the other items.

Extension activity

Aim: to review furniture

- Students cut out the Unit 5 mini cards and play 'Pairs' in pairs or small groups. For procedure, see page T10 Extension activity.

6 On the farm

1 CD2 13 Listen and point. Then listen and say the words.

1 cat
2 horse
3 cow
4 dog
5 rabbit
6 sheep

2 CD2 14 Listen and chant.



Aims

- to present and practise farm animals
- to say a chant with the class

New language: *cat, horse, cow, dog, rabbit, sheep*
Who are you? Listen, run, running away

Recycled language: *look at*

Materials: CD 2, flashcards (characters)

Language competences: Your students will be able to name farm animals.

Your students will be able to join in with a chant.

Warm-up

Aim: to preview *Who are you?*

- Give out the character flashcards to four students at random in the class without seeing who has each character. Ask *Who are you? (I'm Leo) the (lion).*
- Repeat with other students.

Presentation

1 CD2 13 SB p60 **Listen and point. Then listen and say the words.**

Aim: to present farm animals

- Point to Polly and ask *Who's this?* Establish in L1 that she is on a farm and what other animals are there.
- Play the CD. Students point to the numbered animals.

CD 2 Track 13

Cow: Whooo are youuu?
Polly: I'm Polly. Hello! I'm Polly the parrot!

1 cat
2 horse
3 cow
4 dog
5 rabbit
6 sheep

- Play the CD again. Students repeat the words.
- Say the words out of order for students to point.

Practice

2 CD2 14 SB p60 **Listen and chant.**

Aim: to practise farm animals

- Play the chant. Students point to each animal as it is mentioned.

CD 2 Track 14

Listen! Woof, woof. A dog.
Listen! Miaow. A cat.
Listen! Baaa! A sheep.
Listen! Mooo! A cow.
Listen! Neigh! A horse.
Listen! Thump, thump! A rabbit.
Run, rabbit, run! Run, rabbit run!
Look at the rabbit, running away!

- Ask in L1 what the rabbit is doing in the last picture. Mime running and say *It's running. It's running away!*
- Play the chant again. Students join in, doing the animal noises and saying the animal words. They move their arms like a running rabbit at the end.

1 WB p58 **Complete the animals. Say the words.**

Aim: to review farm animals

- Demonstrate drawing in the other side of the dog's face as an example. Then point to the rest of the pictures. Say *Complete the animals.*
- Circulate and ask students *What's this?*
- Check answers by saying the numbers. Students say the word and make the animal noise from the chant.
- In pairs, students practise in the same way.

Ending the lesson

Aim: to practise farm animals

- Do mimes as follows:
  jumping as if hunting something (cat)
  bouncing holding reins as if on a horse (horse)
  walking around slowly (cow)
  Say the words as you show the students.
- Say an animal. Students do the mime.
- Do a mime. Students say the animal.

Extension activity

Aim: to practise the chant and animal names

- Teach the mimes as described above.
- Once the students are confident with the mimes, say the last line of the chant as a prompt instead, changing the words as follows:
  Look at the cat, jumping away!
  Look at the horse, trotting away!
  Look at the cow, walking away!

1 Think! Count the animals.



5 dogs

1 

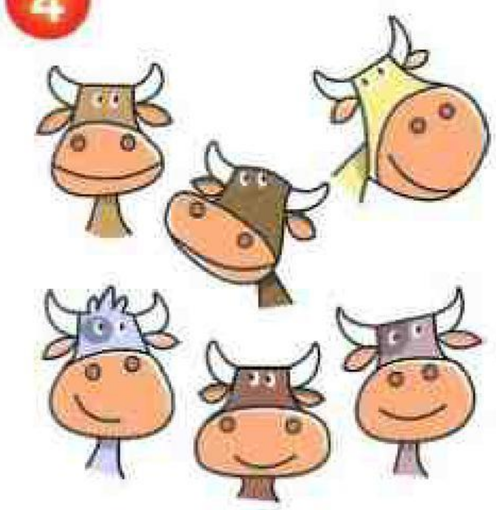
dogs

2 

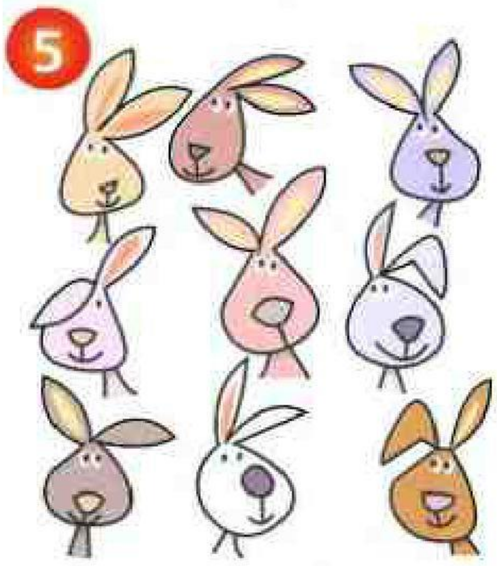
sheep

3 

cats

4 

cows

5 

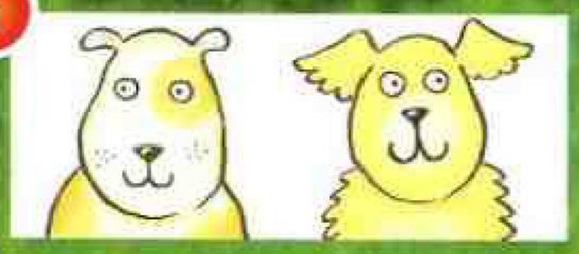
rabbits

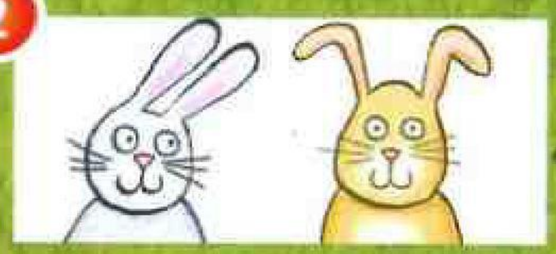
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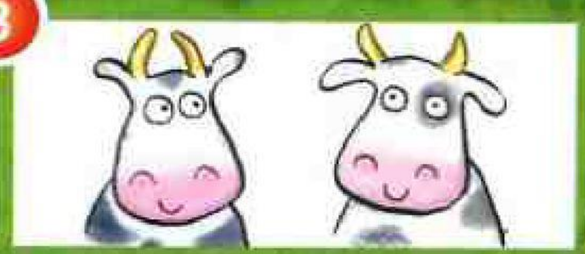
horses

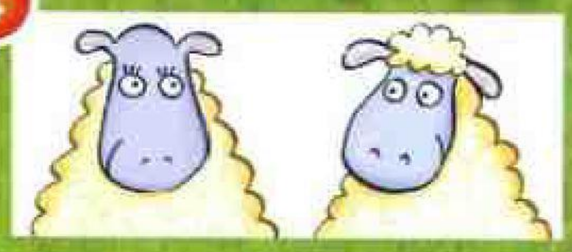
2 CD2 15 Listen and stick.

Sticker

1 

2 

3 

4 

5 

6 

Aims

- to present and practise plurals
- to present and practise *I like*
- to review farm animals

New language: *(dog)s, sheep (plural). I like (rabbits). That's (three) animals.*

Recycled language: farm animals, numbers 1–10

Materials: CD 2, flashcards (farm animals), Unit 6 stickers, scissors

Language competences: Your students will be able to recognise and say plurals.

Your students will be able to say which animals they like.

Warm-up

Aim: to review farm animals

- Hold up a farm animal flashcard and ask *Is it a (rabbit)?* Students say *Yes* or *No*. Repeat with the rest of the flashcards.
- Show the flashcards. Students say the words.

Presentation

1 Think! SB p61 **Count the animals.**

Aim: to present plurals and review farm animals

Thinking skills: counting

- Point to the dogs and ask *How many dogs? (Five)*. Say *Yes. Five dogs*, emphasising the *s* at the end of the word. Point to the dogs and count *One dog, two dogs, three dogs, four dogs, five dogs.*
- Repeat the process for the other pictures. Explain in L1 that *sheep* is different and doesn't have an *s* at the end even when there is more than one. Make sure that students pronounce *horses* as two syllables with /ɪz/.
- **Note:** Although it is useful for students to hear a clear /z/ model for *dogs* and *cows* and a clear /s/ model for *cats* and *rabbits*, there is no need to insist on the difference at this stage.
- In pairs, students practise counting. Student 1 points to the pictures and Student 2 says *(Six cows)*. They swap roles and repeat.
- Circulate and check that students are using plurals.

Practice

2 CD2 15 Sticker SB p61 **Listen and stick.**

Aim: to practise recognising animals and plurals

- **Note:** In order to carry out this activity, students will first need to cut out their stickers with the backs attached.
- Point to a girl sticker and say *This is Kylie. She's a girl.* Point to a boy sticker and say *This is Nick. He's a boy.*
- Explain in L1 that students will hear Kylie and Nick talking about the animals that they like. They place the stickers of Kylie, with the backs still attached, under the animals that she likes and the stickers of Nick under the animals that he likes. Make sure that they understand that there might be some animals that they both like, so there will be two stickers under those animals. There might also be some animals that neither child likes, with no stickers.
- Play the CD. Pause after each animal is first heard. Students arrange the stickers under the correct animals.

CD 2 Track 15

Kylie: Hi, I'm Kylie. I like rabbits. I like sheep and I like cats. That's three animals: I like rabbits, sheep and cats.

Nick: Hello, I'm Nick. I like dogs. I like rabbits. I like horses and I like cats. That's four animals: I like dogs, I like rabbits, horses and cats.

- Check answers by asking *What animals does Kylie/Nick like? (Rabbits)*. Say *Yes. That's right. (Kylie) likes (rabbits). I like (rabbits) too.*
- Students can then stick the stickers in their books.

Key: Kylie: rabbits, sheep, cats
Nick: dogs, rabbits, horses, cats

1 WB p59 **Draw your favourite animals.**

Aim: to personalise the new vocabulary creatively

- Say *I like (rabbits), (cats) and (cows).* Ask students *What about you?* Encourage students to say *I like (horses and dogs).*
- Say *I like (rabbits), (cats) and (cows), but (rabbits) are my favourite animals.* Tell students in L1 to draw their favourite animal in the frame. They need to draw at least two of the animal.
- Circulate and ask *What's your favourite animal?* Help students to make a sentence with *I like* and the plural form.

Ending the lesson

Aim: to practise farm animals

- Repeat the chant from SB page 60 (CD 2 Track 14).

Extension activity

Aim: to practise listening for initial sounds

- Say the initial sound of one of the farm animals, e.g. /k/. Repeat the sound. Ask *Which animals? (cat, cow).*
- Repeat with the initial sounds of the other farm animals.

1 CD2 16 Listen and sing.



Aims

- to present and practise farm animals
- to say a chant with the class

New language: *cat, horse, cow, dog, rabbit, sheep*
Who are you? Listen, run, running away

Recycled language: *look at*

Materials: CD 2, flashcards (characters)

Language competences: Your students will be able to name farm animals.

Your students will be able to join in with a chant.

Warm-up

Aim: to preview *Who are you?*

- Give out the character flashcards to four students at random in the class without seeing who has each character. Ask *Who are you? (I'm Leo) the (lion).*
- Repeat with other students.

Presentation

1 CD2 13 SB p60 **Listen and point. Then listen and say the words.**

Aim: to present farm animals

- Point to Polly and ask *Who's this?* Establish in L1 that she is on a farm and what other animals are there.
- Play the CD. Students point to the numbered animals.

CD 2 Track 13

Cow: Whooo are youuu?
Polly: I'm Polly. Hello! I'm Polly the parrot!

1 cat
2 horse
3 cow
4 dog
5 rabbit
6 sheep

- Play the CD again. Students repeat the words.
- Say the words out of order for students to point.

Practice

2 CD2 14 SB p60 **Listen and chant.**

Aim: to practise farm animals

- Play the chant. Students point to each animal as it is mentioned.

CD 2 Track 14

Listen! Woof, woof. A dog.
Listen! Miaow. A cat.
Listen! Baaa! A sheep.
Listen! Mooo! A cow.
Listen! Neigh! A horse.
Listen! Thump, thump! A rabbit.
Run, rabbit, run! Run, rabbit run!
Look at the rabbit, running away!

- Ask in L1 what the rabbit is doing in the last picture. Mime running and say *It's running. It's running away!*
- Play the chant again. Students join in, doing the animal noises and saying the animal words. They move their arms like a running rabbit at the end.

1 WB p58 **Complete the animals. Say the words.**

Aim: to review farm animals

- Demonstrate drawing in the other side of the dog's face as an example. Then point to the rest of the pictures. Say *Complete the animals.*
- Circulate and ask students *What's this?*
- Check answers by saying the numbers. Students say the word and make the animal noise from the chant.
- In pairs, students practise in the same way.

Ending the lesson

Aim: to practise farm animals

- Do mimes as follows:
  jumping as if hunting something (cat)
  bouncing holding reins as if on a horse (horse)
  walking around slowly (cow)
  Say the words as you show the students.
- Say an animal. Students do the mime.
- Do a mime. Students say the animal.

Extension activity

Aim: to practise the chant and animal names

- Teach the mimes as described above.
- Once the students are confident with the mimes, say the last line of the chant as a prompt instead, changing the words as follows:
  Look at the cat, jumping away!
  Look at the horse, trotting away!
  Look at the cow, walking away!

1 CD2 19 Listen and circle.

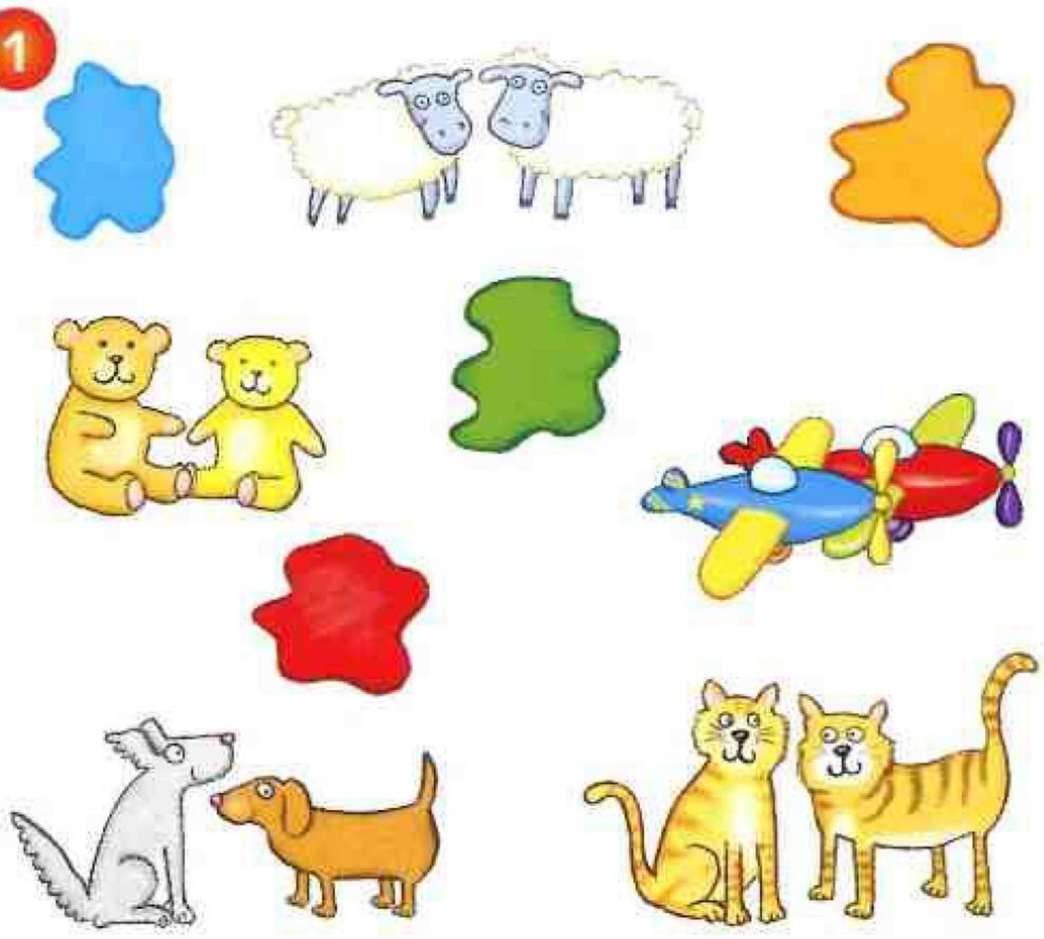


My favourite colour is blue.

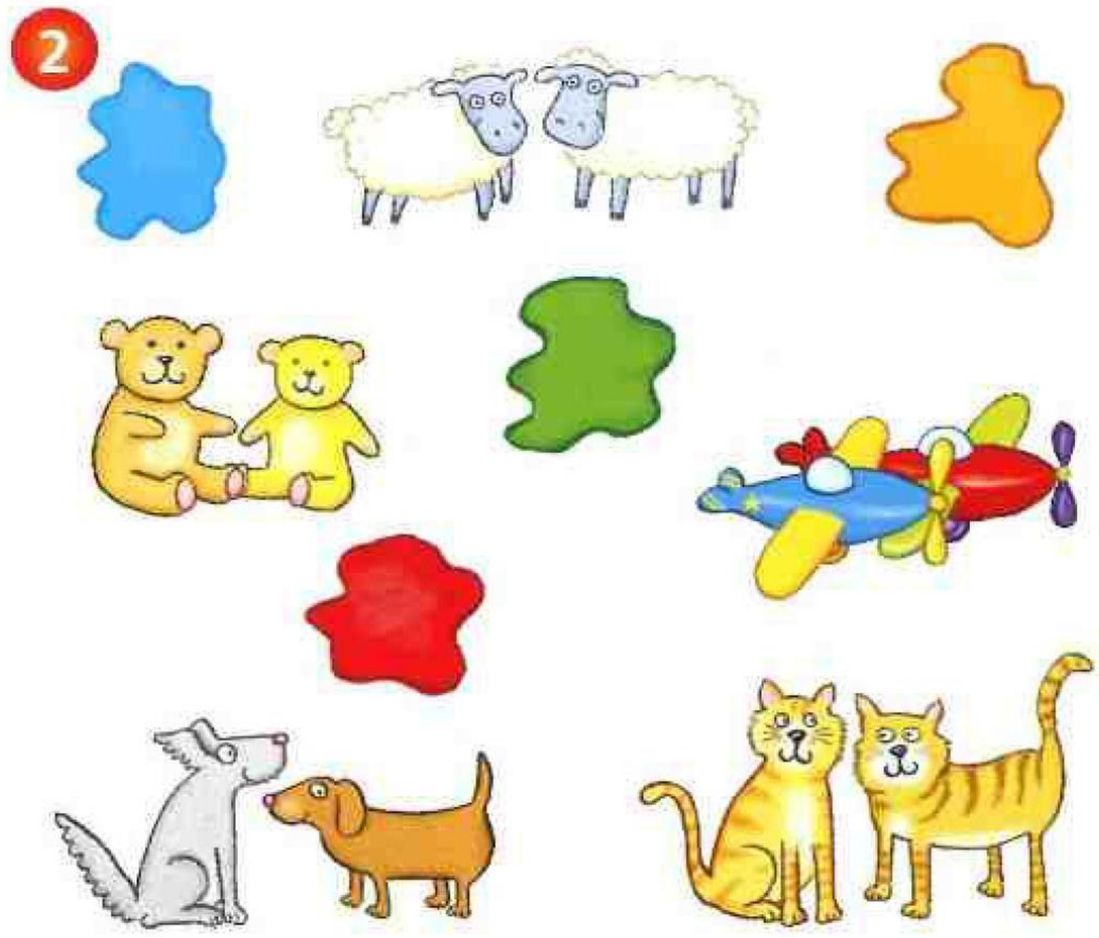
I like cats.



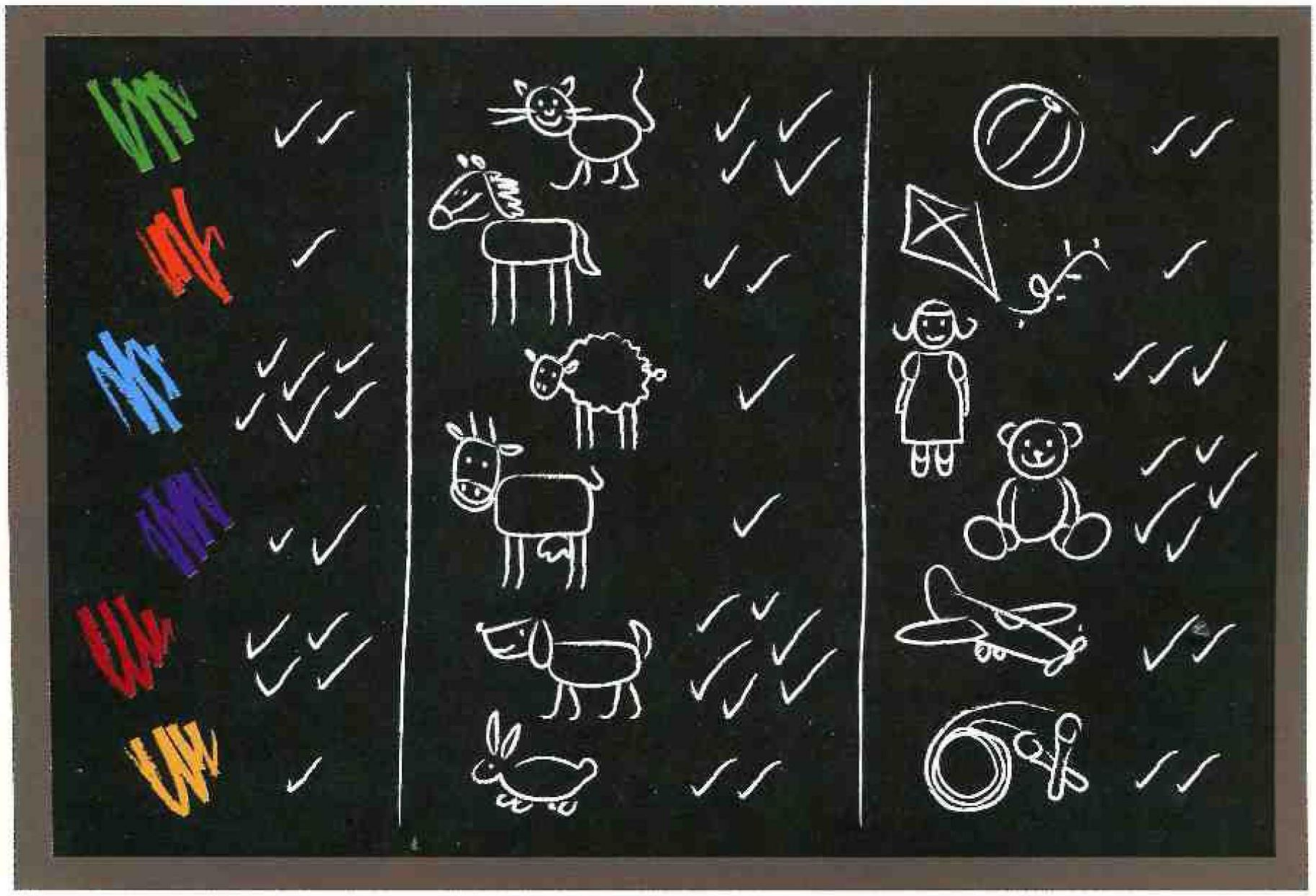
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2



2 Talk in class and count.



Aim

- To present and practise *My favourite*

New language: *My favourite colour/toys/animals is/are (blue/planes/dogs). Nice to meet you. Tell me, What is/are your favourite (animal/things)? Let me think, I think, I know, a lot*

Recycled language: colours, toys, farm animals, *I like, I've got, that's right*

Materials: CD 2, flashcards (colours 1*, farm animals, toys) *or six coloured chalks

Language competences: Your students will be able to talk about their favourite things.

Warm-up

Aim: to review toys

- Show each toy flashcard. Students say the word. Ask *Do you like (kites)?*
- Explain in L1 that students will learn to talk about their favourite things.

Presentation

1 CD2 19 SB p63 **Listen and circle.**

Aim: to present *My favourite*

- Point to each photo. Say *This is William/Elisabeth.*
- Explain in L1 that students need to listen to William and Elisabeth and circle their favourite things.
- Play the CD. Pause to give students time to circle.

CD 2 Track 19

1 **Interviewer:** Hi, what's your name?
William: I'm William.
Interviewer: William. Nice to meet you. Tell me, what are your favourite things?
William: My favourite things ... let me think ... mmm, I think blue is my favourite colour, yes, that's right.
Interviewer: And what's your favourite animal?
William: Dogs. I like dogs.
Interviewer: What's your favourite toy?
William: Let me think. Ah, I know. Planes. I like planes.

2 **Interviewer:** Hello.
Elisabeth: Hi!
Interviewer: What's your name?
Elisabeth: I'm Elisabeth.
Interviewer: OK. Tell me, Elisabeth, what's your favourite colour?
Elisabeth: My favourite colour's orange – I like it a lot.
Interviewer: And your favourite animal?
Elisabeth: I like cats. Cats are my favourite animals.
Interviewer: OK, and what's your favourite toy, Elisabeth?
Elisabeth: Hmm, I've got a teddy bear. I like teddy bears. Yes, I think teddy bears are my favourite toys.

- Play the CD again for students to check.

Key: 1 blue, dogs, planes; 2 orange, cats, teddy bears

Practice

2 SB p63 **Talk in class and count.**

Aim: to practise talking about favourite things

- Use flashcards on the board or drawings to copy the SB chart at a height that the students can reach.
- Ask a volunteer *What's your favourite colour?* Help him/her to reply e.g. *My favourite colour is green.* He/She then puts a tick in the correct place on the board. Repeat for *My favourite (animals/toys) are (cats/dolls).*
- Call the students out to tick their favourites. Ask each child one question with *What's your favourite ...?* Count the ticks (in L1 beyond 10). Write the totals.

1 CD2 20 WB p61 **Listen and colour. Follow the paths.**

Aim: to consolidate talking about favourite things

- Play the CD. Students listen and colour the caps and the T-shirts.

CD 2 Track 20

1 My favourite colour is green.
2 My favourite colour is red.
3 My favourite colour is blue.
4 My favourite colour is yellow.

- They then follow the paths and give their answers in full sentences, e.g. *My favourite animals are (cows).*

Key: 1 cows, 2 dogs, 3 cats, 4 rabbits

Ending the lesson

Aim: to practise the unit song

- Sing the song from SB page 62 (CD 2 Track 16).

Extension activity

Aim: to practise talking about favourite colours

- Hold and point to items of the same colour and say *Look! I've got a (purple) (book). I've got a (purple) (T-shirt). My favourite colour is ... (purple).*
- Invite volunteers to do the same with your help.



1 CD2 21

I like your colours!













Aims

- to present a picture story
- to review language from the unit

Skills: listening and following a picture story

New language: *tail, colours, fantastic*

Recycled language: farm animals, parts of the face, *I like, Who are you? your, Thank you, parrot, look*

Materials: CD 2, flashcards (face), props for acting out the story (optional): character mask (Polly), home-made hat/masks for the cow, horse, dog, cat, rabbit and sheep (see Note on page T98), a paintbrush

Language competences: Your students will be able to listen and follow a picture story.

Warm-up

Aim: to review parts of the face

- Use the face flashcards to review parts of the face.
- Say *Point to your (nose)*. Students do the actions.

Presentation

1 CD2 21 SB pp64–65 **Story: I like your colours!**

Aim: to listen to and follow a picture story

- Help students to find SB page 60. Ask in L1 where Polly was (on a farm). Tell them that they are going to find out what happens next in the story.
- Help them turn back to SB pages 64–65. Use the cow in the first picture, and mime, to present *tail*.
- Play the CD. Students follow in their books.

CD 2 Track 21

1 **Polly:** And who are you?
Cow: I'm the cow.
Polly: I like your tail.
Cow: Thank you. Moo!
2 **Polly:** Who are you?
Horse: I'm the horse.
Polly: I like your teeth.
Horse: Thank you. Neigh!
3 **Polly:** Who are you?
Dog: I'm the dog.
Polly: I like your nose.
Dog: Thank you. Woof, woof!
4 **Polly:** Who are you?
Cat: I'm the cat.
Polly: I like your eyes.
Cat: Thank you. Miaow!
5 **Polly:** Who are you?
Rabbit: I'm the rabbit.
Polly: I like your ears.
Rabbit: Thank you!
6 **Sheep:** And who are you?
Polly: I'm Polly the parrot.
Sheep: I like your colours.
Polly: Thank you!
7 **Sheep:** Look!
8 **Polly:** Fantastic!
Other animals: Oh, no! Woof, woof. Miaow. Moo. Neigh.

- Play the story again, pausing after each picture to discuss what's happening.
After picture 1, say *Polly says 'I like your tail'.*
After pictures 2–5, say *Polly says 'I like your ... (teeth)'.*
After picture 6, ask *What does the sheep say?*
'I like your ... (colours).'
- At the end, discuss in L1 what the sheep does (paints itself because it likes Polly's colourful feathers).

Practice

1 CD2 22 WB p62 **Listen and trace.**

Aim: to listen and identify speakers

- Follow the usual procedure.

CD 2 Track 22

1 **Polly:** Who are you?
2 **Polly:** I like your tail.
3 **Cow:** Thank you. Moo!
4 **Sheep:** Look!

Key: 1 Polly. 2 Polly. 3 Cow. 4 Sheep

Ending the lesson

Aim: to practise farm animals

- Point to your eyes. Ask *Which animal is it (from the story)?* (Miaow if necessary.) *(Cat!)*
- Do similar actions and mimes for the other animals.

Extension activity

Aim: to reinforce understanding of the story

- Invite seven volunteers to the front. Students act out the story with your help, using the Polly character mask and other available props (see 'Materials').
- Encourage students to use key language from the story.
- Invite other students to come to the front and act.

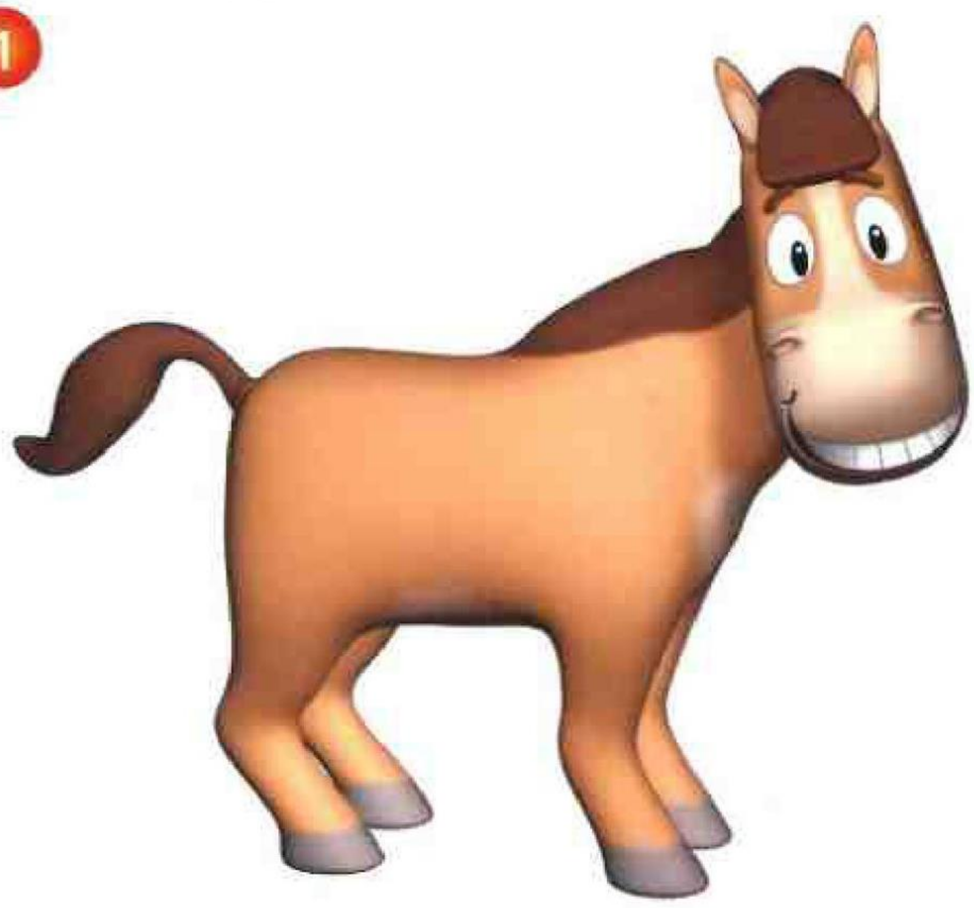




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2 Think! Remember and circle the parts of the face.

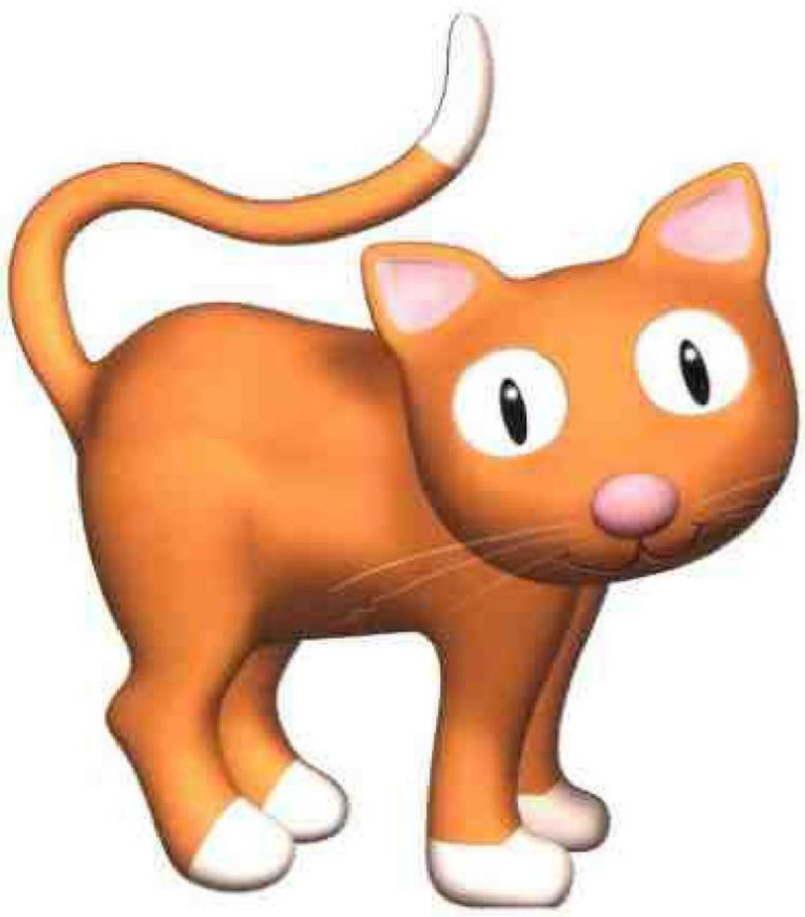
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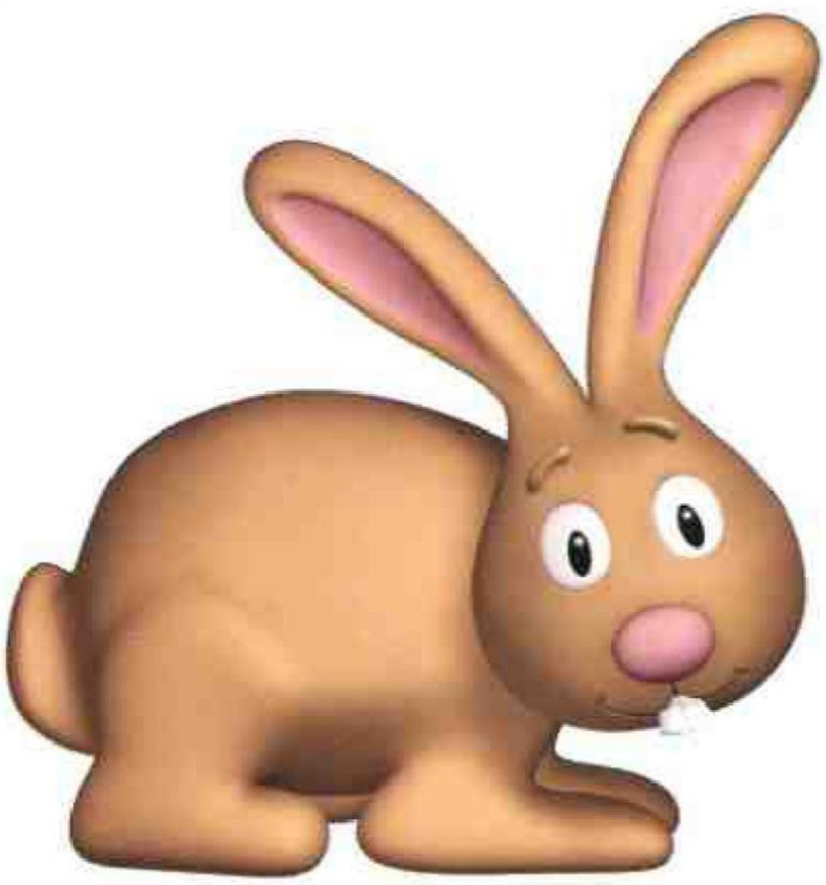
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4



Aims

- to talk about the meaning of a story
- to review language from the unit

Thinking skills: interpreting the values in a story

Recycled language: language from the story

Materials: CD 2, coloured pencils or crayons, flashcards (colours 1 – optional)

Language competences: Your students will be able to interpret the deeper meaning of a story.

Warm-up

Aim: to review the story SB pp64–65

- Students tell you what happens in the story in L1.

Practice

2 Think! SB p65 **Remember and circle the parts of the face.**

Thinking skills: remembering details from a story

- Point to picture 1. Say *Polly meets the horse. She says 'Who are you?' Then she says 'I like your ... (teeth)'.* Say *Circle the teeth* and demonstrate.
- Students circle the correct parts of the four animals.
- Check answers in the same way as you demonstrated the example.

Key: 1 horse: teeth, 2 dog: nose, 3 cat: eyes, 4 rabbit: ears

Story values: SB pp64–65

Aim: to think about the meaning of the story: paying compliments

- Play the story again (CD 2 Track 21), pausing at appropriate points to discuss in L1 the values shown. After picture 1, say *Polly says to the cow 'I like your tail'. Is the cow sad? (No, happy).* Say *The cow is happy. Polly says something nice. Polly thinks that the cow's tail is nice.*
- Repeat with the other animals in pictures 2–5.
- After picture 7, ask in L1 why the sheep paints itself. Establish that it's because she admires Polly's colours so much that she wants to look the same.
- Ask students in L1 for examples of when they can compliment their friends and family (e.g. because they admire some work that they have done in class, a sporting achievement, a new haircut or pair of glasses). Point out in L1 that it is sometimes not nice to say when we **don't** like something because we might hurt someone's feelings.

1 Think! WB p63 **Look and colour.**

Thinking skills: applying values from the story to new situations

- Students colour in the frame of the picture which shows someone paying a compliment.
- Check answers and say *The boy in picture 1 is happy. Why? What does the girl say to him? She says 'I ... (like your picture/sheep)'.*

Key Picture 1

Ending the lesson

Aim: to practise paying compliments

- Choose a student in the class and say e.g. *I like your pencil case.* Encourage the student to say *Thank you.*
- In pairs or groups, students practise doing the same.
- Circulate and feed in any new vocabulary if you wish.

Extension activity

Aim: to review colours and the unit song

- Teach the students new lyrics for the song:
  Let's do the colour boogie – red!
  Let's do the colour boogie – yellow!
  Let's do the colour boogie – green!
  Let's do the colour boogie – blue!
  Come sing with me and dance with me,
  For you and me, the colour boogie-woogie!
  I like red, oh red is nice! Red, ... etc.
  I like yellow, oh ... etc. Yellow, ... etc.
  I like green, oh ... etc. Green, ... etc.
  I like blue, oh ... etc. Blue, ... etc.
  Come sing ... etc.
  And I like the colour boogie too!
  Red! Yellow! Green! Blue!
  Come sing ... etc.
- Hold up the colour flashcards as prompts while the students sing the song. You could use the karaoke version of the song (CD 2 Track 17).

Note: For the next lesson (Warm-up), you ideally need photos of the habitats on SB page 66 (farm, African savannah, sea). You could find them on the Internet to show on a projector or interactive whiteboard.

Animals

1 Think! Match.







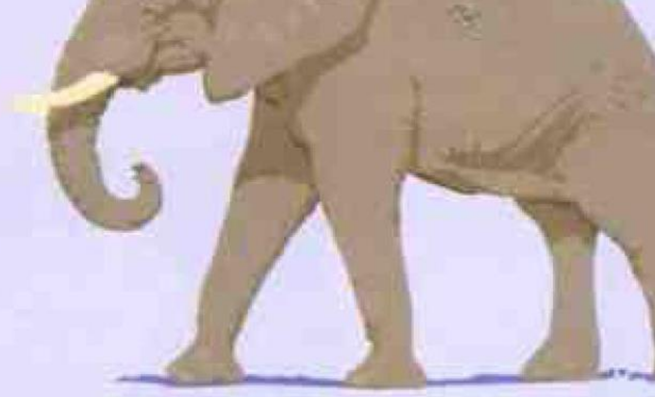
























Aim

- to integrate other areas of the curriculum through English: Biology

New language: *dolphin(s), elephant(s), shark(s), snake(s), whale(s), zebra(s), on the farm, on the savannah, in the sea, (Sharks) live (in the sea).*

Recycled language: *cows, dogs, giraffes, horses, lions, sheep*

Materials: flashcards (a farm animal, Gina or Leo), photos of habitats (optional)

Language competences: Your students will learn six new animal words and three phrases to talk about habitats in English.

Warm-up

Aim: to introduce the topic

- Show photos of the three habitats if you can.
- Ask *What animals does Polly meet in the story on the farm? Lions? Parrots?* Students say e.g. *No, cows.* Say *That's right. Cows live on the farm.*
- Explain in L1 that students are going to talk about which animals live in different places.

Presentation

1 Think! SB p66 **Match.**

Aim: to think about the habitats of different animals

Thinking skills: associating animals with habitats

- Point to the three pictures in the centre of the page and say *Look! The farm. The savannah. The sea.* Encourage students to repeat.
- Present the new animals (*elephants, sharks, snakes, whales* and *zebras*) by pointing and saying *This is an elephant. An elephant.* Students repeat.
- Ask the students to find a story with elephants and one with a zebra (SB pages 8–9 and 14–15).
- Use the cow as the example. Point and ask *What's this? (A cow). Where do cows live? On the farm? On the savannah or in the sea? Draw a line.*
- Students draw lines from the animals to their habitat.
- **Note:** The students may be aware of snakes that live in farmland or in the sea. If students give either of these answers and they can tell you in L1 where they learnt about it (e.g. they saw one or heard about it on TV or in a book), accept the answer as correct.

Key: cow – farm, dog – farm, dolphin – sea, elephant – savannah, giraffe – savannah, horse – farm, lion – savannah, shark – sea, sheep – farm, snake – savannah, whale – sea, zebra – savannah

Practice

1 WB p64 **Match. Where do they live?**

Aim: to practise saying where different animals live

- Students draw lines to match the silhouettes.
- Circulate and check, asking students *What's this? Where do (sharks) live? (Sharks live in the sea).*

Ending the lesson

Aim: to practise talking about where animals live

- Show a flashcard of an animal that students know (a farm animal, Gina or Leo). Say a true or false sentence about where the animal lives, e.g. *Giraffes live in the sea. (No).*
- Ask students to correct the false sentences, e.g. *No. Giraffes live on the savannah.*
- Repeat with the other animals.

Extension activity

Aim: to practise categorising animals

- If possible, put the furniture in the middle of the room.
- Draw a simple whale on the board. Stick a farm animal flashcard in one corner of the room and the Gina or Leo flashcard in another corner so that the three animals are far apart. Point in turn and say *In the sea, on the farm, on the savannah.*
- Ask the students to stand up. Call out animals from the lesson (see 'New/Recycled language') and encourage the students to go to the correct part of the room.
- In a large class, the students can turn and point to the correct part of the room, saying the habitat phrase, e.g. *Cow (On the farm!).*

Note: For the next lesson, ask your students to bring magazines with pictures of animals to class. They will need photos of animals that live on the farm, on the savannah or in the sea.

1 Make a poster.





Aim

- to extend the focus on Biology through English

Recycled language: *cow(s), dog(s), dolphin(s), elephant(s), giraffe(s), horse(s), lion(s), shark(s), sheep, snake(s), whale(s), zebra(s), I like (whales), on the farm, on the savannah, in the sea, (Sharks) live (in the sea).*

Materials: magazines (or internet printouts) with photos of any of the known animals, scissors, glue, poster paper or card, paints, flashcards from Units 1–5 (optional)

Language competences: Your students will be able to talk about where animals live.

Warm-up

Aim: to review new animals

- Draw pictures of the new animals from the previous lesson on the board (dolphin, elephant, shark, snake, whale, zebra). Number them from 1 to 6.
- Say an animal. Students say the number.
- Say a number. Students say the animal.
- Make a sentence about the animals that you like from these six, e.g. *I like dolphins and elephants.* Invite volunteers to make different sentences.

Practice

1 SB p67 **Make a poster.**

Aim: to think about animal habitats

- Point to each of the habitats on SB page 66 and ask *Is this the savannah, the farm or the sea?* Students practise saying *on the farm, on the savannah* and *in the sea.*
- Share out the magazines/printouts and scissors. Ask the students to cut out animals that live in the three known habitats. Students can also draw animals.
- While they are working, prepare a poster background with the three 'habitats' (green with hedges to represent farmland, pale green/yellow with trees on the horizon for the savannah and blue for the sea).
- Call the students out individually with the animal that they have found/drawn. Ask *Where do (sharks) live?* Encourage the student to say e.g. *Sharks live in the sea* and to put his/her animal in the correct habitat.
- When the poster is complete, point and ask *Which animals live (on the farm)?* Students list the animals.
- Once they have found or drawn all the animals that they know in English, they can add other animals if you wish, asking you for the words in English.

1 Think! WB p65 **Look and cross out.**

Thinking skills: categorising

- Say *Point to the sea/farm/savannah* for students to point to the correct area of the page.
- Point to the farm area again, and to the zebra, and look confused. Ask *Where do zebras live? (On the savannah).* Ask in L1 why the zebra has been crossed out and establish that it shouldn't be on the farm. Now point and ask *Where do dogs live? (On the farm).* Establish in L1 that the dog doesn't have to be crossed out. Point to the other two animals in the farm area. Say *On the farm? Yes or no?*
- Students look at the animals and cross out the ones which don't belong in each habitat.
- Check answers by asking in L1 which animals the students have crossed out. They could also suggest different animals to replace the ones that don't belong in each habitat. Supply new words as necessary.

Key: farm: students cross out the elephant, savannah: students cross out the dolphin and the shark, sea: students cross out the cow and the sheep

Ending the lesson

Aim: to review habitats and animals

- Divide the class into two teams. A student from Team 1 says an animal, e.g. *shark.* A student from Team 2 has to make a sentence about where the animal lives, e.g. *Sharks live in the sea.*
- The next student from Team 2 says an animal for a student from Team 1 to make a sentence.
- The teams get a point for each correct sentence.

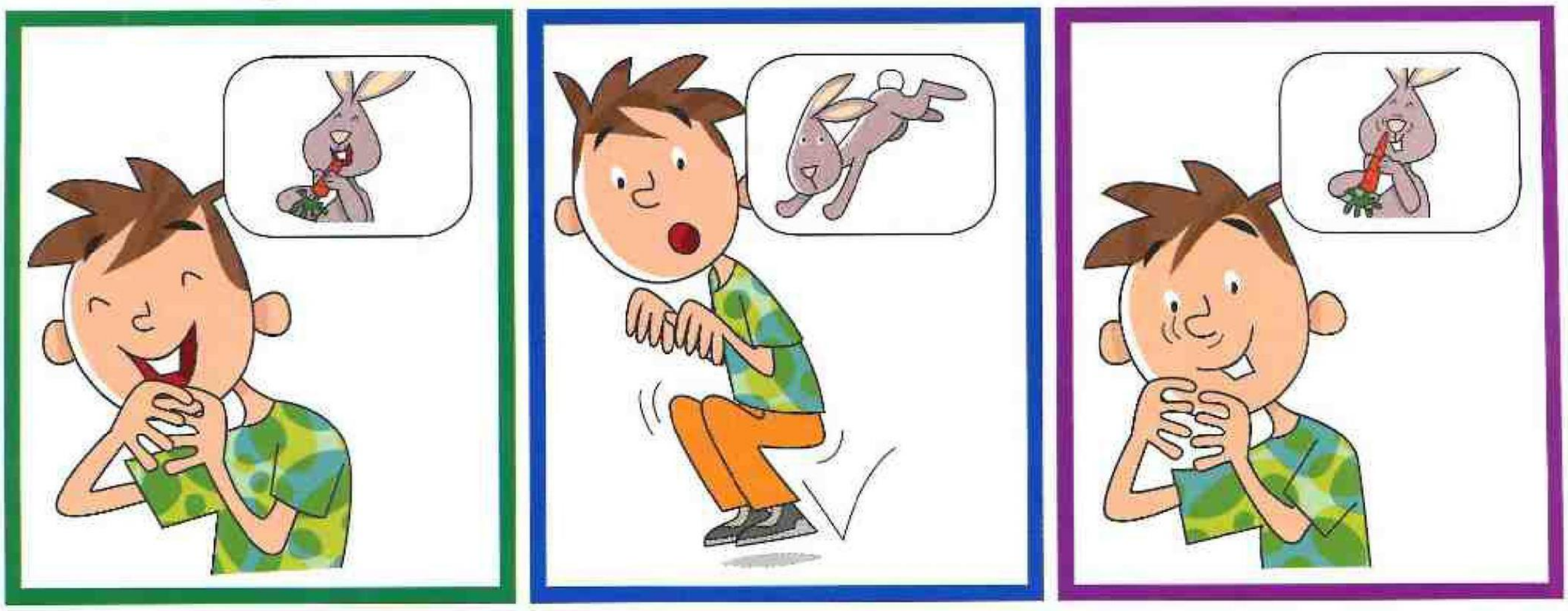
Extension activity

Aim: to practise categorising

- Stick flashcards from Units 1–5 on the board to make some more 'odd one out' puzzles, e.g.:
  doll, skipping rope, plane, nose
  pencil, rubber, cat, book
  kite, sofa, armchair, cupboard
  eyes, teddy bear, ears, mouth
  grandpa, sister, pencil, grandma
- Give students time to choose the 'odd one out'. Then invite a volunteer to take down the odd flashcard. He/She says the English words for all the items and explains in L1 why the 'odd one out' doesn't belong.

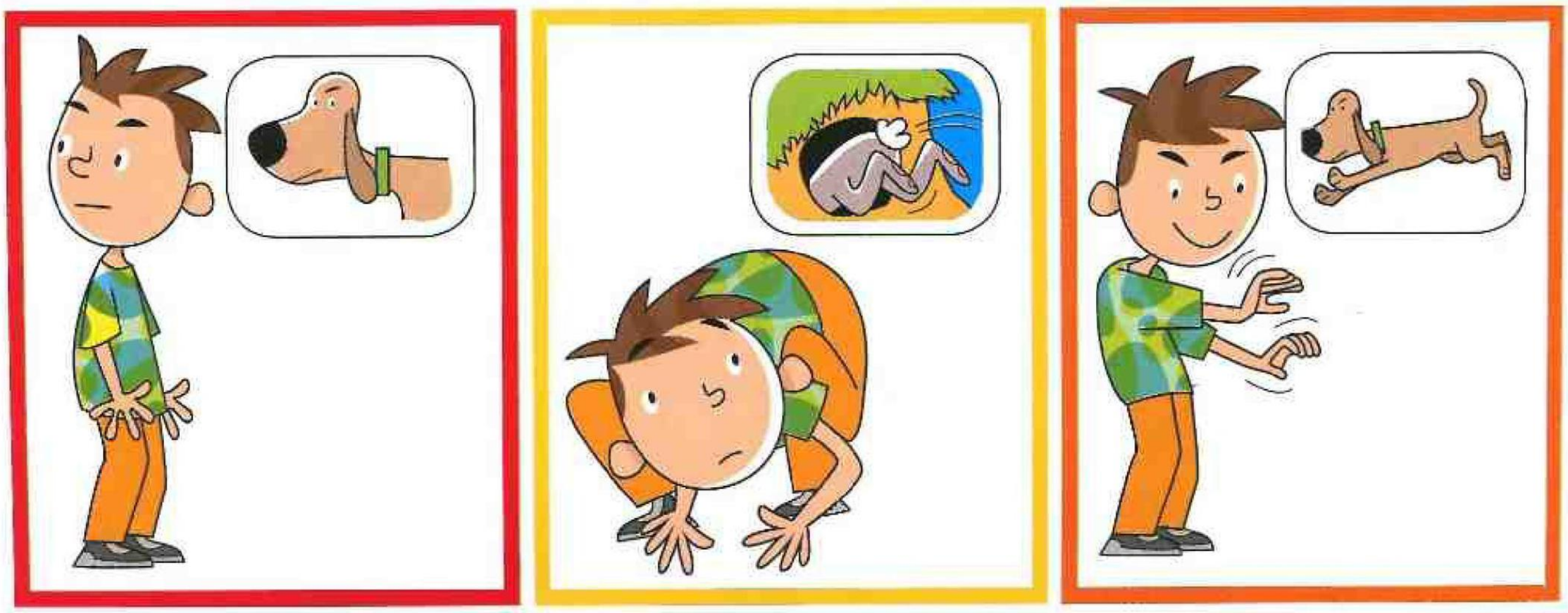
1 CD2 23 Listen and act out with your teacher.

2 CD2 24 Listen again and match.



1 2 3

4 5 6



Aim

- to stimulate the students' imagination through listening and acting out

Skills: listening and following instructions

New language: *sniff/eat like (a rabbit), hide*

Recycled language: *look, dog, hop, run*

Materials: CD 2, flashcards (farm animals), white and black card or black felt, cotton wool, glue, scissors

Language competences: Your students will be able to listen and do actions to demonstrate meaning.

Warm-up

Aim: to review farm animals

- Stick the farm animal flashcards on the board. Ask *Where do they live? On the savannah? In the sea? (On the farm).*
- Point to a flashcard. Students say the word.
- Say *Close your eyes.* Remove one of the flashcards and then say *Open your eyes.* Ask *Which animal is missing?* Students say the animal.
- Move the cards around and repeat several times.

Practice

1 CD2 23 SB p68 **Listen and act out with your teacher.**

Aim: to review language and practise following instructions

- Say the instructions with the CD. Show the class a clear mime for each action, e.g. 1 sniff the air, 2 eat a carrot, 3 stick your head out and stare, 4 move your arms up and down and take little jumps like a running rabbit, 5 move your arms further up and down like a running dog, 6 crouch down.

CD 2 Track 23

Sniff like a rabbit. (Sound of sniffing)
Eat like a rabbit. (Sound of eating)
Look! A dog!
Hop, rabbit, hop!
Run, dog, run! Woof, woof!
Hide, rabbit, hide!

- Play the CD again. This time students join in with the mime.

2 CD2 24 SB p68 **Listen again and match.**

Aim: to practise listening and ordering pictures

- Point for students to say the numbers 1–6.
- Play number 1 and demonstrate drawing a line from the big 1 to the picture of the boy sniffing. Run your finger around the frame and say *Number 1 is purple.*
- Play the rest of the recording. Students draw lines from the other numbers to the correct pictures.

CD 2 Track 24

1 Sniff like a rabbit. (Sound of sniffing)
2 Eat like a rabbit. (Sound of eating)
3 Look! A dog!
4 Hop, rabbit, hop!
5 Run, dog, run! Woof, woof!
6 Hide, rabbit, hide!

- **Note:** The students learnt the word *hop* as the human action on one leg in Unit 4. We also use *hop* to describe a rabbit's running action.
- Check answers by saying a number and asking *What colour?*

Key: 1 purple, 2 green, 3 red, 4 blue, 5 orange, 6 yellow

1 WB p66 **Make a woolly sheep.**

Aim: to follow instructions and make woolly sheep

- Students make sheep as shown in the pictures. You may wish to provide a sheep template for students to cut out, or large and small ovals and rectangles for the legs, which the students can stick together.
- If you like, students can work in groups and arrange their sheep on green painted 'fields'.

Ending the lesson

Aim: to practise animals and giving instructions

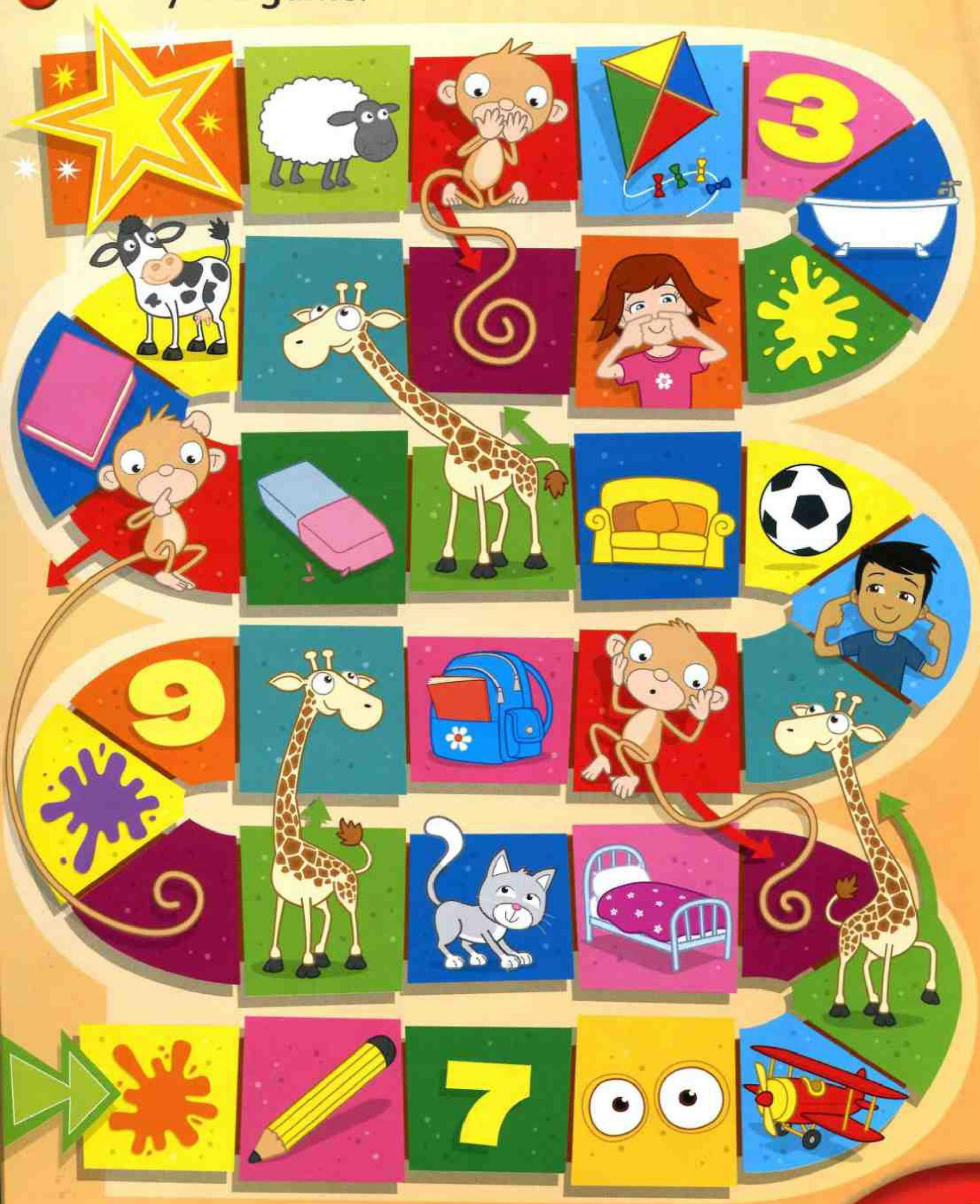
- Repeat SB Activity 1 using different animals with appropriate mimes. Students listen and do the actions. Here are some examples:
  Miaow like a cat, Drink like a cat (mime lapping milk), *Look, a dog! Run, cat, run! Miaow, miaow! Run, dog, run! Woof, woof! Hide, cat, hide!*
  Baaa like a sheep, Eat like a sheep (mime eating grass), *Look, a dog! Run, sheep, run! Baaa, baaa! Run, dog, run! Woof, woof! Hide, sheep, hide!*

Extension activity

Aim: to practise numbers 1–10

- Draw ten sheep with a simple fence around them, as if they were in a field, on the board.
- Ask *How many sheep? (Ten).*
- Teach students a counting rhyme (or song if you know the tune of *Ten green bottles*). Erase a sheep from your picture as each sheep 'disappears':
  Ten woolly sheep, sitting in a field.
  Ten woolly sheep, sitting in a field.
  One woolly sheep … isn't really real!
  There are nine woolly sheep, sitting in a field.
  Nine woolly sheep, … etc.

1 Play the game.



Aims

- to review language from the unit in a game
- to encourage students to reflect on their learning

Skills: speaking

Thinking skills: reflecting on learning

Recycled language: vocabulary from Units *Hello*–6, *I like (blue/cats/planes).* *My favourite colour is (blue).* *My favourite animals/toys are (cats/planes)*

Materials: CD 2, dice/spinners and counters, flashcards (farm animals) and pictures of animals from SB pages 66–67 (optional), coloured pencils or crayons, Unit 6 mini cards: WB page 104 and scissors (optional)

Language competences: Your students will be able to use language from this unit and previous units to play a game.

Warm-up

Aim: to review animals

- Draw (or copy) an animal that students know on the board, one small part at a time, so that they have to guess the animal (e.g. start with just the tail of a zebra). Ask *What's this?* as you draw.
- Students guess the animal. Students have heard the question *Is it a ...?* in previous Creativity lessons, so you could begin to encourage them to use it.
- If you prefer not to draw, use pictures of animals and the farm animal flashcards. Cover them with paper and slowly reveal them instead, asking *What's this?*

Revision

1 SB p69 **Play the game.**

Aim: to review vocabulary and expressing likes

- Explain in L1 the rules of the game. It is a version of 'Snakes and ladders'.
- Students play in small groups. They all start with their counters on the arrow. Players throw a dice (or spin a spinner) and count in English as they move their counter. When they land on a monkey, they say *Monkey!* and they go down its tail. When they land on a giraffe, they say *Giraffe!* and they go up its neck. In both cases, they then wait on the new square until their next turn. For the other squares, they say the name of the item. If it is a colour, animal or toy that they like, encourage them to use *I like* or *My favourite*.
- The winner is the first person to arrive at the star at the end of the board (you can insist on them throwing the correct number to finish if there is time).

1 WB p67 **Say the words and trace. Colour the circles.**

Aim: to create a record of learning

- Students colour the circles if they can say the words on their own. Ask them all to use the same colour or let them use any of the six colours that they know.
- Circulate and ask students to say the words.
- Ask students to trace the words if you wish. Circulate and check that they are forming the letters correctly.

2 WB p67 **Draw faces.**

Aim: to help students reflect on their learning

- Talk in L1 about what each picture represents (the song, the story, the work on animals and their habitats).
- Students draw a face next to each picture to show how much they enjoyed the different parts of the unit.

Ending the lesson

Aim: to practise the unit song

- Play the song from SB page 62 (CD 2 Track 16). Students join in with animal mimes, noises and as many words as they can.

Extension activity

Aim: to review farm animals

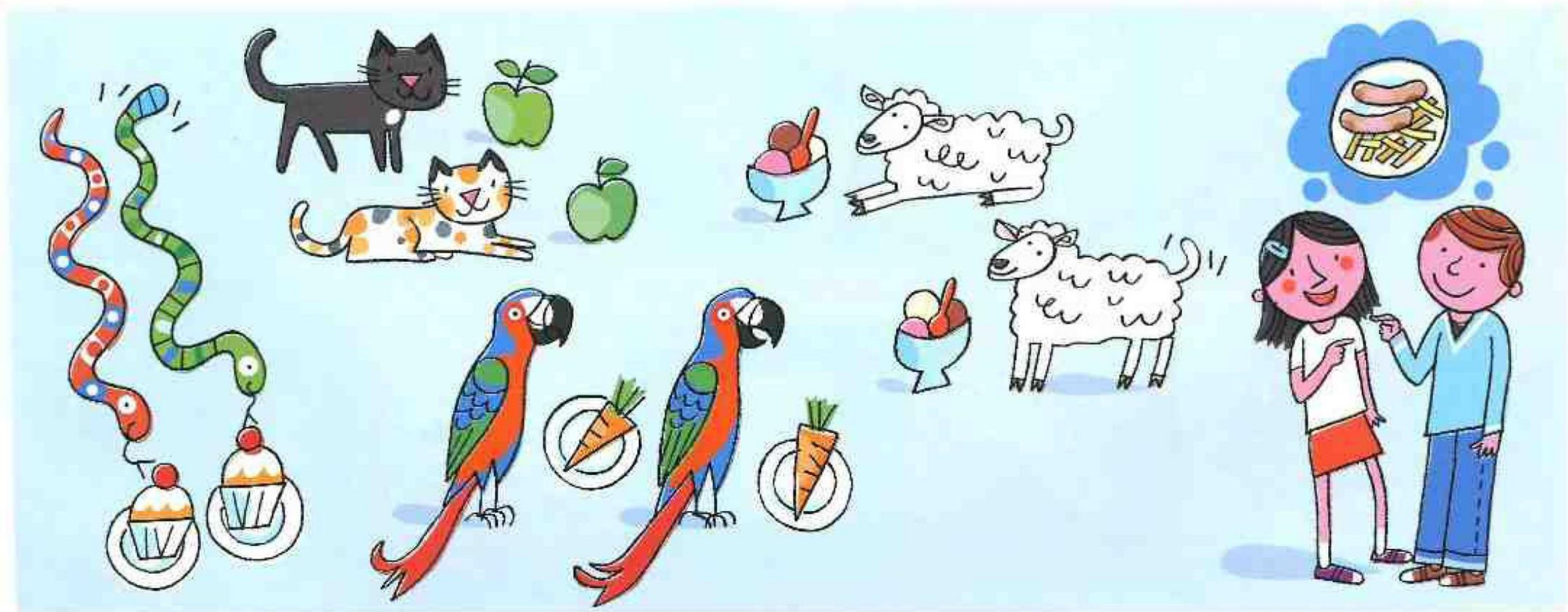
- Students cut out the Unit 6 mini cards. They play a game in groups of four or more, putting all their sets of cards together.
- For procedure, see page T39 Extension activity, but instead of removing the *nose* cards, students remove all but one of the *sheep* cards, so the student left with a sheep at the end of the game is the loser.

7 I'm hungry!

1 CD2 25 Listen and point. Then listen and say the words.



2 CD2 26 Listen and chant.



Aims

- to present and practise food
- to say a chant with the class

New language: *carrots, sausages, apples, cakes, ice cream, chips*
dinner, tonight

Recycled language: *for, I know, snakes, cats, parrots, sheep, you and me*

Materials: CD 2, flashcards (food), *cat*, *sheep* and Polly flashcards (optional)

Language competences: Your students will be able to name food.

Your students will be able to join in with a chant.

Warm-up

Aim: to review animals

- Draw a snake, a cat, a parrot and a sheep on the board (or use the *cat*, Polly and *sheep* flashcards). Students say the words.
- Draw another two snakes below the first one and say *How many snakes? (Three snakes)*. Make sure that they pronounce the final *s* for the plural.
- Do the same to elicit *cats* and *parrots*.
- Draw more sheep and ask *How many?* Remind the students not to add an *s* (*one sheep, two sheep*, etc.).

Presentation

1 CD2 25 SB p70 **Listen and point. Then listen and say the words.**

Aim: to present food

- Talk in L1 about where Polly is (at the supermarket) and what food students can see in the picture. Say *Polly's hungry. She's at the supermarket.*
- Play the first part of the recording and confirm in L1 that she's buying food for Gina, Leo and Mike.
- Play the rest of the recording. Students point to the numbered food items.

CD 2 Track 25

Polly: Dinner tonight for Gina, Leo and Mike. Hmmm. I know, carrot soup, sausages and chips, apples, ice cream and cakes.

1 carrots
2 sausages
3 apples
4 cakes
5 ice cream
6 chips

- Play the CD again. Students repeat.
- Say the words out of order. Students point or say the numbers.

Practice

2 CD2 26 SB p70 **Listen and chant.**

Aim: to practise food items and plural forms

- Play the chant. Students point to the food and the animals.

CD 2 Track 26

Cakes for the snakes.
Apples for the cats.
Carrots for the parrots.
Ice cream for the sheep.
Sausages, sausages,
Sausages and chips!
Sausages and chips
For you and me!

- Ask in L1 what food the children are thinking about in the picture on the right (*sausages and chips*).
- Play the chant again. Students join in as much as they can. Stress the matching sounds in *cakes* and *snakes*, *apples* and *cats*, and *cream* and *sheep*, to help students remember the words.

1 Think! WB p68 **Look, draw and say the words.**

Thinking skills: understanding sequences

- For procedure, see page T31, WB page 29 Activity 1.

Key: 1 cakes, 2 ice cream, 3 chips, 4 sausages, 5 carrots, 6 apples

Ending the lesson

Aim: to practise food

- Play the chant again for students to join in. Use the food flashcards as prompts.

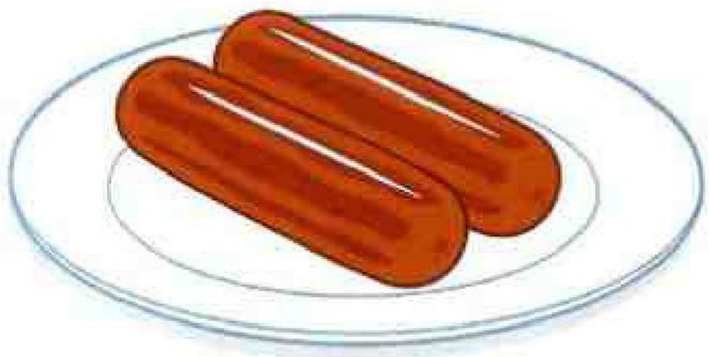
Extension activity

Aim: to practise understanding sequences

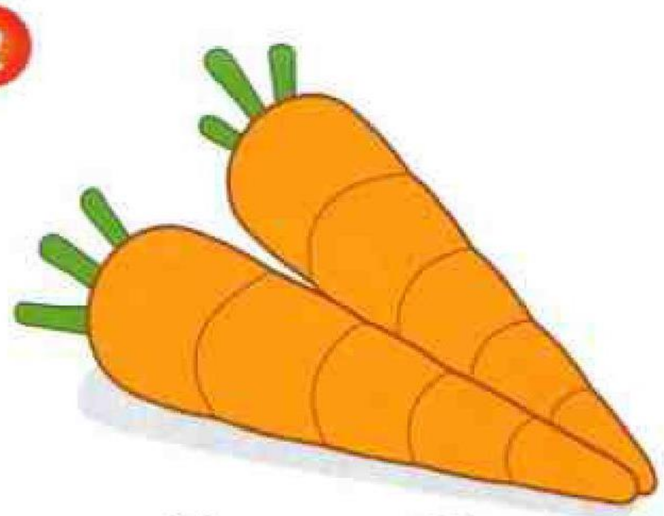
- For procedure, see page T31, Extension activity. Here are some examples:
apples, carrots, carrots, carrots,
apples, carrots, carrots ... (carrots)
sausages, ice cream, ice cream, chips,
sausages, ice cream, ice cream ... (chips)
chips, chips, carrots, carrots,
chips, chips, carrots ... (carrots)

1 CD2 27 Listen and circle.

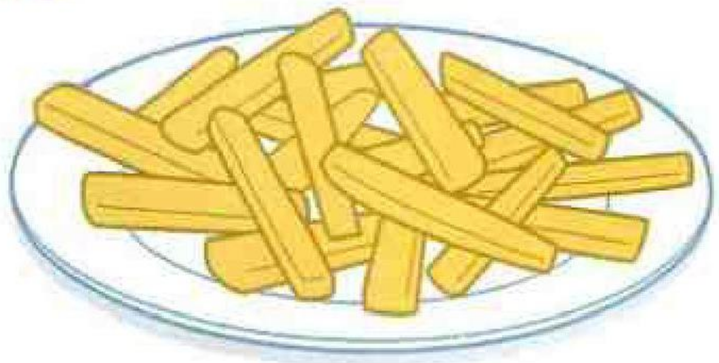
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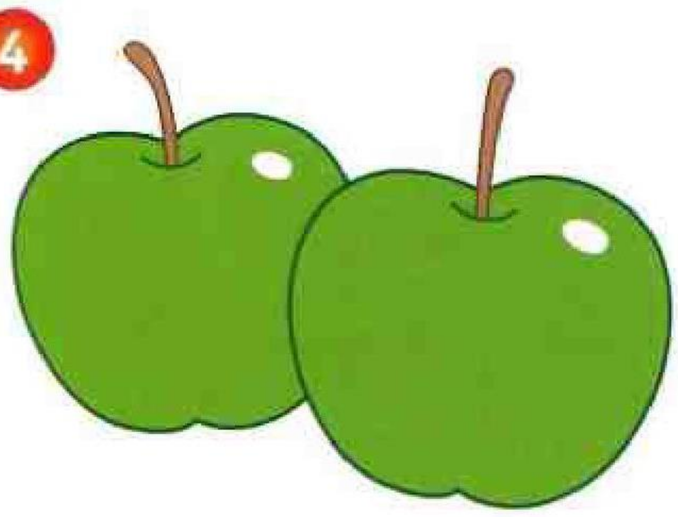
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4



5



6



2 Talk about food.

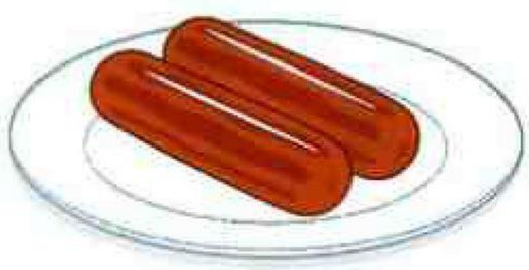






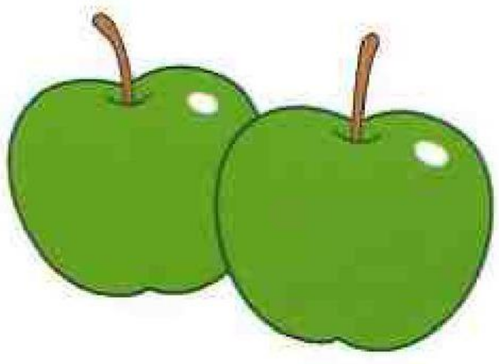


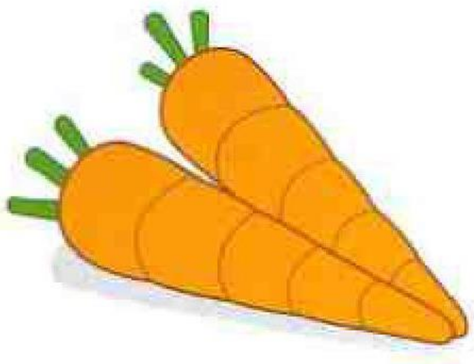












I like / I don't like (carrots).

Aims

- to present and practise *I don't like*
- to review *I like* and food

New language: *I don't like (chips).*

Recycled language: *I like (ice cream)*, food, *happy, sad, yummy, yuck*

Materials: CD 2, flashcards (food)

Language competences: Your students will be able to say which food they like and dislike.

Warm-up

Aim: to review food

- Play the chant from SB page 70 (CD 2 Track 26) for students to join in.

Presentation

1 CD2 27 SB p71 **Listen and circle.**

Aim: to present *I don't like* and review *I like*

- Say a number. Students say the food item.
- Point to the sausages, say *I like sausages* and draw a happy face on the board. Mime circling the happy face on SB page 71. Say *I don't like sausages*, draw a sad face and mime circling the sad face on SB page 71. Confirm in English and then in L1 that students have to listen and circle the happy face if they hear *I like* or the sad face for *I don't like*.
- Play the CD. Students listen and circle.

CD 2 Track 27

1 I like sausages. Yummy!
2 I like carrots. Yummy!
3 I don't like chips. Yuck!
4 I don't like apples. Yuck!
5 I like ice cream. Yummy!
6 I don't like cakes. Yuck!

Key: 1 happy, 2 happy, 3 sad, 4 sad, 5 happy, 6 sad

Practice

2 SB p71 **Talk about food.**

Aim: to practise talking about likes and dislikes

- Point to the boy. Ask *Is he happy or sad? (Happy).* Say *Yes. He's happy. He's saying 'I like ... (apples)'.* Repeat for the girl with *I don't like ... (sausages).*
- Point to the cakes. Ask a student *Do you like (cakes)? (Yes. I like cakes* or *No. I don't like cakes).*
- Practise in the same way with a few more students.
- In pairs, students talk about the food items.
- Circulate and help.

1 CD2 28 WB p69 **Listen and match.**

Aim: to listen for detail and recognise *I don't like*

- Play number 1 and use the example to explain the activity. Confirm in L1 that the crossed out food items are things that the children don't like.
- Play the CD. Students listen and match.

CD 2 Track 28

1 I like apples, chips, sausages and cakes.
I don't like carrots and ice cream.
2 I like carrots, apples, ice cream and cakes.
I don't like sausages and chips.
3 I like apples, ice cream, chips and carrots.
I don't like sausages and cakes.
4 I like sausages, carrots, cakes and ice cream.
I don't like chips and apples.

- Check answers by saying e.g. *Number 1.* Students say *I don't like (carrots and ice cream).*

Key: 2 4th picture, 3 1st picture, 4 3rd picture

2 WB p69 **Draw your favourite food.**

Aim: to practise talking about likes

- Draw a plate with two or three of your favourite foods on the board (some can be food that students can't say in English yet, but note that you would then have to give the students any new English words).
- Say *Look! I like strawberries and ice cream. Mmm. My favourite! What's your favourite food?*
- Circulate and provide new words as necessary.

Ending the lesson

Aim: to practise talking about favourite food items

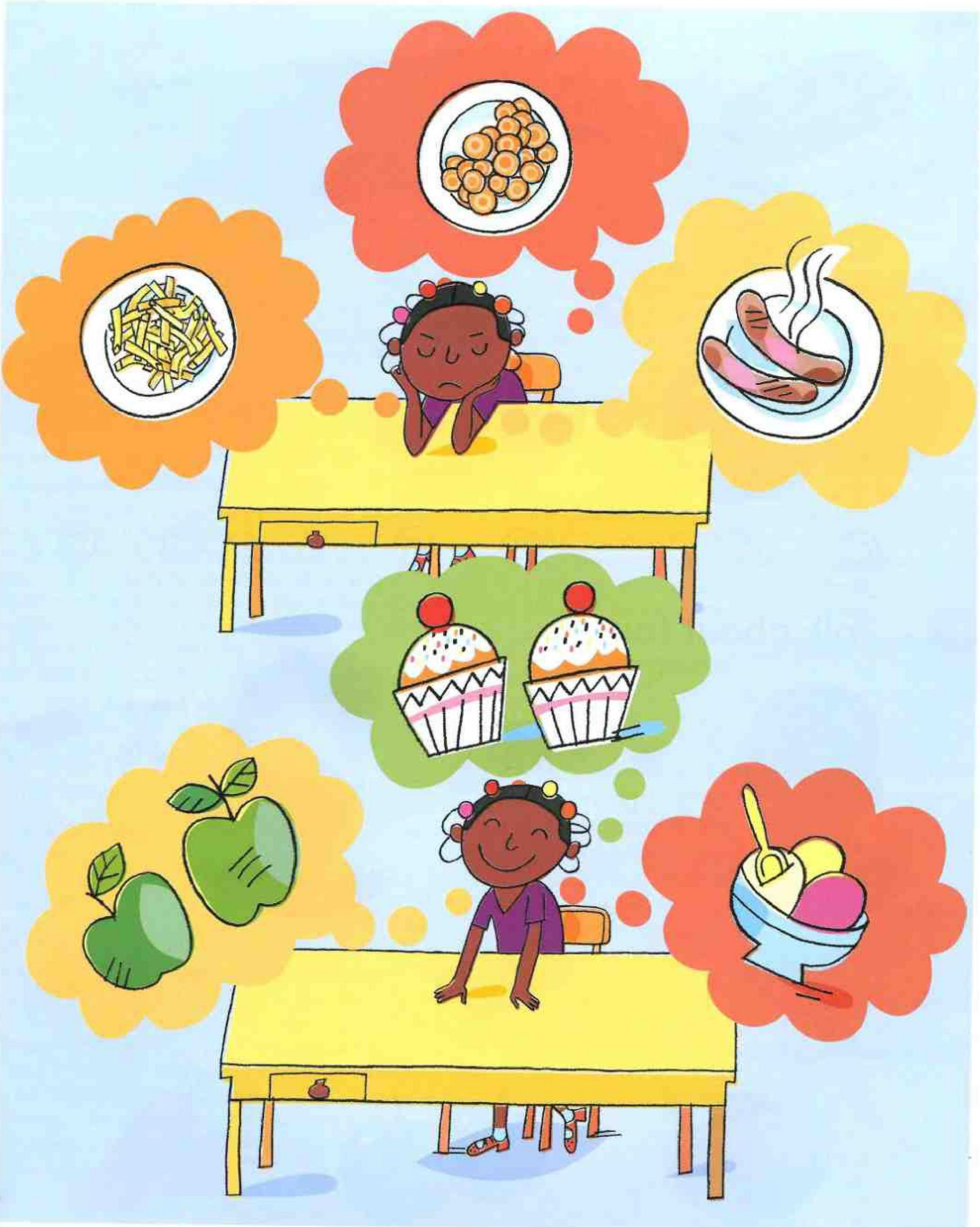
- Invite volunteers to show the class their pictures on WB page 69 and to talk about their favourite food.

Extension activity

Aim: to practise *I like* and food items

- Stick the food flashcards on the board in a row. Students say *I like* and the food words in the order that they appear on the board.
- Remove a flashcard. Students say *I like* and list all of the foods again, including the missing item.
- Continue until all the cards have disappeared and students are saying all the words from memory.

1 CD2 29 Listen and sing.



Aims

- to review talking about likes and dislikes
- to sing a song with the class

Recycled language: *I like (apples), I don't like (sausages)*, food, *no, yes*

Materials: CD 2, flashcards (food, farm animals), coloured pencils or crayons (optional), Unit 7 mini cards: WB page 102 and scissors (optional)

Language competences: Your students will be able to join in with a song.

Warm-up

Aim: to review talking about likes and dislikes

- Stick the food flashcards on the board and number them from 1 to 6. Say *I like (carrots)* or *I don't like (sausages)*. Students say the number.
- Say the numbers. Invite volunteers to make sentences with *I like* or *I don't like* about the food.

Presentation

1 CD2 29/30 SB p72 **Listen and sing.**

Aim: to review talking about likes and dislikes

- Play the song. Students listen and point to the food.

CD 2 Track 29

I don't like chips – no, no, no.
I don't like carrots – no, no, no.
I don't like sausages – no, no, no.
No, no, no, no, NO!
Chips, oh no! Carrots, oh no!
Sausages – no, no, no, no, NO!

I like apples – yes, yes, yes.
I like cakes – yes, yes, yes.
I like ice cream – yes, yes, yes.
Yes, yes, yes, yes, YES!
Apples, oh yes! Cakes, oh yes!
Ice cream – yes, yes, yes, yes, YES!

- Point to the food in the pictures and ask *What's this?* Students list the food (*chips, carrots, sausages, apples, cakes, ice cream*).
- Point to the girl in the first picture and say *Look at the girl. Is she happy or sad? (Sad). What does she say? 'I don't like ... (chips, carrots, sausages).'* Do the same with the second picture, using *I like*.
- Play the song again for students to join in. Encourage them to look sad when they sing the first verse and to rub their tummies happily for the second verse.
- Use the karaoke version (see Extension activity).

Practice

1 WB p70 **Draw.**

Aim: to practise the song

- If you want to work on memory skills, ask the students to close their SBs. Alternatively, you may prefer to play the song again to remind them.
- Point to the first picture of the girl and the example in the thought bubble. Say *It's the girl from the song. She says 'I don't like ... (chips)'*. Say *Yes. Remember the song. Draw pictures for 'I don't like' and pictures for 'I like'*. Confirm the instructions in L1.
- Students can draw in pencil or use colours, as you prefer. Circulate as they draw and ask about the food (and colours if appropriate).
- Check answers by playing the song again and asking students to make sentences.

Key: Students draw carrots and sausages across the top and apples, cakes and ice cream across the bottom.

Ending the lesson

Aim: to practise talking about likes and dislikes

- Draw pictures of a shark, a snake, an elephant (or just its head) and a whale on the board. Stick the *dog, cat, cow, horse, rabbit* and *sheep* flashcards on the board near the drawings. Number the drawings and flashcards from 1 to 10.
- Repeat the procedure from the Warm-up activity, this time inviting volunteers to talk about which animals they like and which they don't like.

Extension activity

Aim: to practise the song

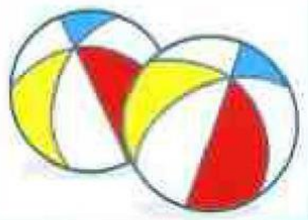
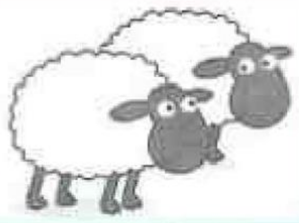
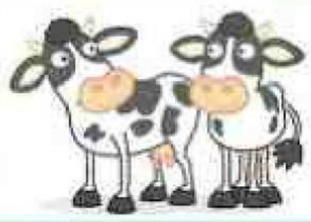
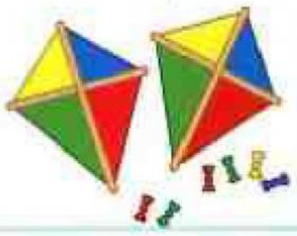
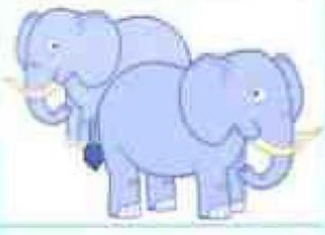
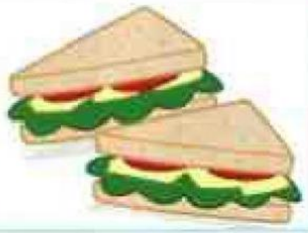
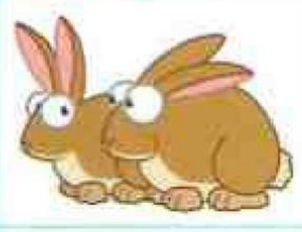
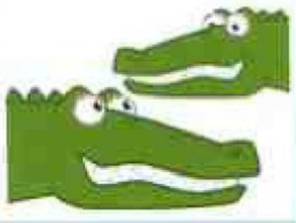
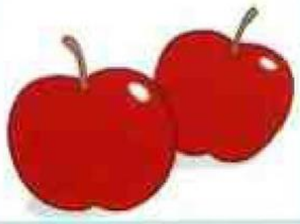
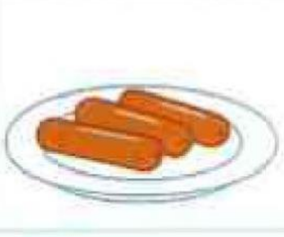
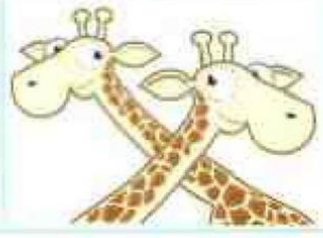
- Divide the class into six groups: Chips, Carrots, Sausages, Apples, Cakes and Ice cream.
- Say the food words for the correct group to stand up.
- Practise the song. Each group (and only that group) stands up and joins in at the appropriate points, and then sits down again.
- Use the karaoke version. When it is their turn, the groups stand up to sing and then sit down.
- Alternatively, students cut out the Unit 7 mini cards and hold up the correct mini card at appropriate points as they sing.

1 Listen to your teacher. True or false?





2 Play the game.

	1	2	3	4	5	6
1						
2						
3						
4						
5						
6						

Aim

- to practise talking about likes and dislikes

Recycled language: *I like (horses), I don't like (rabbits)*, animals, food, colours, toys, *crocodiles, snakes, dolphins, zebras, sharks, whales, sandwiches*

Materials: CD 2, dice/spinners, toy, farm animal and food flashcards (optional)

Language competences: Your students will be able to combine known language to talk about their likes and dislikes.

Warm-up

Aim: to review talking about likes and dislikes

- Play the song from SB page 72 (CD 2 Track 29). Students join in.

Presentation

1 SB p73 **Listen to your teacher. True or false?**

- Say *Listen. True or false?*
  (**Note:** You may prefer to use *Yes* or *No* instead.)
- Tell students in L1 that they should say *True/Yes* if they *think* you are telling the truth and *False/No* if they *think* you are lying. Use the photos on the page to help, explaining the use of the tick and the cross.
- Say true and false sentences about your likes and dislikes using animals and food items, e.g. *I don't like cats* (false), *I like ice cream* (true). Use the tone of your voice and gesture to give clues about which sentences are true and which are false. Students say *Yes* or *No*. Confirm whether they are right or wrong.
- Try to use *crocodiles, snakes, dolphins, zebras, sharks, whales* and *sandwiches* to review the vocabulary for the next game. Then practise with other known items, e.g. colours and toys.

Practice

2 SB p73 **Play the game.**

Aim: to practise talking about likes and dislikes

- Throw a dice (or spin a spinner) and read the number out loud. Count down the side of the grid on SB page 73 until you reach that number. Throw the dice again, read the number and count your way across to the correct column.
- Follow the row and column that you have selected until they meet at a square (e.g. if you throw 5 and 3, you will get to the *whales* square). Make a true sentence about the items in the picture, e.g. *I like whales* or *I don't like whales*.
- Confirm the rules in L1.
- Students play the game in pairs or small groups.
- Circulate and help with language.

1 WB p71 **Draw faces. Tell your friend and draw.**

Aim: to practise talking about likes and dislikes

- Point to the faces at the top of page 71. Say *I'm happy. I say 'I like ice cream'. I'm sad. I say '... (I don't like ice cream)'.*
- Point to each food item. Students say the word.
- Show the students that they need to think about each food item and draw a happy face or a sad face. Say *Chips.* Look thoughtful and say *Hmmm. I don't like chips. A sad face.* Point to the square of the table where you would draw the face.
- Students complete the first white column of the table by drawing happy or sad faces. Circulate and ask *Do you like ...?* Check that students are drawing the faces in the correct column (not the last column, which should be left blank).
- In pairs, Student 1 makes sentences about each food item with *I like* or *I don't like*, keeping his/her book hidden. Student 2 draws a happy or sad face in the last column of the table, according to what his/her partner says. Then they swap roles.
- Students check their answers by comparing books.

Ending the lesson

Aim: to practise talking about likes and dislikes

- Show the toy, farm animal and food flashcards and invite volunteers to make sentences with *I like* or *I don't like*. Change the flashcards quickly so that students have to use language more spontaneously.

Extension activity

Aim: to practise the song and review animals

- Teach a new version of the second verse of the song:
  I like zebras – yes, yes, yes.
  I like sharks – yes, yes, yes.
  I like lions – yes, yes, yes.
  Yes, yes, yes, yes, YES!
  Zebras, oh yes! Sharks, oh yes!
  Lions – yes, yes, yes, yes, YES!
- Practise singing it with the karaoke version of the song (CD 2 Track 30).

1 CD2 31

Cakes and ice cream













Aims

- to present a picture story
- to review language from the unit

Skills: listening and following a picture story

New language: *carrot soup, hungry, full*

Recycled language: food, *my favourite, Oops, sorry, Oh no! too*

Materials: CD 2, props for acting out the story (optional): character masks, a big (plastic) bowl, spoons, paper/plastic plates

Language competences: Your students will be able to listen and follow a picture story.

Warm-up

Aim: to review feelings and present *I'm hungry*

- Mime feeling happy, sad, angry or scared. Ask e.g. *Am I happy or sad? (Sad).* Say *That's right. I'm (sad).*
- Rub your tummy and lick your lips. Say *I'm hungry.*
- Do the actions and practise the phrase together.

Presentation

CD2 31 SB pp74–75 **Story: Cakes and ice cream**

Aim: to listen to and follow a picture story

- Ask students in L1 what Polly was doing at the beginning of the unit (buying food at the supermarket to make dinner for her friends). Tell them that they are going to listen to a story about the dinner.
- Ask students in L1 about the first picture. Is it the end of the meal or the start of the meal? What has Polly got? Present *soup*. Ask students *Do you like soup?*
- Play the CD. Students follow in their books.

CD 2 Track 31

1 **Polly:** Carrot soup.
Leo: My favourite.
2 **Leo:** Mmm. I'm hungry!
Gina: Leo!
Leo: Ooops. Sorry.
3 **Polly:** Sausages and chips.
Leo: My favourite.
4 **Leo:** Mmm. I'm hungry!
5 **Polly:** Apples.
Leo: My favourite.
6 **Leo:** Mmm. I'm hungry!
7 **Polly:** Cakes and ice cream.
Mike: My favourite.
Gina: My favourite too.
Leo: Oh no! I'm too full.
8 **Gina:** Mmm.
Mike: Mmm.
Leo: My favourite!

- Play the story again and pause after each picture to discuss in L1 what's happening.
After picture 2, say *Look at Leo. Is he hungry? Does he like carrot soup? (Yes).* Say *Yes. He says 'My favourite'. What about Polly, Gina and Mike? Do they like soup? … Yes, but look! No soup for Polly, Gina and Mike. Leo's eating the soup.*
Do the same with the other food items for pictures 3–6, e.g. *Only one sausage and one chip for Gina! A little bit of apple for Gina, Mike and Polly!*
After picture 7, ask *Is Leo hungry? (No).* Ask why in L1. Establish that he's full. Say *Leo says 'I'm too full'. He's eaten soup, sausages and chips and apples. Now he's too full. No cakes and ice cream for Leo.*
Do the same for picture 8.

Practice

CD2 32 WB p72 **Listen and trace.**

Aim: to listen and identify speakers

- Follow the usual procedure.

CD 2 Track 32

1 **Polly:** Carrot soup.
2 **Leo:** Mmm. I'm hungry!
3 **Gina:** My favourite too.
4 **Leo:** Oh no! I'm too full.

Key: 1 Polly, 2 Leo, 3 Gina, 4 Leo

Ending the lesson

Aim: to practise feelings and new language from the story

- Say *I'm happy/sad/scared/angry/hungry/full.* Students mime the feelings.

Extension activity

Aim: to reinforce understanding of the story

- Invite four volunteers to the front. Students act out the story with your help, using the character masks and other available props (see 'Materials').
- Encourage students to use key language from the story.
- Invite other students to come to the front and act.





2 Think! Look and stick.

Sticker









Aims

- to talk about the meaning of a story
- to review language from the unit

Thinking skills: interpreting the values in a story

Recycled language: language from the story

Materials: CD 2, Unit 7 stickers, scissors, coloured pencils or crayons, flashcards (food), Unit 7 mini cards: WB page 102 (optional)

Language competences: Your students will be able to interpret the deeper meaning of a story.

Warm-up

Aim: to review the story SB pp74–75

- Students tell you what happens in the story in L1.

Practice

2 Sticker Think! SB p75 **Look and stick.**

Thinking skills: identifying missing details

- **Note:** In order to carry out this activity, students will first need to cut out their stickers with the backs attached.
- Talk about the stickers to feed in the new words *bowl* and *plate*, with the students supplying the food words.
- Students find the pictures in the story and place the stickers with the backs still attached.
- Circulate and allow students to stick the stickers in their books when you have checked their work.

Key: 1 the soup bowl, 2 the plate with one sausage and one chip, 3 the plate with a slice of apple, 4 the plate of cakes

Story values: SB pp74–75

Aim: to think about the meaning of the story: don't be greedy

- Play the story again (CD 2 Track 31), pausing at appropriate points to discuss in L1 the values shown.
  After picture 2, ask *Is Gina happy? Is she hungry? No soup for Gina. Why?* Students explain in L1 that Leo eats all the soup. He's greedy.
  After picture 3, ask *Does Leo like chips? Does Gina like chips? Does Mike like chips?* Explain in L1 that they all like chips, but Leo is greedy.
  Continue like this for pictures 4–6, with students answering in L1 or English when they can.
  After picture 7, ask *Is Leo hungry? (No). That's right. He's too full. Is he happy? (No).* Explain in L1 that Leo has eaten so much that he can't enjoy the rest of the meal. If he hadn't been greedy and eaten too much, he would have had room for cakes and ice cream.

1 Think! WB p73 **Look and colour.**

Thinking skills: applying values from the story to new situations

- Tell students to colour in the frame of the picture which shows the right thing to do.
- Check answers, e.g. *The girl in picture 1 is greedy. She says 'I'm hungry'. Then she says 'I can't play. I'm too full!' Look! The girl in picture 2 is happy. Why?* Students explain in L1 that she hasn't eaten too much so she can play with her friends.

Key: Picture 2

Ending the lesson

Aim: to consolidate new language from the story

- Say *I'm Leo!* and give out the food flashcards at random. Invite the students out individually to offer you a card, saying e.g. *Apples?* If you say *Mmm. I'm hungry*, the student gives you the flashcard. If you say *Oh no! I'm too full*, they keep it.
- In pairs, students practise with the Unit 7 mini cards. Explain that this isn't a game with a winner, but they're just pretending to be Leo in the story.

Extension activity

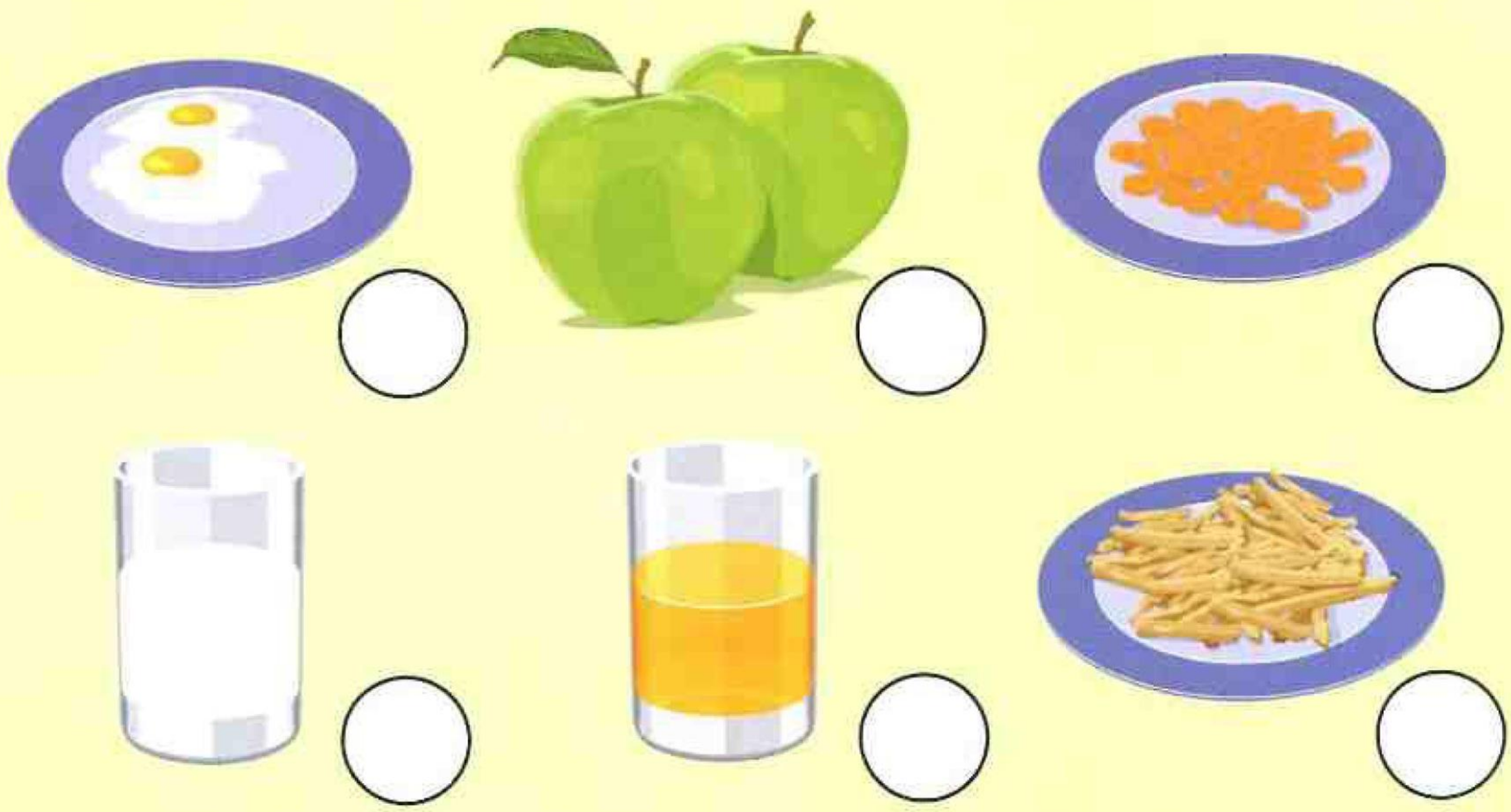
Aim: to practise language from the story in a game

- Students each have a set of Unit 7 mini cards. In groups of four or more, they mix the cards up and deal them out.
- The object of the game is to collect sets of the same food items (e.g. four *sausages* cards).
- The student who plays first asks any of the other students for a card, e.g. *(name) ... sausages. Mmm. I'm hungry.* He/She must have at least one *sausages* card already in order to ask for another one.
- If the student who has been asked has a *sausages* card, he/she has to hand it over. The first student says *Mmm. My favourite!* and continues his/her turn by asking another student. If the student who has been asked doesn't have a *sausages* card, he/she says *Sorry* and the first student's turn ends.
- When a student has a set of four, he/she puts them down and says e.g. *Mmm. Cakes. My favourite!*
- The student who has the most sets is the winner.

Note: For the next lesson (Warm-up), you ideally need an empty egg box and empty orange juice and milk cartons or bottles.

Our food

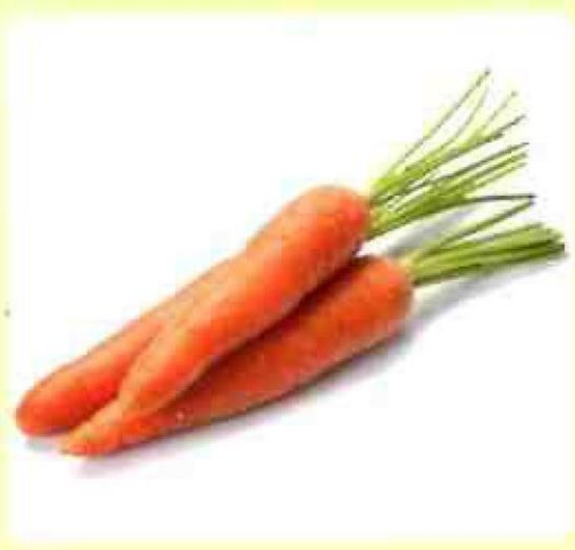
1 CD2 33 Listen and colour.



2 Think! Match. Where does our food come from?

















Aim

- to integrate other areas of the curriculum through English: Science

New language: *eggs, milk, orange juice, hens, trees, the ground*
What's your favourite meal? Any pudding?
juicy, to drink, orange juice, a glass of (milk)

Recycled language: food, *I like/don't like, let me think, yes, not, no, definitely, just, that's right, nice, my favourite, cows*

Materials: CD 2, empty egg box, orange juice and milk cartons/bottles (optional)

Language competences: Your students will learn new food items and begin to talk about where food comes from.

Warm-up

Aim: to present new food vocabulary

- Use real items or drawings on the board to present and practise *eggs*, *orange juice* and *milk*.
- Say *I like (eggs). Do you like (eggs)?* Encourage individual students to say *I like / I don't like (eggs)*.

Presentation

1 CD2 33 SB p76 **Listen and colour.**

Aim: to practise listening for specific information

- Point to the pictures. Students say the words.
- Explain in L1 that they have to colour the circle only if the child likes the food. Play the CD as far as *Yes, definitely eggs*. Colour the first circle as an example.
- Play the rest of the interview. If anyone colours the circle for carrots, pause to explain the activity again.

CD 2 Track 33

Interviewer: What's your favourite meal?
Boy: My favourite meal. Erm, let me think. Eggs. Yes, definitely eggs.
Interviewer: Just eggs?
Boy: Oh no. Eggs and chips.
Interviewer: Mmm, eggs and chips.
Boy: Yes. That's right.
Interviewer: Not carrots?
Boy: No, definitely not carrots. I don't like carrots.
Interviewer: Any pudding?
Boy: Oh yes, apples. Nice juicy apples. Mmm.
Interviewer: And to drink? Orange juice?
Boy: No, I don't like orange juice.
Interviewer: A glass of milk?
Boy: Yes, I like milk. Eggs and chips, apples and a glass of milk. Mmm. My favourite meal.

- Check answers by asking e.g. *Eggs? (Yes/No)*.

Key: eggs, apples, milk, chips

1 WB p74 **Draw lines. Describe the meals.**

Aim: to practise the new food items

- Point and ask *What's number 1's favourite meal? Sausages or eggs? Chips or carrots? Ice cream or an apple? And to drink? Orange juice or milk?*
- Explain in L1 that they have to choose four items for each child and draw lines to 'make a meal'.
- Circulate and ask *What's your meal for number (2)?* Prompt with e.g. *Any pudding? And to drink?*

Practice

2 Think! SB p76 **Match. Where does our food come from?**

Thinking skills: associating food with its source

- Point to the photos of food. Students say the words.
- Tell students to look at photos 1–4. Give or check the words as follows: *1 the ground, 2 ... What's this? (A cow), 3 a hen, 4 a tree.*
- Ask in L1 which photo matches *eggs* (3) and why. Then give the sentence in English: *Yes, eggs come from hens.* Students then draw lines for all the food.
- Check answers by saying the food items. Students give the photo numbers. Say *That's right* and help the students to say *(Eggs) come from (hens/trees/the ground)* and *Milk comes from cows.*

Key: eggs – 3, apples – 4, carrots – 1, milk – 2

Ending the lesson

Aim: to talk about favourite meals

- Invite volunteers to name four items to make their favourite meal.

Extension activity

Aim: to talk about where food comes from

- Use the photos on SB page 76 to help to explain *Our food comes from the ground, animals and trees*. Talk about other food words that the students know, using WB page 74. Encourage them to use as much English as possible but use L1 to clarify, e.g. *chips come from the ground* (from 'potatoes', in L1).

Note: For the next lesson, ask the students to bring magazines or leaflets with photos of food and animals used for food, appropriate for your teaching situation.

1 Make food collages.







Aim

- to extend the focus on Science through English

Recycled language: food, *(Eggs) come from (hens/trees/the ground). Milk comes from cows, animal*

Materials: flashcards (food), magazines/leaflets/internet printouts with photos of food and animals/trees/landscapes, scissors, coloured card or paper arrows, glue, poster paper or card (optional)

Language competences: Your students will be able to talk about where food comes from in English.

Warm-up

Aim: to review food items from the previous lesson

- Use the pictures or photos on SB page 76 to review *eggs*, *milk* and *orange juice*.
- Draw some eggs, a glass with white liquid (for milk) and a glass with an orange next to it and orange (or dark) liquid in it (for orange juice) on the board. Add the flashcards and number the food items from 1 to 9.
- Say *I like / don't like (eggs)*. Students say the number.
- Say the numbers. Students make sentences.
- Point to each item and ask *Where does it come from? An animal? The ground? A tree?* (using gestures to remind students of the meaning of *ground* and *tree*).

Practice

1 SB p77 **Make food collages.**

Aim: to think about where food comes from and make a collage

- Use the photos to explain the activity in L1.
- Share out the magazines/leaflets/printouts, card/paper arrows, scissors and glue. Students cut out pictures of food items and of where the food comes from (a tree, a field, an animal) and stick the pictures onto paper or card. They stick on an arrow to show that the food comes from the food source.
- Circulate and feed in any extra vocabulary as necessary, e.g. *What's this? Do you like (tomatoes)? Where do (tomatoes) come from?*
- When the collages are complete, you could display them with a title *Where our food comes from*.
- Point to a food item and ask *Where does it come from? A tree? The ground? An animal?* Students say e.g. *An animal.* Say *That's right. (Meat balls) come from animals, from cows.*

1 Think! WB p75 **Look and circle.**

Thinking skills: categorising

- Use the example to explain the activity. Point and say *Milk comes from ... (cows)*.
- Students circle the correct source for each food.
- Check answers by saying the food word. Students say in L1 which item they have circled. Confirm their answer and help them to say a sentence, e.g. *Yes. (Eggs) come from (hens).*

Key: 2 eggs – hen, 3 carrots – ground, 4 apples – tree

Ending the lesson

Aim: to practise listening and think about where food comes from

- Make sentences about where food items come from: some true, some false. Students say *Yes./No*, e.g.:
  Eggs come from the ground. (No.)
  Sausages come from animals. (Yes.)
  Carrots come from trees. (No.)
  Apples come from animals. (No.)
  Milk comes from cows. (Yes.)

Extension activity

Aim: to practise listening and think about where food comes from

- Teach students actions as follows:
  flapping your arms like wings and clucking (hen)
  saying *Moo* (cow)
  spreading your hands out in front of you (ground)
  stretching your arms up high like branches (tree)
- Say a food word. Students do the correct action to show where the food comes from and/or say the word. When all the students have done the action, make a sentence, e.g. *Yes. Eggs come from hens. / Milk comes from cows. / Ice cream comes from cows. / Carrots come from the ground. / Chips come from the ground. / Apples come from trees.*

Note: For the next lesson, check whether there are enough magazines left over from the collages for students to find pictures of known vocabulary items to make the 'monster meal'. If not, you will need to find some more or ask the students to bring some in.

1 CD2 34 Listen and imagine. Then make a meal for your monster.



2 Show the meal to your friends.



Aim

- to draw out the students' creativity through mental imagery

Skills: listening and following instructions

New language: *very, so hungry, The monster makes itself a big meal, What does it eat? Now the monster starts to eat.*

Recycled language: parts of the face, *Close/Open your eyes, imagine, little, monster, hungry, Help! meal, hungry, now*

Materials: CD 2, flashcards (face), paper plates, magazines or leaflets, coloured pencils or crayons, scissors, glue, face biscuit ingredients (see Note below), CD 1 (optional)
Note: The WB craft activity involves decorating biscuits. Check if anyone in the class is diabetic or allergic to any of the ingredients (nuts, wheat, dairy), and whether your school allows food in the classroom. You will need plain biscuits / flat cakes, icing sugar mixed with water, edible decorations (e.g. coloured/chocolate sprinkles, silver balls, liquorice laces, sweets, dried fruit and nuts).

Language competences: Your students will be able to listen and follow instructions.

Warm-up

Aim: to review parts of the face

- Use the flashcards to review the parts of the face.
- Say *Point to your (ears).* Students do the actions.

Practice

1 CD2 34 SB p78 **Listen and imagine. Then make a meal for your monster.**

Aim: to review language and use imagination to translate mental imagery into artwork

- Look back at the story in Unit 3, SB pages 34–35, to remind the students of the word *monster*.
- Arrange the class so that the students can relax, e.g. with them all sitting in a big circle on a carpeted area.
- Help the students to relax. For procedure, see page T18.
- Tell the students to listen and imagine.

CD 2 Track 34

Close your eyes. Imagine ... a little monster ... the monster is hungry ... very, very hungry!
Monster Help! I'm so hungry!
The monster makes itself a big meal. A big, big monster meal.
What does it eat? Now the monster starts to eat.
(Sound of the monster eating)
The monster is hungry. Soooo hungry!
Now open your eyes.

- Say *Let's make meals for your monsters. What does it like? Teddy bears? Pencils? Chairs? Sausages?*
- Students make 'meals' by drawing or cutting and sticking pictures of classroom objects, toys, furniture items and food from this unit onto a paper plate.

2 SB p78 **Show the meal to your friends.**

Aim: to share ideas and review language

- Show a plate. Say e.g. *This is my meal for the monster. Look! Three teddy bears, five chips, two apples and milk.*
- Students talk about their plates in small groups.
- Invite volunteers to the front to describe their plates.

1 WB p76 **Make biscuit faces.**

Aim: to follow instructions and make biscuit faces

- Point to the picture of the completed biscuit faces. Say *Look! Biscuits with faces! They've got eyes, a nose and a mouth.* You may like to teach the word *hair*.
- Students decorate biscuits or flat cakes in the same way. You may wish to ice the biscuits/cakes yourself and allow students to decorate them. They should do this while the icing is still wet, using spoons to push or sprinkle the decorations into the icing.
  Circulate and ask *What's this? (Nose/Mouth)*, etc.
- Invite volunteers to describe their finished faces.

Ending the lesson

Aim: to practise the unit song

- Play the song from SB page 72 (CD 2 Track 29). Students join in.

Extension activity

Aim: to revise parts of the face

- Show one of the biscuits made in the WB activity. Point to the different parts of the face and say the chant from SB page 30 (CD 1 Track 35) to describe it:
  Here's my face. It's easy – look!
  Two eyes, two ears.
  Here's my nose. Here's my mouth.
  Oh, what's missing? Ah – my teeth!
- Invite a volunteer to show their biscuit face. Adapt the lyrics if they have added more noses, eyes, etc. If there are also teeth on the biscuit, you can say instead *Oh, what's this/here? Ah – my teeth!*

1

Page 104

Play the game.



Aims

- to review language from the unit in a game
- to encourage students to reflect on their learning

Skills: speaking

Thinking skills: reflecting on learning

Recycled language: food, toys, farm animals, *lion, parrot, giraffe, monkey, book, sharks, whales, snakes*

Materials: flashcards (food, farm animals, toys and Unit 1 *book*), cut-out cards: SB page 104, scissors, coloured pencils or crayons

Language competences: Your students will be able to use language from this unit and previous units to play a game.

Warm-up

Aim: to review vocabulary

- Shuffle the flashcards of food, farm animals, toys and *book* together. Show them for students to say the words.
- Offer the flashcards to a student. The student picks a card, shows everyone and says e.g. *Doll.* Ask *Do you like (dolls)? (Yes/No).*
- Repeat with five or six more flashcards.

Revision

1 ✂ SB pp79 and 104 **Play the game.**

Aim: to review vocabulary and practise expressing likes and dislikes

- Point to the first card on SB page 104. Ask *Is he sad? (No, happy).* Students cut out the cards.
- Look at the photos with the class and hold up your cards to demonstrate. Say *carrots*, pretend to think and then hold up the green happy card. Explain in L1 that this means that you like carrots. Say *carrots* again and hold up the red card. Help the children to explain in L1 that the sad red card means *I don't like (carrots).*
- Explain in L1 that you will say a word and students need to think quickly whether they like this thing or not and hold up the happy face or the sad face.
- Say words from the sets of food, animals and toys that the students know. When the students are all holding up a card, invite a student to make a sentence to match the card that he/she is holding. If the word is wrong or the sentence doesn't match the green or red card, the student is 'out'.

- If you would like to work on pronunciation, you could change the game as follows. Explain in L1 that if the word that you say has a certain sound in it, students mustn't hold up their happy or sad faces at all. Some sounds to choose could be:
  /k/ (*cat, cow, kite*)
  /ʃ/ (*sheep, shark*)
  /b/ (*ball, book, rabbit*)
  /æ/ (*cat, apple, carrot, parrot*)

1 WB p77 **Say the words and trace. Colour the circles.**

Aim: to create a record of learning

- Students colour the circles if they can say the words on their own. Ask them all to use the same colour or let them use any of the six colours that they know.
- Circulate and ask students to say the words.
- Ask students to trace the words if you wish. Circulate and check that they are forming the letters correctly.

2 WB p77 **Draw faces.**

Aim: to help students reflect on their learning

- Talk in L1 about what each picture represents (the song, the story, the work on where food comes from).
- Students draw a face next to each picture to show how much they enjoyed the different parts of the unit.

Ending the lesson

Aim: to do a role play

- Student 1 is the customer. He/She mimes looking at a menu and says e.g. *Sausages and chips, please.* Student 2 is the waiter. He/She mimes writing down the order, then asks *And to drink?* Student 1 says e.g. *Orange juice, please.*
- In pairs, students practise the role play.
- Invite pairs to perform for the class.

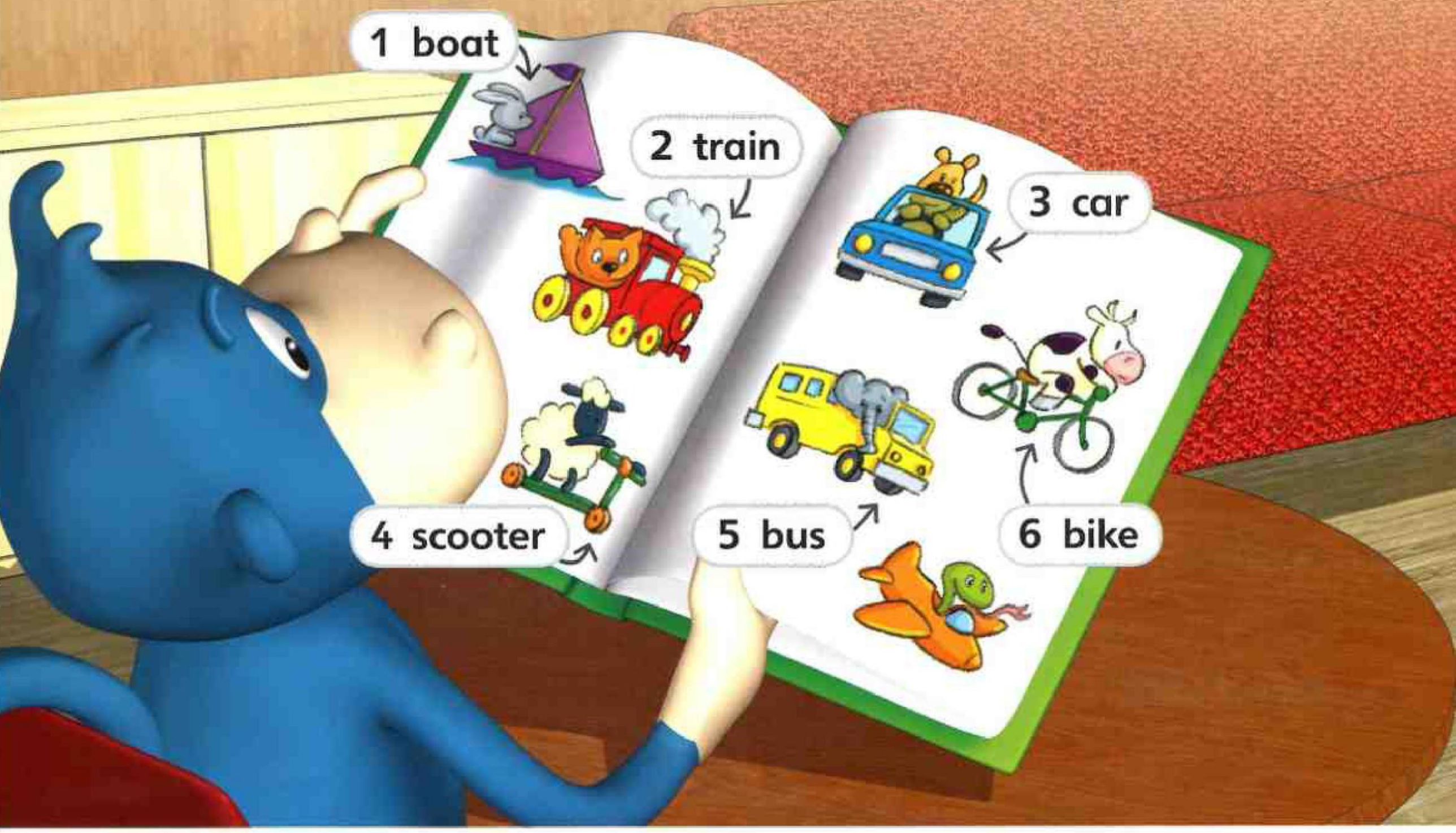
Extension activity

Aim: to review vocabulary and play a memory game

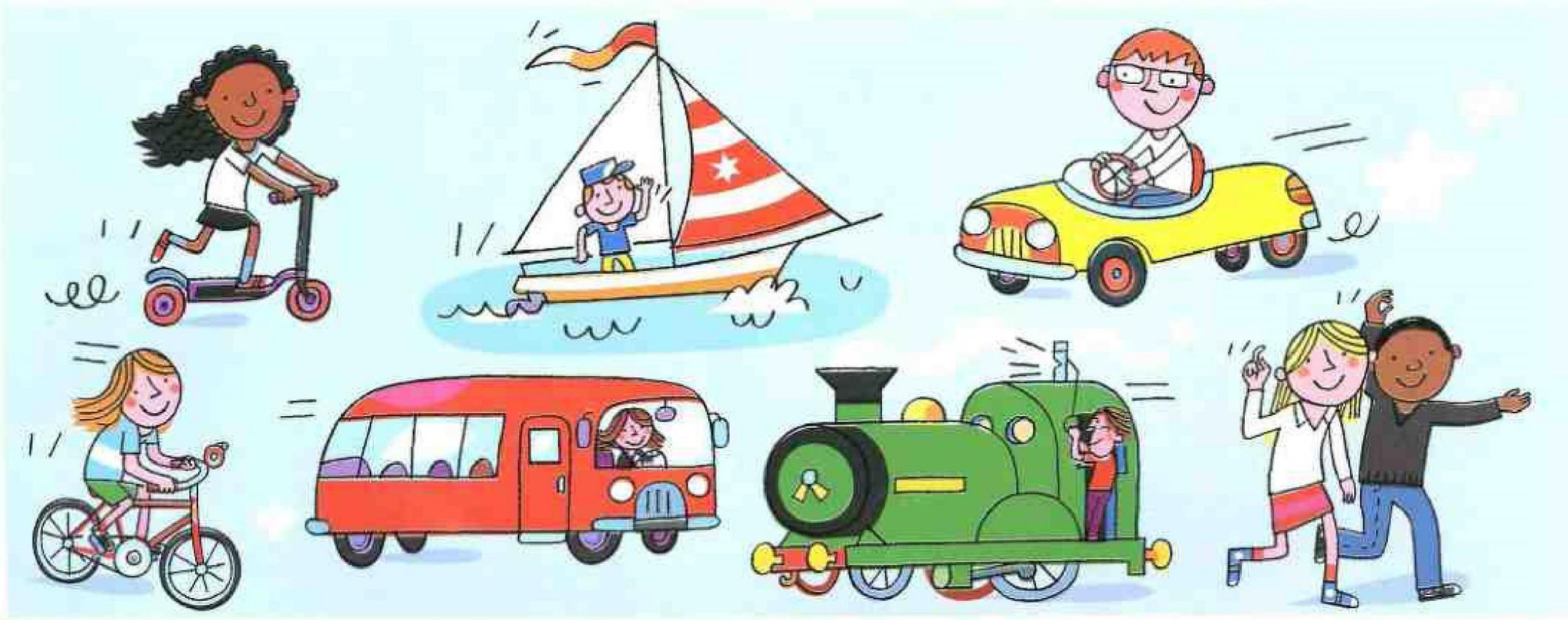
- Start a memory game by saying *I like (books).* Explain in L1 that the student at one end of the front row has to repeat the sentence and add a food item, colour or animal, e.g. *I like books and ... (name), what do you like? (I like books and dogs).*
- Encourage the next student along to do the same, helping him/her to list the words *books, dogs* and to use the word *and* before adding their word.
- Continue around the class, but ask the students to help each other if someone forgets a word.

8 All aboard!

1 CD2 35 Listen and point. Then listen and say the words.



2 CD2 36 Listen and chant.



8

Aims

- to present and practise transport
- to say a chant with the class

New language: *boat, train, car, bike, scooter, bus driving, That's cool, ride, sail, drive, Off we go!*

Recycled language: *plane, Wow, Come with us, I've got a (red) (boat).*

Materials: CD 2, Unit 4 *plane* flashcard, flashcards (transport), coloured pencils or crayons

Language competences: Your students will be able to name methods of transport.

Your students will be able to join in with a chant.

Warm-up

Aim: to introduce the topic

- Show the *plane* flashcard. Say *What's this?* Ask *Do you like planes? Are you scared?* Ask in L1 if anyone has been on a plane and if they liked it.
- Explain in L1 that students are going to learn about other methods of transport. Ask for examples in L1.

Presentation

1 CD2 35 SB p80 **Listen and point. Then listen and say the words.**

Aim: to present transport

- Point to Mike's book and ask *What's this? (A book).* Say *Yes. Mike is looking at a book.* Ask *What animals can you see? What's 1?* Students name the animals (*rabbit, cat, dog, cow, elephant, sheep*). Say *Point to the snake.* Students point. Say *Yes. It's in a plane.*
- Tell students in L1 that they are going to learn the names of the other vehicles.
- Play the CD. Students point to the numbered items.

CD 2 Track 35

Mike: Wow! Driving a train! That's cool!

1 boat
2 train
3 car
4 scooter
5 bus
6 bike

- Play the CD again. Students repeat.
- Say the words out of order. Students point.

Practice

2 CD2 36 SB p80 **Listen and chant.**

Aim: to practise methods of transport

- Play the chant. Students point to the vehicles.

CD 2 Track 36

Ride a scooter. Sail a boat.
Drive a car. Off we go!

Ride a bike. Drive a bus.
Drive a train. Come with us!

- Confirm the meaning of the new verbs in L1, but there is no need to practise saying them beyond the context of the chant. (The students will learn to use these verbs in the *-ing* form in the next lesson.)
- To preview the *-ing* form, point to the picture in Activity 1 and ask *Who's (driving) a (car)?* Students say the correct animals.
- Play the chant again. Students do a mime for each action (riding a scooter for *ride a scooter*, pulling a rope on a boat for *sail a boat*, moving a steering wheel for *drive a car*, holding handlebars and ringing a bell for *ride a bike*, using a bigger steering wheel for *drive a bus* and pulling the cord to sound the horn of a train for *drive a train*).
- If there is space in your classroom, arrange students in a large circle so that they can walk around to the music between verses. They stop to do the mimes. They can also hold onto each other to form a human train at the end of the chant for *Come with us!*

1 Think! WB p78 **Match, colour and make sentences.**

Thinking skills: recognising shapes

- For procedure, see page T50. Help the students to make sentences, e.g. *I've got a (red) (boat).*

Ending the lesson

Aim: to practise methods of transport

- Play the chant again for students to join in. Use the flashcards as prompts.

Extension activity

Aim: to review transport and practise memory skills

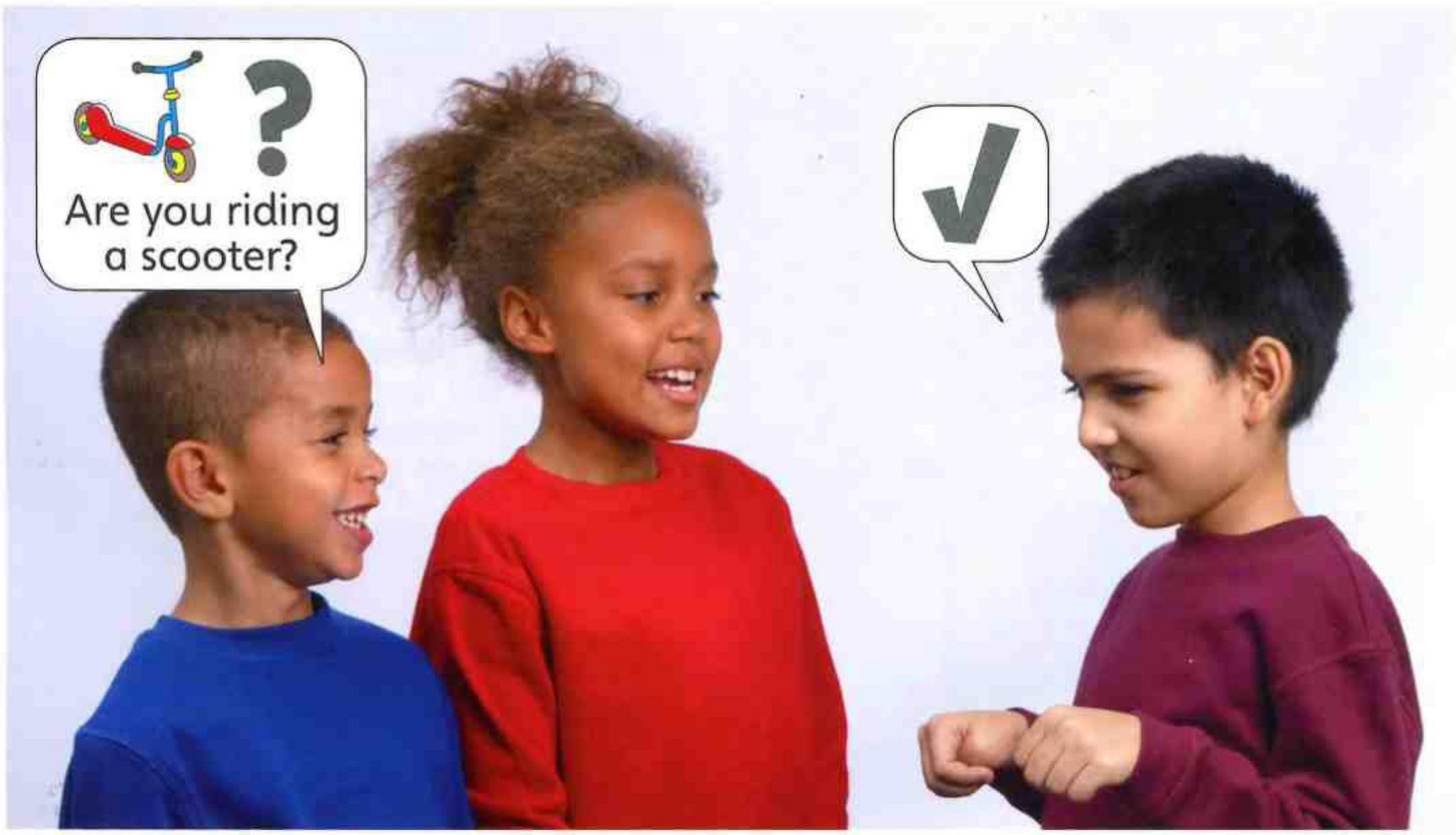
- Put the flashcards in the correct order for the chant on the board. Say the chant together.
- Remove the first flashcard and say the chant again.
- Continue removing flashcards one by one until the students are saying the whole chant from memory.

1 CD2 37 Listen and colour.





2 Play the game.



Aims

- to present and practise *I'm driving / flying / riding / sailing*
- to review transport

New language: *I'm driving / flying / riding / sailing*

Recycled language: transport, *plane, yes, no, dog, cat, rabbit, parrot, lion, monkey*

Materials: CD 2

Language competences: Your students will be able to describe ways of travelling.

Warm-up

Aim: to review methods of transport

- Play the chant from SB page 80 (CD 2 Track 36) for students to join in and do the actions.

Presentation

1 CD2 37 SB p81 **Listen and colour.**

Aim: to present *I'm ...-ing* and review transport

- Point to the pictures in random order for students to say the words.
- Play the first two lines of the recording and ask *What colour? (Blue) Which picture? (Boat).* Show students how to colour the circle near the boat blue.
- Play the rest of the recording. Students listen and colour.

CD 2 Track 37

Blue
Mike: Look. I'm sailing a boat.
Orange
Leo: Look. I'm riding a bike.
Yellow
Polly: Look. I'm driving a car.
Green
Gina: Look. I'm driving a train.
Red
Dog: Look. I'm driving a bus.
Purple
Cat: Look. I'm flying a plane.

- Check answers by saying the sentences in order across the page for students to give the colour, e.g. *I'm driving a bus. (Red).*

Key: Top row: red, yellow, orange
Bottom row: green, purple, blue

Practice

2 SB p81 **Play the game.**

Aim: to practise using *-ing* forms

- Point to the photo and ask students to explain in L1 what's happening (one child is miming riding a scooter and the other children are guessing). Point to the child who is guessing and say *He says 'Are you riding a scooter?'* Point to the child who is miming and say *He says 'Yes! I'm riding a scooter'.*
- Do a mime yourself (e.g. driving a car). Students guess, e.g. *Driving a car.* Encourage them to ask the question *Are you driving a car?* Say *Yes. I'm driving a car (or No).*
- Play the game as a class or put students into groups.

1 WB p79 **Follow the lines. Make sentences.**

Aim: to practise *I'm ...-ing* and transport words

- Review the animal and transport words.
- Do the example with the class, saying *Look! I'm a dog. Follow the line.* Trace the line with your finger and say *I'm driving a train.*
- Students trace over the lines, matching each animal with a method of transport. Circulate and help students to make sentences with *-ing* forms.

Key: **1** I'm a dog. I'm driving a train. **2** I'm a cat. I'm riding a bike. **3** I'm a rabbit. I'm riding a scooter. **4** I'm a parrot. I'm driving a bus. **5** I'm a lion. I'm sailing a boat. **6** I'm a monkey. I'm flying a plane.

Ending the lesson

Aim: to practise recognising verbs and transport

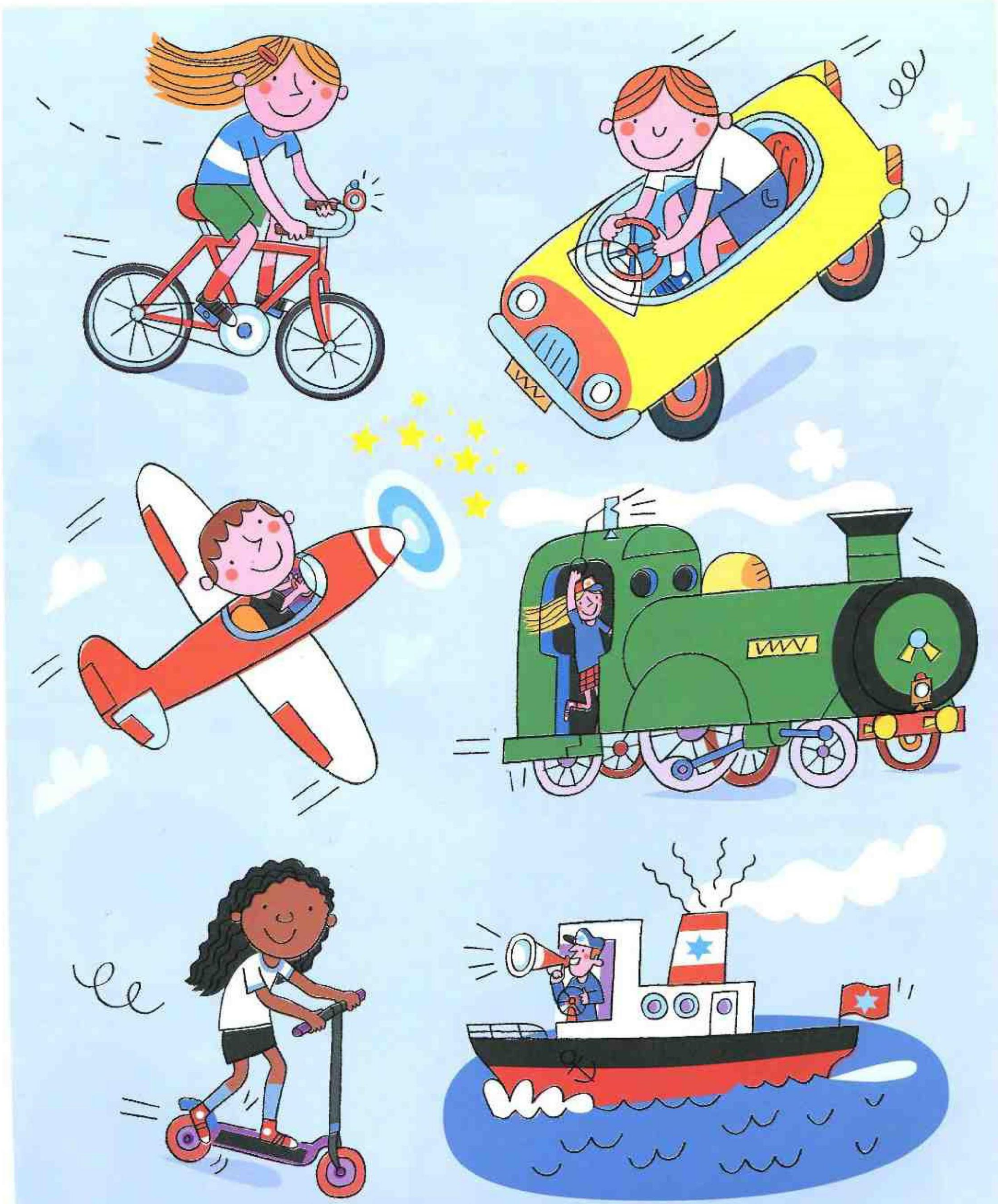
- Pretend to be an animal from WB page 79. Say *I'm sailing a boat.* Students look at the completed activity and say *I'm a lion.*
- In pairs, students practise in the same way.

Extension activity

Aim: to practise *I'm ...-ing* and transport

- Check that students can name the animals in Mike's book on SB page 80. Remind them of the word *snake* if necessary.
- Make sentences, e.g. *I'm a snake. I'm flying a plane.*
- Invite volunteers to do the same thing. Say the animal word. The student makes two sentences.
- Do a transport mime and ask *Who am I?* Students say the animal. Say *Yes. I'm a (cow). I'm (riding) a (bike).* Repeat with other mimes.

1 CD2 38 Listen and sing.



Aims

- to review transport and ways of travelling
- to sing a song with the class

New language: *we're having fun, join in, everyone, to the stars, push, All aboard!*

Recycled language: transport, *I'm riding / driving / flying / sailing, look at, us, come, on, the sea*

Materials: CD 2, flashcards (transport)

Language competences: Your students will be able to join in with a song.

Warm-up

Aim: to review *I'm ...-ing* and transport

- Do one of the transport mimes from the chant on SB page 80. Encourage students to guess with an *-ing* form phrase, e.g. *Driving a train.* Say *Yes. I'm driving a train. / No. Guess again.*
- Invite volunteers to choose a flashcard and to mime for the class to guess.

Presentation

2 CD2 38 39 SB p82 **Listen and sing.**

Aim: to review *I'm ...-ing* and transport

- Play the song. Students listen and point.

CD 2 Track 38

Look at us. We're having fun.
Come and join in, everyone.

Child 1: I'm riding a bike. Ting, ting, ting.
Child 2: I'm driving a car. Vroom, vroom, vroom.
Child 3: I'm flying a plane. Nee-eee-aow!
I'm flying to the stars.

Chorus (x 2)

Child 4: I'm driving a train. Choo, choo, choo.
Child 5: I'm riding a scooter. Push, push!
Man: I'm sailing a boat. All aboard!
I'm sailing on the sea.

Chorus (x 2)

- Say sentences about the pictures, e.g. *I'm sailing a boat.* Students point to the correct picture.
- Ask in L1 which vehicle from the last two lessons is missing and elicit the answer in English (*bus*).
- Use the picture to confirm the meaning of *stars*.
- Play the song again for students to join in. Encourage them to do a mime for each vehicle (see page T80, SB Activity 2 for suggestions) and to point to the sky for *I'm flying to the stars.*
- Use the karaoke version to practise the song in six groups.

Practice

1 CD2 40 WB p80 **Listen, point and say the words.**

Aim: to associate sounds with vehicles and practise the words

- Play the first sound effect. Point to the page and ask *Where is it?*
- Students point to the silhouette of the bike. Say *I'm riding a ... (bike).*
- Play the rest of the recording, pausing after each sound. Students point to the correct silhouette and say the word or a complete sentence with *I'm ...-ing.*

CD 2 Track 40

(*Sound of a bike*) Ting, ting, ting!
(*Sound of a car*) Vroom, vroom, vroom!
(*Sound of a plane*) Nee-eee-aow!
(*Sound of a train*) Choo, choo, choo!
(*Sound of a scooter*) Push, push!
(*Sound of a boat*) All aboard!

Key: The vehicles are heard in the same order as the song: bike, car, plane, train, scooter, boat.

Ending the lesson

Aim: to practise the song

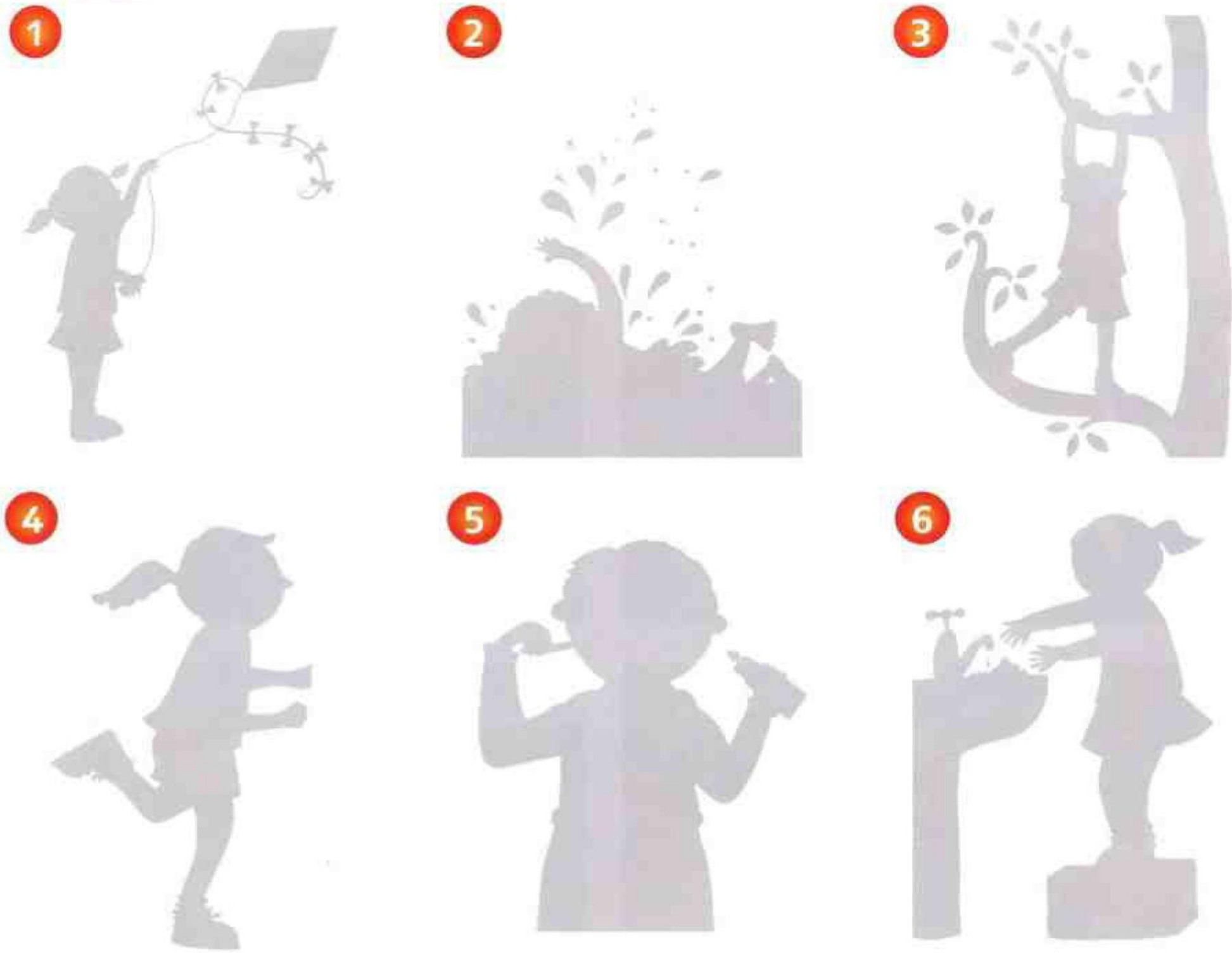
- Play the song for students to join in. Encourage them to do the transport mimes.

Extension activity

Aim: to think about ways of travelling

- Show the flashcards. Students make sentences, e.g. *I'm riding a scooter.*
- Explain in L1 that you are going to put the flashcards in order from the slowest to the fastest. Confirm that you are going to start with the slowest, but show the train and say *Number 1? (No). What's number 1? (Scooter).* Invite a volunteer to put the flashcard on the left of the board.
- Work with the class to order the flashcards like this from left to right:
  scooter, bike, boat, bus, car, train
  Discuss in L1 if necessary that there are different types of boat (with and without engines) and that some specially-made cars can be faster than trains.

1 CD2 41 **Think!** **Listen, look and say the actions.**





2 Sticker **Look at activity 1 and stick.**

flying a kite, swimming, climbing a tree, running, brushing my teeth, washing my hands

Aim

- to present and practise actions

New language: *swimming, climbing a tree, running, brushing my teeth, washing my hands*

Recycled language: *I'm driving a (car), flying, kite*

Materials: CD 2, Unit 8 stickers, scissors, optional prompts: a stick (from a tree), a kite or kite ribbon, swimming goggles or costume, trainers, a toothbrush, soap (in a bar or liquid handwash)

Language competences: Your students will be able to describe more actions.

Warm-up

Aim: to review *I'm ...ing* and methods of transport

- Play the song from SB page 82 (CD 2 Track 38) for students to join in.

Presentation

1 CD2 41 Think! SB p83 **Listen, look and say the actions.**

Thinking skills: associating sound clues with silhouettes

- Play the CD. Students point to the pictures.

CD 2 Track 41

1 (*Sound of a kite in the wind*)
flying a kite
2 (*Sound of swimming*)
swimming
3 (*Sound of a child climbing a tree*)
climbing a tree
4 (*Sound of running*)
running
5 (*Sound of brushing teeth*)
brushing my teeth
6 (*Sound of washing hands*)
washing my hands

- Play the CD again. Students repeat the phrases.
- Play the CD again, pausing after each sound effect and phrase. Choose individual students to say the complete sentence, e.g. *I'm (flying a kite)*. They can also mime.

Practice

2 Sticker SB p83 **Look at activity 1 and stick.**

Aim: to practise actions and *I'm ...-ing*

- **Note:** In order to carry out this activity, students will first need to cut out their stickers with the backs attached.
- Show the students how to match the stickers with the silhouettes to reveal the details of the pictures, but keeping the backs of the stickers attached.
- Circulate and check, prompting the students to say sentences by asking *What does he/she say? (I'm ...)*. Allow students to stick the stickers in their books when you have checked their work.
- When students have stuck in the stickers, they can play a mime game. Student 1 mouths a sentence without speaking (e.g. *I'm swimming*). Student 2 tries to read Student 1's lips and mimes the action. Student 1 nods or shakes his/her head in response.

1 CD2 42 Think! WB p81 **Listen and circle.**

Aim: to practise the new actions

Thinking skills: associating objects with actions

- Use the example to explain the activity. Play number 1. Point to box 1. Say *I'm climbing a tree. Which picture?* Ask in L1 what you need for this action. *This picture* (point to the ball) *or this picture* (point to the tree)?
- Run your finger around the example circle. Say *Circle the picture.*
- Play the rest of the recording. Students circle the relevant items.

CD 2 Track 42

1 I'm climbing a tree.
2 I'm flying a kite.
3 I'm swimming.
4 I'm running.
5 I'm brushing my teeth.
6 I'm washing my hands.

Key: 2 kite, 3 towel and goggles, 4 running track, 5 toothbrush, 6 tap and soap

Ending the lesson

Aim: to practise *I'm ...-ing*

- Play a mime game using all the actions from the unit so far. Students can choose to mime any of the ways of travelling or the actions from this lesson for the rest of the class to guess.
- Alternatively, play 'Simon says' with all the actions from this unit (e.g. *I'm swimming. ... Simon says 'I'm riding a bike'*). For procedure, see page T11.

Extension activity

Aim: to practise action verbs

- Show the items that you have brought to class (see 'Materials') for students to say a sentence, e.g. for the trainers, students say *I'm running*.

1 CD2 43

Oh what fun!

1



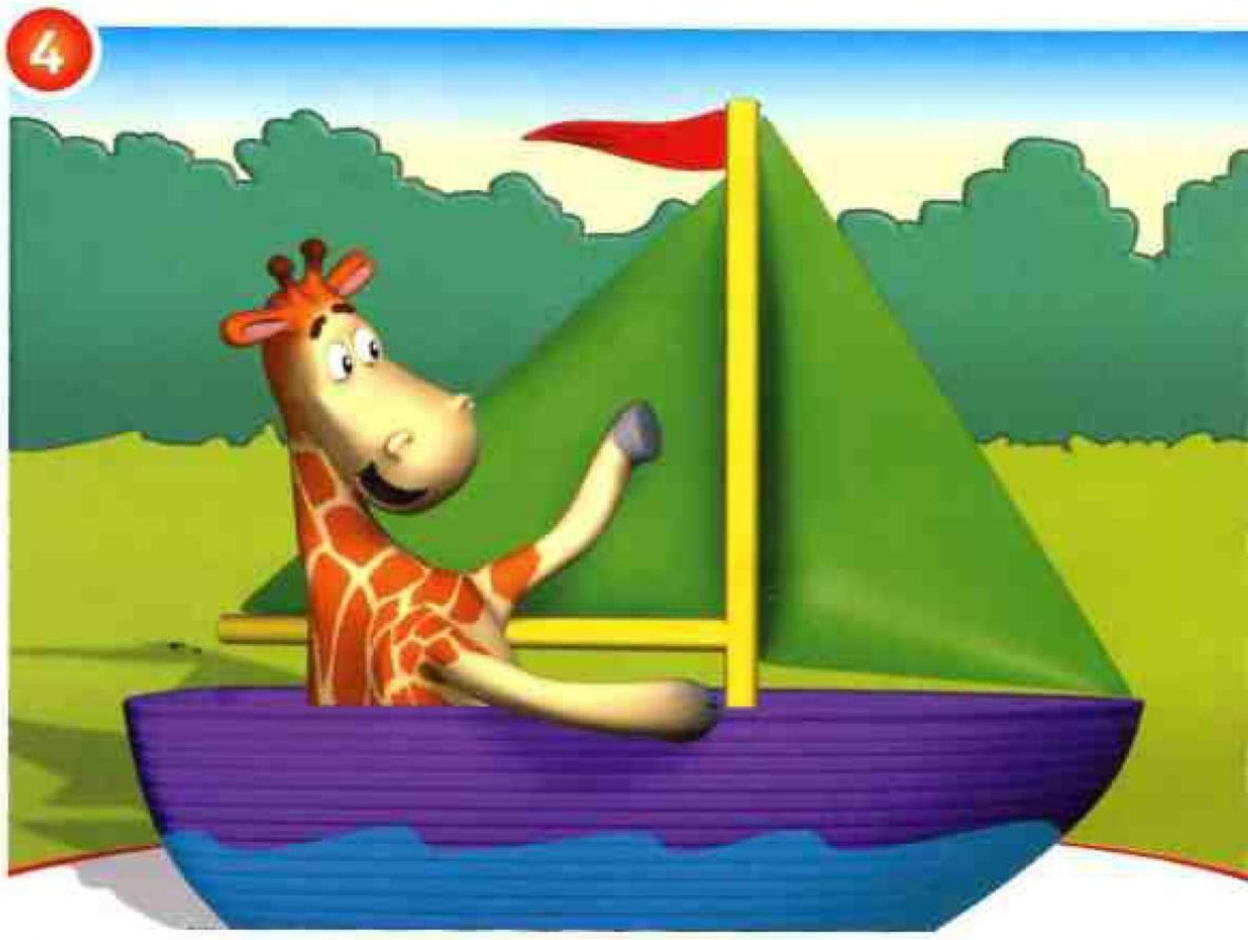
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6



Aims

- to present a picture story
- to review language from the unit

Skills: listening and following a picture story

New language: *this (boat), Super, at the fair*

Recycled language: transport, *I'm driving / flying / riding / sailing, look at, Wow, it's, fantastic, yes, I've got an idea, Come with me, we're having fun, Thank you, mum*

Materials: CD 2, flashcards (transport), props for acting out the story (optional): character masks, a home-made hat/mask for Mike's mum, (see page T24 and the Note on page T98), a large picture book

Language competences: Your students will be able to listen and follow a picture story.

Warm-up

Aim: to review *I'm ...-ing* and methods of transport

- Show the flashcards. Students say e.g. *I'm driving a bus.*

Presentation

CD2 43 SB pp84–85 **Story: Oh what fun!**

Aim: to listen to and follow a picture story

- Help the students to find SB page 80. Ask students in L1 what Mike was doing (looking at a book with pictures of a car, train, bus, etc.). Tell them that in the story his friends are going to look at the book and then they will find out what happens next.
- Help the students to turn back to SB pages 84–85. Point to the characters in the first picture and ask *Who's this? Who's got the book? Do the animals like the book?*
- Play the CD. Students follow in their books.

CD 2 Track 43

1 **Gina:** Look at this boat!
Polly: And this car. Super!
2 **Leo:** And this train. Wow ... it's fantastic.
Mike: Yes.
3 **Mike's mum:** I've got an idea. Come with me.
4 **Gina:** Oh, look. I'm sailing a boat!
5 **Mike:** Look. I'm flying a plane!
6 **Polly:** Look. I'm driving a train!
7 **Leo:** Look. I'm driving a bus!
8 **Gina and Leo:** We're having fun at the fair!
Mike: Thank you, Mum!

- Play the story again and pause after each picture to discuss what's happening:
After picture 2, point to Mike's mum. Ask *Who's this? (Mum)*. Ask in L1 what the light bulb in her thought bubble means. Ask *Who says 'And this train'? Gina, Leo or Polly? (Leo)*.
After picture 3, draw a light bulb in a thought bubble on the board, look as if you have an idea and say *Mum says 'I've got an ... (idea)'*. Remind students if necessary that Mike used the phrase when he was going to play a trick on Gina (SB page 30) and when he thought of using the stick (SB page 44).
- Ask students what the characters are saying in pictures 4–7. Students say the sentences in English. At the end of the story, discuss in L1 where the animals are and present *fair*.

Practice

CD2 44 WB p82 **Listen and trace.**

Aim: to listen and identify speakers

- Follow the usual procedure.

CD 2 Track 44

1 **Mike's mum:** I've got an idea.
2 **Gina:** I'm sailing a boat.
3 **Leo:** I'm driving a bus.
4 **Mike:** Thank you, Mum!

Key: 1 Mum, 2 Gina, 3 Leo, 4 Mike

Ending the lesson

Aim: to practise language from the story

- Say more sentences from the story. Students name the character who says them. Here are some sentences that you could use:
And this train. Wow ... it's fantastic. (Leo)
Come with me. (Mum)
I'm driving a train! (Polly)
I'm driving a bus! (Leo)
We're having fun at the fair! (Gina and Leo)

Extension activity

Aim: to reinforce understanding of the story

- Invite five volunteers to the front. Students act out the story with your help, using the character masks and other available props (see 'Materials').
- Encourage students to use key language from the story.
- Invite other students to come to the front and act.





2 Think! Look, draw and colour.

1



2



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4



Aims

- to talk about the meaning of a story
- to review language from the unit

Thinking skills: interpreting the values in a story

Recycled language: language from the story

Materials: CD 2, coloured pencils or crayons

Language competences: Your students will be able to interpret the deeper meaning of a story.

Warm-up

Aim: to review the story SB pp84–85

- Students tell you what happens in the story in L1.

Practice

2 Think! SB p85 **Look, draw and colour.**

Thinking skills: paying attention to visual details

- Say *Look at number 1. Find Leo in the story. Leo says 'I'm driving a ... (bus)'.* Say *Draw and colour the bus* and mime or draw to demonstrate.
- Students find and draw the vehicles for each character.
- Check answers by saying the numbers. Students say *I'm (sailing) a (boat).*

Key: 1 bus, 2 boat, 3 train, 4 plane

Story values: SB pp84–85

Aim: to think about the meaning of the story: saying *Thank you*

- Play the story again (CD 2 Track 43), pausing at appropriate points to discuss in L1 the values shown:
  After picture 2, ask *Do the animals like the car, the bus, the boat, the train and the plane?*
  After picture 3, ask *What is Mum's idea?* Discuss in L1 why she decides to take them to the fair (so that they can enjoy themselves on the rides).
  After each of pictures 4–7, ask *Is (Gina) happy or sad? (Happy).* Say *Yes. He/She's having fun!*
  After picture 8, say *Mike is waving to his mum* and mime waving. Ask *What does he say?* Students say *Thank you, Mum!* Talk in L1 about the fact that Mike appreciates his mum's idea and so he says *Thank you.*
- Ask students for examples of times when their family have taken them to places so that they can have fun. Do they always remember to say *Thank you*?

1 Think! WB p83 **Look and colour.**

Thinking skills: applying values from the story to new situations

- Talk about the pictures.
- Students colour in the frame of the picture which shows someone being appreciative and saying *Thank you.*
- Check answers. Say *The boy in picture 1 says 'Thank you'. Look at picture 2. He takes the present* (use mime) *... but he doesn't say 'Thank you'.*

Key: Picture 1

Ending the lesson

Aim: to practise language from the story

- Do one of the transport mimes, e.g. sailing a boat, but say *I'm driving a train. Yes? (No! Sailing a boat.)*
- Repeat with other mimes, sometimes saying false sentences, sometimes true sentences.

Extension activity

Aim: to practise being appreciative

- Choose a group of five or six students to act out the first situation on WB page 83. Tell students in L1 to imagine that they are at a party. Choose a volunteer to be the boy/girl whose birthday it is. Students mime dancing or playing games. Encourage them to say *We're having fun!*
- Mime bringing out a cake and counting the candles (e.g. *one ... two ... three ... four ... five ... six!*). Sing a birthday song that your students know and the student playing the 'birthday boy/girl' mimes blowing out the candles.
- The students mime giving the 'birthday boy/girl' presents. Encourage them to say *Here you are.*
- The 'birthday boy/girl' says *Thank you, (name).*

Note: For the next lesson, you will need items in your classroom which are these core shapes: **triangles** (e.g. mathematical set squares, musical triangles, coat hangers), **squares** (e.g. the seat of a chair, windows), **circles** (e.g. wheels on a trolley, wall clock, coins, the base of a paint pot or pencil pot) and **rectangles** (e.g. books, windows, board).

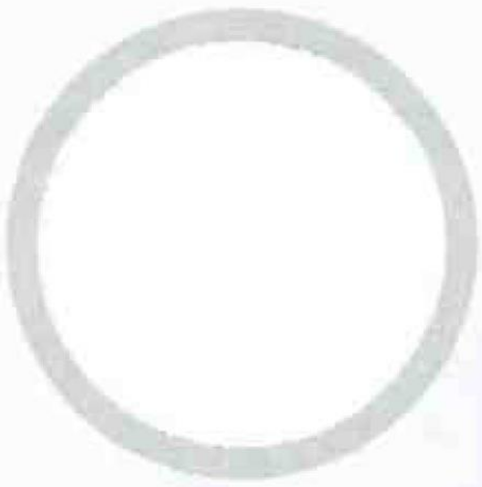
Shapes

1 CD2 45 Listen and colour.

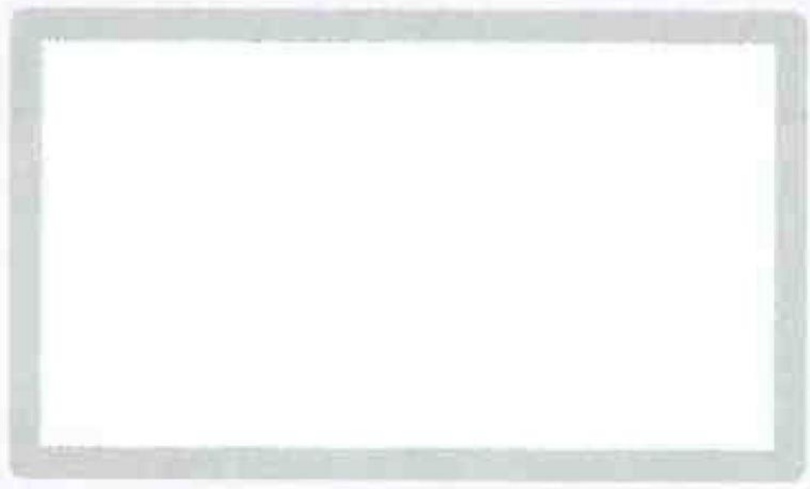
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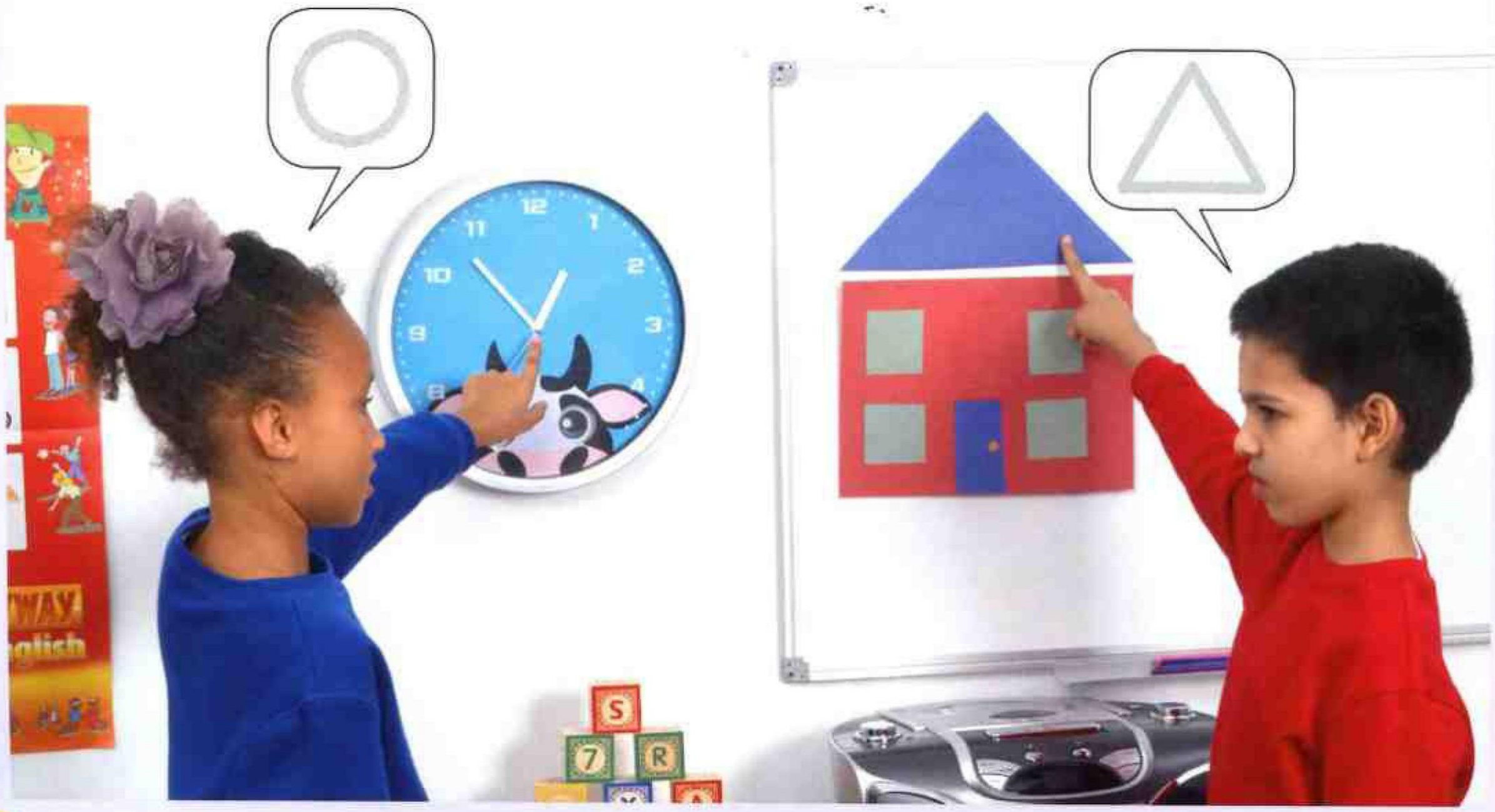
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2 Think! Find shapes in the classroom.



Aim

- to integrate other areas of the curriculum through English: Maths

New language: *triangle, square, circle, rectangle*

Recycled language: *Colour the ... (blue), blue, green, red, orange*, numbers 1–8

Materials: CD 2, coloured pencils or crayons, items of different shapes (see Note on page T85)

Language competences: Your students will learn the names of four shapes.

Warm-up

Aim: to present shapes

- Use the pictures on SB page 86 to present shapes.
- Practise the whole sentence *It's a (triangle).*

Presentation

1 CD2 45 SB p86 **Listen and colour.**

Aim: to practise shapes and colours

- Point to the shapes. Say *Listen and colour the triangle, the square, the circle and the rectangle.*
- Play the CD. Pause after each sentence to give students time to colour.

CD 2 Track 45

1 Colour the triangle blue.
2 Colour the square green.
3 Colour the circle red.
4 Colour the rectangle orange.

- Play the CD again for students to check.
- Check answers by calling out the shape. Students say the colour. They also hold up their books.

Practice

2 Think! SB p86 **Find shapes in the classroom.**

Thinking skills: recognising shapes

- Place any extra examples of shapes that you have brought to class around the room.
- Point to each example in the photo on SB page 86 and ask *What shape is this? A circle, a rectangle, a square or a triangle?* Ask the students if they can see any items like these in the classroom.
- Encourage the students (two or three at a time) to walk around and find objects in the classroom that are one of the four shapes. As they find something, they hold it up (or point) and say the shape.

1 WB p84 **Trace with four colours to match.**

Aim: to practise recognising shapes

- Trace around the small rectangle in one colour and begin to trace the larger rectangle in the same colour.
- Students trace the outlines in the same way. Explain that they can use any colours that they know but that the same shapes must match.
- Circulate and ask *What shape is it? What colour is it?* or ask students to point to their shapes and say *One (red) (rectangle). Two (red) (rectangle)s.*

2 WB p84 **Draw and say the shapes.**

Aim: to find shapes around us

- Use the example to demonstrate the activity. Point to the coat hanger and ask *What shape is it? (Triangle).* Say *Yes. It's a triangle.* Then point to the example triangle and say *Draw a triangle.*
- Students draw the correct shapes in the other boxes.
- Check answers by saying the number for students to say the shape. Then reverse the process by saying the shapes for the students to give you two numbers.

Key: 1 and 7 triangles, 2 and 6 circles, 3 and 5 squares, 4 and 8 rectangles

Ending the lesson

Aim: to practise shapes

- Show students how to make each of the four shapes by holding up their hands:
  triangle: thumbs and index fingers of each hand out straight, points touching,
  square: thumbs and third fingers out straight, points touching
  rectangle: thumbs and fourth fingers out straight, points touching,
  circle: thumb and index finger curved around to meet at the points.
- Say a shape. Students hold up their hands in the correct shape as quickly as they can.

Extension activity

Aim: to practise shapes

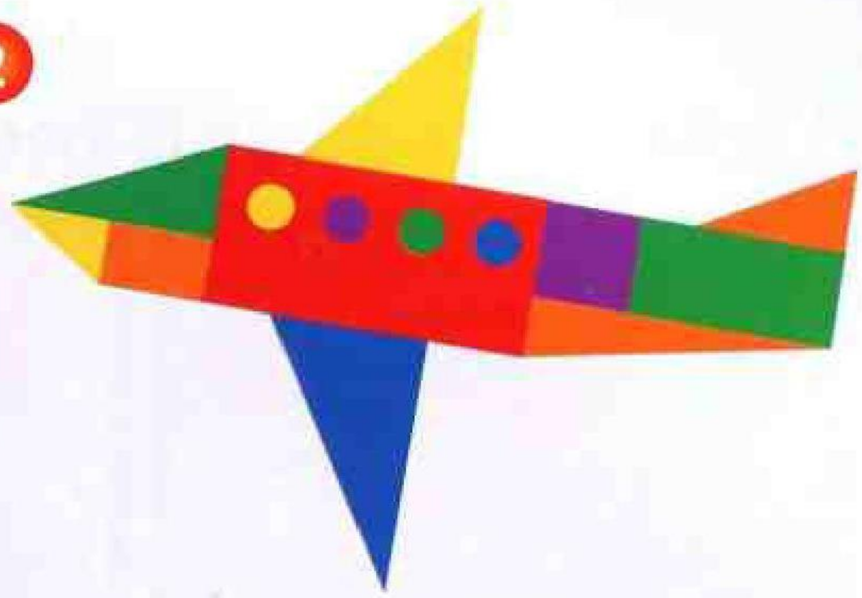
- If possible, move the furniture to the middle.
- Draw simple shapes on pieces of paper and stick them on the walls of the classroom at a height that your students can reach.
- Say *Stand up. Touch the (triangle).* Students move to touch the correct shape.
- In a large class, students can stand up and point.

1 Think! Count the shapes.

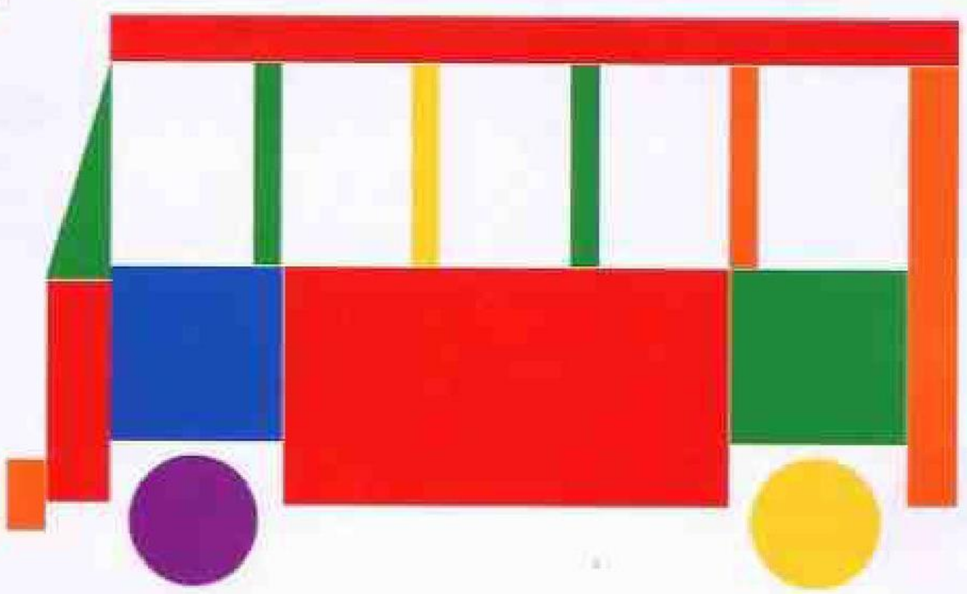
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4



2 Make a picture. Show the picture to your friends.



Aim

- to extend the focus on Maths through English

Recycled language: *triangle, square, rectangle, circle*, numbers 1–10, colours, transport

Materials: CD 2, coloured pencils or crayons, coloured card or paper cut into different sizes of triangles (of different shapes), squares, circles and rectangles, scissors, glue

Language competences: Your students will be able to use four shape words.

Warm-up

Aim: to review shapes

- Draw shapes on the board. Students say the words.

Practice

1 Think! SB p87 **Count the shapes.**

Thinking skills: counting and recognising shapes

- Draw different triangles on the board (with three equal sides, two equal sides and no equal sides). Explain in L1 that they are all triangles. Do the same with rectangles of different lengths and widths.
- Focus on the first picture on SB page 87. Point to the front of the train and ask *What shape is it? (Triangle).* Say *How many triangles in the picture? Count all the triangles.* Check answers (*Three*).
- Say *Count all the circles. Count all the rectangles. Count all the squares.* When you have counted all the shapes as a class, ask *And what is it? (A train).*

Key: 1 Three triangles, one square, six rectangles, four circles (train)
2 Six triangles, three rectangles, four circles, one square (plane)
3 Nine rectangles, one triangle, two squares, two circles (bus)
4 Seven triangles, four rectangles (boat)

2 SB p87 **Make a picture. Show the picture to your friends.**

Aim: to make shape pictures and describe shapes

- Help the students to plan their pictures in pencil first.
- Students then make a transport picture as in the photo, cutting out shapes or using the ones that you have provided and sticking them on a piece of paper.
- Students talk about their pictures in pairs or groups, e.g. *Two squares, a rectangle, ... etc. It's a train.*
- Invite volunteers to show and describe their pictures.

1 Think! WB p85 **Count and circle.**

Thinking skills: counting and recognising shapes

- Use the example and count the rectangles with the class to demonstrate the activity.
- Students count and circle the correct numbers.

Key: 4 squares, 5 circles, 6 triangles

2 CD2 46 WB p85 **Listen and colour.**

Aim: to practise listening and recognising shapes

- Play the first line of the recording. Ask *What colour? (Red).* Point to a triangle and say *Colour it red.*
- Do this for the other three lines. Students then have a guide for colours to use for all the other shapes.

CD 2 Track 46
Colour the triangles red.
Colour the circles purple.
Colour the squares blue.
Colour the rectangles yellow.

- Students colour the shapes. Circulate and ask *What shape is it? What colour is it? How many (circles)?*
- Students check answers by comparing their pictures.

Ending the lesson

Aim: to practise shapes

- Tell students to make shapes with their hands, as in the previous lesson, this time working in pairs. Circulate and ask *What shape is it?*
- Give students time to try forming the shapes before choosing a pair to show possible positions.

Extension activity

Aim: to practise listening and describing shapes

- Students draw an abstract picture using one, two or three of each shape.
- Students work in pairs. Student 1 keeps his/her picture hidden and tells his/her partner what to draw, e.g. *Draw one square. Draw three rectangles. Draw two triangles. Draw one circle.*
- Students compare pictures and count the shapes. (Although they will have used the same number of shapes, the pictures will probably look different.) They then swap roles.

1 CD2 47 Listen and act out with your teacher.

2 CD2 48 Listen again and match.



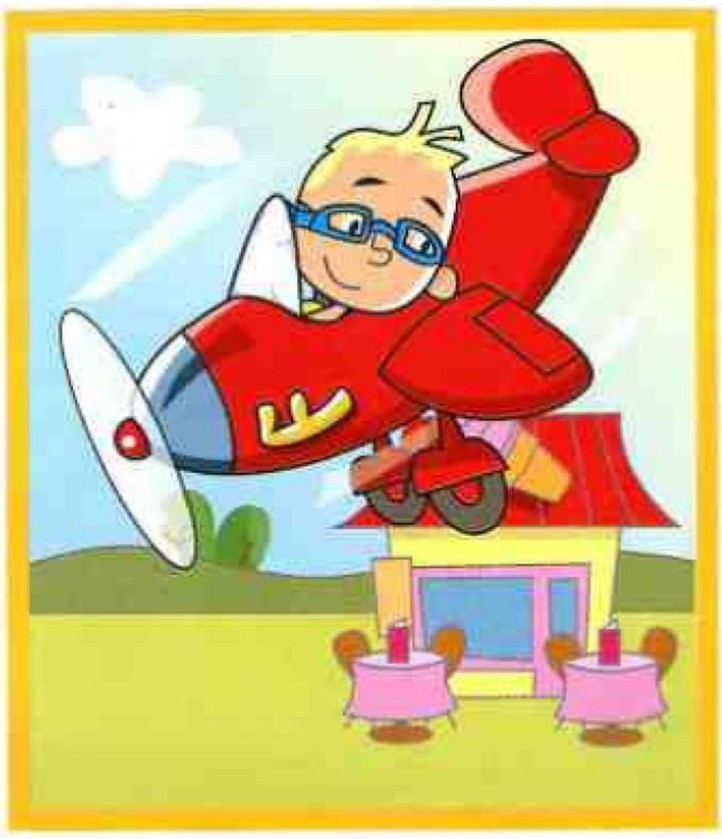




1 2 3

4 5 6







Aim

- to stimulate the students' imagination through listening and acting out

Skills: listening and following instructions

New language: *you're (flying), land (v), get out, ask for*

Recycled language: *flying, your, plane, There's a café, under, go, to, lots of, ice cream, yummy*

Materials: CD 2, flashcards (transport), paper triangles (boat sails), coloured pencils or crayons, ice lolly sticks or thin card cut into strips (one per student), sticky tape, large plastic tray (without holes in the bottom), water

Language competences: Your students will be able to listen and do actions to demonstrate meaning.

Warm-up

Aim: to review transport

- Show the flashcards. Students say the words.
- Say phrases e.g. *driving a car*. Students mime.

Practice

1 CD2 47 SB p88 **Listen and act out with your teacher.**

Aim: to review language and practise following instructions

- Say the instructions with the CD. Show the class a clear mime for each action, e.g. 1 lean over while steering, 2 point down to the ground, 3 pull an imaginary steering wheel towards you, 4 open the cockpit door, 5 take a bowl of ice cream from an imaginary waiter, 6 pretend to eat ice cream with a spoon.

CD 2 Track 47

You're flying your plane.
There's a café under the plane.
Land your plane.
Get out and go to the café.
Ask for lots of ice cream.
Yummy!

- Play the CD again. Students join in with the mimes.

2 CD2 48 SB p88 **Listen again and match.**

Aim: to practise listening and ordering pictures

- Point for students to say the numbers 1–6.
- Play number 1 and demonstrate drawing a line from the big 1 to the last picture of the boy flying his plane. Run your finger around the frame and say *Number 1 is orange.*
- Play the rest of the recording. Students draw lines from the other numbers to the correct pictures.

CD 2 Track 48

1 You're flying your plane.
2 There's a café under the plane.
3 Land your plane.
4 Get out and go to the café.
5 Ask for lots of ice cream.
6 Yummy!

- Check answers by saying a number and asking *What colour?*

Key: 1 orange, 2 blue, 3 yellow, 4 red, 5 purple, 6 green

1 WB p86 **Have a boat race.**

Aim: to follow instructions and make boats

- Use the pictures to explain the activity.
- Give out the paper triangles (or ask students to cut out triangle shapes for the sails). Ask *What shape is it?* Students colour their sails as they wish.
- Students fold the bottom of the sail and fix it on the lolly stick with sticky tape. Circulate and check that the sails are stuck well. Ask *What colour is your boat?*
- Three or four students place their 'boats' on the water at one end of the tray.
- Students blow the boats and see who reaches the other end first. They are not allowed to touch them.
- **Note:** If you have access to a safe play area with a paddling pool, you could make bigger boats by using the lolly stick as a mast, sticking the sail onto it and then sticking the lolly stick upright on a plastic or polystyrene supermarket tray. The sticky tape needs to be wound round the lolly stick several times.

Ending the lesson

Aim: to practise the unit song

- Play the song from SB page 82 (CD 2 Track 38). Students join in and do the actions.

Extension activity

Aim: to review actions

- Say the actions from SB page 83 (*flying a kite*, etc.). Students do the mimes.

1

Page 104

Play the game.



Aims

- to review language from the unit in a game
- to encourage students to reflect on their learning

Skills: speaking

Thinking skills: reflecting on learning

Recycled language: transport, *I'm brushing my teeth, washing my face, running, swimming, flying a kite, climbing a tree, riding a bike*

Materials: cut-out counters: SB page 104, scissors, dice/spinners, coloured pencils or crayons, Units 5, 6, 7 and 8 mini cards: WB pages 104 and 102 (optional)

Language competences: Your students will be able to use language from this unit and previous units to play a game.

Warm-up

Aim: to review *I'm ...-ing*

- Draw items needed for particular activities on the board, e.g. a toothbrush, a bar of soap, goggles, a kite, trainers, a tree, a cycling helmet. Mime using an item. Ask *What am I doing? I'm ... (washing my hands).*
- Invite a volunteer to the front. Say one of the sentences. The student points to the correct drawing.
- Repeat with other students.

Revision

1 ✂ SB pp89 and 104 **Play the game.**

Aim: to review vocabulary and *I'm ...-ing*

- Help students to find and cut out the counters.
- Point to the game board on SB page 89 and ask in L1 what it is (a race track). Ask where the Start is (the raised black and white flag at the bottom) and the Finish (the lowered flag to the left of the start flag).
- Point to some of the pictures on the game board. Students say e.g. *I'm flying a plane.*
- Explain the rules in L1. Ideally, the students work in equal groups of 3, 4, 5 or 6 depending on your class size. Each player throws the dice (or spins a spinner) and moves to the appropriate square. When they land on a square with a picture they say e.g. *I'm climbing a tree.* If they can't, they miss a turn. Groups continue going around the track, passing over the Finish square and doing another 'lap', until everyone in the group has reached the Finish square. The first group with everyone on or over the Finish square is the winner. If teams are unequal, the first group of 3 and the first group of 4 (etc.) can all be called winners.
- Circulate and check for language. Encourage students to count in English. You could feed in phrases such as *Whose turn it it? Who's winning?*

1 WB p87 **Say the words and trace. Colour the circles.**

Aim: to create a record of learning

- Students colour the circles if they can say the words on their own. Ask them all to use the same colour or let them use any of the six colours that they know.
- Circulate and ask students to say the words.
- Ask students to trace the words if you wish. Circulate and check that they are forming the letters correctly.

2 WB p87 **Draw faces.**

Aim: to help students reflect on their learning

- Talk in L1 about what each picture represents (the song, the story, the work on shapes).
- Students draw a face next to each picture to show how much they enjoyed the different parts of the unit.

Ending the lesson

Aim: to review shapes

- Draw a simple robot on the board (a square for a face, circles for eyes, triangles for hands, hat, feet and nose, rectangles for arms, body, legs and mouth).
- Ask *How many (circles)?* Students count how many of each shape there are in the robot.
- Invite volunteers to the board and say *Point to a (triangle).* Ask *What shape is/are his (face/nose/eyes/mouth)?*

Extension activity

Aim: to review vocabulary

- Students cut out the Unit 8 mini cards. In pairs, they play 'Snap!', putting two sets of the transport cards together with two sets of the mini cards from Units 5 (furniture), 6 (farm animals) and 7 (food). For procedure, see page T49 Extension activity.

Note: For the next lesson (Extension activity), you need a selection of clothes from this list in known colours: hat, belt, boots, shirt, badge, shoes.

9 Party clothes

1 CD2 49 Listen and point. Then listen and say the words.

1 hat
2 belt
3 boots
4 shirt
5 badge
6 shoes

2 CD2 50 Listen and chant.



Aims

- to present and practise clothes
- to say a chant with the class

New language: *hat, belt, boots, shirt, badge, shoes*
What a great party! Mike's a cowboy. That's that!

Recycled language: *I like, your, (purple) (shirt),* toys, classroom objects, numbers 1–10

Materials: CD 2, flashcards (toys, classroom objects), coloured pencils or crayons

Language competences: Your students will be able to name clothes.
Your students will be able to join in with a chant.

Warm-up

Aim: to review colour + noun

- Show flashcards of toys and classroom objects. For each item ask *What's this?* and *What colour is it?* Then encourage students to say full sentences, e.g. *It's a (green) (pencil).* Model *an orange desk* but students don't need to focus on *an* at this stage.

Presentation

1 CD2 49 SB p90 **Listen and point. Then listen and say the words.**

Aim: to present clothes

- Ask *Who's in the picture? Where are they?* Students tell you in L1 that the animals are at a party. Say *Yes. It's a party.* Point to the animals' clothes and ask in L1 what type of party it is (a fancy dress party).
- Tell students in L1 that they are going to learn the names of some of the characters' clothes.
- Play the CD. Students point to the numbered clothes.

CD 2 Track 49

Gina: What a great party!
Polly: And I like your badge!
(Sound of squirting water)

1 hat
2 belt
3 boots
4 shirt
5 badge
6 shoes

- Play the CD again. Students repeat the words.
- Say the words out of order. Students point.

Practice

2 CD2 50 SB p90 **Listen and chant.**

Aim: to practise clothes and colours

- Point to Mike and say *Look! It's Mike at the party. He's got a big hat, boots, a badge ... and a horse. What is he?* Students answer in L1. Present *cowboy.*
- Play the chant. Students point to the clothes.

CD 2 Track 50

Purple shirt, blue boots, no shoes, red belt,
Yellow badge, green hat. Mike's a cowboy. That's that! (x 2)

- Ask *What colour is Mike's (shirt)? (Purple).* Say *Yes. He's got a (purple) (shirt).*
- Play the chant again for students to join in.

1 WB p88 **Colour and describe.**

Aim: to review clothes and colours

- Students colour each item in any known colour and then describe their pictures in small groups or to the whole class, saying *I've got a (purple) (shirt).*

2 WB p88 **Draw five lines. Guess with your friend.**

Aim: to practise clothes and counting

- Practise saying phrases to talk about the clothes around the cupboard, e.g. *five hats, three belts,* etc. Model the extra syllable in *badges.*
- Demonstrate the activity by drawing five lines in your own book from single or grouped items.
- When everyone has chosen, explain in L1 that students are going to work in pairs. They have to keep their books hidden and take it in turns to guess which five things their partner has chosen.

Ending the lesson

Aim: to practise items of clothing

- Invite volunteers to tell the class what they have in their cupboard from WB Activity 2.

Extension activity

Aim: to transfer clothes to a real context

- Show the class the clothes that you have brought. Ask *What's this? What colour is it?*
- Invite volunteers to put on the clothes. You may like to introduce the phrase *I'm wearing* (which students will hear on SB page 96).

1 CD2 51 Listen and point. Choose food for a class party.



2 Think! Draw your five favourite foods in order.



I like (biscuits, crisps, salad, sweets).

Aims

- to review and extend food and drink vocabulary
- to review talking about likes and dislikes

New language: *sweets, salad, crisps, biscuits*

Recycled language: food, *sandwich, eggs, orange juice, milk*, clothes, *I like / I don't like* (optional vocabulary revision: classroom objects, toys, furniture, transport)

Materials: CD 2, flashcards (food, clothes), coloured pencils or crayons, a cardboard sandwich, some sweets, a bag of prepared salad, a packet of crisps, a packet of biscuits, an empty egg box, empty cartons of orange juice and milk (optional)

Language competences: Your students will be able to name four more items of food.

Warm-up

Aim: to review and present food items

- Use the food flashcards, props or drawings on the board to review food and drink items (see 'Recycled language'). Ask the students in L1 to find the first thing that Polly served her friends on SB page 74 (*carrot soup*).
- Use real food or drawings on the board to present the new items *sweets*, *salad*, *crisps* and *biscuits*.
- Leave the food flashcards and drawings on the board.

Presentation

1 CD2 51 SB p91 **Listen and point. Choose food for a class party.**

Aim: to practise talking about food likes and dislikes

- Play the CD. Students listen and point to the pictures.
- Pause after each item and invite some students to make a sentence with *I like* or *I don't like*.

CD 2 Track 51

orange juice ... sweets ... sausages ... carrot soup ... apples ... sandwiches ... eggs ... salad ... crisps ... chips ... cakes ... ice cream ... biscuits ... carrots ... milk

- Say *Imagine. We're going to have a party for the class. Which food do you like?* Explain in L1 that students can only choose 10 of the 15 items in the pictures. Say *Circle ten things with a pencil.* Give the students time to choose their items.
- Say a word and ask for a show of hands. Count in English up to 10 (and beyond in L1) and write the total next to the flashcard or drawing on the board.
- Work out, with the class, the ten most popular items and tick the relevant flashcards or drawings. Say *Our party food!* Point to each item in turn and ask students to say the words.

Practice

2 Think! SB p91 **Draw your five favourite foods in order.**

Thinking skills: ranking in order of preference

- Use the photo to explain the activity in L1.
- Give out some paper and confirm instructions in L1. If you know that the students have now learnt to write numbers, they can number the pictures 1, 2, 3, 4, 5.
- Prepare your own list and then circulate as they work.
- Show the class your list. Say *My five favourite foods.* Point and say *My number 1 is (apples)*, etc.
- Students compare their favourites in small groups.

1 Think! WB p89 **Follow the food and drink.**

Thinking skills: categorising

- Explain in L1 that students need to draw lines only through the food and drink to find their way through the puzzle.
- Point to the example line from the apples to the sweets. Ask in L1 which is the next food (*eggs*).
- Students work through the puzzle. Circulate and check vocabulary by asking *What's this?*
- Check answers by asking students to list the food and drink items in the correct order through the puzzle.

Key: apples, sweets, eggs, biscuits, crisps, salad, chips, carrots, orange juice, cakes, milk, ice cream, sausages.

Ending the lesson

Aim: to review clothes

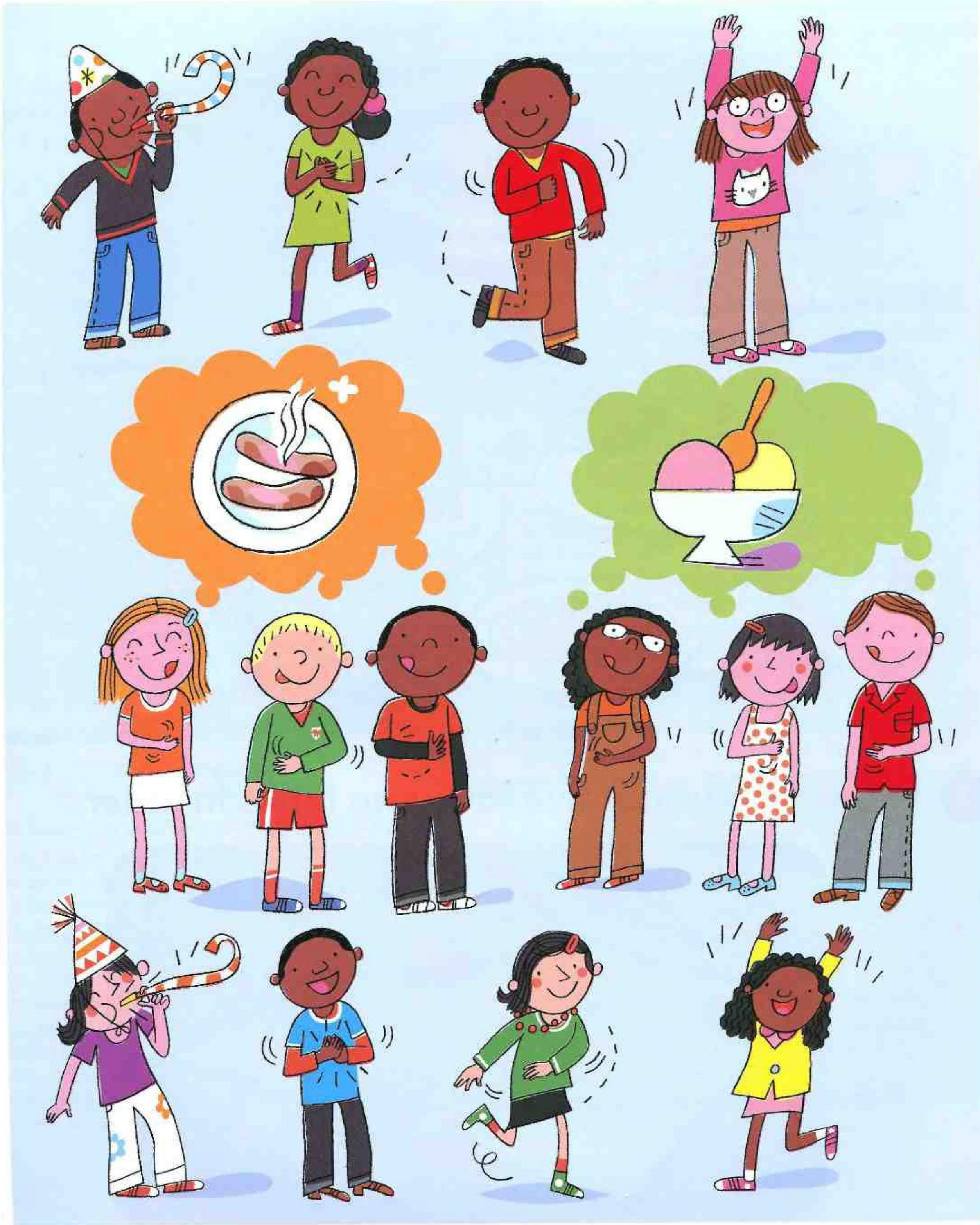
- Review clothes using the flashcards.
- Repeat the chant from SB page 90 (CD 2 Track 50).

Extension activity

Aim: to practise vocabulary from the course

- Use the puzzle on WB page 89 to review vocabulary from the course. Say *Point to the (hat).*
- Students do the same thing in pairs.

1 CD2 52 Listen and sing.



Aims

- to review food
- to sing a song with the class

New language: *wonderful, Clap your hands, Turn around, Shout 'Hip, hip, hooray!' in my tummy*

Recycled language: *What a ... party! time, today, sausages, yummy, ice cream*

Materials: CD 2

Language competences: Your students will be able to join in with a song.

Warm-up

Aim: to review new foods from the previous lesson

- Draw a bowl of salad, a plate of biscuits, a packet of crisps and some sweets (individually wrapped as on SB page 91) on the board.
- Invite a student to the board and say *Point to the (sweets)*. Ask *Do you like (sweets)?* Repeat with the other items.
- Give out paper and ask the students in L1 to draw four plates. Say *On one plate, draw salad. On one plate, draw five biscuits. On one plate draw ten crisps. On one plate draw seven sweets.*
- Students compare their pictures in pairs. Check by asking *How many (biscuits/crisps/sweets)?*

Presentation

1 CD2 52 53 SB p92 **Listen and sing.**

Aim: to learn an action song

- Play the song. Students point to the food.

CD 2 Track 52

Oh what a wonderful party!
It's party time today!
Clap your hands! Turn around!
Shout 'Hip, hip, hooray!'

Sausages, sausages in my tummy.
Sausages, sausages, yummy, yummy, yummy!

Chorus

Ice cream, ice cream in my tummy.
Ice cream, ice cream, yummy, yummy, yummy!

Chorus
Shout 'Hip, hip, hooray!'

- Play the chorus of the song and use it, along with gesture and the pictures at the top of the page, to present *Clap your hands, Turn around* and *Shout 'Hip, hip, hooray!'*
- Play the first verse and use it, along with gesture and the picture of the first group of children, to present *in my tummy.*

- Play the rest of the song. Students point to the appropriate pictures.
- Play the song again, encouraging the students to start chanting the verses quietly and to get louder with the CD.
- Play the song again. The students stand up and join in, copying the actions from the pictures.
- Use the karaoke version to practise the song in two groups.
- **Note:** On a student's birthday, line 2 *It's party time today* can be sung as *It's (name)'s birthday today!*

Practice

1 WB p90 **Find five differences.**

Aim: to practise language from the course

- Say *Look at the two pictures. Look very carefully. Are they the same?* Ask in L1. Talk about the example with the students. Point to the hat in picture 1 and ask *What's this? (Hat)*. Say *Yes. In picture 1, there's a hat. Look in picture 2, there's no hat.*
- Students find four more differences. Circulate and encourage students to use as much English as they can to describe the differences.
- Check answers by inviting students to give you a key word, e.g. *dog*. You can then point and explain the difference, e.g. *Yes. In picture 1, this girl's wearing a shirt with a cat. In picture 2, it's a dog.*

Key: In picture 2:
1st row:
there are three sausages (not two)
the girl with her arms in the air has a dog (not a cat) on her shirt
2nd row:
the boy on the right under the sausages is brushing his teeth (not rubbing his tummy)
the boy on the right under the ice cream is sad (not hungry)

Ending the lesson

Aim: to practise the song

- Play the song again for students to join in and do the actions.

Extension activity

Aim: to review feelings

- Do mimes to represent the feelings that students know (*I'm happy/sad/scared/angry/hungry/full*). Students say e.g. *I'm scared.*
- In pairs, students practise in the same way.

1 CD2 54 Listen and match.

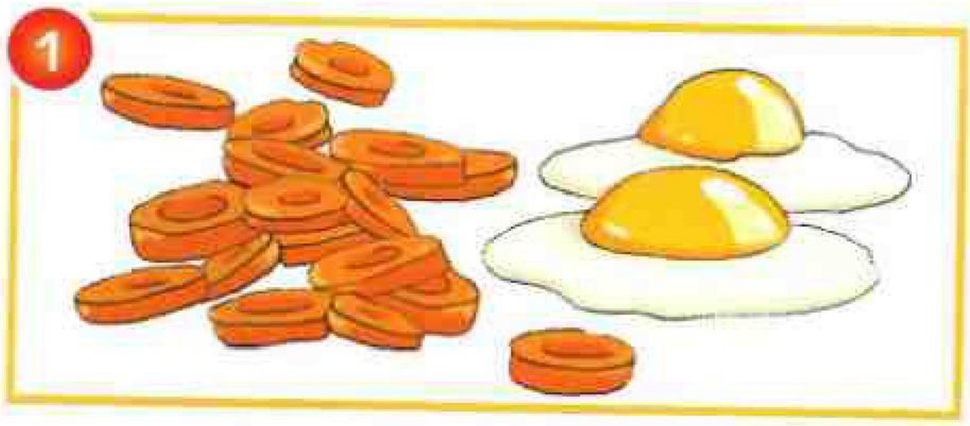








1



2



3



4



2 Sticker Think! Guess the toys and stick.

1



2



3



4



5



6



I've got (apples and salad / a ball).

Aims

- to review *I've got*
- to review food, toys and other vocabulary from the course

Recycled language: *I've got*, food, toys and other vocabulary from Units 2–9

Materials: CD 2, flashcards (toys), Unit 9 stickers, scissors, Unit 4 toy mini cards: WB page 106 (optional), flashcards (classroom objects, family, face, furniture, farm animals, food, transport, clothes) (optional)

Language competences: Your students will be able to combine known language with *I've got*.

Your students will be able to activate vocabulary from throughout the course.

Warm-up

Aim: to review *I've got* and toys

- Show the toy flashcards. Elicit *I've got a ... (ball)*.
- Show the flashcards again in a different order. Students say the sentences.
- Choose one of the flashcards and show it to the students without looking at it yourself. Guess by making sentences, e.g. *I've got a rope. Yes or no? (Yes/No)*.
- To make the activity competitive, give yourself only three guesses. If you don't guess the item, students get a point. If you do, you get a point.
- Students can play the same game in pairs, using the Unit 4 toy mini cards.

Presentation

1 CD2 54 SB p93 **Listen and match.**

Aim: to review *I've got* ... and food

- Ask the students to name all the food items.
- Say *Listen. Draw lines. What's Leo got? What's Gina got? What's Polly got? What's Mike got?*
- Play the CD. Students match the characters with their food.

CD 2 Track 54

Leo: I've got apples and salad.
Gina: I've got sausages and chips.
Polly: I've got carrots and eggs.
Mike: I've got cakes and milk.

Key: Leo – 2, Gina – 4, Polly – 1, Mike – 3

Practice

2 Sticker Think! SB p93 **Guess the toys and stick.**

Thinking skills: associating outlines with objects

- **Note:** In order to carry out this activity, students will first need to cut out their stickers with the backs attached.
- Establish in L1 that the pictures are presents. Present *presents*. Say *What's present number 1? (A rope)*.
- Students match the stickers with the presents, but keeping the backs of the stickers attached.
- Circulate and check by pointing and saying *Number 2? I've got a ... (plane)*.
- Check answers by saying the numbers. Students say the toy or *I've got a (teddy bear)*.
- Students can then stick the stickers in their books.

Key: 1 rope, 2 plane, 3 ball, 4 kite, 5 teddy bear, 6 doll

1 Think! WB p91 **Look and cross out.**

Thinking skills: categorising

- Point to the first row. Invite a student to say the words.
- Ask in L1 why the shoes are crossed out (because the rest are family members). Tell students in L1 to cross out the picture that doesn't belong in each row.
- Check answers by saying the row number and choosing a student to say all the items in the row. Ask *What's the 'odd one out'?* Students say which item they crossed out. Ask them to explain why in L1.

Key: 2 badge (the rest are parts of the face), 3 kite (the rest are clothes), 4 ice cream (the rest are furniture), 5 desk (the rest are farm animals), 6 teeth (the rest are methods of transport)

Ending the lesson

Aim: to practise the unit song

- Play the song from SB page 92 (CD 2 Track 52) for students to join in and do the actions.

Extension activity

Aim: to practise categorising

- Put one flashcard on the board from as many sets as you wish, depending on the time that you have.
- Spread the rest of the flashcards from these sets out on your table.
- Invite a student to pick up a flashcard, say the word and stick it on the board in the right category.
- This could be a team game, with points awarded.



Nice work!













Aims

- to present a picture story
- to review language from the unit

Skills: listening and following a picture story

New language: *Let's dance, Great idea, tired, money, Oh dear, our, What a mess! a lot of work, There! It looks great, Nice work*

Recycled language: colours, *sit down, ice cream, Look (at), no (money), party, everyone, tidy up, again, Here's, for you, Thank you*

Materials: CD 2, props for acting out the story (optional): character masks, a home-made hat/mask for the ice cream bear (see Note on page T98), party hats, paper ice cream cones, music CD (optional)

Language competences: Your students will be able to listen and follow a picture story.

Warm-up

Aim: to set the scene for the story

- Look at SB page 90. Ask *What does Gina say? 'What a great ... (party)!'*
- Remind the students in L1 that they know a party song. Sing the song from SB page 92 (CD 2 Track 52).

Presentation

1 CD2 55 SB pp94–95 **Story: Nice work!**

Aim: to listen to and follow a picture story

- Ask in L1 what the characters are doing (dancing). Explain that they are going to find out what happens at the party.
- Play the CD. Students follow in their books.

CD 2 Track 55

1 **Polly:** Let's dance!
Others: Great idea, Polly!
2 **Leo:** I'm tired! Let's sit down.
3 **Gina:** Ice cream, mmm!
Polly: Look ... no money.
Mike: Oh dear.
4 **Gina:** Look at that!
Polly: Oh dear. Our party. What a mess!
5 **Leo:** Let's tidy up.
Others: Great idea, Leo.
6 **Mike:** Phew. It's a lot of work!
7 **Gina:** There! It looks great again.
8 **Ice cream bear:** Nice work, everyone! Here's ice cream for you!
All: Oh, thank you!

- Play the story again, pausing to discuss what's happening after each picture:
After picture 2, ask *Are they angry? (No).*
Mime to present *tired.*
After picture 3, point to the ice cream kiosk.
Ask *What's this? (Ice cream).* Ask in L1 what Polly's got (an empty purse). Say sadly *No money.* Confirm in L1.
After picture 4, say *Look! Bottles, balloons, rubbish everywhere! Oh dear! What a mess!* Make a mess on your table with books and pencils and help students to say *Oh dear! What a mess!*
After picture 5, say *Leo's got an idea. He says 'Let's tidy up!'*
After picture 6, remind the class in L1 about Mike's untidy bedroom. Encourage them to join in with the chorus from the *Tidy up!* song.
Point to the new character and explain in L1 that he's a bear who sells ice cream. Call him *the ice cream bear.*
After picture 7, ask *Are they angry? (No, happy).*
Say *Yes. They're happy. The park is tidy again.*
After picture 8, ask students in L1 why they say *Thank you* (the ice cream bear gives them ice cream).

Practice

1 CD2 56 WB p92 **Listen and trace.**

Aim: to listen and identify speakers

- Follow the usual procedure.

CD 2 Track 56

1 **Polly:** Let's dance!
2 **Leo:** I'm tired! Let's sit down.
3 **Mike:** Phew. It's a lot of work!
4 **Ice cream bear:** Nice work, everyone! Here's ice cream for you!

Key: 1 Polly, 2 Leo, 3 Mike, 4 Ice cream bear

Ending the lesson

Aim: to practise *Let's*

- Say *Let's stand up. Let's dance!* to the class. Play some music for students to dance.
- Stop the music and make more suggestions, e.g. *Let's throw/bounce a ball, Let's hop/jump, Let's ride a bike, Let's open our books,* etc.

Extension activity

Aim: to reinforce understanding of the story

- Invite five volunteers to the front. Students act out the story with your help, using the character masks and other available props (see 'Materials').
- Encourage students to use key language from the story.
- Invite other students to come to the front and act.





9

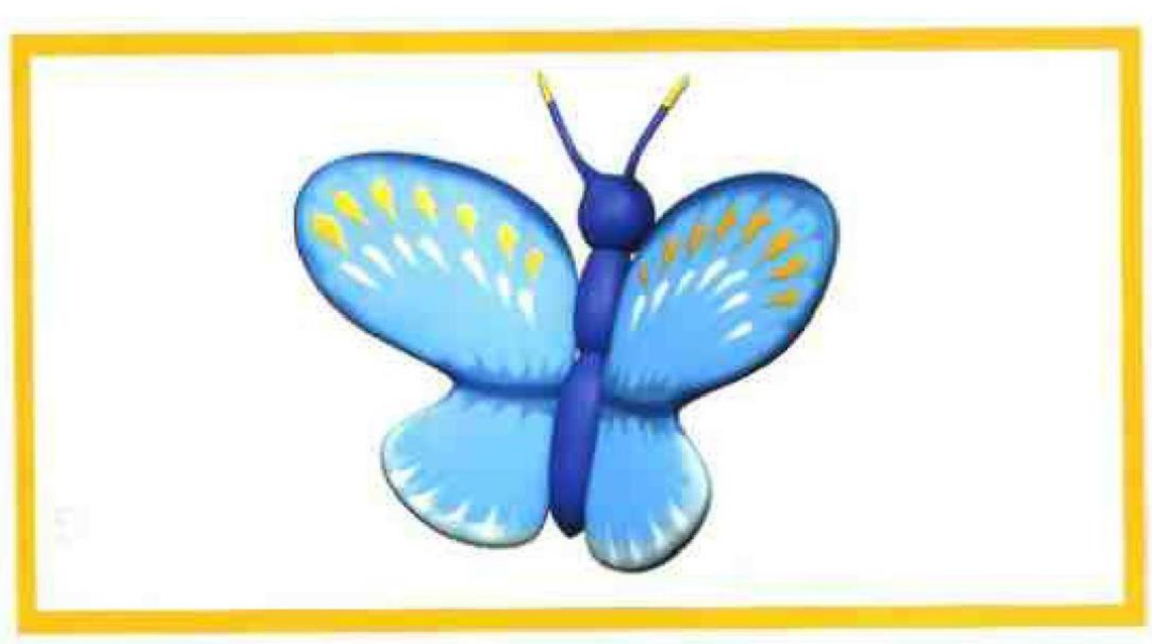
2 Think! Find and say the picture number.

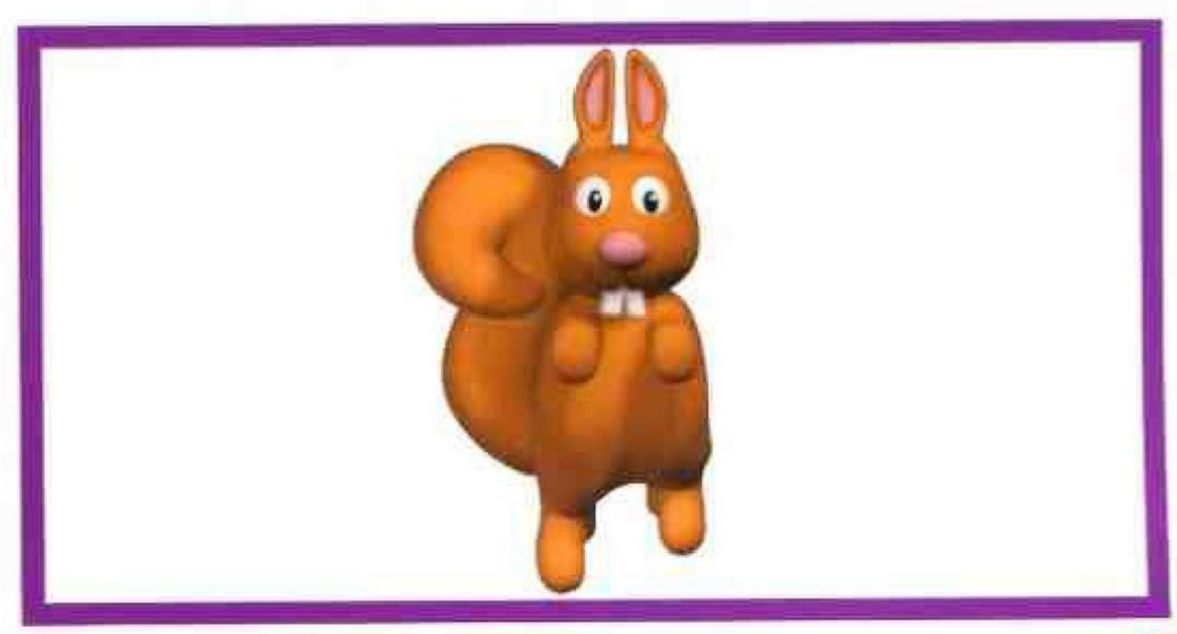












Aims

- to talk about the meaning of a story
- to review language from the unit

Thinking skills: interpreting the values in a story

Recycled language: language from the story, colours

Materials: CD 2, coloured pencils or crayons, the classroom objects, toys and Unit 5 *table* and *chair* flashcards and real toys (optional)

Language competences: Your students will be able to interpret the deeper meaning of a story.

Warm-up

Aim: to review the story SB pp94–95

- Students tell you in L1 what happens in the story.

Practice

2 Think! SB p95 **Find and say the picture number.**

Thinking skills: paying attention to visual details

- Run your finger around the frame of the first picture and say *What colour is it? (Red)*. Explain in L1 that students need to find the mouse, hidden somewhere in the story pictures. Say *Look! It's a mouse. Find the mouse in the story. Which picture? (Picture 8)*.
- Students find the other details in the story pictures.
- Check answers by saying the colour of the frames, e.g. *Green? (1)*. Confirm the answer and give students the words in English if you wish, although they aren't core language.

Key: red – 8 (a mouse), green – 1 (a bird/woodpecker), blue – 6 (an apple core), orange – 4 (a bottle), yellow – 2 (a butterfly), purple – 3 (a squirrel)

Story values: SB pp94–95

Aim: to think about the meaning of the story: tidying up

- Play the story again (CD 2 Track 55), pausing to discuss in L1 the values shown.
  After picture 4, ask *Are the animals happy? (No. Sad)*. Ask why in L1 (because the park is messy).
  Say *They say 'Oh dear! What a mess!'*
  After picture 5, say *Leo says 'I've got an idea'. He says 'Let's ... (tidy up)'*. Ask in L1 why the animals decide to tidy up (because they made a mess in the park).
  After picture 6, say *Look! Mike says 'It's a lot of work'. He's tired* and mime being tired. Ask in L1 if the animals stop tidying because they are tired (no, they finish the job).
  After picture 7, ask *How do the animals feel? (Happy)*. Point out the ice cream bear and ask in L1 if the animals have seen him *(No)*.
  After picture 8, talk about why the ice cream bear has given the animals ice cream (because he's happy that they have tidied up). Talk about how nice it feels to get a reward that you weren't expecting.

1 Think! WB p93 **Look and colour.**

Thinking skills: applying values from the story to new situations

- Students colour in the frame of the picture which shows children tidying up after themselves.
- Check answers and say *The boys and girls in picture 2 say 'Let's tidy up!'*

Key: Picture 2

Ending the lesson

Aim: to review classroom instructions and action verbs

- Play 'Simon says'. For procedure, see page T11.
  Use the classroom instructions:
  Stand up. Sit down. Open/Close your book. Pick up your (pencil). Put your (pencil) on your (desk/chair).
  and other verbs that students know:
  Climb a tree. Fly a kite/plane. Swim. Brush your teeth. Run. Wash your hands. Sail a boat. Drive a train/bus/car. Ride a scooter/bike.

Extension activity

Aim: To practise giving and following instructions

- Put a table, a chair and a bag at the front of the classroom. Put some classroom objects and real toys on the table. Invite two volunteers to the front. Explain in L1 that (name 1) is going to give instructions and (name 2) is going to listen and follow.
- Student 2 stands with his/her back to the board.
- Stick two flashcards on the board: an item from the table (e.g. *doll*) and, next to it, a furniture item or *bag*.
- Student 1 makes a sentence, e.g. *Put the doll on the chair*. Student 2 follows the instructions. The other students watch and say *Yes/No*.
- Repeat with different volunteers and other flashcard combinations.

Note: For the next lesson (Extension activity), you need adult-size clothes that the students know in English.

Our clothes

1 CD2 57 Listen and say the number.

1



2



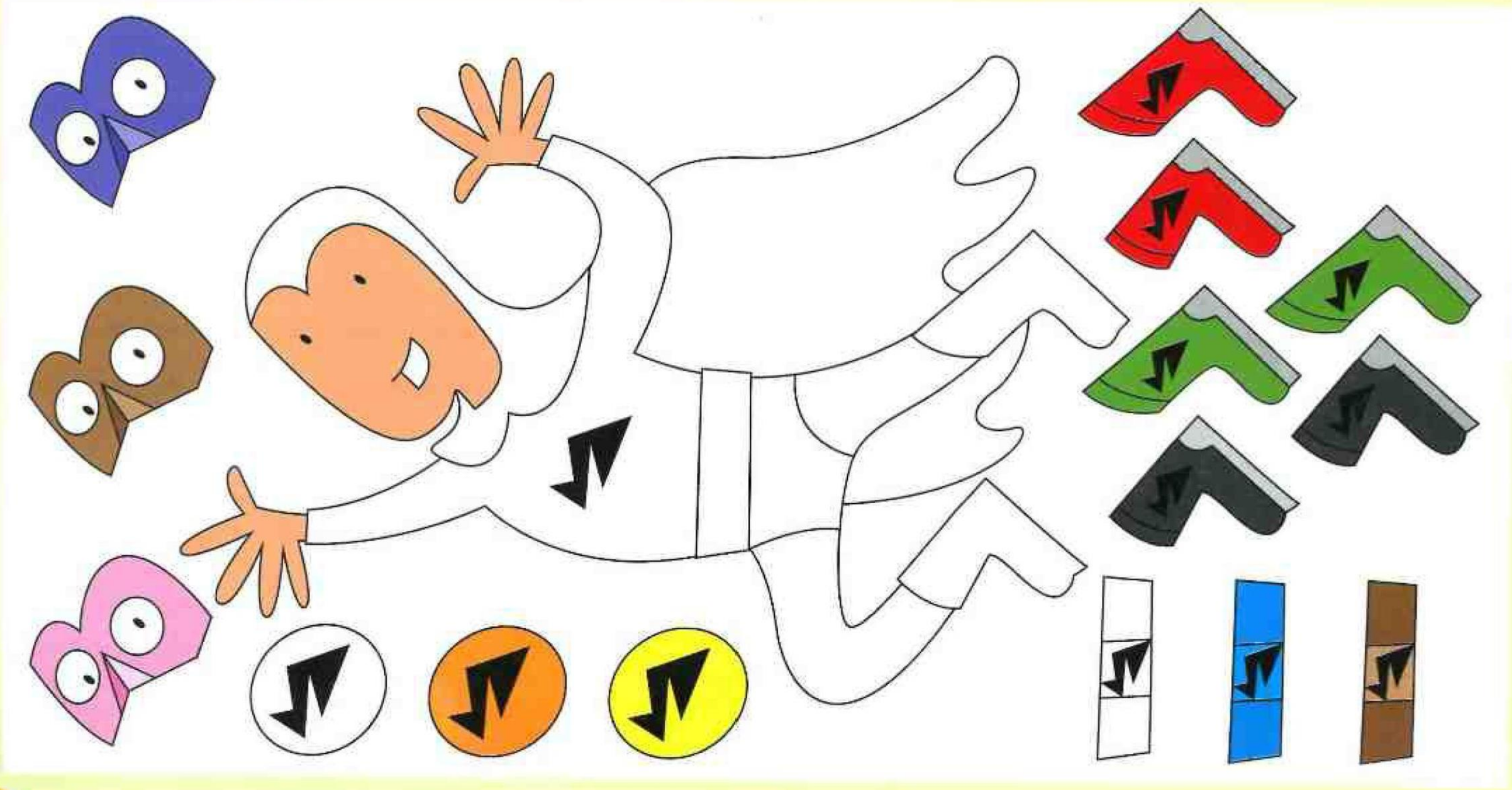
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4



2 Draw clothes. Show your superhero to your friends.



Aim

- to integrate other areas of the curriculum through English: Art

New language: *black, brown, pink, white, I'm wearing a (mask/crown/dress), I'm a (pirate/superhero/princess)*

Recycled language: clothes, colours, numbers 1–10, *I've got, rope, cowboy*

Materials: CD 2, flashcards (colours 1 and 2, clothes), coloured pencils or crayons, real clothes and dice/spinners (optional)

Language competences: Your students will be able to use four more colours.

Warm-up

Aim: to review and extend colours

- Use the flashcards to review the six known colours.
- Present *black*, *brown*, *pink* and *white* with the Unit 9 colour flashcards. Students say the words.
- **Note:** You may also want to introduce *grey* if your students wear a school uniform that uses this colour.

Presentation

1 CD2 57 SB p96 **Listen and say the number.**

Aim: to practise clothes and colours

- Use the clothes flashcards to review the vocabulary.
- Say *Look! A fancy dress party.* Point to the cowboy and say *Look! He looks like Mike. He's a ... (cowboy).*
- Play the CD, pausing for students to give the correct number. Ask *What colour is his/her (shirt)?*

CD 2 Track 57

Boy pirate: I'm wearing a black hat, a white shirt and black boots. I'm a pirate!
Girl superhero: I'm wearing a white mask with pink circles, a red shirt, a yellow belt and black boots. I'm a superhero!
Girl princess: I'm wearing a crown and a pink and white dress. I'm a princess!
Boy cowboy: I'm wearing a hat, a badge, an orange shirt, a brown belt and black shoes. I'm a cowboy!

- Tell students to listen again and find out what each child is. Pause the CD to present *pirate*, *superhero* and *princess*. Ask *What's your favourite costume?*

Practice

2 SB p96 **Draw clothes. Show your superhero to your friends.**

Aim: to practise colours and clothes

- Point and say *This is a ... (superhero).* Teach *mask* and ask students to name *badge*, *belt* and *boots*.
- Explain in L1 that students can choose which colour items they draw on the superhero (e.g. a purple mask, an orange badge, a brown belt and red boots).
- Students compare their superheroes in pairs. You may like to feed in the phrase *He's / She's wearing*.

1 CD2 58 WB p94 **Listen and colour.**

Aim: to practise listening and following instructions

- Students listen and colour the numbers at the top of the page first. Tell them in L1 to colour around the 1, but leaving the number where they can see it.

CD 2 Track 58

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

2 Think! WB p94 **Look and colour.**

Aim: to pay attention to visual details
Thinking skills: recognising numbers

- Students use their completed key to colour the picture.
- Circulate and ask *Is she a (pirate)? (No, a princess).* Ask *What colour is/are her crown/boots?*, etc.

Ending the lesson

Aim: to practise colours

- Put up to ten known items on your desk, ideally in all ten colours that the students now know.
- Hold up each item and elicit e.g. A *brown teddy.* Give students time to look and remember the items.
- Say *Close your eyes.* Take one item away. Students look and say what's missing e.g. *A (pink) (shoe).*

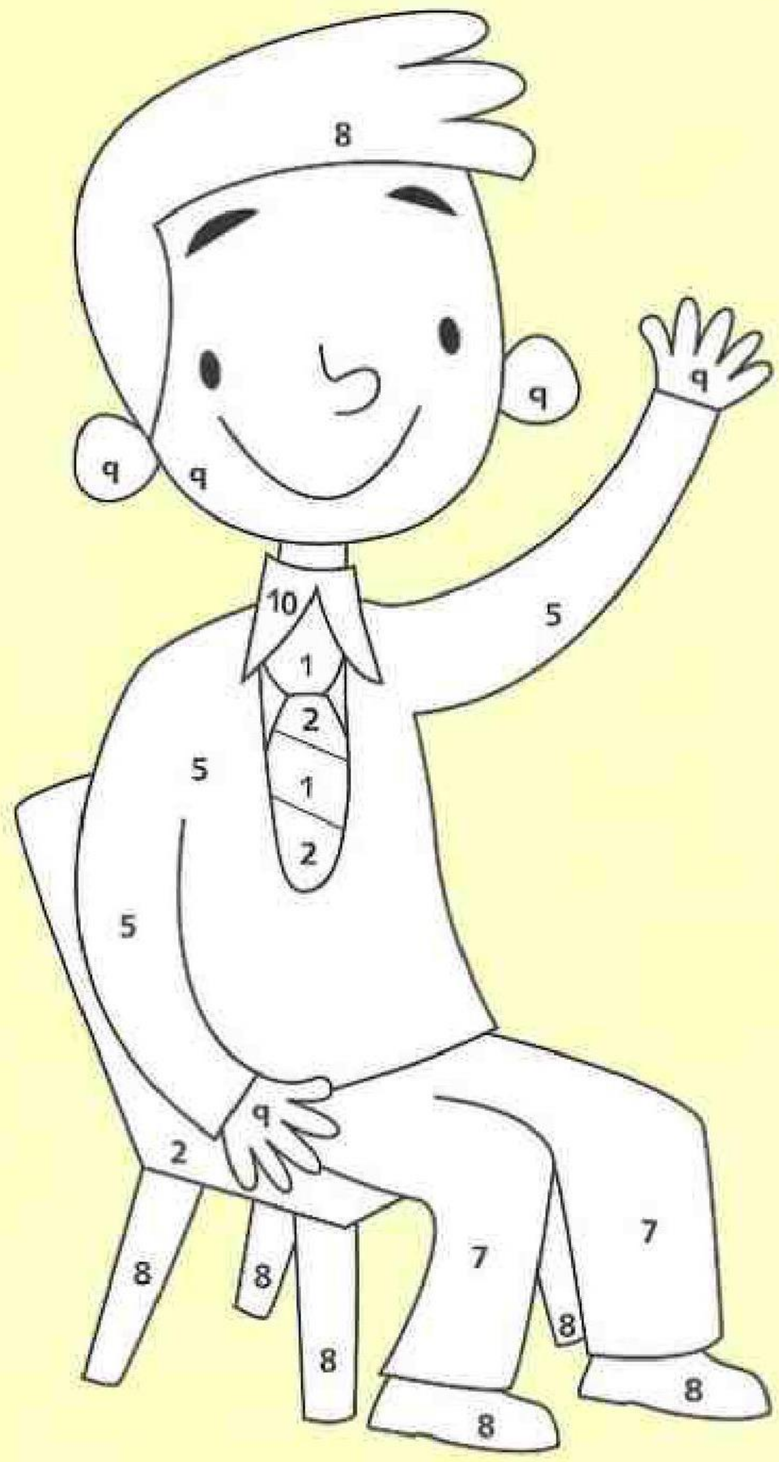
Extension activity

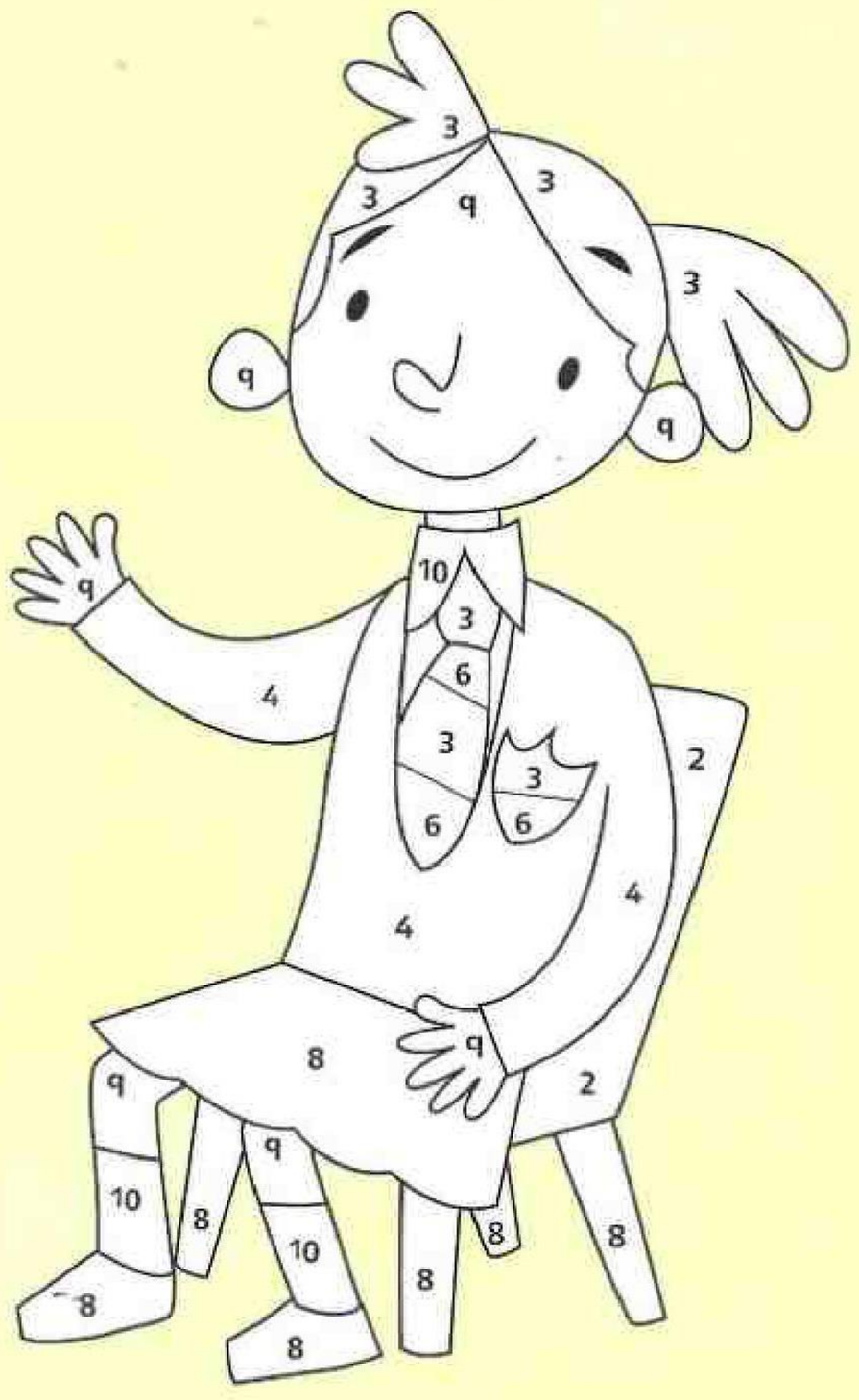
Aim: to practise numbers and clothes

- Sit the students in a circle with some adult-size clothes in the middle. The youngest student starts.
- Students throw the dice in turn, say the number and pass it to their left. The first student to throw a 6 starts putting on all the clothes as quickly as possible. When another student throws a 6, the first student has to take off the extra clothes quickly for the other student to put them on.
- If a student manages to put on all the clothes before someone else throws a 6, and can say all the clothes words, he/she wins a point.

1 Think! Look at the numbers. Colour the uniforms.

1	2	3	4	5	6	7	8	9	10





2 Draw and colour a new school uniform.



Aim

- to extend the focus on Art through English

New language: *tie, trousers, jumper, skirt, socks*

Recycled language: numbers 1–10, colours, *shirt, badge, I'm wearing / I've got a (green) (jumper)*

Materials: coloured pencils or crayons, Unit 9 clothes and colours and the *Hello* unit mini cards: WB pages 112 and 100 and scissors (optional)

Language competences: Your students will be able to use five more clothes words.

Warm-up

Aim: to review colours and present new clothes

- Present *tie, trousers, jumper, skirt* and *socks* using the pictures on SB page 97 or clothes that you and the students are wearing.
- Review colours, especially *pink, black, brown, white* and *grey* if you presented it, by pointing to clothes that you and the students are wearing.
  Ask *What's this / What are these?*
  What colour is it / are they?

Presentation

1 Think! SB p97 **Look at the numbers. Colour the uniforms.**

Thinking skills: recognising numbers

- Discuss school uniforms in L1. Does your school have one? If not, would students like to wear one? Explain that in Britain most children wear a uniform at Primary school (ages 5–11).
- Students colour according to the number key.
- Circulate, checking that they are following the colour key and asking *What's he/she wearing? What colour is/are his/her ...?*
- Invite volunteers to describe the uniforms.
  Ask *What's the boy wearing? He's wearing ...* (*a red and blue tie, black trousers, ...* etc.).
  Repeat for the picture of the girl.

2 SB p97 **Draw and colour a new school uniform.**

Aim: to practise describing the colour of clothes

- Students draw a picture of a boy or girl in school uniform, using any colours that they know, combining them in funny ways if they wish (like the boy in the photo).
- Circulate and ask *What colour are your shoes? What colour is your skirt?*, etc.
- Choose volunteers to show and describe their pictures to the class, e.g. *I'm wearing purple shoes, ...* etc.

Practice

1 WB p95 **Colour. Follow the lines. Describe the uniforms.**

Aim: to practise describing the colours of clothes

- Students colour each item in a single colour, except for a different colour for the badge on the jumper and two colours for the tie. They can choose whichever colours they like, but encourage them to use all the colours that they know.
- When students have finished, show them how to follow the tangled lines to find out which funny uniforms the girl and boy have.
- Students follow the lines. Ask individuals *What have you got for the girl? (I've got a pink skirt, ... etc.).*
- In pairs, students describe their pictures.
- Invite volunteers to describe theirs for the class.

Ending the lesson

Aim: to practise describing colours of items

- Give out paper and tell the students to draw a hat, a skirt, some trousers and some boots. They colour each item as they wish.
- Play a form of 'Bingo' with the class. For procedure, see page T49, but here students can tick or circle their pictures. The winner is the first person to mark all four of their pictures.
- Say a series of colour and clothes combinations, e.g. *a blue hat, a yellow skirt, brown trousers, orange boots, a green hat, a purple skirt, red trousers, pink boots*, etc. Make a note of all the combinations that you mention.
- When a student calls *Bingo!*, check his/her pictures against your list.

Extension activity

Aim: to practise colours and clothes

- Students cut out the Unit 9 mini cards (clothes and colours) and put them together with the *Hello* unit mini cards. In pairs, they play 'Pairs'. For procedure, see page T10 Extension activity.

1 Play the game.

I'm flying a plane.

I like ice cream.

Aim

- to review language from the course in a game

Skills: speaking

Recycled language: *I'm (flying) (a plane), I like / I don't like, I've got*, vocabulary from the course

Materials: CD 2, dice/spinners, counters, black card cut into pirate hat shapes, strips of white card (long enough to go around students' heads), sticky tape, stapler

Language competences: Your students will be able to use language from the course to play a game.

Warm-up

Aim: to review actions

- Do mimes of the actions in the game on SB pages 98–99 (flying a plane, running, driving a bus, brushing your teeth, riding a bike, washing your hands, sailing a boat, swimming, climbing a tree). Students say the phrases, e.g. *flying a plane*. Say *Yes. That's right. I'm flying a plane.*
- In pairs, students continue the mime game. Circulate and help with language.

Revision

1 SB pp98–99 Play the game.

Aim: to review language from the course

- Point to a blue square. Say *Look! I'm (flying a plane).* Explain in L1 that on all the blue squares they need to say a sentence like this. Do the same with the white squares (sentences with *I like* or *I don't like*) and the yellow squares (sentences with *I've got ...*).
- Point to the traffic lights in the game and say *Look! Traffic lights.* Confirm in L1 that red means stop and that when students land on a red traffic light, they miss a turn. Then explain that green means that you can go, so when students land on a green traffic light, they have another turn immediately.
- Point to the yellow arrows and explain in L1 that when they land on one of these, they go back the number of spaces shown.
- In pairs or groups, students first throw a dice (or spin a spinner) to see who has the first turn. The student who throws the highest number goes first.
- Circulate to check language and to help with any questions about the rules of the game. Encourage students to count in English as they work their way around the board and to use the phrase *My turn!*

1 WB p96 Make a pirate hat.

Aim: to follow instructions and make pirate hats

- Use the pictures to explain the activity.
- Give out the white card strips. Each student wraps a strip of card around his/her head and holds the strip in a circle, the right size to fit.
- Circulate and staple the ends of each card strip so that the students all have a circle of white card that fits their head.
- Students then stick a black pirate hat shape onto the front of the white strip and try on their hats.
- Encourage students to say *I've got a black hat. I'm a pirate!*
- **Note:** This technique can be used to make a simple hat to identify the extra characters in story lessons for acting out (e.g. the zebra teacher, the crocodile). You can use any pictures (drawn, printed from the Internet or found in magazines) of the relevant animal and stick it onto a strip of card worn around the head.

Ending the lesson

Aim: to practise the unit song

- Play the song from SB page 92 (CD 2 Track 52). Students join in as much as they can.

Extension activity

Aim: to say a pirate chant

- Teach the students the following chant:
  I'm a pirate!
  Look at me!
  Now I'm sailing
  On the sea.
- Students practise the chant with their pirate hats on, miming pulling the ropes on a boat in time to the rhythm of the chant.

I don't like cakes.

I've got a ball.

Aims

- to review language from the course
- to encourage students to reflect on their learning

Thinking skills: reflecting on learning

Recycled language: vocabulary and language from the course

Materials: CD 2, real toys and other known items (e.g. hat, belt, shoes, toy car or bus), coloured pencils or crayons. Units 2 and 8 mini cards: WB pages 108 and 102 (optional)

Language competences: Your students will be able to combine language from throughout the course.

Warm-up

Aim: to review furniture, *in*, *on* and *under* and toys

- Before the class, place eight to ten items including toys in different places around the classroom, partially hidden but not difficult to find (e.g. on a cupboard, under a chair, on a desk and sticking out from a bag, where they are 'in' but visible).
- Say *Find the (ball)*. With a small class, students can move quickly to where the toy is. Ask *Where is it? (On the cupboard)*.
- With a large class, split the class into three or four teams: Red, Green and Blue. Tell a particular team to find the toy, e.g. *Green. Find the (teddy bear)*. Teams win a point for finding an item and saying where it is.
- Repeat until all the items have been found.

Revision

Aim: to combine known language into descriptions

- Draw a full-length picture of yourself on the board (or a stick figure), with the clothes that you are wearing and (if possible) the correct colour eyes, hair, etc. Draw a happy smile on your face and an item that the students know in your hand or nearby (e.g. a book).
- Describe your picture, e.g. *Hello. I'm (name). I've got brown hair and brown eyes. I'm wearing a blue skirt, a pink jumper and shoes. I've got a book. Today I'm happy.*
- Students draw a picture in the same way. Circulate and ask about colours, clothes, feelings and the other items that they're drawing (e.g. classroom objects, toys and pets).
- If practical, put the students in different pairs from usual. Students introduce themselves using as much of the language in your model as possible.
- Invite volunteers to the board to show their pictures and to describe themselves in English.

1 WB p97 **Say the words and trace. Colour the circles.**

Aim: to create a record of learning

- Students colour the circles if they can say the words on their own. Ask them all to use the same colour or let them use any of the ten colours that they now know.
- Circulate and ask students to say the words.
- Ask students to trace the words if you wish. Circulate and check that they are forming the letters correctly.

2 WB p97 **Draw faces.**

Aim: to help students reflect on their learning

- Talk in L1 about what each picture represents (the song, the story, the work on colours with fancy dress and uniforms).
- Students draw a face next to each picture to show how much they enjoyed the different parts of the unit.

Ending the lesson

Aim: to review the unit song

- Play the song from SB page 92 (CD 2 Track 52) or a favourite song from the course. Students join in as much as they can.

Extension activity

Aim: to review family members and transport with *-ing* forms

- Give each student a set of family and a set of transport mini cards.
- Students sit back-to-back in pairs.
- Student 1 puts each family card next to a transport card, carefully keeping his/her cards hidden from Student 2.
- Student 2 names a family member and Student 1 replies with a transport action, e.g.:
  Student 2: *Grandad?*
  Student 1: *I'm driving a bus!*
  Circulate and check, helping with language.
- Student 2 arranges his/her cards in pairs accordingly.
- When Student 1 has finished describing, they turn their chairs to face each other and compare cards.
- They then swap roles.

Map of the course

Hello (pages 4–9)

Vocabulary	Grammar	Story and value	Thinking skills
Colours 1: *red, blue, green, orange, purple, yellow*	*Hello! What's your name? I'm ...*	***The water hole*** Saying *Sorry*	Associating silhouettes with objects

Song: What's your name?

1 My classroom (pages 10–19)

Vocabulary	Grammar	Story and value	Thinking skills	English for school
• **Classroom objects:** *pencil, chair, bag, rubber, book, desk* • **Numbers:** *one, two, three, four, five, six*	*Stand up. Sit down.* *Open ... Close ...* *Pick up ... Put ...*	***The pencil*** Lending	• Counting • Paying attention to visual details • Associating objects with actions	Actions at school *singing, drawing, reading, writing, counting*

Song: In the classroom | **Creativity** | **Revision and Self-evaluation**

2 My family (pages 20–29)

Vocabulary	Grammar	Story and value	Thinking skills	English for school
Family members: *grandpa, grandma, mum, dad, sister, brother*	• *This is my (brother), (Tom).* • *This is my (book).*	***The sandwiches*** Sharing	• Counting • Understanding family relations	**Social science:** Family tree conventions

Song: We're the royal family! | **Creativity** | **Revision and Self-evaluation**

3 My face (pages 30–39)

Vocabulary	Grammar	Story and value	Thinking skills	English for school
Parts of the face: *eyes, ears, nose, face, teeth, mouth*	• *I'm/You're (angry, happy, sad, scared).* • *Are you (angry)? Yes, I am. / No, I'm not.*	***The monster*** Don't play tricks	• Comparing and analysing visual information • Empathising with others	**Music:** Music and feelings *drum, violin, recorder, xylophone*

Song: Hey, little clown | **Creativity** | **Revision and Self-evaluation**

4 Toys (pages 40–49)

Vocabulary	Grammar	Story and value	Thinking skills	English for school
• **Toys:** *ball, kite, rope, teddy bear, doll, plane* • **Numbers:** *seven, eight, nine, ten*	*I've got a (ball).*	***The ball*** Working together	• Counting • Paying attention to visual details	**Physical education:** Let's play outside! *hop, skip, jump, throw, catch, bounce*

Song: I've got a ball | **Creativity** | **Revision and Self-evaluation**

5 My house (pages 50–59)

Vocabulary	Grammar	Story and value	Thinking skills	English for school
Furniture: *bath, cupboard, bed, sofa, table, armchair*	• *in, on, under* • *The (doll) is in the (bath).*	***The cap*** Listening to people	• Paying attention to visual details • Paying attention to details in instructions	**Geography:** Homes *caravan, houseboat, palace, tree house, tent*

Song: Tidy up! | **Creativity** | **Revision and Self-evaluation**

6 On the farm (pages 60–69)

Vocabulary	Grammar	Story and value	Thinking skills	English for school
Farm animals: *cat, horse, cow, dog, rabbit, sheep*	• *(two) sheep, three (cat)s,* *I like (cats)* • *My favourite colour is (blue) / (toys) are (planes).*	***I like your colours!*** Paying compliments	• Counting • Remembering details from a story • Associating animals with habitats	**Biology:** Animals *dolphin, elephant, shark, snake, whale, zebra, on the farm/ savannah, in the sea*

Song: The animal boogie | **Creativity** | **Revision and Self-evaluation**

7 I'm hungry! (pages 70–79)

Vocabulary	Grammar	Story and value	Thinking skills	English for school
Food: *carrots, sausages, apples, cakes, ice cream, chips*	• *I like / don't like (carrots).* • *I like / I don't like (blue / cats / dolls).*	***Cakes and ice cream*** Don't be greedy	• Identifying missing details • Associating food with its source	**Science:** Our food *eggs, milk, orange juice, hens, trees, the ground*

Song: I don't like chips | **Creativity** | **Revision and Self-evaluation**

8 All aboard! (pages 80–89)

Vocabulary	Grammar	Story and value	Thinking skills	English for school
Transport: *boat, train, car, scooter, bus, bike*	• *I'm driving / flying / riding / sailing* • *flying a kite, swimming, climbing a tree, running, brushing my teeth, washing my hands*	***Oh what fun!*** Saying *Thank you*	• Associating sound clues with silhouettes • Paying attention to visual details • Recognising shapes • Counting	**Maths:** Shapes *triangle, square, circle, rectangle*

Song: We're having fun! | **Creativity** | **Revision and Self-evaluation**

9 Party clothes (pages 90–99)

Vocabulary	Grammar	Story and value	Thinking skills	English for school
Clothes: *hat, belt, boots, shirt, badge, shoes*	• *I like (biscuits, crisps, salad, sweets).* • *I've got (apples and salad / a ball).*	***Nice work!*** Tidying up	• Ranking in order of preference • Associating outlines with objects • Paying attention to visual details • Recognising numbers	**Art:** Our clothes • **Colours 2:** *black, brown, pink, white* • *tie, trousers, jumper, skirt, socks*

Song: Oh what a wonderful party! | **Creativity** | **Revision and Self-evaluation**

Introduction

About *Super Minds*

What is *Super Minds*?

Super Minds is a seven-level course for primary age students, beginning with this Starter level for those taking their first steps in English alongside early literacy in their own language. By building solid foundations, expanding young minds, kindling the imagination and fostering positive values, *Super Minds* encourages students to become smarter as they develop in the widest educational sense.

A flexible approach

Super Minds offers maximum flexibility:

- *Super Minds Starter* gives the option of an oral–aural introduction to English, whereas some schools may prefer to begin with *Super Minds 1*. All the language from the Starter level is re-introduced in Level 1 in different contexts, developing all four skills.
- All seven levels of *Super Minds* have been specifically researched to cater for a variety of teaching situations including those with a higher than usual number of hours of English per week. The units include lessons with a core syllabus focus and additional lessons which can be used flexibly according to the time available for English. This is explained in the Tour of the unit (see pages ix–xi).

Building solid foundations

Super Minds Starter is appropriate for students who are not quite ready to read and write in English, offering optional literacy elements in the second half of the book. The students are not required to read or write, but from Unit 5 onwards, core vocabulary and structures are shown on the page for passive recognition and there is the option to trace the core vocabulary in the Workbook.

Four engaging animal characters introduce the students to their world through songs, chants and stories, supported by ample practice material to develop listening, speaking, fine motor and thinking skills.



Expanding young minds

Super Minds begins from the premise that the students are not just language learners but explorers in every aspect of their educational development. The course enables students to become smart in three ways:

- Think! The development of thinking skills underpins the course methodology and is clearly signposted in purposeful activities. These thinking skills are the building blocks of learning and the activities keep in step with the students' increasing maturity through the course.
- Wider thinking through the application of knowledge is encouraged by content and language integrated learning (CLIL), with topic-based material clearly linked with subjects across the curriculum.
- Games and other activities in pairs, groups or as a whole class are designed to improve students' memory and concentration skills.

In *Super Minds Starter*, specific activities develop a range of skills appropriate for this early stage, from observation, hand–eye coordination and fine motor skills to thinking skills such as memory, counting, sequencing and categorising.

Kindling the imagination

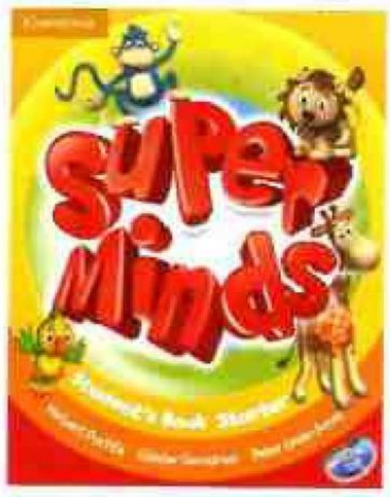
From the very beginning, *Super Minds* fuels the imagination not just through the adventures of the animal characters in school and home contexts parallel to the students' own experiences, but also through specific activities.

Rounding up the language and contexts of the unit, guided visualisation activities invite the students to relax and listen before creating the picture that they saw in their mind, and TPR (total physical response) action sequences enable them to act out a simple story.

Fostering positive values

Stories are a highly valuable teaching tool and in addition to the rich linguistic input that they offer, *Super Minds* also uses stories as a vehicle for the illustration and discussion of values. The students are encouraged through discussion and specific Workbook activities to think about the deeper meaning of the stories, such as the importance of sharing, lending, saying *thank you* and *sorry*.

Super Minds Starter components



Student's Book

The Student's Book contains:

- An introductory *Hello* unit (6 pages) which introduces the animal characters Mike the monkey, Leo the lion, Gina the giraffe and Polly the parrot, alongside greetings and colours
- 9 core units (10 pages) with an easy-to-use single-page lesson format rounding off with revision
- 3 pages with the lyrics for the chants and songs at the back of the book, for teacher and parent reference
- Cut-outs (starting at the back of the book and working forwards) for selected activities, including masks of the animal characters for use in the stories
- Stickers for a different activity in each unit

Each unit offers:

- An opening scene in contemporary and attractive 3D artwork which establishes the setting of the unit story and also provides a vehicle for the presentation of core vocabulary
- A memorable chant to practise the core vocabulary
- 2 grammar lessons with varied presentation and practice activities
- An engaging song for further language practice
- A story featuring the appealing animal characters, whose interaction illustrates a different value in each unit for class discussion
- Think! Activities to develop a range of thinking skills
- Cross-curricular **English for school** lessons, broadening the unit topic in the context of other school subjects and offering accessible craft projects
- A **Creativity** lesson featuring either a guided visualisation activity or an action sequence telling a simple story
- A different topic-based **Revision** game in each unit

Interactive DVD-ROM

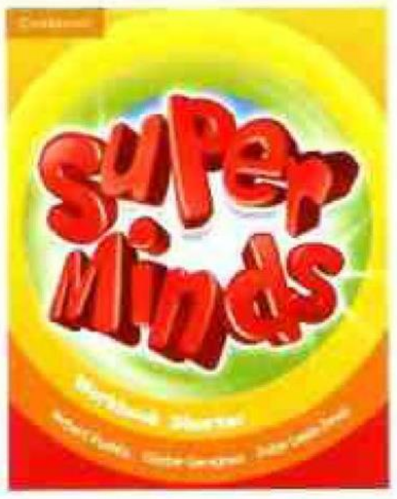
This complementary component is included with the Student's Book, for students to use at home or in the school computer room, and with the Classware CD-ROM, for teachers to use with a computer and a projector. Offering language reinforcement and consolidation while the students also have fun, it contains:

- Interactive games and activities
- The Student's Book stories brought to life with high-quality animation
- The Student's Book songs with karaoke versions for the students to record and play back their own voice





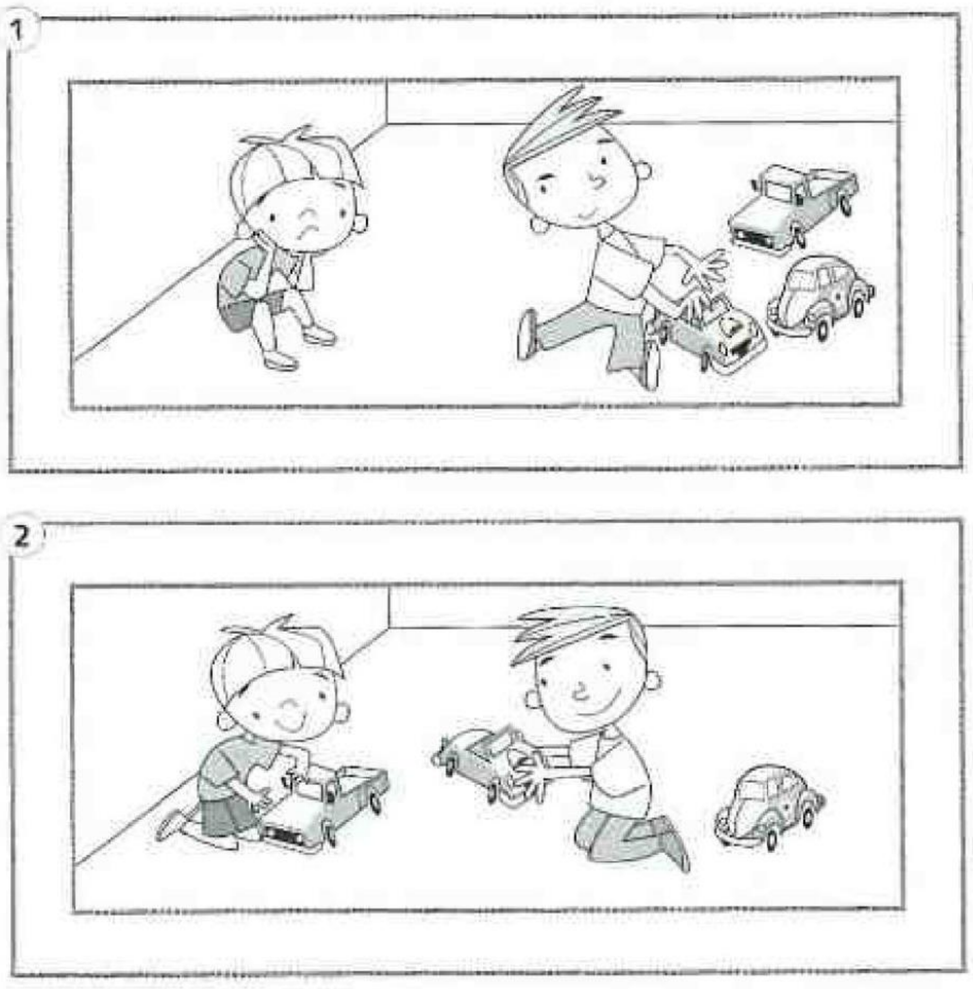




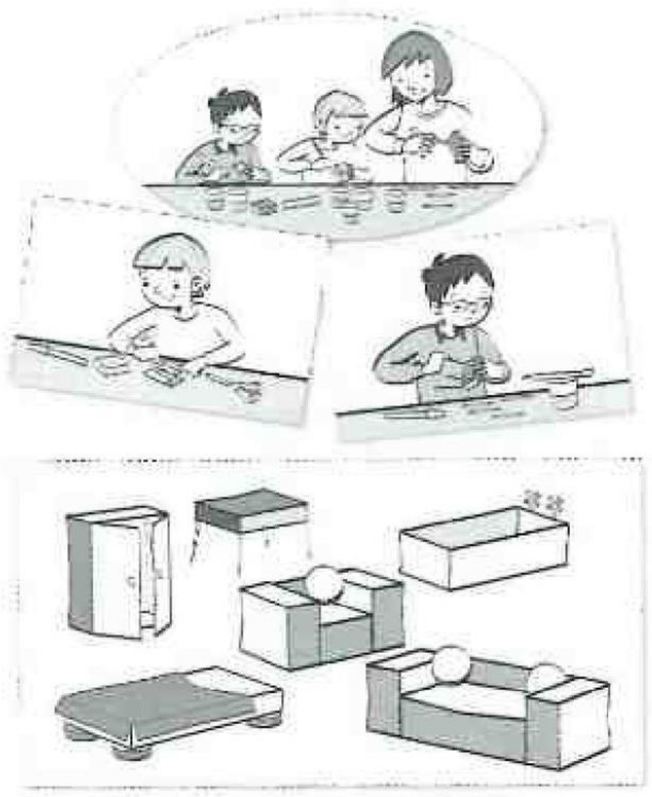
Workbook

This consolidates the core vocabulary and grammar and builds on the students' development of thinking skills by offering:

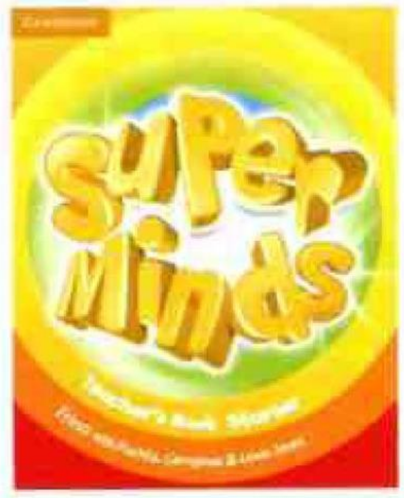
- Visual puzzles, fine motor skills work, listening input and opportunities for oral work
- A values activity for each unit drawn from the message in the Student's Book story



- Simple craft activities to extend the focus of the English for school lessons



- An introduction to self-evaluation and an opportunity to look back over the content of the unit
- An option to trace the core vocabulary from Unit 5 onwards
- Colour mini picture cards (starting at the back of the book and working forwards) featuring all the core vocabulary, for use in games



Teacher's Book

This Teacher's Book is interleaved with the Student's Book pages. Each page of teaching notes features:

- An Aims box with detailed lesson aims, new and recycled language, any necessary or optional materials and the language competences that the students will achieve
- Concise and clear instructions, tapescripts and answers for all the Student's Book and Workbook activities
- Additional lesson stages in coloured boxes:
  Warm-up: ideas for beginning the lesson, recycling language from the previous lesson or presenting new language
  Ending the lesson: simple ideas that are flexible in the time available to bring the lesson to a close, requiring no presentation or extra materials
  Extension activities: optional activities for extending the focus of the lesson, for which any additional materials are listed as optional in the Aims box

Flashcards

The 78 A5 colour flashcards cover all the core vocabulary. They are single-sided, offering maximum flexibility for use in games.



Class CDs

The 2 Class CDs contain all the recorded material for the Student's Book and Workbook, including the chants, songs, karaoke versions and stories.

Classware

This whiteboard software features:

- The Student's Book pages
- The audio material

It is also packaged together with the Interactive DVD-ROM, which provides interactive activities and games for classroom use.

Teacher's Resource Book

This flexible photocopiable resource offers:

- Three worksheets for each unit to reinforce the core vocabulary and structures through extra practice, without introducing unfamiliar language
- One cross-curricular extension worksheet for each unit
- Teaching notes with suggestions for exploitation and optional follow-up activities

Tour of a unit

Super Minds Starter begins with a *Hello* unit. This is an introductory 6-page unit in both the Student's Book and the Workbook, presenting the characters, greetings and colours. If the students have done any English before, encourage them to use anything that they can remember even if it is not formally presented until later on.

There are then nine main units, each with ten lessons. Each page in the Student's Book constitutes a lesson, together with its corresponding Workbook page.

The material is structured in a flexible way to make it suitable for different teaching situations:

- Lessons 1–6 present and practise new core language, as well as including a chant, a song and a story with its follow-up activities.
- Lessons 7–10 focus on the use of English for school, together with creativity and revision.

Classes with **fewer than 5 hours** of English per week therefore have the option to miss out some or all of Lessons 7–10, whilst still covering the vocabulary and grammar syllabus.

Using all the material in the Student's Book and Workbook provides enough material for **classes with up to 10 hours per week.**

Classes with **more than 10 hours** per week can extend the material by using the worksheets in the Teacher's Resource Book.

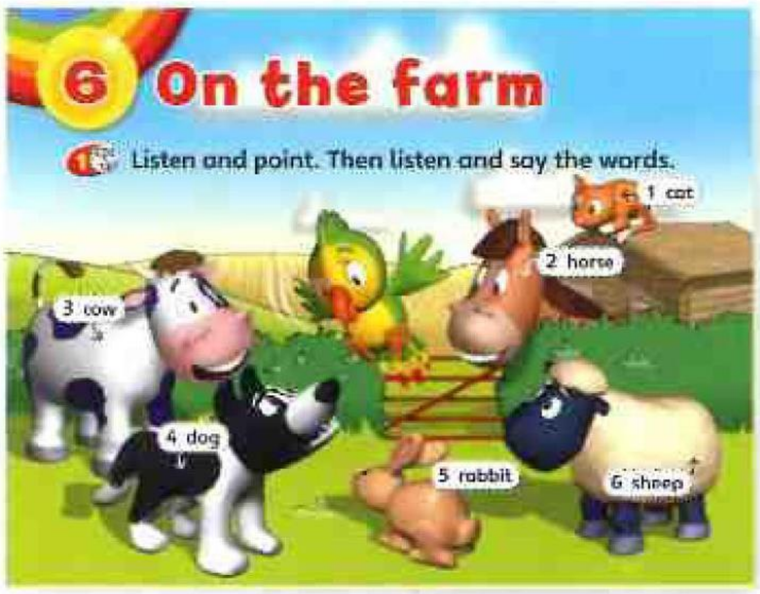
Lesson 1

Vocabulary presentation

The core vocabulary of the unit is presented and contextualised in a colourful illustration which also acts as an introductory scene-setting frame for the story later in the unit.

In Units 1–4, the vocabulary items are numbered in the picture and the words given at the foot of the page for your reference (as shown on page vii).

From Unit 5 onwards, word labels are given on the picture for passive recognition, but the students are not expected to read them.



- The students first hear a line or two of dialogue from the opening of the story.
- Where relevant, the teaching notes suggest follow-up questions to help focus on the topic before moving on to the core vocabulary presentation.
- The students listen and point to the new vocabulary and then listen again, this time repeating the words.
- The new words are then practised in a simple and memorable chant. The pictures for the chant are specifically designed to act as visual prompts.
- The Workbook offers a wide variety of practice, including oral follow-up.

Lesson 2

Grammar 1

The first of two core grammar points in the unit is presented and practised in Lesson 2, in the topic-based context of the unit.

Occasionally, these grammar lessons use the unit stickers, which are listed in the Materials section of the Aims box in the teaching notes.

- The students first hear the language and give a non-linguistic response, for example by pointing, colouring or circling.
- There is then an opportunity to use the language, usually in a game, which is demonstrated for the whole class and then played in small groups or pairs.
- The practice activities in the Workbook sometimes include listening.

Lesson 3

Song

The vocabulary and usually the first grammar point of the unit are combined in a song for students to join in and sing.

- The students listen to the song, using the pictures to help them follow the meaning.
- They can then join in, using the pictures as visual prompts to help them remember the words.
- The next track on the CD after the song is always a karaoke version which you can use once the students are familiar with the song.
- The practice activities in the Workbook usually develop memory skills and do not always require the use of the CD.

Lesson 4

Grammar 2

Lesson 4 introduces the second grammar point for the unit. This is sometimes an extension of the first grammar point or an opportunity to combine vocabulary from an earlier unit with a structure that has been introduced more recently.

The range of presentation and practice activities is similar to Lesson 2, including the occasional use of unit stickers.



Lesson 5

Story

This lesson features the main story for the unit which was introduced in Lesson 1, bringing the unit context, vocabulary and structures together. The clear and expressive illustrations invite the students to follow as they listen, and inspire them to act out the story with real emotion later in the lesson.

- The teaching notes first suggest different ways of reminding students about the opening frame of the story in Lesson 1.
- The students then hear the story, which is brought off the page with clear animal character voices and sound effects to help them follow the action.
- After discussing the story in English and L1 where appropriate, the students practise listening and identifying the characters in a Workbook activity. They hear lines from the story and trace round the correct character to show who is speaking.
- The **Ending the lesson** activity in Lesson 5 is always a suggested focus on new functional phrases from the story, with actions where appropriate.
- The optional **Extension activity** in Lesson 5 is always a suggestion for a group of students to act out the story at the front of the class, using the cut-out masks at the back of the Student's Book (see page xv) and any other available props. Other groups can then take turns if time allows or this activity can also be done at the end of subsequent lessons in the unit.

Lesson 6

Story follow-up and values

Lesson 6 exploits the story in more depth. Occasionally, this lesson uses the unit stickers, which are listed in the Materials section of the Aims box in the teaching notes.

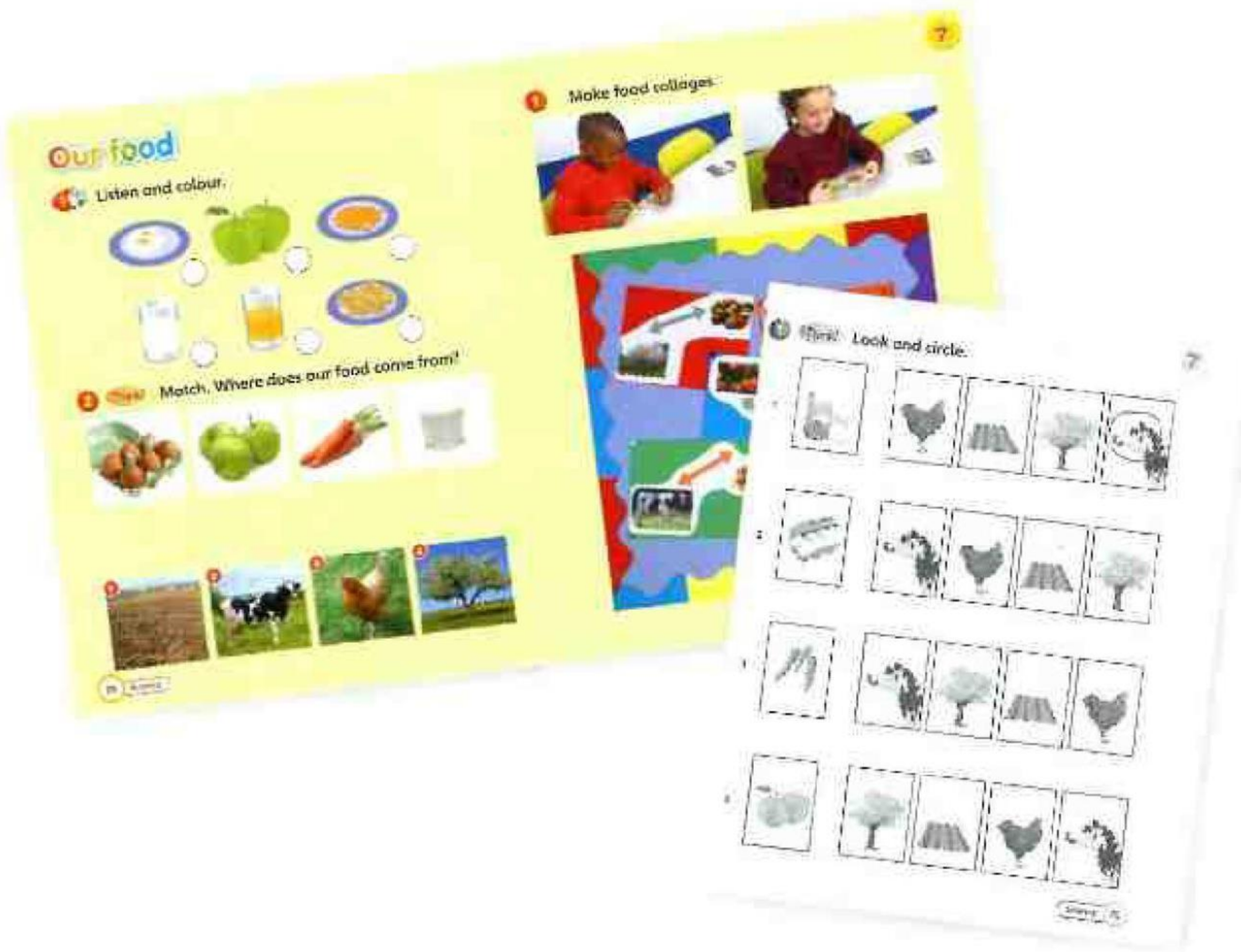
- A follow-up comprehension activity in the Student's Book reminds the students of the story.
- The teaching notes then guide a discussion in English and L1 (the student's own language) of the value illustrated in the story. The students are encouraged to think about what the characters say and do and to reflect on what is right (or wrong) about the characters' behaviour.
- The Workbook presents a similar situation to the value from the story, with two pictures illustrating positive and negative behaviour. The students colour the frame of the picture which shows the same value as the story (as shown on page viii).

Lessons 7 and 8

English for school

These two lessons introduce a topic from another area of the primary school curriculum which is related to the overall unit topic. They are designed to encourage the students to learn about other subjects through English and then to apply that knowledge, often through craft projects.

- The first lesson usually introduces an area from another curriculum subject and presents useful words which the students will use actively but which are not core vocabulary.
- The second English for school lesson extends the topic, usually through a creative project to be done either as a whole class or individually.
- The corresponding pages in the Workbook consolidate the work on the topic through a wide variety of activities.



Lesson 9

Creativity

This lesson brings together the topic and language of the unit in creative ways to encourage the students to use their imagination.

In *Super Minds Starter* (and Levels 1 and 2), Lesson 9 alternates between guided visualisation and TPR (total physical response) action sequences:

Guided visualisation

- The students are first encouraged to close their eyes and relax, for which helpful guidance is given on page T18 of this Teacher's Book.
- They then hear a voice speaking with soft music in the background. The voice asks questions to fire the students' imagination and to encourage them to visualise in their mind.
- After listening, the students draw (or make) the picture that they imagined. This activity is to encourage self-expression, so the students are encouraged to draw freely, with no sense of 'a right answer'.
- They then present their work to the class or in small groups, using the language from the unit.



TPR action sequences

- The teaching notes suggest simple mimes to show the class before they listen to the CD.
- The students then hear a sequence of sentences telling a simple story, which they act out using the mimes.
- To consolidate their understanding of the story, they then listen to the sentences again, but this time matching each sentence with a picture.

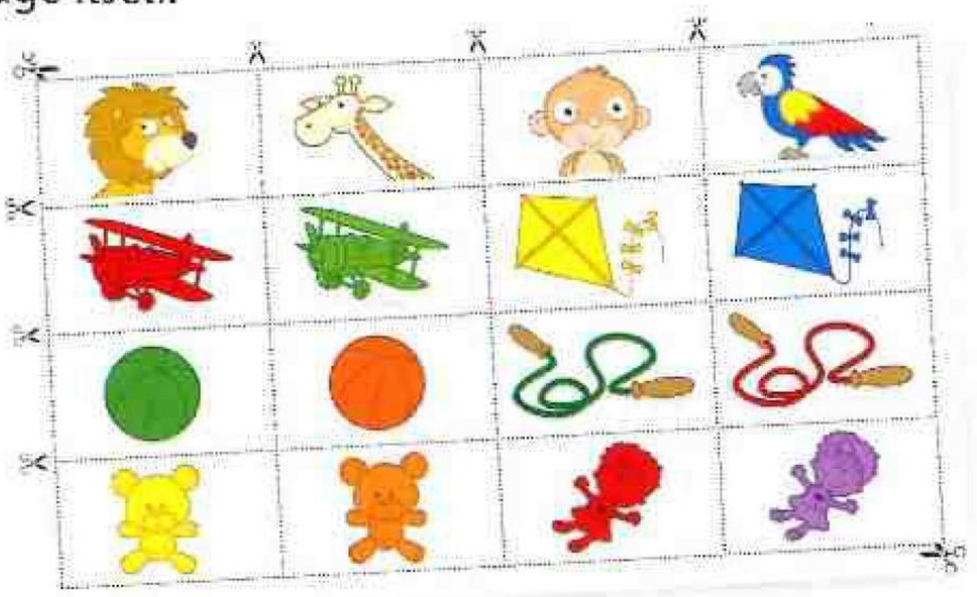
In both cases, the corresponding Lesson 9 page in the Workbook is a topic-based craft activity (as shown on page viii).

Lesson 10

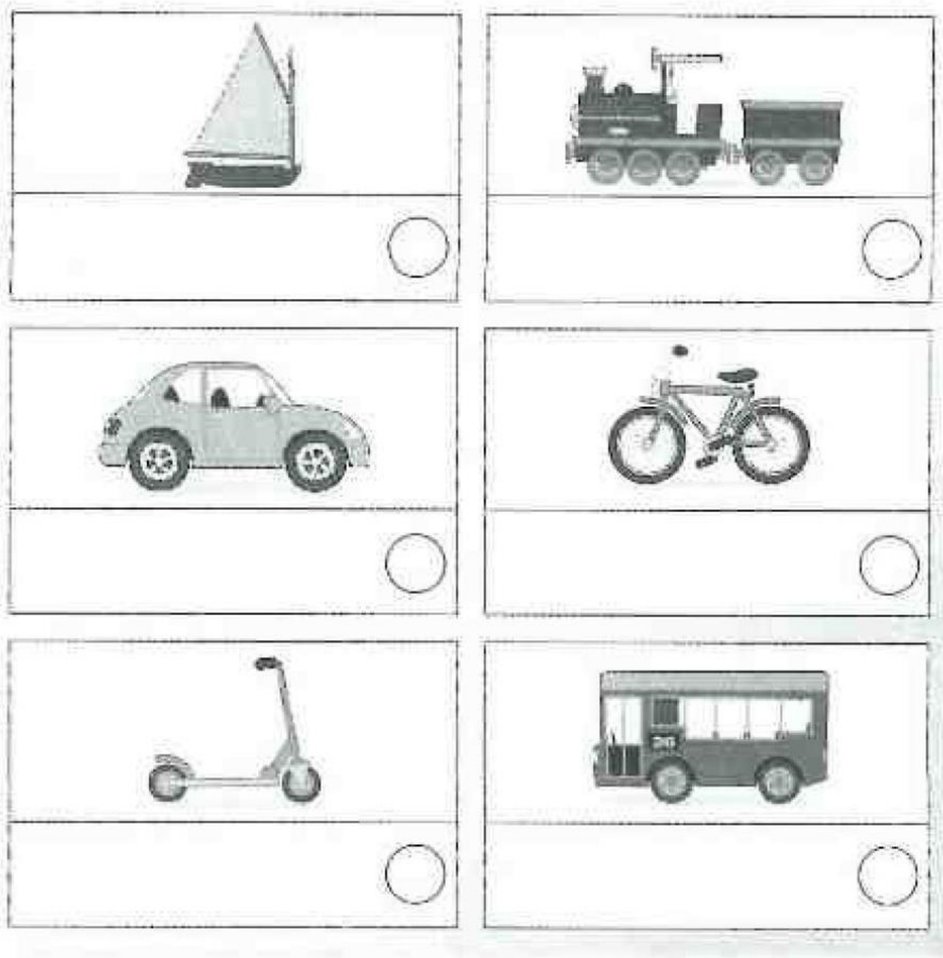
Revision

The last lesson rounds up the topic and language of the unit in a game, with an opportunity for self-evaluation and reflection on the unit in the Workbook.

- The Student's Book page features a topic-based game for each unit, some of which are played as a whole class and some in small groups or pairs.
- Some of the games require the use of cut-outs from the back of the Student's Book. These are clearly indicated both in the Materials section of the Aims boxes in the teaching notes and on the Student's Book page itself.



- The Workbook page offers an introduction to self-evaluation. Each item of core vocabulary is illustrated and students are invited to colour the circle with each word if they can say it. Monitoring while the students are working on this activity allows a simple opportunity for informal assessment.
- From Unit 5 onwards, there is the option for students to trace the words.



- The students are then asked to draw a smiley face to reflect how much they enjoyed the song, story and English for school topic.

Teaching with *Super Minds Starter*

Working with large classes

Working with a large group of students of this age is challenging, but *Super Minds* has been developed with these teaching situations in mind. In addition to the support in the teaching notes themselves, this section offers tips which you may find useful particularly if you are new to teaching a large class of this age group.

Finding the right resources

Not all subjects require the students to work with two books in one lesson and establishing effective techniques for having the correct book open at the correct page can save a lot of time.

The right book

- The first time you use a book in a lesson, holding up your own Student's Book or Workbook is an obvious cue for the class, but in a large class you can also save time by asking the students to hold up the book as well. Anyone with the wrong book will quickly see what their classmates are doing and will be able to change books.
- To help the students associate letters with sounds, you could also point to the *S* of *Student's Book* or the *W* of Workbook and make a long *sss* or *www* sound.

The right page

- Write the page number on the board in figures as you say it in English. Students only learn numbers 1–10 in Starter but it helps to foster an English-speaking environment if you use English, provided you give the support on the board.
- Students may not yet be working with very high numbers in their numeracy work, so although many of them will recognise the last page that they used in their books, they may still need help to find the right page.
- Again, asking students to hold their books open at the right page can be a faster way of checking that everyone is ready.

Checking instructions

The key to classroom management is clear instruction and the larger the class, the more possibility there is that some students will become distracted and are not then sure what to do.

- If the students need to move to different desks for any reason, move them first and then explain the activity.
- If they need to take certain materials with them, support your instructions with flashcards or board drawings, e.g.
  Take your pencil (stick the *pencil* flashcard on the board) *and your book* (stick the *book* flashcard on the board) *with you*.
- Remember that students are not reading the printed instructions and even though examples are given for most activities in the Workbook, you will still need to focus on these and demonstrate them with your finger. Ask the class why this is the right answer as an additional comprehension check.
- Even at this young age, there will usually be one or two students able and more than willing to explain the instructions in L1 as a final check if some students still seem unsure.

Involving everyone

In *Super Minds*, presentation and practice activities involving the whole class are balanced with individual practice activities, allowing time for monitoring each student's progress. This combination ensures that all the students are actively involved in the lesson.

The students can also be involved in presentation stages of the lesson, by holding flashcards or demonstrating games and activities with you at the front of the class. This takes longer, but there are several benefits:

- It changes the dynamic of the classroom, which helps to keep everyone's attention.
- It provides opportunities for recycling classroom language in a meaningful way as you invite the students to stand up, come to the front, pick up a pencil, etc. The whole class can hear this language and they watch to see how their classmate responds.
- It demonstrates important values: you share your materials with the students, they play with them, look after them and give them back safely. *Please* and *Thank you* become common, natural phrases in the classroom in a way that isn't possible if the students only ever play a passive role in class.

Confident students will eagerly volunteer to come to the front in every lesson, so you may find it useful to keep a column in your notebook to mark students' names when they have been involved in this way to ensure that everyone has been asked to take part (for example, F = flashcard, A = acting out).

Adapting activities

The teaching notes give suggestions for adapting games and other activities to make them easier to manage in larger classes. For example, to solve the problem of space, instead of running to a corner of the room in response to a cue, the students can stand and point.

The flashcards and Workbook mini cards cover the same core vocabulary, thereby offering the option of playing games in pairs or small groups instead of flashcard games for the whole class. Where appropriate, the teaching notes often suggest beginning with a whole class demonstration followed by optional pairwork.

Working in groups

Even at this early stage, it is well worth the effort to accustom the students to working in groups in the language classroom. With very young students, it is a practical way of managing craftwork and projects. The students can share materials allocated to their group and, with your help, different tasks such as drawing, painting and cutting out can be assigned to different members of the group. This gives the students a sense of responsibility and fosters cooperation. When playing games or doing other speaking activitives in a group, each student will have more chance to speak than in an activity for the whole class. If the idea of working in groups is established at a young age, it becomes a natural part of language learning for the students, which is then extremely beneficial as their fluency increases.

The teaching notes often suggest dividing the class into groups to sing the role of a particular character.

This can be extended into other aspects of classroom management by establishing general class groups. These groups could be fixed through the year or you could change them at regular intervals, such as every term, giving you the opportunity to sort the students into different groups as you develop a picture of their individual needs and contribution in class. Using core vocabulary as the names for these groups allows frequent, natural recycling and you could ask specific groups at different times:

- to distribute art and craft materials, e.g. *Scooters, please give out the paper.*
- to take responsibility for specific tidying duties after a craft activity, e.g. *Teddy bears, please collect the scissors. Kites, put the rubbish in the bin.*
- to be the first to begin an **Ending the lesson** activity before time runs out, making it easier to ensure that different students are involved each day
- to come and show you their work while the rest stay at their desks, to ensure that the queue is manageable

Effective use of L1

As the students begin their formal study of English, it is helpful to establish an English-speaking environment as far as is possible, whilst still fostering an encouraging atmosphere where the students feel at ease and able to contribute. The more you use English, the more natural it will be for the students to copy you and to use as much as they can. Many students will also acquire a little more language passively in this way and some may surprise you by using new classroom phrases that they have heard.

However, there are times when the use of L1 is an effective tool:

- After you have first explained and demonstrated a task in English using mime to support your instructions, there may still be some students who lack confidence. Rather than holding up the activity, it may be helpful to use limited L1 to clarify. However it is best to avoid doing this all the time. If you always repeat instructions in L1 after first explaining in English, the students will learn to expect this and more passive students may 'switch off' until they hear the L1 instructions.
- When a student has clear emotional needs, for example if they are unhappy because a craft activity hasn't turned out as they intended, they won't have the necessary English to explain the problem and English would create a barrier. In these instances, discuss the problem in L1 first, but to move on, you could then use English to console them, to praise their work and to integrate them back into what the rest of the class are doing, e.g. *OK now? Really, your boat's great! Come and look at (name)'s boat. It's red and blue like yours.*
- Students at this stage don't have the range of English that they would need to discuss abstract issues such as values. For this reason, the teaching notes give very clear suggestions for the use of both English and L1 when working on the deeper meaning of the story in each unit. English is used wherever possible to prompt the students to use relevant key phrases from the story, but L1 is then suggested for the discussion of concepts such as sharing, lending, saying *sorry*, etc.

You may find these general principles useful:

- Use English whenever you can use actions or flashcards to support the meaning.
- Use L1 to avoid a breakdown in communication or to discuss abstract issues.

Monitoring

In any lesson, regardless of the class size, monitoring is an essential part of classroom management, to ensure that everyone's attention is on the task in hand. In the language classroom, monitoring takes on an even more important role, particularly at the oral/aural stage, as it provides informal opportunities for practice and more students will have an opportunity to speak if you encourage this while you are monitoring their work.

As you circulate:

- Use English to praise the students' work and to ask questions about it. Some students may be able to use one or two words; others may need questions to prompt them; others may only be ready to understand as you describe their picture and then agree with you.
- Ask students questions about their classmates' work and encourage them in this way to show interest in others' work and to compliment each other. The students will understand the key nouns and colours in a question and your gestures will support the meaning even though you may be using language such as *his* and *her* that they haven't yet learned.

Specific issues that may arise when you are monitoring include the following:

- Students may choose to draw items which they cannot yet name in English. When this happens, feed in new vocabulary in a passive way, both for the student individually and for everyone if the work is presented to the class.
- Once students are beginning to write in their own language, they may try to write English words on their pictures. Rather than correcting any spelling at this stage, praise their efforts and show the work to the L1 literacy teacher where possible in your teaching situation.

Authentic communication

Some of the *Super Minds Starter Workbook* activities include a follow-up oral stage which has been specifically designed for authentic communication with the students while you are monitoring. For example, the students decide which items they would like to match or colour and the follow-up task is to make simple phrases to describe their work. Each student's answers will be different, providing a genuine reason for them to talk to you about their work.

Assessment

Assessment at this oral/aural stage is an on-going process of observation in whole class work and monitoring at an individual level rather than formal testing. At the end of each unit, the Workbook offers a feature which, whilst ostensibly for self-evaluation, can be used for informal assessment. The students are asked to indicate which words they can say in English by colouring a circle.

Using the Workbook self-evaluation feature

- Ask the students to say the words as you monitor another activity.
- Call the students out to your desk individually while the rest of the class are working on another activity.
- Help the students if necessary by saying the initial sound, showing the relevant flashcard or offering other options with distractors from previous units, e.g. *Boat, train, car, bike, scooter and ... what's this? ... Is it a ball or a bus?*
- You may want to tick the students' books or use stickers to confirm that they have said the words, noting any words where they needed some help if you prefer.

Using the *Super Minds* songs

As well as providing a welcome change in the class dynamic, songs are an extremely valuable part of the language-learning process at this stage for three reasons:

- The students will produce far more language in a song than in any other form of practice activity.
- Through songs, stronger students or even the whole class may be producing whole sentences when the rest of their spoken work may still only be at the short phrase stage.
- The repetitive nature of song lyrics means that key language is activated many times.

Before playing a song

It may be tempting to want to explain the song before the students hear it, thinking that they will enjoy it more if they understand every word, but it is far more effective and motivating to let them simply enjoy it first. Strong visual support is important though, as this encourages thinking skills. Pictures can guide the students to predict what the song might be about and therefore what words they might hear. The songs in *Super Minds Starter* are clearly illustrated with this in mind and the teaching notes suggest a quick lead-in to each song based on the picture.

While playing a song

Where there are repeated words such as a chorus, some students may want to join in even though this is the first time that they have heard the song. It is rewarding if you encourage this, even if they are not yet sure of the words, as there is plenty of time to work on the song.

After playing a song

After the students have heard a song once, you may like to explain any unfamiliar language, particularly where it has essential meaning, but the main focus can be on the core language.

Learning a song

- As well as providing a context, the *Super Minds Starter* song illustrations are designed as visual prompts to help the students to learn the song initially.
- Once the students are more familiar with the song, they will often be adding in actions (suggested in the teaching notes or using your own ideas), for which they will need to stand and sing without looking at their books.
- It is common for students of this age to 'mumble' the less familiar words, but the song structure in many cases will allow time for you to show a flashcard for them all to join in enthusiastically with the core nouns.

Performing the songs

- The teaching notes suggest different approaches to performing the songs, such as dividing into groups to take different roles, and interpreting them in other ways such as simple role plays.
- There are karaoke versions of the songs after the main recording. These are best used once the class are confident enough to sing without their books.
- Where possible in your teaching situation, you could use the karaoke versions as a showcase for parents to see what their children have been learning.

Using the *Super Minds* stories

The scene-setting on the opening page of each unit in *Super Minds* creates anticipation, which encourages the students to listen and follow the main story when they reach Lesson 5. The teaching notes suggest ways of referring back to the initial scene, offering an ideal opportunity to revise the core vocabulary before hearing the story.

It is very useful to establish an agreement with the class at the beginning of the year that story time is special and that there are to be no interruptions.

Before playing a story

- Explain that students should ask any questions before you start playing the CD.
- Tell students to put all their pencils and crayons away in their pencil cases to avoid fidgeting and the unwelcome distraction of things falling on the floor.

While listening to a story

- Hold up your book and point to each frame.
- Encourage the students to listen out for the sound that signals the end of each frame by cupping your hand to your ear every time it sounds. After working with the first story in the course, they will soon learn to recognise this.

After listening to a story

- The Lesson 5 teaching notes give detailed guidance on how to work with the story, with suggestions for 'scaffolding' (using prompts to encourage the students to say words and phrases from the story), questions that can be phrased in English and others which will be more effective in L1.
- In Lesson 6 there is the full exploitation of the value illustrated in the story, as mentioned on page xiii.

Acting out the stories

Masks of the four animal characters Mike, Gina, Leo and Polly are provided at the back of the Student's Book for use in acting out the stories. Most students will be keen to act out the stories but those who are more self-conscious may find it easier to act behind a mask.

Practical tips for using the masks

- To make the masks more durable, stick or copy them onto card and/or laminate them.

If you use them from the pages of the book:

- Use sticky tape to add strips of paper to fit round the students' heads.
- If you have to use string, add reinforcers or sticky tape to strengthen the holes.

Some of the stories involve additional characters. The Materials section of the Aims boxes in the teaching notes gives suggestions for props that you can use to identify these characters. It is likely though that students taking part will all want something special to wear. To allow for this, you could adapt the pirate hat on *Super Minds Starter* Workbook page 96. (For full instructions, see page T98 of this Teacher's Book.)

As with the songs, acting out some of the stories for parents is a very visual demonstration of the work done during the year and is highly motivating for the students.

Ціна
139.00

Super Minds

Teacher's Book
Starter

Are you ready to become one of the Super Minds?

This exciting seven-level course, from a highly experienced author team, enhances your students' thinking skills, improving their memory along with their English.

- Develop creativity with visualisation exercises and art and craft activities
- Explore social values with lively stories
- Encourage cross-curricular thinking with fascinating 'English for school' sections

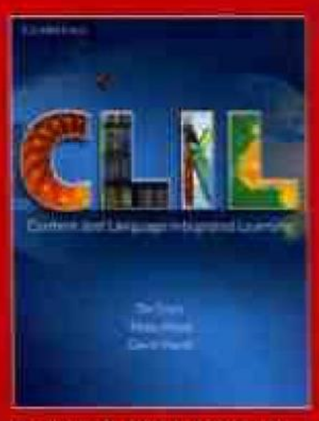
For ease of use, this Teacher's Book is interleaved with pages from the Student's Book. It includes detailed lesson aims, clear instructions and a vast array of extra activities.

FREE extra resources can be downloaded from **www.cambridge.org/elt/superminds**

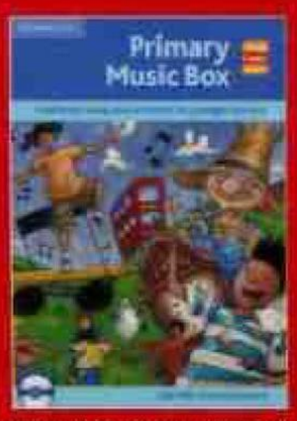
Super Minds Level	CEF Level	Cambridge ESOL exams
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Level 5	A2	Flyers
Level 4	A1	Movers
Level 3		
Level 2		Starters
Level 1		
Starter		

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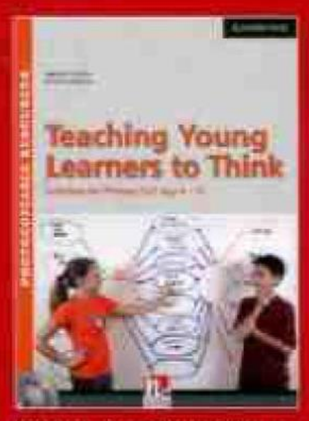
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