Academy Stars

Starter

SECOND EDITION

Teacher's Book
+ access to App

Dave Tucker

macmillan education

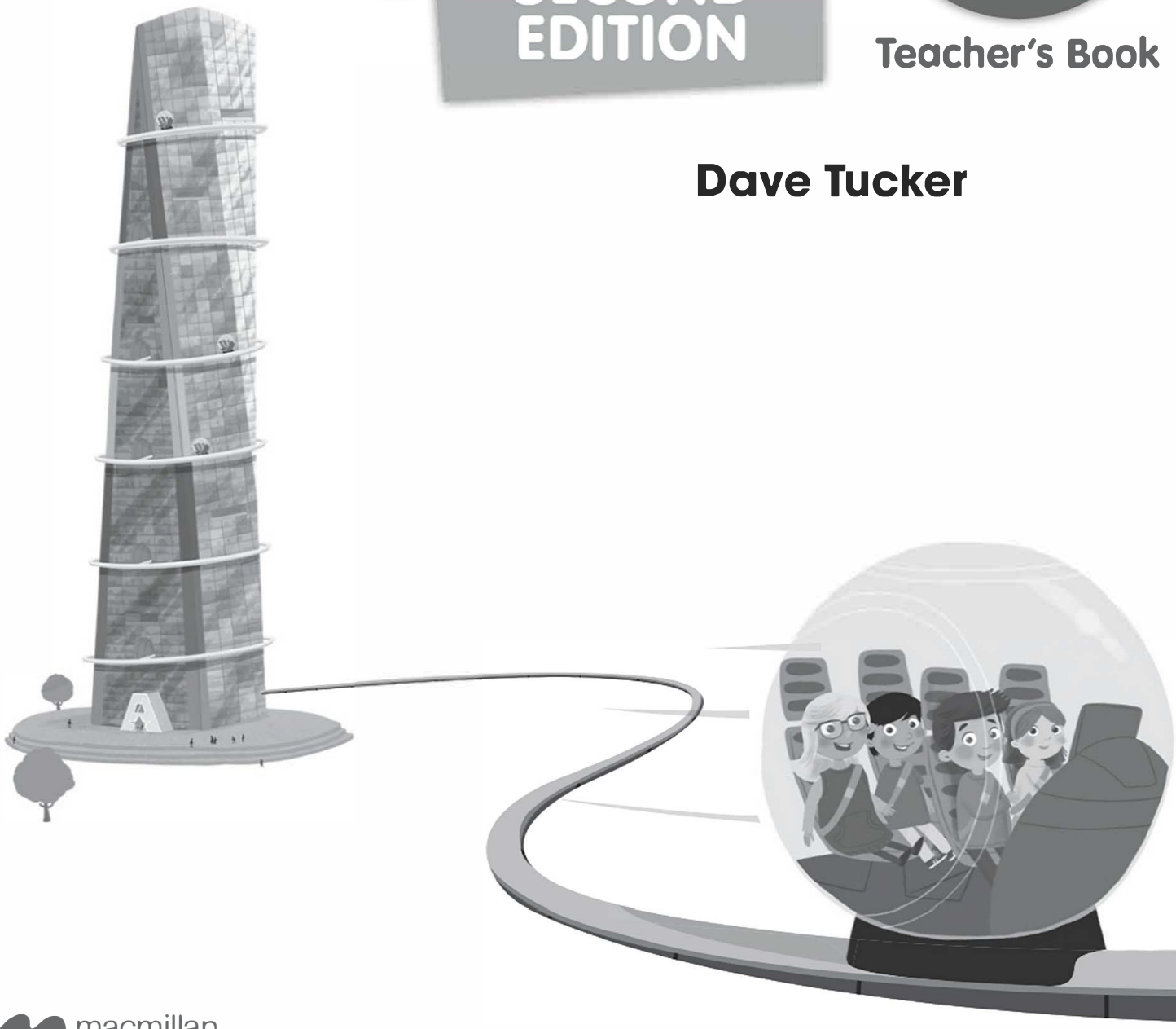
App

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Scope and sequence

	Unit		Vocabulary
	Welcome	p4	Classroom language: *come in, sit down, stand up, open your book, close your book, listen, look, sing*
1	**Hello!**	p6	Numbers: *1–10*
2	**I'm happy!**	p14	Feelings: *angry, cold, happy, hot, sad, scared, sick, tired*
3	**At school**	p22	Classroom objects: *backpack, book, crayon, notebook, pen, pencil, pencil case, rubber*
4	**My favourite colours**	p30	Colours: *blue, brown, green, orange, pink, purple, red, yellow*
5	**My clothes**	p38	Clothes: *dress, jumper, shirt, shoes, skirt, socks, trousers, T-shirt*
6	**This is me!**	p46	Parts of the face and body: *ear, eye, finger, hair, hand, head, leg, mouth, nose, teeth*
7	**My family**	p54	Family members: *aunt, brother, daddy, grandma, grandpa, mummy, sister, uncle*
8	**Animals on the farm**	p62	Farm animals: *cow, donkey, duck, goat, horse, rabbit, rooster, sheep*
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	Grammar	Phonics and Learning skills
	Ask and answer about personal details: *What's your name? My name's ... How old are you? I'm ...* Give personal details: *I'm eight.*	Ask and answer about age: *How old are you? I'm five.* Listen for key words
	Talk about feelings: *I'm scared.* Ask and answer about feelings: *How are you? I'm happy.*	Ask and answer about feelings: *Are you angry? Yes, I am. / No, I'm not.* Listen for key words
	Talk about classroom objects: *This is my pen.* Describe classroom objects: *I've got a rubber.*	Talk about your classroom objects: *This is my notebook.* *I've got a backpack.* Listen for key words
	Talk about favourite colours: *What colour is it? It's pink. My favourite colour is pink.* Talk about colours: *I've got a pen. What colour is it? It's blue.*	Ask and answer about colours: *What's your favourite colour? My favourite colour is yellow.* Listen for key words
	Describe clothes: *My shirt is blue.* Describe clothes: *My socks are red.*	Ask and answer about clothes: *I've got a new skirt. What colour is it? It's purple.* Listen for key words
	Describe parts of the body: *I've got two hands.* Talk about parts of the body: *This is my nose. These are my ears.*	Talk about yourself: *This is my hand. I've got two hands.* Listen for key words
	Describe how family members feel: *My brother is scared.* Introduce family members and say how they feel: *These are my uncle and aunt. They're happy.*	Introduce your family members to a friend: *This is my brother. Hello! Nice to meet you.* Listen for key words
	Ask and answer about animals: *What is it? It's a duck. What are they? They're sheep.* Ask and answer about animals: *Is it a duck? Yes, it is. / No, it isn't.*	Ask and answer to guess an animal: *Is it a cow? No, it isn't. Is it a rabbit? Yes, it is!* Listen for key words

Introduction to Academy Stars Second Edition

Academy Stars Second Edition is an accessible and stimulating seven-level course in British English designed to promote academic excellence and effective communication. It delivers a strong grammar and skills syllabus, while developing fluency in real-world interactions. Central to the course is a range of features that deliver excellence in learning and give children a sense of achievement and self-development. The following features apply specifically to **Starter** level:

1 Learning skills

A key strength of *Academy Stars Second Edition* is the unique importance it gives to **learning skills**. Recognised as highly transferable skills that children can apply to other subjects and throughout their life, at Starter level these are developed in the following ways:

- **Critical thinking** skills are cultivated by encouraging children to express their opinions and give a personal response to the songs, stories and activities.
- Children additionally develop **visual literacy**, which is another important critical thinking skill.
- Regular **group and pairwork** tasks activate critical thinking skills, with a particular emphasis on decision-making, problem solving and collaborative working.

2 Learning outcomes

A motivational **Be a star!** feature provides tangible lesson outcomes to show children what they can do with the language and skills they have learned. It promotes a strong sense of progression and achievement, which motivates children to go further.

3 Values

Group and pairwork activities in every unit support the development of social skills, good citizenship, cooperation and collaboration. In the **Game** lesson, children are, in particular, encouraged to consider and adopt commonly shared **values** such as tolerance, respect and responsibility.

4 Collaboration

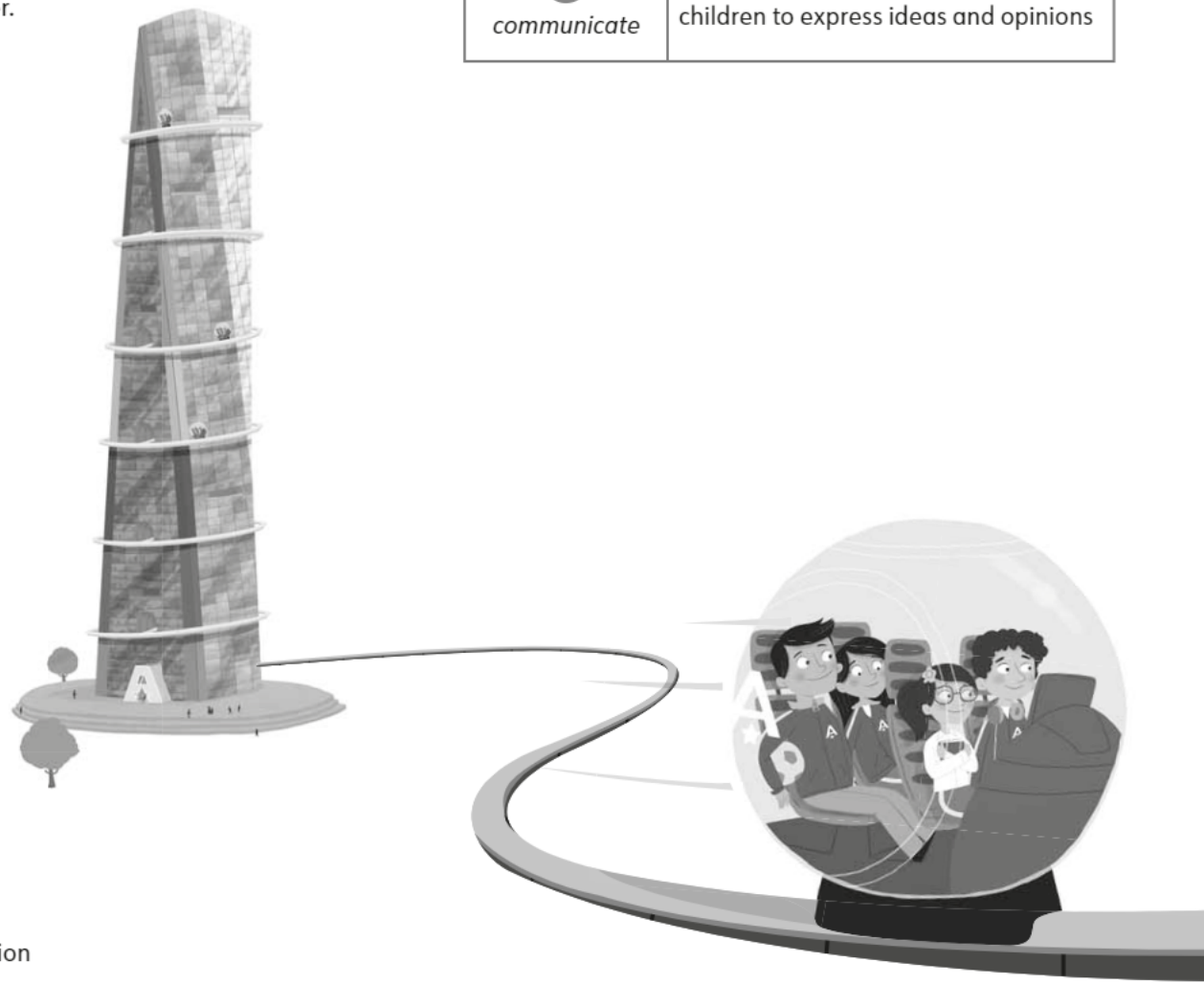
A key focus at Starter level is encouraging **collaboration** between children as a way of meeting learning goals. Communicative and collaborative activities are embedded throughout and provide a fun, exciting and active way to learn and succeed.

5 Skills development

Children develop key **listening** and **speaking** skills while learning new vocabulary and grammar in context. Dedicated speaking lessons develop fluency in functional, real-world interactions and build confidence in presentation skills.

Competencies

think	Activities that develop critical thinking skills to classify, analyse, infer, discuss and discover
learn	Activities that foster learner autonomy and enable children to apply learning strategies
communicate	Activities that promote interpersonal and collaborative skills, and allow children to express ideas and opinions

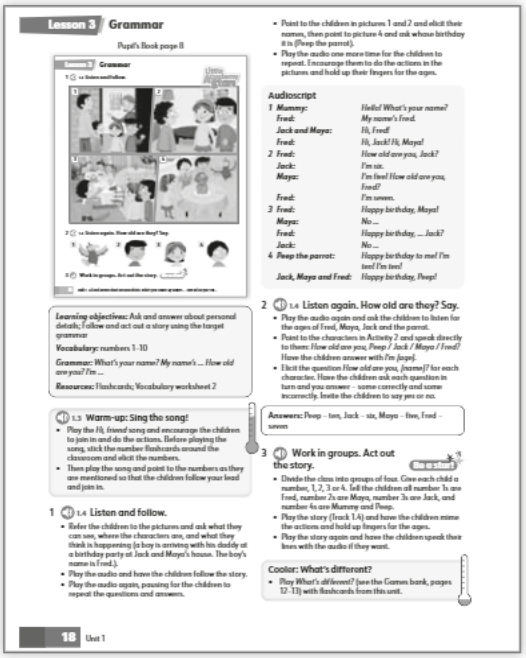


Components overview

Academy Stars Second Edition presents a fully **integrated learning experience**, with print and digital components seamlessly linked to enable effective lesson planning and smooth classroom management. The following components are specifically for **Starter** level:

For the pupil

Pupil's Book


Lesson 3 Grammar

Pupil's Book page 8

Grammar

Learning objectives: Ask and answer about personal details; Follow and act out a story using the target grammar

Vocabulary: numbers 1-10

Grammar: What's your name? My name's ... How old are you? I'm ...

Resources: Flashcards; Vocabulary worksheet 2

1.3 Warm-up: Sing the song!

1.4 Listen and follow.

2 1.4 Listen again. How old are they? Say.

3 Work in groups. Act out the story.

Audioscript

Answers: Peep – ten, Jack – six, Maya – five, Fred – seven

Cooler: What's different?

18 Unit 1

Consists of a Welcome unit, eight core units, eight game templates, a Goodbye lesson and game, and a Picture dictionary with a gentle introduction to fine motor-skills practice through word-level tracing. Each core unit contains eight lessons featuring clear vocabulary presentation and practice, an engaging story to present new vocabulary and grammar structures, and further grammar practice followed by contextualised listening and speaking activities. A game lesson reviews unit vocabulary and grammar structures in a fun way ahead of the final review lesson.

Pupil's Resource Centre

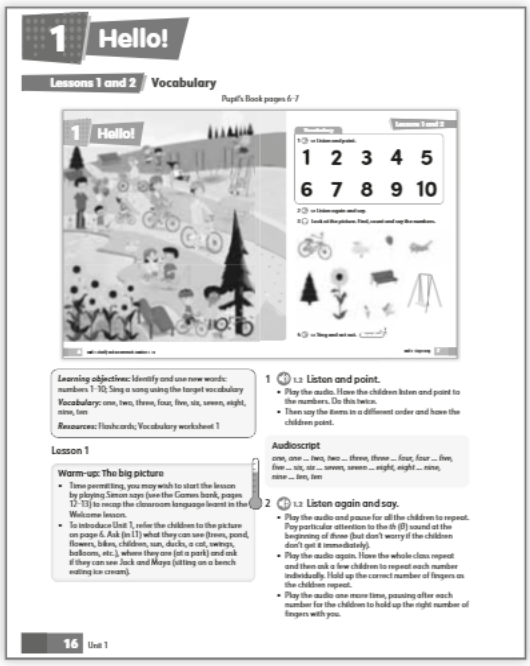
The Pupil's Resource Centre (PB) provides easy access to all the Pupil's Book audio and video files, so children can listen and watch in their own time. There is also a Parents' Guide which introduces the course and provides advice on how parents can support their child in a home-learning environment.

Digital Pupil's Book, Digital Alphabet Book

The digital version of the books with embedded audio allows children more access to their materials outside the classroom.

For the teacher

Teacher's Book


1 Hello!

Lessons 1 and 2 Vocabulary

Pupil's Book pages 6-7

Learning objectives: Identify and use new words: numbers 1-10; Sing a song using the target vocabulary

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

Resources: Flashcards; Vocabulary worksheet 1

Lesson 1

Warm-up: The big picture

1 1.2 Listen and point.

Audioscript

2 1.2 Listen again and say.

16 Unit 1

Provides clear and concise support for lesson planning and teaching. User-friendly teaching notes are available for each lesson of the Pupil's Book with on-the-page audioscripts and answer keys. The **Teaching star!** boxes provide a professional development in action strand through useful classroom tips, practical activities and support for teachers.

Teacher's App

The Teacher's App contains accessible and interactive digital resources to help teachers plan and deliver their lessons, while also increasing children's participation and engagement. The Teacher's App specific for **Starter** level contains:

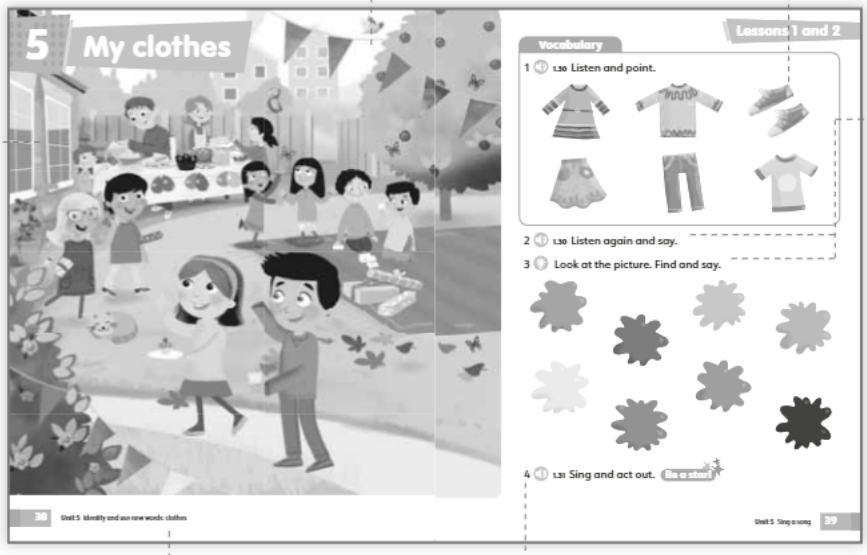
- **Classroom Presentation Kit**: This includes the **Digital Pupil's Book**. The digital version of the book is a page-by-page representation of the printed versions and includes all the audio, plus fun interactive activities and digital flashcard games.
- **Teacher's Resource Centre**: Offers access to supplementary materials and resources available for teachers to download and print if needed. It includes:
  - **Methodology handbook**
  - **Assessment pack**
  - **Printable worksheets**
  - **Printable flashcards**
  - **Lesson support materials:** all the course audio files

Lessons 1 and 2: Vocabulary

A striking visual introduces the unit topic and engages children.

New vocabulary is contextualised.

Carefully staged presentation of key unit vocabulary.



Activities develop **critical thinking** and **visual literacy**.

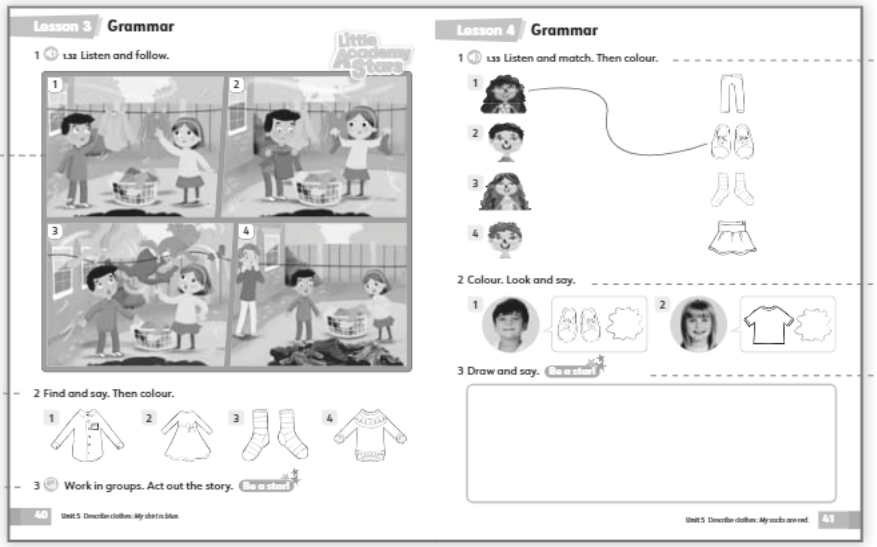
Lesson aims and outcomes are given at the bottom of each page.

A lively song activates new vocabulary and makes it more memorable.

Lessons 3 and 4: Grammar

An appealing story strip, supported by audio, presents new grammar and vocabulary clearly and naturally.

A listening activity and a speaking activity reinforce meaning and concept of the new grammar.



A receptive activity checks understanding of meaning and concept.

A collaborative activity encourages children to produce the new language in a supported way.

A personalisation activity enables children to relate the new language to their own lives.

Lesson 5: Speaking

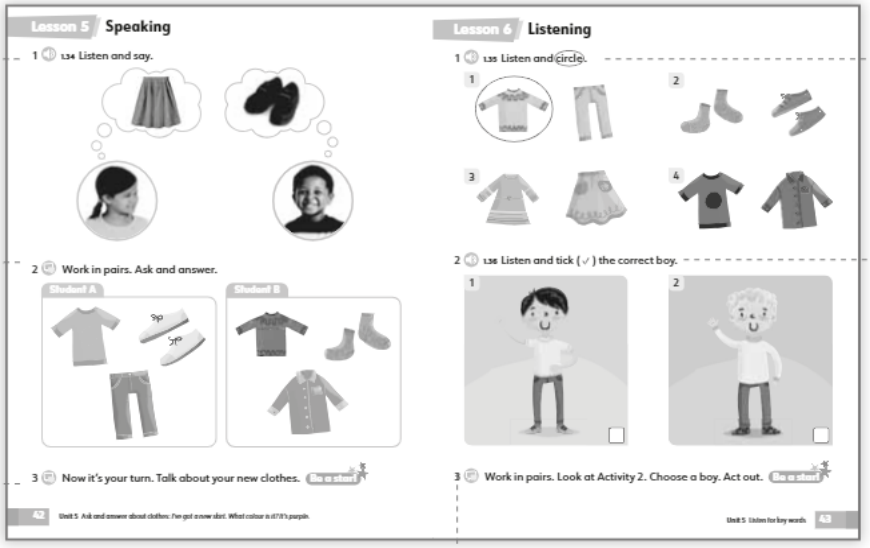
Functional language is presented in a social situation.

Children produce their own scaffolded dialogue, followed by a freer dialogue.

Lesson 6: Listening

Challenging and engaging listening activities recycle target language.

The **Be a star!** activity gives children an opportunity to consolidate their knowledge and learning in a variety of creative ways.



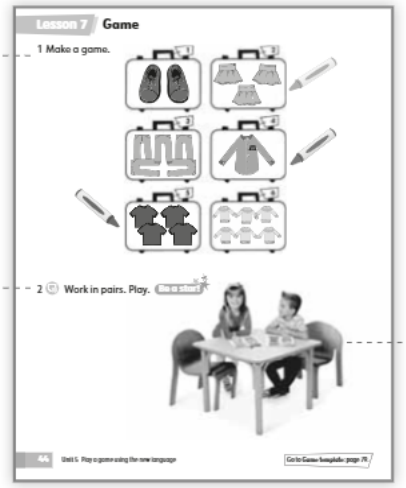
Lesson 7: Game

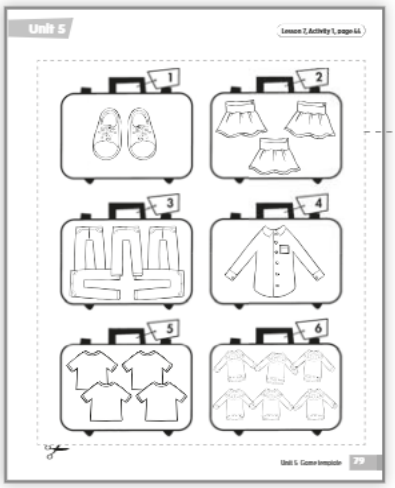
Children create their own game using the unit game template.

The pairwork activity which follows encourages children to reproduce the unit language as they play their games together.

A child-centred approach which allows language to be reviewed and practised in a safe and positive environment.

An attractive, easy-to-cut-out game template is available for each unit at the back of the Pupil's Book. The page number of the template is indicated at the bottom of the Lesson 7 page.





Lesson 8: Review

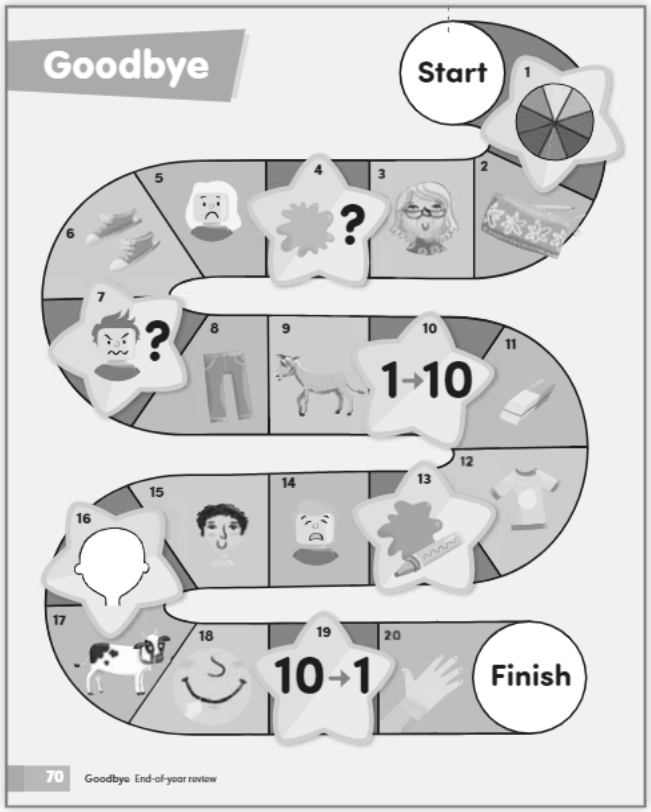
The **Review** lesson provides an opportunity for practice and consolidation of the unit language.



A final speaking activity encourages children to produce the unit language in a collaborative setting.

Goodbye lesson

A fun game at the end of the Pupil's Book reviews the course language one final time, providing a positive and memorable end to the course.



Picture dictionary

An attractive Picture dictionary at the end of the Pupil's Book records all the key vocabulary in each unit and provides a gentle introduction to writing practice through tracing text at word level.

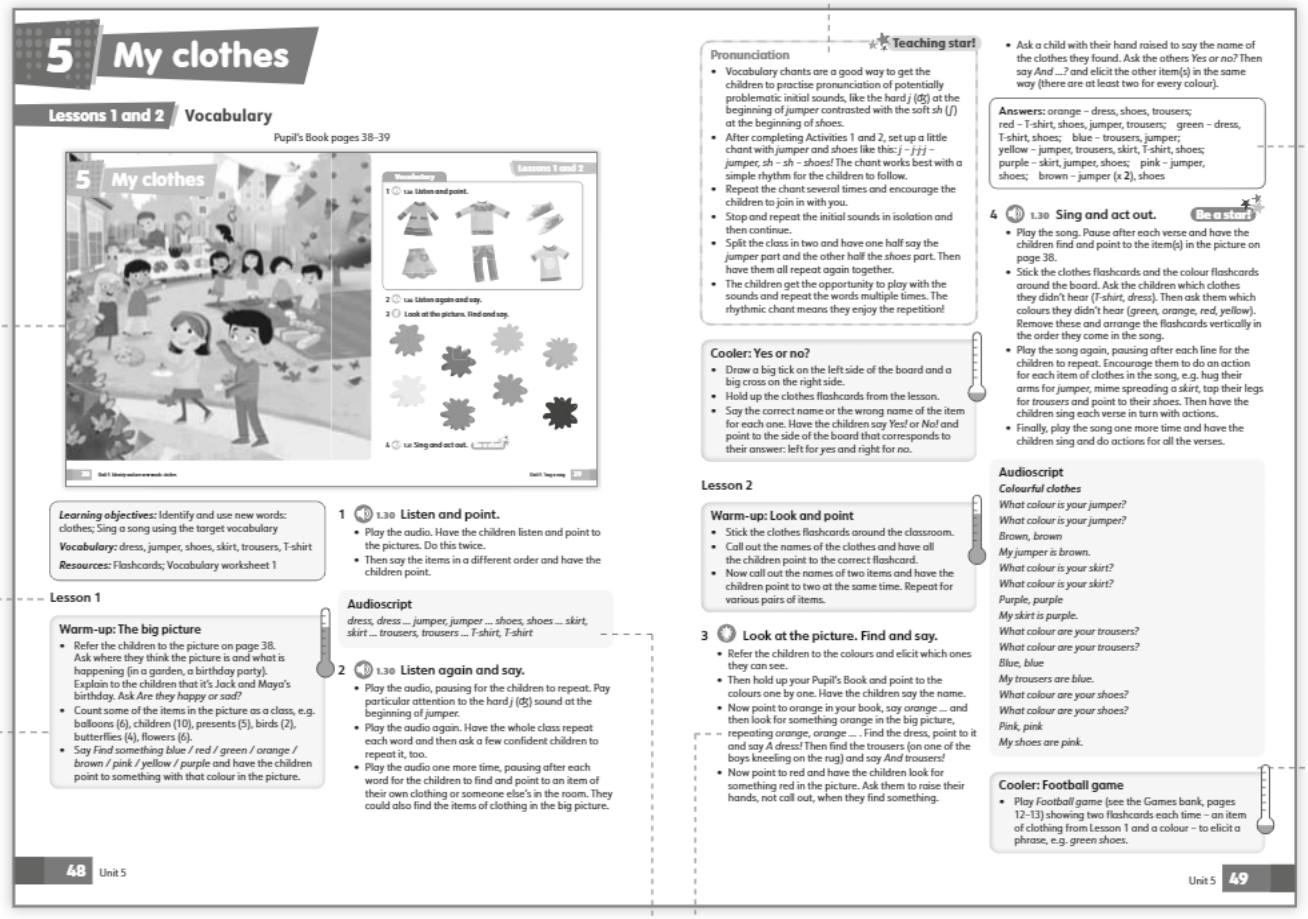


Understanding the Teacher's Book

Reduced pages of the **Pupil's Book** give easy reference to the main components.

Teaching star! provides activities with tips to develop teaching skills, such as classroom management, group work and dealing with mixed-ability classes.

Answers are given with activities, for ease of reference.



5 My clothes

Lessons 1 and 2 / Vocabulary

Pupil's Book pages 38–39

Learning objectives: Identify and use new words: clothes; Sing a song using the target vocabulary

Vocabulary: dress, jumper, shoes, skirt, trousers, T-shirt

Resources: Flashcards; Vocabulary worksheet 1

Lesson 1

Warm-up: The big picture

- Refer the children to the picture on page 38. Ask where they think the picture is and what is happening (in a garden, a birthday party). Explain to the children that it's Jack and Maya's birthday. Ask *Are they happy or sad?*
- Count some of the items in the picture as a class, e.g. balloons (6), children (10), presents (5), birds (2), butterflies (4), flowers (6).
- Say *Find something blue / red / green / orange / brown / pink / yellow / purple* and have the children point to something with that colour in the picture.

1 1.30 **Listen and point.**

- Play the audio. Have the children listen and point to the pictures. Do this twice.
- Then say the items in a different order and have the children point.

Audioscript

dress, dress … jumper, jumper … shoes, shoes … skirt, skirt … trousers, trousers … T-shirt, T-shirt

2 1.30 **Listen again and say.**

- Play the audio, pausing for the children to repeat. Pay particular attention to the hard *j* (ʤ) sound at the beginning of *jumper*.
- Play the audio again. Have the whole class repeat each word and then ask a few confident children to repeat it, too.
- Play the audio one more time, pausing after each word for the children to find and point to an item of their own clothing or someone else's in the room. They could also find the items of clothing in the big picture.

Teaching star!

Pronunciation

- Vocabulary chants are a good way to get the children to practise pronunciation of potentially problematic initial sounds, like the hard *j* (ʤ) at the beginning of *jumper* contrasted with the soft *sh* (ʃ) at the beginning of *shoes*.
- After completing Activities 1 and 2, set up a little chant with *jumper* and *shoes* like this: *j – jjj – jumper, sh – sh – shoes!* The chant works best with a simple rhythm for the children to follow.
- Repeat the chant several times and encourage the children to join in with you.
- Stop and repeat the initial sounds in isolation and then continue.
- Split the class in two and have one half say the *jumper* part and the other half the *shoes* part. Then have them all repeat again together.
- The children get the opportunity to play with the sounds and repeat the words multiple times. The rhythmic chant means they enjoy the repetition!

Cooler: Yes or no?

- Draw a big tick on the left side of the board and a big cross on the right side.
- Hold up the clothes flashcards from the lesson.
- Say the correct name or the wrong name of the item for each one. Have the children say *Yes!* or *No!* and point to the side of the board that corresponds to their answer: left for *yes* and right for *no*.

Lesson 2

Warm-up: Look and point

- Stick the clothes flashcards around the classroom.
- Call out the names of the clothes and have all the children point to the correct flashcard.
- Now call out the names of two items and have the children point to two at the same time. Repeat for various pairs of items.

3 **Look at the picture. Find and say.**

- Refer the children to the colours and elicit which ones they can see.
- Then hold up your Pupil's Book and point to the colours one by one. Have the children say the name.
- Now point to orange in your book, say *orange …* and then look for something orange in the big picture, repeating *orange, orange …* . Find the dress, point to it and say *A dress!* Then find the trousers (on one of the boys kneeling on the rug) and say *And trousers!*
- Now point to red and have the children look for something red in the picture. Ask them to raise their hands, not call out, when they find something.
- Ask a child with their hand raised to say the name of the clothes they found. Ask the others *Yes or no?* Then say *And …?* and elicit the other item(s) in the same way (there are at least two for every colour).

Answers: orange – dress, shoes, trousers; red – T-shirt, shoes, jumper, trousers; green – dress, T-shirt, shoes; blue – trousers, jumper; yellow – jumper, trousers, skirt, T-shirt, shoes; purple – skirt, jumper, shoes; pink – jumper, shoes; brown – jumper (x 2), shoes

4 1.30 **Sing and act out.** Be a star!

- Play the song. Pause after each verse and have the children find and point to the item(s) in the picture on page 38.
- Stick the clothes flashcards and the colour flashcards around the board. Ask the children which clothes they didn't hear (*T-shirt, dress*). Then ask them which colours they didn't hear (*green, orange, red, yellow*). Remove these and arrange the flashcards vertically in the order they come in the song.
- Play the song again, pausing after each line for the children to repeat. Encourage them to do an action for each item of clothes in the song, e.g. hug their arms for *jumper*, mime spreading a *skirt*, tap their legs for *trousers* and point to their *shoes*. Then have the children sing each verse in turn with actions.
- Finally, play the song one more time and have the children sing and do actions for all the verses.

Audioscript

Colourful clothes

What colour is your jumper?
What colour is your jumper?
Brown, brown
My jumper is brown.
What colour is your skirt?
What colour is your skirt?
Purple, purple
My skirt is purple.
What colour are your trousers?
What colour are your trousers?
Blue, blue
My trousers are blue.
What colour are your shoes?
What colour are your shoes?
Pink, pink
My shoes are pink.

Cooler: Football game

- Play *Football game* (see the Games bank, pages 12–13) showing two flashcards each time – an item of clothing from Lesson 1 and a colour – to elicit a phrase, e.g. *green shoes*.

48 Unit 5

Unit 5 49

Each lesson opens with the learning objectives, key language, digital resources available and any materials required.

A **Warm-up** activity introduces children to the lesson topic, activating prior knowledge and getting the children energised.

Audioscripts appear at point of use (unless they appear in the Pupil's Book).

A **Cooler** activity allows children to review language learned in a fun context.

Teacher's notes give carefully structured step-by-step guidance.

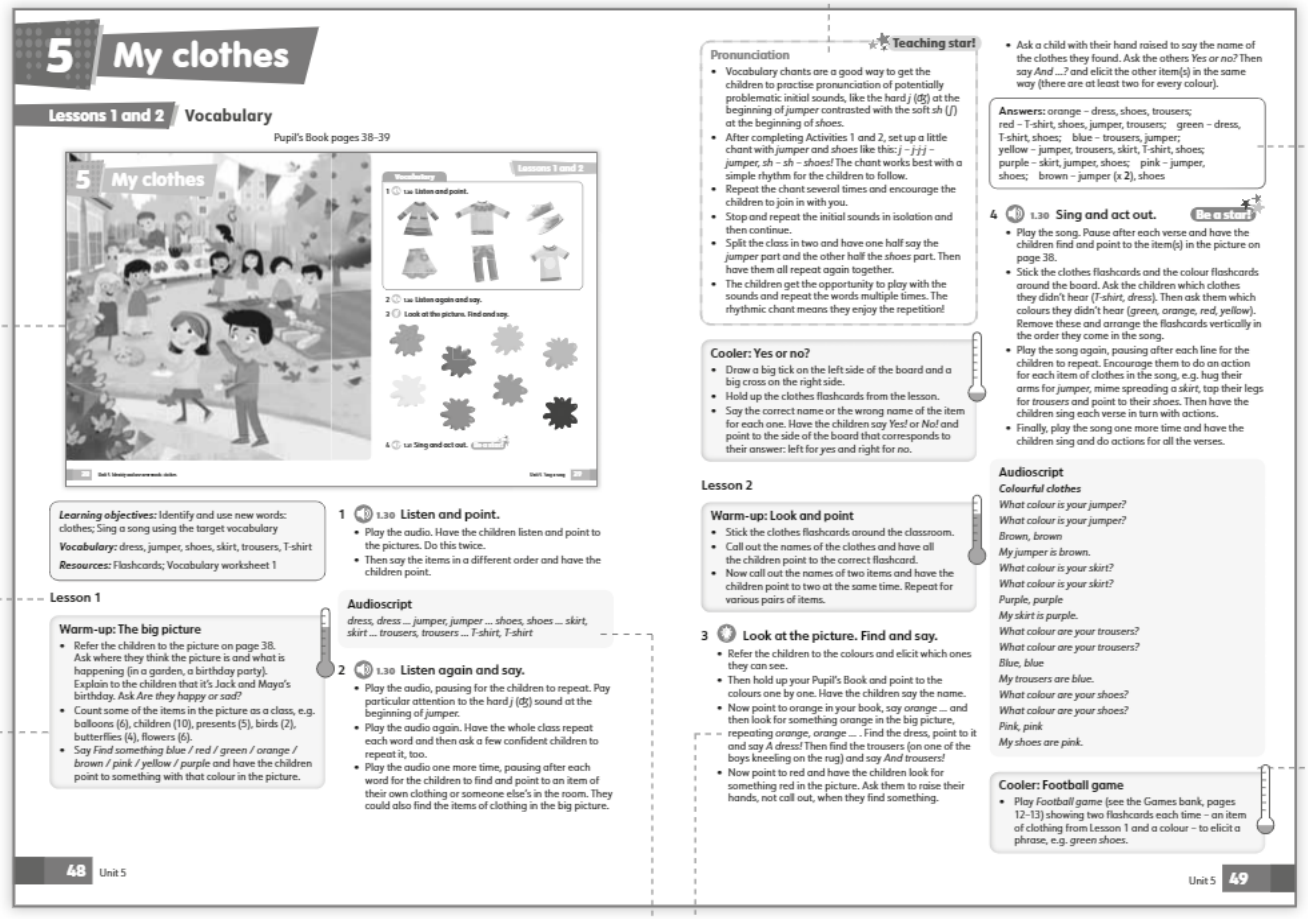
The **Games bank** (pages 12–13) gives details of popular and easy-to-use games that can be played in different lessons to engage, stimulate, and motivate children.

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Teaching star!

Pronunciation

- Vocabulary chants are a good way to get the children to practise pronunciation of potentially problematic initial sounds, like the hard *j* (ʤ) at the beginning of *jumper* contrasted with the soft *sh* (ʃ) at the beginning of *shoes*.
- After completing Activities 1 and 2, set up a little chant with *jumper* and *shoes* like this: *j – jjj – jumper, sh – sh – shoes!* The chant works best with a simple rhythm for the children to follow.
- Repeat the chant several times and encourage the children to join in with you.
- Stop and repeat the initial sounds in isolation and then continue.
- Split the class in two and have one half say the *jumper* part and the other half the *shoes* part. Then have them all repeat again together.
- The children get the opportunity to play with the sounds and repeat the words multiple times. The rhythmic chant means they enjoy the repetition!

Cooler: Yes or no?

- Draw a big tick on the left side of the board and a big cross on the right side.
- Hold up the clothes flashcards from the lesson.
- Say the correct name or the wrong name of the item for each one. Have the children say *Yes!* or *No!* and point to the side of the board that corresponds to their answer: left for *yes* and right for *no*.

Lesson 2

Warm-up: Look and point

- Stick the clothes flashcards around the classroom.
- Call out the names of the clothes and have all the children point to the correct flashcard.
- Now call out the names of two items and have the children point to two at the same time. Repeat for various pairs of items.

3 **Look at the picture. Find and say.**

- Refer the children to the colours and elicit which ones they can see.
- Then hold up your Pupil's Book and point to the colours one by one. Have the children say the name.
- Now point to orange in your book, say *orange …* and then look for something orange in the big picture, repeating *orange, orange …* . Find the dress, point to it and say *A dress!* Then find the trousers (on one of the boys kneeling on the rug) and say *And trousers!*
- Now point to red and have the children look for something red in the picture. Ask them to raise their hands, not call out, when they find something.
- Ask a child with their hand raised to say the name of the clothes they found. Ask the others *Yes or no?* Then say *And …?* and elicit the other item(s) in the same way (there are at least two for every colour).

Answers: orange – dress, shoes, trousers; red – T-shirt, shoes, jumper, trousers; green – dress, T-shirt, shoes; blue – trousers, jumper; yellow – jumper, trousers, skirt, T-shirt, shoes; purple – skirt, jumper, shoes; pink – jumper, shoes; brown – jumper (x 2), shoes

4 1.30 **Sing and act out.** Be a star!

- Play the song. Pause after each verse and have the children find and point to the item(s) in the picture on page 38.
- Stick the clothes flashcards and the colour flashcards around the board. Ask the children which clothes they didn't hear (*T-shirt, dress*). Then ask them which colours they didn't hear (*green, orange, red, yellow*). Remove these and arrange the flashcards vertically in the order they come in the song.
- Play the song again, pausing after each line for the children to repeat. Encourage them to do an action for each item of clothes in the song, e.g. hug their arms for *jumper*, mime spreading a *skirt*, tap their legs for *trousers* and point to their *shoes*. Then have the children sing each verse in turn with actions.
- Finally, play the song one more time and have the children sing and do actions for all the verses.

Audioscript

Colourful clothes

What colour is your jumper?
What colour is your jumper?
Brown, brown
My jumper is brown.
What colour is your skirt?
What colour is your skirt?
Purple, purple
My skirt is purple.
What colour are your trousers?
What colour are your trousers?
Blue, blue
My trousers are blue.
What colour are your shoes?
What colour are your shoes?
Pink, pink
My shoes are pink.

Cooler: Football game

- Play *Football game* (see the Games bank, pages 12–13) showing two flashcards each time – an item of clothing from Lesson 1 and a colour – to elicit a phrase, e.g. *green shoes*.

48 Unit 5

Unit 5 49

Each lesson opens with the learning objectives, key language, digital resources available and any materials required.

A **Warm-up** activity introduces children to the lesson topic, activating prior knowledge and getting the children energised.

Audioscripts appear at point of use (unless they appear in the Pupil's Book).

A **Cooler** activity allows children to review language learned in a fun context.

Teacher's notes give carefully structured step-by-step guidance.

The **Games bank** (pages 12–13) gives details of popular and easy-to-use games that can be played in different lessons to engage, stimulate, and motivate children.

Chain game

1 Divide the class into groups of six. Demonstrate the game by inserting yourself into a group. Start the chain by saying, e.g. *I've got a pencil.* Have the next child say *I've got a pencil and …* [one more object]. Point out that each time the next child only repeats the object of the person before (not all of the chain) and adds their own.
2 The aim is to go all the way round the group as quickly as possible without repeating any objects!
3 After practising once or twice, have a race: all groups start at the same time. Who can finish first?

Disappearing pictures

1 Display the flashcards from the unit in random order on the board.
2 Allow the children 20 seconds to look at the board and then ask them to turn away or cover their eyes.
3 Remove one flashcard (or two when they get better at the game) from the board and have the children turn back. They raise their hands to identify what's missing. Continue until the board is empty.
4 If you wish, to keep the children attentive, sometimes only *pretend* to remove something. Ask *What's missing? (Nothing!)*

Football game

This game can be used to revise and / or practise vocabulary. The children tend to get quite excited!

1 Quickly draw a birds-eye view of half a football pitch on the board with a goal, penalty area and centre circle marked.
2 Draw a large dot in the middle of the pitch, one halfway to the goal and one in the penalty area. Then divide the class into two teams.
3 Show a flashcard (or two flashcards at a time) to one of the teams and allow five seconds for them to supply the names. If they answer correctly, they move to the next dot towards the goal. Now they can answer another question. If not, they stay in the centre circle or move back one space.
4 If they get to the penalty area, answering the next question correctly scores a goal! The game restarts in the centre circle. Make sure you have plenty of questions / flashcards – the children will not want to stop playing the game!

Group mime game

This fun mime game involves movement and concentration!

1 Invite a group of five children to the front of the classroom. Show each child a flashcard of an item of vocabulary.
2 The children then have ten seconds to mime their item – all at the same time – while the rest of the class watches.
3 After ten seconds, say *Stop!* The other children have to remember and guess the word for each child, e.g. *Maria – backpack!* The children who were miming confirm or reject the guesses.
4 Continue with a new group of children and a different mix of vocabulary items.

Higher or lower?

This is a great game to review numbers and boost children's confidence.

1 Hold the number flashcards so the children can't see what's on them.
2 Have the children raise their hands to guess what number you are looking at. Indicate if they need to guess higher or lower (point up or down) – or show the card if it's correct.
3 Involve as many different children as possible. Repeat with several cards.

Point to 1, 2, 3

This entertaining game can be used to revise and / or practise vocabulary.

1 Stick the unit flashcards on the walls around the classroom.
2 Ask the children to point to a word, in random order, e.g. *Point to the notebook!* and have the children point to the correct flashcard. Repeat with one or two more words.
3 Then say two of the words, e.g. *Point to the crayon and book!* and have the children point to both cards at the same time. Repeat with several more pairs.
4 Finally, say three words and have the children point to all three – point out they will need to use a foot to point to the third one! (The last part is usually too challenging for the children's coordination – but it's great fun to try!)

Ready, set, draw!

This is good for students who need to visually relate images to words.

1. Divide the class into groups of four. Each group needs several pieces of paper and a pencil. Number the children in each group 1–4. Invite all the number (1s) to come to the front of the classroom.
2. Show these children the same picture in the book or a flashcard.
3. They go back to their group and draw that item on their paper. When the group guesses the object correctly, they stand up. When all the groups are standing up, have them call out the word.

Save Peep!

This game revises vocabulary and provides a little excitement!

1. Draw a line across the top of the board and a wavy line (water) at the bottom.
2. Draw a shark or crocodile in the water.
3. Draw three lines down from the top line, meeting in the middle of the board. Stick a picture of Peep the parrot where they meet. They are ropes holding Peep up!
4. Show the children flashcards from the present unit or previous unit(s). Have them name the item each time.
5. If the first answer is wrong, erase one of the lines holding Peep up!
6. If the children make three mistakes all the lines are gone … (if this is a little scary for some children, point out there's no problem – Peep can fly!).

Simon says

This popular mime game is good for children who like to relate actions to language.

1. Have the children stand up. Explain that when you say, for example, *Simon says you're tired*, they should all mime being tired. If, however, you say *You're tired* without saying *Simon says* first, they should do nothing.
2. Any child who does an action when they shouldn't or does a wrong action isn't out of the game – they just get an *Oops!* and <u>everyone</u> carries on.

Stand up if you hear …

This is a good way to either preview or revise a listening text or song. The children are focused but having fun!

1. Tell the children you will play a piece of audio. If they hear any of the key vocabulary of the unit, e.g. feelings or numbers or animals, they stand up and sit down very quickly.
2. If the audio mentions two vocabulary areas, e.g. clothes and colours, divide the class into two groups – one group stands up and sits down for colours, the other does the same for clothes. (This is a good way to get an overview of how well the children recognise the vocabulary, and also to spot those who are slower to react and may just be copying the others. These children can get some extra help later).

What's different?

This game develops children's visual memory and gives an opportunity to produce the new language again.

1. Stick four or five flashcards from the unit on the board.
2. Have the children look, say the words and then turn away from the board.
3. Quickly take away one of the flashcards and replace it with a new one.
4. Have the children turn back, say the word for the new card and say which one is missing.
5. Repeat several times until all the cards have been changed.

What was the last word?

This is a good way to revise a listening text.

1. Explain to the children that they will listen to a piece of audio that they heard before (tell them which one it is).
2. Divide the class into groups of two or three.
3. Tell the children that you will stop the audio at some points (after key words) and they have to decide together the *last* word they heard.
4. When they have decided, they raise their hands. Ask one group the answer and ask if everyone agrees.
5. Continue the audio until the next important word. Note: Always have the audioscript in front of you when you play this game. It is difficult to do this without it!

Welcome

Lesson 1 Vocabulary

Pupil's Book pages 4–5



Learning objectives: Meet the characters; Identify and use new words: classroom language

Vocabulary: come in, sit down, stand up, open your book, close your book, listen, look, sing

Resources: Flashcards

Warm-up: The big picture

- Refer the children to the picture on pages 4–5. Ask the children in L1 what they can see, where they think this is and what it is happening (children in a classroom doing different actions, just arriving for the start of the class).
- Ask the children to point to the boys they can see. Then ask the children to point to the girls they can see. Ask them to point to the teacher. Point out the course characters Jack and Maya to the children and have the children repeat their names. Maya is the girl to the right of the teacher with the pink hairband and Jack is the boy with brown hair below the teacher. Maya and Jack are brother and sister. Mention that we'll see Jack and Maya many more times in the book!
- Ask the children if their classrooms look like this. What's the same? What's different? Do they like the classroom?

1 1.1 Listen and point.

- Play the audio. Have the children listen and point to the pictures at the bottom of the spread. Do this twice.
- Then say the items in a different order and have the children point.
- Once the children are familiar with the action pictures at the bottom of the spread and hearing the names of these, ask them to find examples of these actions in the main scene. For example, say *come in* and have the children look for someone coming in to the classroom in the big picture.

Audioscript

come in ... come in
sit down ... sit down
stand up ... stand up
open your book ... open your book
close your book ... close your book
listen ... listen
look ... look
sing ... sing

Answers: come in (*teacher and girl at the door of the classroom*), sit down (*boy to the right of the sandpit*), stand up (*boy in bottom-right of scene*), open your book (*girl with purple hairband*), close your book (*girl with long brown hair at the front table*), listen (*boy at the back table on the right*), look (*Maya and the girl next to her pointing to the weather chart*), sing (*four children on the mat in bottom-left of scene*)

2 1.1 Listen again and say.

- Play the audio and pause for all the children to repeat.
- Play the audio again. Have the whole class repeat and encourage the children to do actions for each verb phrase with you.
- Play the audio one more time for the children to listen and do the actions, this time on their own.Praise the children for a job well done!

Teaching star!

Extension: find, point, say and do

This activity gives the children the opportunity to see, find and say the items again, reinforcing meaning. It can be done as a whole class following the bullets below. For fast finishers, children can work in pairs, taking it in turns, with one child miming the action and the other child finding, saying and doing the action.

- After completing Activity 2, show the actions from this activity again using the flashcards. For example, hold up the flashcard for *sit down* and have the children look for someone sitting down in the big picture. When they find it, have the children point, repeat the words and then do the action.
- Repeat for the rest of the actions.

The children get the opportunity to say the words more times, which is an essential stage of becoming confident with the language. They also link the words to a physical action, which reinforces meaning.

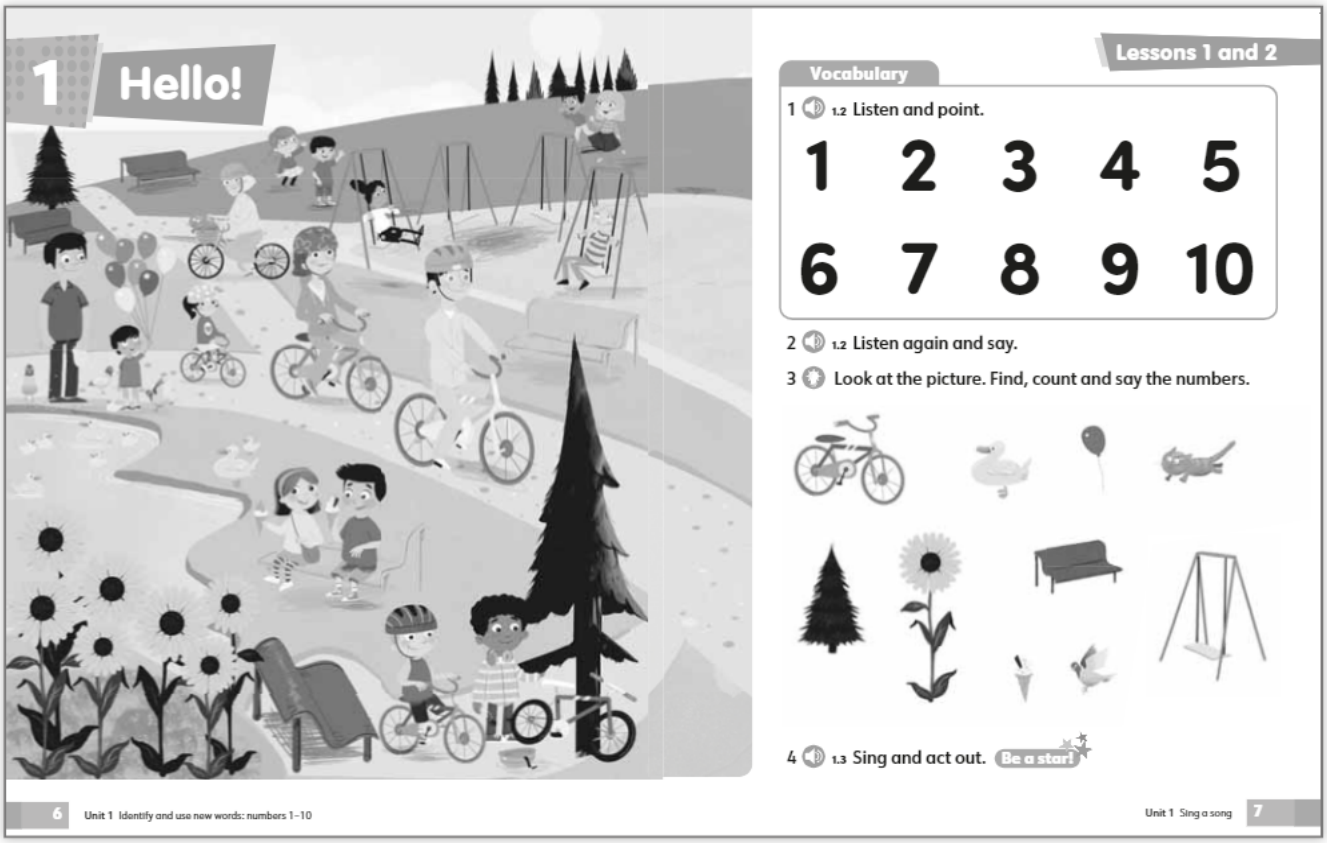
Cooler: Simon says

- Play *Simon says* (see the Games bank, pages 12–13) with the actions from this lesson. The children can either have a book to open and close on their desk or they can mime the action with their hands.

1 Hello!

Lessons 1 and 2 Vocabulary

Pupil's Book pages 6–7



Learning objectives: Identify and use new words: numbers 1–10; Sing a song using the target vocabulary

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

Resources: Flashcards; Vocabulary worksheet 1

Lesson 1

Warm-up: The big picture

- Time permitting, you may wish to start the lesson by playing *Simon says* (see the Games bank, pages 12–13) to recap the classroom language learnt in the Welcome lesson.
- To introduce Unit 1, refer the children to the picture on page 6. Ask (in L1) what they can see (trees, pond, flowers, bikes, children, sun, ducks, a cat, swings, balloons, etc.), where they are (at a park) and ask if they can see Jack and Maya (sitting on a bench eating ice cream).

1 1.2 Listen and point.

- Play the audio. Have the children listen and point to the numbers. Do this twice.
- Then say the items in a different order and have the children point.

Audioscript

one, one ... two, two ... three, three ... four, four ... five, five ... six, six ... seven, seven ... eight, eight ... nine, nine ... ten, ten

2 1.2 Listen again and say.

- Play the audio and pause for all the children to repeat. Pay particular attention to the *th* (*θ*) sound at the beginning of *three* (but don't worry if the children don't get it immediately).
- Play the audio again. Have the whole class repeat and then ask a few children to repeat each number individually. Hold up the correct number of fingers as the children repeat.
- Play the audio one more time, pausing after each number for the children to hold up the right number of fingers with you.

Teaching star!

Exension

Many children learn the numbers as a sequence, and find it difficult at first to name or recognise them out of sequence. Start treating the numbers separately and out of sequence early.

- Use the number flashcards. Take two of them, and hold them out so the children can see. Call out one of the numbers and have the children repeat and quickly point to the correct one.
- Repeat with different pairs of cards.

This way, the children learn to respond to the meaning of the individual numbers, rather than counting through the sequence to respond quickly.

Cooler: Look and point

- Stick the number flashcards around the classroom.
- Say the numbers in random order and have the children point to the correct card.
- Now say two numbers, e.g. *three and six,* and have the children point to the two numbers at the same time. Continue with different pairs of numbers.

Lesson 2

Warm-up: Lift-off!

- Demonstrate this activity to the children. Count down from ten to one. With each number, move slightly more into a crouch until you are crouched close to the floor at *one*. Then say *Go!* and jump into the air.
- Repeat and encourage the children to copy your actions and count with you. They will enjoy doing this several times!

3 Look at the picture. Find, count and say the numbers.

- Point to the bike in Activity 3 in your Pupil's Book, and then make a show of finding the bikes in the big picture on page 6.
- Point and count how many bikes you find. Repeat with the duck and have the children also point in their Pupil's Book and count with you.
- Repeat with all the items with the whole class.
- Divide the class into pairs. Demonstrate with one confident child: point to one of the items in Activity 3 and have the child find and count it in the big picture.
- Have the children continue in pairs, swapping roles each time.

Answers: six bikes, nine ducks, eight balloons, one cat, ten pine trees, seven sunflowers, two ice creams, five park benches, three birds, four swings

4 1.3 Sing and act out.

Be a star!

- Stick the number flashcards around the classroom and elicit the numbers.
- Play the song, pausing after each verse for the children to find and point to the corresponding flashcards.
- Play the song again, pausing after each line for the children to repeat. Encourage them to point to a flashcard for each number they hear and say.
- Then have the children sing the whole verse and point.
- Repeat the procedure for each verse.
- Finally, play the song one more time and have the children sing and point for all verses.

Audioscript

Hi, friend

One, two, three
My name's Lee
One, two, three
My name's Lee
Hi, hi, what's your name?
Four, five, six
My name's Nick
Four, five, six
My name's Nick
Hi, hi, what's your name?
Seven and eight
My name's Kate
Seven and eight
My name's Kate
Hi, hi, what's your name?
Nine and ten
My name's Jen
Nine and ten
My name's Jen
Bye, bye, bye
Goodbye, goodbye, goodbye

Cooler: Body numbers

- Draw a big *7* and *4* on the board. Show the children how they can make the numbers with their bodies (for *7,* bend at the waist so the top half of your body is horizontal and for *4,* make a *4* shape with your legs).
- Have the children make the same shapes and then challenge them to make a *2*, *8*, *6*, *9,* and *1*. (*3* and *5* are difficult, but it can be done!)

Lesson 3 Grammar

Pupil's Book page 8



Learning objectives: Ask and answer about personal details; Follow and act out a story using the target grammar

Vocabulary: numbers 1–10

Grammar: *What's your name? My name's ... How old are you? I'm ...*

Resources: Flashcards; Vocabulary worksheet 2

1.3 Warm-up: Sing the song!

- Play the *Hi, friend* song and encourage the children to join in and do the actions. Before playing the song, stick the number flashcards around the classroom and elicit the numbers.
- Then play the song and point to the numbers as they are mentioned so that the children follow your lead and join in.

1 1.4 Listen and follow.

- Refer the children to the pictures and ask what they can see, where the characters are, and what they think is happening (a boy is arriving with his daddy at a birthday party at Jack and Maya's house. The boy's name is Fred.).
- Play the audio and have the children follow the story.
- Play the audio again, pausing for the children to repeat the questions and answers.
- Point to the children in pictures 1 and 2 and elicit their names, then point to picture 4 and ask whose birthday it is (Peep the parrot).
- Play the audio one more time for the children to repeat. Encourage them to do the actions in the pictures and hold up their fingers for the ages.

Audioscript

1	***Mummy:***	*Hello! What's your name?*
	Fred:	*My name's Fred.*
	Jack and Maya:	*Hi, Fred!*
	Fred:	*Hi, Jack! Hi, Maya!*
2	***Fred:***	*How old are you, Jack?*
	Jack:	*I'm six.*
	Maya:	*I'm five! How old are you, Fred?*
	Fred:	*I'm seven.*
3	***Fred:***	*Happy birthday, Maya!*
	Maya:	*No ...*
	Fred:	*Happy birthday, ... Jack?*
	Jack:	*No ...*
4	***Peep the parrot:***	*Happy birthday to me! I'm ten! I'm ten!*
	Jack, Maya and Fred:	*Happy birthday, Peep!*

2 1.4 Listen again. How old are they? Say.

- Play the audio again and ask the children to listen for the ages of Fred, Maya, Jack and the parrot.
- Point to the characters in Activity 2 and speak directly to them: *How old are you, Peep / Jack / Maya / Fred?* Have the children answer with *I'm [age].*
- Elicit the question *How old are you, [name]?* for each character. Have the children ask each question in turn and you answer – some correctly and some incorrectly. Invite the children to say *yes* or *no*.

Answers: Peep – ten, Jack – six, Maya – five, Fred – seven

3 Work in groups. Act out the story.

Be a star!

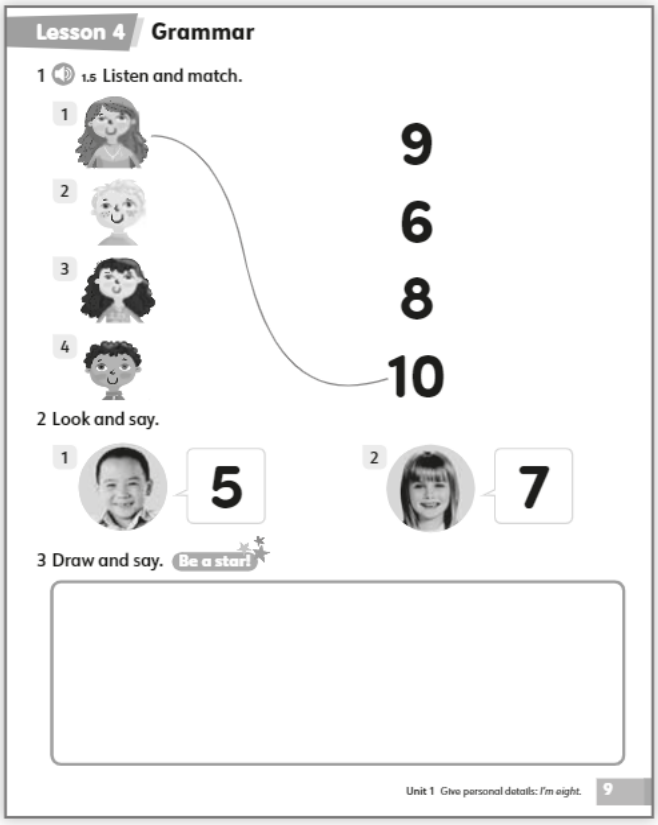
- Divide the class into groups of four. Give each child a number, 1, 2, 3 or 4. Tell the children all number 1s are Fred, number 2s are Maya, number 3s are Jack, and number 4s are Mummy and Peep.
- Play the story (Track 1.4) and have the children mime the actions and hold up fingers for the ages.
- Play the story again and have the children speak their lines with the audio if they want.

Cooler: What's different?

- Play *What's different?* (see the Games bank, pages 12–13) with flashcards from this unit.

Lesson 4 Grammar

Pupil's Book page 9



Learning objectives: Give personal details

Grammar: *I'm eight.*

Review vocabulary: numbers 1–10

Resources: Flashcards; Grammar worksheet

Materials: coloured pencils

Warm-up: Higher or lower?

- Play *Higher or lower* (see the Games bank, pages 12–13) with the number flashcards.

1 1.5 Listen and match.

- Divide the class into two groups. Explain that they will hear some short conversations and that one group should raise and lower both hands when they hear a name; the other group should do the same for numbers.
- Play the audio. Have the children listen and react.
- Play part 1 of the audio again. Hold up your book and follow the line from the first child to the number 10. Point and ask *What's her name? How old is she?*
- Play the rest of the audio. Have the children match the people to their age.
- Point to pictures 1–4 in turn and have the children say the ages.

Audioscript

1 Adult: *Hello, what's your name?*
Salma: *My name's Salma.*
Adult: *How old are you?*
Salma: *I'm ten.*
2 Adult: *Hello, what's your name?*
Anton: *My name's Anton.*
Adult: *How old are you?*
Anton: *I'm six.*
3 Adult: *Hello, what's your name?*
Christina: *My name's Christina.*
Adult: *How old are you?*
Christina: *I'm nine.*
4 Adult: *Hello, what's your name?*
Omar: *My name's Omar.*
Adult: *How old are you?*
Omar: *I'm eight.*

Answers: 1 ten **2** six **3** nine **4** eight

2 Look and say.

- Refer the children to the first picture. Ask what the boy is saying (*I'm five!*).
- Point to the boy and girl several times and have the children say *I'm [age].*

3 Draw and say.

Be a star!

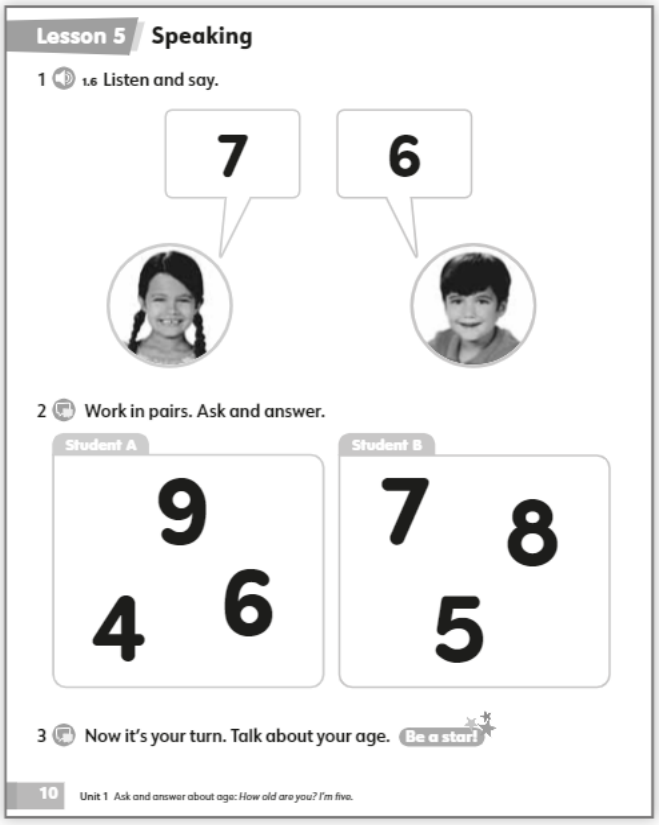
- Ask several children *How old are you?* and have them answer *I'm [age].*
- Draw a face and a speech bubble on the board and write the child's age. Point and say *My name's [Alex]. I'm [six].*
- Give the children time to draw their face in the frame with a speech bubble and their age.
- Have the children show each other and say their age.

Cooler: Disappearing pictures

- Play *Disappearing pictures* (see the Games bank, pages 12–13) with the numbers 1–10.

Lesson 5 Speaking

Pupil's Book page 10



Learning objectives: Ask and answer about age

Grammar: *How old are you? I'm five.*

Review vocabulary: numbers 1–10

Resources: Flashcards

Warm-up: Name the numbers

- With a pointer, or your finger, trace a number on the board. Have the children raise their hands to say it. Repeat with different numbers.
- Now trace two numbers and have the children raise their hands to say both.
- Repeat with more pairs. Finish with a series of three!

1 1.6 Listen and say.

- Refer the children to the pictures and ask what numbers they can see.
- Play the audio and have the children listen and point.
- Play the audio again, pausing for the children to repeat. Ask why it's a special day (it's their birthday). Have all the children say *Happy birthday!*

Audioscript

Boy: *How old are you?*
Girl: *I'm seven.*
Boy: *Happy birthday!*
Girl: *Thank you!*

Girl: *How old are you?*
Boy: *I'm six.*
Girl: *Happy birthday!*
Boy: *Thank you!*

2 Work in pairs. Ask and answer.

- Refer the children to the boxes. Point to the Student A box and then point to yourself. Say *I'm Student A.* Have the children ask *How old are you?* and answer *I'm four!* Have the children point to the number.
- Divide the class into pairs and assign each child Student A or B.
- Before they start, elicit and drill the question and answers once more. Then have them make new dialogues with all the numbers in the boxes, taking turns to ask and answer. Ask if any pairs would like to perform a dialogue for the class.

Teaching star!

Pronunciation

The question *How old are you?*, with its *h (h), w (w)*and *y (j)* sounds, can be difficult for children at first. A chant can be useful as it lets the children hear and practise the question over and over.

- Tell the children that they are going to ask the ages of some of their friends. Explain that when you put your hand on a child's desk, everyone will say the name of that child and he / she will answer.
- Start chanting *How old are you? How old are you? How old are you? ...* and encourage the children to join in. As they chant, move among the children. At the end of one question, put your hand on a desk. The children say that child's name (choose a confident child to start) and then the chosen child answers *I'm [age].*

After lots of repetition, the pronunciation loses its difficulty and the children feel more confident.

3 Now it's your turn. Talk about your age.

Be a star!

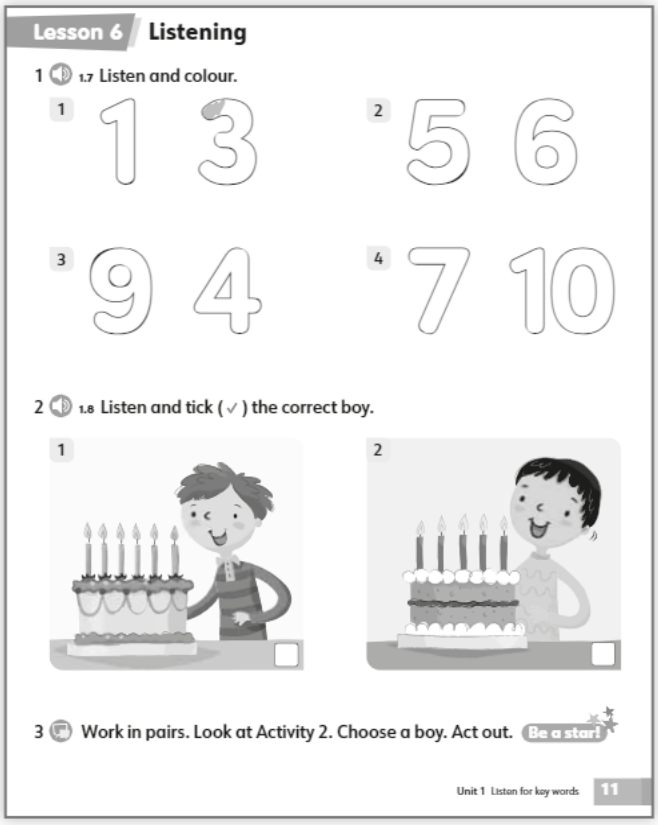
- Prompt the children to ask you *How old are you?* Tell them the answer and write the number on the board. Ask if anyone in the class has their birthday today. If so, have all the class do the dialogue with them and wish them a happy birthday!
- Encourage the children to ask and answer with the friends sitting near them.

Cooler: *How old are you?* race

- Divide the class into groups of 8–10 children.
- Explain that the first child in each group will ask the next child *How old are you?* The next child must say his / her age and then turn and ask the next child the same question. All groups speak at the same time when you say *go!*
- When the final child gives their answer, the team raise their hands. Who can finish first?
- Children will enjoy doing this a few times!

Lesson 6 Listening

Pupil's Book page 11



Learning objectives: Listen for key words

Resources: Flashcards

Materials: coloured pencils

Warm-up: What's different?

- Play *What's different?* (see the Games bank, pages 12–13) with the number flashcards.

1 1.7 Listen and colour.

- Refer the children to the numbers, and elicit the numbers they can see.
- Play the first part of the audio and have the children point to the number three. Show them that they should colour the number they hear with a coloured pencil.
- Play the rest of the audio, pausing for the children to colour the correct numbers. Each time, elicit the number they heard.
- When they have finished, have the children compare their coloured numbers with a friend.

Audioscript

1 Boy 1: *How old are you?*
Girl 1: *I'm three.*
2 Girl 1: *How old are you?*
Boy 2: *I'm five.*
3 Boy 2: *How old are you?*
Girl 2: *I'm four.*
4 Girl 2: *How old are you?*
Boy 1: *I'm seven.*

Answers: 1 three **2** five **3** four **4** seven

2 1.8 Listen and tick (✓) the correct boy.

- Refer the children to the cakes and elicit that they are birthday cakes. Have the children count the candles on the cakes as a class.
- Play the audio. Have the children decide which boy is speaking and point to the correct picture. Play the audio again to check.

Audioscript

Girl: *Hello! What's your name?*
Jimmy: *My name is Jimmy.*
Girl: *How old are you?*
Jimmy: *I'm five.*
Girl: *Five! Wow! Happy birthday, Jimmy!*
Jimmy: *Thank you!*

Answer: 2 ✓

3 Work in pairs. Look at Activity 2. Choose a boy. Act out.

Be a star!

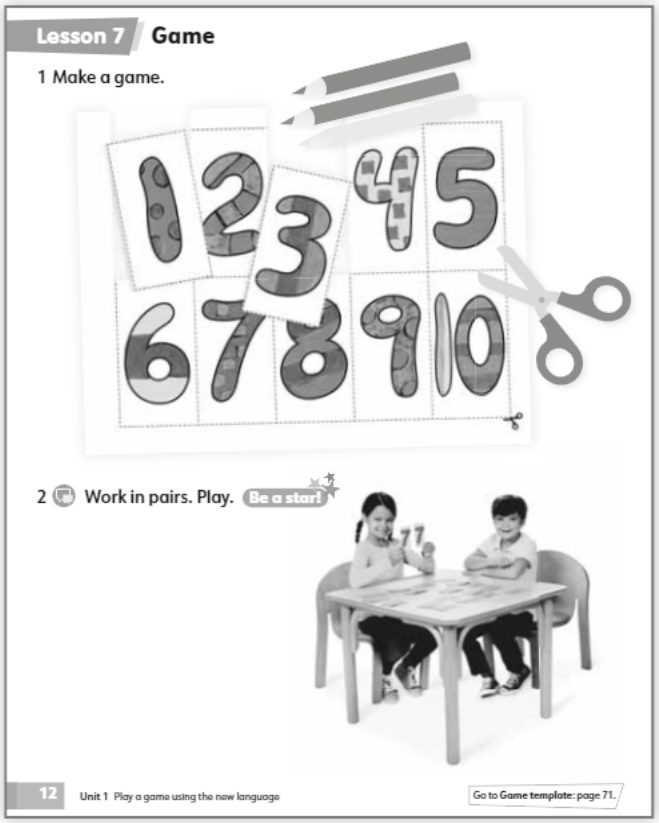
- Hold up your Pupil's Book and point to the pictures in Activity 2. As an example, say *My name's Jimmy. I'm five.* Have the children point to the correct picture (picture 2).
- Divide the class into pairs. Have them take turns to make more sentences about Jimmy or the other boy (they can invent a name for the other boy). Their partner listens and points to the correct boy.
- Ask if any children would like to say a sentence for the class to identify.

Cooler: How many fingers?

- Put one hand behind your back and choose a number of fingers (between 1 and 5) to hold up, without the children seeing.
- Ask the children to hold up the number of fingers they think you will show.
- Count *1, 2, 3, go!* and show the fingers. Have the children say the number.
- After a few rounds of the game with one hand, change to two hands and use numbers 1–10.

Lesson 7 Game

Pupil's Book page 12



Learning objectives: Play a game using the new language

Resources: Game template page 71; Flashcards

Materials: coloured pencils / crayons, scissors, small plastic bags labelled with the children's names or a paper clip each

Warm-up: Read my lips

- Tell the children you will say numbers, but won't make any sound. 'Say' the words with exaggerated mouth movements, but no sound. When the children know the number, they raise their hands. Choose one child to give the answer and then say the number aloud.
- Repeat with several numbers.

1 Make a game.

- Ask the children if they like the coloured numbers on the page.
- Refer the children to the game template on page 71 and explain that they will make their own version for a game. You can either have the children cut the game template out of the book themselves or cut them out for them beforehand. If the children are cutting, have them cut out the cards along the dotted lines (being careful to keep their fingers out of the way of the scissors!).
- Allow the children time to colour the numbers from the template however they want.
- Invite them to hold up their favourite coloured number to show the rest of the class.

Teaching star!

Colouring in

Some children will finish colouring very quickly. Others will take a long time carefully colouring inside the lines. Sometimes this takes up too much time.

- If you see a child colouring very slowly and carefully, gently suggest they colour in plain colours – this is quicker than colouring shapes inside the numbers. Colouring inside lines is less important.
- Point out to children who won't finish in time that they have done well and can finish later.
- Ask children who are colouring slowly if a friend can help. If they prefer not, use the above suggestions.

2 Work in pairs. Play.

Be a star!

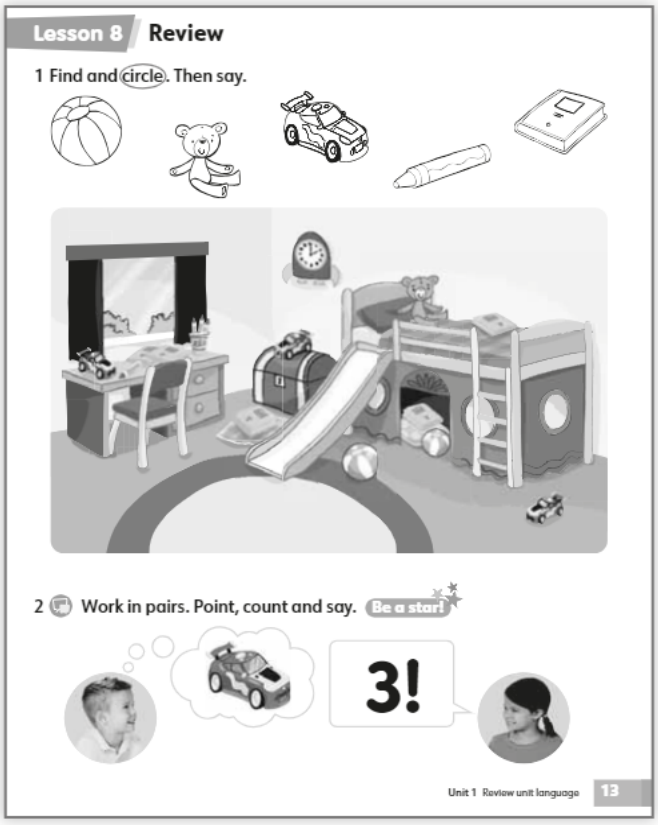
- Ask the class what game they think the children are playing in the photo (*Memory*).
- Divide the class into pairs and have them mix their cards together.
- Demonstrate the game by having one pair of children spread the twenty cards face down on their desk. One child turns over two cards (leaving them in the same place) and says the numbers. If the numbers match, the other child asks *How old are you?* The child with the matching pair replies *I'm* [*matching number*] and takes the two matched cards. If the numbers don't match, they are turned face down in the same place. The other child now turns over two cards and the game continues.
- When all the matches are made, the children count their cards. The one with the most matches wins.
- The children will happily play this game several times!
- When finished, give out small plastic bags labelled with the children's names for them to tidy their cards away. Alternatively, help them clip their cards to the back cover of their Pupil's Book with a paper clip.

Cooler: Buzz!

- Stick the number flashcards 1–10 in order on the board. Have the children count them aloud.
- Now turn one card face down, e.g. '3'. Explain that the turned cards are called *Buzz!* Have the children count again: *One, two, Buzz! four...* .
- Turn up to three cards at a time and have the children count. Keep changing them and repeat.

Lesson 8 Review

Pupil's Book page 13



Learning objectives: Review unit language

Review vocabulary: numbers 1–10

Resources: Flashcards; Unit 1 test
OPTIONAL: Unit 1 Writing worksheets

Materials: coloured pencils

Warm-up: Play the game again

- Have the children take out their number cards from the last lesson.
- Divide the class into pairs and have them play one or two rounds of the game.

1 Find and circle. Then say.

- Refer the children to the picture. Elicit what the picture is and what they can see in it (a child's bedroom with toys and books). Ask if their bedroom is like this.
- Hold up your Pupil's Book. Point to the outline picture of the ball at the top of the page, and then search for it in the picture (there is one next to the slide and one under the bed). Demonstrate how to circle the balls in the picture in pencil (you can erase it later). Count as you circle each ball and, when you have searched everywhere and not found any more, say *two!*
- Do this again, with the children now also circling the balls, counting and saying the final number.
- Repeat with the other items – the teddy bear, car, crayon and book – searching, finding, circling, counting and saying the final number.
- Finally, point to each item and have the children say the number.

Answers: ball – **2**, teddy bear – **1**, car – **3**, crayon – **4**, book – **5**

2 Work in pairs. Point, count and say.

Be a star!

- Demonstrate the activity with a confident child. Hold up your book, point to one of the outline pictures at the top of Activity 1 and have the child count them in the picture and say the number. Say *Yes! That's right.*
- Divide the class into pairs. One child points to one of the outline pictures, and the other finds, counts and says the final number. They take turns to point and count the remaining items.
- When they have finished, the children can colour the outline pictures in Activity 1 with any colours they want and then compare them with a friend.

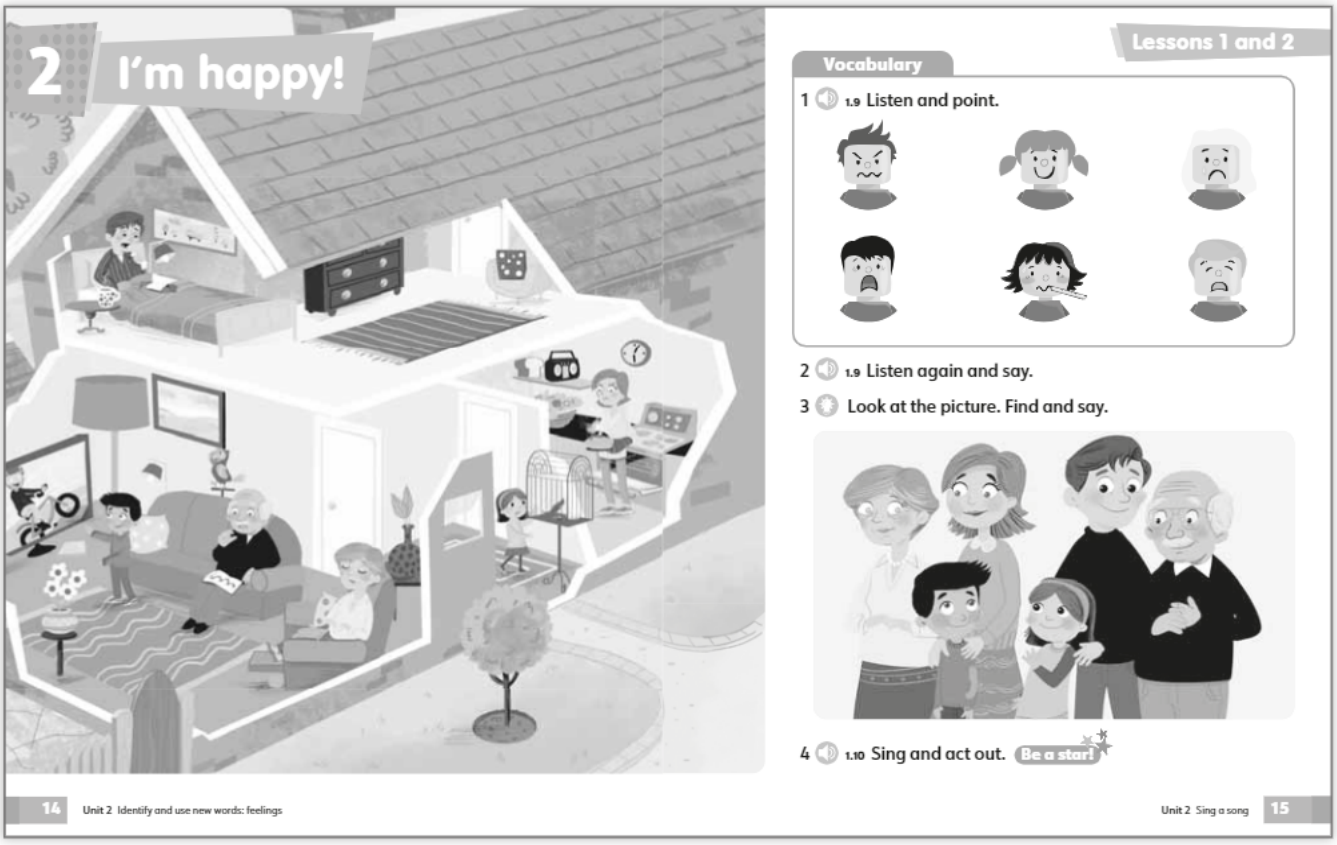
Cooler: Draw and label

- Tell the children your favourite toy from the toys in Activity 1, e.g. a ball, and draw six balls on the board. Have the children count them. Write the number next to the balls and draw a frame around everything.
- Have the children do the same in their notebooks with their favourite toy (it doesn't have to be a toy from Activity 1) and the number they choose. Encourage them to show their work to different friends, who should count the toys and say the number.

2 I'm happy!

Lessons 1 and 2 Vocabulary

Pupil's Book pages 14–15



Learning objectives: Identify and use new words: feelings; Sing a song using the target vocabulary

Vocabulary: angry, happy, sad, scared, sick, tired

Resources: Flashcards; Vocabulary worksheet 1

Lesson 1

Warm-up: The big picture

- Refer the children to the picture on page 14. Ask what they can see, where the people are and what they are doing. Ask if they can see Jack and Maya (Jack is in the living room, Maya is in the hall).
- Ask the children if their house is like this or different; for example, do they have rooms upstairs and downstairs?

1 1.9 Listen and point.

- Play the audio. Have the children listen and point to the pictures. Do this twice.
- Then say the items in a different order and have the children point.

Audioscript

angry, angry ... happy, happy ... sad, sad ... scared, scared ... sick, sick ... tired, tired

2 1.9 Listen again and say.

- Play the audio, pausing for the children to repeat. Pay particular attention to the *h* (h) sound at the beginning of *happy* (but don't worry if the children don't all get it immediately).
- Play the audio again and encourage the children to make the appropriate facial expression for each word.
- Play the audio one more time, pausing after each word for the children to say the word in an appropriate tone of voice (e.g. say *angry* in an angry tone) and make the corresponding facial expression.

Teaching star!

Extension

This activity gives an extra opportunity for the children to use the new language (with a simple purpose).

- Take the flashcards for the six feelings from this lesson. Place them face down on your desk and choose one at random.
- Hold it in front of your face so you can't see the card and have the children tell you the feeling on the card. Change your expression to match what they tell you and uncover your face. Hold the card next to your face. Ask the children *Yes or no?* Continue with all the cards.

This is a very controlled activity, but the children are using the language for a specific reaction.

Cooler: Mime game

- Mime one of the facial expressions of the feelings in Activity 1 (make an appropriate noise as well, if you want). Have the children call out the feelings word. Repeat with one more feeling.
- Divide the class into pairs and have them take turns to mime a word and guess.
- Ask if any children would like to mime a feeling for the class to guess.

Lesson 2

Warm-up: Yes or no?

- Hold the flashcards of the six feelings from Lesson 1 in front of you in a pack, so the children can see the front card, but you can't.
- Make a facial expression of one of the feelings. If your expression matches the card, the children say *Yes!* If not, they say *No!* When your expression matches the card, remove it from the pack.
- Continue until you have matched them all. (If you arrange the pack in an order you remember before the lesson, you can make this go faster!)

3 Look at the picture. Find and say.

- Point to Jack in the family picture in Activity 3 in your Pupil's Book. Then find Jack in the big picture on page 14, look closely and say *happy!* Do this again and have the children do it at the same time as you.
- Repeat for all the family members and feelings with the whole class.
- Divide the class into pairs and have them continue the activity – one child points to a family member in Activity 3, the other finds them in the big picture and says the adjective. Have them swap roles each time.

Answers: Jack – happy, Mummy – angry, Maya – sad, Grandpa – scared, Daddy – sick, Grandma – tired

4 1.10 Sing and act out.

Be a star!

- Stick the six feelings flashcards spread out around the board.
- Play the song and have the children find and point to the flashcards as they hear the feelings mentioned. Ask the children which feelings they didn't hear (*angry, tired*). Remove these two and arrange the flashcards vertically in the order they come in the song.
- Play the song again, pausing after each line for the children to repeat. Encourage them to make an appropriate facial expression for the feelings. Also, have them raise both hands for *Yes, I am* and fold their arms for *No, I'm not*.
- Then have the children sing each verse in turn with actions.
- Finally, play the song one more time and have the children sing and do actions / expressions for all the verses.

Audioscript

La-dee-da

Are you scared?
No, I'm not.
La-dee-da. La-dee-da.

Are you happy?
Yes, I am.
La-dee-da. La-dee-da.

Are you sick?
No, I'm not.
Boo-hoo-hoo.
Boo-hoo-hoo.

Are you sad?
Yes, I am.
Boo-hoo-hoo.
Boo-hoo-hoo.

Cooler: Visualisation

- Ask the children to close their eyes and imagine the situations you describe to them. The children listen to each one and then raise their hands and say how they feel.
- Some suggested situations to say (in L1):
  It's your birthday! You have cake and presents. How do you feel?
  You lost your beautiful new pencil case. How do you feel?
  You see a big spider on your arm. How do you feel?
  You are just about to eat the last piece of birthday cake – and the cat steals it! How do you feel?
  You've got flu ... your head aches and your tummy hurts. How do you feel?
  It's the end of a long, long day ... time for bed. How do you feel?

Lesson 3 Grammar

Pupil's Book page 16



Learning objectives: Talk about feelings; Follow and act out a story using the target grammar

Vocabulary: angry, cold, happy, hot, sad, scared, sick, tired

Grammar: *How are you? I'm scared.*

Resources: Flashcards

1.10 Warm-up: Sing the song!

- Play the *La-dee-da* song and encourage the children to join in and do the actions. You may wish to remind the children of the actions they did in the previous lesson.
- Then play the song and do the actions so that the children follow your lead and join in.

1 1.11 Listen and follow.

- Refer the children to the pictures and elicit who they can see, where they are and what is happening (Jack, Maya, Mummy and Daddy at a fair or amusement park – on the rides and eating ice cream).
- Play the audio and have the children follow, pointing to each picture in turn.
- Play the audio again. Have the children say *Stop!* whenever they hear a feeling, and repeat the word. Elicit a mime for *hot* and *cold*.
- Play the audio one more time and have the children do the actions and mimes for the feelings.

Audioscript

1	***Ride operator:***	*How are you? OK?*
	Maya:	*I'm fine, thank you.*
	Jack:	*I'm scared!*
2	***Bumper car operator:***	*How are you? Nice ride?*
	Maya:	*Yes, I'm happy!*
	Jack:	*I'm sick!*
3	***Maya:***	*Thank you! Phew! I'm hot!*
	Jack:	*Oh, no! My ice cream! Now I'm cold! Brr!*
4	***Ice cream vendor:***	*Here.*
	Jack:	*Wow! Thank you! I'm happy now.*

2 1.11 Listen again. How are they feeling? Look and say.

- Refer the children to the four faces and ask *How are they feeling?* Point to each one in turn and elicit the feelings.
- Play the audio again for the children to listen, confirm and repeat the feelings words.

Answers: 1 scared **2** sick **3** hot **4** happy

3 Work in groups. Act out the story.

Be a star!

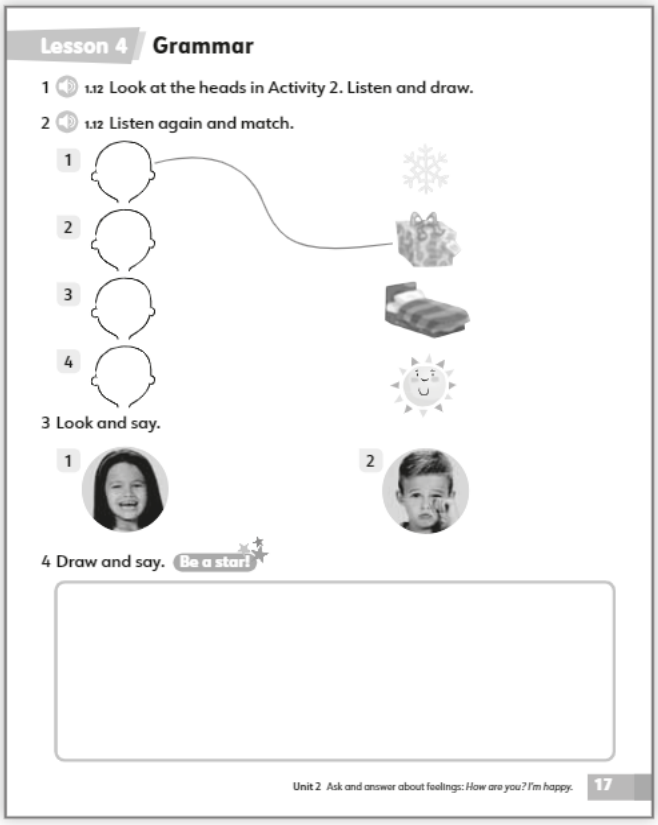
- Divide the class into groups of five (if you have extra children, they can play Mummy or Daddy smiling and waving!). Give each child a number, 1–5. Tell them that all number 1s are Jack, 2s are Maya, 3s are the man on the first ride, 4s are the man on the bumper cars, and 5s are the ice cream vendor.
- Play the story (Track 1.11) and have the children mime the actions and make the facial expressions.

Cooler: What's different?

- Play *What's different?* (see the Games bank, pages 12–13) with flashcards from this unit.

Lesson 4 Grammar

Pupil's Book page 17



Learning objectives: Ask and answer about feelings

Grammar: *How are you? I'm happy.*

Review vocabulary: feelings

Resources: Flashcards

Materials: coloured pencils

Warm-up: Sit down if ...

- Have all the children stand up.
- Make sentences about feelings: *Today, I'm ...* (explain the meaning of *today*). If the sentence is true for the children, they sit down. Repeat for all the feelings, leaving the most probable ones (*happy, hot / cold*) for last. If any children are still standing, ask them how they feel (some may just feel *normal*!).

1 1.12 Look at the heads in Activity 2. Listen and draw.

- Play the audio and have the children listen and raise their hands when they hear a feeling.
- Play part 1 of the audio again. Ask *Number 1 – happy or sad?* Have the children draw a happy face. You may wish to draw an example for them on the board (copy from page 15). Tell them they can complete the hair, etc. later.
- Play the rest of the audio, pausing after each part for the children to say the feelings and draw the faces.
- Finally, give them some time to complete the pictures, adding hair and colour, and compare pictures with a friend.

Audioscript

1 Adult: *How are you?*
Boy 1: *I'm happy.*
2 Adult: *How are you?*
Girl 1: *I'm cold.*
3 Adult: *How are you?*
Boy 2: *I'm hot.*
4 Adult: *How are you?*
Girl 2: *I'm tired.*

Answers: 1 (happy face) **2** (cold face) **3** (hot face) **4** (tired face)

2 1.12 Listen again and match.

- Play part 1 of the audio again. Hold up your Pupil's Book and trace the line from the happy face to the present with your finger. Point to the present and say *happy!*
- Play the rest of the audio, pausing for the children to draw lines from the faces to the pictures.
- Then have the children hold up their books and see if all their answers are the same.

Answers: 1 happy – present; **2** cold – snowflake; **3** hot – sun; **4** tired – bed

3 Look and say.

- Point to the photos in your Pupil's Book. Ask what question we can use to ask about the girl's feelings (*How are you?).* Have all the children repeat. Prompt the children to ask the question and reply *I'm happy!* Ask *One or two?* (*1*). Do the same for the other photo.
- Then divide the class into pairs. Have the children take turns to ask and answer *How are you?* and to reply with one of the feelings on the page (from Activity 2 or 3). The child who asks the question points to the correct face.

4 Draw and say.

Be a star!

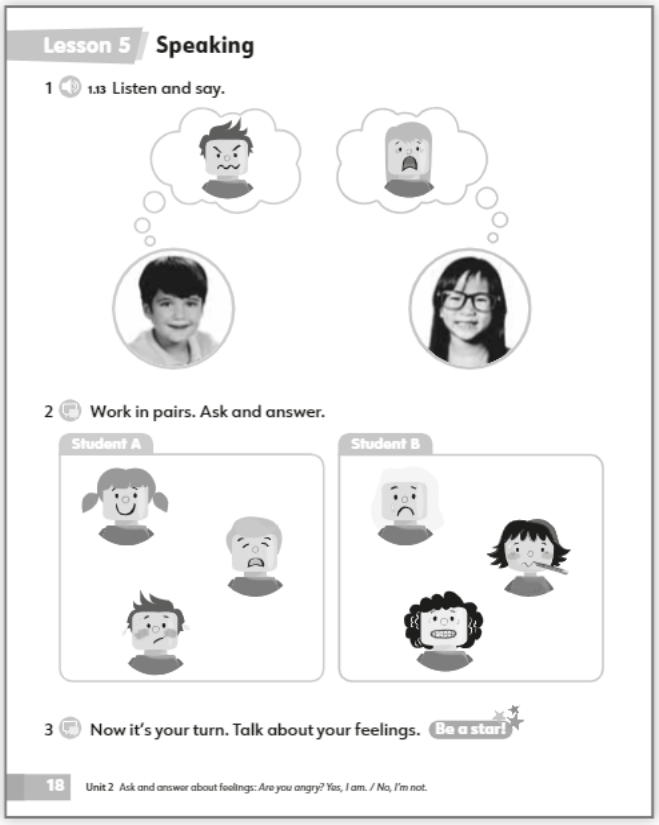
- Ask a few children *How are you?* Elicit their feelings.
- Copy the drawing frame onto the board. Draw a picture of a face inside (but with no feeling yet). Prompt the children to ask you *How are you?* Complete the face with a happy smile (or other feeling) and elicit the answer.
- Have the children draw their own face in their books with their feeling.
- Then have them show each other their pictures and say how they are feeling.

Cooler: Simon says

- Play *Simon says* (see the Games bank, pages 12–13) with mimes of the feelings in this unit.

Lesson 5 Speaking

Pupil's Book page 18



Learning objectives: Ask and answer about feelings

Grammar: *Are you angry? Yes, I am. / No, I'm not.*

Review vocabulary: feelings

Resources: Flashcards

Warm-up: Match the feeling

- Ask all the children to make a face showing a feeling from this unit when you count to three.
- Cover your face with your hands. Behind your hands make a face showing a feeling. Say *1, 2, 3!* Have the children make their faces and reveal your face.
- Have the children raise their hands if they have the same feeling. (A lot of children will laugh, even if they're trying to look sad, which is a great start to the lesson!)

1 1.13 Listen and say.

- Ask the children what feelings they can see in the pictures (*angry, scared*).
- Play the audio and have the children listen and point to the faces.
- Play the audio again, pausing for the children to repeat. Ask them what game they are playing (a guessing game about feelings).

Audioscript

Girl: *Are you angry?*
Boy: *Yes, I am.*
Boy: *Are you happy?*
Girl: *No, I'm not. I'm scared!*

2 Work in pairs. Ask and answer.

- Refer the children to the boxes. Say *I'm Student A.* Turn your book away so only you can see and place your finger on one of the feelings, e.g. *hot*. Prompt a confident child to ask you an *Are you ...?* question. Have all the class repeat it. Answer *Yes, I am* if it's correct, or *No, I'm not. I'm (hot)!* and show the children your finger on the *hot* picture.
- Divide the class into pairs and assign each child Student A or B.
- Before they start, elicit and drill the question and answers once more. Then have them make new dialogues with the other feelings in the boxes, taking turns to ask and answer.
- Ask if any pairs would like to perform a dialogue for the class.

3 Now it's your turn. Talk about your feelings.

Be a star!

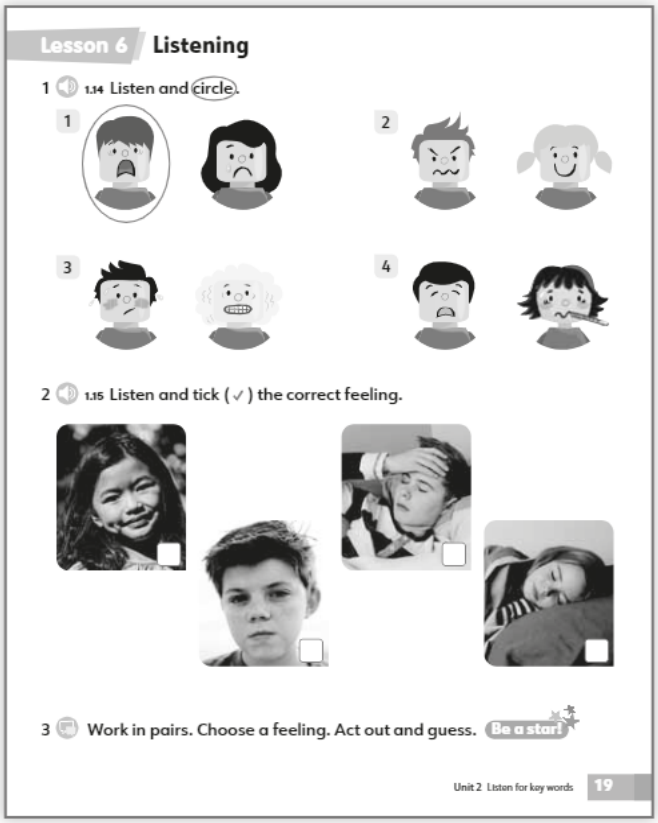
- Have the children ask you *Are you...?* questions about your feelings today. Tell them they can ask five questions. Decide on two answers, e.g. *tired* and *hot*, before they start.
- Have the children raise their hands to ask you questions. Reply *Yes, I am* or *No, I'm not.* If they haven't asked you about both *tired* and *hot* by the fifth question, finish by saying, *No, I'm not. I'm [missing adjectives].*
- Divide the class into pairs to continue the game. Have them take turns to ask up to five questions about their friend's feelings and to answer.
- Ask if any children would like to answer some questions from the class.

Cooler: Disappearing pictures

- Play *Disappearing pictures* (see the Games bank, pages 12–13) with flashcards of the feelings in this unit.

Lesson 6 Listening

Pupil's Book page 19



Learning objectives: Listen for key words

Resources: Flashcards

Warm-up: Group mime game

- Play *Group mime game* (see the Games bank, pages 12–13) with flashcards of the feelings in this unit.

1 1.14 Listen and circle.

- Refer the children to the pictures and ask what feelings they can see.
- Play the first part of the audio and have the children point to the scared face. Point out the example circle.
- Point to the two faces in number 2, and play the next part of the audio for the children to circle the correct feeling. Continue with the rest of the audio.
- Say the numbers and have the children say the feelings.

Audioscript

1 Girl 1: *Are you scared?*
Boy 1: *Yes, I am.*
2 Boy 1: *How are you?*
Girl 1: *I'm happy!*
3 Girl 2: *Are you cold?*
Boy 2: *No, I'm not. I'm hot.*
4 Girl 2: *How are you? Are you sick?*
Boy 2: *No, I'm tired.*

Answers: 1 scared **2** happy **3** hot **4** tired

2 1.15 Listen and tick (✓) the correct feeling.

- Refer the children to the photos and elicit the feelings they can see.
- Play the audio and have the children tick the correct picture. Play the audio again to check.

Audioscript

Boy: *How are you? Are you happy?*
Girl: *No, I'm not.*
Boy: *Are you angry?*
Girl: *No, I'm not.*
Boy: *Are you sick?*
Girl: *No, I'm not.*
Boy: *Are you tired?*
Girl: *Yes, I am! Good night!*

Answer: tired ✓

Teaching star!

Extra activity

This activity gives the children more exposure to the language. It also raises their focus after the listening.

- Divide the class into groups of three and give each child a number, 1, 2 or 3. Have the children stand in their groups facing you.
- Say, with little pause in between, *Number 1 – you're scared; number 2 – you're tired; number 3 – you're happy.* The children listen and mime the feeling you said for their number.
- Check the children's expressions. Ask some children *Are you happy? Are you angry?*
- Repeat with different sets of feelings.

3 Work in pairs. Choose a feeling. Act out and guess.

Be a star!

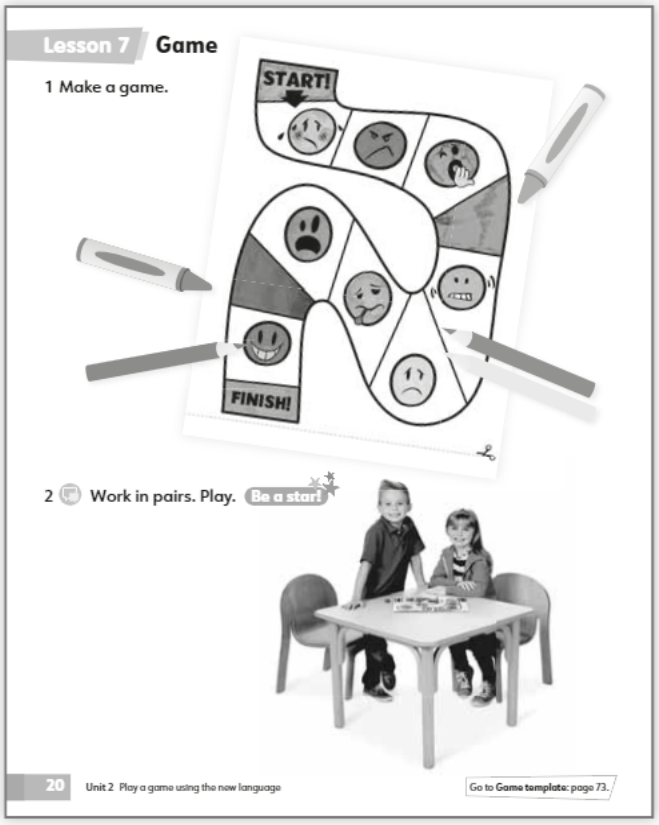
- Choose one of the feelings from the Pupil's Book. Act out that feeling (with sounds if necessary, but no words).
- Have the children ask you *Are you …?* questions. Answer *No, I'm not* and invite more questions, or *Yes, I am! I'm ….*
- Divide the class into pairs. Have them take turns to choose and act out a feeling and to ask the questions.

Cooler: Double mimes!

- Say short sentences, e.g. *I'm cold and angry!* and have the children mime the two feelings at the same time. Vary the pairs (*I'm happy and hot! I'm tired and sick. I'm scared and cold!*), but avoid opposites!

Lesson 7 Game

Pupil's Book page 20



Learning objectives: Play a game using the new language

Resources: Game template page 73; Flashcards

Materials: coloured pencils / crayons, scissors, a die per pair of children, (optional) a sheet of construction paper and glue

Warm-up: Read my lips

- Tell the children you will say feelings words, but won't make any sound. 'Say' the words with exaggerated mouth movements, but no sound. When the children know the feeling, they raise their hands. Choose one child to give the answer and then say the word aloud.
- Repeat with several feelings words.

1 Make a game.

- Refer the children to the coloured page and ask what feelings they can see. Ask if they think they are good colours for the feelings.
- Explain to the children that they will make their own coloured feelings page for a game.
- Refer them to the game template on page 73, and give them some time to colour the feelings however they want.
- Now have them cut out the game board along the dotted lines (being careful to keep their fingers out of the way of the scissors!). You may want to stick the game boards on a sheet of construction paper to make them stiffer.

2 Work in pairs. Play. Be a star!

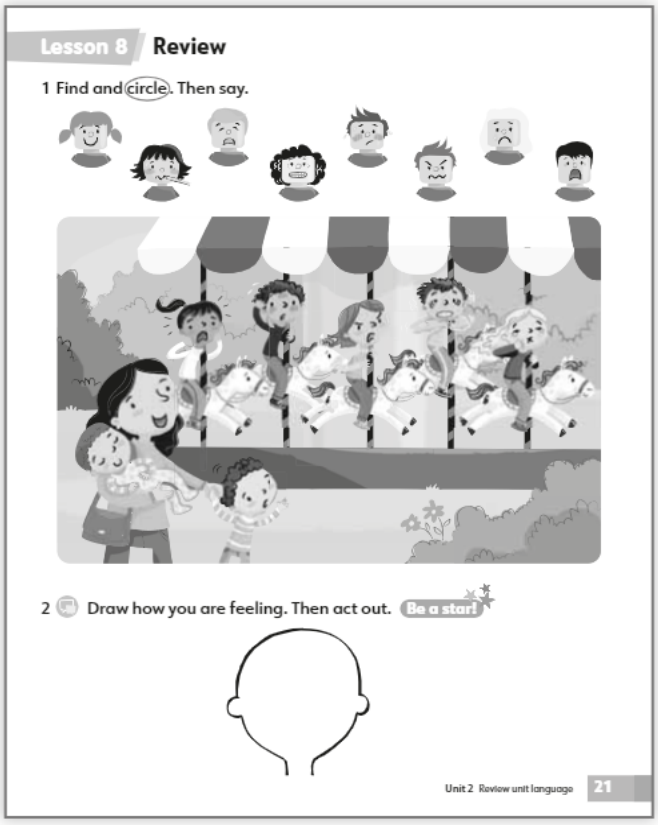
- Divide the class into pairs and have them choose one of their two game boards to play with. Tell them they will use the other one in a moment.
- Demonstrate the game by giving one pair of children a die and asking them to choose a small object to use as a counter – a rubber, a coin, a pencil sharpener, etc. Have one child roll the die and move their counter, counting out loud.
- When they stop, the other child asks *How are you?* and the first child answers *I'm …* (according to the feeling where they stopped).
- The other child then rolls the die and the game continues. If the children stop on a blank space, they choose their own answer. The person who reaches the end first wins.
- Give a die to each pair of children and have them play the game, changing game boards each time they finish a game.
- The children will happily play this game several times!

Cooler: Point to 1, 2, 3

- Play *Point to 1, 2, 3* (see the , pages 12–13) with flashcards of the feelings in this unit.

Lesson 8 Review

Pupil's Book page 21



Learning objectives: Review unit language

Review vocabulary: angry, cold, happy, hot, sad, scared, sick, tired

Resources: Flashcards; Unit 2 test
OPTIONAL: Unit 2 Writing worksheets

Materials: a die, coloured pencils

Warm-up: Board feelings game

- Stick the flashcards of feelings in a line on the board.
- Give one of the children a die to roll and say the number. Count with the class along the line. When you stop, have all the children ask *How are you?* Reply *I'm ...* and have all the children finish the answer with the correct word.
- Repeat the game a few times, giving the die to a different child each time. Swap the cards around.

1 Find and circle. Then say.

- Refer the children to the main picture and elicit what they can see in it (a fair ride, carousel or merry-go-round, with children riding on it).
- Hold up your Pupil's Book. Point to the happy face on the left above the picture, say *happy!*, and then search for someone happy in the picture, saying *happy ... happy ...* (Mummy). Demonstrate how to circle the mother's face in pencil (you can erase it later).Have the children say *happy!*
- Point to the other faces at the top, have the children say the feelings and search for them in the picture. When they find the corresponding person, they circle them and say the word.
- Finally, point to each person in the picture and have the children say the feeling.

Teaching star!

Pairwork

Activity 1 can be done as a pairwork activity. This increases the level of student participation and gives you the chance to listen to individual children.

- Introduce the activity as per the first two bullet points.
- Then divide the class into pairs.
- Demonstrate the activity with a confident child. Point to one of the faces at the top, e.g. the cold face, and say *cold.* Have the child find the cold person in the picture, say *cold* and circle.
- Have the children continue with one child pointing and the other finding, saying and circling. Then have them swap roles and repeat.

2 Draw how you are feeling. Then act out.

Be a star!

- Draw a blank face like the one in Activity 2 on the board. Complete the face with one of the feelings, e.g. tired. Say *I'm ...* and have the children say *tired.* Mime being tired, with heavy eyes and a covered yawn!
- Have the children draw how they are feeling on the face in their book.
- Divide the class into pairs and have them show their drawings, say the feeling and act it out.
- Repeat with the children in different pairs.
- Ask if any children would like to show their drawing, say the feeling and act it out for the class.

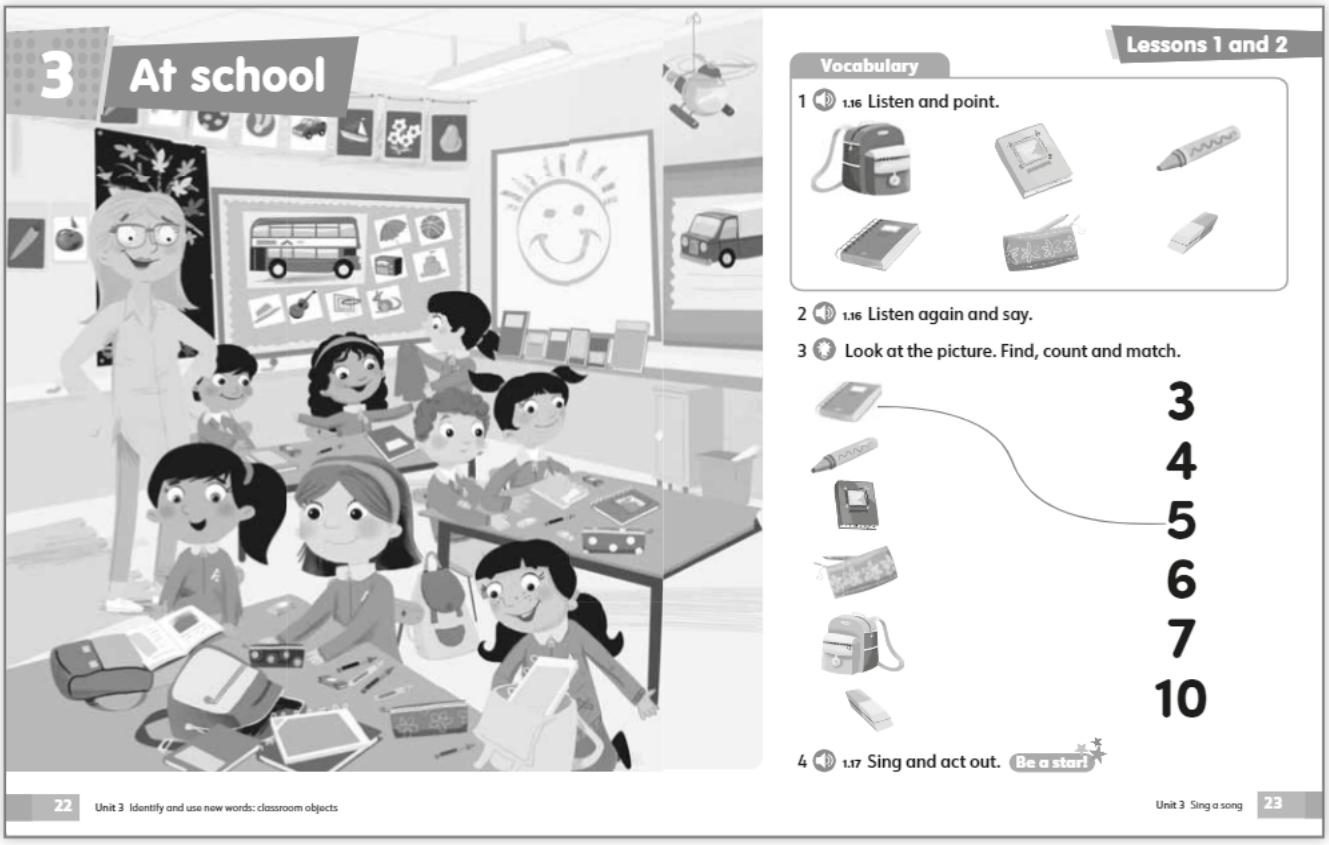
Cooler: Memory test

- Stick the feelings flashcards in a line on the board. Have the children say the words in order, left to right.
- Turn one or two of the cards face down, and have the children repeat the complete set from memory. Turn the cards over again to confirm, but then leave them face down again.
- Repeat until, finally, the children have to say the complete line from memory.

3 At school

Lessons 1 and 2 Vocabulary

Pupil's Book pages 22–23



Learning objectives: Identify and use new words: classroom objects; Sing a song using the target vocabulary

Vocabulary: backpack, book, crayon, notebook, pen, pencil, pencil case, rubber

Resources: Flashcards; Vocabulary worksheet 1

Lesson 1

Warm-up: The big picture

- Refer the children to the picture on page 22. Ask what they can see, where the people are and what they are doing. Ask if they can see Jack or Maya (Maya is in the centre, Jack is in a different class). Ask if this classroom looks like the children's own. Ask if they have similar things in their backpacks or schoolbags.
- Count the girls and boys with the whole class.

1 1.16 Listen and point.

- Play the audio. Have the children listen and point to the objects. Do this twice.
- Then say the items in a different order and have the children point.

Audioscript

backpack, backpack ... book, book ... crayon, crayon ... notebook, notebook ... pencil case, pencil case ... rubber, rubber

2 1.16 Listen again and say.

- Play the audio, pausing for the children to repeat. Pay particular attention to the *r* (*r*) sound at the beginning of *rubber* (but don't worry if the children don't all get it immediately).
- Play the audio again and encourage the children to point to or hold up matching objects in their classroom as they say each one.

Cooler: Mime game

- Mime using one of the items in Activity 1. Have the children raise their hands to guess what it is.
- Repeat with more items from Activity 1.
- Ask if any children would like to mime using an item from Activity 1 for the rest of the class to guess.

Lesson 2

Warm-up: Point to 1, 2, 3

- Play *Point to 1, 2, 3* (see the Games bank, pages 12–13) with flashcards of the classroom objects in this unit.

3 Look at the picture. Find, count and match.

- Hold up your Pupil's Book and point to the notebook at the top of the left column. Then search for notebooks in the big picture on page 22. Count them and say the final number: *five*. Then trace the line from the notebook to the number five.
- Repeat this and have the children do it at the same time as you.
- Repeat for all the objects with the whole class and have the children say the objects and numbers each time.
- Divide the class into pairs and have them continue the activity – one child points to an object in Activity 3, the other finds it in the big picture, counts how many, and says the object and number. Have them swap roles each time.

Answers: notebook – **5**, crayon – **7**, book – **10**, pencil case – **3**, backpack – **4**, rubber – **6**

Teaching star!

Pairwork

Activity 3 above can be easily extended into a pairwork activity to give further practice.

- Divide the class into pairs.
- Demonstrate the activity with a confident child. With your book open, but the child's book closed, say a number and have the child say which object corresponds. Then count together in your book to confirm. Hand your book to the child and have them do the same for you.
- Have the children continue the activity in their pairs, using only one book between them and alternating roles.

4 1.17 Sing and act out.

Be a star!

- Stick the classroom objects flashcards spread out around the board.
- Play the song and have the children point to the flashcards as they hear the objects mentioned. Ask the children which objects they didn't hear (*book, notebook, pencil case, rubber*). Remove these four and place the crayon and backpack flashcards in the order they come in the song.
- Play the song again, pausing after each line for the children to repeat. Encourage them to mime using each object.
- Then have the children sing each of the first two verses in turn with actions.
- For the last verse, have the class decide what object they want to insert in the space. Play the verse and have the children sing along with the object of their choice.
- Finally, play the song one more time and have the children sing and do the actions for all verses.

Audioscript

I'm happy

I'm happy. I've got a crayon.
A crayon. I've got a crayon.
I've got a crayon.

I'm happy. I've got a backpack.
A backpack. I've got a backpack.
I've got a backpack.

I'm happy. I've got a ... (mmm).
A ... (mmm). I've got a ... (mmm).
I've got a ... (mmm).

Cooler: What's different?

- Play *What's different?* (see the Games bank, pages 12–13) with the flashcards of the classroom objects.

Lesson 3 Grammar

Pupil's Book page 24



Learning objectives: Talk about classroom objects; Follow and act out a story using the target grammar

Vocabulary: backpack, book, crayon, notebook, pen, pencil, pencil case, rubber

Grammar: *This is my pen.*

Resources: Flashcards, Vocabulary worksheet 2

Materials: coloured pencils (blue and red)

1.17 Warm-up: Sing the song!

- Play the *I'm happy* song and encourage the children to join in and do the actions. You may wish to remind the children of the actions they did in Lesson 2.
- Then play the song and do the actions so that the children follow your lead and join in.

1 1.18 Listen and follow.

- Refer the children to the pictures and elicit who they can see, where they are and what is happening (Jack, Maya and Peep in the garden, finding classroom objects).
- Play the audio and have the children follow, pointing to each picture in turn. Ask why the objects are in the garden (Peep took them).
- Play the audio again. Have the children say *Stop!* whenever they hear a classroom object mentioned, and have them repeat it. Elicit a mime for *pen* and *pencil* (e.g. writing for *pen*, drawing for *pencil*).
- Play the audio one more time and have the children do all actions and mimes.

Audioscript

1 Jack: *Look! A rubber!*
Maya: *This is my rubber!*
2 Maya: *A crayon? Here?*
Jack: *This is my crayon. And this is my pen!*
3 Maya: *Look! I've got a pencil case!*
Jack: *This is my pencil case! And this is my pencil!*
4 Peep: *This is my book! This is my book!*
Maya: *Oh, Peep! It's my book!*

2 1.18 Listen again. Circle blue for Jack and circle red for Maya.

- Refer the children to pictures 1–6. Elicit the objects.
- Play part 1 of the audio. Say *Rubber – Jack or Maya?* (*Maya*). Point out the example red circle. Explain that they need to circle Maya's objects in red and Jack's in blue. Make sure the children have a blue and red pencil.
- Play the rest of the audio for the children to listen and circle the objects in blue or red.

Answers: 1 red **2** blue **3** blue **4** blue **5** blue **6** red

3 Work in groups. Act out the story.

Be a star!

- Divide the class into groups of three. Give each child a number, 1, 2 or 3. Tell them that all number 1s are Jack, 2s are Maya, and 3s are Peep.
- Play the story (Track 1.18). Have the children mime the actions and the objects. Play the story again and have the children speak their lines or words with the audio (see *Teaching star!*).

Teaching star!

Mixed ability

With beginner learners, some children are ready for production before others. They can participate in various ways:

- ✓ Speak all the lines (most confident children)
- ✓ Speak key phrases (e.g. *This is my pen.*)
- ✓ Speak key words (e.g. the objects, *pen* ...)
- ✓ Mime the actions of the story
- ✓ Point to objects or flashcards (least confident children).

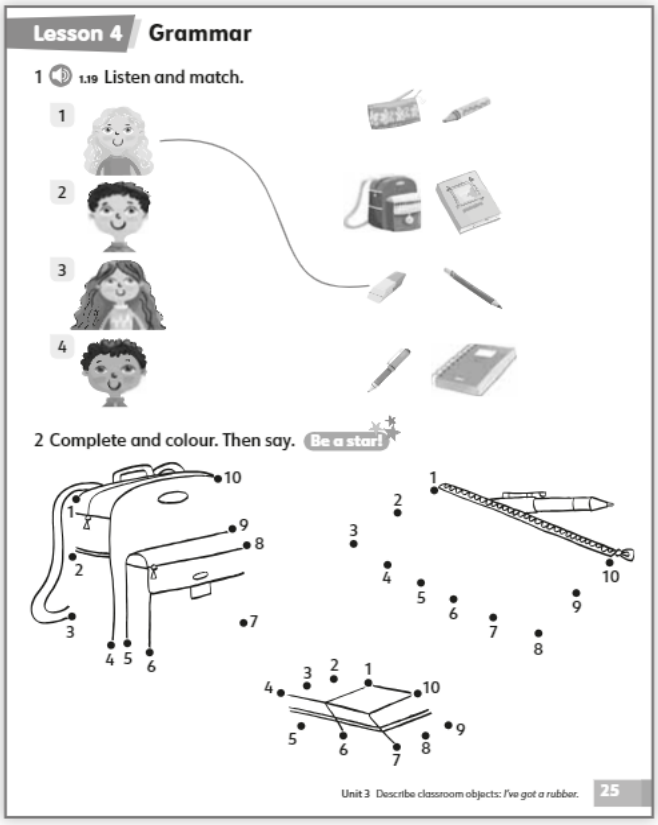
This way, all children are listening and responding.

Cooler: Group mime game

- Play *Group mime game* (see the Games bank, pages 12–13) with the unit flashcards.

Lesson 4 Grammar

Pupil's Book page 25



Learning objectives: Describe classroom objects

Grammar: *I've got a rubber.*

Review vocabulary: classroom objects

Resources: Flashcards

Materials: coloured pencils

Warm-up: Stand up, sit down

- Ask to borrow five or six classroom objects from the children and put them on your desk next to your own objects.
- Hold up an object and say *This is my [object].* If the children think it is yours, they stand up. If not, they sit down (or stay seated). If the children sit down, ask them whose they think the object is.
- Make sentences for all the objects. (You can try to trick the children by holding up an object which is yours, but giving the wrong name, e.g. hold up your pencil and say *This is my crayon*!)

1 1.19 Listen and match.

- Play the audio and have the children listen and count how many classroom objects they hear (there are eight).
- Play part 1 of the audio again. Hold up your Pupil's Book and trace the line from the first face to the two objects. Elicit the names of the objects.
- Play the rest of the audio for the children to listen and draw lines to the correct objects.
- Finally, point to the faces and have the children raise their hands to say one of the objects in each matching pair. Ask for whole-class agreement each time.

Audioscript

1 *I've got a rubber and a pencil.*
2 *I've got a pencil case and a crayon.*
3 *I've got a pen and a notebook.*
4 *I've got a backpack and a book.*

Answer: See audioscript

2 Complete and colour. Then say. Be a star!

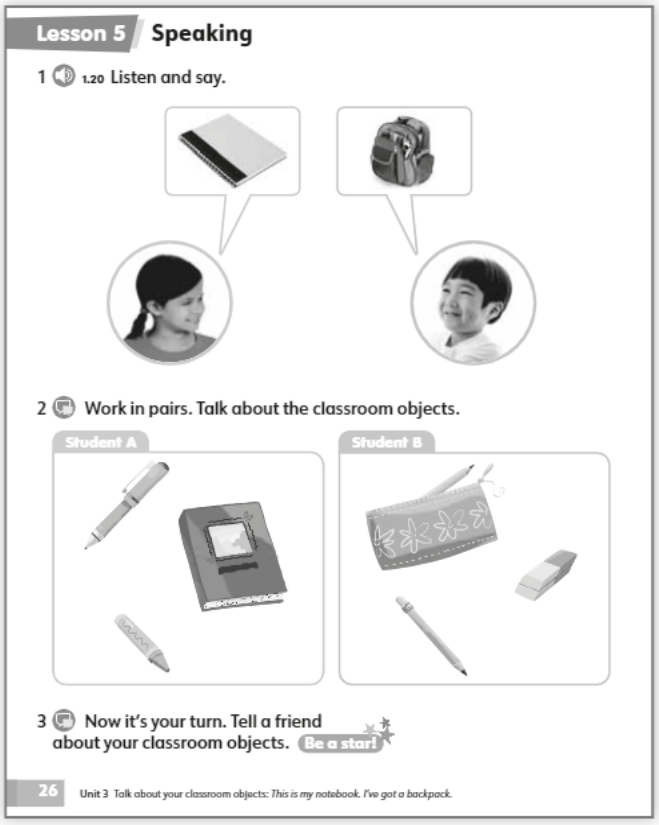
- Ask the children what objects they think they can see in the unfinished pictures.
- Demonstrate in your Pupil's Book how to complete the lines following the numbers and saying them aloud (start drawing the first one lightly in pencil – you can erase it later).
- Have the children complete the objects one by one, saying the numbers aloud as they connect them. After each one, ask *What's this?* and have the children name each object.
- Give the children a few minutes to colour their objects in. Then hold up your book and point to each one. Have the children say the names.

Cooler: Ready, set, draw!

- Play *Ready, set, draw!* (see the Games bank, pages 12–13) with the classroom vocabulary in this unit.

Lesson 5 Speaking

Pupil's Book page 26



Learning objectives: Talk about your classroom objects

Grammar: *This is my notebook. I've got a backpack.*

Review vocabulary: classroom objects

Resources: Flashcards

Warm-up: Yes or no?

- Draw a big tick at the top of the board and a big cross at the bottom.
- Take several classroom objects, one at a time, from your bag, hold them up and say *I've got a [object].* If the children also have the object in their bag, they raise both hands and say *Yes!* If not, they keep their hands down and say *No!*

1 1.20 Listen and say.

- Refer the children to the photos and elicit what objects they can see.
- Play the audio and have the children listen and point to the objects as they hear them mentioned.
- Play the audio again, pausing for the children to repeat. Encourage them to say *That's nice* and *Wow!* with enthusiasm!

Audioscript

Girl: *This is my notebook.*
Boy: *That's nice. I've got a backpack.*
Girl: *Wow!*

2 Work in pairs. Talk about the classroom objects.

- Refer the children to the boxes. Say *I'm Student A.* Point to one of the objects and say *This is my pen.* Prompt the whole class to respond *That's nice. I've got a ...* and choose something from the Student B box. You reply *Wow!*
- Divide the class into pairs and assign each child Student A or B.
- Before they start, elicit and drill the question and answers once more. Then have the children make new dialogues with the objects in the boxes.
- Ask if any pairs would like to perform a dialogue for the class.

3 Now it's your turn. Tell a friend about your classroom objects. Be a star!

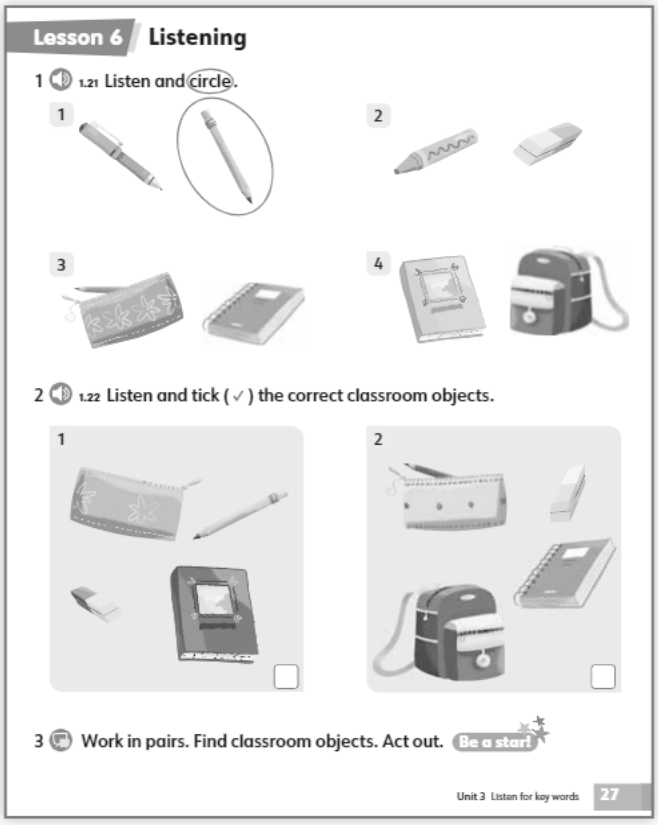
- Demonstrate the activity with a confident child. Show him / her something from your bag and say *This is my [object].* Have them reply *That's nice! I've got a ...* (holding up an object from their desk).
- Divide the class into pairs and have them show and tell about their own objects.
- Ask if anyone would like to show and tell about their objects to the class.

Cooler: Disappearing pictures

- Play *Disappearing pictures* (see the Games bank, pages 12–13) with flashcards of the classroom objects in this unit.

Lesson 6 Listening

Pupil's Book page 27



Learning objectives: Listen for key words

Resources: Flashcards

Warm-up: Eyes closed

- Invite three children to the front of the classroom. Have each one close their eyes and hold out their hands.
- Give each of them two objects to identify only by touch. When they recognise the objects, they say the names.
- Divide the class into pairs to continue the game. Have them take turns to close their eyes and identify the objects (only use objects from this unit!).

1 1.21 Listen and circle.

- Refer the children to the pictures and elicit the objects they can see.
- Play the first part of the audio and have the children point to the pencil. Point out the example circle.
- Point to the two objects in number 2, and play the next part of the audio for the children to circle the correct one. Continue with the rest of the audio.
- Finally, say the numbers and have the children say the objects.

Audioscript

1 This is my pencil.
2 I've got a crayon.
3 I've got a notebook.
4 This is my book.

Answer: See audioscript

2 1.22 Listen and tick (✓) the correct classroom objects.

- Refer the children to the pictures and elicit the objects in each box.
- Play the audio and have the children tick the correct picture.
- Play the audio again to check.

Audioscript

I've got a pencil case, a rubber, a backpack and a notebook.

Answer: 2 ✓

Teaching star!

Extension

This activity gives the chance for the children to listen to multiple objects and react.

- Divide the class into pairs. Have each pair of children gather a pen, pencil, book, notebook, rubber and pencil case on their desks (one of each per pair).
- Say sentences with three items, e.g. *I've got a pen, a rubber and a pencil case*. Have the children put these items on one desk, separate from the others, and raise their hands when finished. Check they are correct.
- Repeat with other sentences, and lists of four items if the children are confident.

3 Work in pairs. Find classroom objects. Act out. Be a star!

- Have the children gather all their classroom objects on their desks. If they have a backpack, they can leave this next to their desk.
- Do the same with your own objects and demonstrate the activity by saying, e.g. *I've got a pencil, a rubber, a pen, a book and a backpack.*
- Divide the class into pairs and have them describe their possessions to their friend. (You may have questions about plurals, in which case quickly tell the children.)

Cooler: Chain game

- Play *Chain game* (see the Games bank, pages 12–13). Start the chain by saying *I've got a pencil* for the next child to add another classroom object.

Lesson 7 Game

Pupil's Book page 28



Learning objectives: Play a game using the new language

Resources: Game template page 75; Flashcards

Materials: coloured pencils / crayons, scissors, small plastic bags labelled with the children's names or a paper clip each

Warm-up: Read my lips

- Tell the children you will say the names of some classroom objects, but won't make any sound. 'Say' the words with exaggerated mouth movements, but no sound. When the children know the classroom object, they raise their hands. Choose one child to give the answer and then say the word aloud.
- Repeat with several objects.

1 Make a game.

- Refer the children to the coloured page and ask what objects they can see on the coloured page. Ask the children if they have any of the classroom objects in the same colours as those on the page.
- Explain to the children they will make their own coloured objects cards to play a game.
- Refer them to the game template on page 75, and give them some time to colour the objects however they want.
- You can either have the children cut the template out of the book themselves, or cut them out for them beforehand. If the children are cutting, have them cut out the object cards along the dotted lines (being careful to keep their fingers out of the way of the scissors!).

2 Work in pairs. Play. Be a star!

- Divide the class into pairs. Each child holds his / her own cards so the other child can't see.
- Demonstrate the game by having one child pick a card from their friend's hand. They then match it with the corresponding card in their own hand and lay the two down on the desk. Have them say *I've got a [object name].* The other child then does the same and the game continues.
- This game doesn't have a winner or loser! You can have the children find the matches as quickly as possible to see which pair in the class finishes first, but they must make the sentences and they can't see each other's cards!
- When finished, give out small plastic bags labelled with the children's names for them to tidy their cards away. Alternatively, help them clip their cards to the back cover of their Pupil's Book with a paper clip.

Cooler: Board matching

- Stick the classroom objects flashcards on the board face down so that the children can't see them. Write numbers 1–8 next to the flashcards. Ask to borrow one set of cards from a child and stick them in a separate group next to the flashcards, with the pictures visible.
- Point to one of the child's cards and elicit the name aloud. Now have the children raise their hands to say the number of a card which they guess will match. Turn the card. If it matches remove both cards. If not, turn it over again in the same place.
- Continue the game until all the cards have been matched. Involve as many children as possible.

Lesson 8 Review

Pupil's Book page 29



Learning objectives: Review unit language

Review vocabulary: backpack, book, crayon, notebook, pen, pencil, pencil case, rubber

Resources: Flashcards; Unit 3 test
OPTIONAL: Unit 3 Writing worksheets

Warm-up: Guessing game

- Hold the flashcards in front of you with the pictures facing the children, but with the front card covered (e.g. by another flashcard turned around).
- Very slowly reveal the picture by sliding the other card away. As soon as the children know what it is, they raise their hands (but don't shout out!).
- When most children have their hands raised, ask one child what it is. Ask for whole-class agreement and then show the whole card.
- Repeat with several cards.

1 Find and circle. Then say.

- Refer the children to the main picture and elicit what they can see in it (part of a classroom with various classroom objects).
- Hold up your Pupil's Book. Point to the pen on the left above the picture, say *pen!* and then search for the pen in the picture, saying *pen ... pen ...* (on the left desk). Demonstrate how to circle the pen in your book. Have the children say *pen!*
- Point to the other pictures at the top, have the children say the objects and search for them in the picture. When they find the corresponding object, they circle it and say the word.
- Then point to each object in the big picture and have the children say the name.

2 Work in pairs. Play *Memory*. Say the classroom objects. Be a star!

- Divide the class into pairs. Tell them that they will test their memories of the classroom objects.
- Demonstrate with a confident child by naming one object and holding up one finger. Have the child repeat the object and then name another, holding up another finger (two). Then repeat the previous two objects and name a third object yourself, holding up another finger (three). Stop here.
- Point out to the children there are eight objects (show them eight fingers). Ask how quickly they can say all eight in their pairs – with no repeats!
- Ask if any pair would like to demonstrate their good memories to the rest of the class.

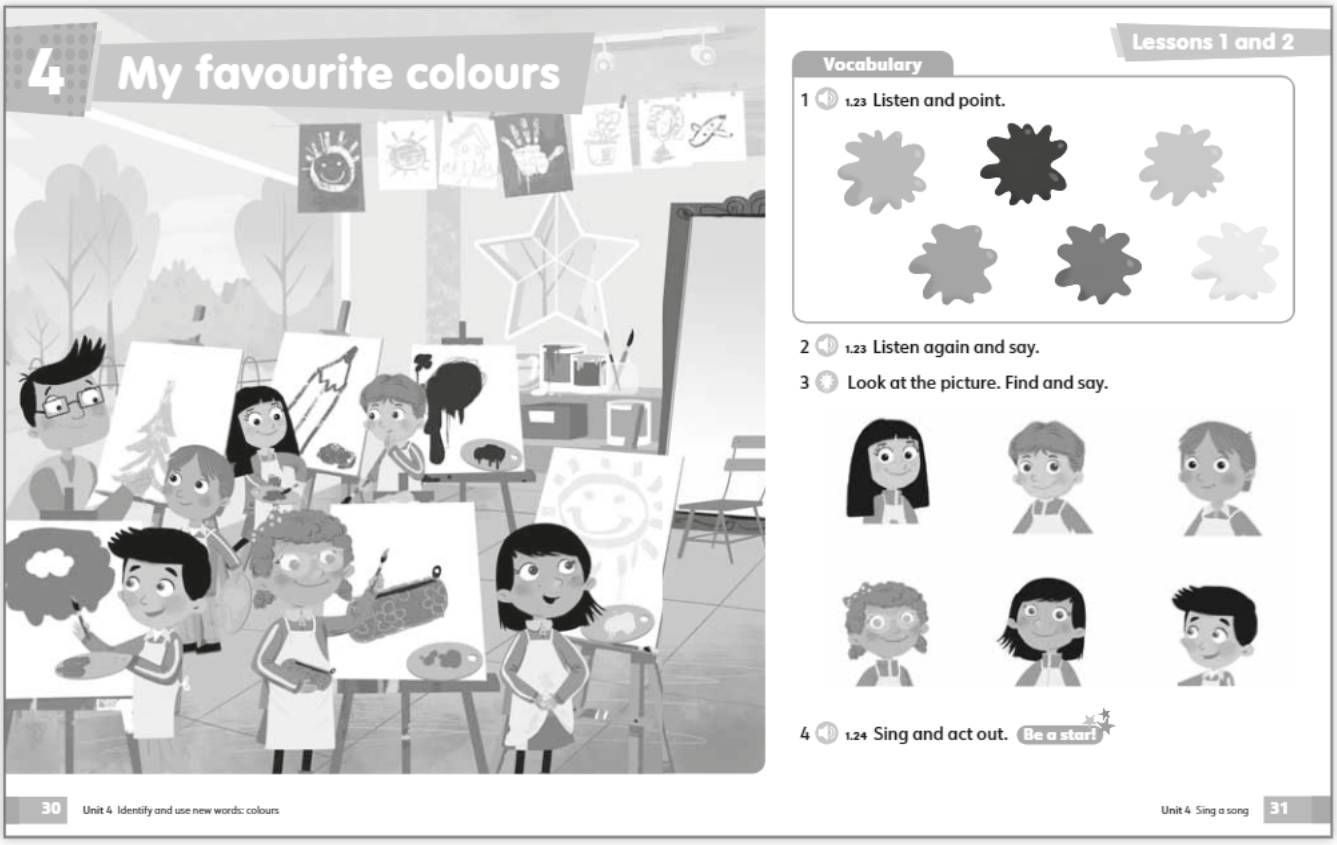
Cooler: Picture dictionary

- Have the children turn to the Picture dictionary in their Pupil's Books on page 88.
- Point to various items on pages 88 (numbers), 89 (feelings) and 90 (classroom objects). Have the whole class say the names of these.
- Divide the class into pairs and have them continue the activity by taking turns to point to an item from one of the first three units for their friend to name.

4 My favourite colours

Lessons 1 and 2 Vocabulary

Pupil's Book pages 30–31



Learning objectives: Identify and use new words: colours; Sing a song using the target vocabulary

Vocabulary: blue, brown, green, orange, red, yellow

Resources: Flashcards; Vocabulary worksheet 1

Materials: coloured pencils (blue, brown, green, orange, red, yellow)

Lesson 1

Warm-up: The big picture

- Refer the children to the picture on page 30. Ask where they are and what they are doing. Ask if they can see Jack or Maya (Jack is at the front left painting a blue sky). Ask if the children have lessons like this in their school and if they like to paint.

1 1.23 Listen and point.

- Play the audio. Have the children listen and point to the colours. Do this twice.
- Then say the colours in a different order and have the children point again.

Audioscript

blue, blue ... brown, brown ... green, green ... orange, orange ... red, red ... yellow, yellow

2 1.23 Listen again and say.

- Play the audio, pausing for the children to repeat. Pay particular attention to the *r* (r) sound at the beginning of *red* (but don't worry if the children don't all get it immediately).
- Play the audio again and encourage the children to point to something in the big picture for each colour as they say it.

Teaching star!

Extension

This activity gives the children practice in hearing more than one colour together and reacting to them with a concrete outcome.

- Divide the class into pairs and make sure each pair has coloured pencils within easy reach.
- Call out a series of three colours, e.g. *red, brown, green* and have the children place the coloured pencils in the order you said, left to right (their left). They raise their hands when finished. Check the first few and then ask the rest of the class to check each other's.
- Repeat with several more series of three colours. Then challenge the children a little more with four colours, or even five if they seem confident!

Cooler: Simon says

- Play *Simon says* (see the Games bank, pages 12–13) with the children pointing to or touching something of the colours you say.

Lesson 2

Warm-up: Point to 1, 2, 3

- Play *Point to 1, 2, 3* (see the Games bank, pages 12–13) with flashcards of the colours in this unit.

3 Look at the picture. Find and say.

- Hold up your Pupil's Book and point to the first girl in Activity 3. Then find her in the big picture on page 30, point to her painting and say *red!* Do this again and have the children do it at the same time as you.
- Repeat for all the children and colours with the whole class, and have the children say the colours each time.
- Divide the class into pairs and have them continue the activity – one child points to a face in Activity 3, the other finds them in the big picture, points to their painting and says the colour. Have them swap roles each time.

Answers: red, brown, green, orange, yellow, blue

4 1.24 Sing and act out.

Be a star!

- Stick the six colour flashcards spread out around the board.
- Play the song and have the children point to the flashcards as they hear the colours mentioned. Ask the children which colours they didn't hear (*brown, green, orange, yellow*). Remove these four and place the red and blue flashcards vertically in the order they come in the song.
- Play the song again, pausing after each line for the children to repeat. Encourage them to point to something of the colour mentioned in each verse.
- Then have the children sing each verse in turn, pointing to things of each colour as they sing.
- Play the song one more time and have the children sing and do the actions.
- When they know the song, the children can make a new verse with different colours without the audio.

Audioscript

The colour game

What colour is it?
It's red. It's red.
Point to red. Point to red.
What colour is it?
It's red. It's red.
It is red.

What colour is it?
It's blue. It's blue.
Point to blue. Point to blue.
What colour is it?
It's blue. It's blue.
It is blue.

Cooler: What's different?

- Play *What's different?* (see the Games bank, pages 12–13) with the colour flashcards.

Lesson 3 Grammar

Pupil's Book page 32



Learning objectives: Talk about favourite colours; Follow and act out a story using the target grammar

Vocabulary: blue, brown, green, orange, pink, purple, red, yellow

Grammar: *What colour is it? It's pink. My favourite colour is pink.*

Resources: Flashcards; Vocabulary worksheet 2

Materials: coloured pencils

1.24 Warm-up: Sing the song!

- Play the *The colour game* song and encourage the children to join in and do the actions. You may wish to remind the children of the actions they did in the previous lesson.

1 1.25 Listen and follow.

- Refer the children to the pictures and elicit what they can see (Jack, Maya and Peep in the living room with classroom objects).
- Play the audio and have the children follow and point.
- Show them two coloured pencils. Say, e.g. *A red pencil. Red's OK. Ah, a green pencil! Green is my favourite colour!* Have the children repeat *favourite colour.*
- Ask *What are Jack and Maya's favourite colours?* Play the audio and elicit the colours.
- Play the audio again. Have the children repeat the *favourite* phrases.

Audioscript

1 Maya: *I've got a new backpack!*
Jack: *What colour is it?*
Maya: *It's green.*
Jack: *My favourite colour is green.*
2 Maya: *Look at my new notebook! It's pink! My favourite colour is pink!*
Jack: *My favourite colour is red.*
Maya: *Red? Not green?*
3 Maya: *Ah, I love my pencil case.*
Jack: *What colour is it?*
Maya: *It's purple. Hmm ... My favourite colours are pink and purple.*
Jack: *My favourite colour is yellow.*
Maya: *Yellow, and green, and red?*
4 Jack: *My favourite colours are green, red, yellow and blue.*
Maya: *Peep's colours!*

Teaching star!

Pronunciation

Having the right intonation and stress helps transmit your message. Practise this technique with *favourite* sentences.

- Say your favourite colour, e.g. *My favourite colour is yellow.* Put stress on *'fav'* and *'yell'*. Make the pitch of your voice higher on these syllables: *My favourite colour is yellow.* Have the children repeat.
- Drill the sentence from the end, like this: *yellow* (children repeat); *colour is yellow* (children repeat); *favourite colour is yellow* (children repeat); *My favourite colour is yellow* (children repeat).

2 Find and say. Then colour.

- Refer the children to the pictures and elicit the objects. Have the children find each one in turn in the story, and ask *What colour is it?*
- Have the children colour the objects as in the story, then point to each one for them to say the colour.

Answers: 1 (green) **2** (pink) **3** (purple) **4** (green, red, yellow and blue)

3 Work in groups. Act out the story.

Be a star!

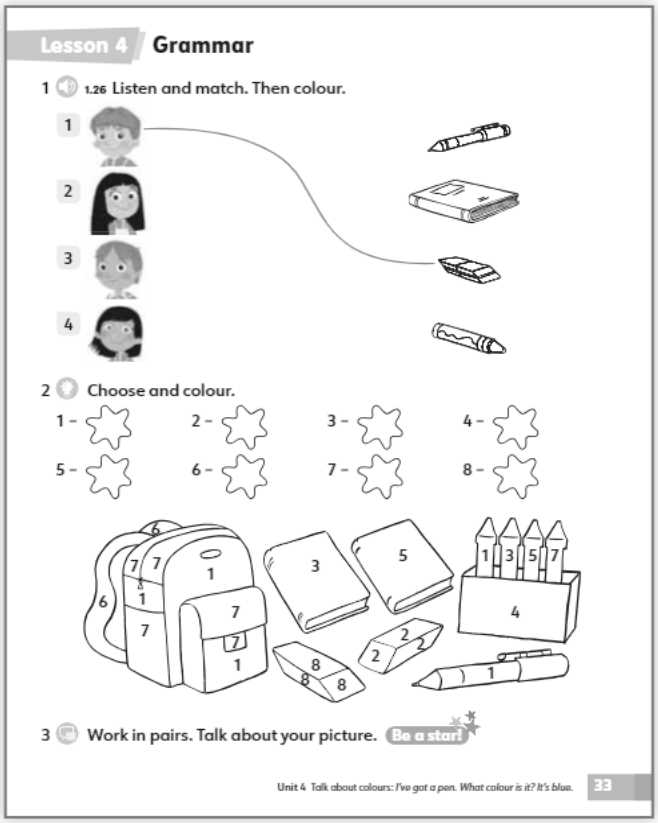
- Divide the class into pairs, one as Jack and one as Maya. Play the story (Track 1.25) and have the children mime each part and the objects.

Cooler: Stand up if ...

- Say *My favourite colour is ...* and have the children stand up if the sentence is true for them. Repeat with different colours.

Lesson 4 Grammar

Pupil's Book page 33



Learning objectives: Talk about colours

Grammar: *I've got a pen. What colour is it? It's blue.*

Review vocabulary: colours

Resources: Flashcards; Grammar worksheet

Materials: coloured pencils (blue, brown, green, orange, pink, purple, red, yellow)

Warm-up: Guessing game

- Hold the colour flashcards with the colours facing you.
- Ask *What colour is it?* for the children to guess the colour of the top card. If correct, show the card and have the whole class say the colour.

1 1.26 Listen and match. Then colour.

- Play the audio and have the children raise and lower both hands when they hear a classroom object or a colour.
- Play part 1 of the audio again. Hold up your Pupil's Book and trace the line from the first child to the rubber. Have the children name the object and colour it in the correct colour. (Point out they can colour a little now and finish later.)
- Play the rest of the audio for the children to listen, draw lines and colour.
- Finally, say each number in turn and have the children raise their hands to say an object and colour. Ask for whole-class agreement each time.

Audioscript

1	**Boy 1:**	*I've got a rubber.*	3	**Boy 2:**	*I've got a crayon.*
	Adult:	*What colour is it?*		**Adult:**	*What colour is it?*
	Boy 1:	*It's pink.*		**Boy 2:**	*It's orange.*
2	**Girl 1:**	*I've got a pen.*	4	**Girl 2:**	*I've got a book.*
	Adult:	*What colour is it?*		**Adult:**	*What colour is it?*
	Girl 1:	*It's purple.*		**Girl 2:**	*It's brown.*

Answers: 1 rubber – pink **2** pen – purple
3 crayon – orange **4** book – brown

2 Choose and colour.

- Refer the children to the outline drawings and elicit the objects and numbers.
- Have the children choose their own colours for the blobs. Have them all colour the blobs quickly (point out they don't need to worry about colouring inside the lines). When they have finished, they can compare their choices with a friend.
- Have the children count all the number 1s in the pictures (there are five). Ask a few children what colour they chose for number 1 and point out they must colour all the 1s in the colour they chose. Explain that this is the same for every number.
- Have the children colour the pictures (this time colouring inside the lines is more important!).

3 Work in pairs. Talk about your picture.

Be a star!

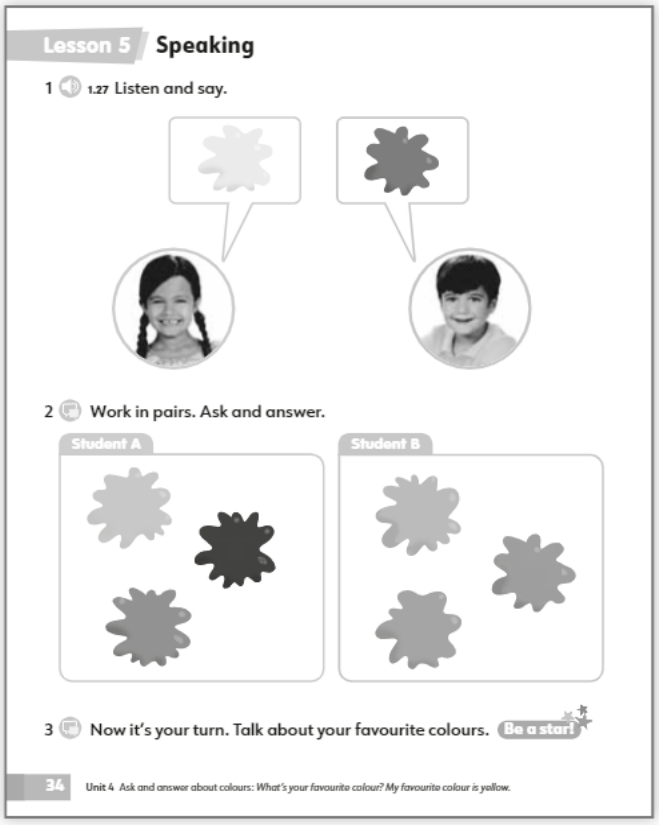
- Play the first part of the audio from Activity 1 again (Track 1.26). Have the children repeat.
- Demonstrate the activity with a confident child. Have them say *I've got a [object].* Ask them *What colour is it?* Encourage the child to answer with the colour in his / her picture.
- Divide the class into pairs. Drill the dialogue once more and have the children show, ask and talk about their picture.
- Circulate, monitor and offer help and praise as appropriate.

Cooler: Read my lips

- Tell the children about your things, e.g. *I've got a rubber.* Prompt them to ask you *What colour is it?* Tell them you will say the colours of the objects, but won't make any sound. 'Say' the colour with exaggerated mouth movements, but no sound. When the children know the colour, they raise their hands. Choose one child to give the answer and then say the word aloud.
- Repeat with different objects and colours.

Lesson 5 Speaking

Pupil's Book page 34



Learning objectives: Ask and answer about colours

Grammar: *What's your favourite colour? My favourite colour is yellow.*

Review vocabulary: colours

Resources: Flashcards

Warm-up: Yes or no?

- Point to or hold up various objects around the classroom and say, e.g. *This backpack is red and blue*. If the sentences is true the children raise both hands and say *Yes!* If it is false, the children lower both hands and say *No!*
- If they say no, ask them what the correct colours are.
- Repeat with different objects and colours.
- Ask if any children would like to say a similar sentence for the class to respond to.

1 1.27 Listen and say.

- Refer the children to the pictures and elicit what colours they can see.
- Play the audio and have the children listen and point to the colours.
- Play the audio again, pausing for the children to repeat.

Audioscript

Boy: *What's your favourite colour?*

Girl: *My favourite colour is yellow. What's your favourite colour?*

Boy: *My favourite colour is red.*

2 Work in pairs. Ask and answer.

- Refer the children to the boxes. Say *I'm Student A.* Point to one of the colours. Prompt the class to ask *What's your favourite colour?* and answer *My favourite colour is ...* with the colour you are pointing to. Then ask the children *What's your favourite colour?* and indicate a colour in box B for them to answer *My favourite colour is ...*
- Divide the class into pairs and assign each child Student A or B.
- Before they start, elicit and drill the question and answer once more. Then have them make new dialogues with the colours in the boxes.
- Ask if any pairs would like to perform a dialogue for the class.

3 Now it's your turn. Talk about your favourite colours.

Be a star!

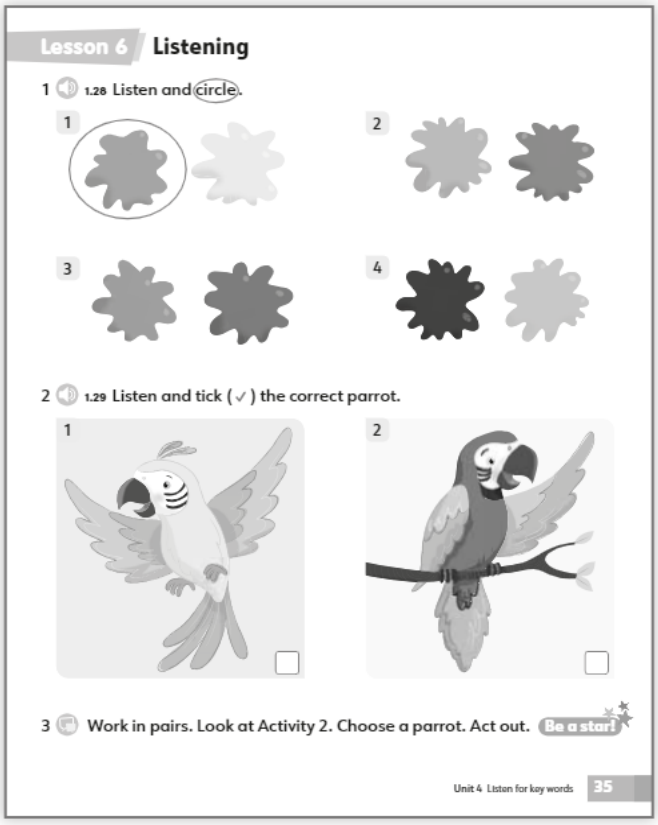
- Close your book and prompt the class to ask you *What's your favourite colour?* This time, think about your answer and then say, e.g. *My favourite colour is (green)!*
- Divide the class into pairs to continue. Have them take turns to ask and answer about their favourite colours. Point out that more than one favourite is fine!
- Ask if any children would like to answer a question from the class.

Cooler: Disappearing pictures

- Play *Disappearing pictures* (see the Games bank, pages 12–13) with flashcards of the colours in this unit.

Lesson 6 Listening

Pupil's Book page 35



Learning objectives: Listen for key words

Resources: Flashcards

Materials: coloured pencils

Warm-up: Memory test

- Divide the class into pairs. Have the children look at each other's clothes and then turn back-to-back.
- They then say colours they remember in their friend's clothes.
- (If the children wear the same uniform, have them memorise your clothes, turn away and raise their hands to say a colour. Alternatively, use a picture of a course character or a famous person.)

1 1.28 Listen and circle.

- Refer the children to the different colours and elicit which ones they can see.
- Play the first part of the audio and have the children point to orange. Point out the example circle.
- Point to the two colours in number 2, and play the next part of the audio for the children to circle the correct colour. Continue with the rest of the audio.
- Say the numbers and have the children say *My favourite colour is ...*

Audioscript

1 *My favourite colour is orange.*
2 *My favourite colour is purple.*
3 *My favourite colour is pink.*
4 *My favourite colour is brown.*

Answers: See audioscript

2 1.29 Listen and tick (✓) the correct parrot.

- Refer the children to the picture and elicit the colours of the parrots.
- Play the audio and have the children tick the correct picture. Play the audio again to check.

Audioscript

I've got a bird. Its name is Toot. It's got three colours. It's green, yellow and blue.

Answer: 1 ✓

Teaching star!

Chant

This chant helps the children recognise and practise using *and* in a list.

- Point to Toot in your Pupil's Book. Elicit its colours. Say, with a strong rhythm, *This is Toot. It's green, yellow and blue.* Highlight *and,* then repeat with the correct rhythm (no stress on *and*).
- Have the children repeat with the same rhythm.
- Elicit the colours for the other parrot and make a new line of the chant. Have the children repeat all the chant after you and then with you.

3 Work in pairs. Look at Activity 2. Choose a parrot. Act out.

Be a star!

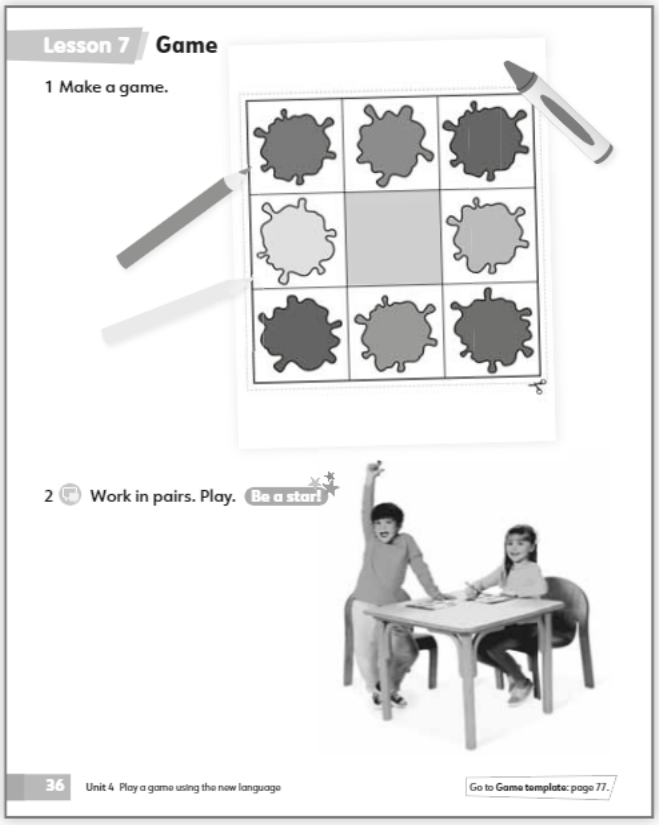
- Demonstrate the activity. Describe the second parrot, Tweet, like this: *I've got a bird. It's got three colours. It's red, blue and green.* Ask the children to tell you which bird.
- Divide the class into pairs. Have them describe a parrot for their friend to identify.

Cooler: Chain game

- Play *Chain game* (see the Games bank, pages 12–13). Start the chain by saying *My favourite colour is green* for the next child to add another colour.

Lesson 7 Game

Pupil's Book page 36



Learning objectives: Play a game using the new language

Resources: Game template page 77; Flashcards

Materials: coloured pencils / crayons, scissors, plain paper / scrap paper

Warm-up: Find and point

- Stick the colour flashcards face down on the board.
- Turn the cards one at a time and have the children find and point to something of that colour and say the colour.
- Continue with all the colour cards.
- (This can be played as a team game, with a different member of a team nominated to compete each time. The first team to find, point and say wins a point).

1 Make a game.

- Refer the children to the coloured page and ask what colours they can see. Explain to the children they will make their own coloured boards for a game.
- Refer them to the game template on page 77, and give them a few minutes to colour the squares with the colours from this unit in the order they want.
- While they are doing this, cut plain or scrap paper into squares to cover their colours in the *Bingo* game. (You only need six per child – cut an A4 piece of paper in four strips lengthwise and cut these into six squares for 24 squares per sheet. Do two pages at a time and you quickly have 48 squares!)
- You can either have the children cut the template out of the book themselves or cut them out for them beforehand. If the children are cutting, have them cut along the dotted lines (being careful to keep their fingers out of the way of the scissors!).

2 Work in pairs. Play.

Be a star!

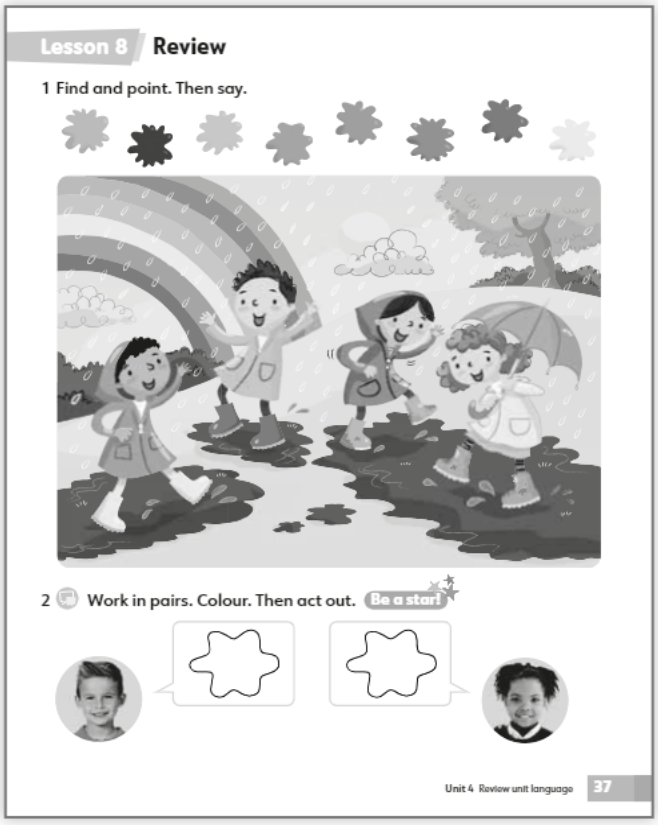
- Distribute the squares of paper (six per child).
- Explain that you will say colours, and they have to cover the colour you say with a square of paper. The winner is the first person to cover three colours in a row – vertically or horizontally (show them on a board). When they have a row of three, they should raise their hand and say *Bingo!*
- Shuffle the colour flashcards and place them face down on your desk. Turn the top one, show it and say *What colour is this?* Elicit the colour and repeat it. Have the children cover the square. Continue until a child says *Bingo!* Ask the winner what colours made their row (you can check against the colours you've already said).
- Keep saying colours until everybody has *Bingo!*
- Shuffle the flashcards and play again. The children can also swap boards with a friend if they want.

Cooler: 1, 2, 3, I can see ...

- Tell the children you will choose one object or thing in the classroom and tell them the colour. They have to guess what the object is and point to it.
- Say *1, 2, 3, I can see ... something red!* The children raise their hands to guess. They point at the object and say the colour.
- If they guess something of the right colour but not the object you chose, say *Good – it's red, but ... no!* When they guess the right object, say *Yes! It's a red [object]* and have the children say the colour.
- Continue with different colours.

Lesson 8 Review

Pupil's Book page 37



Learning objectives: Review unit language

Review vocabulary: blue, brown, green, orange, pink, purple, red, yellow

Resources: Flashcards; Unit 4 test
OPTIONAL: Unit 4 Writing worksheets

Warm-up: Say 1, 2, 3 ...

- Stick the flashcards on the board in a random pattern. Touch one card and have the children say the colour. Repeat with two more colours.
- Then touch two colours, one after the other. Have the children say the colours in the same order.
- Now touch three colours and have the children say the sequence. See how many they can remember in a sequence!

1 Find and point. Then say.

- Refer the children to the picture and elicit what they can see in it (children playing outside in the rain, and there's a rainbow). Ask the children if they know why there's a rainbow (it's sunny and rainy at the same time – the sun bounces off the rain drops and makes different colours).
- Hold up your Pupil's Book. Point to the blue blob, say *blue*, and then search for something blue in the picture, saying *blue ... blue ...* (in the rainbow, the sky, the second and third child's trousers, and the third child's boots). Every time you find something blue, point to it and have the children say *blue!*
- Point to the other colours at the top in turn, have the children say the colour and search in the picture. When they find items of that colour, they point and say the colour.
- Finally, point to items in the picture and have the children say the colour.

Teaching star!

Extension: pairwork

After working with the picture in Activity 1, the children can test each other's memories, which is another opportunity to review the language.

- Close your book. Ask the children to name one colour. Think and say the things of that colour in the picture (using L1). Open your book, point and count these with the children.
- Divide the class into pairs (one book per pair).
- With books closed, one child says a colour, the other then says the things of that colour, and then they both open the book and count them together.

2 Work in pairs. Colour. Then act out.

Be a star!

- Have the children choose two different colours to colour in the blobs in the speech bubbles.
- Ask the children what they think the children are saying. Elicit a mini-dialogue to ask and answer about favourite colours:
  What's your favourite colour?
  My favourite colour is red. What's your favourite colour?
  My favourite colour is blue.
- Divide the class into pairs and have the children ask and answer – one child plays the boy and the other the girl. They answer with the colours in their books. They then swap roles and make a new dialogue.
- Ask if any pairs would like to perform a dialogue for the class.

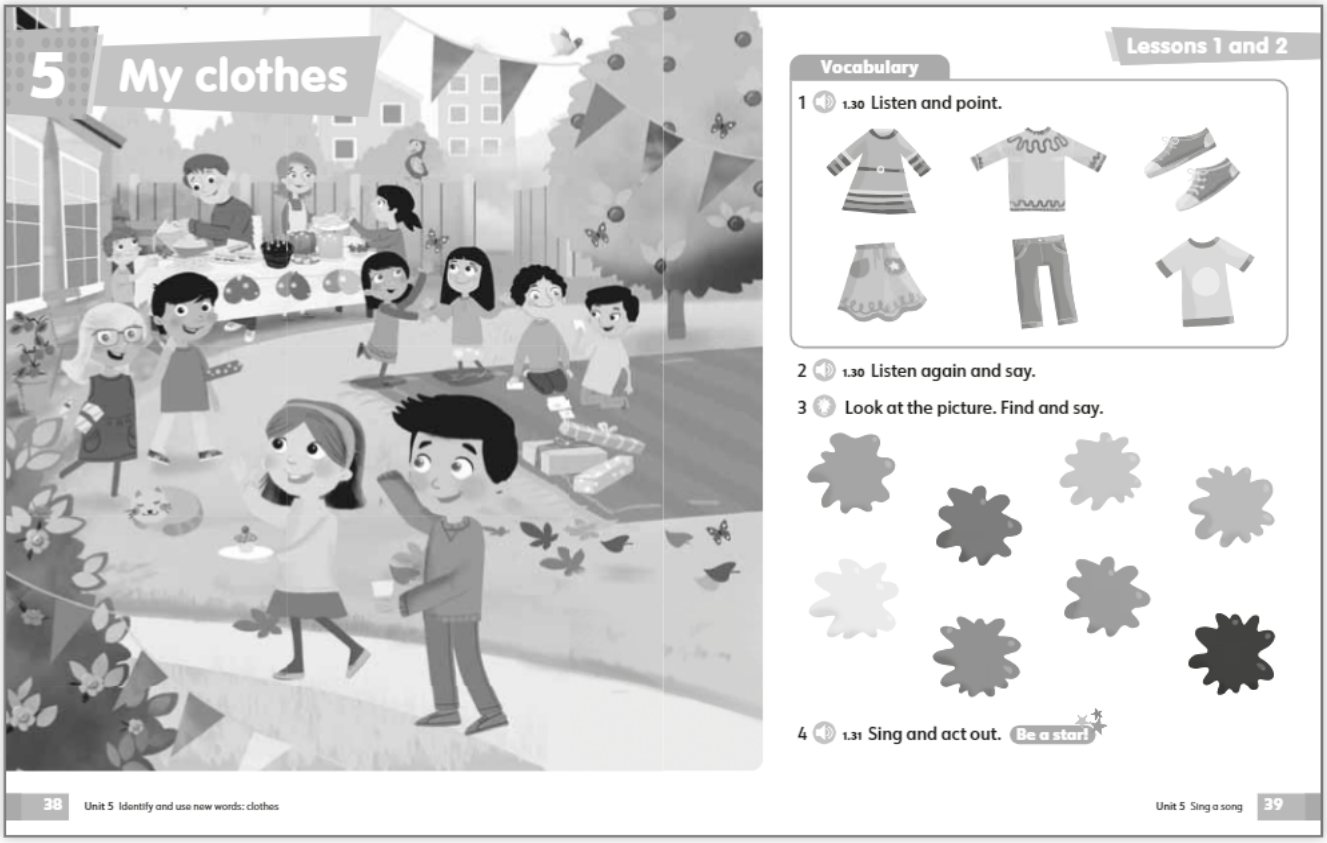
Cooler: Save Peep!

- Play *Save Peep!* (see the Games bank, pages 12–13) with flashcards of the feelings from Unit 2, the classroom objects from Unit 3, and the colours from this unit.

5 My clothes

Lessons 1 and 2 Vocabulary

Pupil's Book pages 38–39



Learning objectives: Identify and use new words: clothes; Sing a song using the target vocabulary

Vocabulary: dress, jumper, shoes, skirt, trousers, T-shirt

Resources: Flashcards; Vocabulary worksheet 1

Lesson 1

Warm-up: The big picture

- Refer the children to the picture on page 38. Ask where they think the picture is and what is happening (in a garden, a birthday party). Explain to the children that it's Jack and Maya's birthday. Ask *Are they happy or sad?*
- Count some of the items in the picture as a class, e.g. balloons (6), children (10), presents (5), birds (2), butterflies (4), flowers (6).
- Say *Find something blue / red / green / orange / brown / pink / yellow / purple* and have the children point to something with that colour in the picture.

1 1.30 Listen and point.

- Play the audio. Have the children listen and point to the pictures. Do this twice.
- Then say the items in a different order and have the children point.

Audioscript

dress, dress ... jumper, jumper ... shoes, shoes ... skirt, skirt ... trousers, trousers ... T-shirt, T-shirt

2 1.30 Listen again and say.

- Play the audio, pausing for the children to repeat. Pay particular attention to the hard *j* (ʤ) sound at the beginning of *jumper*.
- Play the audio again. Have the whole class repeat each word and then ask a few confident children to repeat it, too.
- Play the audio one more time, pausing after each word for the children to find and point to an item of their own clothing or someone else's in the room. They could also find the items of clothing in the big picture.

Teaching star!

Pronunciation

- Vocabulary chants are a good way to get the children to practise pronunciation of potentially problematic initial sounds, like the hard *j* (*ʤ*) at the beginning of *jumper* contrasted with the soft *sh* (*ʃ*) at the beginning of *shoes*.
- After completing Activities 1 and 2, set up a little chant with *jumper* and *shoes* like this: *j – j-j-j – jumper, sh – sh – shoes!* The chant works best with a simple rhythm for the children to follow.
- Repeat the chant several times and encourage the children to join in with you.
- Stop and repeat the initial sounds in isolation and then continue.
- Split the class in two and have one half say the *jumper* part and the other half the *shoes* part. Then have them all repeat again together.
- The children get the opportunity to play with the sounds and repeat the words multiple times. The rhythmic chant means they enjoy the repetition!

Cooler: Yes or no?

- Draw a big tick on the left side of the board and a big cross on the right side.
- Hold up the clothes flashcards from the lesson.
- Say the correct name or the wrong name of the item for each one. Have the children say *Yes!* or *No!* and point to the side of the board that corresponds to their answer: left for *yes* and right for *no*.

Lesson 2

Warm-up: Look and point

- Stick the clothes flashcards around the classroom.
- Call out the names of the clothes and have all the children point to the correct flashcard.
- Now call out the names of two items and have the children point to two at the same time. Repeat for various pairs of items.

3 Look at the picture. Find and say.

- Refer the children to the colours and elicit which ones they can see.
- Then hold up your Pupil's Book and point to the colours one by one. Have the children say the name.
- Now point to orange in your book, say *orange …* and then look for something orange in the big picture, repeating *orange, orange …* . Find the dress, point to it and say *A dress!* Then find the trousers (on one of the boys kneeling on the rug) and say *And trousers!*
- Now point to red and have the children look for something red in the picture. Ask them to raise their hands, not call out, when they find something.
- Ask a child with their hand raised to say the name of the clothes they found. Ask the others *Yes or no?* Then say *And …?* and elicit the other item(s) in the same way (there are at least two for every colour).

Answers: orange – dress, shoes, trousers;
red – T-shirt, shoes, jumper, trousers; green – dress, T-shirt, shoes; blue – trousers, jumper;
yellow – jumper, trousers, skirt, T-shirt, shoes;
purple – skirt, jumper, shoes; pink – jumper, shoes; brown – jumper (x **2**), shoes

4 1.30 Sing and act out.

Be a star!

- Play the song. Pause after each verse and have the children find and point to the item(s) in the picture on page 38.
- Stick the clothes flashcards and the colour flashcards around the board. Ask the children which clothes they didn't hear (*T-shirt, dress*). Then ask them which colours they didn't hear (*green, orange, red, yellow*). Remove these and arrange the flashcards vertically in the order they come in the song.
- Play the song again, pausing after each line for the children to repeat. Encourage them to do an action for each item of clothes in the song, e.g. hug their arms for *jumper*, mime spreading a *skirt*, tap their legs for *trousers* and point to their *shoes*. Then have the children sing each verse in turn with actions.
- Finally, play the song one more time and have the children sing and do actions for all the verses.

Audioscript

Colourful clothes

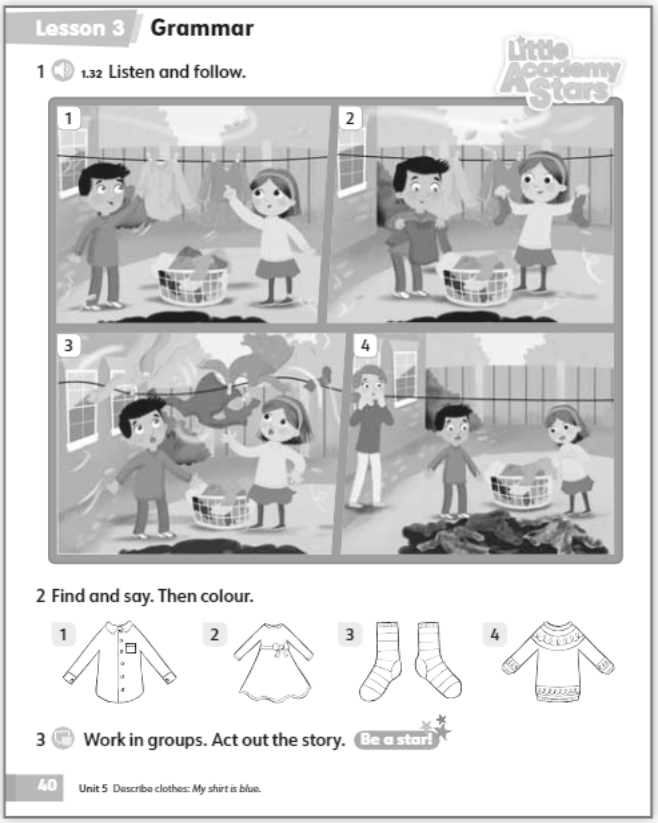
What colour is your jumper?
What colour is your jumper?
Brown, brown
My jumper is brown.
What colour is your skirt?
What colour is your skirt?
Purple, purple
My skirt is purple.
What colour are your trousers?
What colour are your trousers?
Blue, blue
My trousers are blue.
What colour are your shoes?
What colour are your shoes?
Pink, pink
My shoes are pink.

Cooler: Football game

- Play *Football game* (see the Games bank, pages 12–13) showing two flashcards each time – an item of clothing from Lesson 1 and a colour – to elicit a phrase, e.g. *green shoes*.

Lesson 3 Grammar

Pupil's Book page 40



Learning objectives: Describe clothes; Follow and act out a story using the target grammar

Additional vocabulary: shirt, socks

Grammar: *My shirt is blue.*

Resources: Flashcards; Vocabulary worksheet 2

Materials: coloured pencils

1.31 Warm-up: Sing the song!

- Play the *Colourful clothes* song and encourage the children to join in and do the actions. You may wish to remind the children of the actions they did in the previous lesson.
- Then play the song and do the actions so that the children follow your lead and join in.
- Time permitting, play the song again for the children to join in and enjoy once more.

1 1.32 Listen and follow.

- Refer the children to the pictures and elicit who they can see, what clothes and what colours.
- Play the audio and have the children follow, pointing to each picture in turn.
- Play the audio again, pausing for the children to repeat each line.
- Point at the shirt in picture 1. Ask *What's this?* Elicit *shirt* and have the children repeat. Repeat for *socks* in picture 2.
- Play the audio one more time and have the children repeat and do the actions from the pictures.

Audioscript

1	***Jack:***	*My shirt is blue.*
	Maya:	*My dress is orange.*
2	***Maya:***	*Look! My socks are purple!*
	Jack:	*And my jumper is red.*
3	***Maya and Jack:***	*Oh, no!*
4	***Mummy:***	*Now the clothes are brown!*

2 Find and say. Then colour.

- Hold up your Pupil's Book and point to the shirt and elicit *shirt*.
- Then look for the shirt in the story and say *A shirt!* Ask *What colour is it?* (*blue*). Take a blue coloured pencil and show the children how to colour it blue.
- Repeat for the dress.
- Then have the children continue the activity.
- Finally, hold up your Pupil's Book, point to the clothes and ask *What colour?* Elicit a sentence for each one: *My shirt is blue. My dress is orange. My socks are purple. My jumper is red.*

Teaching star!

Fast finishers

Children colour in at varying speeds! Some children will finish quickly and want something to do.

- Have the fast finishers choose another item from the story (Jack's trousers, Maya's skirt or their shoes) and draw it next to the others in Activity 2 or in their notebooks. Then have them colour the item the same as in the story.
- Children who did an extra item can show the others at feedback and make a new sentence.

3 Work in groups. Act out the story.

Be a star!

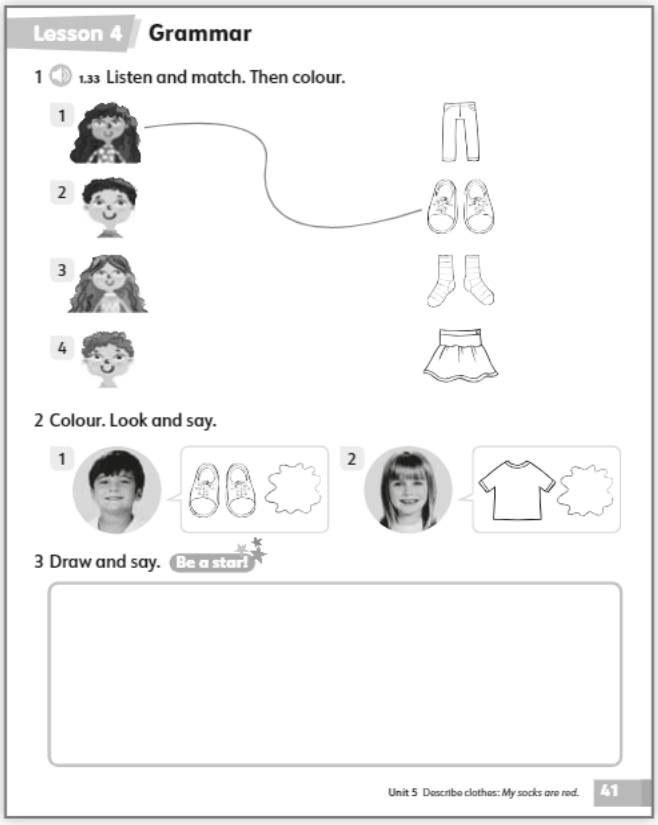
- Divide the class into groups of three. Give each child a number, 1, 2 or 3. Tell them that all number 1s are Maya, 2s are Jack, and 3s are Mummy.
- Play the story (Track 1.32) and have the children mime the actions for their part, pretending to hang clothes on an imaginary washing line.
- Play the story again and encourage the children to speak their lines with the audio if they want.
- Ask if any groups would like to act out the story for the rest of the class.

Cooler: What's different?

- Play *What's different?* (see the Games bank, pages 12–13) with the flashcards from this unit.

Lesson 4 Grammar

Pupil's Book page 25



Learning objectives: Describe clothes

Grammar: *My socks are red.*

Review vocabulary: clothes

Resources: Flashcards; Grammar worksheet

Materials: coloured pencils, pencil

Warm-up: Stand up, sit down

- Tell the children you will say the names of clothes from this unit. If they are wearing those clothes today, they stand up. If not, they sit down (or remain seated). When children stand up, ask one or two to point to the item.
- If you wish, repeat the activity adding colours, e.g. *a blue jumper.*

1 1.33 Listen and match. Then colour.

- Divide the class into two groups. Ask one group to raise and then lower both hands every time they hear the names of clothes. Ask the other group to do the same for colours.
- Play the audio and have the children listen and react.
- Play part 1 of the audio again. Hold up your Pupil's Book and trace the line from the first girl to the shoes. Have the children name the object and colour it in the correct colour. (Point out they can colour a little now and finish later.)
- Play the rest of the audio for the children to listen, draw lines and colour.
- Finally, say each number in turn and have the children raise their hands to say the item of clothing and the colour. Ask for whole-class agreement each time.

Audioscript

1 *My shoes are green.*
2 *My trousers are brown.*
3 *My skirt is yellow.*
4 *My socks are red.*

Answers: See audioscript

2 Colour. Look and say.

- Point to the boy and his speech bubble. Make a show of deciding what colour to make the shoes. Then decide *My shoes are red!* Take a red pencil and show the children they should colour the colour shape and the shoes. (You can just mime colouring with a red pencil if you don't want to colour in your book.)
- Have the children choose their own colour for the shoes and the T-shirt.
- Elicit sentences: *My shoes are red. My T-shirt is [blue].*
- Have the children show and tell about their colour choices for the items.

3 Draw and say. Be a star!

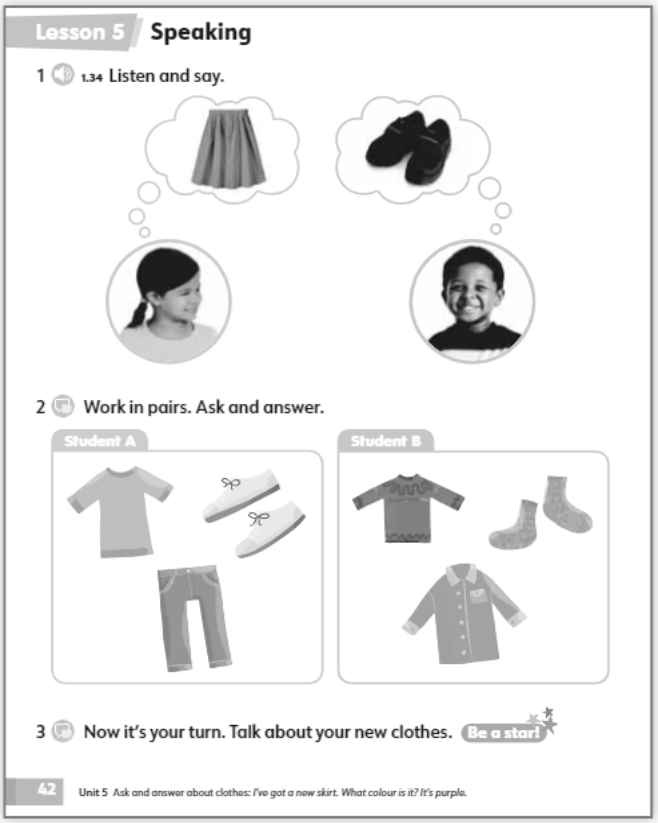
- Copy the drawing frame onto the board. Draw two items of clothing, one plural and one singular, and roughly colour them in with board pens.
- Elicit sentences from the children, e.g. *My socks are green. My jumper is brown.*
- Have them do the same in their book. Then have them show and tell with a friend or with the class.

Cooler: A memory chain

- Start the 'chain' by saying a sentence about your clothes, e.g. *My trousers are blue.* Encourage the next child to repeat your sentence and add a new item also about their clothes that day, e.g. *My trousers are blue and my shoes are brown.*
- Each new child in the chain repeats only the item that the previous child said and adds an item of their own.
- If you have a large class, divide the children into groups of five or six to play the game. This means that they will have to wait less time to contribute.

Lesson 5 Speaking

Pupil's Book page 42



Learning objectives: Ask and answer about clothes

Grammar: *I've got a new skirt. What colour is it? It's purple.*

Review vocabulary: clothes

Resources: Flashcards

Warm-up: Yes or no?

- Say *Look at me – yes or no?* Make true or false sentences about your clothes, e.g. *My shoes are blue. My shirt is white.*
- Have the children say *Yes* and raise both hands or *No* and lower their hands.
- Invite confident children to make sentences for the rest of the class.

1 1.34 Listen and say.

- Refer the children to the photos and elicit what objects they can see.
- Play the audio and have the children listen and point to the objects as they hear them mentioned.
- Play the audio again, pausing for the children to repeat.
- Prompt the children to recall each line of the dialogue. Then play the audio for them to check. Point out that we don't say *a* for shoes, because *a* is one.
- Ask the children how the question is different for shoes (*are they*). Explain that we use *they* for *shoes*, *trousers* and *socks*.

Audioscript

Girl: *I've got a new skirt.*
Boy: *What colour is it?*
Girl: *It's purple.*
Boy: *I've got new shoes.*
Girl: *What colour are they?*
Boy: *They're brown.*

2 Work in pairs. Ask and answer.

- Refer the children to the boxes. Say *I'm Student A.* Point to one of the objects and say *Listen! I've got a new T-shirt.* Prompt the children to ask *What colour is it?* and answer *It's green!* Wait for the children to say *No!* Then correct yourself. *No! It's pink.*
- Divide the class into pairs and assign each child Student A or B.
- Elicit and drill the question and answers once more. Then have the children make new dialogues with the objects in the boxes.
- Ask if any pairs would like to perform a dialogue for the class.

3 Now it's your turn. Talk about your new clothes.

Be a star!

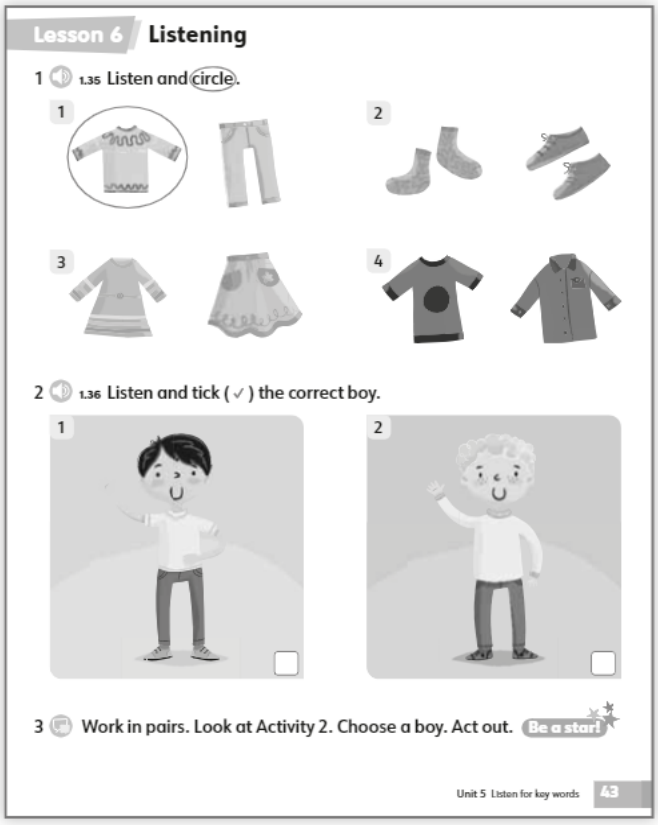
- Demonstrate the activity by telling the children about your new clothes, e.g. *I've got new trousers.* Prompt them to ask you the question, and then answer, e.g. *They're blue.*
- Have the children ask and answer with a friend.
- Ask if anyone would like to show and tell about their new clothes to the class.

Cooler: 1, 2, 3, I can see ...

- Say *1, 2, 3, I can see ... some (green) clothes!* Have the children look around the room and raise their hands if they think they know what the item is.
- If they guess something of the right colour but not the clothes you chose, say *Good – it's / they're green, but ... no!* When they guess the right clothes, say, e.g. *Yes! It's a (green T-shirt)* and have the children repeat.
- Invite the child who guesses correctly to choose the next item.

Lesson 6 Listening

Pupil's Book page 43



Learning objectives: Listen for key words

Resources: Flashcards

Warm-up: A guessing game

- Choose one of the unit flashcards and hold it up to the class facing towards you. Ask *What's this?* Have them raise their hands to guess.
- When someone guesses the clothes correctly, ask *What colour is it?* and invite more guesses about the colour.
- Show them the card and say, e.g. *Yes, a purple dress.* Continue with different cards.

1 1.35 Listen and circle.

- Refer the children to the pictures and elicit the clothes they can see.
- Hold up your Pupil's Book. Play the first part of the audio. Ask *What colour?* (*green*) Point to the two green items and ask *A jumper or trousers*? (*a jumper*). Play part 1 again and confirm. Point out the example circle.
- Play the rest of the audio and have the children circle the correct items.
- Finally, say each number and ask *What colour?* and *(X) or (Y)?* Have the children repeat, e.g. *orange shoes.*

Audioscript

1 *I've got a green jumper.*
2 *I've got orange shoes.*
3 *I've got a pink skirt.*
4 *I've got a brown T-shirt.*

Answers: 1 jumper **2** shoes **3** skirt **4** T-shirt

2 1.36 Listen and tick (✓) the correct boy.

- Refer the children to the pictures and elicit what clothes they can see on each boy.
- Play the audio. Have the children decide which boy is speaking and point to the correct picture. Play the audio again to check.
- Elicit the sentence from the children. Prompt *I've got ...* and point to the clothes in the book to elicit the colour-clothes combinations.

Audioscript

I've got a yellow jumper, brown trousers and red shoes.

Answer: 2 ✓

3 Work in pairs. Look at Activity 2. Choose a boy. Act out. Be a star!

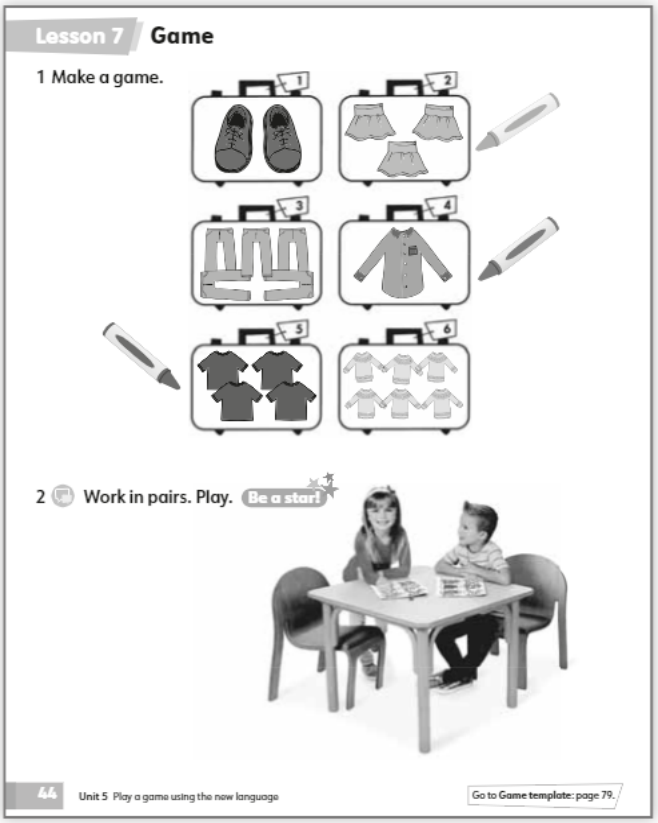
- Demonstrate the activity by saying a simple sentence about one of the boys, e.g. *I've got a yellow jumper.* Have the children repeat the sentence and point to the boy you're talking about.
- Say a sentence with two items about the other boy, e.g. *I've got green shoes and blue trousers.* Have the children repeat the sentences and point to the correct boy.
- Divide the class into pairs. Have them take turns to make more sentences for their friend to listen and point to the correct boy. Tell them that they can say one, two or three items.
- Ask if any children would like to say a sentence for the class to identify.

1.35 and 1.36 Cooler: What was the last word?

- Play *What was the last word?* (see the Games bank, pages 12–13) with the audio from Activities 1 and 2.

Lesson 7 Game

Pupil's Book page 44



Learning objectives: Play a game using the new language

Resources: Game template page 79; Flashcards

Materials: six coloured pencils / crayons (blue, brown, green, orange, pink, purple, red and yellow), scissors, a die for each pair of children or group of three, a picture of two famous people or characters the children will recognise (if possible a male and a female) with brightly coloured clothes (see Cooler)

Warm-up: Memory game

- Have the children look at you for ten seconds. Then ask them to turn away.
- Say sentences about your clothes, e.g. *My shoes are black. My trousers are blue.* Have the children say *yes* or *no* and turn back to check.

1 Make a game.

- Refer the children to the coloured page. Hold up your Pupil's Book and point to each suitcase in turn to elicit what is in it, e.g. *two red shoes, three green skirts.*
- Give out six coloured pencils between two or three children. Refer them to the game template on page 79 and explain that they must colour all the clothes in a suitcase in one colour, with a different colour for each suitcase.
- While the children are colouring, monitor and ask questions, e.g. *What's this? What colour is it?*
- You can either have the children cut the template out of the book themselves, or cut them out for them beforehand. If the children are cutting, have them cut along the dotted lines (being careful to keep their fingers out of the way of the scissors!).

Teaching star!

Groupwork

Extended colouring can be a period when little language is used. However, it can be made vocal!

- Divide the class into small groups. Each group should have six coloured pencils.
- Appoint one child as the keeper of the pencils. When a child wants to change colour, they hand their pencil to the keeper and ask for a new one: *Blue, please!*

This keeps the language active. It also helps children learn to share and cooperate in groups.

2 Work in pairs. Play.

Be a star!

- When the children finish colouring, have them look at the photo. Elicit what the children are doing. Divide the class into pairs or small groups and give each group a die. Count the dots on the dice with the children.
- Demonstrate the game with a confident child. Roll the die, make a show of finding the corresponding suitcase and point to it. Have the child say what they can see, e.g. *Four purple T-shirts.* Reply *Yes! I've got four purple T-shirts.* Then have the child do the same for you.
- Have the children continue the game in their pairs, rolling, pointing, listening and responding.

Cooler: Visualisation

- Show the children a photo of a famous person the children will immediately recognise, wearing brightly coloured clothes (see *Materials*).
- Ask the children to close their eyes and imagine that they are the person in the photo. Point out that they can imagine themselves to be wearing whatever they wish.
- Say sentences like *Wow! Look at your shoes. What colour are they? Look at your shirt. What colour is it? Fantastic!*
- Have them open their eyes and share what they visualised with a friend, e.g. *My shoes are pink!* Invite some pairs to share their ideas with the rest of the class.

Lesson 8 Review

Pupil's Book page 45



Learning objectives: Review unit language

Review vocabulary: dress, jumper, shirt, shoes, skirt, socks, trousers, T-shirt

Review grammar: *My shirt is blue. My socks are red. What colour is it? What colour are they?*

Resources: Flashcards; Unit 5 test
OPTIONAL: Unit 5 Writing worksheets

Materials: coloured pencils (blue, brown, green, orange, pink, purple, red and yellow)

Warm-up: Listen and point

- Place some of the coloured games templates from the last lesson around the walls.
- Call out some of the items, e.g. *Four red T-shirts* and have the children find and point to a picture (there may be more than one correct picture).
- Continue with more items.

1 Find and circle. Then say.

- Refer the children to the main picture and elicit what they can see, where the children are and what they are doing (children playing in a park, on the swings, on a slide, hide and seek, etc.). Count some different items with the whole class, e.g. flowers (*five*), backpacks (*two*), balls (*two*), children (*eight*).
- Hold up your Pupil's Book. Point to the orange T-shirt on the left above the picture, say *orange T-shirt!* and then make a show of searching for it in the picture (boy on the swing). Point to it and have the children repeat *orange T-shirt*.
- Point to each of the other items in random order. Have the children say what it is, find it in the picture and raise their hands. When all the children have found it, ask the class to say the colour and name.
- Divide the class into pairs to continue this activity.

2 Work in pairs. Colour. Then act out.

Be a star!

- Hold up your Pupil's Book and point to the trousers. Say *I've got new trousers.* Prompt the children to ask *What colour are they?* Then choose a red pencil and mime colouring in the trousers. Say *My trousers are red.*
- Then have the children choose two different colours for the trousers and skirt in the speech bubbles and colour them in.
- Elicit a mini-dialogue to ask and answer about their new clothes, e.g.
  I've got a new skirt.
  What colour is it?
  My skirt is yellow.
- Elicit a similar dialogue about the trousers again.
- Divide the class into pairs to ask and answer about the clothes they have coloured.
- Ask if any pairs would like to perform a dialogue for the class.

Cooler: Disappearing pictures

- Play *Disappearing pictures* (see the Games bank, pages 12–13) with flashcards of the clothes in this unit and a selection of six or eight other flashcards from previous units.

6 This is me!

Lessons 1 and 2 Vocabulary

Pupil's Book pages 46–47



Learning objectives: Identify and use new words: parts of the face; Sing a song using the target vocabulary

Vocabulary: ear, eye, hair, head, mouth, nose, teeth

Resources: Flashcards; Vocabulary worksheet 1

Warm-up: The big picture

- Refer the children to the picture on page 46. Ask where they are and what they are doing (Jack and Maya at home with Mummy and Daddy – making costumes for a party). Ask the children if they ever wear costumes like these.
- Elicit what clothes, classroom objects and colours the children can see in the picture.

Lesson 1

1 1.37 Listen and point.

- Play the audio. Have the children listen and point to the parts of the face. Do this twice.
- Then say the items in a different order and have the children point.

Audioscript

1 hair, hair
2 head, head
3 eye, eye
4 nose, nose
5 ear, ear
6 mouth, mouth
7 teeth, teeth

2 1.37 Listen again and say.

- Play the audio, pausing for the children to repeat. Pay particular attention to the *th* (θ) sound at the end of *mouth* and *teeth* and the *h* (h) sound at the beginning of *hair* and *head* (but don't worry if the children don't all get the sounds immediately).
- Play the audio again and encourage the children to point to the parts of their own faces as they say the words.

Teaching star!

Pronunciation

The pronunciation of the *th* (θ) sound can be difficult for some learners. This short activity helps them get their tongue and teeth in the right position to make the sound correctly.

- Say *mouth* and *teeth* and have the children repeat. Make the *th* sound and say the words again, emphasising the *th* at the end.
- Now show the children how to put their forefinger up to their lips (as if to make a 'shh – quiet!' gesture) and stick out their tongue until it touches their finger. Then lightly 'bite' the tongue and blow. The *th* sound is made perfectly.
- Have the children make the sound in isolation and then say the words *mouth*, *teeth* and *three*, emphasising the *th* sound. Ask several children to say each word.

Cooler: Simon says

- Play *Simon says* (see the Games bank, pages 12–13) with the children touching the parts of their face as you say each one.

Lesson 2

Warm-up: Point to 1, 2, 3

- Play *Point to 1, 2, 3* (see the Games bank, pages 12–13) with flashcards of the parts of the face.

3 Look at the picture on page 46. Find and say the parts of the face.

- Hold up your Pupil's Book and point to the hair in Activity 1. Say *hair* and find the hair in the costume in the picture on page 46. Point and say *hair!*
- Repeat this and have the children do it at the same time as you.
- Repeat for all the parts of the face with the whole class and have the children say the words each time.
- Divide the class into pairs and have them continue the activity – one child points to part of the face in Activity 1, the other finds it in the big picture and says the word. Have them swap roles each time.

4 1.38 Sing and act out.

Be a star!

- Stick the face flashcards spread out around the board.
- Play the song and have the children point to the flashcards as they hear the parts of the face mentioned. Ask the children which part they didn't hear (*hair*). Remove the *hair* card and place the other flashcards in the order they come in the song.
- Play the song again, pausing after each line for the children to repeat. Encourage them to point to the part of their own face mentioned in each verse and to do the actions (see the actions in brackets in the audioscript below).
- Then have the children sing the whole song with actions.
- Finally, play the song one more time and have the children sing and do the actions.

Audioscript

This is me!

This is my nose (sniff, sniff).
These are my teeth (chomp, chomp).
This is my head (tap, tap).
These are my eyes (blink, blink).
These are my ears (listen, listen).
This is my mouth (hooray!).
This is me!

Cooler: What's different?

- Play *What's different?* (see the Games bank, pages 12–13) with the flashcards from Lessons 1 and 2.

Lesson 3 Grammar

Pupil's Book page 48



Learning objectives: Describe parts of the body; Follow and act out a story using the target grammar

Vocabulary: ear, eye, finger, hair, hand, head, leg, mouth, nose, teeth

Grammar: *I've got two hands.*

Resources: Flashcards; Vocabulary worksheet 2

Materials: coloured pencils (blue and red)

1.38 Warm-up: Sing the song!

- Play the *This is me!* song and encourage the children to join in and do the actions.

1 1.39 Listen and follow.

- Refer the children to the pictures and elicit who they can see, where they are and what is happening (Jack, Maya and Mummy at home – the children are trying on the costumes we saw them making in Lessons 1 and 2).
- Play the audio and have the children follow, pointing to each picture in turn.
- Play the audio again and have the children touch the parts of the face as they are mentioned. Stop after *hands, legs* and *fingers* and have the children touch and repeat the words.
- Ask *Jack or Maya – eight eyes?* (Jack). *Eight legs?* (Jack). *White hands?* (Maya). *White fingers?* (Maya). Have the children say the correct character name.

Audioscript

1	***Maya:***	*Look! I've got a red nose!*
	Mummy:	*Yes!*
	Jack:	*And I've got eight black eyes!*
	Maya:	*Eight eyes?*
2	***Maya:***	*Look, Mummy! I've got two white hands.*
	Mummy:	*Wow!*
	Jack:	*And I've got eight brown legs!*
	Maya:	*Eight legs?*
3	***Maya:***	*I've got ten white fingers and one big red mouth. Look!*
4	***Jack:***	*Boo!*

2 Find. Circle blue for Jack and circle red for Maya. Then say.

- Refer the children to the pictures and elicit the parts of the body.
- Point to the first picture in your Pupil's Book and ask the children *Jack or Maya?* Play the audio again (Track 1.39) up to *red nose!* Then elicit the answer (*Maya – I've got a red nose!*). Point out the example red circle and explain that they need to circle Maya's things in red and Jack's in blue. Make sure the children have a blue and red pencil.
- Play the rest of the audio for the children to listen and circle the remaining pictures in blue or red.
- Point to each of the items in turn and ask *Jack or Maya?*
- Point again and elicit a short phrase (from the audio) for each item – e.g. *eight black eyes, one big red mouth.* Have the children repeat.

Answers: Jack (blue): eye, leg; Maya (red): nose, hand, finger, mouth

3 Work in groups. Act out the story.

Be a star!

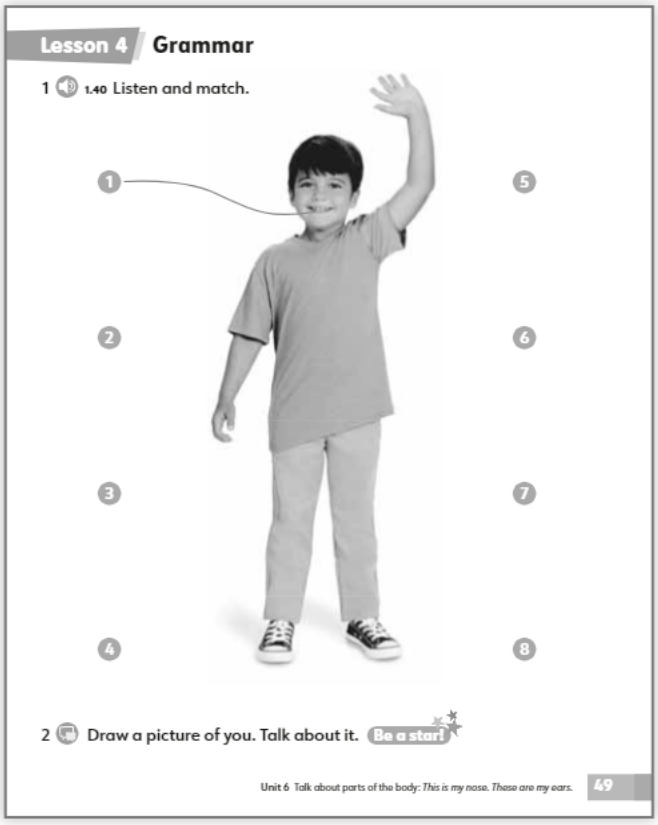
- Divide the class into groups of three. Give each child a number, 1, 2 or 3. Tell them that all number 1s are Jack, 2s are Maya and 3s are Mummy.
- Play the story (Track 1.39). Have the children mime each part and touch / show the corresponding parts of the body.
- Play the story again and have the children speak their lines with the audio if they want.

1.39 Cooler: Stand up if you hear ...

- Play *Stand up if you hear ...* (see the Games bank, pages 12–13) with the audio from Activity 1. Divide the class into two groups (parts of the face / body, and colours) or three groups (add numbers).

Lesson 4 Grammar

Pupil's Book page 49



Learning objectives: Talk about parts of the body

Grammar: *This is my nose. These are my ears.*

Review vocabulary: parts of the face

Resources: Flashcards; Grammar worksheet

Materials: coloured pencils, sheets of paper

Warm-up: Yes or no?

- Draw a big tick at the top of the board and a big cross at the bottom.
- Say sentences about the story from Lesson 3, and have the children raise both hands and say *Yes* if the sentence is true and lower their hands and say *No* if it is false.
- Suggested sentences: *Jack's got eight legs (yes). Maya's got four legs (no). Maya's got red hands (no). Jack's got eight hands (no). Maya's got a red nose (yes). Jack's got six eyes (no). Maya's got white fingers (yes). Maya's got a black mouth (no). Jack's got brown legs (yes).*

1 1.40 Listen and match.

- Refer the children to the photo of the boy. Point to different parts of the body and face and elicit the words.
- Play part 1 of the audio and have the children point to the mouth. Trace the example line from the number 1 to the mouth. Explain to the children that they need to listen and match the other parts.
- Play the rest of the audio, pausing for the children to draw the matching lines.
- To check the answers, say the numbers and have the children say the name of the face or body part. Ask for whole-class agreement each time.
- Indicating your own face, say *This is my mouth* and *These are my ears.* Repeat *This is* and *These are* and ask the children why the sentences start differently. Elicit that we use *This is* for one (mouth, nose, hair) and *These are* for two or more (ears, eyes, hands, fingers, teeth, legs).

Audioscript

1 *This is my mouth.*
2 *These are my ears.*
3 *This is my hair.*
4 *These are my legs.*
5 *These are my hands.*
6 *This is my nose.*
7 *These are my teeth.*
8 *These are my fingers.*

Answers: See audioscript

2 Draw a picture of you. Talk about it.

Be a star!

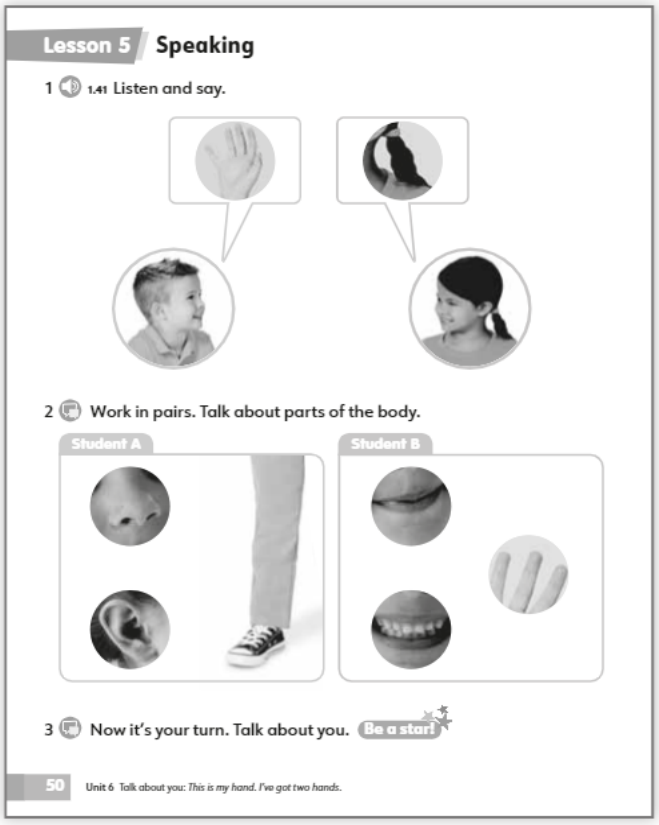
- Draw a very quick and basic picture of yourself on the board. Tell the children about it: *This is my nose. These are my legs.,* etc. Have the children repeat the sentences. Remind them of the difference between *This is* for one and *These are* for two or more.
- Give each child a sheet of paper and have them draw themselves and colour their picture.
- Divide the class into pairs and have the children show and tell about their pictures.
- Ask if any children would like to show and describe their picture to the rest of the class.

Cooler: Disappearing pictures

- Play *Disappearing pictures* (see the Games bank, pages 12–13) with flashcards of the parts of the face and body.

Lesson 5 Speaking

Pupil's Book page 50


Lesson 5 Speaking

1 1.41 Listen and say.

2 Work in pairs. Talk about parts of the body.

Student A

Student B

3 Now it's your turn. Talk about you. Be a star!

50 Unit 6 Talk about you: *This is my hand. I've got two hands.*

Learning objectives: Talk about you

Grammar: *This is my hand. I've got two hands.*

Review vocabulary: parts of the face

Resources: Flashcards

Warm-up: Group mime game

- Play *Group mime game* (see the Games bank, pages 12–13). Invite four children to the front of the classroom and show each of them two flashcards of the parts of the face and body from page 49. The class should answer, e.g. Jon – hair and legs!

1 1.41 Listen and say.

- Refer the children to the photos and elicit what objects they can see.
- Play the audio and have the children listen and point to the objects as they hear them mentioned.
- Play the audio again, pausing for the children to repeat. Check the meaning of *lots of.*
- Then point to each picture and elicit sentences. Have everyone repeat.

Audioscript

Boy: *This is my hand. I've got two hands.*

Girl: *This is my hair. I've got lots of hair!*

2 Work in pairs. Talk about parts of the body.

- Refer the children to the boxes. Say *I'm Student A.* Point to one of the parts of the body / face and say, e.g. *This is my [nose]. I've got one nose.* Elicit a sentence from the class to answer with an item from the Student B box.
- Divide the class into pairs and assign each child Student A or B.
- Elicit and drill a sentence for singular and plural items. Remind the children of the difference. Then have them make new dialogues with the objects in the boxes.
- Ask if any pairs would like to perform a dialogue for the class.

Teaching star!

Extension

This activity gives the children a chance to listen and identify two parts of the body using *and,* and to react accordingly.

- Ask the children to stand up. Say *This is my nose and my leg* and touch (or point to) both parts at the same time. Encourage the children to do the same with you.
- Repeat for more pairs of body parts and have the children touch or point to both along with you.
- Then say the phrases and let the children point on their own.
- Finally, say the phrases, have the children touch / point and then have them repeat the phrases.

3 Now it's your turn. Talk about you.

Be a star!

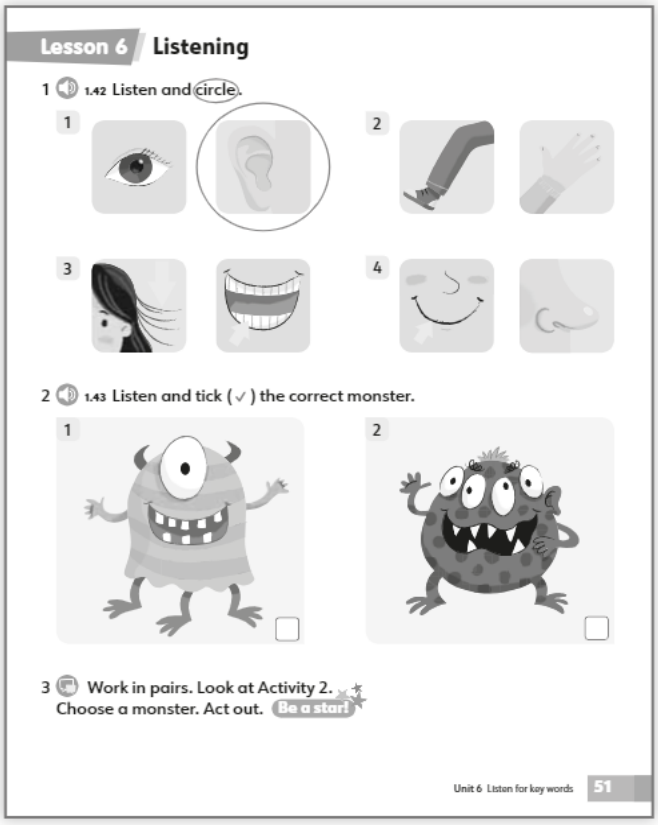
- Tell the class about yourself first, e.g. *This is my head. These are my eyes. I've got brown eyes. …*
- Divide the class into pairs and have the children tell each other about themselves.
- Ask if anyone would like to tell the rest of the class about themselves or their friend.

Cooler: Football game

- Play *Football game* (see the Games bank, pages 12–13) showing two flashcards each time – a colour from Unit 4 and a part of the face or body from this unit – to elicit a (funny) phrase, e.g. *purple ears.*

Lesson 6 Listening

Pupil's Book page 51



Learning objectives: Listen for key words

Resources: Flashcards

Materials: (optional) coloured pencils, one sheet of paper

Warm-up: *Hair, head, hands and legs ...*

- Sing the children's song *Head, shoulders, knees and toes* with slightly different lyrics:
  Hair, head, hands and legs, hands and legs
  Hair, head, hands and legs, hands and legs
  Eyes and ears and mouth and nose
  Hair, head, hands and legs, hands and legs!
- The children touch each face / body part and join in as much as they can. Then sing faster!

1 1.42 Listen and circle.

- Refer the children to the pictures and elicit the parts of the face and body they can see.
- Play the first part of the audio and have the children point to the ear. Point out the example circle.
- Play the rest of the audio and have the children circle the correct parts.
- Finally, say the numbers and have the children say the correct words. Each time, elicit the sentence from the audio and have the children repeat.

Audioscript

1 *I've got two ears.*
2 *These are my legs.*
3 *This is my hair.*
4 *This is my nose.*

Answers: 1 ear **2** leg **3** hair **4** nose

2 1.43 Listen and tick (✓) the correct monster.

- Refer the children to the pictures and elicit the parts of the face / body and the colours they can see on the monsters.
- Play the audio and have the children tick the monster described.
- Play the audio again to check the answer.

Audioscript

Hello. I've got eight teeth. I've got one eye. I've got three legs. I'm green.

Answer: 1 ✓

Teaching star!

Extension

In this activity the children listen, speak and get creative to produce some fun artwork!

- On a clean page in their notebooks, have the children draw a big circle in the middle and you do the same on a sheet of paper. Point to the circle and say *This is a monster! Listen!*
- Describe a monster for the children to draw, e.g. *It's got three eyes ... and one big mouth ... and two teeth ... and one hand with seven fingers!* Each time you describe a part, have the children repeat and draw. Draw these on your monster, but don't show the children.
- Give the children time to colour their monster, and colour yours, too. Then have them hold up their picture and show yours to compare.
- Divide the class into pairs and have the children show each other their pictures. Have them point and say short phrases, e.g. *three eyes*.

3 Work in pairs. Look at Activity 2. Choose a monster. Act out. Be a star!

- Demonstrate the activity by describing one part of one of the monsters, e.g. *I've got two legs.* Have the children say which monster and point at the corresponding part. Repeat with more sentences.
- Divide the class into pairs. Have them take turns to make sentences and to listen and point.

Cooler: Chain game

- Play *Chain game* (see the Games bank, pages 12–13). Start by saying *I've got two ears* for the next child to add another part of the face or body.

Lesson 7 Game

Pupil's Book page 52



Learning objectives: Play a game using the new language

Resources: Game template page 81; Flashcards

Materials: coloured pencils / crayons, scissors, small plastic bags labelled with the children's names or a paper clip each

Warm-up: Sing the *Hair, head, hands and legs* song again

- Sing and act out the song from the Lesson 6 Warm-up again. The second time the children sing it, it will be more consolidated and they will feel more confident!

1 Make a game.

- Refer the children to the coloured page and ask them to say something about the monsters they can see on the coloured page.
- Explain to the children they will make their own coloured monsters for a game.
- Refer the children to the game template on page 81 and give them some time to colour the monsters. They can colour different body parts different colours. Encourage them to colour inside the lines.
- You can either have the children cut the template out of the book themselves or cut them out for them beforehand. If the children are cutting, have them cut along the dotted lines (being careful to keep their fingers out of the way of the scissors!).

2 Work in pairs. Play.

Be a star!

- When the children finish colouring, ask them what game they think the children are playing in the picture (a matching game).
- Divide the class into pairs and have them mix their cards together to make a pack of 16.
- Demonstrate the game by having one pair spread the 16 cards on their desk. Then one child turns over two cards, one at a time (leaving them in the same place), and for each card says a sentence, e.g. *I've got six legs. / I've got two mouths.* If the monsters match, they take the two matching cards. If the monsters don't match, they are turned face down in the same place. The other child now turns over two cards and the game continues.
- When all the matches are made, the children count their cards. The one with the most matches wins. The children will happily play this game several times!
- When finished, give out small plastic bags labelled with the children's names for them to tidy their cards away. Alternatively, help them clip their cards to the back cover of their Pupil's Book with a paper clip.

Cooler: Listen and show

- Have the children spread their monster cards on their desk.
- Say sentences about the monsters on the cards with numbers or colours, e.g. *I've got ten hands* or *I've got blue eyes*. The children listen and hold up a card that shows the body part you mentioned (for some of the colours, they may not have one that matches, so mix colours and numbers so the children can show a card often).

Lesson 8 Review

Pupil's Book page 53



Learning objectives: Review unit language

Review vocabulary: ear, eye, finger, hair, hand, head, leg, mouth, nose, teeth

Resources: Flashcards; Unit 6 test
OPTIONAL: Unit 6 Writing worksheets

Warm-up: Memory test

- Stick the face / body flashcards in a line on the board. Have the children say the parts in order, left to right.
- Turn two of the cards face down, and have the children repeat the complete set from memory. Turn the cards over again to confirm, but then leave them face down again.
- Repeat until, finally, the children have to say the complete line from memory.

1 Find and circle. Then say.

- Ask the children what they can see in the picture (children playing outside at school in a break).
- Hold up your Pupil's Book. Point to the eye, say *eyes*, and then point to other children in the picture who are using other body parts, e.g. the girl bottom right – *no, that's nose* ... the girls in the middle – *no, that's hands* ... Point to the girl with the tablet – *Ah – eyes!* Have the children say *eyes*.
- Point to the other body parts at the top, have the children say the word, find someone using that body part in the picture, point and say the word again.

2 Work in pairs. Choose and act out.

Be a star!

- Mime one of the actions from the picture and have the children say what body part you are using. Repeat with one or two more.
- Divide the class into pairs and have the children mime and say. One child mimes an action (e.g. running on the spot) and the other says the body part (e.g. leg). They then swap roles and mime and guess again.
- Ask if any children would like to do a mime for the class to guess.

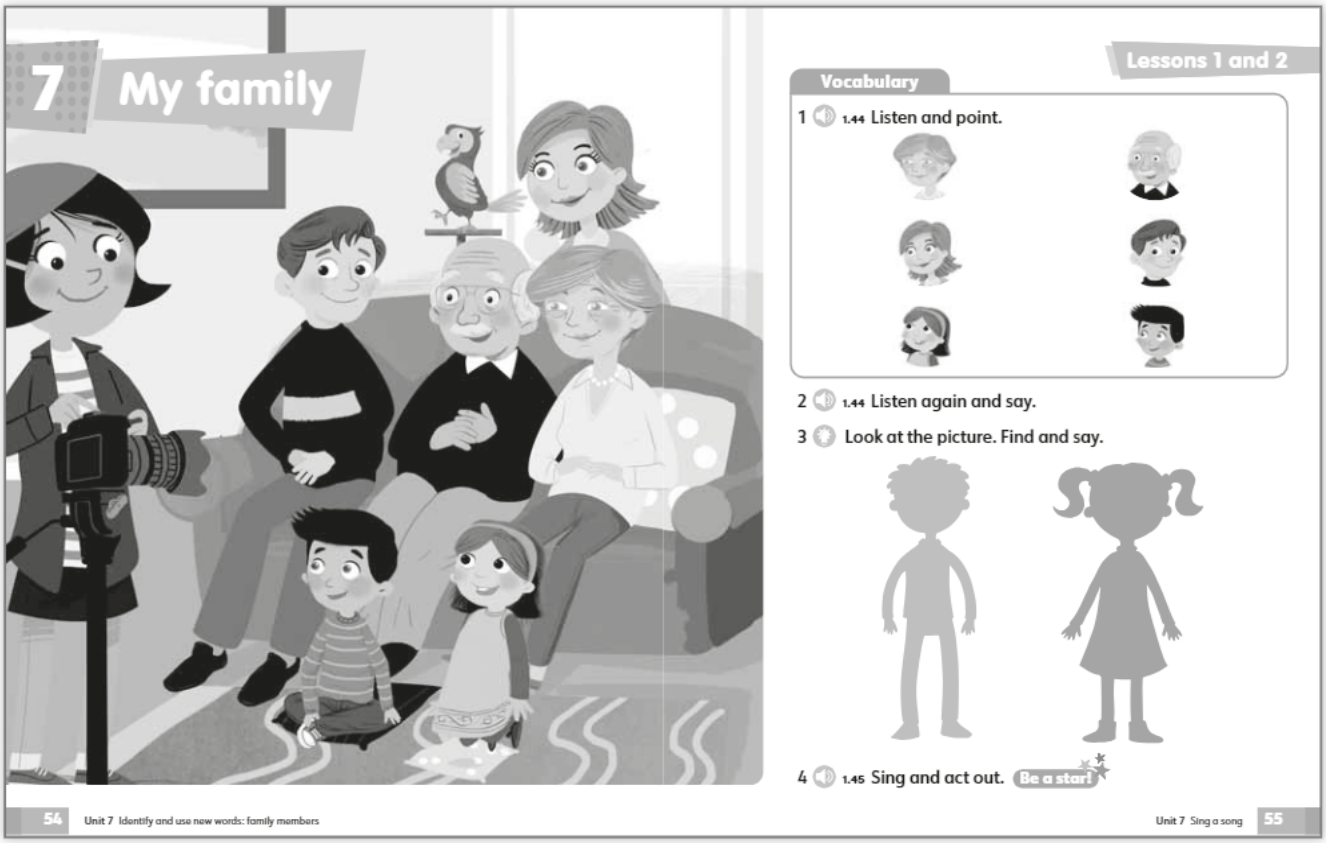
Cooler: Picture dictionary

- Hold up your Pupil's Book and point to some of the items in the Picture dictionary from the Welcome Unit up to Unit 6. Elicit the words.
- Divide the class into pairs. Have the children take turns to point to items from pages 87 to 93 for their friend to say the word.

7 My family

Lessons 1 and 2 Vocabulary

Pupil's Book pages 54–55



Learning objectives: Identify and use new words: family members

Vocabulary: brother, daddy, grandma, grandpa, mummy, sister

Resources: Flashcards; Vocabulary worksheet 1

Lesson 1

Warm-up: The big picture

- Refer the children to the picture on page 54. Ask where they are and what they are doing (Jack and Maya's family at home having a family photo taken). Ask if they can see Jack and Maya (sitting on the floor at their grandparents' feet). Ask if the children are often together with all their family, and if they like to take family photos.
- Elicit the colours and clothes they can see.

1 1.44 Listen and point.

- Play the audio. Have the children listen and point to the family members. Do this twice.
- Then say the words in a different order and have the children point again.

Audioscript

Grandma, Grandma ... Grandpa, Grandpa ... Mummy, Mummy ... Daddy, Daddy ... sister, sister ... brother, brother

2 1.44 Listen again and say.

- Play the audio, pausing for the children to repeat. Pay particular attention to the voiced *th* (ð) sound in *brother* (but don't worry if the children don't all get it immediately).
- Play the audio again. Encourage the children to indicate the three levels of family as they say the words – the grandparents being the highest level (hand raised above their head), the parents in the middle (hand at shoulder level) and the children at the bottom (hand down by their side).

Teaching star!

Extension: a guessing game

This activity gives the children more practice in hearing and saying the new vocabulary.

- Hold up your Pupil's Book open to page 54, with the picture facing you so the children can't see it.
- Very deliberately place your finger on one of the faces in the picture and say *Who's this?* (The children should get some idea from the position of your finger on the page).
- Have the children raise their hands to make a guess. If correct, turn the book and show them your finger on the face and say *Yes, (Mummy)!*
- Divide the class into pairs and have them continue, taking turns to point and guess.

Cooler: Point to 1, 2, 3

- Play *Point to 1, 2, 3* (see the Games bank, pages 12–13) with flashcards of the family members from this lesson.

Lesson 2

Warm-up: Save Peep!

- Play *Save Peep!* (see the Games bank, pages 12–13) with flashcards of the family members.

3 Look at the picture. Find and say.

- Hold up your Pupil's Book. Point to the brother in the big picture and say *brother*. Then point to the silhouettes in Activity 3 and ask *boy or girl?* Have the children point to the boy silhouette. Do the same for *mummy* and point to the girl silhouette.
- Repeat for the other members of the family in the picture.
- Now point to the boy silhouette and have the children find the male family members in the big picture. Have them raise their hands to say a word. Repeat for the girl silhouette and the female members.
- Divide the class into pairs to continue the activity – one child points to a silhouette in Activity 3, the other finds the people in the big picture, and says the family words. Then have them swap roles.

Answers: male: brother, daddy, grandpa
female: sister, mummy, grandma

4 1.45 Sing and act out.

Be a star!

- Stick the family flashcards from Lessons 1 and 2 spread out around the board.
- Play the song and have the children point to the flashcards as they hear the family members mentioned.
- Ask the children which one they didn't hear (*Grandpa*). Remove this one and place the other flashcards in the order they come in the song.
- Play the song again, pausing after each line for the children to repeat. Encourage them to raise and lower their hands to show the 'level' of the family (as they did in Lesson 1, Activity 2) for each family member mentioned.
- Then have the children sing each verse in turn with the actions.
- Finally, play the song one more time and have the children sing and do the actions for all verses.

Audioscript

My family

My family, my family
This is my family

This is my daddy
This is my mummy
This is my grandma
And my brother Sammy

My family, my family
This is my family

These are my sisters
I've got two
This is Sally
And this is Sue

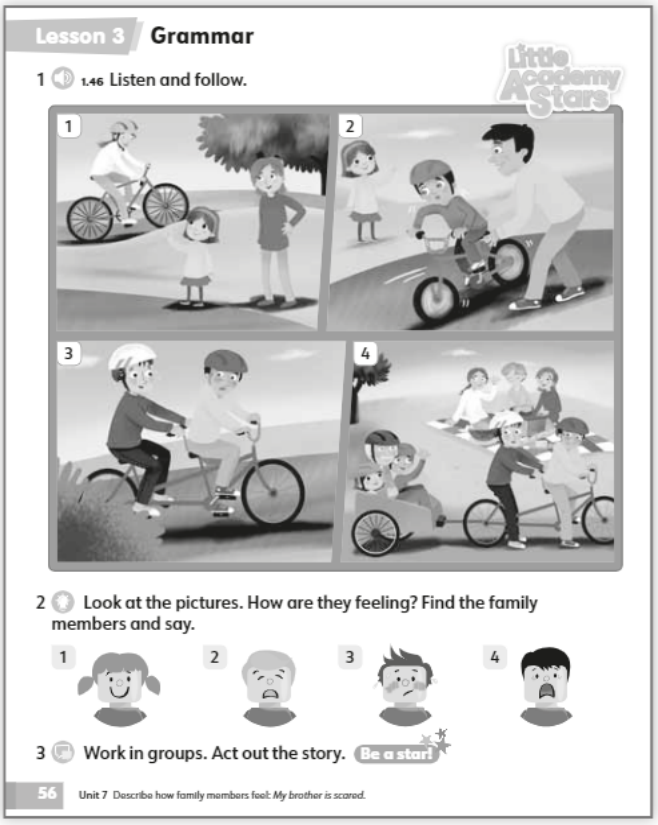
My family, my family
This is my family
This is my family, what about you?

Cooler: Read my lips

- Tell the children you will say the family words, but won't make any sound. 'Say' the words with exaggerated mouth movements, but no sound. When the children know the word, they raise their hands. Choose one child to give the answer and then say the word aloud.
- Repeat with several family members.

Lesson 3 Grammar

Pupil's Book page 56



Learning objectives: Describe how family members feel; Follow and act out a story using the target grammar

Vocabulary: aunt, brother, daddy, grandma, grandpa, mummy, sister, uncle

Grammar: *My brother is scared.*

Resources: Flashcards; Vocabulary worksheet 2

1.45 Warm-up: Sing the song!

- Play the *My Family* song and encourage the children to join in and do the actions.

1 1.46 Listen and follow.

- Refer the children to the pictures and elicit who they can see, where they are and what is happening (Jack and Maya's family in the park, cycling and having a picnic).
- Play the audio and have the children follow, pointing to each picture in turn. Point to Uncle Bob. Ask *Who's this?* Elicit *uncle*. Have the children say *uncle.* Point to Aunt Alice. Ask *Who's this?* Elicit *aunt*. Explain that she is mummy's sister and Uncle Bob is her husband. Have the children say *aunt*.
- Play the audio again. Pause for the children to repeat.

Audioscript

1	***Maya:***	*Look, Mummy! Aunt Alice is happy!*
	Aunt Alice:	*Weeeeee!*
	Mummy:	*Yes, she is!*
2	***Maya:***	*My brother is scared.*
	Jack:	*Whoaaaa!*
	Uncle Bob:	*It's OK, Jack.*
	Jack:	*Thanks, Uncle Bob.*
3	***Jack and Maya:***	*How are you, Daddy and Uncle Bob?*
	Daddy:	*I'm hot ...*
	Uncle Bob:	*... and I'm tired!*
4	***Jack and Maya:***	*Thank you, Daddy! Thank you, Uncle Bob!*
	Daddy:	*It's picnic time!*
	Everyone:	*Hooray!*

Teaching star!

Intonation and tone

This activity encourages the children to use intonation and tone to express attitude.

- In a happy voice, say *It's picnic time!* Ask *Happy or sad?* Repeat the sentence in a different tone and have the children identify, e.g. an angry voice and a tired voice.
- Then say different feelings (from Unit 2). Have the children say the sentence accordingly.

2 Look at the pictures. How are they feeling? Find the family members and say.

- Refer the children to pictures 1–4. Elicit the feelings. Point to the happy face, say *happy.* Point to Aunt Alice. Ask *Who's this?* Elicit *Aunt Alice.* Say *Aunt Alice is happy!* Have the children repeat.
- Repeat for each face. (Explain that *tired* can mean feeling sleepy and also needing to rest after exercise.)

Answers: 1 happy – Aunt Alice is happy. **2** tired – Uncle Bob is tired. **3** hot – Daddy is hot. **4** scared – Jack is scared.

3 Work in groups. Act out the story.

Be a star!

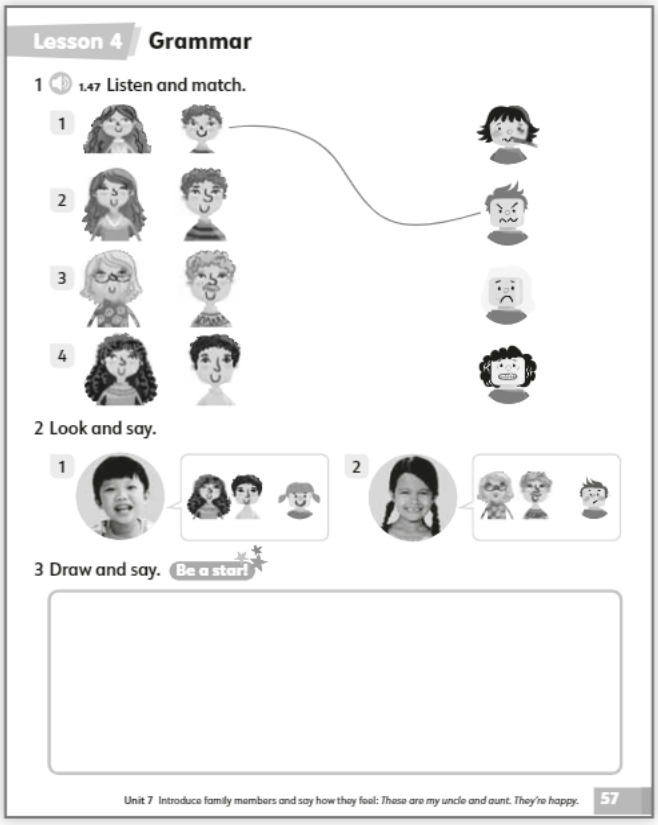
- Divide the class into groups of six and give each child a number, 1–6. Tell them that all number 1s are Jack, 2s are Maya, 3s are Mummy, 4s are Daddy, 5s are Uncle Bob, and 6s are Aunt Alice.
- Play the story (Track 1.46). Have the children mime the actions and feelings.

Cooler: Stand up, sit down

- Make sentences about the story. If the sentence is true, the children stand up and say *Yes!* If not, they sit down and say *No!*

Lesson 4 Grammar

Pupil's Book page 57



Learning objectives: Introduce family members and say how they feel

Grammar: *These are my uncle and aunt. They're happy.*

Review vocabulary: family members

Resources: Flashcards

Materials: coloured pencils

Warm-up: Football game

- Play *Football game* (see the Games bank, pages 12–13) showing two flashcards each time – a family member from this unit, and a feeling from Unit 2.

1 1.47 Listen and match.

- Play the audio and have the children raise and lower both hands when they hear a family member or a feeling. (You could divide the class into two groups – one to react to family members and the other to feelings.)
- Play part 1 of the audio again. Hold up your Pupil's Book and trace the line from the first two faces to the angry face. Elicit the family words and the feeling.
- Play the rest of the audio for the children to listen and draw lines to the correct pictures.
- Finally, point to the faces and have the children raise their hands to say an answer each. Ask for whole-class agreement each time.

Audioscript

1 *These are my brother and sister. They're angry.*
2 *These are my mummy and daddy. They're sad.*
3 *These are my grandma and grandpa. They're cold. Brrr!*
4 *These are my aunt and uncle. They're sick. Achoo!*

Answers: 1 brother and sister – angry **2** mummy and daddy – sad **3** grandma and grandpa – cold **4** uncle and aunt – sick

2 Look and say.

- Refer the children to the pictures and elicit the family members and feelings they can see.
- Elicit short sentences for picture 1: *These are my aunt and uncle. They're happy.* Have the children repeat.
- Elicit short sentences for picture 2: *These are my grandma and grandpa. They're hot.* Have the children repeat.
- Divide the class into pairs and have the children say sentences and point to the pictures.

3 Draw and say. Be a star!

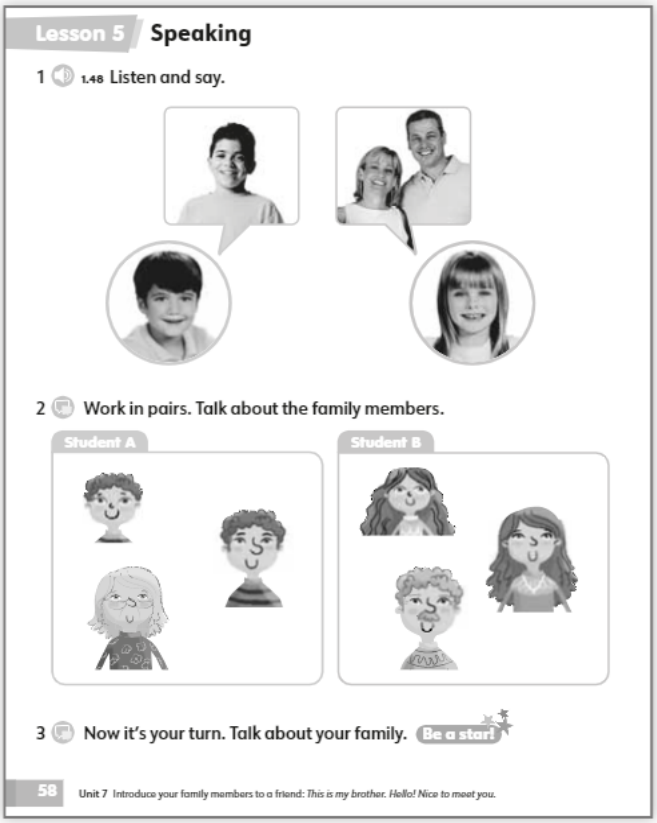
- Demonstrate the activity by drawing your own quick example on the board of two family members and a simple feelings face. Elicit ideas from the class and say, e.g. *These are my sister and brother. They're tired!*
- Give the children time to draw two family members and a feelings face. Then have them show and tell with a friend, or to the class.

Cooler: Ready, set, draw!

- Play *Ready, set, draw!* (see the Games bank, pages 12–13) with a combination of family members and feelings. Show the children who come to the front a family flashcard and a feelings flashcard. They then quickly draw that person with that feeling for their group. The correct answer will be the family word and the feelings word (or a short sentence).

Lesson 5 Speaking

Pupil's Book page 58



Learning objectives: Introduce your family members to a friend

Grammar: *This is my brother. Hello! Nice to meet you.*

Review vocabulary: family members

Resources: Flashcards

Warm-up: Yes or no?

- Hold the flashcards of the family members in front of you in a pack, so the children can see the front card, but you can't.
- Say *This is my [family member].* If your sentence matches the card, the children say *Yes!* If not, they say *No!* When they match, remove the card from the pack.
- Continue until you have matched them all. (If you arrange the pack in an order you remember before the lesson, you can make this go faster!)

1 1.48 Listen and say.

- Refer the children to the photos and elicit the family members they think they can see.
- Play the audio and have the children listen and confirm.
- Play the audio again and have the children repeat. Drill the phrase *Nice to meet you* with a good range of intonation – and a smile!

Audioscript

Boy: *This is my brother.*
Girl: *Hello! Nice to meet you.*

Girl: *These are my aunt and uncle.*
Boy: *Hello! Nice to meet you.*

2 Work in pairs. Talk about the family members.

- Refer the children to the boxes. Say *I'm Student A.* Point to one of the faces and say, e.g. *This is my grandma.* Prompt the class to respond *Nice to meet you!*
- Divide the class into pairs and assign each child Student A or B.
- Elicit and drill the introduction and response once more. Then have them make new dialogues with the family members in the boxes.
- Ask if any pairs would like to perform a dialogue for the class.

3 Now it's your turn. Talk about your family.

Be a star!

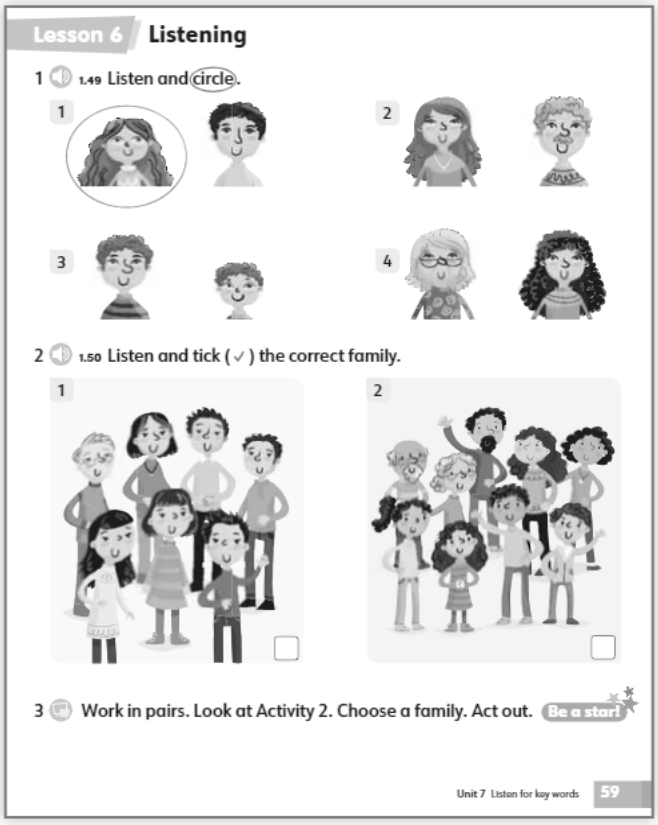
- Demonstrate the activity by introducing your family to the class – pretend that they are standing next to you and put an arm around their imaginary shoulder or point to them as you say *This is my ... / These are my ...* Have the children respond *Nice to meet you!* and wave!
- Divide the class into pairs and have them introduce their families, pretending they are standing next to them. Their partner smiles, waves and says *Nice to meet you!*
- Ask if anyone would like to introduce their family to the class.

Cooler: Disappearing pictures

- Play *Disappearing pictures* (see the Games bank, pages 12–13) with flashcards of the family members from this unit and the flashcards of feelings from Unit 2.

Lesson 6 Listening

Pupil's Book page 59



Learning objectives: Listen for key words

Resources: Flashcards

Warm-up: Memory test

- Stick the family flashcards in a line on the board. Have the children say the words in order, left to right.
- Turn two of the cards face down, and have the children repeat the complete set from memory. Turn the cards over again to confirm, but then leave them face down again.
- Repeat until, finally, the children have to say the complete line from memory.

1 1.49 Listen and circle.

- Refer the children to the pictures and elicit the family members they can see.
- Play the first part of the audio and have the children point to the sister. Point out the example circle.
- Play the rest of the audio and have the children circle the correct pictures.
- Finally, say the numbers and have the children say *This is my [family member].*

Audioscript

1 *This is my sister.*
2 *This is my grandpa.*
3 *This is my daddy.*
4 *This is my aunt.*

Answers: 1 sister **2** grandpa **3** daddy **4** aunt

2 1.50 Listen and tick (✓) the correct family.

- Refer the children to the pictures and elicit the family members in each picture. Point out the boy who is speaking in each one.
- Play the audio and have the children tick the correct picture.
- Play the audio again to check.

Audioscript

This is my family. This is my grandpa. This is my mummy. This is my daddy. This is my uncle. These are my two sisters and this is my brother.

Answer: 1 ✓

3 Work in pairs. Look at Activity 2. Choose a family. Act out. Be a star!

- Demonstrate the activity by introducing one of the families in Activity 2. Have the children listen and say *Nice to meet you!* Then have them say which family is being introduced.
- Divide the class into pairs. Have the children take turns to introduce a family for their friend to identify.

Teaching star!

Extension

This activity brings an element of drama into the classroom.

- Divide the class into groups of six or seven. Have the children decide who are grandparents, parents and children.
- One of the children introduces the 'family' to the class. Each person says *Hello!* in a grandma / grandpa voice, a mummy / daddy voice or a child voice. The rest of the class should respond *Nice to meet you!*
- If you have a large class, groups can introduce themselves to another group. If you have a smaller class, each group can introduce itself to the rest of the class.

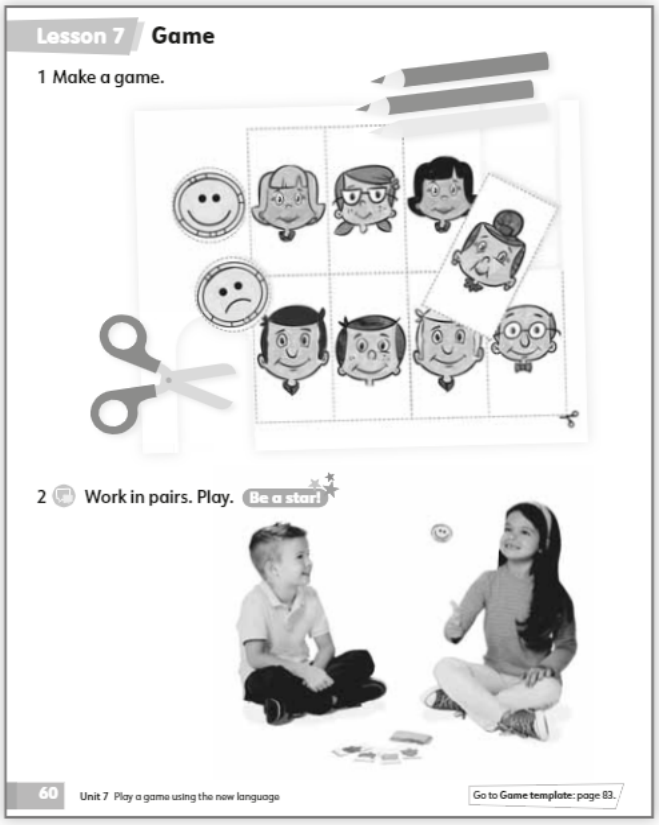
The children's acting may not be perfect, but they think hard about what different members of the family sound like!

Cooler: Chain game

- Play *Chain game* (see the Games bank, pages 12–13). Start the chain by saying *This is my brother* for the next child to add, e.g. *and this is my grandma.*

Lesson 7 Game

Pupil's Book page 60



Learning objectives: Play a game using the new language

Resources: Game template page 83; Flashcards

Materials: coloured pencils / crayons, scissors, glue, small plastic bags labelled with the children's names or a paper clip each, extra set of family flashcards (for the Warm-up)

1.49–1.50 Warm-up: What was the last word?

- Play *What was the last word?* (see the Games bank, pages 12–13) with the audio from Lesson 6, Activities 1 and 2.

1 Make a game.

- Refer the children to the coloured page and ask what family members and feelings they can see.
- Explain to the children that they will make their own coloured cards for a game.
- Refer them to the game template on page 83, and give them some time to colour the objects however they want. Have them colour the happy and sad faces at the bottom in the same colour – they can decide which colour. Encourage them to try to keep their colouring inside the lines.
- You can either have the children cut the template out of the book themselves or cut them out for them beforehand. If the children are cutting, have them cut along the dotted lines (being careful to keep their fingers out of the way of the scissors!).
- Have them glue the happy and sad face back to back to make a 'feelings coin'.

2 Work in pairs. Play.

Be a star!

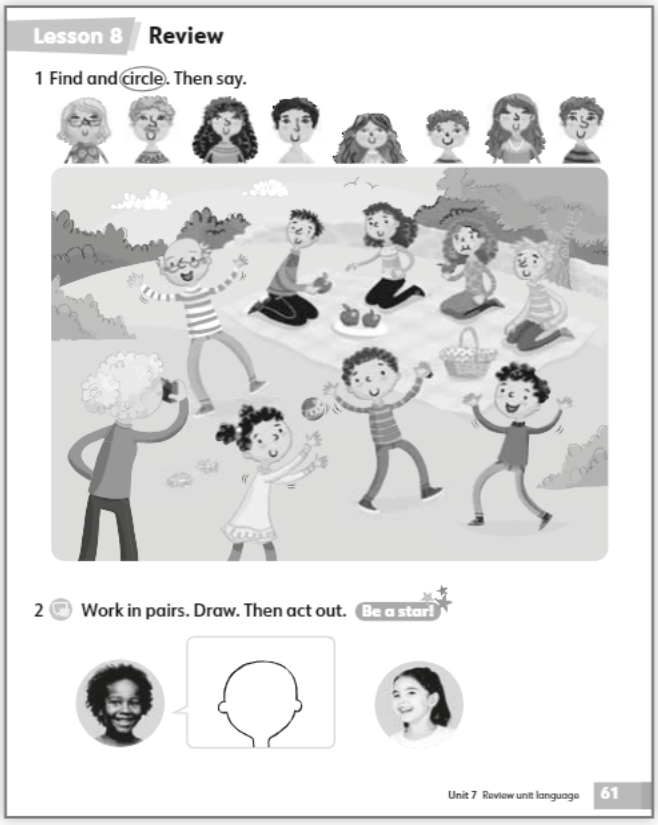
- Demonstrate the game with a confident child (borrow a finished pack of cards from another child). Choose one of your cards and say, e.g. *This is my sister.* Then flip the 'feelings coin'. If it shows the happy face, say *She's happy!* and remove the card from the pack. If it shows the sad face, say *She's sad.* and return the card to the pack. Have the other child take a turn and continue until you have demonstrated both situations.
- Divide the class into pairs and have them play the game, taking turns. The first child to remove all the cards with happy faces wins.
- When finished, give out small plastic bags labelled with the children's names for them to tidy their cards away. Alternatively, help them clip their cards to the back cover of their Pupil's Book with a paper clip.

Cooler: Remember 1, 2, 3 ...

- Stick the family cards on the board in a random pattern.
- Point to one of the cards and have the children say, e.g. *This is my daddy.*
- Now point to two cards, one after the other and have the children say, e.g. *This is my sister and my grandpa.*
- Point to three or even four cards in a row and have the children remember and make a sentence. How many can they remember?

Lesson 8 Review

Pupil's Book page 61



Learning objectives: Review unit language

Review vocabulary: aunt, brother, daddy, grandma, grandpa, mummy, sister, uncle

Resources: Flashcards; Unit 7 test
OPTIONAL: Unit 7 Writing worksheets

Warm-up: Play the game again!

- Have the children play one more round of the game from Lesson 7 in pairs. (Play with only one pack of cards so it doesn't take too long!)

1 Find and circle. Then say.

- Refer the children to the main picture and elicit what they can see (A big family in the park having a picnic and playing. Grandma is taking a photo).
- Hold up your Pupil's Book. Point to Grandma on the left above the picture, and say *Ah, this is Grandma.* Then make a show of searching for the other grandma in the picture saying *grandma ... grandma ...* (she's taking the photo). Ask the children if it is the same person (no – they're from two different families but are both grandmas).
- Point to the other faces at the top, have the children say the family word and search for them in the picture. When they find the corresponding family member, they say the word.
- Then point to the people in the big picture and have the children say the word.

Teaching star!

Extra activity

Pictures showing scenes of different people, places and activities can be exploited in different ways to recycle and review language from previous units.

- Refer the children to the picture of the family picnic.
- Ask them to find something in the picture as quickly as possible and have them raise their hands when they find it. Say, e.g. *Find a purple skirt. Find some blue shoes.*
- Ask questions about the picture, e.g. *Is Grandpa tired? How many apples are there? What colour are they?*

It may be necessary to ask some questions in L1, but make sure that the children can answer in English using the language they have learnt so far.

2 Work in pairs. Draw. Then act out.

Be a star!

- Draw a member of your family on the board with a feeling clearly shown on his / her face. Tell the children, e.g. *This is my sister. She's cold!*
- Have the children draw one of their own family in the space provided.
- Divide the class into pairs and have the children show and tell their friend about their family member and how they feel.
- Ask if any children would like to show and introduce their family member to the rest of the class.

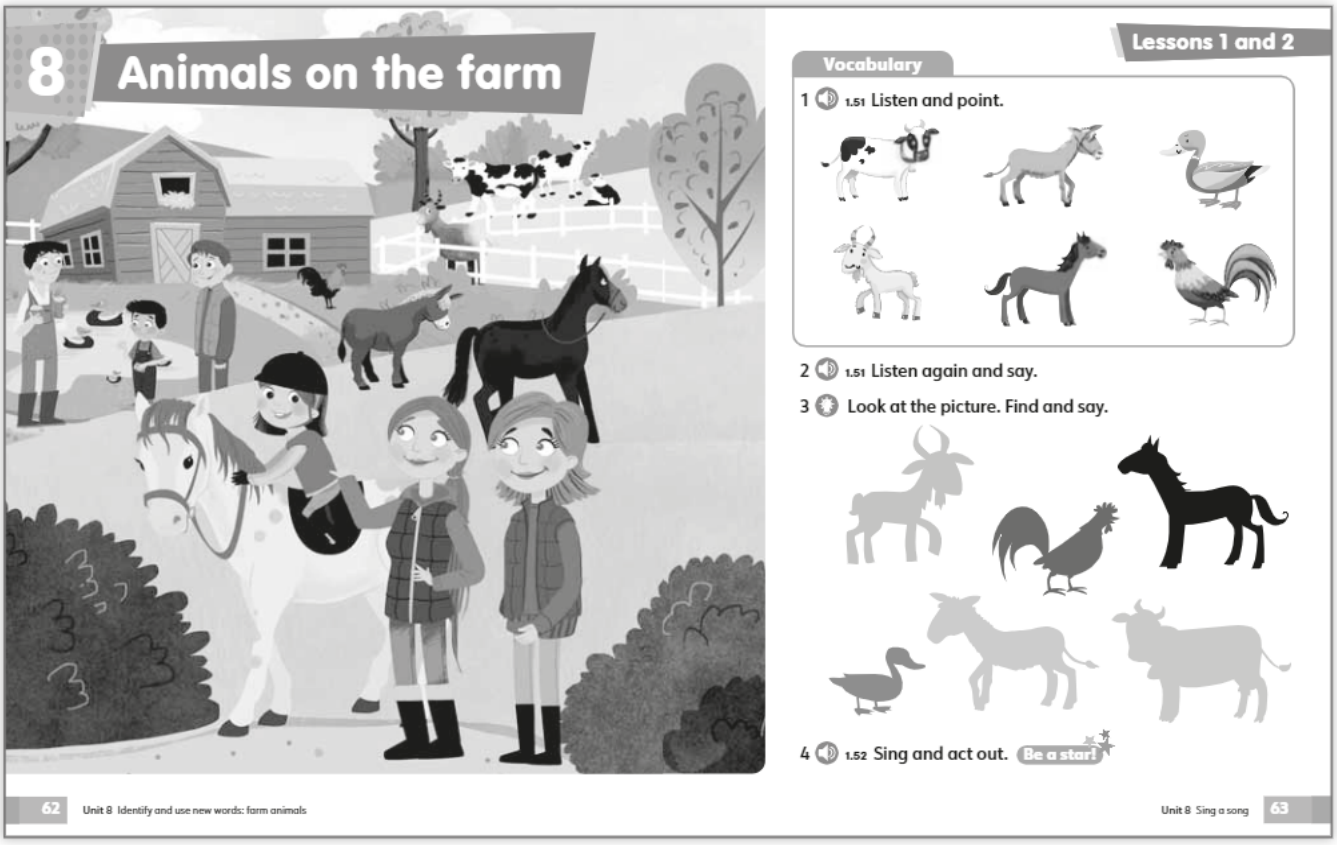
Cooler: Picture dictionary

- Hold up your Pupil's Book and point to some of the items in the Picture dictionary from the Welcome Unit up to Unit 7. Elicit the words.
- Divide the class into pairs. Have the children take turns to point to items from pages 87 to 94 for their friend to say the name.

8 Animals on the farm

Lessons 1 and 2 Vocabulary

Pupil's Book pages 62–63



Learning objectives: Identify and use new words: farm animals; Sing a song using the target vocabulary

Vocabulary: cow, donkey, duck, goat, horse, rooster

Resources: Flashcards; Vocabulary worksheet 1

Lesson 1

Warm-up: The big picture

- Refer the children to the picture on page 62. Ask who they can see, where they are and what they are doing (the children are visiting Aunt Alice and Uncle Bob's farm. There are lots of animals). Ask if they can see Jack or Maya (Jack is at the back feeding the ducks, Maya is on the horse. Mummy, Daddy, Aunt Alice and Uncle Bob are there, too). Ask some general questions, e.g. about the colours of their clothes. Ask the children if they have ever been to a farm like this and if they have any favourite farm animals.

1 1.51 Listen and point.

- Play the audio. Have the children listen and point to the animals. Do this twice.
- Then say the words in a different order and have the children point.

Audioscript

cow, cow ... donkey, donkey ... duck, duck ... goat, goat ... horse, horse ... rooster, rooster

2 1.51 Listen again and say.

- Play the audio, pausing for the children to repeat. Pay particular attention to the *h* (h) sound at the beginning of *horse* and the *r* (r) sound at the beginning of *red* (but don't worry if the children don't all get it immediately).
- Play the audio again and encourage the children to do an action for each animal and make a sound as they say it.

Cooler: Simon says

- Play *Simon says* (see the Games bank, pages 12–13) with the animals, actions and sounds from Lesson 1.

Lesson 2

Warm-up: Point to 1, 2, 3

- Play *Point to 1, 2, 3* (see the Games bank, pages 12–13) with flashcards of the farm animals from Lesson 1.

3 Look at the picture. Find and say.

- Hold up your Pupil's Book and point to the silhouette of the goat. Elicit *goat*. Then make a show of searching for the goat in the big picture on page 62. Point to it and say *goat!*
- Repeat this and have the children do it at the same time as you.
- Repeat for all the silhouettes with the whole class and have the children say the animal names each time.
- Divide the class into pairs and have them continue the activity – one child points to a silhouette in Activity 3, the other finds the animal in the big picture, points to it and says the name. Have them swap roles each time.

4 1.52 Sing and act out.

Be a star!

- Stick the animal flashcards from Lessons 1 and 2 on the board.
- Play the song and have the children point to the flashcards as they hear the animals mentioned. Ask the children which animals they didn't hear (*duck*, *horse*). Remove these two and place the other flashcards in the order they come in the song.
- Play the song again, pausing after each line for the children to repeat. Encourage them to do a mime for each animal.
- Then have the children sing each verse in turn with actions.
- Finally, play the song one more time and have the children sing and do the actions for all verses.

Audioscript

On the farm

On the farm, on the farm
These are the animals on the farm!
Moo, moo, what is it?
Moo, moo, it's a cow.

On the farm, on the farm
These are the animals on the farm!
Cock-a-doodle-doo, what is it?
Cock-a-doodle-doo, it's a rooster.

On the farm, on the farm
These are the animals on the farm!
Meh, meh, what is it?
Meh, meh, it's a goat.

On the farm, on the farm
These are the animals on the farm!
Hee-haw, what is it?
Hee-haw, it's a donkey.

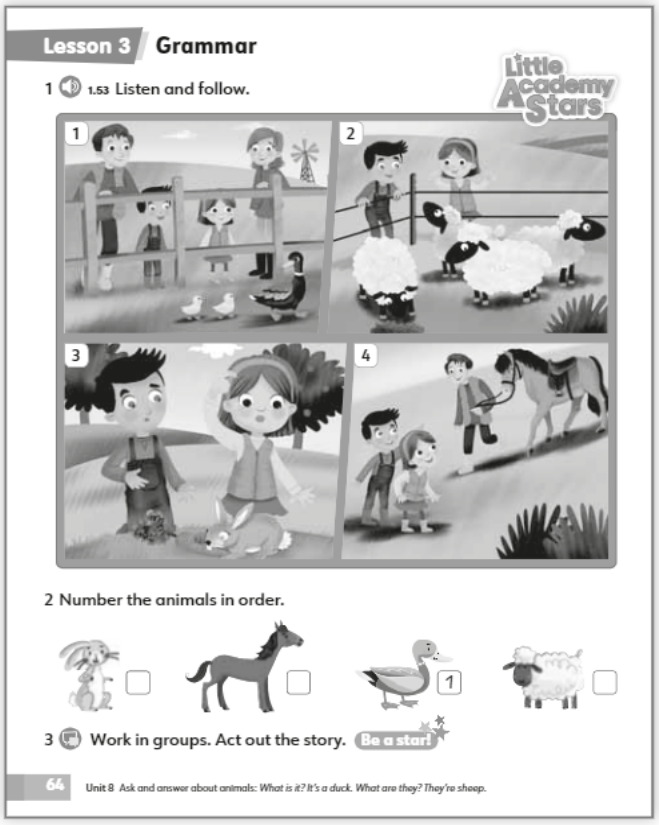
On the farm, on the farm
These are the animals on the farm!

Cooler: What's different?

- Play *What's different?* (see the Games bank, pages 12–13) with the animal flashcards from Lessons 1 and 2.

Lesson 3 Grammar

Pupil's Book page 64



Learning objectives: Ask and answer about animals; Follow and act out a story using the target grammar

Vocabulary: cow, donkey, duck, goat, horse, rabbit, rooster, sheep

Grammar: *What is it? It's a duck. What are they? They're sheep.*

Resources: Flashcards; Vocabulary worksheet 2

1.52 Warm-up: Sing the song!

- Play the *On the farm* song and encourage the children to join in and do the actions.

1 1.53 Listen and follow.

- Refer the children to the pictures and elicit what they can see and where they are (Jack, Maya, Mummy and Daddy on the farm).
- Play the audio and have the children follow, pointing to each picture in turn.
- Point to one of the sheep. Ask *What's this?* and elicit *sheep*. Have the children repeat and make a sheep noise. Repeat for *rabbit*.
- Play the audio one more time and have the children listen and join in with the animal noises.

Audioscript

1	***Jack:***	*What is it?*
	Maya:	*It's a duck ... no, three ducks!*
	Jack and Maya:	*Quack, quack, quack!*
2	***Maya:***	*Look at the funny goats!*
	Jack:	*Ha ha ha. They're sheep, Maya.*
	Jack and Maya:	*Baaah! Baaah! Baaah!*
3	***Maya:***	*What is it?*
	Jack:	*Is it a rabbit?*
	Maya:	*This is a rabbit ... but ... look!*
4	***Maya:***	*It's Daddy!*
	Jack:	*And a horse!*
	Jack and Maya:	*Let's ride!*

Teaching star!

Pronunciation

Encouraging appropriate stress helps the children sound more natural.

- After listening to the story, focus on the question and affirmative.
- Play the story again, stopping after *Is it a rabbit?* Have the children repeat the question paying attention to the stress of the words. Then repeat *Is it a* several times quickly with *rabbit?* at the end: *Is it a ... Is it a ... Is it a ... Is it a ... Is it a ... Is it a rabbit?* Have the children join in, saying *Is it a ...* quickly and placing emphasis on *rabbit*.
- Repeat for *This is a rabbit.*

This way the children can start to understand weak and strong forms in English.

2 Number the animals in order.

- Refer the children to the pictures and elicit the animals. Point to the duck and then find it in the story. Ask *1, 2, 3 or 4? (1)*. Point out the example *1*.
- Have the children number the other animals in the order they appear.
- To check, say the numbers and have the children say the animals and point to them in the story.

Answers: rabbit – **3**, horse – **4**, duck – **1**, sheep – **2**

3 Work in groups. Act out the story.

Be a star!

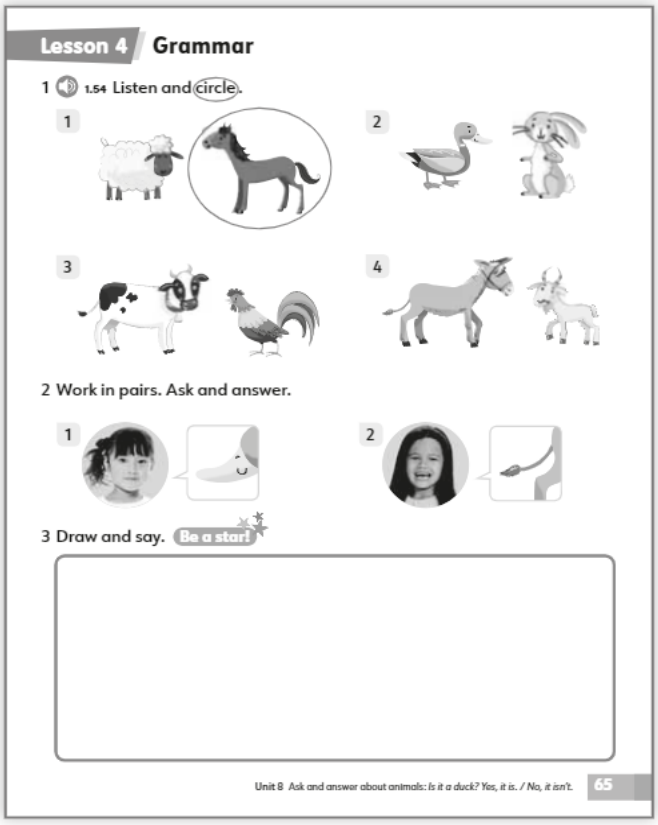
- Divide the class into pairs and assign the roles of Jack and Maya.
- Play the story (Track 1.53). Have the children mime their part and the animals.

Cooler: Stand up, sit down

- Make sentences about the story. If the sentence is true, the children stand up and say *Yes!* If not, they sit down and say *No!*

Lesson 4 Grammar

Pupil's Book page 65



Learning objectives: Ask and answer about animals

Grammar: *Is it a duck? Yes it is. / No, it isn't.*

Review vocabulary: farm animals

Resources: Flashcards; Grammar worksheet

Warm-up: Ready, set, draw!

- Play *Ready, set, draw!* (see the Games bank, pages 12–13) with the animals from this unit.

1 1.54 Listen and circle.

- Refer the children to the pictures and elicit the animals they can see.
- Play the first part of the audio and have the children point to the horse. Point out the example circle.
- Play the rest of the audio and have the children circle the correct pictures.
- Finally, say the numbers and have the children say the name of the animal or a short phrase, e.g. *It's a horse.*

Audioscript

1 ***Boy 1:*** *Is it a sheep?*
Girl 1: *No, it isn't. It's a horse.*
2 ***Girl 2:*** *Is it a duck?*
Boy 2: *Yes, it is.*
3 ***Girl 1:*** *Is it a cow?*
Boy 1: *No, it isn't. It's a rooster.*
4 ***Boy 2:*** *Is it a donkey?*
Girl 2: *Yes, it is.*

Answers: 1 horse **2** duck **3** rooster **4** donkey

2 Work in pairs. Ask and answer.

- Point to the picture in the first speech bubble and ask the children *Is it a rooster?* Elicit the answer *No, it isn't. It's a duck.*
- Divide the class into two groups. Have one group ask the question and the other say the answer. Then have them swap roles.
- Point to the second picture. Ask *Is it a sheep?* Prompt the class to answer *No, it isn't.* Then have the children raise their hands to ask a similar question. Choose one child and have the class repeat his / her question and reply *Yes, it is* or *No, it isn't.* After several negative answers, prompt them to add *It's a donkey.*
- Drill the question and affirmative and negative answers one more time. Then divide the class into pairs and have them point, ask and answer.
- If you wish, they could also ask each other about the animals in the story on page 64.

3 Draw and say. Be a star!

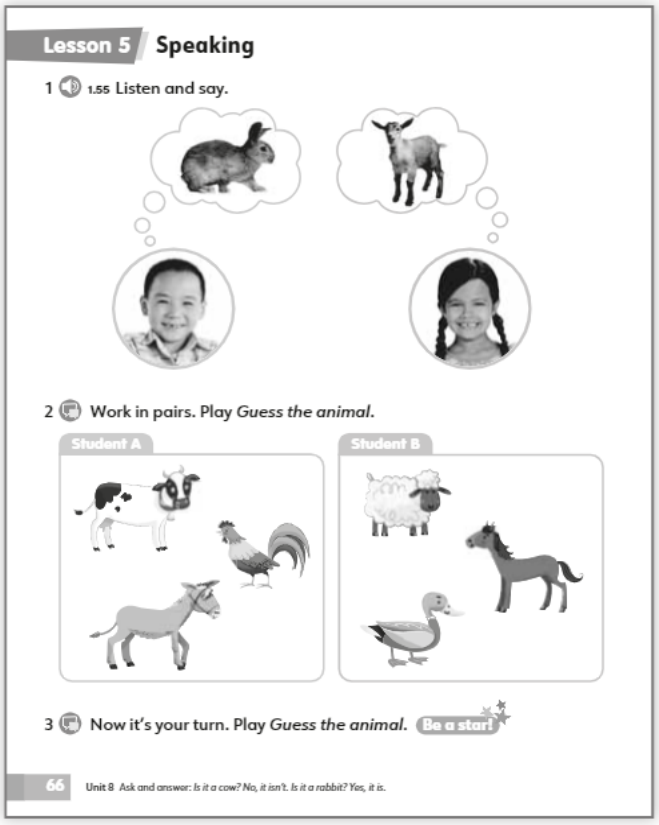
- Demonstrate the activity by quickly drawing a basic animal outline on the board. Have the children ask you, e.g. *Is it a horse?* and answer *Yes, it is* or *No, it isn't. It's a [animal].*
- Give the children a short time to draw their own animal in the space.
- Now have them ask and answer about the drawings of the friends near them.
- Invite some confident children to show their drawing to the rest of the class and tell them, e.g. *It's a goat.*

Cooler: Read my lips

- Tell the children you will say the names of animals, but won't make any sound. 'Say' the words with exaggerated mouth movements, but no sound. When the children know the animal, they raise their hands.
- Choose one child to give the answer and then say the answer aloud.
- Continue with different animals.

Lesson 5 Speaking

Pupil's Book page 66



Learning objectives: Ask and answer to guess the animal

Grammar: *Is it a cow? No, it isn't. Is it a rabbit? Yes, it is.*

Review vocabulary: farm animals

Resources: Flashcards

Warm-up: Yes or no?

- Hold the flashcards of the animals in front of you in a pack, so the children can see the front card, but you can't.
- For each card, ask *Is it a ...?* and have the children answer *Yes, it is* or *No, it isn't.* If it is the correct animal, discard the flashcard and continue the game.
- Continue until all the cards are discarded. (If you arrange the cards in an order you can remember before the class, the game will go quicker!)

1 1.55 Listen and say.

- Refer the children to the photos and elicit what animals they can see.
- Play the audio and have the children listen and point to the animals as they hear them mentioned.
- Ask the children what game they are playing (a game where they guess what animal the other is thinking of).
- Play the audio again, pausing for the children to repeat.

Audioscript

Boy: *Let's play Guess the animal!*
Girl: *Is it a cow?*
Boy: *No, it isn't.*
Girl: *Is it a rabbit?*
Boy: *Yes! It is! My turn. Is it a sheep?*
Girl: *No, it isn't.*
Boy: *Is it a goat?*
Girl: *Yes, it is!*

2 Work in pairs. Play *Guess the animal.*

- Refer the children to the boxes. Say *I'm Student A.* Point to one of the objects, but don't show the children.
- Have them raise their hands to ask *Is it a ...?* Have the class repeat the question each time. Answer *No, it isn't* and invite more guesses, or *Yes, it is* and show your finger on the animal in the book.
- Divide the class into pairs and assign each child Student A or B.
- Elicit and drill the question and answers once more. Then have the children make new dialogues with the objects in the boxes.
- Ask if any pairs would like to perform a dialogue for the class.

3 Now it's your turn. Play *Guess the animal.*

Be a star!

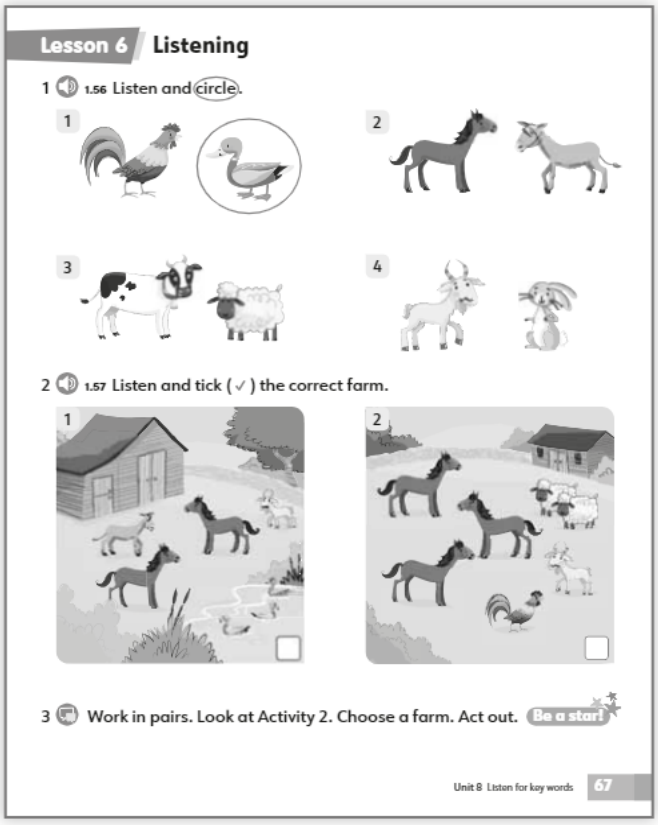
- Close your book, make a show of thinking, and invite the class to ask you *Is it a ...?* questions. Answer *No, it isn't* or *Yes, it is.*
- Divide the class into pairs. Have the children take turns to think of an animal for their friend to guess.
- Ask if any children would like to think of an animal for the class to guess.

Cooler: Disappearing pictures

- Play *Disappearing pictures* (see the Games bank, pages 12–13) with flashcards of the animals in this unit.

Lesson 6 Listening

Pupil's Book page 67



Learning objectives: Listen for key words

Resources: Flashcards

Warm-up: Memory test

- Stick the animals flashcards in a line on the board. Have the children say the words in order, left to right.
- Turn two of the cards face down, and have the children repeat the complete set from memory. Turn the cards over again to confirm, but then leave them face down again.
- Repeat until, finally, the children have to say the complete line from memory.

1 1.56 Listen and circle.

- Refer the children to the pictures and elicit the animals they can see.
- Play the first part of the audio and have the children point to the duck. Point out the example circle.
- Play the rest of the audio and have the children circle the correct pictures.
- Finally, say the numbers and have the children say a short sentence, e.g. *It's a duck.*

Audioscript

1 *Girl 1:* *What is it?*
Boy 1: *It's a duck.*
2 *Boy 2:* *Is it a horse?*
Girl 2: *Yes, it is.*
3 *Boy 1:* *Is it a sheep?*
Girl 1: *No, it isn't. It's a cow.*
4 *Girl 2:* *What is it?*
Boy 2: *It's a rabbit.*

Answers: **1** duck **2** horse **3** cow **4** rabbit

2 1.57 Listen and tick (✓) the correct farm.

- Refer the children to the pictures and elicit the animals in each picture.
- Play the audio and have the children tick the correct picture.
- Play the audio again to check.

Audioscript

Girl: *These are the animals on the farm!*
Boy: *What is it?*
Girl: *It's a goat.*
Boy: *What is it?*
Girl: *It's a horse.*
Boy: *What is it?*
Girl: *It's a duck.*
Boy: *What is it?*
Girl: *It's a donkey.*

Answer: **1** ✓

Teaching star!

Extension

Using animal sounds brings fun into the lesson and helps consolidate the vocabulary.

- After Activity 2, make an animal noise. Have the children guess which animal. Do this for a few more animals.
- Divide the class into pairs. Have them take turns to make an animal noise for their friend to guess.

3 Work in pairs. Look at Activity 2. Choose a farm. Act out.

Be a star!

- Demonstrate the activity by making an animal noise of a horse. Have the children ask *What is it?* Answer *It's a horse.* Ask *Farm 1 or farm 2? (both).* Now choose an animal that is only in picture 2, e.g. sheep. Make the noise and have the children ask in the same way again and identify the picture.
- Divide the class into pairs. Have the children take turns to make noises, ask, answer and identify the correct farm.

Cooler: Chain game

- Play *Chain game* (see the Games bank, pages 12–13). Start the chain by saying *I've got a goat* for the next child to add another animal.

Lesson 7 Game

Pupil's Book page 68



Learning objectives: Play a game using the new language

Resources: Game template page 85; Flashcards

Materials: coloured pencils / crayons, scissors, small plastic bags labelled with the children's names or a paper clip per child

Warm-up: What's this?

- Start drawing one of the animals on the board, but only draw a few lines. Stop and ask the children *What's this?* Invite guesses, but don't confirm yet.
- Add a few more lines, invite more guesses and then finish the drawing and have the children say the animal.
- Repeat with other animals.

1 Make a game.

- Ask the children what animals and colours they can see on the coloured page.
- Explain to the children that they will make their own coloured cards for a game.
- Refer them to the game template on page 85, and give them some time to colour the animals any colour they want. Encourage them to colour inside the lines.
- You can either have the children cut the template out of the book themselves or cut them out for them beforehand. If the children are cutting, have them cut along the dotted lines (being careful to keep their fingers out of the way of the scissors!).

2 Work in pairs. Play.

Be a star!

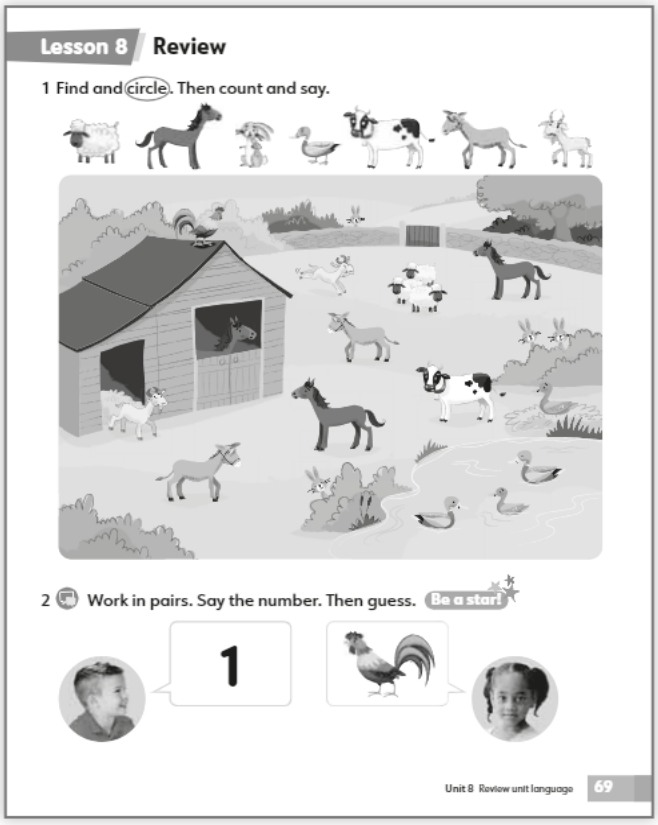
- Divide the class into pairs. Demonstrate the game by having one pair mix their cards and spread them out, face down, on the desks in front of them (or on the floor, if your classroom has space for the children to play on the floor).
- Pick one card and look at it without showing anyone. Now mime the animal and make the appropriate animal sound. Ask *What is it?* The other child has to guess what the animal is asking *Is it a ...?* Answer *Yes, it is!* or *No, it isn't!* When the guess is correct, set the card aside.
- The other child then does the same and the game continues.
- Have the children play the game in their pairs.
- When finished, give out small plastic bags labelled with the children's names for them to tidy their cards away. Alternatively, help them clip their cards to the back cover of their Pupil's Book with a paper clip.

Cooler: Football game

- Play *Football game* (see the Games bank, pages 12–13) showing two flashcards each time – a colour from Unit 4 or a feeling from Unit 2, and an animal from this unit – to elicit a (funny) sentence, e.g. *It's a pink sheep. It's an angry duck.*

Lesson 8 Review

Pupil's Book page 69



Learning objectives: Review unit language

Review vocabulary: cow, donkey, duck, goat, horse, rabbit, rooster, sheep

Resources: Flashcards; Unit 8 test
OPTIONAL: Unit 8 Writing worksheets

Warm-up: Say 1, 2, 3 ...

- Stick the animal flashcards on the board in a random pattern.
- Touch one card and have the children say the animal. Repeat with two different animals.
- Then touch two animals, one after the other. Have the children say the animals in the same order using *and*.
- Now touch three animals and have the children say the sequence. See how many they can remember in a sequence!

1 Find and circle. Then count and say.

- Refer the children to the main picture and elicit what they can see (a farm with lots of animals).
- Hold up your Pupil's Book. Point to the sheep on the left above the picture, say *sheep*, and then make a show of searching for the sheep in the picture. Circle them as you find them and repeat *sheep* for each one. Then count and say the number and the animal: t*hree sheep.*
- Point to each of the other items in random order. Have the children say the word, find and circle them in the picture, repeating the word each time.
- Then count them all together and say the number and word (you can say the plural word, but you don't need to insist on it from the children).

Answers: three sheep, three horses, four rabbits, four ducks, one cow, two donkeys, two goats

Teaching star!

Groupwork

Animal vocabulary is a good opportunity to recycle previous language and bring *favourite* back to use with the animal words.

- Point to the picture in Activity 1 and ask *What's your favourite animal?* (Clarify with children it's only in this picture – not all animals.)
- Elicit responses from a few children: *My favourite animal is a ....*
- Divide the class into groups of six or seven children. Nominate one child in each group to listen and record the animal that each child chooses.
- Explain that this child should start by asking the person on their left *What's your favourite animal?* When they answer, the child who was nominated makes a mark next to the animal at the top of Activity 1. The child who answered then asks the same question to the child on their left, and so on.
- When the questions are finished, ask the children which is the favourite animal in each group, i.e. the animal that had the most marks.

2 Work in pairs. Say the number. Then guess.

Be a star!

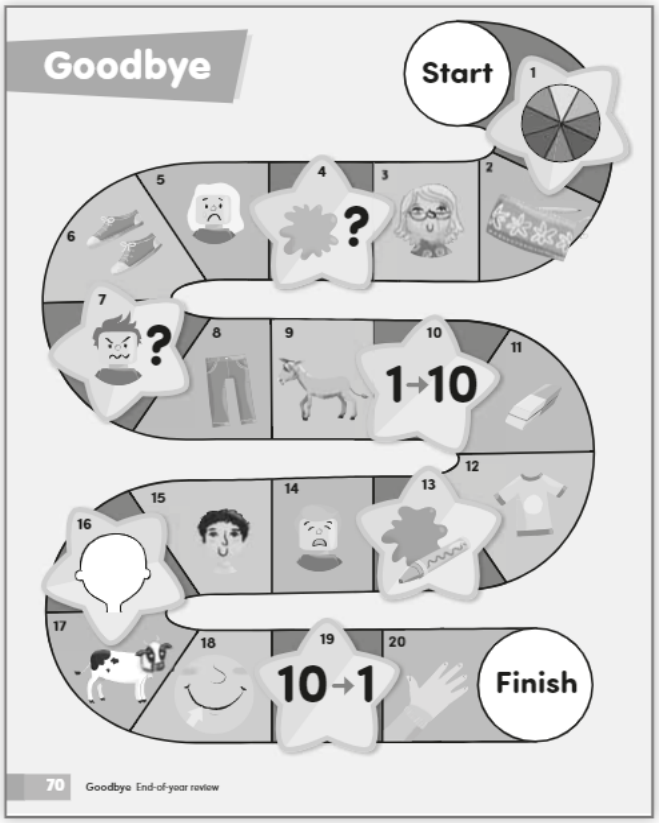
- Demonstrate the activity by closing your book and having the children say one of the numbers they counted in Activity 1. Make a show of trying to remember the animal, and say the number and animal, e.g. *Three horses*. Have the children say *Yes!* or *No!*
- Divide the class into pairs. Have them take turns to say a number to test their friend's memory. Remind the child answering to keep his / her book closed.
- Ask if any children would like to have their memory tested by the class.

Cooler: Picture dictionary

- Hold up your Pupil's Book and point to some of the items in the Picture dictionary from the Welcome Unit up to Unit 8. Elicit the words.
- Divide the class into pairs. Have the children take turns pointing to items from pages 87 to 95 for their friend to say the word.

Goodbye

Pupil's Book page 70



Learning objectives: End-of-year review

Review vocabulary: numbers, feelings, classroom objects, colours, clothes, parts of the face and body, family members, farm animals

Materials: dice – one die per group of three or four children; (optional) a large sheet of card and glue per group

Warm-up: Lift off!

- Do the *Lift off!* Warm-up from Unit 1, Lesson 2.
- Demonstrate this activity to the children. Count down from ten to one. With each number, move slightly more into a crouch until you are crouched close to the floor at *one*. Then say *Go!* and jump into the air.
- Repeat and encourage the children to copy your actions and count with you. They will enjoy doing this several times!

1 Pre-game instructions.

- Refer the children to the game board on page 70. Have them raise their hands to say the words for any pictures they can see on the board.
- Ask them where the game starts and finishes (point out *Start* at the top and *Finish* at the bottom).
- Ask the children how they think they will play the game.

2 Play the game.

- Divide the class into groups of three or four children, with only one book open at page 70 for each group. Each child will need a small counter for the game. This could be a rubber, a coin, a pencil sharpener, etc.
- Join in one group to demonstrate the game by rolling the die and moving your counter, from *Start*, the same number of spaces as the number you rolled. Have all the children count with you while you do this.
- When you stop, point to your space and make an effort to remember, then say the name of the item(s) on the space – incorrectly.
- Ask the others in the group *Yes or no?* (no) Say *Oh!* and move your counter back one space. Point to the space you said incorrectly and say *What's this?* for the children to tell you the correct answer.
- Then, hand the die to the next child who rolls it, moves their counter and says the answer to the picture on the board. If they are correct, they stay on that space. Each child in the group takes their turn.
- Now give a die to every group and have them play the game. Who can reach *Finish* first?

Teaching star!

Extension: make your own game!

- If you have the materials, the children can use their game cards to make a new game on a piece of card. You need a large sheet of card per group and glue.
- Give a sheet of card to each group and have them take out their game cards from the Lesson 7 games from the previous Units.
- Ask them to choose between 10 and 20 cards to stick in an *S*-shape on the card and draw lines around the *S*. (Make sure that they include several cards from each child.)
- Have them play their own game with their own cards.

Cooler: Sing your favourite song(s)

- Ask the children to remember their favourite songs from the Starter Pupil's Book. Play the tracks of the most requested songs so that the class can enjoy singing along and doing the actions.

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S	1	2	3	4	5	6
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