Official Cambridge Exam Preparation

Kid's BOX

New Generation

British English

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CAMBRIDGE

Teacher's Book
with Digital Pack

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Language summary

	Key vocabulary	Key language	Sounds and spelling
1 Hello! page 4	**Character names:** Mr Star, Mrs Star, Stella, Simon, Suzy, Marie, Maskman, Monty, Meera **Numbers:** 1–10 **Colours:** blue, green, pink, purple, red, orange, yellow, rainbow	**Greetings:** Hello. Goodbye. **Question words:** What's your name? I'm (Stella). How old are you? I'm (five).	**Initial letter sound:** '*r*' (r̲ed)
2 My school page 10	**School:** book, chair, eraser, pen, pencil, table **Character names:** Alex, Lenny	**Question words:** Who's that? That's (Alex). How old is he/she? He's/She's (seven). Is he/she …? Yes, he/she is. No, he/she isn't. How are you? I'm fine, thank you.	**Initial letter sounds:** '*p*' and '*b*' (p̲en and b̲ag)
Marie's art: What happens when you mix colours? page 16		**Trevor's values:** Make friends page 17	
3 Favourite toys page 18	**Toys:** ball, bike, car, computer, doll, drum, train **Colours:** black, brown, grey, white	**Question words:** What's your favourite toy? My favourite toy's my (drum). **Prepositions of place:** in, next to, on, under Where's your (ball)? It's (under) the (table). Is (the ball on the chair)? Yes, it is. No, it isn't.	**Initial letter sounds:** '*t*' and '*d*' (t̲oy, d̲oll)
4 My family page 24	**Family:** brother, sister, father, mother, grandfather, grandmother	**Adjectives:** beautiful, happy, sad, old, young He's/She's (happy). We're (young).	**Short vowel sound:** '*a*' (h̲at)
Marie's science: Which planets are near Earth? page 30		**Trevor's values:** Be kind page 31	
Review: units 1, 2, 3 and 4 page 32			
5 Our pets page 34	**Animals:** bird, cat, dog, fish, horse, mouse	**Adjectives:** big, small, clean, dirty, long, short It's (long). They're (dirty).	**Short vowel sound:** 'e' (h̲en)
6 My face page 40	**The body and face:** ears, eyes, face, hair, head, knees, mouth, nose, shoulders, toes, tooth/teeth	**Have got for possession:** Have you got (big ears)? Yes, I have. No I haven't. I've got (black hair).	**Consonant sounds:** '*t*' and '*th*' (t̲ooth, t̲hree)
Marie's science: How do we use our senses? page 46		**Trevor's values:** Look after pets page 47	

	Key vocabulary	Key language	Sounds and spelling
7 Wild animals page 48	**Animals:** bear, crocodile, elephant, giraffe, hippo, monkey, snake, tiger **The body and face:** arm, foot/feet, hand, leg, tail	**Have got for possession:** They've got (short legs). They haven't got (big heads). Let's do (the crocodile smile).	**Short vowel sound:** '*i*' (r*i*ver)
8 My clothes page 54	**Clothes:** cap, jacket, shoes, shorts, skirt, socks, trousers, T-shirt	**Have got for possession:** He's/She's got (a blue cap). He/She hasn't got (red shorts). Has he/she got (a purple ball)?	**Consonant sounds:** '*s*' and '*sh*' (s*p*ider, s*h*oe)

Marie's geography: Where do animals live? page 60 | **Trevor's values:** Love nature page 61

Review: units 5, 6, 7 and 8 page 62

9 Fun time! page 64	**Sports and leisure:** play basketball, play football, play tennis, play the guitar/piano, ride a bike, swim, sing	**Can for ability:** I/You can/can't (swim). He/She can/can't (sing). Can you/he/she (play football)?	**Long vowel sound:** '*ay*', '*ai*' and '*ey*' (d*ay*, sn*ai*l, gr*ey*)
10 At the funfair page 70	**Transport:** boat, bus, helicopter, lorry, motorbike, plane	**Present continuous (not with future reference):** What are you doing? I'm (riding a bike). Are you (driving a car)? Yes, I am. No, I'm not.	**Consonant sound:** '*ng*' (singi*ng*)

Marie's geography: How do we travel? page 76 | **Trevor's values:** Work together page 77

11 Our house Page 78	**The home:** bathroom, bedroom, dining room, hall, kitchen, living room	**Present continuous (not with future reference):** What's he/she doing? He's/She's (drawing a picture).	**Initial letter sound:** '*m*' (*m*ouse)
12 Party time! Page 84	**Food:** apple, banana, burger, cake, chocolate, fish, ice cream	**Present simple:** I like (apples). I don't like (cake). Do you like (fish)? Yes, I do. No, I don't.	**Review of sounds:** *r / b / p / d / t / a / e / th / i / sh / s / ng / m*

Marie's science: How do we grow fruit? page 90 | **Trevor's values:** Keep clean page 91

Review: units 9, 10, 11 and 12 page 92 | **Grammar reference** page 94

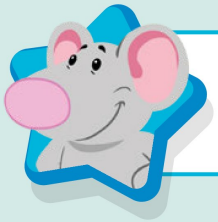
Pre A1 Starters exam folder page 98
Listening Parts 1 and 4 Reading and Writing Parts 2 and 3 Speaking Parts 1 and 2

Welcome to Kid's Box New Generation





Hi! We're Stella, Simon and Suzy. We'll take your pupils on a learning journey!



I'm Monty. Your pupils will practise sounds and spelling with me!



I'm Marie. I'll help your pupils with maths, science, geography, sport and art!



I'm Maskman. Through our stories, your pupils will have fun and learn.



I'm Trevor. I try to be nice and help people. Your pupils can do that, too!

Kid's Box New Generation is a new and enhanced edition of the trusted course that has inspired thousands of teachers and a whole generation of pupils all over the world to teach and learn English.

Kid's Box New Generation represents the ideal combination of contemporary, research-backed methodology with learner-friendly content. Our course characters will take your pupils on an English-language learning journey, with lessons on values, such as being polite and eating healthily, and CLIL lessons about maths, science, geography, sport and art, all the while developing the language they need to succeed in the Cambridge English Qualifications for young learners.

Kid's Box New Generation takes a blended approach to learning English and includes a wide variety of print and digital components:

- The **Pupil's Book with eBook** features all the Class Videos and embedded Class Audio.
- The **Activity Book with Digital Pack** includes Practice Extra, our suite of online practice activities, as well as the Class Audio and a downloadable Learner Resource Bank.
- The **Teacher's Book with Digital Pack** includes a host of resources, such as Presentation Plus, Test Generator and an extensive Teacher Resource Bank.

The digital components are delivered through our new-generation learning environment Cambridge One.

We asked teachers from around the world to tell us what they like about *Kid's Box*, as well as what they would like to see in *Kid's Box New Generation*.

Course characters and design

"From the start, pupils seem to identify with the characters and the topics."

So, Monty, Maskman, Marie, Trevor, Stella and Simon, and their family and friends are back again to continue inspiring learners. Although the same course characters are back, the artwork and page design have been completely updated.

Resources

"What I would highlight most about Kid's Box is the quality of the material that complements the book: the audio, flashcards and Activity Book."

There are now even more resources available. See pages 10 and 11 of this introduction for a full overview of the course components.

Language focus

"The grammar topics are exactly what we want to teach our pupils."

The language focus of each lesson is clearly indicated both in the Teacher's Book, as it was previously, and now at the bottom of each page in the Pupil's Book.

Enhanced Teacher's Book

From the outset, our aim has been to provide even more support to teachers through the new and enhanced Teacher's Book. This ranges from how to structure a lesson to different ways of providing extra support and challenges to pupils. Each page clearly specifies the objectives, target language and materials needed. Digital Classroom components and Extra Resources for each lesson are indicated at the end of each page.

Audio and video

"The large number of audio recordings that the book offers seems to me a very useful resource that multiplies the percentage of what learners will absorb."

Kid's Box New Generation continues to offer lots of audio material, as well as even more video content, including videos for all *Sounds and spelling* and CLIL pages. We have also recreated the story and song animations in a contemporary style.



Unit walkthrough

Presentation

Introduces the unit topic and the key vocabulary through the Star family and friends.



Key language

Presented in a fun and engaging way.

Songs

Practise and extend the unit vocabulary and language. Song animations and karaoke versions are available in Presentation Plus and Practice Extra on Cambridge One.

Videos

A wide variety of content presents and reviews key vocabulary and language. This page includes an introductory video with the Star family and friends.



Chant

Encourages pupils to listen, point to and repeat the vocabulary in context.

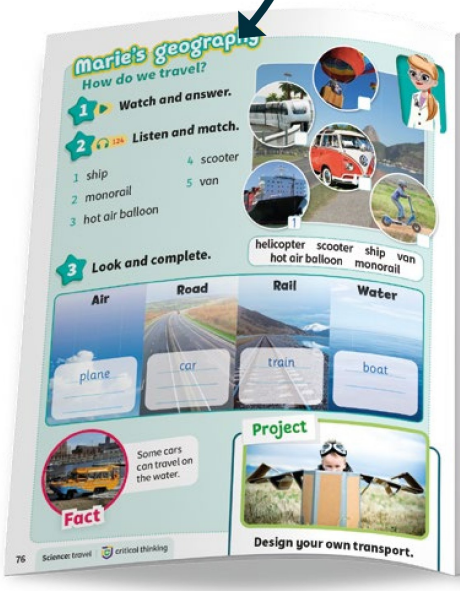
Sounds and spelling

Pupils practise pronunciation and spelling with Monty in a step-by-step video lesson.



CLIL

Learn about maths, art, science, geography and sports with new audio and video.





Story

New video animations recycle and reinforce the vocabulary and language from the unit.

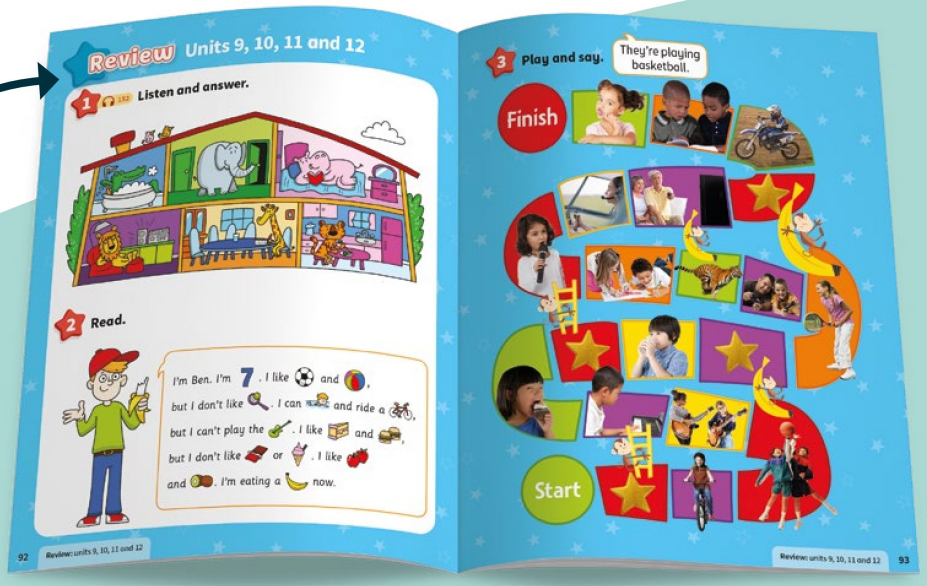


Values

The course characters explore the Cambridge Life Competencies Framework and universal values.

Review

Revise the language and vocabulary covered in the preceding four units through Cambridge exam-style questions and games.

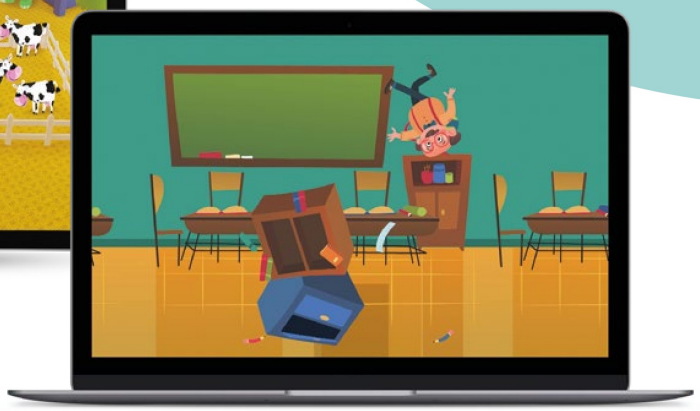


Kid's Box New Generation for Learners

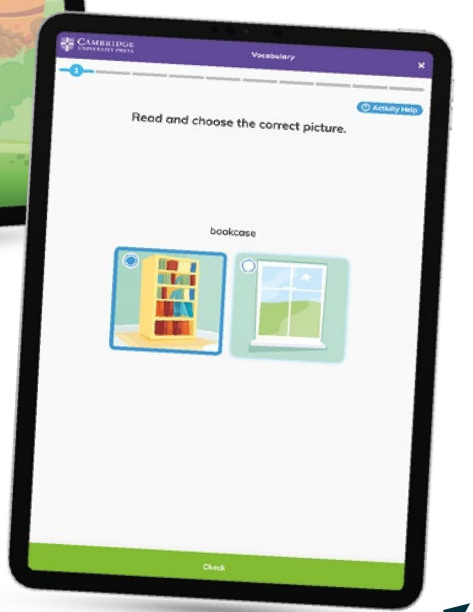
Pupil's Book with eBook

Learners can listen to all the audio and watch all the videos from the course in their eBook.









Activity Book with Digital Pack

The Activity Book practises the target language and vocabulary from the Pupil's Book and includes colourful stickers to add enjoyment of vocabulary practice.

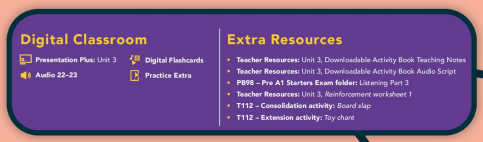
Accessing the Digital Pack via the code inside the front cover, learners have a further chance to practise the language and exams skills online. Practice Extra includes a selection of activities and games designed to reinforce the language in each unit.



Kid's Box New Generation for Teachers

Teacher's Book with Digital Pack

The interleaved Teacher's Book makes your lesson planning and teaching experience as straightforward as possible. Lessons are structured logically and provide instructions for warmers, presentation, activities and class games, groupwork and pairwork, and ending lessons. You can find what's in the Digital Pack for each unit by looking at the end of each unit for links.



Presentation Plus

The software includes interactive activities from the Pupil's Books and Activity Books and all the course videos.

Teacher Resources

All the Audio, worksheets and additional photocopiable activities to supplement your classes.

The Digital Pack includes:

- Presentation Plus
- Practice Extra
- Class Audio
- Class Video
- Digital Flashcards
- Teacher Resource Bank
- Test Generator







Flashcards and Posters

Flashcards are a fun way to help learners practise the unit vocabulary. See the Teacher's Book for suggestions on how to use them in class.

There are 12 colourful posters which focus on key language from the Pupil's Book, providing teachers with an eye-catching, engaging resource for language practice.

Cambridge English Qualifications and Kid's Box New Generation

Cambridge English Qualifications

Cambridge English's three exams for young learners, Pre A1 Starters, A1 Movers and A2 Flyers, are the first steps in a language learner's journey. Learners between the ages of six and 12 can take these exams to start learning English in a positive and practical way. The exams are fun, colourful and activity based, motivating children to learn. They help pupils develop the skills needed for everyday life and build their confidence step by step.

Each exam focuses on a level of the Common European Framework of Reference (CEFR), helping learners improve their speaking, writing, reading and listening skills.

"95% of teachers and school leaders agree that preparing for Cambridge English Qualifications improves their learners' English."

*The Cambridge English Qualifications School Survey**

Kid's Box New Generation

The *Kid's Box New Generation* syllabus is built around the Cambridge Engish exams for young learners, which means your pupils will be well prepared for any exams they take. We break down exam preparation into small steps and make pupils aware of the progress they are making towards their end goal.

Pupil's Book

Each unit of the Pupil's Book prepares learners for their exam by practising the vocabulary and language they see on the exam. The *Exam folder* at the back of the book, helps familiarise pupils with the level and task types in the exam. Warmer activities in the Teacher's Book help introduce the language learners need to know before each task.

Many *Review* activities are based on the Listening, Speaking and Reading and Writing exam tasks.

Exam folder



When learners share their feelings, teachers can better monitor their confidence and progress along their exam journey.

*Cambridge English Qualifications Schools Survey asked teachers and school leaders their views about the impact Cambridge English Qualifications have on learning and teaching. It received a total of 5,789 responses from 109 countries.

Activity Book

In the Activity Book there is one task per unit that familiarises pupils with the format of the exam tasks.



From the Teacher's Book

Teacher's Book

There are also useful Exam skills and Exam tips in the Teacher's Book. See page 14 of this introduction for more tips on preparing young learners for exams.

EXAM SKILLS

- Marking sentences with ticks and crosses to indicate whether sentences are true or false.
- Reading a sentence and looking at the corresponding picture carefully to check they match.

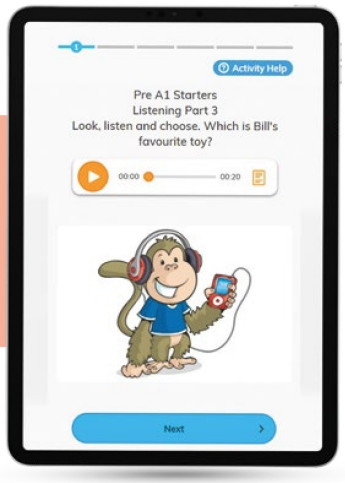
EXAM TIPS

- Pupils' ticks and crosses must be clear.
- Pupils should run their finger to the side of each sentence to find the key word. They should then keep one finger on the key word, and place another on the picture to check they match up correctly.



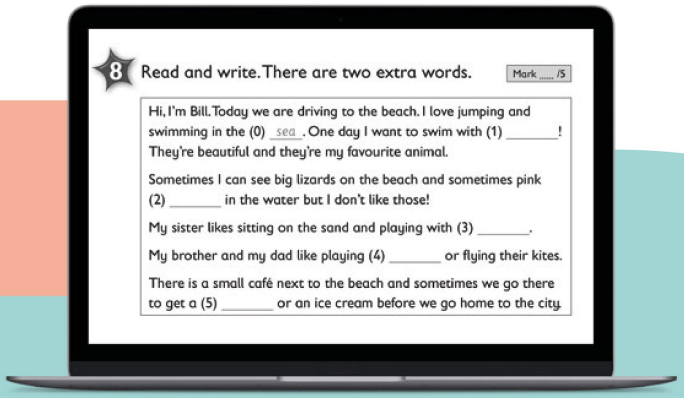
Practice Extra

Practice Extra features one exam preparation activity per unit. This allows pupils to practise target language and exam techniques while working on their own.



Test Generator

The Test Generator includes even more exam tasks as well as a full practice test at the end of level 2.



Preparing young learners for exams

Motivating and supporting learners as they approach exam day and on exam day itself are key to their success. Here is some practical advice to help you do this.

Look back and reflect

Allow time for pupils to look back on the exam tasks they have completed and the progress they are making. The *Exam folder* (on pages 97–103 of the *Kid's Box New Generation* Pupil's Book) provides a useful record of progress for learners to reference. See pages 12–13 of this introduction for more information on where exam-style activities can be found in the Pupil's Book, Activity Book, Practice Extra and Test Generator.

Practise exam tasks in class

Practising exam tasks in class gives pupils a chance to show what they know and what they can do, as well as an opportunity to practise the exam strategies you have taught them. Doing a full mock exam also helps to make pupils aware of the tasks they have to do and the time they have to complete the exam.

On exam day

In your last lesson before the exam, remind learners of anything they need to bring and of the structure and length of the exam. Communicate with parents to share information and work with them to help relax and reassure learners. Make sure that everyone knows what time the exam will start and how long it will last! When pupils arrive, smile and do your best to put them at ease. Remind them that they have prepared well for the exam.

After the exam

Praise learners for completing the exam. Allow them time to reflect and share how they felt about the experience. Ask learners questions and encourage them to ask questions, too. Try to build up a positive attitude towards examination. This positive outlook is invaluable to learners' long-term academic success.



The Cambridge Life Competencies Framework

Kid's Box New Generation is aligned to the Cambridge Life Competencies Framework. The Framework outlines six key areas of competency that are important for both personal and educational development: creative thinking, critical thinking, learning to learn, communication, collaboration and social responsibilities.

Developing these competencies not only helps pupils to learn, but also to communicate and collaborate in the classroom and the world outside.

Competencies combine knowledge, skill and attitudes:

- **Knowledge** is what you need to know to do something well.
- **Skill** refers to the level of mastery or fluency when you apply a competency.
- **Attitudes** involve mindset and a willingness to develop and use competencies.

For more information on the Cambridge Life Competencies Framework, visit our dedicated webpage. The webpage features downloadable competency-specific and learning stage-specific booklets, which help you to introduce these skills to you learners.

CLIL and Values pages

The CLIL and Values pages which follow every second unit specifically develop the Cambridge Life Competencies. The competency being developed is flagged at the bottom of each page.



With Marie, pupils learn useful knowledge and skills for maths, geography, art, science and sports, while engaging with topics critically and creatively. The projects on these pages encourage pupils to use and develop useful skills, such as planning and presenting.



Trevor helps pupils to appreciate cultural diversity, respect differences and develop human values. He also encourages pupils to understand the importance of respecting and protecting our natural environment.



Inclusive classes

One in every 10 learners is likely to exhibit signs of specific learning difficulties (SpLDs). These pages outline some strategies for supporting all learners in order to create an inclusive environment in which everyone can thrive.

Supporting all learners

As we all know, every learner is unique. SpLD learners often have strengths, such as holistic thinking, and problem-solving and visuospatial skills. Individual strengths should be recognised and used to each learner's benefit.

Many of the following suggestions are beneficial for SpLD learners, and for all learners in your classes.

Raise self-esteem and self-confidence

Regular praise and acknowledgement of learners' work and effort are crucial. Setting short-term, achievable goals and rewarding learners for reaching them are great ways of boosting self-confidence and self-esteem.

Create an inclusive environment

- If possible, speak with learners and their parents to establish what adjustments and assistance they might find useful.
- Assess progress regularly and make adjustments to learning goals and instructional methods.
- Assess learning outcomes fairly: focus on more than tests of spelling and vocabulary knowledge as these are areas that some learners with SpLDs find challenging.

Practical tips

- Make allowances for learners with SpLDs who work more slowly and need extra time to complete tasks.
- Give learners extended time and additional breaks to complete assessment tasks.
- Give learners the opportunity to work (or participate) in a variety of group and pair activities, in roles based on their strengths.
- Organise peer support for learners.

Language skills

When **reading**, some learners may:

- read more slowly and less accurately.
- misread words which can result in misunderstanding.

When **listening**, some learners may:

- find it challenging to listen to longer texts and remember specific information.
- find it difficult to distinguish between similar sounds in English or sounds that are different from the sound system of their first language.

When **writing**, some learners may:

- find it particularly hard to spell in English.
- have difficulties organising ideas.
- find handwriting challenging.
- make more grammatical errors.
- be less skilled at reviewing their work.

When **speaking**, some learners may:

- find it challenging to express their ideas coherently.
- struggle to retrieve words quickly from memory under the pressure of oral communication.
- have difficulty paying attention to accuracy and content at the same time, when either speaking or writing.

Support programmes and strategies

These can be applied in regular classroom teaching and are beneficial for all learners.

Phonological awareness-raising

These programmes support learners in developing phonological processing skills, which are the key foundations of reading and spelling. Learners are explicitly taught how to manipulate sounds and syllables.

Reading comprehension enhancement

A key element of these programmes is the development of learners' vocabulary knowledge. This involves explicit vocabulary teaching, for example:

- pre-teaching key words before reading a text
- providing glossaries with reading texts
- doing practice activities using the target vocabulary
- teaching techniques that help with memorising new words.

Reading comprehension strategies

Teachers can use a variety of strategies, such as: setting reading goals; previewing the text and predicting what the text will be about; verifying and revising these predictions; drawing inferences based on the text and background knowledge; and monitoring comprehension.



Learner preferences

Research and experience show that pupils have different needs when it comes to learning English. There will probably be a mixture of levels in your classroom, with some learners needing more support or perhaps more time to complete an activity.

Extra support and challenges

The Teacher's Book is full of suggestions on how to give learners extra support. There are also extra challenges for pushing stronger learners further. The *Extra support* and *Extra challenge* features are highlighted in yellow in the Teacher's Book to make them easy to spot.

Extra support Use the pictures to guide pupils to predict the story.

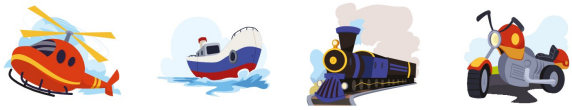
Extra challenge Pupils work in pairs. Pupil A points to, e.g. an ear. Pupil B says, e.g. *I hear (cars)*. Swap and repeat.

Catering for diversity

Classes also display differences in the way they like to learn. Some pupils are quieter and might prefer sitting down and reading. Others may enjoy more action and movement. All pupils need to have opportunities to practise and revise new language and vocabulary. *Kid's Box New Generation* features a variety of activities and skills work, so all pupils will find things to enjoy and help them learn.

1 115 **Listen and say the chant. Do the actions.**

Helicopter, ship. Long, blue train.
Motorbike, lorry. Bus and plane.



Recyling and reinforcing

Vocabulary and language are reinforced and recycled: pupils have multiple opportunities to put them into practice through songs, chants and games, as well as through traditional activities. This approach also helps improve memory and retention as content is presented and practised in different modes and contexts.



See pages 16–17 of this introduction for information and advice on creating an inclusive classroom environment.

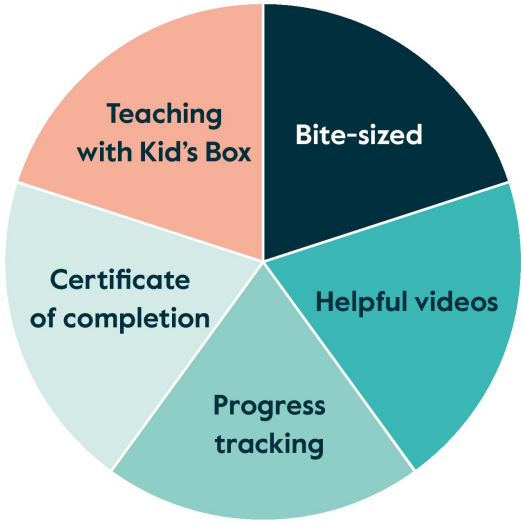
Kid's Box New Generation Online Teacher Training on Cambridge One

We live in an ever-changing world with disruptions to teaching becoming more and more frequent. We have worked hard to provide support for these new challenges by updating the teaching scenarios in the enhanced Teacher's Book.

These updated scenarios include:

- in-person classes with emergency remote teaching plans, if needed
- in-person classes with social distancing and measures such as mask wearing
- 'simultaneous teaching', i.e. classes that alternate between in-person and remote learning
- a permanent mix of in-person and remote classes
- remote teaching as the norm.

In addition, we've developed an online training course for teachers on our learning environment, Cambridge One.





A final word

Dear teachers,

We are honoured and excited to be presenting *Kid's Box New Generation*.

We are deeply grateful to all the schools and teachers worldwide who have continued to put their faith in the efficiency of our teaching method throughout the years – this new version is for you. We hope you have as much fun teaching it as we've had writing it.

Caroline Nixon and Michael Tomlinson

The classic course for a New Generation

Classroom language

Marie, Maskman, Trevor and Monty have shared some useful phrases and expressions for use in different teaching contexts. Whatever the scenario, always start each class by smiling and saying hello to everyone.

When teaching from the page



Open your books at page ...

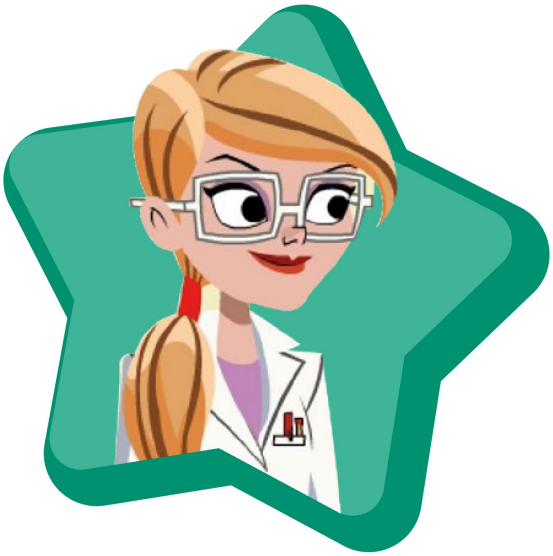
Look at the picture.

Listen and point.

Listen and repeat / say / answer.

Work in pairs / groups.

What do you remember about ... ?



Ask and answer.

Sing the song.

Do the actions.

Say the chant.

Have you got a pen / pencil / coloured pencils?

Close your books.

Put your hand up if you know the answer.

When teaching online

Turn on / off your camera.

Mute / Unmute your microphone.

Look at the screen.



Put up your hands.

Type (your answer) into the chat.

It's your turn.

It's at the top / at the bottom / on the left / on the right of the screen.

Other useful language

Quietly, please.

One at a time, please.

Much better.



Well done!

I'm very pleased with you today.

Thank you. Goodbye.

See you next class!

1 Hello!

1 2–3 **Listen and point. Listen and repeat.**



2 **Point and say the name.**

Stella

Vocabulary presentation 1: character names | **Language presentation 1:** greetings and question words

Objectives

Pupils introduce themselves and name members of the Star family.

Target language

- **Key language:** character names: *Mr Star*, *Mrs Star*, *Stella*, *Simon*, *Suzy*, *Monty*, *Hello*, *What's your name? I'm (Stella)*, *Goodbye*.
- **Additional language:** *Where's the star? Here it is!*

Materials

- **Flashcards:** 1–5, 8 (characters)
- Scrunched-up balls of paper

Warmer

- Greet pupils. Say *Hello. I'm* (your name). Point to yourself. Go up to pupils in turn, repeat the greeting and elicit it from pupils with their names.

Presentation

- Stick the flashcards on the board face down. Turn each flashcard, point to the character and say the name, e.g. *Suzy Star*. When all the flashcards are face up, point to each one again. Pupils repeat.

PB4. ACTIVITY 1

Listen and point. Listen and repeat.

- Say *Open your Pupil's Books at page 4, please*. Show page 4 on the whiteboard. Draw a simple star shape in the air and ask *Where's the star?* Ask volunteers to come to the whiteboard, point and say *Here it is!* Pupils may point to the star in Suzy's hair or Mr Star's belt. They may also notice that Mrs Star's earring is a star shape.
- Point to one of the flashcards and say the name. Pupils point to the same character in their books. Repeat.
- Say *Listen and point*. Play the Audio. Pupils point to the characters as they introduce themselves. Check by pointing to the correct flashcard on the whiteboard.

2

Mrs Star: Hello. I'm Mrs Star.
Mr Star: Hello. I'm Mr Star.
Stella: Hello. I'm Stella Star.
Simon: Hello. I'm Simon Star.
Suzy: Hello. I'm Suzy Star.
Suzy, Stella & Simon: Goodbye.
Monty: Hello. I'm Monty. What's your name?

- Say *Listen and repeat*. Play the Audio. Pause after each name for pupils to repeat in chorus.
- If time, use Consolidation activity 1 (T110): *Guessing game*.

3

Mrs Star, Mr Star, Stella, Simon, Suzy

PB4. ACTIVITY 2

Point and say the name.

Extra support Stick the flashcards around the room. Say, e.g. *Point to Simon*. Pupils point to the flashcard of Simon. Repeat with the other characters, getting faster.

- Divide pupils into pairs. Demonstrate the game. Pupil A points to a character in the Pupil's Book. Pupil B says the name, e.g. *Simon*. Pupils take turns. Check by pointing to a flashcard. A pupil says the name. Repeat for all the flashcards.
- If time, use Consolidation activity 2 (T110): *Role play*.

AB4. Answer key, see page T104

Class game

- Divide pupils into groups of six. Groups stand in small circles. Give a scrunched-up ball of paper to each group. Demonstrate with one group. Say *I'm* (your name). *What's your name?* Throw the ball to a pupil in the group. The pupil says *I'm* (pupil's name). *What's your name?* and throws the ball to another pupil. Continue the game.

Ending the lesson

- Display the flashcards on the board face up. Point to each one to elicit the name. Take the Monty flashcard off the board. Say *Goodbye, Monty* and wave. Repeat with the other flashcards. Stand in front of the class, wave and say *Goodbye, everyone*.

Digital Classroom

- **Presentation Plus:** Unit 1
- **Audio 2–3**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 1, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 1, Downloadable Activity Book Audio Script
- **T110 – Consolidation activity 1:** *Guessing game*
- **T110 – Consolidation activity 2:** *Role play*

Objectives

Pupils name the rest of the toy characters, understand and use numbers 1–10 and learn a chant.

Target language

- **Key language:** numbers 1–10, *Marie*, *Maskman*, *Hello*, *I'm (Marie)*, *What's your name? Goodbye.*
- **Additional language:** *toy*, *toy box*, *come alive*, *walk*, *talk*, *Hi!*, *kids*, *stand up*, *sit down*
- **Revision:** character names from Lesson 1

Materials

- **Flashcards:** 1–8 (characters); 9–18 (numbers 1–10)
- **Teacher Resources:** Photocopiable 1 (one for each pupil), an envelope for each pupil
- Ten pencils
- Ten large cards, each with a different number of dots between 1 and 10

Warmer

- Greet pupils. Say *Hi, kids!* Explain that *Hi!* is an alternative to *Hello!* Point out *Kid's* in the title of the course and explain the meaning, in Language 1 (L1) if necessary.
- Sit on a chair. Say *Stand up.* Stand up. Say *Sit down.* Sit down. Repeat. Pupils mime the actions.
- Review the characters by holding up flashcards 1–5 + 8 in turn and eliciting the name. Divide the class into six groups. Give each group a flashcard. Say *Stand up, Mrs Star. Stand up, Mr Star. Sit down, Suzy. Stand up, Monty. Stand up, Stella. Sit down, Simon.* Groups do the actions. Repeat for all the characters.

PB5. ACTIVITY 1

Listen and do the actions.

- Stick the flashcards of Maskman and Marie on the board face down. Turn over each flashcard, point to the character and say the name, e.g. *Maskman*. Pupils repeat.
- Say *Open your Pupil's Books at page 5, please.* Show Activity 1 on the whiteboard. Divide the class into three new groups: Monty, Maskman and Marie. Play the Audio. Pupils listen and stand when they hear their character's name. Play the Audio again. This time pupils sit. Teach the actions:
  Toys in the toy box = head down on the desk, eyes closed
  Come alive = head up, open eyes
  Walk and talk = stand up
  On the count of five = hold up five fingers
  One … five = march and count
- Play the Audio again. Pupils do the actions.

4

Toys in the toy box, come alive.
Walk and talk, on the count of five.
One, two, three, four, five.

Marie: Hello. I'm Marie. What's your name?
Maskman: Maskman. What's your name?
Monty: Monty.
All: Goodbye.

- Invite six pupils to come to the front. Give three pupils character flashcards (Marie, Maskman, Monty). Make sure the other three pupils can't see. The three pupils without cards take it in turns to ask the question *What's your name?* Pupils show their flashcards and respond. Repeat.
- Use Photocopiable 1 from the Teacher Resources.

Presentation

- Display the number flashcards. Place ten pencils on your desk. Hold up each pencil in turn and count: *One*, *two*, etc. pointing to the flashcards as you say the numbers. Repeat. Count using your fingers. Start with one hand (1–5). Pupils repeat. Continue with the other hand (6–10). Pupils repeat.

PB5. ACTIVITY 2

Listen and say the chant.

- Show Activity 2 on the whiteboard. Play the Audio and point to the numbers. Pupils listen and join in. Divide pupils into two groups. Each group says a different line. Repeat. You could record pupils and play it back so they can hear themselves. They could vary the way they say each line, e.g. whisper, shout / get louder, get quieter.

5

One, two, three, four, five,
Six, seven, eight, nine and ten.

- Hold up a number of fingers for pupils to count.

Extra challenge Pupils play the game in pairs.

- If time, use Consolidation activity 1 (T110): *Air drawing.*

AB5. Answer key, see page T104

Ending the lesson

- If time, use Consolidation activity 2 (T110): *Pointing to the dots.*
- Choose ten pupils to come to the front. Hand a card with dots to each pupil. Pupils count the dots and form a line in the sequence 1–10. Each pupil then says their number for the class to check. Repeat using the number flashcards.

Digital Classroom

- **Presentation Plus:** Unit 1
- **Audio 4–5**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 1, Downloadable Activity Book Teaching Notes
- **T110 – Consolidation activity 1:** *Air drawing*
- **T110 – Consolidation activity 2:** *Pointing to the dots*

1 4 Listen and do the actions.



2 5 Listen and say the chant.



1 6 Listen and point.



2 7 Listen and repeat.



Vocabulary practice 2: numbers 1–10 | **Language presentation and practice 2:** question words

Objectives

Pupils ask and answer about age.

Target language

- **Key language:** numbers 1–10, character name: *Meera, How old are you? I'm (three).*
- **Additional language:** *stand up, sit down, point to, pick up, open/close your books, please, door, pencil, This is Meera, What's his name?*
- **Revision:** character names, *Hello, What's your name? I'm (Suzy).*

Materials

- **Flashcards:** 9–18 (numbers 1–10); 19 (Meera)
- Ten cards with number dots from previous lesson

Warmer

- Hand out both sets of number cards (flashcards and cards with dots). Hold up one finger and elicit *One* from the class. The pupils with the cards showing *1* come and stick their cards on the left of the board. Repeat until all ten numbers are on the board in the correct order.
- If time, use Consolidation activity 1 (T110): *Back drawing.*

PB6. ACTIVITY 1

Listen and point.

- Say *Open your Pupil's Books at page 6, please.* Show Activity 1 on the whiteboard. Say *Point to Simon.* Pupils point. Repeat for Stella and Suzy. Point to Meera and say *This is Meera.* Point to Simon on the whiteboard. Ask *What's his name?* Repeat for the other three characters.
- Play the Audio. Pupils listen and point when they hear the names. Play the Audio again. Pupils listen and point a second time.
- Say *How old is Meera?* Elicit from the class (*eight*). Ask about Simon and Suzy. Play the Audio again if pupils can't remember.
- Ask a pupil *How old are you?* The pupil responds, e.g. *I'm six* or *I'm seven.* Ask several other pupils. If you have anyone who is a different age, ask them.
- Watch the Video and answer the questions in the video.

6

Stella: Hello, Meera.
Meera: Hello, Stella. Hello. What's your name?
Suzy: Suzy.
Meera: How old are you?
Suzy: I'm three.
Simon: How old are you, Meera?
Meera: I'm eight, and you?
Simon: I'm six.

PB6. ACTIVITY 2

Listen and repeat.

- Say *Repeat* and point to your mouth. Play the Audio. Pupils point to the character and repeat in chorus.

Extra challenge Divide the class into four groups: Simon, Meera, Suzy and Stella. Pupils stand up and mingle, saying *Hello. What's your name? How old are you?*

7

Simon: Hello. I'm Simon. I'm six.
Meera: Hello. I'm Meera. I'm eight.
Suzy: Hello. I'm Suzy. I'm three.
Stella: Hello. I'm Stella. I'm seven.

AB6. Answer key, see page T104

Class game

- Review *Stand up* and *Sit down* from the previous lesson. Check *Point to (the door), Pick up (a pencil), Open (your books), Close (your books).*
- Play an action game. Pupils do the action only when you say *please*, e.g. *Stand up, please* (pupils stand up). *Open your books, please* (pupils open their books). *Close your books* (pupils don't close their books). Repeat these and other instructions quickly, one after another. Pupils miss a turn when they make a mistake.
  Note: This game can be repeated on a regular basis to review and extend vocabulary and instructions.

Ending the lesson

- If time, use Consolidation activity 2 (T110): *Matching the cards.*
- Put your hands behind your back. Hold out a number of fingers. Make sure pupils can't see. Say *How many fingers (are there)?* Pupils take turns to guess. Show your hands when pupils guess correctly. Repeat with different numbers.

Digital Classroom

- **Presentation Plus:** Unit 1
- **Audio 6–7**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 1, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 1, Downloadable Activity Book Audio Script
- **PB94 and AB94 – Grammar reference 1**
- **Teacher Resources:** Unit 1, *Reinforcement worksheets 1 and 2*
- **Teacher Resources:** Unit 1, *Extension worksheet 1*
- **T110 – Consolidation activity 1:** *Back drawing*
- **T110 – Consolidation activity 2:** *Matching the cards*

Objectives

Pupils name and talk about colours and sing a song.

Target language

- **Key language:** colours: *blue, green, pink, purple, red, orange, yellow, rainbow*
- **Additional language:** *monster, sing, number (8), colour it (red), What colour's (the pencil)? It's (blue), Is it blue? What colour is it?*
- **Revision:** numbers 1–10, instructions

Materials

- **Flashcards:** 20–26 (colours)
- Coloured pencils or crayons

Warmer

- Start to write very slowly a number on the board. Pupils guess which number it is. Ask a pupil to come and complete the number. Repeat for the other numbers.

Presentation

- Teach or elicit the colours using the flashcards. Show a flashcard. Say *It's* (colour). Stick the flashcards on the board. Point and say *It's …* (*green*). Pause before the colour to give pupils a chance to say it. Practise the colours by saying, e.g. *Point to green. Point to red. Point to blue.*
- Point to a flashcard, e.g. yellow. Elicit negative answers. Say *Is it blue? Is it purple? Is it orange?* Then say *What colour is it?* Pupils respond *It's yellow.* Repeat.

Extra challenge Invite more confident pupils to take turns to be the callers and ask the questions.

Song

PB7. ACTIVITY 1

Listen and sing. Do karaoke.

- Say *Open your Pupil's Books at page 7, please.* Show page 7 on the whiteboard. Ask *What can you see?* Elicit or teach *rainbow* and *monster*. Point to the small paint splodges and the rainbow in the pictogram verse and elicit the words. Play the Song. Pupils point to the colours in the big rainbow.
- Play the Song again. Pupils point to the colours and join in. Play the Song one or two more times to give pupils confidence to sing.

8 ▶

Red and yellow and pink and green.
Orange and purple and blue.
I can sing a rainbow,
Sing a rainbow,
Sing a rainbow to you.

- Say *Do karaoke.* Pupils listen to the karaoke version and stand up and sing the Song as a class.
- If time, use Consolidation activity 1 (T110): *Make a rainbow.*

9 ▶

Karaoke version of the song

- Say *Take out a blue pencil. Take out a red pencil.* Repeat for the other five colours. Hold up a blue pencil. Say *What colour's the pencil?* Pupils respond *Blue.* Pupils work in pairs. They take turns to hold up a pencil, ask *What colour's the pencil?* and respond.

PB7. ACTIVITY 2

Listen and say the colour.

- Pupils hear the number and say the colour which corresponds. Do the first one as an example. Play the first number (*six*) on the Audio. Pupils say *Green.* Play the rest of the Audio, pausing after each one. Pupils point to and say the colours in pairs. Play the Audio again, pausing after each one to elicit the number and the colour.

Key: 6 green, 3 yellow, 5 blue, 1 pink, 7 purple, 4 red, 2 orange

10

Six, three, five, one, seven, four, two

Class game

- Divide the class into seven groups. Give each group a different colour. Play an instruction game. Say, e.g. *Red, stand up. Yellow and green, point to your books.* Continue, making sure you involve all the pupils and give them practice with the language of instruction.
- If time, use Consolidation activity 2 (T110): *Memory game.*

AB7. Answer key, see page T104

Ending the lesson

- Pupils close their books. Sing the rainbow song again. If pupils have made rainbows, they point to the colours on their rainbows as they sing.
- If time, use Starters Exam folder: Listening Part 4 (PB99).

Digital Classroom

- **Presentation Plus:** Unit 1
- **Audio 8–10**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

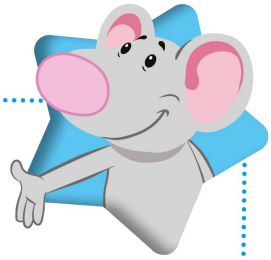
- **Teacher Resources:** Unit 1, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 1, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 1, *Song worksheet*
- **T110 – Consolidation activity 1:** *Make a rainbow*
- **T110 – Consolidation activity 2:** *Memory game*
- **PB99 – Pre A1 Starters Exam folder:** Listening Part 4

1 8–9 Listen and sing. Do karaoke.



2 10 Listen and say the colour.

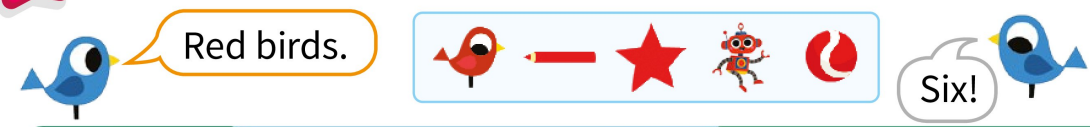
Monty's sounds and spelling



1 11 Watch and say.



2 Look, find and count.





Objectives

Pupils recognise and practise the sound /r/ and practise writing the letter *r*.

Target language

- **Key language:** the consonant sound /r/ (*red*, *robot*, *rainbow*), colours, numbers 1–10
- **Additional language:** *bird*, *pencil*, *ball*
- **Revision:** *star*

Materials

- Strips of coloured card, ribbon or tissue paper: red, yellow, pink, green, orange, purple, blue (one colour for each pupil)

Warmer

- Hand out a piece of coloured card, ribbon or tissue paper to each pupil. They sit down and hold their colours. Play the rainbow song (Audio 8). Pupils stand up and wave the colours in the air as they sing.

Presentation

- Pupils stand in a circle. Say colours, numbers and the word *rainbow* in random order. Pupils jump up when they hear *red* or *rainbow*.

PB8. ACTIVITY 1

Watch and say.

- Ask pupils *What's on the rainbow?* Watch the ▶ Video. Pupils answer *A red robot*. Watch the ▶ Video with pauses, encouraging pupils to repeat the sound and sentences during the pauses. Ask pupils which words in the ▶ Video have the /r/ sound (*red*, *robot*, *rainbow*).

Audio 11 ▶

Monty: A red robot on a rainbow.
What can you see? Say it with me!
Monty & voice: A red robot on a rainbow.
Voice: /r/ /r/
Where's the /r/?
That's right! /r/
A robot.
A red robot.
A rainbow.
A red robot on a rainbow.
/r/ robot /r/ red /r/ rainbow
Monty: A red robot on a rainbow. What can you see? Say it with me!
Monty & voice: A red robot on a rainbow.
Monty: One more time – you sound fine!
Monty & voice: A red robot on a rainbow.

- Say *Open your Pupil's Books at page 8, please.* Show Activity 1 on the whiteboard. Ask *What can you see? Say it with me!* Invite a more confident pupil to the whiteboard to point to the /r/ words in the picture and to say */r/*, *red*, *robot*, *rainbow*. Drill the sentence in chorus and say *One more time – you sound fine!*
- Pupils slide their fingers along the rainbow in their books saying the sentence *A red robot on a rainbow.*

Extra support Pupils only say the /r/ sound.

PB8. ACTIVITY 2

Look, find and count.

- Show Activity 2 on the whiteboard. Point to the small pictures in the key and elicit/teach the words *red bird*, *red pencil*, *red star*, *red robot*, *red ball*. Practise the words in chorus, making sure that pupils produce the correct /r/ sound.
- Point to the large picture and drill the question rhyme *What do you see? Say it with me!* Invite a more confident pupil to the whiteboard. The pupil chants *What do you see? Say it with me!* Say *Red birds*. The pupil points to the red birds in the picture one by one, counts them aloud and answers *Six*. Pupils work in pairs. Pupil A says the chant. Pupil B says something in the picture and Pupil A counts and answers.

Key: seven red pencils, five red stars, three red robots, four red balls

Write it with me!

- Focus on the *Write it with me!* box. Pupils complete the word with the letter *r* and practise saying *red*.
- If time, use Consolidation activity 1 (T110): *Drawing with r*.

AB8. Answer key, see page T104

Ending the lesson

- If time, use Consolidation activity 2 (T110): *Board slap*.
- Stand together in a long line and mime being a robot going up and down the rainbow, saying the /r/ sound as you go. Continue moving out of or around the room saying /r/ and walking like a robot. For large classes or classrooms with little space, invite a row at a time to stand up and say the /r/ sound as they mime being a robot and walking out of or around the room.

Digital Classroom

- **Presentation Plus:** Unit 1
- **Audio 11**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 1, Downloadable Activity Book Teaching Notes
- **T110 – Consolidation activity 1:** *Drawing with r*
- **T110 – Consolidation activity 2:** *Board slap*

Objectives

Pupils watch, listen to and act out a story and review language from the unit.

Target language

- **Key language:** language from the unit
- **Additional language:** *chant, very good, thank you, Who's this? What's this?*

Materials

- **Flashcards:** 1–8, 19 (characters)

Warmer

- Place the flashcards on the board and elicit the names. Say, e.g. *Marie* and clap twice. Pupils repeat. Repeat for the other flashcards. Vary the action, clapping, snapping fingers, stamping feet and so on. Point to the character flashcards for pupils to do the actions.
- If time, use Consolidation activity 1 (T110): *Happy families.*

Story

PB9. ACTIVITY 1

Watch the video.

- Say *Open your Pupil's Books at page 9, please.* Show page 9 on the whiteboard. Say *Look at the pictures.* Point to the characters and ask *Who's this?* Pupils say the names. Ask *What's this?* (*A Toy Box.*) Tell pupils they are going to watch a ▶ Video of the story. Set the pre-watching questions *What colour's the monster? What colour's the pencil?*

Extra support Use the pictures to guide pupils to predict the story.

- Watch the ▶ Video with the class. Give pupils the option of watching it twice if they need to. Elicit the answers (*blue*). Check that pupils understand that Maskman thinks Monty's pencil is a monster.
- Focus on page 9 again. Play the Audio. Pupils listen and follow the story in their books.
- Check comprehension by pointing to each picture on the whiteboard and asking, e.g. *What does Maskman say? What does Marie say?* Elicit answers from the whole class. It is important for pupils to enjoy the story and not feel pressure to 'get the answers right'.

12 ▶

Toys in the toy box, come alive.
Walk and talk, on the count of five.
One, two, three, four, five.

1 **Maskman:** Hello, Marie.
Marie: Hello, Maskman. Close the door, please. Sit down here.

2 **Maskman:** Listen to my chant, Marie. 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10.
Marie: Very good, Maskman.

3 **Maskman:** Listen! Look! Aaaagghh! A blue monster!
Marie: No, Maskman. It's a …

4 **Maskman:** Eeeek! A blue monster! Goodbye, Marie.

5 **Marie:** Goodbye, Maskman. Close the door, please, Maskman. Thank you.

6 **Monty:** Hello, Marie. Look – a blue pencil!
Marie: Yes, a blue pencil.

PB9. ACTIVITY 2

Act out the story.

- Say *Listen and point to the pictures.* Play the Audio. Pupils listen and point to the speakers in each picture in their books. Invite a more confident pupil to point to the characters in the pictures on the whiteboard.
- Put the class into three groups – Marie, Maskman and Monty. Say *Listen and act out the story.* Play the Audio again. Pupils listen and repeat their parts of the story as they act out.
- Pupils work in groups of three. They act out the story.

Extra support Less confident pupils act as Monty.

Extra challenge Invite more confident pupils to act out the story for the class in groups of three.

AB9.

Ending the lesson

- If time, use Consolidation activity 2 (T110): *Pick a number.*
- Ask pupils which chant, song or game they'd like to do again from the unit. Do it together to end the lesson.

Digital Classroom

Presentation Plus: Unit 1
Audio 12
Test Unit 1 Test
Digital Flashcards
Practice Extra

Extra Resources

- **Teacher Resources:** Unit 1, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 1, *Extension worksheet 2*
- **T110 – Consolidation activity 1:** *Happy families*
- **T110 – Consolidation activity 2:** *Pick a number*

1 12 Watch the video.



2 Act out the story.

Story: unit language in context

2 My school

1 13–14 **Listen and point. Listen and repeat.**



2 **Play and say.**

Pen.

It's blue.

Vocabulary presentation: school

Objectives

Pupils name different school objects and say their colour.

Target language

- **Key language:** school objects: *book, chair, eraser, pen, pencil, table*
- **Additional language:** *a/an, bag, your, my, Is this a (pen)? Yes, No, What is it? It's a (book).*
- **Revision:** colours, *pick up, Where's the blue star? Here it is! What colour's the (pencil)? It's (red).*

Materials

- **Flashcards:** 27–32 (school objects)
- Real school objects
- Coloured pencils or crayons

Warmer

- Pupils take out their coloured pencils. Say *Pick up the red pencil, please.* Repeat for other colours. Start off slowly, then speed up. More confident pupils can take turns to give the instructions.
- If time, use Consolidation activity 1 (T110): *Colour bingo.*

Presentation

- Teach the new words using the flashcards and/or real school objects. Introduce *Is this a …? Yes/No.* Hold up the pen flashcard (or a pen). Say *Is this a pencil?* Shake your head. Elicit or teach *No.* Say *Is this an eraser?* Pupils chorus *No.* Say *Is this a pen?* Nod your head. Elicit or teach *Yes.* Repeat with the other flashcards.
- Note: *An* is for recognition purposes only.

PB10. ACTIVITY 1

Listen and point. Listen and repeat.

- Say *Open your Pupil's Books at page 10, please.* Show page 10 on the whiteboard. Draw a simple star shape in the air and ask *Where's the blue star?* Ask a volunteer to come to the whiteboard, point and say *Here it is!* (on a pencil).
- Elicit who is in the picture (Suzy and Simon). Say *Listen and point.* Play the Audio. Pupils listen and point to the objects in their books. Point to the objects on the whiteboard to check answers.

13

Suzy: Oooohh! Simon, is that your bag?
Simon: Yes, it is.
Suzy: It's yellow.
Simon: Yes, it is, and my pencil's red.
Suzy: Is your eraser red, too?
Simon: No, it isn't. It's green.
Suzy: And what colour's your pen?
Simon: It's blue, Suzy.
Suzy: Oh, and …?
Simon: Here, Suzy! Look at this. It's my Maskman book!
Suzy: Wow! Thanks, Simon!

- Say *Listen and repeat.* Play the Audio. Pause after each word. Pupils point to the object and repeat in chorus. Pupils can say the words in different ways: quietly, loudly, etc.

14

Table, book, chair, eraser, pen, pencil

PB10. ACTIVITY 2

Play and say.

- Pupils work in pairs. Pupil A says one of the objects and Pupil B says the colour, as in the example.

Extra challenge More confident pupils ask questions about the colour of the objects, e.g. *What colour's the pen?*

- If time, use Consolidation activity 2 (T110): *Action game.*

Key:

Pen.	It's blue.
Pencil.	It's red.
Eraser.	It's green.
Book.	It's yellow.
Chair.	It's purple.
Table.	It's orange.

AB10. Answer key, see page T104

Ending the lesson

- Hand out the school flashcards to different pupils. Say to one pupil *Hold up your flashcard. What is it?* The class answers. Repeat as a sentence, e.g. *It's a book.* Pupils repeat. Pupils with flashcards take it in turns to hold up the card and ask the question. The class answers.

Digital Classroom

- **Presentation Plus:** Unit 2
- **Audio 13–14**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 2, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 2, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 2, *Reinforcement worksheet 1*
- **T110 – Consolidation activity 1:** *Colour bingo*
- **T110 – Consolidation activity 2:** *Action game*

Objectives

Pupils learn a chant and count different school objects.

Target language

- **Key language:** school objects
- **Additional language:** *a/an*, *How many (pencils)?*
- **Revision:** numbers 1–10, colours, Four purple chairs

Materials

- **Flashcards:** 27–32 (school objects)
- Groups of school objects (ten or fewer), e.g. six pencils, two books, eight pens
- About 12 school objects, e.g. a blue pencil, a pink pencil, a green eraser, a yellow crayon
- A cloth or a large piece of paper

Warmer

- Display the flashcards on the board. Write a number between 1 and 10 under each one. Don't repeat the numbers, but they don't need to be sequential. Pupils take out their notebooks. Say *Eraser*. Pupils write in their notebooks the number which is under the eraser, e.g. *6*. Demonstrate the activity for pupils with one of the flashcards and numbers. Say the other school object words and pupils write the numbers in their books. They check answers in pairs and then as a class.

PB11. ACTIVITY 1

Listen and say the chant.

- Say *Open your Pupil's Books at page 11, please*. Show Activity 1 on the whiteboard. Point to the small pictures at the top of the picture (pictograms) and read the chant text aloud, stopping at each picture to elicit the missing words.
- Say *Look at the picture. Listen and point.* Play the chant. Pupils listen and point to the objects.
- Play the chant again. Pupils listen and repeat after each line. Practise the chant a few more times as a whole class.
- Divide the class into six groups. Hand a flashcard to each group. The class say the chant group by group, holding up the flashcard and saying their words in turn. Swap flashcards and repeat.

15

A pencil, a book,
An eraser, a pen,
A table, a chair,
Say it again!
[Repeat]

- Review numbers with the class by holding up a number of pencils in one hand (ten or fewer). Say *How many pencils?* Elicit the pupils' guesses and count the pencils aloud to check with the class.
- Repeat with different school objects.

PB11. ACTIVITY 2

Listen and correct.

- Say *Listen to number 1.* Play the Audio for number 1. Elicit the answer *No. Six orange chairs.* Play each one in turn. Pupils whisper the answer to their partner. Don't correct as a class at this stage. Play the Audio a second time. Pause after each one and correct as a class.

Extra support Pupils listen the first time and say *No* and correct the number. When they listen the second time, they correct the number and the colour.

- If time, use Consolidation activity 1 (T111): *True or false?*

Key: **2** No. Two green tables. **3** No. Four purple pens. **4** No. Five red books. **5** No. Three pink pencils. **6** No. Six yellow erasers.

16

1 Four purple chairs.
2 Three blue tables.
3 Six red pens.
4 Seven yellow books.
5 Two orange pencils.
6 Eight green erasers.

AB11. Answer key, see page T104

- If time, use Consolidation activity 2 (T111): *Colour and say.*

Ending the lesson

- Play a memory game. Put the school objects on the table in front of you, or on the floor. It's important that all pupils can see them. Pupils look at them for 30 seconds. Cover the objects with a cloth or with paper. Secretly, take one object away. Take off the cloth/paper to show pupils the objects again. Pupils put their hands up to name what is missing. Elicit and check. Repeat. Choose a pupil to come out and remove the next object.

Digital Classroom

- **Presentation Plus:** Unit 2
- **Audio 15–16**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 2, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 2, *Reinforcement worksheet 2*
- **Teacher Resources:** Unit 2, *Extension worksheet 1*
- **T111 – Consolidation activity 1:** *True or false?*
- **T111 – Consolidation activity 2:** *Colour and say*

2

1 15 Listen and say the chant.

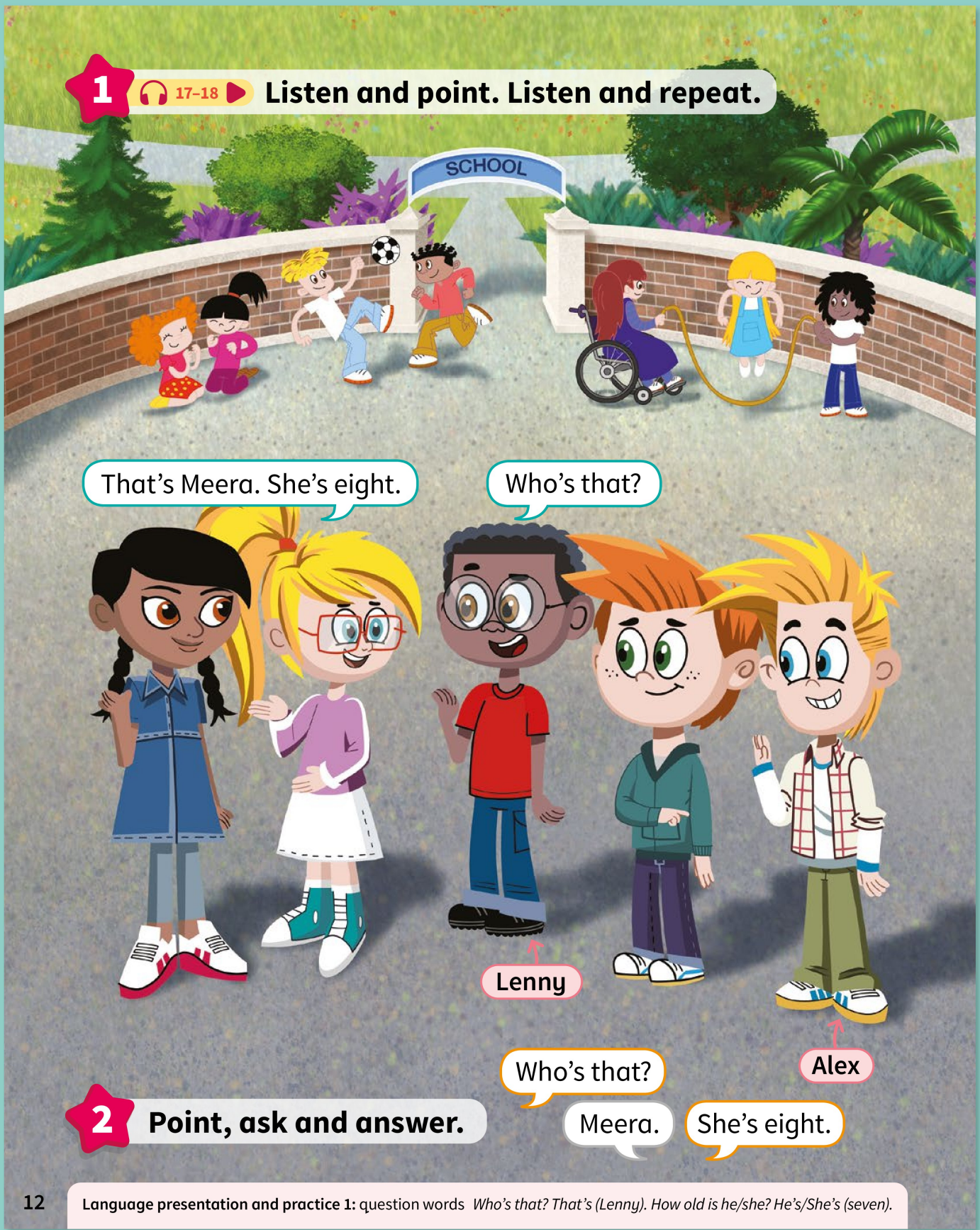


2 16 Listen and correct.

Four purple chairs.

No. Six orange chairs.

1 17–18 Listen and point. Listen and repeat.



2 Point, ask and answer.

Who's that?

Meera.

She's eight.

12

Language presentation and practice 1: question words *Who's that? That's (Lenny). How old is he/she? He's/She's (seven).*

Objectives

Pupils ask and answer questions about children's names and ages.

Target language

- **Key language:** character names: *Lenny, Alex, Who's that? That's (Lenny), How old is he/she? He's/She's (seven).*
- **Additional language:** *friend, girl, boy, Is he/she (eight)? Yes, (he/she is). / No, (he/she isn't).*
- **Revision:** numbers 1–10, character names, *How old are you? I'm (seven).*

Materials

- **Flashcards:** 1–3, 19, 33–34 (characters)

Warmer

- Review the names of the Star children and Meera, using *Who's that?* Add the two new flashcards. Ask *Who's that?* and give the names: *That's Alex/Lenny.*

Presentation

- Display all six character flashcards at random on the board. Point to Meera. Say *Is she Alex?* Pupils respond *No.* Ask *Who's she?* Pupils respond. Point to Stella and ask *Who's that?* Practise *Is she/he* (name)*?* and *Who's that?* using all the flashcards.
- Note: Short answers *Yes, he/she is* and *No, he/she isn't* are for receptive purposes in this lesson.

PB12. ACTIVITY 1

Listen and point. Listen and repeat.

- Say *Open your Pupil's Books at page 12, please.* Show Activity 1 on the whiteboard. Say *Listen and point.* Play the Audio. Pupils listen and point as they hear the names. Play the Audio again. Pupils listen and point again.
- Point to one of the characters on the whiteboard, e.g. Lenny, and ask *Who's that? Is he eight?* Ask about the other children and their ages.
- Watch the Video and answer the questions in the video.

17

Lenny: Hello. I'm Lenny. What's your name?
Stella: Stella. Who's that?
Lenny: That's Alex. He's my friend.
Stella: How old is he?
Lenny: He's six. Who's that? Is she your friend?
Stella: Yes, she is. That's Meera.
Lenny: Is she six?
Stella: No, she isn't. She's eight.
Lenny: I'm seven. How old are you?
Stella: I'm seven, too.

- Say *Listen and repeat.* Play the Audio. Pause after each sentence for pupils to repeat. Point to the flashcard of Meera. Say *That's Meera. She's eight.* Emphasise the *She.* Point to Lenny. Say *That's Lenny. He's seven.* Emphasise the *He.* Elicit from pupils, in L1 if necessary, why one is *He* and the other *She.* Elicit/Teach the words *girl* and *boy.*

18

That's Meera. She's eight.
That's Stella. She's seven.
That's Lenny. He's seven.
That's Simon. He's six.
That's Alex. He's six.

- Ask *Is Stella five?* Pupils respond *No.* Ask *Is Stella eight?* Pupils respond *No.* Ask *How old is Stella?* Pupils respond. Repeat with another character. Focus on the pupils. Say incorrect ages, e.g. *Are you nine? Are you four?* Then ask *How old are you?* Continue around the class.

Extra challenge Pupils stand up and walk around the class in pairs. When you clap your hands, they get into groups of two pairs. They act out the dialogue from Audio 17, using their own names.

- If time, use Consolidation activity 1 (T111): *Chant.*

PB12. ACTIVITY 2

Point, ask and answer.

- Focus on the picture on the whiteboard. Point to Meera and ask *Who's that?* Pupils answer (*That's*) *Meera. She's eight.* Pupils work in pairs to ask and answer questions about the children in the picture on page 12 of their books.

Key: See Activity 1 audio script.

AB12. Answer key, see page T104

- If time, use Consolidation activity 2 (T111): *Monster fun.*

Ending the lesson

- Hide one character flashcard behind your back. Pupils take turns to guess: *Is she/he Meera/Alex?* The pupil who guesses correctly comes to the front to choose a card and to answer the questions. Repeat.

Digital Classroom

- **Presentation Plus:** Unit 2
- **Audio 17–18**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 2, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 2, Downloadable Activity Book Audio Script
- **PB94 and AB94 – Grammar reference 2**
- **T111 – Consolidation activity 1:** *Chant*
- **T111 – Consolidation activity 2:** *Monster fun*

Objectives

Pupils exchange personal greetings and make finger puppets.

Target language

- **Key language:** *How are you? I'm fine, thank you.*
- **Additional language:** *This is a (pencil).*
- **Revision:** character names, numbers 1–10

Materials

- **Flashcards:** 1–5 (characters)
- **Teacher Resources:** Photocopiable 2 (one for each pupil), coloured pencils or crayons, glue, scissors, a set of finished finger puppets for demonstration

Warmer

- Introduce your finger puppets. Put a finger puppet on in turn. Go up to one or two pupils. Say *Hello. I'm (Simon). What's your name? How old are you?* Repeat. Only wear one puppet at a time during this activity.
- Put all five puppets on your fingers. Point to each one and elicit the names.

Song

PB13. ACTIVITY 1

Listen and sing. Do karaoke.

- Prepare the character flashcards in this order: Mr Star, Mrs Star, Stella, Simon, Suzy. Say *Open your Pupil's Books at page 13, please.* Say *Listen and look.* Play the Song. Hold up the flashcards one by one as you hear the greetings in the Song (as if talking to the characters), and do accompanying greeting actions.
- Show page 13 on the whiteboard and play the Song again. Pupils point to the characters in order and join in.
- Play the Song line by line. Pupils follow the text line by line in their Pupil's Books and repeat each line in chorus.
- Make five groups: one for each character. Everyone says the first line. Then the Mr Star group stands, replies and sits down. Continue for the other groups and characters.

19 ▶

Mr Star, Mr Star, how are you?
I'm fine, thank you. I'm fine, thank you. How are you?

Mrs Star, Mrs Star, how are you?
I'm fine, thank you. I'm fine, thank you. How are you?

Stella Star, Stella Star, how are you?
I'm fine, thank you. I'm fine, thank you. How are you?

Simon Star, Simon Star, how are you?
I'm fine, thank you. I'm fine, thank you. How are you?

Suzy Star, Suzy Star, how are you?
I'm fine, thank you. I'm fine, thank you. How are you? *[Repeat]*

- Say *Do karaoke.* Pupils listen to the karaoke version and stand up and sing the Song as a class.
- If time, use Consolidation activity (T111): *Meet and greet.*

20 ▶

Karaoke version of the song

PB13.

PROJECT Make the puppets.

- Show your finger puppets and say *Let's make the puppets.* Hand out a copy of Photocopiable 2 to each pupil. They colour in the puppets (about five minutes). Monitor the class carefully. When all pupils are ready, hand out the scissors and the glue. Say *Cut the paper*, pointing to the paper. Demonstrate cutting out one of the puppets. Pupils cut out their puppets. Demonstrate how to glue the tabs in place. Pupils glue the tabs in place.
- Pupils choose one of the finger puppets and put it on their index finger. Play the song again. They wiggle their fingers and sing the verse for their finger puppet.
- Invite some more confident pupils to the front of the class and act out a greetings dialogue with each one in turn, e.g.
  Hello, Simon Star! How are you?
  I'm fine, thank you. How are you?
  I'm fine, thank you.
- Pupils work in pairs. They act out the dialogue between their finger puppets.

Extra support Pupils work in two big groups. Give each group a character flashcard. They act out the dialogue between the two characters in groups. Repeat with other flashcards.

AB13. Answer key, see page T104

- If time, use Extension activity (T111): *Match the words.*

Ending the lesson

- Pupils put their puppets on their fingers. Sing the puppet song again with the class. They wiggle each finger in time with the correct part of the song.

Digital Classroom

- **Presentation Plus:** Unit 2
- **Audio 19–20**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 2, Downloadable Activity Book Teaching Notes
- **PB94 and AB94 – Grammar reference 2**
- **Teacher Resources:** Unit 2, *Song worksheet*
- **T111 – Consolidation activity:** *Meet and greet*
- **T111 – Extension activity:** *Match the words*
- **PB98–103 – Pre A1 Starters Exam folder**

1 19–20 Listen and sing. Do karaoke.

2

_____ Star, _____ Star, how are you?
I'm fine, thank you. I'm fine, thank you.
How are you?

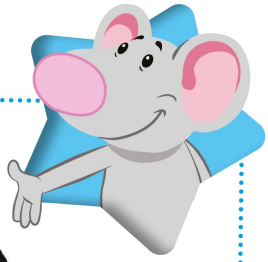


Project

Make the puppets.

Language presentation and practice 2: greetings *How are you? I'm fine, thank you.*

Monty's sounds and spelling



1 21 **Watch and say.**



Put the pizza in the purple bag.

2 **Look, point and say.**

Seven pink books.



Write it with me!

_ag

_izza

Objectives

Pupils recognise, contrast and practise the sounds /p/ and /b/ and practise writing the letters *p* and *b*.

Target language

- **Key language:** the consonant sounds /p/ and /b/ (*put*, *purple*, *pizza*, *book*, *bag*), school objects
- **Additional language:** *in*
- **Revision:** colours, numbers 1–8

Materials

- A small bag, a pencil, a toy pizza or a picture of a pizza, a pen, a book, an eraser
- A small piece of paper for each pupil

Warmer

- Show pupils an empty bag and put a pencil, a toy pizza or picture of a pizza, a pen, a book and an eraser next to the bag. Invite a pupil to the front and give an instruction, e.g. *Put the book in the bag.* The pupil puts the book in the bag. Continue with different pupils until all the objects are in the bag.
- Now show the bag and ask *What's in the bag?* Elicit and drill sentences about the objects in the bag and the colours, e.g. *A (blue) book's in the bag.*

Presentation

PB14. ACTIVITY 1

Watch and say.

- Draw the outline of a bag and a book on the board. Point to each one and ask *What colour is it?* Allow any guesses and tell pupils they will watch the ▶ Video to find out.
- Watch the ▶ Video and check the colours. Watch the ▶ Video again, encouraging pupils to repeat the sounds and sentences during the pauses.
- Hold a piece of paper in front of your mouth and say the sounds /p/ and /b/. Give pupils a small piece of paper each to hold in front of their mouth and say /p/ and /b/ noticing the difference. Divide pupils into pairs. One pupil holds the paper in front of their mouth and says /p/ or /b/ and the other pupil says words from the ▶ Video with that sound. Pupils swap roles.
- Say *Open your Pupil's Books at page 14, please.* Show Activity 1 on the whiteboard. Ask *What can you see? Say it with me!* Elicit *Put the pizza in the purple bag.* Drill the sentence in chorus and say *One more time – you sound fine!*
- Pupils point to the pizza and the bag, saying the sentence *Put the pizza in the purple bag.*

Extra support You say words starting with *p* or *b* and pupils say the /p/ and /b/ sounds.

21 ▶

Monty: Put the pizza in the purple bag.
What can you see? Say it with me!
Monty & voice: Put the pizza in the purple bag.
Voice: /p/ /p/ /b/ /b/
Where's the /p/?
That's right! /p/
Where's the /b/?
That's right! /b/
A pizza and a bag.
A purple bag.
/p/ pizza /p/ purple /b/ bag
Monty: Put the pizza in the purple bag. What can you see? Say it with me!
Monty & voice: Put the pizza in the purple bag.
Monty: One more time – you sound fine!
Monty & voice: Put the pizza in the purple bag.

PB14. ACTIVITY 2

Look, point and say.

- Show Activity 2 and say *Look, point and say.* Point to and count the seven pink books and drill *Seven pink books.*
- Pupils work in pairs to point to and make sentences about the other objects in the picture.
- Check answers with the class by inviting pupils to the whiteboard to point and say.

Key: Eight blue pencils. Four purple pens. Two orange chairs. Three blue bags. Two orange tables.

Write it with me!

- Pupils complete the words with the letters *p* and *b* and practise saying *bag* and *pizza*.
- If time, use Consolidation activity 1 (T111): *Sounds on the wall.*

AB14. Answer key, see page T104

Ending the lesson

- Pupils stand in two lines. Line 1 is the /p/ sound and Line 2 is the /b/ sound. Ask each line to say their sound in turn, first quietly and then loudly. Ask Line 1 to say their sound and invite Line 2 to say a word beginning with that sound. Repeat with Line 2 saying their sound and Line 1 saying a word beginning with that sound.
- If time, use Consolidation activity 2 (T111): *In my classroom.*

Digital Classroom

- **Presentation Plus:** Unit 2
- **Audio 21**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 2, Downloadable Activity Book Teaching Notes
- **T111 – Consolidation activity 1:** *Sounds on the wall*
- **T111 – Consolidation activity 2:** *In my classroom*

Objectives

Pupils watch, listen to and act out a story and review language from the unit.

Target language

- **Key language:** language from the unit
- **Additional language:** *everybody, here's, another, not*
- **Revision:** character names, numbers 1–9, *sit down, open, pick up, listen, draw*

Materials

- **Flashcards:** 1–8, 19, 33–34 (characters); 20–26 (colours); 27–32 (school objects)

Warmer

- Play a game. Draw a 3 x 3 grid on the board. Number the squares 1–9. Place nine flashcards face down on the board. Write a number between 1 and 9 under each one. Divide the class into two teams. The first team chooses a number. Turn over the flashcard. One pupil says what it is. If they are correct, erase the number in the grid and put a large *0* in the square. The other team chooses a number. If they answer correctly, erase their number and put a large *X* in the square. Continue in turn. If the teams don't answer correctly, leave the number in the square and put a new flashcard face down in its place. The first team to get a line of *X* or *0* is the winner.

Story

PB15. ACTIVITY 1

Watch the video.

- Say *Open your Pupil's Books at page 15, please.* Show page 15 on the whiteboard. Say *Look at the pictures.* Point to the characters and ask *Who's this?* Pupils say the names. Ask *What's this?* (*Table, chair, Activity Book, pencil, eraser.*) Tell pupils they are going to watch a ▶ Video of the story.

Extra support Use the pictures to guide pupils to predict the story.

- Watch the ▶ Video with the class. Give pupils the option of watching it twice if they need to. Check that pupils understand that Maskman wants a new Activity Book.
- Focus on page 15 again. Play the 🔊 Audio. Pupils listen and follow the story in their books.
- Check comprehension by pointing to each picture on the whiteboard and asking, e.g. *What does Marie say?* Elicit answers from the whole class. It is important for pupils to enjoy the story and not feel pressure to 'get the answers right'.

🔊 22 ▶

Toys in the toy box, come alive.
Walk and talk, on the count of five.
One, two, three, four, five.

1 **Marie:** OK. Sit down, please, everybody.

2 **Marie:** Open your Activity Books, please, and pick up your pencils.

3 **Marie:** Listen and draw the monster.

4 **Maskman:** Oops! Oh, my Activity Book!
Monty: Here's another book, Maskman.

5 **Marie:** No, not another book, Monty. Here's an eraser.

6 **Maskman:** Er, no, Marie. Another Activity Book, please.

PB15. ACTIVITY 2

Act out the story.

- Show page 15 on the whiteboard. Say *Listen and point to the pictures.* Play the 🔊 Audio. Pupils listen and point to the speakers in each picture. Invite a more confident pupil to point to the characters in the pictures on the whiteboard.
- Demonstrate the activity. Three pupils come to the front. Let each pupil choose a character. Play the 🔊 Audio and help them act out the story. Repeat with another group of three.
- Divide the class into groups of three. Say *Hands up, Maskman.* One pupil in each group puts up their hand. Repeat for Marie and Monty, to make sure pupils know who they are. Play the 🔊 Audio. Pupils act and join in where they can. Repeat, so pupils play all three roles.
- Pupils work in groups of three. They act out the story.

Extra challenge Invite more confident pupils to act out the story for the class in groups of three.

- If time, use Consolidation activity (T111): *Memory pairs.*

AB15.

Ending the lesson

- Ask pupils which chant/song/game they'd like to do again from the unit. Do it together to end the lesson. Pupils might also want to use their finger puppets again.
- If time, use Extension activity (T111): *School chant.*

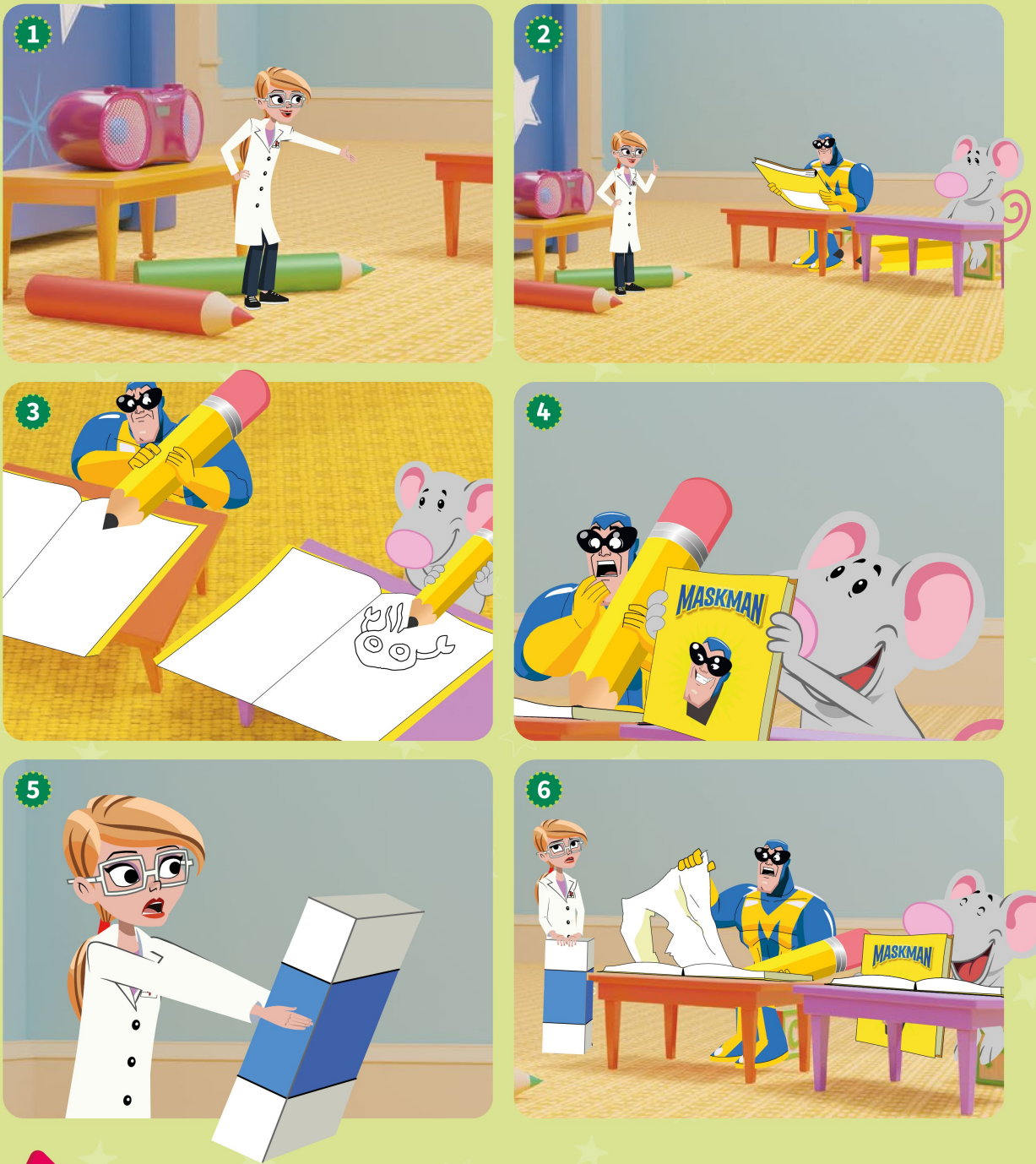
Digital Classroom

- **Presentation Plus:** Unit 2
- **Audio 22**
- **Test** Unit 2 Test
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 2, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 2, *Extension worksheet 2*
- **T111 – Consolidation activity:** *Memory pairs*
- **T111 – Extension activity:** *School chant*

1 22 Watch the video.



2 Act out the story.

Story: unit language in context

Marie's art

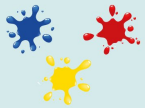
What happens when you mix colours?



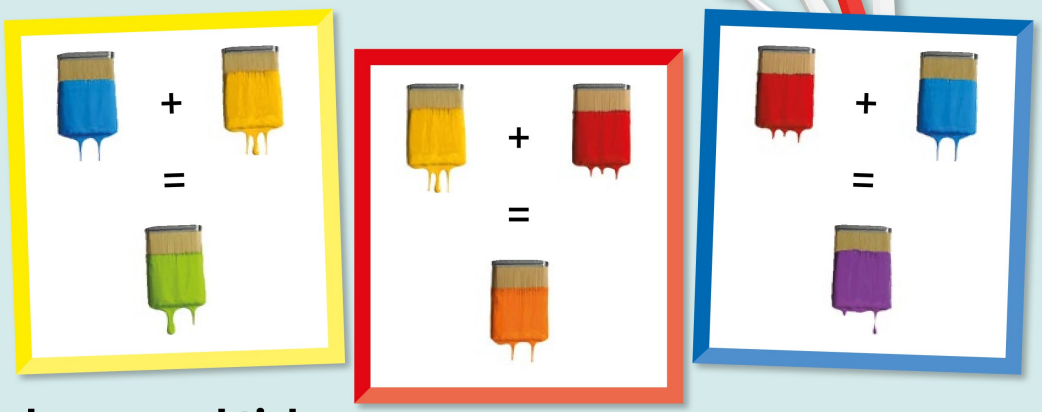
1 Watch and answer.

2 23 Listen and look. Say the colours.

Primary colours



Secondary colours



3 Look, say and tick.

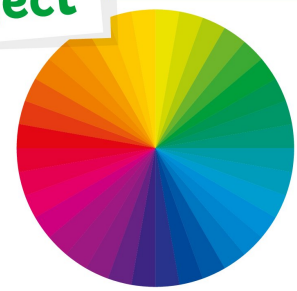
1		+		=		✓		
2		+		=				
3		+		=				
4		+		=				



Fact

Red is the first colour a baby can see.

Project



Make a colour wheel.

Objectives

Pupils talk about primary and secondary colours.

Target language

- **Key language:** colours from Unit 1, *black, white, grey, brown*
- **Additional language:** *art, mix, primary/secondary colours, What happens when you mix (red) and (yellow)? (Blue) and (yellow) make (green), What do (blue) and (red) make?*
- **Revision:** instructions, *What colour is it? It's (green).*

Materials

- **Flashcards:** 20–26 (colours)
- Red, yellow and blue paint

Warmer

- Review the Unit 1 colours using the flashcards.
- Play a game. Give pupils instructions to do different actions depending on the colours of their clothes, e.g. *Stand up if you're wearing blue.*

Presentation

- Say *Open your Pupil's Books at page 16, please.* Show page 16 on the whiteboard. Point to the picture of Marie and ask *Who's this?* Say *Marie is doing art today. To make art, we need colours.* Hold up some paints and elicit the colours.

PB16. ACTIVITY 1

Watch and answer.

- Read the question at the top *What happens when you mix colours?* Elicit ideas. Tell pupils that they are going to learn about mixing colours. Take two different paints and mime mixing them.
- Watch the ▶ Video for pupils to check/confirm their answers.
- After watching the ▶ Video, ask the class, e.g. *What happens when you mix red and yellow?* Elicit the answer, then ask about mixing the other colours.
- The Video Script and Answer Key can be downloaded from Teacher Resources.

PB16. ACTIVITY 2

Listen and look. Say the colours.

- Show Activity 2 on the whiteboard. Point to three paintbrushes with primary colours and elicit the colours, then do the same with the secondary colours. Check that pupils understand that two primary colours are used to make each secondary colour. Point to the paintbrushes with black, white, grey and pink paint and elicit/teach the colours. Explain that black and white can also be used to make other colours. Play the first part of the 🔊 Audio. Pupils listen and look at the paintbrushes.
- Play the second part of the 🔊 Audio. Pupils listen and answer each question with a secondary colour word.
- Point to the paintbrushes on the whiteboard and elicit and drill sentences, e.g. *Blue and yellow make green.*

Extra challenge Pupils repeat and learn the verse at the beginning of the 🔊 Audio.

Key: See audio script.

🔊 23

Let's mix colours!
Blue, red and yellow are the primary colours.
Blue and yellow make green.
Yellow and red make orange.
Red and blue make purple.
White and red make pink.
And look, black and white make grey!

1 What do yellow and blue make?
Green!
That's right!
2 What do red and yellow make?
Orange!
That's right!
3 What do blue and red make?
Purple!
That's right!

PB16. ACTIVITY 3

Look, say and tick.

- Point to the brown colour splodge and teach the word.
- Point to the example and say the sentence *Yellow and blue make …* Pupils respond (*green*).
- Pupils work in pairs to complete the activity. They choose and tick the colour they think is correct.
- If time, use Consolidation activity (T111): *Colour mixing.*

Key: 2 grey, 3 brown, 4 pink

FACT

- Read the fun fact together and explain that, aside from black and white, the first true colour a baby sees is red.

PROJECT Make a colour wheel.

- Teaching notes for the Project can be downloaded from Teacher Resources: CLIL Project notes.

AB16. Answer key, see page T104

Ending the lesson

- Say two primary colours, e.g. *red and blue.* Pupils think, find something purple and hold it up. Repeat with other colours.

Digital Classroom

- **Presentation Plus:** Unit 2
- **Audio 23**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 2, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 2, Downloadable Activity Book Audio Script
- **T111 – Consolidation activity:** *Colour mixing*

Objectives

Pupils practise greetings and introductions and talk about making friends.

Target language

- **Key language:** *Are you OK? Come on! Let's play!*
- **Additional language:** *happy, sad, make friends, I'm OK, thank you, I'm not very well.*
- **Revision:** *Hi, I'm (Sam), What's your name? How old are you? I'm (six), How are you? I'm fine, thank you.*

Warmer

- Say *Hello. I'm* (your name). Point to yourself. Point to a pupil and say *What's your name?* Continue the dialogue with *How old are you?* Point to the pupil. Go up to pupils in turn, repeat the greeting and dialogue and elicit answers from the pupils (their own names and ages).

PB17. ACTIVITY 1

Listen and point.

- Say *Open your Pupil's Books at page 17, please.* Show page 17 on the whiteboard. Point to the picture of Trevor at the top of the page. Elicit his name. Translate and talk about the meaning of *values* so pupils know that Trevor's pages are about being honest, responsible and taking care of others.
- Focus pupils on the pictures of the children. Point to the boy smiling in picture 1 and ask *Is he happy or sad? Why is he happy?* Establish that he is happy because he is making a friend. Point to the other pictures and ask similar questions about the children in them.
- Say *Listen and point.* Pupils listen and point to the pictures as they hear the people speak.
- Talk to the class about the values in the pictures: it's good to go and talk to someone who looks lonely and include them in your game; it's good to make friends. Use English as much as possible.
- If time, use Consolidation activity (T112): *Hi, I'm …*

24

1 Hi, I'm Zak, what's your name?

2 Who's that?
Look, that's Hong! Hi, Hong!

3 Are you OK? Please don't cry.

4 Come on – let's play!

PB17. ACTIVITY 2

Listen and say the number. Act it out.

- Say *Listen and say the number: 1, 2, 3 or 4.* Point to the numbers in the corners of the pictures. Tell pupils they will hear the same people talking again, but this time in a different order. Pupils listen and say the picture number. Play the Audio. Pause after each item. Give pupils time to think and to check with each other before asking for the answer from the class.
- Say *Act out picture 2.* Demonstrate the activity. Two pupils come to the front. Let each pupil choose a character. Play the Audio and they act out the scene in the picture and say the words. Repeat with the other pictures and different pupils each time.

Extra support Invite two less confident pupils to act out the scene in one of the pictures. The rest of the class say the corresponding words. Repeat with the scenes in the other pictures and different pupils.

- If time, use Extension activity (T112): *Greetings dialogues.*

Key: 2, 3, 4, 1

25

Audio as opposite, but in the order of the key

AB17.

Ending the lesson

- Write *How are you?* on the board and draw three faces: one happy, one neutral and one sad. Elicit/Teach the answer for the happy face (*I'm fine, thank you*), the neutral face (*I'm OK, thank you*) and the sad face (*I'm not very well*). Write the answers under the appropriate faces. Ask a pupil *How are you?* and point to one of the faces on the board. Elicit the appropriate response. Repeat with other pupils. Pupils practise asking their friends *How are you?* around the class before they leave.

Digital Classroom

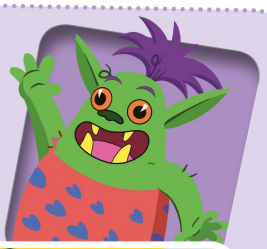
- **Presentation Plus:** Unit 2
- **Audio 24–25**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 2, Downloadable Activity Book Teaching Notes
- **T112 – Consolidation activity:** *Hi, I'm …*
- **T112 – Extension activity:** *Greetings dialogues*

Trevor's values

Make friends



1 24 **Listen and point.**







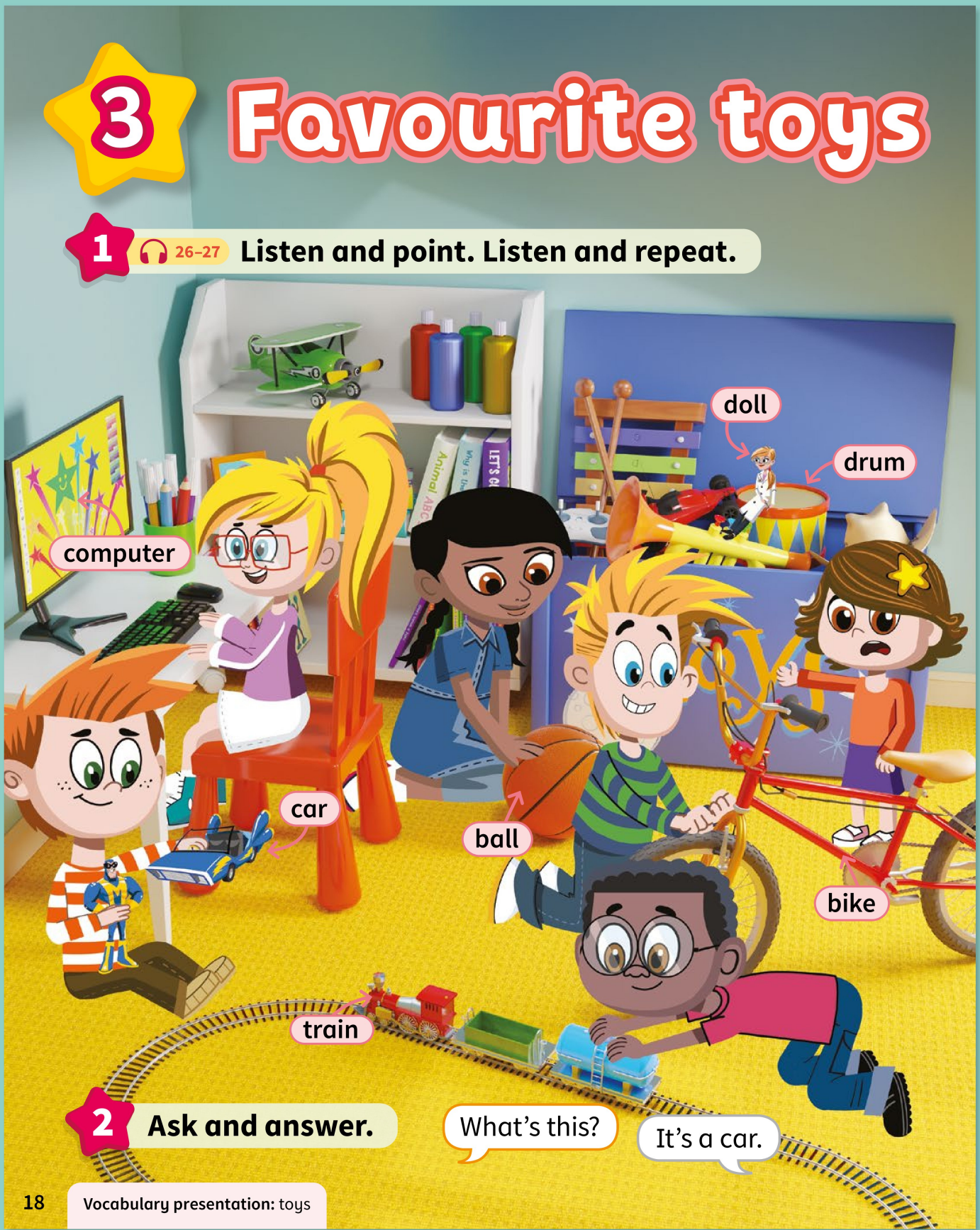


2 25 **Listen and say the number. Act it out.**

Language: *Are you OK? Come on! Let's play!* | emotional development

3 Favourite toys

1 26–27 **Listen and point. Listen and repeat.**



2 **Ask and answer.**

What's this?

It's a car.

18 **Vocabulary presentation:** toys

Objectives

Pupils name different toys and practise asking questions.

Target language

- **Key language:** toys: *ball, bike, car, computer, doll, drum, train, What's your favourite toy? My favourite toy's my (ball).*
- **Additional language:** *Is it a (doll)? Here's my (ball).*
- **Revision:** Colours, *star, What's this? What is it? It's a (bike), What colour is it? Here it is! Where's (Meera)?*

Materials

- **Flashcards:** 1–3, 19, 33–34 (characters); 35–40 (toys)
- **Optional:** a picture of a drum

Warmer

- Show the character flashcards and elicit the names. Stick the flashcards face down on the board. Say *Where's Meera?* Pupils come up to turn over one card to find her. The pupil that finds her mixes up the flashcards, turns them to face the board again and runs the game. Repeat for other characters.

Presentation

- Teach the new vocabulary (*car, ball, doll, computer, drum, bike, train*) using the Digital Flashcards (or the printed flashcards and a picture of a drum). Show each flashcard/picture in turn. Elicit or say the word. Pupils repeat. Vary it by asking them to say it loudly, softly, whispering, and so on.

PB18. ACTIVITY 1

Listen and point. Listen and repeat.

- Say *Open your Pupil's Books at page 18, please.* Show page 18 on the whiteboard. Ask *Where's the green star?* Ask a volunteer to come to the whiteboard, point and say *Here it is!* (on the computer screen).
- Point to, e.g. the bike and say *What's this? Is it a train?* Repeat for other objects. Elicit who is in the picture (*Simon, Stella, Alex, Meera, Lenny, Suzy*).
- Say *Listen and point.* Play the Audio. Pupils listen and point to the toys in their books. Check which character has which toy and check understanding of *favourite*.

26

Stella: My favourite toy's my computer. What's your favourite toy, Alex?
Alex: My bike. What's your favourite toy, Simon?
Simon: My favourite toy's Maskman and … the car.
Meera: Is Maskman a doll?
Simon: No. Marie's a doll.
Meera: Oh. My favourite toy's my ball.
Lenny: My favourite's my train. What's your favourite toy, Suzy?
Suzy: Mo … Aaahhh! Where's Monty?

- Say *Listen and repeat.* Play the Audio. Pupils repeat. Play the Audio again if necessary.
- If time, use Consolidation activity 1 (T112): *Disappearing flashcards.*

27

Computer, ball, doll, drum, car, train, bike

PB18. ACTIVITY 2

Ask and answer.

- Display the toys flashcards. Point to the bike and say *Is it a doll?* Pupils respond *No.* Say *Is it a car?* Pupils respond *No.* Say *What is it?* Pupils respond *It's a bike.* Repeat.
- Point to the ball and say *What's this?* Pupils respond *It's a ball.* Say *What colour is it?* Repeat.
- Pupils play the game in pairs, taking turns to point to a toy in their books and ask questions and answer.

Extra challenge Pupils close their books. They play a memory game in pairs. One pupil says a toy and the other says the name of the character playing with it, e.g. *A car. Simon.*

- If time, use Consolidation activity 2 (T112): *Pointing game.*

Key: What's this? It's a car. / It's a doll. / It's a ball. / It's a train. / It's a bike. / It's a computer. / It's a drum.

AB18. Answer key, see page T104

Ending the lesson

- Teach a mime for the new words, e.g.
  bike = holding handlebars
  car = turning steering wheel
  computer = typing
  train = moving arms in circular motion
  doll = cradling motion
  ball = throwing
  drum = pretend drumming
- Teach the following chant to the class with the actions. Pupils join in. Repeat for other toys, starting the mime a little before the chant. Invite confident pupils to lead the class.
  Here's my (ball), my (ball), my (ball).
  Here's my (ball). My favourite toy.

Digital Classroom

- **Presentation Plus:** Unit 3
- **Audio 26–27**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 3, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 3, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 3, *Reinforcement worksheets 1 and 2*
- **T112 – Consolidation activity 1:** *Disappearing flashcards*
- **T112 – Consolidation activity 2:** *Pointing game*

Objectives

Pupils practise talking about toys and colours.

Target language

- **Key language:** toys, colours: *black*, *brown*, *white*, *grey*
- **Revision:** colours from Unit 1, numbers 1–6, *What's your favourite toy? What colour's the (train)? It's (yellow).*

Materials

- **Flashcards:** colours (20–26, 41–44)
- **Teacher Resources:** Photocopiable 3B copied onto thin card (one for each pupil), scissors, envelopes

Warmer

- Use the chant from the end of the previous lesson to review the toys.

Presentation

- Review the six colours from Unit 1 using the flashcards or objects in the classroom. Elicit/Teach the four additional colours using the flashcards (pupils learnt them in Marie's art lesson in the last unit). Pupils repeat the new colours in chorus.

PB19. ACTIVITY 1

Listen and say the chant.

- Say *Open your Pupil's Books at page 19, please.* Show page 19 on the whiteboard. Point to the toys in the picture and elicit the words. Ask *What's your favourite toy?* and have different pupils answer. Elicit the question from the class and answer yourself.
- Point to the monsters and elicit and drill the colours *black*, *white*, *brown* and *grey*.
- Say *Listen and say the chant.* Play the Audio. Pupils point to the colours in their books. Play the Audio again. Pupils follow the chant text in their Pupil's Books with their fingers and join in. Pupils say the chant in groups, loudly, softly, whispering, and so on.

Extra support Put the colours flashcards on the board in the order of the words in the chant (black, brown, white, grey).

28

Black, brown, white, grey.
Look, listen, point and say.

PB19. ACTIVITY 2

Listen and say the number.

- Point to the numbers next to the toys on the whiteboard.
- Say *Listen and say the number.* Play the first one as an example. Pupils put up their hands to answer. Elicit from the whole class in chorus (*3*). Play the Audio. Pupils whisper the answers to their partner.
- Play the Audio again. Pupils put their hands up after each one. Elicit the answers.

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

29

What's your favourite toy?
My favourite toy's my red car.

Look at my green ball. It's my favourite toy.

What's this?
It's my blue computer.

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

What's your favourite toy?
It's my orange bike.

What's this?
It's my pink doll.

Pairwork

- In pairs, pupils take turns to point to the pictures and say, e.g. *What's number 2? It's a blue computer. What colour's the train? It's yellow. What's your favourite toy? My favourite toy's the ...* Don't focus on *an* as in *an orange bike.*
- Then use Photocopiable 3B from Teacher Resources.
- If time, use Consolidation activity (T112): *Colour game.*

AB19. Answer key, see page T104

Ending the lesson

- Pupils stand up. Point to objects in the classroom. Say, e.g. *It's pink.* When pupils hear the right colour, they jump in the air. When they hear the wrong colour, they turn around. Pupils who make a mistake sit down. Continue until you have a small group of winners.

Digital Classroom

- **Presentation Plus:** Unit 3
- **Audio 28–29**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 3, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 3, Downloadable Activity Book Audio Script
- **T112 – Consolidation activity:** *Colour game*

1 28 Listen and say the chant.



2 29 Listen and say the number.

Vocabulary presentation and practice: toys and colours



20 **Language presentation and practice:** prepositions of place *It's in / on / under / next to (the table).*

Objectives

Pupils use prepositions to talk about location.

Target language

- **Key language:** prepositions: *in*, *on*, *under*, *next to*, *Where's your (pencil)? It's (on) the (table).*
- **Additional language:** *Dad*, *toy box*, *teddy*, *Is your (ball) (in your bag)? Yes, (it is) / No, (it isn't).*
- **Revision:** school objects, *What colour is it?*

Materials

- **Flashcards:** 27–32 (school objects)
- School objects for each pupil: book, pen, pencil, crayon, eraser
- **Teacher Resources:** Photocopiable 3A copied onto thin card (one for each pupil), paper fasteners, scissors, one completed activity for demonstration

Warmer

- Review the school objects using flashcards. Hold up each flashcard, elicit what it is and hand it to a pupil. Pupils with flashcards show the flashcard to the class, say what it is and stick it on the board.

Presentation

- Teach the prepositions *on*, *in*, *under* and *next to*, demonstrating with two hands.
- Practise the prepositions using mime and realia, e.g. a pen on a book. Say, e.g. *Where's the pen?* Pupils respond *It's on the book* and do the mime. Continue to elicit questions and answers from the class using other classroom objects, e.g. a table, an eraser.
- Pupils work in pairs. They take turns to say a preposition and to mime the action.

PB20. ACTIVITY 1

Listen and do the actions. Listen and repeat.

- Say *Open your Pupil's Books at page 20, please.* Show page 20 on the whiteboard and give pupils time to look at the picture and think about what has just happened.
- Say *Listen and do the actions.* Play the Audio. Pupils listen and do the hand actions when they hear the prepositions. Play the Audio again for pupils to repeat.

Extra support Pause the Audio after each of the phrases with prepositions to give pupils more time to think and do the actions.

- Check understanding by asking, e.g. *Is the ball on the toy box?* (*No, (it isn't).*) *Is the ball under the table?* (*No, (it isn't).*) *Where's the ball?* (*Next to the chair.*) Invite two more confident pupils to read Mr Star's and Simon's speech bubbles.
- Watch the ▶ Video and answer the questions in the video.

30

Mr Star: Simon … Simon, is your ball in your bag?
Simon: Er, no, it isn't, Dad.
Mr Star: Simon, is your ball on the toy box?
Simon: Er, no, it isn't, Dad.
Mr Star: Simon, is your ball under the table?
Simon: Er, no, it isn't, Dad.
Mr Star: Simon, where's your ball?
Simon: Er, it's next to your chair, Dad.

- Say *Listen and repeat.* Play the Audio. Pause after each sentence. Pupils point and repeat in chorus. Pupils repeat the sentences in different ways: quietly, loudly, etc.

31

Mr Star: Is your ball on the toy box?
Is your ball under the table?
Is your ball in the toy box?
Where's your ball?
Simon: Er, it's next to your chair.

PB20. ACTIVITY 2

Ask and answer.

- Point to the teddy in the toy box, in the picture. Say *Look at the teddy. Is it red? What colour is it?* (*It's pink.*) *Is it on the table? Is it next to the toy box?* Pupils respond. Say *The teddy is …* Pupils complete the sentence: *in the toy box.*
- Say *Take a book, a pen, a pencil, a crayon and an eraser. Put them around the classroom.* Pupils put their personal school objects in different places in the classroom. They should make sure they know how to say where they are.
- Ask a more confident pupil *Where's your pencil?* The pupil answers, e.g. *It's on the table.* Pupils work in pairs. They take turns to ask and answer.
- If time, use Consolidation activity (T112): *True or false?*
- Use Photocopiable 3A from Teacher Resources.

AB20. Answer key, see page T104

Ending the lesson

- Call out prepositions for pupils to mime. Get faster. Pupils who mime incorrectly are out.

Digital Classroom

- **Presentation Plus:** Unit 3
- **Audio 30–31**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 3, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 3, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 3, *Extension worksheet 1*
- **T112 – Consolidation activity:** *True or false?*

Objectives

Pupils practise using prepositions to talk about location.

Target language

- **Key language:** prepositions, toys, *Is (Monty) (on the table)? Yes, he is / No, he isn't.*
- **Additional language:** *there, He isn't (under the chair).*
- **Revision:** school objects, *here, toy box, Where's Monty?*

Materials

- School objects for each pupil: pen, pencil, book, crayons

Warmer

- Review prepositions using the action game from the previous lesson. Use realia to elicit sentences from the class, e.g. place an eraser under the desk and ask *Where's the eraser?* Pupils take turns to place school objects, in, on, under or next to their desks, ask a question and elicit a response from the class. Pupils play in pairs.

Song

PB21. ACTIVITY 1

Listen and sing. Do karaoke.

- Say *Open your Pupil's Books at page 21, please.* Show page 21 on the whiteboard and focus on the picture. Elicit what pupils can see (*toy box, computer*, etc.).
- Point to the pictogram verse. Pupils look and guess the words they will hear before listening to the Song. Play the Song. Pupils listen and point. Sing along yourself and shake your head to indicate the meaning of *isn't*. Play the Song again. Pause after each line for pupils to repeat in chorus. Use an upward motion with your hand to indicate the rising tone in the questions: *Is he in the toy box? Is he under the book? Is he next to the computer?*
- Divide the class in half. Groups sing alternate lines.

32 ▶

Monty?
Monty isn't here,
Monty isn't there.
He isn't on the table.
He isn't under the chair.
Oh, where? Where?
Where is Monty?
Monty?
Is he in the toy box?
Is he under the book?
Is he next to the computer?
Look! Look! Look!
Oh, where? Where? Where?
Where? Where? Where?
Where? Where? Where?
Where's Monty?

- Say *Do karaoke.* Pupils listen to the karaoke version and stand up and sing the Song as a class.

33 ▶

Karaoke version of the song

PB21. ACTIVITY 2

Ask and answer.

- Ask questions about the picture, e.g. *Is Monty under the chair?* Pupils respond *No, (he isn't).* Elicit another question from a pupil, e.g. *Is he in the toy box?* and an answer from the class. Focus pupils on the question marks in the picture. In pairs, pupils ask and answer about Monty.

Extra challenge Pupils work in pairs to ask and answer questions about their personal school objects, e.g. *Is your bag under your chair? No, it isn't. It's next to my chair.*

- If time, use Consolidation activity 1 (T112): *Guessing game.*

Key:

Is Monty under the book?	No, he isn't.
Is he in the toy box?	No, he isn't.
Is he on the table?	No, he isn't.
Is he next to the computer?	No, he isn't.
Is he in the bag?	Yes, he is!

AB21. Answer key, see page T105

Ending the lesson

- Sing the song again. Make sure pupils shake their heads for *isn't* and use a rising tone for the *yes/no* questions, e.g. *Is he in the toy box?*
- If time, use Consolidation activity 2 (T112): *Where is it?*
- If time, use Starters Exam folder: Listening Part 1 (PB98).

Digital Classroom

- **Presentation Plus:** Unit 3
- **Digital Flashcards**
- **Audio 32–33**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 3, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 3, Downloadable Activity Book Audio Script
- **PB94 and AB94 – Grammar reference 3**
- **Teacher Resources:** Unit 3, *Song worksheet*
- **T112 – Consolidation activity 1:** *Guessing game*
- **T112 – Consolidation activity 2:** *Where is it?*
- **PB98 – Pre A1 Starters Exam folder:** Listening Part 1

1 32–33 Listen and sing. Do karaoke.



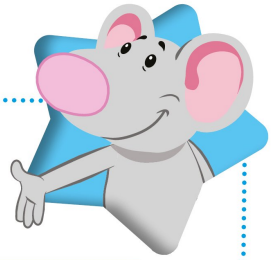
2 Ask and answer.

Is Monty under the chair?

No, he isn't.

Language presentation and practice: prepositions of place *Is (Monty) in / on / under / next to the (table)?*

Monty's sounds and spelling

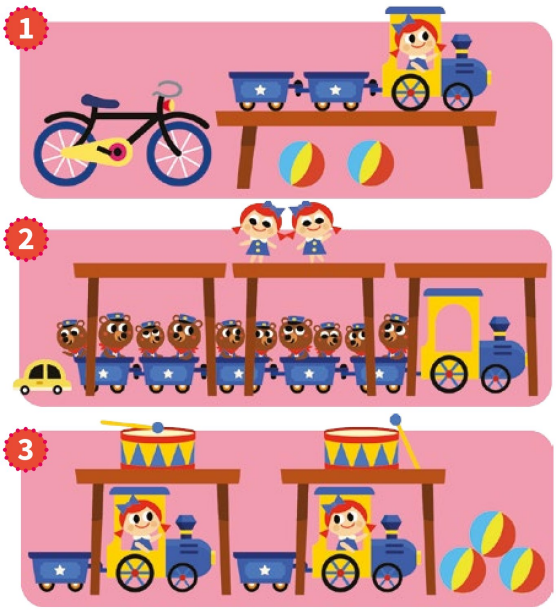


1 34 Watch and say.



A doll, a drum and a teddy on a train.
Drive under two tables!

2 Look and say.



A train on the table.

Number one.



Write it with me!



__able



__rum

Objectives

Pupils recognise, contrast and practise the sounds /t/ and /d/ and practise writing the letters *t* and *d*.

Target language

- **Key language:** the consonant sounds /t/ and /d/ (*teddy*, *train*, *two*, *table*, *doll*, *drive*, *drum*), toys, prepositions
- **Revision:** numbers, *bag*, *pencil*, *chair*

Materials

- **Flashcards:** 35–40 (toys)
- **Optional:** a picture of a drum

Warmer

- Draw a toy train with five wagons on the board. Stick the toy flashcards at the bottom of the board. Ask pupils *What's on the toy train?* Invite pupils to take a flashcard and stick it on a wagon. Continue until all the flashcards, and the picture of the drum, are on the wagons. Say in chorus, e.g. *There's a doll on a train.* Draw a teddy bear as the train driver and teach/elicit *teddy*.
- The class stand in two lines. Tell the first pupil in each line *You are teddy. Drive the train.* They mime driving the train. Ask each line *What's on the train?* Each pupil mimes being an object on the train and both trains move around the class, while teddy drives the train.

Presentation

PB22. ACTIVITY 1

Watch and say.

- Leave the train drawing on the board without the toys. Say *There are two toys on a train. Watch the video. What are they?*
- Watch the ▶ Video and elicit the two toys (*doll*, *teddy*).
- Watch the ▶ Video again with pauses, encouraging pupils to repeat the sounds and sentences during the pauses.
- Ask pupils to say the words from the ▶ Video that start with the sound /t/ or /d/.

34 ▶

Monty: A doll, a drum and a teddy on a train. Drive under two tables! What can you see? Say it with me!
Monty & voice: A doll, a drum and a teddy on a train. Drive under two tables!
Voice: /d/ /d/ /t/ /t/
Where's the /d/?
That's right! /d/
/t/ /t/
Where's the /t/?
That's right! /t/
A doll, a drum and a teddy!
Doll's on a train.
Drive under two tables!
/d/ doll /d/ drum /d/ drive /t/ train /t/ teddy /t/ two /t/ tables
Monty: A doll, a drum and a teddy on a train. Drive under two tables! What can you see? Say it with me!
Monty & voice: A doll, a drum and a teddy on a train. Drive under two tables!
Monty: One more time – you sound fine!
Monty & voice: A doll, a drum and a teddy on a train. Drive under two tables!

- Say *Open your Pupil's Books at page 22, please.* Show page 22 on the whiteboard. Ask *What can you see? Say it with me!* Elicit *A doll, a drum and a teddy on a train. Drive under two tables!* Drill the sentences in chorus and say *One more time – you sound fine!*
- Pupils point to the text in their books and read in chorus *A doll, a drum and a teddy on a train. Drive under two tables!*

Extra support Pupils only say the /d/ and /t/ words, not the full sentences.

PB22. ACTIVITY 2

Look and say.

- Point to one of the four pictures on the whiteboard and describe what you can see, e.g. *A doll on the train on the table.* Pupils look, think and tell you which picture it is.
- Put pupils into groups of four. In each group, one pupil volunteers to describe a picture for the other pupils to guess the number.

Extra challenge Pupils draw their own pictures with *d* and *t* words, swap pictures with another group, and take turns describing the other group's pictures.

Key: Example answers: **2** Ten bears under the table. **3** Three balls next to the table. **4** A pencil on the chair.

Write it with me!

- Pupils complete the words with the letters *t* and *d* and practise saying *table* and *drum*.
- If time, use Consolidation activity (T112): *Air letters.*

AB22. Answer key, see page T105

Ending the lesson

- Divide pupils into two groups. They stand in lines to make two trains. Give one train the letter sound /t/ and the other train the letter sound /d/. Tell pupils to start their trains, move around the room and say their sound and words starting with the sound. Call out *Stop the train!* and both trains freeze on the spot.

Digital Classroom

- **Presentation Plus:** Unit 3
- **Audio 34**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 3, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 3, Downloadable Activity Book Audio Script
- **T112 – Consolidation activity:** *Air letters*

Objectives

Pupils watch and listen to a story and review language from the unit.

Target language

- **Key language:** language from the unit
- **Additional language:** *I don't know.*
- **Revision:** colours, school objects

Materials

- **Flashcards:** 35–40 (toys)
- **Optional:** A picture of a drum

Warmer

- Use the mime chant and the Digital Flashcards (or the printed flashcards and a picture of a drum) to review the toy vocabulary. Pupils call out the words. They copy your actions and join in with the chant. Then pupils take it in turns to do the actions for the class to copy.
  Here's my (ball), my (ball), my (ball).
  Here's my (ball). My favourite toy.

Story

PB23. ACTIVITY 1

Watch the video.

- Say *Open your Pupil's Books at page 23, please.* Show page 23 on the whiteboard. Say *Look at the pictures.* Point to the characters and ask *Who's this?* Tell pupils they are going to watch a ▶ Video of the story. Set the pre-watching question *Where's Maskman's car?*

Extra support Use the pictures to guide pupils to predict the story.

- Watch the ▶ Video with the class. Give pupils the option of watching it twice if they need to. Elicit the answer (*in the bag*).
- Focus on page 23 again. Play the Audio. Pupils listen and follow the story in their books.
- Check comprehension by pointing to each picture on the whiteboard and asking, e.g. *What does Maskman say?* Elicit answers from the whole class.

35 ▶

Toys in the toy box, come alive.
Walk and talk, on the count of five.
One, two, three, four, five.

1 **Monty:** Hello, Marie. What's that?
Marie: It's my computer. It's my favourite toy. What's your favourite toy, Maskman?
Maskman: My favourite toy is my car. It's blue and black. It's the Maskman car.

2 **Marie:** Oh, that's nice. Where is your car, Maskman?
Maskman: It's there, next to the toy box.
Monty: No, it isn't next to the toy box, Maskman.

3 **Monty:** Is it in the toy box?
Maskman: No, it isn't.

4 **Marie:** Is it under the table?
Maskman: No, it isn't under the table. Ooohh. Where's my car?
Monty: I don't know, Maskman. Is it on the chair?

5 **Monty:** Look, Maskman. It's OK. It's here, in the bag.
Maskman: Oh, thank you, Monty.

6 **Maskman:** My Maskman car.

PB23. ACTIVITY 2

Listen and say 'yes' or 'no'.

- Point to the first frame of the story. Say *Marie's computer is red.* Mime looking carefully at the picture and thinking, hold your thumb/hand up and say *Yes?* Turn your thumb/hand down and say *No?* Pupils hold their thumbs/hands down and say *No.* Say *That's right. Marie's computer isn't red. Marie's computer is …* (*orange*).
- Say *Now listen, look at the pictures and think. Say 'yes' or 'no'.* Play the first sentence on the Audio. Pause for pupils to respond. Encourage them to use the thumbs/hands up or down gesture as well as speaking. Repeat with the rest of the sentences, checking each answer as a class.

Extra challenge Pupils make true or false sentences about the story. The rest of the class listen and respond *Yes* or *No*.

- If time, use Consolidation activity (T112): *Say and mime.*

Key: 1 yes, 2 no, 3 no, 4 no, 5 no, 6 yes

36

1 Marie's favourite toy is her computer.
2 Maskman's car is green and red.
3 Maskman's car is in the toy box.
4 Maskman's car is on the chair.
5 Maskman's car is under the table.
6 Maskman's car is in the bag.

AB23.

Ending the lesson

- Ask pupils which chant/song/game they'd like to do again from the unit. Do it together to end the lesson.

Digital Classroom

- **Presentation Plus:** Unit 3
- **Digital Flashcards**
- **Audio 35–36**
- **Practice Extra**
- **Test** **Unit 3 Test**

Extra Resources

- **Teacher Resources:** Unit 3, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 3, *Extension worksheet 2*
- **T112 – Consolidation activity:** *Say and mime*

3

1 35 Watch the video.













2 36 Listen and say ‘yes’ or ‘no’.

Story: unit language in context

4 My family

1 37–38 **Listen and point. Listen and repeat.**



2 **Point and say.**

Who's this?

Grandmother!

Vocabulary presentation: family

Objectives

Pupils name and talk about members of a family.

Target language

- **Key language:** family: *brother, sister, father, mother, grandfather, grandmother*
- **Additional language:** *family, pop star, woman, man, happy, Who's the woman next to her grandfather?*
- **Revision:** prepositions, *he/she, my, his/her, Who's this? Where's the happy star? Here it is!*

Materials

- **Flashcards:** 1–5, 45–46 (family)

Warmer

- Stick the family flashcards 1–5 on the board. Point and elicit, e.g. *She's Stella*. Focus on the correct use of *He/She*.
- Turn one flashcard to face the board. Elicit the names again, including the one the pupils can't see. Repeat, each time turning one more flashcard until all are facing the board. Pupils repeat from memory. Turn over each one again to check. Repeat.

Presentation

PB24. ACTIVITY 1

Listen and point. Listen and repeat.

- Say *Open your Pupil's Books at page 24, please*. Show the page on the whiteboard and point to the picture. Ask *Where's the happy star?* Smile as you say *happy*. Ask volunteers to come to the whiteboard, point and say *Here it is!* (on a trophy on the top shelf).
- Point to Suzy and say *She's …* Pupils say *Suzy*. Point to the album and say *This is her family*.
- Say *Look and point*. Play the Audio. Pupils listen and point to the family members. Ask *Where's Monty?* (*On the table.*)

37

Suzy: This is my family. That's my father, Mr Star. He's a pop star. Now, this is a nice picture of my mother. She's on a white chair. Who's that woman in the car? That's my grandmother. My grandfather is next to my grandmother. He's funny. There's my brother, Simon. He's on a black bike. And that's my sister, Stella. She's seven. Oh! And who's that girl next to the table, Monty? That's me. And, oh, where are you? There you are, on the table.

- Say *Listen and repeat*. Play the Audio. Pupils point to the pictures and repeat. Chorus the words softly, loudly and so on. Pupils continue in pairs, taking turns to point and say.

38

Grandfather, grandmother, father, mother, brother, sister

- Hold up each flashcard, elicit who it is and place it on the board. Make a family tree. When the tree is complete, point to Mrs Star and say *Who's this?* Point to Suzy and back to Mrs Star and say *She's her …* Wait for pupils to say *mother*. Say *Point to Suzy's mother in your books*. Repeat.

Extra challenge Make a false sentence about Suzy's family, e.g. *Simon is her mother*. Pupils correct you by saying *No. Simon is her brother*. Repeat with other family members.

- If time, use Consolidation activity 1 (T112): *True or false game*.

PB24. ACTIVITY 2

Point and say.

- Pupils work in pairs with one book between two. One of the pupils points to a person in the picture and asks *Who's this?* The other responds, e.g. *(Her) grandmother*. They swap and the other pupil asks a question.

Key: Who's this? (Her) grandfather / (grandmother) / father / mother / brother / sister.

Pairwork

- Introduce *woman* and *man*. Say *Look at the pictures in your books. Who's the woman next to her grandfather?* Pupils respond (*her grandmother*). Ask *Who's the man next to her mother?* Pupils respond (*her father*).
- In pairs, pupils take turns to ask the question *Who's this? / Who's (the woman) next to …?* and answer, using the picture.

AB24. Answer key, see page T105

Ending the lesson

- Put the Stella flashcard on the board. Secretly take one of the family flashcards. Ask *Who's this?* Pupils take turns to guess, saying, e.g. *Her (grandfather)*. Repeat.
- If time, use Consolidation activity 2 (T112): *Board slap*.

Digital Classroom

- **Presentation Plus:** Unit 4
- **Audio 37–38**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 4, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 4, *Reinforcement worksheet 1*
- **T112 – Consolidation activity 1:** *True or false game*
- **T112 – Consolidation activity 2:** *Board slap*

Objectives

Pupils practise naming and talking about people in a family.

Target language

- **Key language:** family
- **Additional language:** *woman, man*
- **Revision:** numbers 1–6, colours, prepositions, *Who's this/that? He's/She's my (brother/sister).*

Materials

- **Flashcards:** 1–5, 45–46 (family)

Warmer

- Place a family flashcard behind your back. Ask *Who's this?* Pupils take turns to guess, e.g. *It's Simon.* The pupil who guesses correctly takes the flashcard. Repeat. Pupils with flashcards come to the front and stand holding the flashcards in front of them. Review other language by asking, e.g. *Who's the woman next to Mr Star?* Pupils respond with the character's name.

PB25. ACTIVITY 1

Listen and say the number.

- Say *Open your Pupil's Books at page 25, please.* Show the page on the whiteboard and ask, e.g. *Who's in picture 1?* Pupils respond. Say *Listen and say the number.* Play the Audio. Pause at each // mark. Pupils put up their hands. Elicit the number from the class and check on the whiteboard.
- If time, use Consolidation activity 1 (T112): *Team game.*

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

39

Man: Who's that woman, Stella?
Stella: That's my mother, Mrs Star. //

Stella: My sister Suzy's three. //

Man: Is that your father next to Simon?
Stella: No. He's my grandfather. //

Man: Where's your grandmother?
Stella: She's here, next to my sister, Suzy. //

Stella: This is my brother, Simon. He's six. //

Man: Who's that man?
Stella: My father. //

Man: How old is he?
Stella: Ooohh! I don't know.

PB25. ACTIVITY 2

Look, listen and say.

- Say *Listen and say.* Put pupils into pairs. Play the example. Pause to allow pupils to whisper the answer to each other. Elicit the answer from the whole class (*mother*). Play the answer. Repeat with the other sentences. Pupils whisper answers to each other. Play the Audio again and check.

Extra support Pupils whisper the answers as a class. Pause at the end of each sentence for pupils to repeat.

- If time, use Consolidation activity 2 (T113): *Family chant.*

Key: **4** mother, **6** grandfather, **1** sister, **3** father, **2** grandmother, **5** brother

40

Look at number 4. **Stella:** She's my … mother.
Look at number 6. **Stella:** He's my … grandfather.
Look at number 1. **Stella:** She's my … sister.
Look at number 3. **Stella:** He's my … father.
Look at number 2. **Stella:** She's my … grandmother.
Look at number 5. **Stella:** He's my … brother.

AB25. Answer key, see page T105

Ending the lesson

- Put the family flashcards around the room. Place Stella on the board. Point and say *This is Stella.* Point and say *This is her family.* Say, e.g. *Point to her mother. Point to her grandfather.* Give instructions quickly, one after another.

Digital Classroom

- **Presentation Plus:** Unit 4
- **Audio 39–40**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 4, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 4, *Reinforcement worksheet 2*
- **T112 – Consolidation activity 1:** *Team game*
- **T113 – Consolidation activity 2:** *Family chant*

1 39 Listen and say the number.



2 40 Look, listen and say.



26 **Language presentation 1:** adjectives *She's (young).*

Objectives

Pupils learn to describe people, using adjectives.

Target language

- **Key language:** adjectives: *beautiful, ugly, happy, sad, old, young, family, He's/She's (young).*
- **Additional language:** *face, different, You're/We're (happy).*
- **Revision:** colours, numbers 1–6

Materials

- **Flashcards:** 1–5, 45–46 (family)
- **Teacher Resources:** Photocopiable 4 copied onto thin card (one for each pair of pupils and one set made up for demonstration), a coin for each pair

Warmer

- Make six groups. Each group stands together and holds one of the family flashcards in front of them. Stick the Suzy flashcard on the board. Do or teach the family chant from Consolidation activity 2 (T113) from the previous lesson, with groups singing their own two lines. Change roles and repeat.
- If time, use Consolidation activity (T113): *Who's missing?*

Presentation

- Pre-teach the adjectives *old, young, ugly, beautiful, happy, sad,* using mime:
  young = cradling a baby
  old = an elderly person walking with a stick
  happy = smiling widely
  sad = crying and rubbing eyes
  ugly = pulling an ugly face
  beautiful = looking in an imaginary mirror
- Mime each adjective as you say it. Pupils copy and repeat. A pupil comes to the front. Whisper an adjective, e.g. *old.* The pupil mimes and the others say the word.

Extra challenge Pupils do the same in pairs.

PB26. ACTIVITY 1

Listen and point. Listen and do the actions.

- Say *Open your Pupil's Books at page 26, please.* Show the page on the whiteboard, point to each of the characters and ask *Who's this?* Elicit who they can see. Play the **Audio**. Pupils listen and point to each person in the picture.
- Play the **Audio** again. Pause for pupils to point and check with their partner. Point to the person on the whiteboard and elicit *He's/She's* and the adjective, e.g. *She's beautiful.*
- Watch the **Video** and answer the questions in the video.

41

> **Stella:** Look at my family. That's my mother. She's beautiful. My sister's young – she's three. Oh, dear! Look at that bag. My father's sad. Today my brother's ugly. My grandfather's old. He's next to my sister. My grandmother's happy.

- Play the **Audio**. Pupils listen and mime the actions they learnt previously.

42

> Old, young, ugly, beautiful, happy, sad, young, ugly, sad, old, beautiful, happy

---

PB26. ACTIVITY 2

Play and say.

- Pupils work in pairs. One pupil mimes one of the adjectives and the other guesses and says the adjective, e.g. *You're happy!* The first pupil says *Yes!* or *No!*
- Pupils stand up and mingle, miming an adjective of their choice. When you clap your hands, they find a partner and play and say as above.
- Have pupils form groups with others who mimed the same adjective. On the count of three they shout out *We're (young)!*
- Use Photocopiable 4 from the Teacher Resources.

AB26. Answer key, see page T105

Ending the lesson

- Draw six circles on the board from top to bottom. Pupils copy them into their notebooks (or onto paper). Number them from 1 to 6. Say, e.g. *1 Draw a happy face.* Pupils draw a happy face in the circle. Repeat for the other adjectives. Pupils check in pairs. Check with the class. Complete the faces on the board.

Digital Classroom

- **Presentation Plus:** Unit 4
- **Audio 41–42**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 4, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 4, *Extension worksheet 1*
- **T113 – Consolidation activity:** *Who's missing?*

Objectives

Pupils describe people in a family, using adjectives, and sing a song.

Target language

- **Key language:** family, adjectives, *He's/She's my (brother/sister)*, *She's/He's (happy)*.
- **Additional language:** *mum*, *dad*, *not*, *We are family.*

Materials

- 12 paper circles for each pair of pupils

Warmer

- Review the adjectives using the game from Pupil's Book Activity 2 in the previous lesson.
- If time, use Consolidation activity (T113): *Team mimes*.

Song

PB27. ACTIVITY 1

Listen and sing. Do karaoke.

- Say *Open your Pupil's Books at page 27, please.* Show the page on the whiteboard and ask *Who can you see? What are they doing?* Confirm it's the Star family singing.
- Point to the pictogram verse and read it aloud with pupils, pausing for them to guess and say the words.
- Say *Listen and point to the people you hear.* Play the Song.
- Play the Song again in sections (see //). Pause after each section for pupils to repeat. Then play it again, this time for pupils to join in. Practise the Song two or three times.
- Pupils stand up. Review the actions for the adjectives and teach the new actions: left arm up = *dad/father*, right arm up = *mum/mother*, left arm to the side = *brother*, right arm to the side = *sister*, hug self = *family*, and jump = *me*.
- Make three groups (Suzy, Stella and Simon). Everyone sings the first part. Then each group sings their part and mimes. Change group roles and repeat.

Extra support Pupils do the mimes but don't sing.

43 ▶

All three children: Young or old, happy or sad.
Brother and sisters, Mum and Dad. //

Suzy: We are family.
My brother, my sister. My brother,
My sister, and me. //

Stella: He's my father, she's my mother, //
She's my sister, and he's my brother. //

Suzy: We are family.
My brother, my sister. My brother,
My sister, and me. //

Simon: She's my mum, he's my dad. //
Beautiful, not ugly, happy, not sad. //

Suzy: We are family.
My brother, my sister. My brother,
My sister, and … //
We are family.
My brother, my sister. My brother,
My sister, and me. //

- Say *Do karaoke*. Pupils listen to the karaoke version and stand up and sing the Song as a class.

44 ▶

Karaoke version of the song

PB27. ACTIVITY 2

Listen and say the chant.

- Hit your desk gently with your hand three times and as you do so say *1, 2, 3.* Gesture for pupils to copy and repeat. Hit your desk three times and then say *Happy!* and make a very happy face. Gesture for pupils to copy, but this time make a sad face. Elicit the response *Sad!*
- Say *Listen to the chant.* Play the Audio. Pupils listen only.
- Play the Audio again. Join in with the teacher's parts (T). Pause for pupils to repeat the children's parts (Ch).
- Play the whole chant again for pupils to join in.
- Divide the class in two and practise the chant in parts.

45

T: 1, 2, 3 … brother
Ch: 1, 2, 3 … sister
(**T** = beautiful, **Ch** = ugly, **T** = old, **Ch** = young, **T** = happy, **Ch** = sad, **T** = mother, **Ch** = father)

AB27. Answer key, see page T105

Ending the lesson

- Hand out 12 cut-out paper circles to pairs of pupils. Each pupil draws an old, young, ugly, beautiful, happy, sad face.
- Make groups of four. Pupils put the faces face down on the desks and take turns to turn over two faces and say what they are, e.g. *She's ugly. He's old.* If the adjectives match, they take the pair. If not, they turn them face down again. The pupil with the most pairs wins.
- If time, use Starters Exam folder: Reading and Writing Part 3 (PB101).

Digital Classroom

- **Presentation Plus:** Unit 4
- **Audio 43–45**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **PB94 and AB94 – Grammar reference 4**
- **Teacher Resources:** Unit 4, *Song worksheet*
- **T113 – Consolidation activity:** *Team mimes*
- **PB101 – Pre A1 Starters Exam folder:** Reading and Writing Part 3

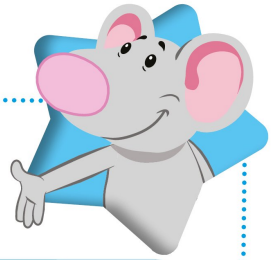
1 43–44 Listen and sing. Do karaoke.



2 45 Listen and say the chant.

Language practice 1: adjectives *She's / He's (happy).*

Monty's sounds and spelling



1 46 **Watch and say.**



A sad cat on a mat. A happy cat in a black hat.

2 **Play and say.**

He's happy. He's next to a hat.



Objectives

Pupils recognise and practise the sound /æ/ and practise writing the letter *a*.

Target language

- **Key language:** the sound /æ/ (*sad*, *cat*, *mat*, *happy*, *black*, *hat*), family, adjectives
- **Revision:** toys, *toy box*, *table*, prepositions

Materials

- Mini whiteboards (or pieces of paper), one for each pair

Warmer

- If time, use Consolidation activity 1 (T113): *Body shapes*.
- Mime and say *sad*, *happy*, *old*, *young*. Say *sad*. Pupils stand up and mime being sad. Clap and shout *happy*. Pupils mime being happy. Repeat with the other adjectives.

Presentation

PB28. ACTIVITY 1

Watch and say.

- Tell pupils they will watch two cats in a ▶ Video. Draw the two cats on the board, one sad and one happy. Point to the sad cat and ask *Where's the sad cat?* Point to the happy cat and ask *What's on the happy cat?* Allow any guesses and tell pupils they will find out when they watch the ▶ Video.
- Watch the ▶ Video and elicit the answers (*on a mat*, *a black hat*). Drill the /æ/ sound.
- Watch the ▶ Video again, encouraging pupils to repeat the sound and sentences after the pauses.

46 ▶

Monty: A sad cat on a mat. A happy cat in a black hat.
What can you see? Say it with me!
Monty & voice: A sad cat on a mat. A happy cat in a black hat.
Voice: /æ/ /æ/
Where's the /æ/?
That's right! /æ/
A black cat in a hat!
A sad cat on a mat.
The cat is happy!
/æ/ black /æ/ cat /æ/ hat /æ/ happy /æ/ sad
Monty: A sad cat on a mat. A happy cat in a black hat.
What can you see? Say it with me!
Monty & voice: A sad cat on a mat. A happy cat in a black hat.
Monty: One more time – you sound fine!
Monty & voice: A sad cat on a mat. A happy cat in a black hat.

- Say *Open your Pupil's Books at page 28, please*. Show Activity 1 on the whiteboard. Point to the words with the /ae/ sound and elicit and drill them in chorus. Pupils say the full sentences.
- Say *Tell me the words with the sound /æ/ in the video*. Elicit *cat*, *hat*, *mat*, *happy*, *sad*, *black* and write them on the board. Pupils mime each word (e.g. for *black* they close their eyes tight, for *mat* they lay their hand flat).
- Give pupils mini whiteboards (or pieces of paper) in pairs. Mime a word. Pupils write it and show it to the class. Repeat.
- Pupils work in pairs to mime and write.

Extra support Write the words on the board for pupils to mime and say.

PB28. ACTIVITY 2

Play and say.

- Show Activity 2 on the whiteboard and elicit the family and toy words.
- Say *He's happy. He's next to a hat*. Pupils say *Grandfather!*
- Invite a more confident pupil to make a sentence. The other pupils look and say who it is. Repeat until pupils have described all the people in the picture.
- Pupils work in pairs or small groups to describe and to say who it is.

Key: Example answers:

She's sad. She's next to a hat.	Grandmother!
He's sad. He's next to grandmother.	Father!
She's happy. She's next to a bike.	Mother!
She's happy. She's on a mat.	Sister!
He's sad. He's on a mat.	Brother!
It's happy. It's under a table.	Cat!
It's happy. It's in a toy box.	Doll!
It's sad. It's on father.	Teddy!

Write it with me!

- Pupils complete the word with the letter a and say *hat*.
- If time, use Consolidation activity 2 (T113): *Word cards*.

AB28. Answer key, see page T105

Ending the lesson

- Pupils work in two groups. Group 1 says and mimes *A sad cat on a mat*. Group 2 says and mimes *A happy cat in a black hat*. They form two lines and walk around the room or to the door saying and miming the sentences. Then switch and repeat.

Digital Classroom

- **Presentation Plus:** Unit 4
- **Audio 46**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 4, Downloadable Activity Book Audio Script
- **T113 – Consolidation activity 1:** *Body shapes*
- **T113 – Consolidation activity 2:** *Word cards*

Objectives

Pupils watch and listen to a story and review language from the unit.

Target language

- **Key language:** language from the unit
- **Additional language:** *mouse*

Materials

- **Flashcards:** 6–8 (characters)

Warmer

- Display the flashcards of Monty, Maskman and Marie. Elicit the names. Do a quick survey to find out what pupils think about the toys. Ask, e.g. *Is Monty young/old? Is Marie beautiful/ugly? Is Maskman happy/sad?* Pupils put their hands up each time. Elicit the results, e.g. *Marie is beautiful.*
- If time, use Consolidation activity 1 (T113): *Board game*.

Story

PB29. ACTIVITY 1

Watch the video.

- Say *Open your Pupil's Books at page 29, please.* Show the story on the whiteboard. Say *Look at the pictures.* Point to the characters and ask these questions about them, e.g. *Who's this?* Tell pupils they are going to watch a ▶ Video of the story. Set the pre-watching question *Who are Ben and Babs?*

Extra support Use the pictures to guide pupils to predict the story.

- Watch the ▶ Video with the class. Give pupils the option of watching it twice if they need to. Elicit the answer (*Marie's mother and father*). Check understanding of *mum* and *dad.*
- Focus on page 29 again. Play the 🔊 Audio. Pupils listen and follow the story in their books.
- Check comprehension by pointing to each picture on the whiteboard and asking, e.g. *Who's this?* (*Maskman.*) *Who's this?* (*Maskgirl.*) *Is it his brother?* (*His sister.*) *Is she old?* (*Young.*) *Is Marie Monty's sister?* (*No.*) Do the same for Babs and Ben and for Marvin and Maxi Mouse.

🔊 47 ▶

Toys in the toy box, come alive.
Walk and talk, on the count of five.
One, two, three, four, five.

1 **Monty:** Hello, Marie. Look at this!
Marie: Ooh … what is it?
Maskman: It's a picture of my family.

2 **Marie:** Who's this?
Maskman: She's my sister, Maskgirl, and that's my young brother. He's Maskboy.
Monty: Maskgirl and Maskboy. Wow!

3 **Monty:** Here's your family, Marie. Wow! She's happy! Is she your mother?
Marie: Yes, she is. She's my mum, Babs. And this is my dad, Ben.
Maskman: Aah, Ben's your father. Hmmm.

4 **Monty:** Where's my family? Are you my brother, Maskman? Are you my sister, Marie?
Maskman: No, I'm not, Monty.
Marie: No, I'm not, Monty.

5 **Marie:** Look, Monty. Here's your family. It's the mouse family.
Maskman: Are you happy now, Monty?
Monty: Yes, I am.

6 **Monty:** Ooh! Look, my mum and dad. Marvin Mouse and Maxi Mouse.

PB29. ACTIVITY 2

Listen and say the number.

- Say *Now listen and say the number.* Play the 🔊 Audio. Pause after each section to give pupils time to think and to check with each other before asking for the answer from the class.

Extra challenge Invite more confident pupils to act out the story for the class in groups of three.

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

🔊 48

Story as above, but in the order of the key

AB29.

Ending the lesson

- Ask pupils which chant/song they like from the unit. Chant/Sing it together to end the unit.
- If time, use Consolidation activity 2 (T113): *Disappearing flashcards.*

Digital Classroom

- **Presentation Plus:** Unit 4
- **Audio 47–48**
- **Test** Unit 4 Test
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 4, *Extension worksheet 2*
- **T113 – Consolidation activity 1:** *Board game*
- **T113 – Consolidation activity 2:** *Disappearing flashcards*

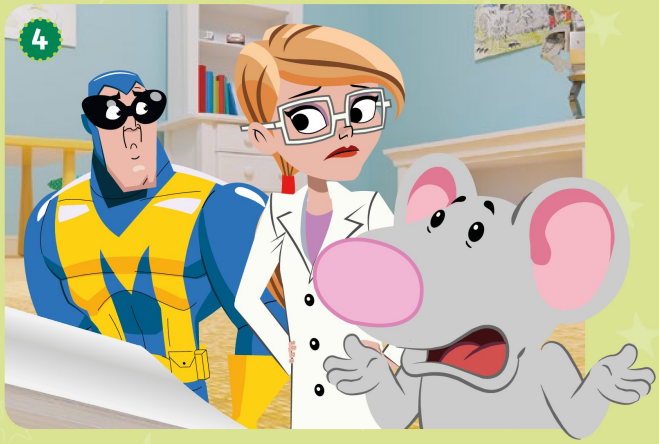
4

1 47 Watch the video.

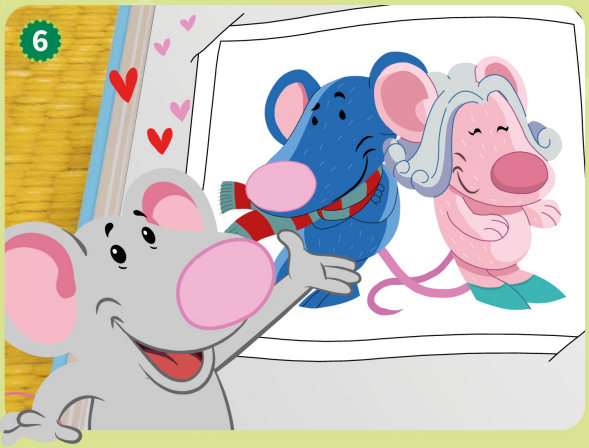












2 48 Listen and say the number.

Story: unit language in context

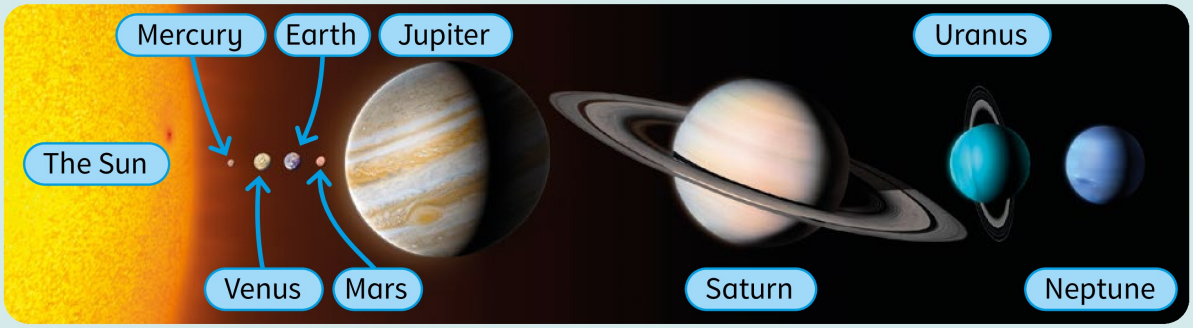
Marie's science

Which planets are near Earth?

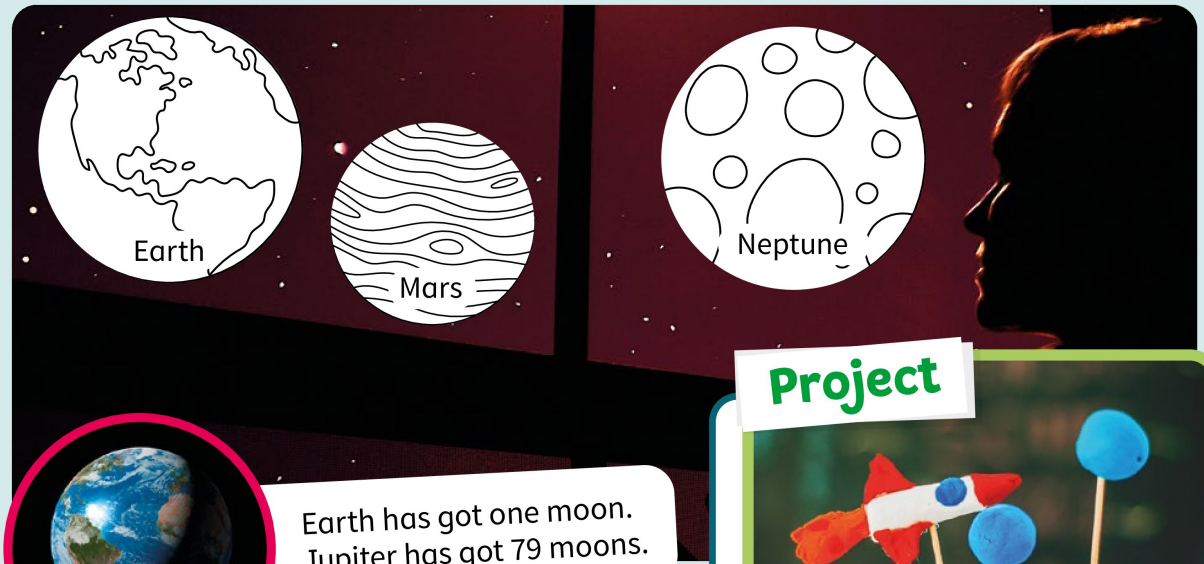


1 **Watch and answer.**

2 49 **Listen, point and say.**



3 **Colour and say.**



Fact

Earth has got one moon.
Jupiter has got 79 moons.

Project

Make a planet.

Science: planets and Earth | collaboration

Objectives

Pupils learn the names of the planets in English and some facts about them.

Target language

- **Key language:** *planet, the Sun, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune*
- **Additional language:** *moon, live, big, small, hot, cold, home, ring, has got, Which …?*
- **Revision:** colours, *next to*

Materials

- Pictures of the Sun, Earth and the Moon
- Coloured pencils or crayons
- Sets of Sun and planet names on cards (one set for each group of nine)

Warmer

- Show pictures of the Sun, Earth and the Moon. Choose a pupil and say *You are the Sun.* Choose another pupil and say *You are planet Earth.* The Earth pupil moves around the Sun pupil. Now ask another pupil to be the Moon. The Moon pupil moves around the Earth pupil.
- Pupils work in groups of three as Sun, Earth and Moon. They stand up and act out the roles. Clap your hands. Pupils get into a new group of Sun, Earth and Moon and act out the roles. Repeat.

Presentation

PB30. ACTIVITY 1

Watch and answer.

- Say *Open your Pupil's Books at page 30, please.* Show page 30 on the whiteboard. Say *Marie is doing science today.* Point to the picture of the solar system and say *It's about the planets.*
- Read the question at the top *Which planets are near Earth?* Elicit ideas. Tell pupils to watch the ▶ Video to find out how to say the names of the planets in English.
- Watch the ▶ Video for pupils to check/confirm their answers to the question.
- The Video Script and Answer Key can be downloaded from Teacher Resources.

PB30. ACTIVITY 2

Listen, point and say.

- Ask *Where do we live?* and elicit *Earth.* Point to the Sun and ask *Is the Sun a planet?* Pupils should answer *No.* Explain that there are eight planets in our solar system, and count them.
- Play the Audio. Pupils listen and point to the planets as they hear their names. Play the Audio again. Pupils say the names of planets as they listen.
- Ask, e.g. *What's planet number (2)?* (*Venus.*) Repeat for the other planets.

Extra challenge Pupils close their books and say the planets in order from nearest to furthest from the Sun.

Audio 49

The Sun is a hot yellow ball,
Mercury is very small.
Venus is planet number two,
Earth is home to me and you.
Planet number four is Mars,
High up with the stars.
Big Jupiter is the king,
Saturn has a beautiful ring,
On Uranus it's very cold,
Neptune, the last, is blue and old.

PB30. ACTIVITY 3

Colour and say.

- Ask pupils what colour Neptune is (*blue*). Then ask if they know what colour Mars (*red*) and Earth (*blue and green*) are.
- Pupils work individually to colour the planets in the correct colours.
- Pupils work in pairs to ask and answer about the planets. Pupil A says, e.g. *Earth* and Pupil B responds with, *Earth is green and blue.*
- If time, use Extension activity (T113): *Earth collage.*

Key: Earth is green and blue. Mars is red. Neptune is blue.

FACT

- Read the fun fact. Point to the moon next to Earth in the picture and teach pupils how to say *79* in English.

PROJECT Make a planet.

- Teaching notes for the Project can be downloaded from Teacher Resources: CLIL Project notes.

AB30. Answer key, see page T105

Ending the lesson

- Put pupils into groups of nine and give a set of cards to each group. Pupils take one card each. They stand up and get in order from the Sun to Neptune. Pupils can change cards and repeat.

Digital Classroom

- **Presentation Plus:** Unit 4
- **Audio 49**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **T113 – Extension activity:** *Earth collage*

Objectives

Pupils talk about being kind and practise making an offer, an apology and a compliment.

Target language

- **Key language:** *I don't understand, I can help you, Here you are, Thanks, I'm sorry, That's OK, Well done!*
- **Additional language:** *be kind, Let's tidy up!*
- **Revision:** *I'm fine, thank you, I'm OK, thank you, I'm not very well.*

Materials

- Pieces of paper with one of the following phrases on: *I don't understand. I can help you. I'm sorry. That's OK. Here you are. Thanks. Well done! Thanks.* There should be enough for each pupil to have one – and for them to be able to find a partner with a corresponding phrase.

Warmer

- Draw three faces on the board (happy, neutral and sad) and use them to review the dialogues from the last Values lesson (T17). Elicit the answer for the happy face (*I'm fine, thank you*), the neutral face (*I'm OK, thank you*) and the sad face (*I'm not very well*). Ask a pupil *How are you?* and point to one of the faces on the board. Elicit the appropriate response. Repeat with other pupils. Pupils stand up, mingle and ask and answer with their friends.

Presentation

PB31. ACTIVITY 1

Listen and write the number.

- Say *Open your Pupil's Books at page 31, please.* Show the page on the whiteboard. Point to each picture and elicit what they can see, e.g. *a boy, a girl, a pencil, a book*. Remind pupils of the meaning of *values* and ask them to identify the values they see in the pictures. Say *Listen and point to the photos.* Play the Audio. Pupils listen to the children speaking and point to the photo that they think matches the Audio. Then play the Audio again and have pupils write the number. Pupils check answers in pairs and then as a class. Does everyone agree?
- Talk to the class about the values in the Audio: it's kind to help people; it's kind to say *I'm sorry* when you hurt someone; it's kind to share things to help people; it's good to compliment other people for their work; it's good to say *Thank you*. Use English as much as possible.

Key: 3, 2, 4, 1

50

1 Here you are.
Thanks.
2 I'm sorry.
That's OK.
3 Well done!
Thanks.
4 I don't understand.
I can help you.
Thanks.

PB31. ACTIVITY 2

Listen again and act it out.

- Say *Listen and act it out.* Play the Audio. Pause after each picture. Give pupils time to repeat and act out the scenes.
- Say *Act out picture 1.* Two pupils come to the front. Let each pupil choose a character. Play the Audio and they act out the scene in the picture and say the words. Repeat with the other pictures and different pupils each time.

Extra support Invite two less confident pupils to act out the scene in one of the pictures. The rest of the class say the corresponding words. Repeat with the scenes in other pictures and different pupils.

- If time, use Consolidation activity (T113): *Situations mimes.*

51

1 I don't understand. I can help you. Thanks.
2 I'm sorry. That's OK.
3 Here you are. Thanks.
4 Well done! Thanks.

AB31. Answer key, see page T105

Ending the lesson

- Give each pupil a piece of paper with a phrase on from the lesson. Pupils move around the classroom, reading their phrase aloud, until they find another pupil with a phrase to make a conversation, e.g. *Here you are. Thanks.* When they have found a partner, they practise their dialogue together.

Digital Classroom

- **Presentation Plus:** Unit 4
- **Audio 50–51**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **T113 – Consolidation activity:** *Situations mimes*

Trevor's values

Be kind



1 50 **Listen and write the number.**









2 51 **Listen again and act it out.**

Language: *Here you are. Thanks. I'm sorry. That's OK.* | emotional development

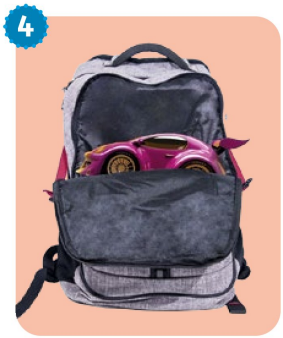
Review Units 1, 2, 3 and 4

1 52 Listen and say the number.

1 

2 

3 

4 

5 

6 

7 

8 

9 

10 

2 Say and guess.

It's pink. It's in a bag.

Number four.

Objectives

Pupils review language from Units 1–4.

Target language

- **Key language:** language from Units 1–4

Materials

- Flashcards from Units 1–4

Warmer

- Select any 12 flashcards from Units 1–4. Hand them out to different pupils in the classroom. Point to a flashcard in turn. The other pupils say what it is. The pupil comes to the front, holds up the flashcard, says what it is again and hands it to you.
- If time, use Consolidation activity 1 (T113): *Sing a song or do a chant.*

PB32. ACTIVITY 1

Listen and say the number.

- Say *Open your Pupil's Books at page 32, please.* Give pupils time to look at the pictures and to think about what they can see in each one. Play the first item as an example. Pupils check in pairs then say the number (*6*). Play the rest of the Audio. Pupils listen, point and whisper the number to their partner each time. Show the page on the whiteboard and play the Audio again. Pause after each number and elicit the answer.

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

52

My brother's eight.
The car's in the bag.
My sister's sad.
My doll's on the chair.
The ball's under the table.
My father's on the bike.
My grandfather's next to the train.
Four brown drums.
Two black erasers.
My grandmother's happy.

PB32. ACTIVITY 2

Say and guess.

- Point to the pictures in Activity 1 on the whiteboard and say *Listen. Which picture? It's pink. It's in a bag.* Pupils respond by saying *Number 4* and holding up four fingers.
- Pupils work in pairs to say and guess in the same way. They make different sentences about the pictures if they can, or use the ones from the listening in Activity 1.

Extra challenge Pupils make full sentences about the pictures, e.g. *The pink car is in the grey bag.* Monitor and make sure they are making complete sentences.

AB32. Answer key, see page T105

Ending the lesson

- Make two teams. Pupils close their books. In turn, team members say a sentence about the pictures in Activity 1. Award points for correct sentences. The team with the most points wins.
- If time, use Consolidation activity 2 (T113): *Play a game.*

Digital Classroom

- **Presentation Plus:** Unit 4
- **Audio 52**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 4, Downloadable Activity Book Audio Script
- **T113 – Consolidation activity 1:** *Sing a song or do a chant*
- **T113 – Consolidation activity 2:** *Play a game*

Objectives

Pupils review language from Units 1–4.

Target language

- **Key language:** language from Units 1–4

Materials

- **Flashcards:** 1–5, 45–46 (family)
- **Teacher Resources:** Photocopiable 4a Spinner template – one copy for each pupil, coloured pencils or crayons, thin card, scissors, glue, pencil, one made up for demonstration

Warmer

- Put the family flashcards face down on the desk and ask a pupil to pick three. Hold up the three for everyone to see. Stick them face down on the board. Slowly mix them up. Pupils have to try to follow where they are. Stop and take votes on who is where. Turn cards over to check. Repeat.

PB33. ACTIVITY 3

Listen and colour. Make a spinner.

- Show pupils your spinner and demonstrate how it works. Say *It's a spinner. Let's make one together. Look.* Hand out the photocopies to pupils. They colour their spinners.
- Make sure pupils all have coloured pencils or crayons that include yellow, red, green, orange, purple and blue. Say *Listen. Make a dot for each colour.* Gesture that you want pupils just to make a dot on each numbered section of the spinner with the correct colour. Play the Audio. Pupils make dots. They open their books at page 33 to check the colours. Give them time to colour in the spinner.
- Hand out the scissors and glue. Pupils stick their spinners on thin card and then cut them out. (Alternatively, you can make photocopies directly onto thin card.) Say *Look.* Demonstrate the next step of the activity. Make a hole in the centre of the spinner and push a sharp pencil through the hole. Go round the class and make the hole in the spinners for pupils. They push the pencil through themselves.
- Pupils play with their spinners. In pairs, they take turns to spin their spinners and say the number and colour.

Extra challenge Pupils turn to page 29 in their Pupil's Books. They spin their spinners, point to the story picture with the same number and make a sentence about it.

53

Colour number 1 yellow.
Colour number 2 red.
Colour number 3 green.
Colour number 4 orange.
Colour number 5 purple.
Colour number 6 blue.

PB33. ACTIVITY 4

Play the game.

- Show Activity 4 on the whiteboard. Call out the numbers and pupils say the family words. Invite a more confident pupil to spin their spinner. He/She says the number it lands on and the corresponding character on the game board, e.g. *Five, grandfather / Grandpa Star.*
- Say *Now you play the game.* Pupils work in pairs, using the game boards in their books. If you do not wish them to write in their Pupil's Books, they can write numbers 1 to 6 in their notebooks and tick a number each time they spin it and correctly name the character. The first person to tick them all is the winner. Repeat.
- Pupils keep their spinners for a later class.
- If time, use Consolidation activity 1 (T113): *Adjective chant.*

AB33.

Ending the lesson

- Pupils work in threes. They need one Activity Book between three. They use a book (or paper) to cover the words in the picture dictionary at the end of Unit 1. They take turns to say what each picture is. They look and check. They then do the same for Units 2–4.
- Talk about the units with pupils, using L1 if necessary. Ask them which lessons, topics and/or activities are their favourites.
- If time, use Consolidation activity 2 (T113): *Object puzzle.*

Digital Classroom

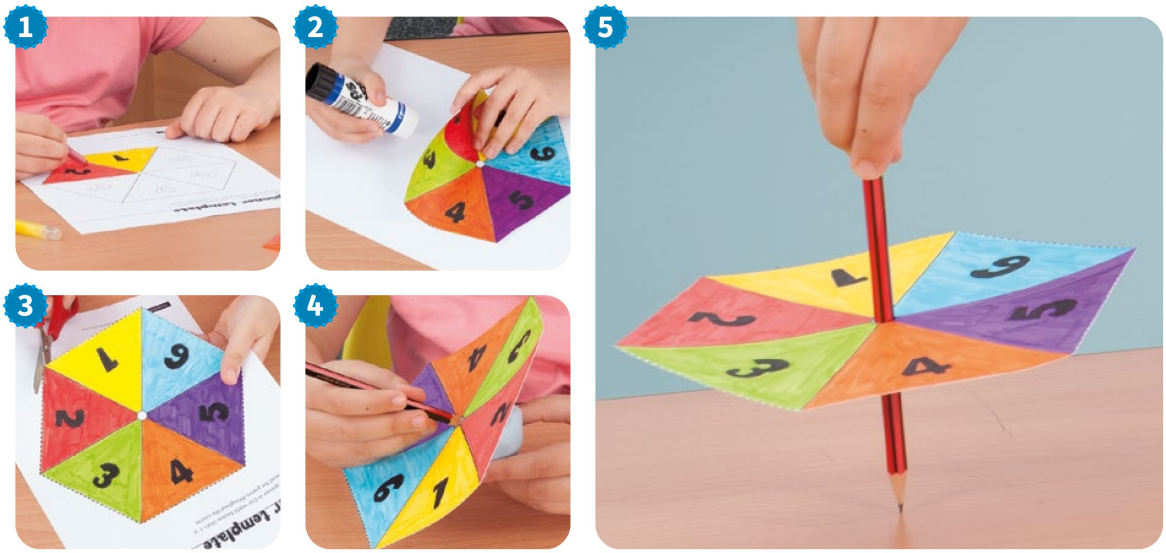
- **Presentation Plus:** Unit 4
- **Digital Flashcards**
- **Audio 53**
- **Practice Extra**

Test **End of Term 1 Test**

Extra Resources

- **Teacher Resources:** Unit 4, Downloadable Activity Book Teaching Notes
- **T113 – Consolidation activity 1:** *Adjective chant*
- **T113 – Consolidation activity 2:** *Object puzzle*

3 53 Listen and colour. Make a spinner.

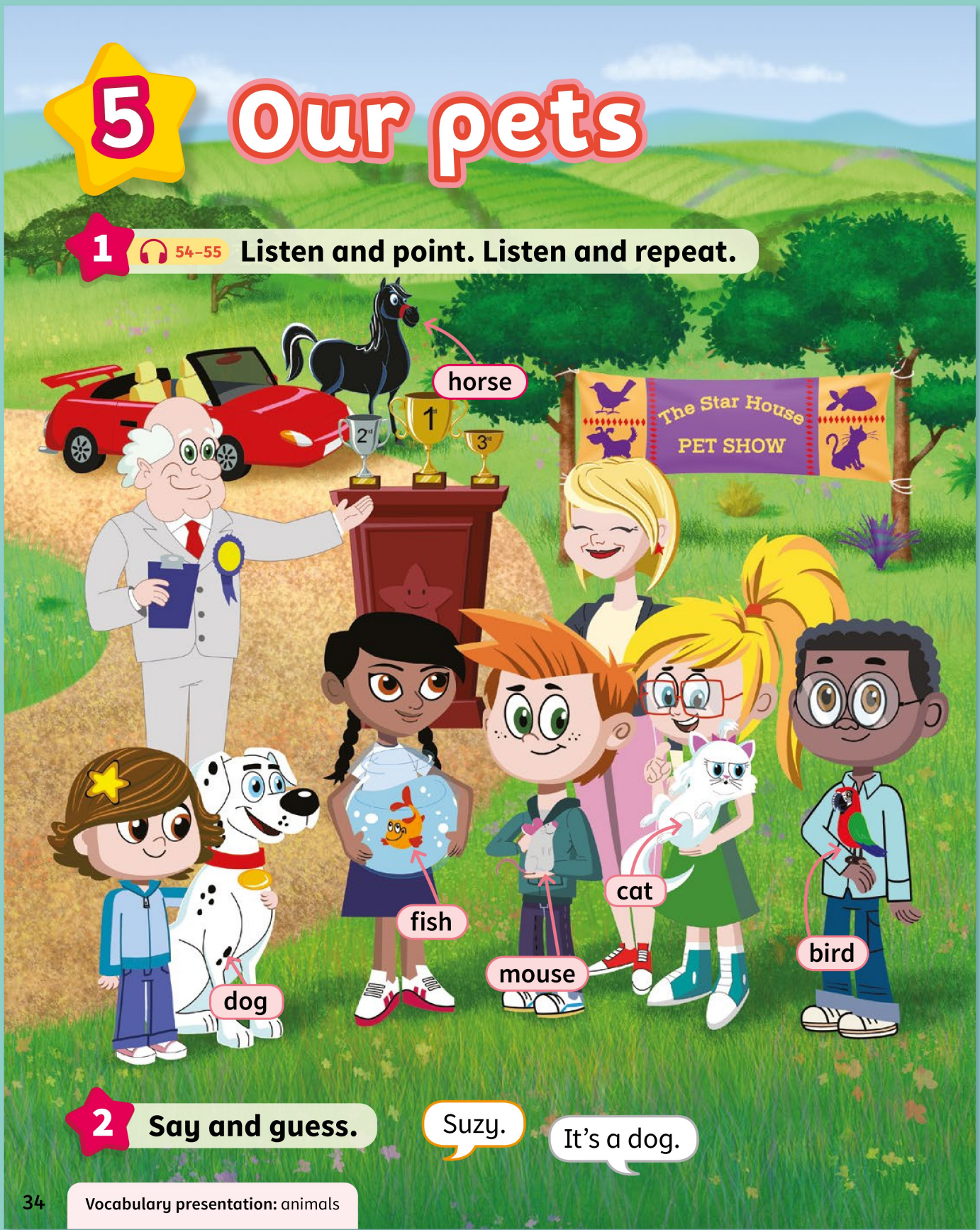


4 Play the game.



5 Our pets

1 54–55 **Listen and point. Listen and repeat.**



2 **Say and guess.**

Suzy.

It's a dog.

34

Vocabulary presentation: animals

Objectives

Pupils name and talk about different pets.

Target language

- **Key language:** animals: *bird, cat, dog, fish, horse, mouse*
- **Additional language:** *pet, pet show, our,* possessive *'s*
- **Revision:** colours, adjectives, star, *What colour's …? It's a … Is it a (horse)? Where's …? Here it is!*

Materials

- **Flashcards:** 20–26, 41–44 (colours); 47–52 (animals)

Warmer

- Display the colours flashcards. Say, e.g. *Where's grey?* Pupils point and say *Here it is!* Repeat for other colours.

Presentation

- Teach or elicit the animals using the flashcards. Show each flashcard in turn and elicit or say the word. Pupils repeat. Put the flashcards in a group on the board. Make a circling motion with your hands. Say *They're our pets. A dog's a pet. A cat's a pet*, etc. Ask in L1 which animal is different. Pupils think and suggest answers, for example a horse because it lives outside, or a fish because it lives in water.

PB34. ACTIVITY 1

Listen and point. Listen and repeat.

- Say *Open your Pupil's Books at page 34, please.* Show the page on the whiteboard and ask *Where's the happy star?* Ask a volunteer to come to the whiteboard, point and say *Here it is!* (on the stand under the prizes).
- Say *Listen and point.* Play the **Audio**. Pupils point. Play the **Audio** again. Pause after each animal. Pupils point to the animal.
- Ask, e.g. *What colour's the cat? What's this?* (point to the dog).

54

Pet show judge: Hello, children. It's a lovely day for the pet show. Are they your pets?
Children: Yes.
Suzy: This is my pet. It's a black and white dog.
Meera: This is my favourite fish. It's orange. What's your favourite pet, Simon?
Simon: My mouse. It's grey.
Meera: Oh! That's, er, nice.
Stella: Look at my cat. It's white. What's your pet, Lenny?
Lenny: It's a beautiful bird. It's red, blue and green. Where's your pet, Mrs Star?
Mrs Star: It's there, next to my car. That's my black horse.

- Say *Listen and repeat.* Play the **Audio**. Pause after each animal so pupils can repeat.
- Make six groups. Hand each group an animal flashcard. Play the **Audio**. Groups stand up and repeat for their animal.

55

Horse, dog, fish, mouse, cat, bird

- Put the animal flashcards on one side of the board and write the names on the other so that they don't match. Point to, e.g. the horse. Look at the corresponding word and say, e.g. *It's a mouse. Who can help me?* A pupil comes and draws a line from the picture to the word *horse* and says *It's a horse.* Repeat.
- Hand the flashcards to six pupils. Point to the words in turn. Pupils chorus the name. The pupil with the right picture puts it next to the word.

PB34. ACTIVITY 2

Say and guess.

- Point to Suzy on the whiteboard and ask the question *What's Suzy's pet?* Pupils say *It's a dog.* Show pupils the example on the page: 'Suzy.' 'It's a dog.' Ask the question about the other characters. Put pupils in pairs. Pupil A looks at the book and names a character, e.g. *Simon.* Pupil B works with the book closed and tries to remember the correct pet. Pupils swap roles.

Extra support Both pupils work with their books open.

Key: Meera. A fish.
Simon. A mouse.
Stella. A cat.
Lenny. A bird.
Mrs Star. A horse.

AB34. Answer key, see page T105

Ending the lesson

- Hold the flashcards so pupils can't see. Look at one. Pupils ask questions to guess what it is, e.g. *Is it a horse?* Repeat.
- If time, use Consolidation activity (T113): *Board slap.*

Digital Classroom

- **Presentation Plus:** Unit 5
- **Audio 54–55**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 5, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 5, *Reinforcement worksheet 1*
- **T113 – Consolidation activity:** *Board slap*

Objectives

Pupils practise talking about pets.

Target language

- **Key language:** animals, plurals, *They're (black).*
- **Additional language:** *too, pet, pet show, What are they? They're (birds).*
- **Revision:** adjectives, colours, numbers, *my*

Materials

- **Flashcards:** 47–52 (animals)
- **Teacher Resources:** Photocopiable 5 copied onto thin card (one for each pair of pupils), cut into two before the lesson

Warmer

- Review the animals using the flashcards. Hide one behind paper and very slowly reveal the picture from one corner. Pupils guess. Repeat with the other flashcards. Ask questions, e.g. *Is the dog young? Is the horse beautiful?* to review the adjectives from Unit 4.
- If time, use Consolidation activity (T114): *Wordsnake*.

Presentation

- Hold up one finger. Say, e.g. *One dog*. Hold up two fingers. Say, e.g. *Two dogs*. Repeat for the other animals. Help pupils to notice the different plural sounds: /s/ cats, /z/ dogs, /ɪz/ *horses*. Make sure pupils notice that the plural of *fish* is *fish* and the plural of *mouse* is *mice*.

PB35. ACTIVITY 1

Listen and say the chant.

- Say *Open your Pupil's Books at page 35, please*. Show the page on the whiteboard and invite a more confident pupil to come to the front. Say, e.g. *Point to the horses*. The pupil points to the horses and counts aloud, e.g. *One horse, two horses*. Repeat with other pupils and animals. Play the Audio. Pupils listen and point to the animals in the picture in their books. Play the Audio again. Pause after each line. Pupils follow the words on the page with their fingers and repeat in chorus and then in groups.
- Make six groups. Each group is an animal. Each group stands up, says a line and sits down. Everyone stands up and says the last two lines. Repeat with the groups in different roles.

Extra challenge Put the animal flashcards on the board in the same order as in the chant. Point to them one by one to elicit the chant.

56

My horse is beautiful.
My dog is too.
My fish is ugly.
My bird is blue.
My cat is young,
And my mouse is grey.
Here are our pets,
On pet show day.

PB35. ACTIVITY 2

Listen and say 'yes' or 'no'.

- Pupils look at the pictures. Play the first item on the Audio as an example. Elicit the answer (*yes*). Play the rest of the Audio. Pupils point to the pet and whisper *yes* or *no* to their partner each time. Play the Audio again. Check answers with the class. Then ask, e.g. *What colour are the dogs? Are they young?*

Key: 1 yes, 2 no, 3 yes, 4 yes, 5 no, 6 no

57

Look at the dogs. They're old.
Look at the fish. They're ugly.
Look at the cats. They're young.
Look at the mice. They're white.
Look at the horses. They're brown.

- Use Photocopiable 5 from the Teacher Resources.

AB35. Answer key, see page T105

Ending the lesson

- Use this chant to count around the class and make five groups of animals.
- Give each group an animal flashcard. Teach the chant. Pupils repeat the chant for their animal, counting their group members as they chant. Remind them that the plural of *mouse* is *mice* and the plural of *fish* is *fish*. Repeat.
  One dog, two dogs, three dogs, four,
  Five dogs, six dogs, seven dogs, more …
  One cat, two cats, etc.

Digital Classroom

- **Presentation Plus:** Unit 5
- **Audio 56–57**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 5, *Reinforcement worksheet 2*
- **T114 – Consolidation activity:** *Wordsnake*

5

1 56 Listen and say the chant.



2 57 Listen and say 'yes' or 'no'.

Vocabulary practice: animals | **Language presentation:** adjectives *They're (black).*

1 58–59 Listen and point. Listen and repeat.



2 Ask and answer.

What's long and grey?

The pencil.

36

Language presentation: adjectives *It's (clean). They're (dirty).*

Objectives

Pupils describe different objects.

Target language

- **Key language:** adjectives: *big, small, clean, dirty, long, short*, animals, *It's/They're (clean).*
- **Additional language:** *Who are they? What are they? What's (long)?*
- **Revision:** school objects, colours, *toy box, beautiful, Is it a (dog)?*

Materials

- **Flashcards:** 47–52 (animals)
- Realia to teach *big, small, clean, dirty, long, short*
- Pictures of animals (all different colours and sizes)

Warmer

- Display the animal flashcards. Play the Please game. Say *Point to the horse.* Pupils don't point. Say *Point to the dog, please.* Pupils point to the dog. Continue, repeating animals and varying the use of *please.*
- If time, use Consolidation activity (T114): *0s and Xs.*

Presentation

- Elicit or present the new adjectives (*big, small, clean, dirty, long, short*) using realia and mime. Pupils repeat in chorus. Use thumbs up / thumbs down to check *clean/dirty.* Point to, e.g. the door and say, e.g. *Is it small?* Pupils chorus *No, it's big.* Repeat with other classroom objects.

PB36. ACTIVITY 1

Listen and point. Listen and repeat.

- Say *Open your Pupil's Books at page 36, please.* Show the page on the whiteboard and ask *What's in the picture?* Pupils point and say the words they know for the objects in the picture. Say *Listen and point.* Play the **Audio**. Pupils listen and point to the objects.
- Play the **Audio** again. Pupils join in with the rhyme at the beginning. They repeat and mime the adjectives.
- Check by pointing to objects in the picture and saying, e.g. *The chairs are clean* (Pupils: *No, the chairs are dirty*).
- Point to Marie and Maskman. Ask *Who are they? (They're Marie and Maskman.)* Point to, e.g. the chairs. Ask *What are they? (They're chairs.)* Point to, e.g. the pencils and say *Are they pens? (No. They're pencils.)*

Extra challenge Pupils work in pairs, taking turns to point to the pictures, friends and school objects and to ask and answer questions: *Who are they? What are they?*

- Watch the ▶ **Video** and answer the questions in the video.

58

Toys in the toy box, come alive.
Walk and talk, on the count of five.
One, two, three, four, five.

Marie: Oh, look at the table. It's dirty. The chairs are dirty, too.
Maskman: Yes, they are. But the toy box is clean.
Marie: And where are the pencils?
Monty: Here they are. They're on these pictures. Here's a picture of a big dog.
Marie: Aahh! The brown pencil's short.
Maskman: Yes, it is, but the grey pencil's long.
Monty: And this is a picture of a small mouse. It's beautiful.

- Say *Listen and repeat.* Play the **Audio**. Pupils repeat in chorus and in groups. Use mimes and realia to check understanding.
- Make pairs. Pupils take turns to point to one of the pictures and say the phrase.

59

A dirty table, a long pencil, a small mouse, a big dog, a short pencil, a clean toy box

---

PB36. ACTIVITY 2

Ask and answer.

- Do the example with the class. Elicit questions and answers from pairs across the class. Pupils work in pairs to ask and answer about the picture of the room.
- If time, use Extension activity (T114): *Spot the difference.*

Key: Example answers:
What's dirty? The table. What's clean? The toy box.
What's short and brown? The pencil.
What's big and brown? The dog.
What's small and grey? The mouse.

AB36. Answer key, see page T105

Ending the lesson

- Put pupils in teams. Display the animal pictures and number them. Choose an animal and make sentences to describe it, e.g. *It's a brown dog. It's big.* The first team to say the correct number gets a point.

Digital Classroom

- **Presentation Plus:** Unit 5
- **Audio 58–59**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 5, Downloadable Activity Book Audio Script
- **PB94 and AB95 – Grammar reference 5**
- **T114 – Consolidation activity:** *0s and Xs*
- **T114 – Extension activity:** *Spot the difference*

Objectives

Pupils practise using nouns and adjectives and sing a song.

Target language

- **Key language:** adjectives, animals, *It's a (clean) cat.*
- **Additional language:** *My name's (Meera).*
- **Revision:** *This is (my fish), My favourite pet is a (mouse).*

Materials

- **Flashcards:** 47–52 (animals)

Warmer

- Review the 12 adjectives from Units 4 and 5 (see Activity 1 below + *sad*, *old*, *young*) using mime. Say and mime *long*. Mime *short* to elicit *short*. Do the same for another pair, e.g. *beautiful/ugly*. Divide the class in half. One half chooses an adjective. The other half says its opposite. Groups take turns until all the adjectives are paired.
- If time, use Consolidation activity (T114): *What is it?*

Song

PB37. ACTIVITY 1

Listen and do the actions.

- Teach or review the actions:
  long = hands wide apart
  happy = smiling widely
  clean = polishing the desk
  big = legs and arms spread out as far apart as possible
  beautiful = looking in imaginary mirror
  small = squatting on the floor in a ball
  ugly = pulling an ugly face
  dirty = holding pencil with tips of fingers in disgust
  short = hands close together
- Mime the adjectives in turn. Pupils copy and chorus the words. Call out the adjectives for pupils to mime.
- Say *Open your Pupil's Books at page 37, please.* Show page 37 on the whiteboard. Point to the pictogram verse and read it aloud with pupils, pausing for them to guess and say the words (see verse 2 below).
- Say *Listen and do the actions.* Play the Song.

60

Meera: My name's Meera,
And this is my fish.
It's a long fish. *[Repeat]*

Lenny: My name's Lenny,
And this is my bird.
It's a happy bird. *[Repeat]*

Stella: My name's Stella,
And this is my cat.
It's a clean cat. *[Repeat]*

Suzy: My name's Suzy,
And this is my dog.
It's a big dog. *[Repeat]*

Mrs Star: My name's Mrs Star,
And this is my horse.
It's a beautiful horse. *[Repeat]*

Simon: My name's Simon,
And this is my mouse.
It's a small mouse.
Suzy: It's an ugly mouse.
Simon: No, it isn't.
Stella: It's a dirty mouse.
Meera: It's a short mouse.
Lenny: It's a small mouse.
All: Yes, it's a small mouse.
Simon: Yes, it is.

PB37. ACTIVITY 2

Listen and sing. Do karaoke.

- Say *Listen. Point to the people and the pets.* Play the Song. Pupils point. Play the Song again in small sections. Pupils repeat. Play the whole Song again. Pupils join in. Repeat several times, dividing the class into groups for the characters.

Extra support Put the character and animal flashcards in pairs on the board in the same order as in the Song.

- Say *Do karaoke.* Pupils listen to the karaoke version and stand up and sing the Song as a class.

61 & 62 ▶

Vocal and karaoke versions of the song

AB37. Answer key, see page T106

Ending the lesson

- Invite small groups of pupils to the front. Pupils hold up an animals flashcard in turn for the class to see and say, e.g. *My favourite pet is a mouse.*

Digital Classroom

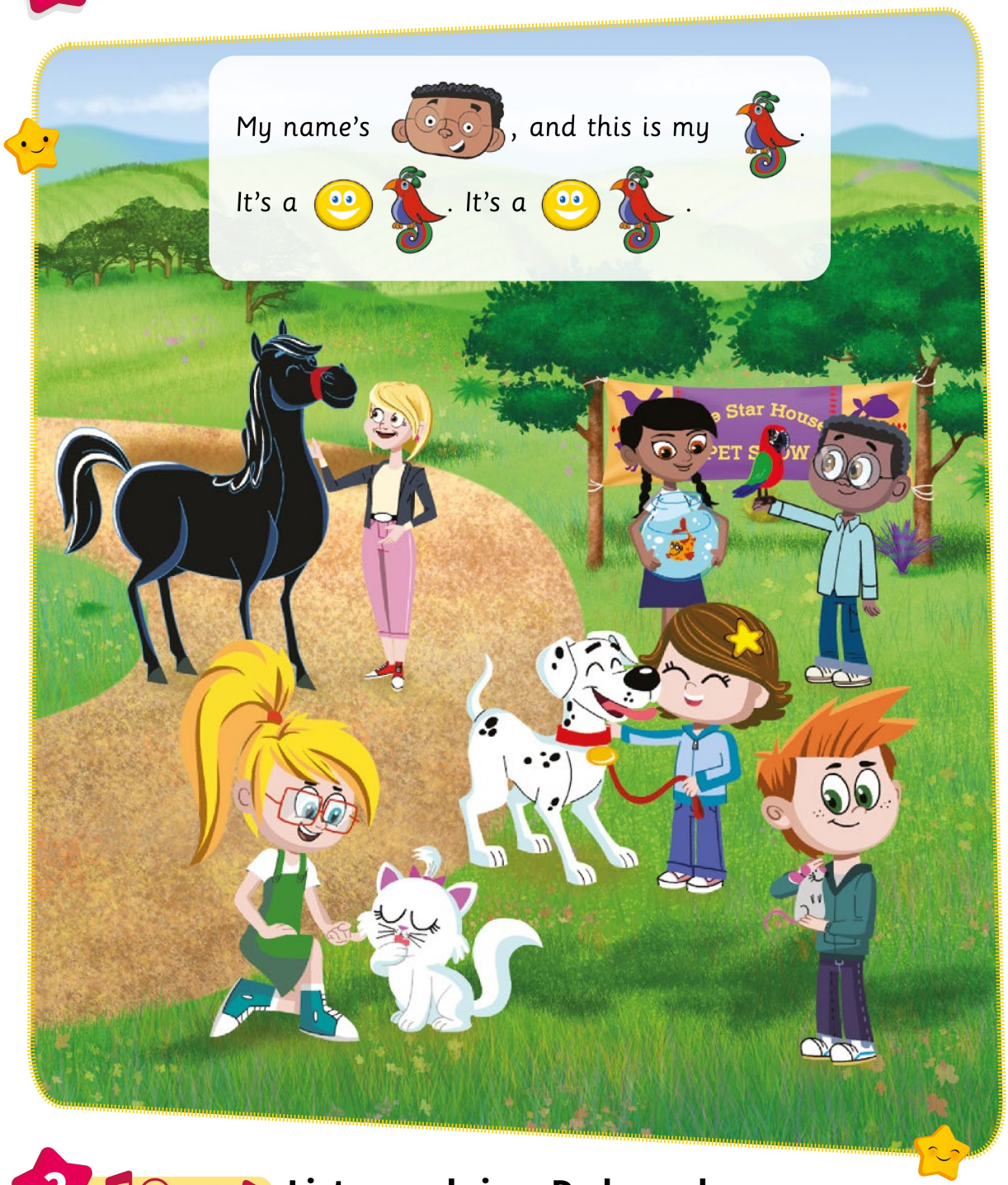
- **Presentation Plus:** Unit 5
- **Audio 60–62**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 5, *Song worksheet*
- **T114 – Consolidation activity:** *What is it?*
- **PB98–103 – Pre A1 Starters Exam folder**

5

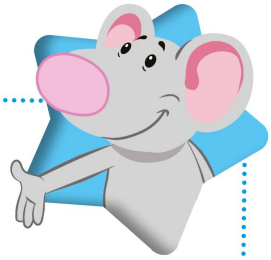
1 60 Listen and do the actions.



2 61–62 Listen and sing. Do karaoke.

Language practice: adjectives *It's a (clean cat).*

Monty's sounds and spelling



1 63 **Watch and say.**



2 **Ask and answer.**



Objectives

Pupils recognise and practise the sound /e/ and practise writing the letter *e*.

Target language

- **Key language:** the vowel sound /e/ (*ten*, *red*, *pet*, *hen*, *next*, *nest*), animals
- **Revision:** colours, numbers, prepositions, *Where's …? What's this?*

Materials

- **Flashcards:** 9–18 (numbers 1–10); 20–26, 41–44 (colours); 47–52 (animals)

Warmer

- Put the flashcards spaced out on the floor. Ask *What's this?* and jump to an animal. Pupils call out the word. Ask *What's this?* and jump to a colour. Pupils say the colour and the animal. Say *What's this?* and jump to a number. Pupils say the number, the colour and the animal, e.g. *Six pink dogs*. Invite pupils to do the same with different flashcards.

Presentation

PB38. ACTIVITY 1

Watch and say.

- Tell pupils they will watch a ▶ Video. Draw a hen on the board and teach the word. Ask *How many hens? What colour?* Allow any guesses and tell pupils they will watch a ▶ Video to find out.
- Watch the ▶ Video and elicit the answer *Ten red hens*. Drill the /e/ sound.
- Watch the ▶ Video again, encouraging pupils to repeat the sound and sentences after the pauses.

63 ▶

Monty: Ten red pet hens next to a nest!
What can you see? Say it with me!
Monty & voice: Ten red pet hens next to a nest!
Voice: /e/ /e/
Where's the /e/?
That's right /e/!
A red pet hen.
Ten red pet hens.
Hens next to a nest!
/e/ ten /e/ red /e/ pet /e/ hens /e/ next /e/ nest
Monty: Ten red pet hens next to a nest!
What can you see? Say it with me!
Monty & voice: Ten red pet hens next to a nest!
Monty: One more time – you sound fine!
Monty & voice: Ten red pet hens next to a nest!

- Say *Open your Pupil's Books at page 38, please*. Show Activity 1 on the whiteboard. Point to the words with the /e/ sound and elicit and drill them in chorus. Pupils say the full sentence *Ten red pet hens next to a nest!*
- Point to the picture and drill the question rhyme *What can you see? Say it with me!* Point to the sentence and read it aloud with the class. Point to the red *e* letters in the sentence and write a large *e* in the air as you say the sound. Pupils copy you and say a word with the sound from the lesson.
- If time, use Consolidation activity 1 (T114): *The letter train*.

PB38. ACTIVITY 2

Ask and answer.

- Show Activity 2 on the whiteboard and ask *Where are the ten pet hens?* Pupils look at their books and point to and count the ten hens one by one.
- Invite a more confident pupil to the whiteboard and ask *Where's the pink hen?* as in the example. The pupil points to the pink hen and says *It's on the dog*.
- Pupils work in pairs to ask and answer about the hens in the picture in the same way.

Extra support Pupils listen to their partner, point to the hen and say *It's here!*

- If time, use Consolidation activity 2 (T114): *Mini books*.

Key: Example answers: The red hen is next to the mouse. The yellow hen is next to the fish. The green hen is next to the cat. The black hen is under the horse, etc.

Write it with me!

- Pupils complete the word with the letter *e* and practise saying the word *hen*.

AB38. Answer key, see page T106

Ending the lesson

- Pupils sit in two circles. Say *You're hens in a nest*. They mime being hens in a nest. Say *Jump out of your nest, red hen!* One pupil in each circle mimes jumping out of the nest and they leave the room or sit down at their desk, walking like a hen. Continue until everyone has left the room or sat down at their desk.

Digital Classroom

- **Presentation Plus:** Unit 5
- **Audio 63**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 5, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 5, *Extension worksheet 1*
- **T114 – Consolidation activity 1:** *The letter train*
- **T114 – Consolidation activity 2:** *Mini books*

Objectives

Pupils watch, listen to and act out a story and review language from the unit.

Target language

- **Key language:** language from the unit
- **Additional language:** *but, aren't, puppet*
- **Revision:** adjectives from Unit 4

Warmer

- Play a mime game to review the animals. Mime an animal for the class to guess. Pupils come up in turn to mime other animals for the class to guess.
- If time, use Consolidation activity 1 (T114): *Bingo*.

Story

PB39. ACTIVITY 1

Watch the video.

- Say *Open your Pupil's Books at page 39, please.* Show the story on the whiteboard. Say *Look at the pictures.* Point to each picture and ask questions about it, e.g. *How many dogs are there?* Tell pupils they are going to watch a ▶ Video of the story. Set the pre-watching question *What's Maskman's favourite pet?*

Extra support Use the pictures to guide pupils to predict the story.

- Watch the ▶ Video with the class. Give pupils the option of watching it twice if they need to. Elicit the answer (*Maskman's favourite pet is a fish*).
- Focus on page 39 again. Play the 🔊 Audio. Pupils listen and follow the story in their books.
- Check comprehension by pointing to the pictures on the whiteboard and asking, e.g. *Who's this?* (*Marie.*) *What's her favourite pet?* (*A cat.*) Check that pupils understand why Monty is upset when Maskman says that mice are small and dirty, and why Maskman changes from liking dogs to fish.

🔊 64 ▶

Toys in the toy box, come alive.
Walk and talk, on the count of five.
One, two, three, four, five.

1 **Maskman:** Look, Marie. The pet show.
Marie: Oh, yes. The pet show.

2 **Monty:** What's your favourite pet, Marie?
Marie: Cats are my favourite pets. They're beautiful and clean.
Maskman: Yes, but they aren't big. Big dogs are my favourite pets.

3 **Marie:** Mice are good pets.
Maskman: Yes, but they're small and dirty.
Monty: Pardon? Mice are small, but we aren't dirty … and we're happy.

4 **Maskman:** Oops, sorry, Monty. Mice aren't dirty and they're good pets. But my favourite pets are big dogs.
Monty: But they're ugly and …

5 **Marie:** Look at the puppet!
Monty: Oh, no!
Maskman: Eek!

6 **Maskman:** No, dogs aren't my favourite pets. My favourite pets are fish.

PB39. ACTIVITY 2

Act out the story.

- Pupils work in groups of three. Play the 🔊 Audio. They act out the dialogue as they listen. Act it together with pupils to give ideas. Play the 🔊 Audio again. Fade the sound in and out as pupils act to see if they can remember some of the dialogue, e.g. *They're beautiful and …*; *Mice are small, but we aren't …* Encourage pupils to help each other where necessary.

Extra challenge More confident groups can act out parts of the story for the class.

- If time, use Consolidation activity 2 (T114): *My favourite pet.*

AB39.

Ending the lesson

- Ask pupils which chant/song/game they'd like to do again from the unit. Do it together to end the lesson.

Digital Classroom

- **Presentation Plus:** Unit 5
- **Audio** 64
- **Test** Unit 5 Test
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 5, *Extension worksheet 2*
- **T114 – Consolidation activity 1:** *Bingo*
- **T114 – Consolidation activity 2:** *My favourite pet*

1 64 Watch the video.



2 Act out the story.

Story: unit language in context

6 My face

1 65–66 **Listen and point. Listen and repeat.**





2 **Play and say.**

Nose.

40

Vocabulary presentation: the face

Objectives

Pupils name and talk about parts of the face.

Target language

- **Key language:** the face: *ears, eyes, face, hair, mouth, nose, tooth/teeth*
- **Additional language:** *troll, scary, funny, head, I've got (purple hair).*
- **Revision:** adjectives, plurals, *What colour's …? Where's the star? Here it is!*

Materials

- **Flashcards:** 1–5, 45–46 (characters); 54–60 (the face)
- Coloured pencils or crayons

Warmer

- Review the Star family characters. Display the flashcards. Point to Simon and say, e.g. *He's Mr Star.* Pupils correct you, saying *No, he's Simon.* Repeat.

Presentation

- Display the face flashcards (picture side). Point to one eye and say *One eye.* Then point to two eyes and say *Two eyes.* Pupils point and repeat in chorus. Repeat for *ear, two ears, face, tooth, teeth, nose, mouth.* Teach *hair* as the final word.

PB40. ACTIVITY 1

Listen and point. Listen and repeat.

- Say *Open your Pupil's Books at page 40, please.* Show the page on the whiteboard and point to the picture. Ask *Where's the star?* Ask a volunteer to come to the whiteboard, point and say *Here it is!* (on the troll's clothes). Point to the troll and say *This is Trevor. He's a troll.*
- Say *Listen and point.* Play the Audio. Pupils listen and point.
- Check comprehension by asking, e.g. *Is Trevor's head small? What colour are his teeth?*
- Ask *Is Trevor scary for Suzy? Is Trevor scary for you?*

65

Simon: Ssshh, everybody. It's *The Troll Show.* It's my favourite programme.
Stella: Yes, mmmm.
Suzy: Ooohh. They're big and ugly.
Simon: No, they aren't. They're funny.
Presenter: Hi, boys and girls. It's *The Troll Show.*
Trevor: Hello, everybody. My name's Trevor Troll. I'm big and green …
Suzy: … and ugly.
Simon: Ssshh!
Trevor: My head is big and I've got purple hair. Look at my face. It's dirty. My eyes are orange and my mouth is big. I've got yellow teeth and big green ears. My nose is short.
Simon: Lovely!

- Say *Listen and repeat.* Play the Audio. Pupils point to the parts of the face in the picture and repeat. Chorus the words softly, loudly, in troll voices, and so on.

Extra support Pupils continue in pairs, taking turns to point and say.

66

Mouth, nose, ear, hair, eye, face, teeth

- Ask pupils about their faces, e.g. *What colour's your hair? Is it long or short?*
- Pupils ask and answer about their faces in open pairs across the class.
- Display the word side of the flashcards. Say *Point to your …* and point to the word *eye.* Pupils point to one of their eyes. Repeat with the other words.
- If time, use Consolidation activity 1 (T114): *Read and point.*

PB40. ACTIVITY 2

Play and say.

- Pupils stand in a line all facing the same way. Give the pupil at the end of the line the set of face flashcards. Stand at the head of the line, facing the first pupil. Point to a part of your face. The pupil says the word, then turns around and points to the same face part for the next pupil to say. That pupil turns around and the game continues all the way down the line. When the word has travelled part of the way down the line, start another word by pointing to another face part, and so on. The pupil at the end of the line puts the flashcards in order.
- If time, use Consolidation activity 2 (T114): *Face chant.*

AB40. Answer key, see page T106

Ending the lesson

- Say *Shhhh* and put your finger to your lips. Pupils who make a noise are out. Everyone stands up. Point to your hair and mouth the word *hair.* Don't say it. Pupils point to their hair and mouth the word *hair.* Repeat with the other parts of the face. Pupils who giggle or make any noise are out. Stop when you have a small group of winners. Say *Hoorah!*

Digital Classroom

- **Presentation Plus:** Unit 6
- **Audio 65–66**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 6, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 6, *Reinforcement worksheet 1*
- **T114 – Consolidation activity 1:** *Read and point*
- **T114 – Consolidation activity 2:** *Face chant*

Objectives

Pupils practise naming parts of the face and name new parts of the body.

Target language

- **Key language:** the face, the body: *head*, *shoulders*, *knees*, *toes*
- **Revision:** colours, adjectives, plurals, *monster*, *girl*, *boy*, *woman*, *man*

Materials

- **Flashcards:** 54–60 (the face)
- **Teacher Resources:** Photocopiable 6 copied onto thin card (one for each pupil), coloured pencils or crayons, scissors, glue, different-coloured wool, a lollypop stick and an envelope for each pupil, a completed stick puppet for demonstration

Warmer

- Review the face vocabulary using the flashcards. Flash each one and elicit the word. Pupils point to the part of the face. Add *head*, *hair*. Say the words quickly one after another for pupils to point, e.g. *eye*, *ear*, *nose*, *face*.
- If time, use Consolidation activity (T114): *Matching game*.

Presentation

- Introduce *shoulders*, *knees*, *toes*. Stand at the front of the class. Point to your shoulders and say *shoulders*. Pupils repeat. Repeat for *knees*, *toes*.

PB41. ACTIVITY 1

Listen and say the chant.

- Say *Open your Pupil's Books at page 41, please.* Show Activity 1 on the whiteboard and ask *Who is it?* Pupils respond *It's Trevor Troll.* Say *Listen to the chant. Point to the pictures.* Play the Audio. Pupils listen and point. Read the parts of the body in the chant on the page with the class and invite pupils to point to the pictures on the whiteboard. Play the Audio again. Stand and touch the relevant parts of your body as you chant. Play the Audio a third time. Pupils stand and join in with the words and actions. Repeat. When verses are repeated, pupils gradually miss out one word each time. Instead of the word, they hum and touch the part of the body.

67

Head, shoulders, knees and toes, knees and toes.
Head, shoulders, knees and toes, knees and toes.
And eyes and ears and mouth and nose.
Head, shoulders, knees and toes, knees and toes.
Hum, shoulders, knees and toes, knees and toes.
Hum, shoulders, knees and toes, knees and toes.
And eyes and ears and mouth and nose.
Hum, shoulders, knees and toes, knees and toes.
etc.

PB41. ACTIVITY 2

Listen and correct.

- Show Activity 2 on the whiteboard and elicit what pupils can see in the picture (*a monster*). Play the Audio. Pause after the first line. Elicit the answer *No. You're a girl monster.*
- Play the rest of the Audio. Pause after each line for pupils to whisper the answer to their partner. Play the Audio again. Elicit responses from pupils.
- Say, e.g. *I'm a girl.* Pupils say *No, you're a teacher / a woman / a man.* Say, e.g. *My eyes are green.* Continue in open pairs.

Extra challenge Pupils work in pairs to make and correct more false sentences about themselves.

Key: No. Your hair's pink.
No. Your nose is big.
No. You're blue.
No. Your eyes are yellow.
No. Your ears are small.
No. Your mouth is purple.
No. You're happy.

68

I'm a boy monster.
My hair's purple.
My nose is small.
I'm green.
My eyes are blue.
My ears are big.
My mouth's red.
I'm sad.

- Use Photocopiable 6 from the Teacher Resources to make the troll.

AB41. Answer key, see page T106

Ending the lesson

- Sing *Head, shoulders, knees and toes* again. Get faster and faster as the song progresses.

Digital Classroom

- **Presentation Plus:** Unit 6
- **Audio 67–68**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 6, Downloadable Activity Book Audio Script
- **T114 – Consolidation activity:** *Matching game*

1 67 Listen and say the chant.

Head, shoulders, knees and toes, knees and toes.



2 68 Listen and correct.



I'm a boy monster.

No. You're a girl monster.

Vocabulary practice: the body and face

1 69–70 Listen and point. Listen and repeat.



2 Play and say.

I've got purple eyes.

No!

I've got brown eyes.

Yes!

Language presentation 1: have got for possession *Have you got (a small mouth)? I've got (pink hair).*

Objectives

Pupils talk about physical features using *have got*.

Target language

- **Key language:** the body and face, *Have you got (a small mouth)? Yes, I have / No, I haven't, I've got (pink hair).*
- **Additional language:** *scary, We've/They've got (long hair).*
- **Revision:** numbers, plurals, adjectives, *monster*

Materials

- Troll puppet (see previous lesson)
- Coloured pencils or crayons

Warmer

- Show your puppet. Say in a troll voice, e.g. *I've got blue eyes* (incorrect). Teach the response *Oh, no, you haven't!* Pupils add the correction, e.g. *They're green.* Repeat with, e.g. *I've got brown hair* (purple). Listen for correct use of *It's/They're.*

Presentation

- Pupils with the same hair colour / eye colour as you come to the front. Say *We've got* (colour) *hair/eyes.* Ask, e.g. *Who's got blue eyes?* (not the same colour as yours). Pupils who answer come to the front. Say *I've got* (colour) *eyes. They've got blue eyes.* Repeat for *short/long hair.*
- If time, use Consolidation activity 1 (T114): *TPR game.*

PB42. ACTIVITY 1

Listen and point. Listen and repeat.

- Say *Open your Pupil's Books at page 42, please.* Show the page on the whiteboard and say *Look! It's The Ugly Monster Show. Listen and point.*
- Play the Audio twice. Elicit the names of the monsters (*Murk, Moss*). Ask *Is he scary? Is she scary? Are they ugly?* Say in a monster voice, e.g. *My name's Murk. I've got an orange head.* Pupils correct in a monster voice: *I've got a purple head.* Repeat.
- Continue in open pairs.
- Watch the Video and answer the questions in the video.

69

Toys in the toy box, come alive.
Walk and talk, on the count of five.
One, two, three, four, five.

Presenter: Hello, everybody. Welcome to *The Ugly Monster Show.*
Monty: Look, Maskman. It's my favourite show.
Maskman: It isn't my favourite show. Those monsters are ugly.
Monty: Sshh! Be quiet, please!
Murk: Hello, boys and girls. My name's Murk. I've got a purple head and short orange hair. I've got one big red eye and a long green nose. I've got four small ears.
Presenter: Have you got a small mouth?
Murk: No, I haven't. I've got a big mouth and I've got four clean white teeth.
Presenter: Thank you, Murk. You are ugly.
Murk: Oh, thank you.
Presenter: And this is Moss. Hi, Moss.
Moss: Hello, everybody. I've got a yellow face and long green hair. I've got three orange eyes and a small blue nose. I've got a big purple mouth and a lot of beautiful teeth. My teeth are grey.
Presenter: Have you got small ears?
Moss: No, I haven't. I've got two big ears.
Presenter: Thank you, Moss. You're ugly, too.
Moss: Thank you.

- Say *Listen and repeat.* Play the Audio. Pause for pupils to repeat.

70

Murk: I've got a purple head.
Moss: I've got long green hair.
Murk: I've got one big red eye.
Moss: I've got a yellow face.
Murk: I've got four small ears.
Moss: I've got a small blue nose.

PB42. ACTIVITY 2

Play and say.

- Make a true and a false sentence about your eyes and hair, as in the example. Pupils respond *Yes* or *No.* Invite more confident pupils to do the same. Pupils work in pairs to make true or false statements and respond, as in the example.

Extra support Pupils play and say in open pairs.

- If time, use Consolidation activity 2 (T115): *Toy families.*

AB42. Answer key, see page T106

Ending the lesson

- Start very slowly, writing one of the face words on the board. Pupils guess what the word is and point to it on themselves. Repeat for the other words.

Digital Classroom

- **Presentation Plus:** Unit 6
- **Audio 69–70**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 6, Downloadable Activity Book Audio Script
- **PB94 and AB95 – Grammar reference 6**
- **Teacher Resources:** Unit 6, *Reinforcement worksheet 2*
- **T114 – Consolidation activity 1:** *TPR game*
- **T115 – Consolidation activity 2:** *Toy families*

Objectives

Pupils practise talking about physical features, using *have got*.

Target language

- **Key language:** the body and face, *I've got (a purple head).*
- **Additional language:** *You've got (an eraser).*
- **Revision:** numbers, school objects, plurals, adjectives, *monster, Have you got (a blue nose)? Yes, I have / No, I haven't.*

Materials

- **Teacher Resources:** Six troll faces from Photocopiable 6, coloured different colours, but with some of the features coloured the same colour
- Small objects, e.g. pencil, eraser, toy animal, toy ball (place these in your pockets or bag before the class)
- Coloured pencils or crayons

Warmer

- Display the coloured troll faces from Photocopiable 6. Elicit what they are. Write a number under each one (1–6). Describe one, e.g. *I've got blue hair. I've got three eyes.* Pupils put up their hands to say which number.

Class game

- Review *have got* by playing a class game. Say *I've got some things in my pocket.* Pupils guess what, using the question *Have you got …?* Go around the class. When you answer *Yes*, put the object on the table for all to see. When pupils have guessed them all, hide them again and pupils have to remember all the objects and say, e.g. *You've got an eraser.*

Song

PB43. ACTIVITY 1

Listen and sing. Do karaoke.

- Say *Open your Pupil's Books at page 43, please.* Show the page on the whiteboard and elicit what pupils can see (*a monster*). Ask *Is it beautiful?* Pupils respond *No, it's ugly!* Point to the pictogram verse and read it aloud with pupils, pausing for them to guess and say the words. Play the Song. Pupils listen and point to the parts of the monster (dirty ears, etc.).
- Teach the Song to the class. Pupils repeat in small sections until they can sing the whole Song. Practise a few times with the whole class. Teach them actions, e.g. when they sing *I've got pink hair*, they touch their hair.

71 ▶

I'm a very ugly monster, *[Repeat x3]*
I've got six dirty ears. *[Repeat]*
Yes, I have.

I've got pink hair and my eyes are red.
I've got a blue nose and a purple head.
I've got a green mouth and my teeth are blue.
My name's Slime.
Who are you?

I'm a very ugly monster, *[Repeat x3]*
I've got six dirty ears. *[Repeat]*
Yes, I have.

- Say *Do karaoke.* Pupils sing the Song and do the actions at the same time. Pupils stand up. Make sure they have room to move as they sing. Make three groups. Each group sings a verse. The other groups mime the actions when one group is singing.
- If time, use Consolidation activity (T115): *Group song.*

72 ▶

Karaoke version of the song

PB43. ACTIVITY 2

Draw and colour. Say, listen and draw.

- Draw the face of a monster on the board. Using a 'monster' voice, say *Look! I'm a monster. This is me! I've got four ears. I've got a big eye. I've got a small nose.*
- Say *Draw a monster. The monster is you!* Set a time limit of four minutes for pupils to draw and colour a picture of a monster face. Encourage them to use the face parts they have learnt.
- Pupils work in pairs. They do not show each other their pictures. Pupil A describes his/her monster using the first person (*I've got …*) while Pupil B draws. Then they compare pictures. They swap roles: Pupil B describes his/her monster and Pupil A draws.

Extra challenge Invite more confident pupils to describe their pictures to the class.

AB43. Answer key, see page T106

Ending the lesson

- Say a true sentence about yourself, e.g. *I've got brown hair.* Pupils show thumbs up, or nod. Say a false sentence about yourself, e.g. *I've got purple eyes.* Pupils show thumbs down, or shake their heads. Repeat other sentences for pupils to respond to. Invite pupils to say sentences about themselves for the class to respond with an action.

Digital Classroom

- **Presentation Plus:** Unit 6
- **Audio 71–72**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 6, *Song worksheet*
- **T115 – Consolidation activity:** *Group song*
- **PB98–103 – Pre A1 Starters Exam folder**

1 71–72 Listen and sing. Do karaoke.

I've got  hair, and my  are red.
I've got a blue , and a  head.



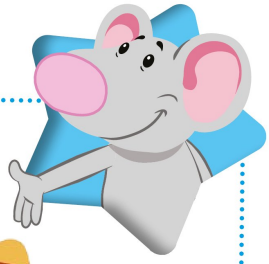
2 Draw and colour. Say, listen and draw.



I'm a very ugly monster.
I've got three eyes.

Language practice 1: have got for possession *I've got (a purple head).*

Monty's sounds and spelling



1 73 **Watch and say.**



One tooth, two teeth, three teeth
in Mrs Monster's mouth.

2 **Say and guess.**

I've got three small teeth.

Monster four!



Write it with me!

2 __wo **3** ___ree

Objectives

Pupils recognise, contrast and practise the sounds /θ/ and /t/ and practise writing the letters *th* and *t*.

Target language

- **Key language:** the consonant sounds /θ/ and /t/ (*mouth*, *tooth*, *teeth*, *two*, *three*)
- **Additional language:** *Mrs*, *Mr*, *How many …?*
- **Revision:** adjectives, numbers, plurals, *monster*

Warmer

- Draw a big circle on the board and say *This is a monster's head.* Say *Tell me what to draw.* Pupils say, e.g. *Six eyes.* Ask *Big or small? What colour?* then draw the eyes. Invite pupils to tell you what else to draw, prompting them by pointing to parts of your face if needed. Leave the mouth and teeth to last and draw those the biggest. Count the teeth together and say, e.g. *Two big purple teeth.*

Presentation

PB44. ACTIVITY 1

Watch and say.

- Draw a woman monster on the board, telling pupils that she is Mrs Monster. Draw a big closed mouth and ask *How many teeth?* Allow any guesses and tell pupils they will watch a ▶ Video to find out.
- Watch the ▶ Video and elicit the answer (*three teeth*). Drill the /θ/ sound.
- Watch the ▶ Video again, encouraging pupils to repeat the sounds and sentences.

73 ▶

Monty: One tooth, two teeth, three teeth in Mrs Monster's mouth. What can you see? Say it with me!
Monty & voice: One tooth, two teeth, three teeth in Mrs Monster's mouth.
Voice: /t/ /t/
Where's the /t/?
/θ/ /θ/
Where's the /θ/?
That's right! /t/ and /θ/
Mrs Monster.
Mrs Monster's mouth.
One tooth, two teeth, three teeth.
/t/ monster /t/ two /θ/ three /θ/ mouth /t/ /θ/ tooth /t/ /θ/ teeth
Monty: One tooth, two teeth, three teeth in Mrs Monster's mouth. What can you see? Say it with me!
Monty & voice: One tooth, two teeth, three teeth in Mrs Monster's mouth.
Monty: One more time – you sound fine!
Monty & voice: One tooth, two teeth, three teeth in Mrs Monster's mouth.

- Say *Open your Pupil's Books at page 44, please.* Show Activity 1 on the whiteboard. Point to Mr Monster's mouth and elicit *One tooth.* Point to Mrs Monster's teeth and elicit *One tooth, two teeth, three teeth.* Focus on the /t/ and /θ/ sounds and elicit and drill the full sentence in chorus: *One tooth, two teeth, three teeth in Mrs Monster's mouth.*
- If time, use Consolidation activity 1 (T115): *Monster teeth.*

PB44. ACTIVITY 2

Say and guess.

- Show Activity 2 on the whiteboard, point to the pictures one by one and elicit the number of teeth. Do the example with a more confident pupil using the speech bubbles.
- Pupils work in pairs to say and guess about the other monsters.

Extra support Instead of saying full sentences, Pupil A says the number of teeth and Pupil B says the monster, e.g. *Three teeth. Monster 4!*

Key: Ten teeth – monster 2. Five teeth – monster 3. One tooth – monster 1.

Write it with me!

- Write a large *t* in the air and say the sound. Pupils copy you and call out words starting with /t/, e.g. *two teeth.* Repeat with *th* and /θ/, e.g. *three.*
- Pupils complete the words with the letters *t* and *th* and say *two* and *three.*
- If time, use Consolidation activity 2 (T115): *Letter cards.*

AB44. Answer key, see page T106

Ending the lesson

- Pupils form two trains. They stand in a line with hands on each other's shoulders. As pupils move off and out of or around the room, each train says */θ/ /θ/ three /t/ /t/ teeth /t/ /t/ tooth /θ/ /θ/.*

Digital Classroom

- **Presentation Plus:** Unit 6
- **Audio 73**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 6, *Extension worksheet 1*
- **T115 – Consolidation activity 1:** *Monster teeth*
- **T115 – Consolidation activity 2:** *Letter cards*

Objectives

Pupils watch and listen to a story and review language from the unit.

Target language

- **Key language:** language from the unit
- **Revision:** *friend, face, How are you? I'm fine, thank you.*

Materials

- **Flashcards:** 54–60 (the face)

Warmer

- Display the face flashcards. Teach the following action chant to pupils. As they say each word, they point to or touch that part of the body. They shout the last part of the chant, *MY FACE!*
  This is my face, my face, my face.
  This is my face. MY FACE!
- Repeat for: *my eye, my ear, my nose, my mouth, my hair,* pointing to each flashcard to cue the verses.

Story

PB45. ACTIVITY 1

Watch the video.

- Say *Open your Pupil's Books at page 45, please.* Show the story on the whiteboard. Say *Look at the pictures.* Point to the characters and ask *Who's this?* Point to the last picture and ask *Is Trevor happy? Why? Why not?* Tell pupils they are going to watch a ▶ Video of the story to find out.

Extra support Use the pictures to guide pupils to predict the story.

- Watch the ▶ Video with the class. Give pupils the option of watching it twice if they need to. Elicit the answers (*Yes. He's got three friends.*). Check that pupils understand the meaning of *friends.*
- Focus on page 45 again. Play the Audio. Pupils listen and follow the story in their books.
- Check comprehension by pointing to each picture in turn and asking, e.g. *Who's this?* (*Trevor.*) *Is he a monster?* (*No, he's a troll.*) *Is he happy? What does Maskman think?* etc.
- Personalise, e.g. *Have you got three friends? Who are they?*
- If time, use Consolidation activity 1 (T115): *Acting out.*

74 ▶

Toys in the toy box, come alive.
Walk and talk, on the count of five.
One, two, three, four, five.

1 **Maskman:** Look, Marie. There he is. He's a monster.
Marie: No, he isn't, Maskman. He's a troll.

2 **Maskman:** A troll! What's a troll? Look at his hair! It's purple! And his head ... it's big and green!
Monty: Yes, Maskman. Trolls are green.

3 **Maskman:** Look at his eyes, Marie ... They're orange. He's a monster!
Trevor: I'm green, I've got purple hair and orange eyes, but I'm not a monster. I'm Trevor Troll.

4 **Monty:** Hello, Trevor. I'm Monty. How are you?
Trevor: Hello, Monty. I'm fine, thank you.

5 **Monty:** Trevor, this is Marie and this is Maskman. They're my friends.
Trevor: Hello. I'm Trevor.

6 **Marie:** Hello, Trevor. How are you? Are you happy?
Trevor: Yes, I am. Now I've got three friends.
Maskman: Yes, we're your friends.

PB45. ACTIVITY 2

Listen and say 'yes' or 'no'.

- Say *Listen and say 'yes' or 'no'.* Play the Audio. Pause after each sentence for pupils to respond as a class.
- Practise the game in open pairs. One pupil says a sentence about the story, e.g. *Trevor's got purple eyes,* and another says *yes* or *no.*

Extra challenge Pupils work in pairs and take it in turns to make true or false sentences about the story, as in the Audio.

Key: 1 no, 2 yes, 3 no, 4 yes, 5 no, 6 yes

75

1 Trevor's got orange hair.
2 Trevor's got a big green head.
3 Marie's got short hair.
4 Monty's got small eyes.
5 Maskman's got two noses.
6 Trevor's got three friends.

AB45.

Ending the lesson

- Ask pupils which chant/song/game they'd like to do again from the unit. Do it together to end the lesson.
- If time, use Consolidation activity 2 (T115): *Puppet game.*

Digital Classroom

- **Presentation Plus:** Unit 6
- **Digital Flashcards**
- **Audio 74–75**
- **Practice Extra**
- **Test** **Unit 6 Test**

Extra Resources

- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 6, *Extension worksheet 2*
- **T115 – Consolidation activity 1:** *Acting out*
- **T115 – Consolidation activity 2:** *Puppet game*

6

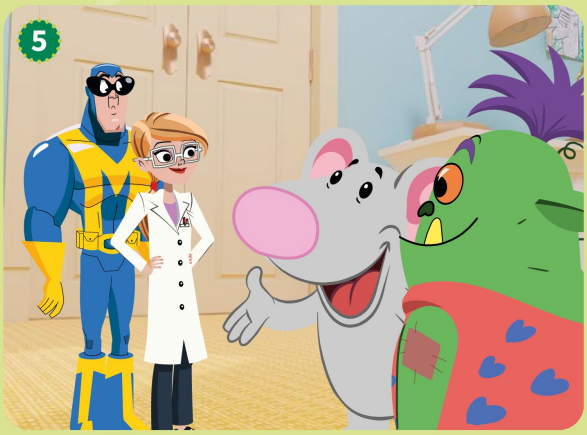
1 74 Watch the video.













2 75 Listen and say ‘yes’ or ‘no’.

Story: unit language in context

Marie's science

How do we use our senses?



1 ▶ **Watch and answer.**

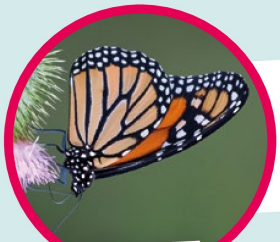
2 76 **Listen and point.**



3 **Point and say.**

Eyes.

I see with my eyes.



Fact

We taste with our mouth. A butterfly tastes with its feet!

Project



Use your senses!

Objectives

Pupils learn about the senses.

Target language

- **Key language:** *eyes, nose, ears, mouth, hands, see, smell, hear, taste, touch*
- **Additional language:** *use, senses, tree, snow, soup, flower, butterfly, feet, stroke, I hear with my ears, What can you (hear)? I (hear birds).*
- **Revision:** adjectives

Materials

- **Flashcards:** 54–60 (the face)
- **Optional:** things for pupils to smell and taste in class

Warmer

- Play Simon says with the parts of the face. Pupils touch their face only if they hear *Simon says*, e.g. *Simon says touch your nose.*

Presentation

- Say *Show me your eyes.* Pupils point to their eyes. Say *See – I see with my eyes.* Do the same for *nose* (*smell*), *ears* (*hear*) and *mouth* (*taste*). Then show your hands and touch something. Say *Touch – I touch with my hands.* Say *These are our senses.*
- Teach a mime for each sense: sniff the air (*smell*); cup your hand to your ear (*hear*); open your eyes very wide (*see*); touch with a finger (*touch*); lick your lips (*taste*). Say the sense verbs in random order and pupils do the mimes.

PB46. ACTIVITY 1

Watch and answer.

- Say *Open your Pupil's Books at page 46, please.* Show page 46 on the whiteboard. Say *Marie is doing science today. It's about our senses.*
- Read the question at the top: *How do we use our senses?* Elicit ideas. Tell pupils to watch the ▶ Video to find the answer.
- Watch the ▶ Video for pupils to check/confirm their answers to the question.
- The Video Script and Answer Key can be downloaded from Teacher Resources.

PB46. ACTIVITY 2

Listen and point.

- Show Activity 2 on the whiteboard and point to the photo in the centre. Check that pupils know where Canada is. Explain that it's winter. Point to the other photos and teach/elicit *birds, trees, snow, soup, flowers.*
- Say *Listen and point.* Play the Audio. Pupils listen and point to the photos. Play the Audio again and point to each photo on the whiteboard to check comprehension.
- Point to the small photos one by one. Pupils point to the appropriate part of the body on themselves, do the sense mime and say the sense verb (*hear, see, touch, taste, smell*).

76

Hi! I'm Alisha, and this is my sister, Jodie.
We live in Canada. It's cold in winter!
We smell the flowers. They smell good!
We touch the snow. It's cold!
We see the trees. They're beautiful.
We taste the soup. It's hot!
We hear the birds. They're loud.

PB46. ACTIVITY 3

Point and say.

- Talk about the photos again. Point to each one and say, e.g. *eyes.* Elicit *I see with my eyes.* Pupils work in pairs. Pupil A says a part of the body and Pupil B makes a sentence about the appropriate sense.
- Point to your ear and ask *What can you hear?* Pupils listen carefully. Invite a more confident pupil to say, e.g. *I hear birds.* Elicit other ideas from the class, e.g. *I hear cars*, etc. Repeat with the other senses, pointing to the other parts of the body to elicit the sentences. Give pupils something to taste and smell, or they think of their own ideas, e.g. *I smell my eraser.*

Extra challenge Pupils work in pairs. Pupil A points to, e.g. an ear. Pupil B says, e.g. *I hear (cars).* Swap and repeat.

- If time, use Extension activity (T115): *Guess the sense.*

FACT

- Point to the butterfly in the picture and read the fun fact. Ask pupils to say all the things they can do with their feet.

PROJECT Use your senses!

- Teaching notes for the Project can be downloaded from Teacher Resources: CLIL Project notes.

AB46. Answer key, see page T106

Ending the lesson

- Do a sense mime. Pupils put their hands up to make a sentence to match, e.g. *I taste chocolate.*

Digital Classroom

- **Presentation Plus:** Unit 6
- **Audio 76**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 6, Downloadable Activity Book Audio Script
- **T115 – Extension activity:** *Guess the sense*

Objectives

Pupils talk about the importance of looking after pets and learn verbs to do with pets.

Target language

- **Key language:** *brush, feed, walk, wash*
- **Additional language:** *look after, What do you feed him/her? Do you (brush) him/her? I (brush my cat), You (brush your cat).*
- **Revision:** animals, adjectives, *pet, Is it a (dog)?*

Materials

- **Flashcards:** 47–52 (animals)
- A photo of your own pet if you have one, or a picture of an imaginary pet

Warmer

- Use the animal flashcards to review the pets that pupils know (*cat, dog, fish, horse, mouse, bird*). Ask *Have you got a pet? What is it? What's your pet's name?* Invite more confident pupils to describe their pets to the class.

Presentation

- Show the photo/picture of your pet, elicit the animal name and remind pupils of the word *pet*. Talk about what you do with your pet and how you look after it. Use the new vocabulary from the lesson. Pre-teach the verbs using mime.
- Use the flashcards to talk about and mime how to look after other pets in the same way as with the photo.

PB47. ACTIVITY 1

Listen and say the number.

- Say *Open your Pupil's Books at page 47, please.* Show the page on the whiteboard and say *Look at picture 1.* Point to the dog. Ask *What pet is it?* Repeat for the other pictures. Say *Listen and say the number.*
- Play the Audio. Pause after each picture. Give pupils time to think and check their answer in pairs before asking for the answer from the class.
- Talk to the class about the importance of looking after pets. Ask again who has a pet and what his/her name is. Ask *What do you feed him/her? Do you wash him/her? Do you brush him/her?*

Key: 3, 1, 4, 2

77

I brush my cat. My cat is beautiful.
I walk my dog. My dog is happy.
I wash my horse. My horse is beautiful.
I feed my fish. My fish is happy.

PB47. ACTIVITY 2

Do the actions. Guess.

- Point to a picture on the whiteboard (e.g. the cat) and mime that picture (brushing the cat). Pupils put up their hands and say, e.g. *You brush your cat.*
- Say *Do the actions and guess.* Pupils work in pairs to take turns at miming the actions and guessing.
- Invite volunteers to the front to do their mime for the rest of the class to guess.

Extra challenge Pupils mime taking care of different animals in different ways, e.g. feeding a horse, washing a dog, etc.

- If time, use Extension activity (T115): *Sentence jumble.*

AB47. Answer key, see page T106

Ending the lesson

- Call a volunteer to mime an action for looking after a pet. The class guess which pet it is. They ask, e.g. *Is it a dog?* Repeat with other pupils.

Digital Classroom

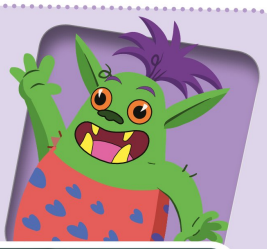
- **Presentation Plus:** Unit 6
- **Audio 77**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

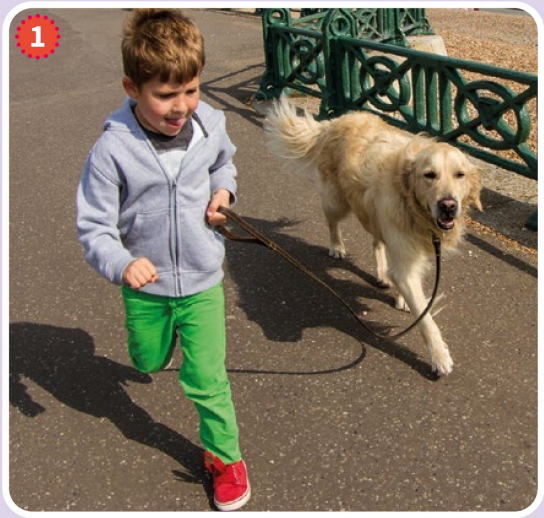
- **Teacher Resources:** Unit 6, Downloadable Activity Book Teaching Notes
- **T115 – Extension activity:** *Sentence jumble*

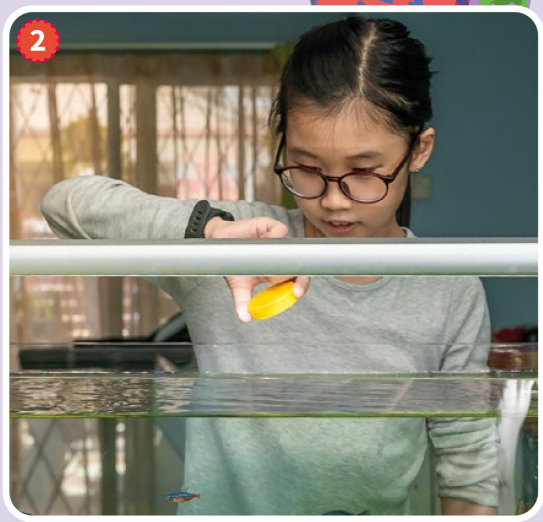
Trevor's values

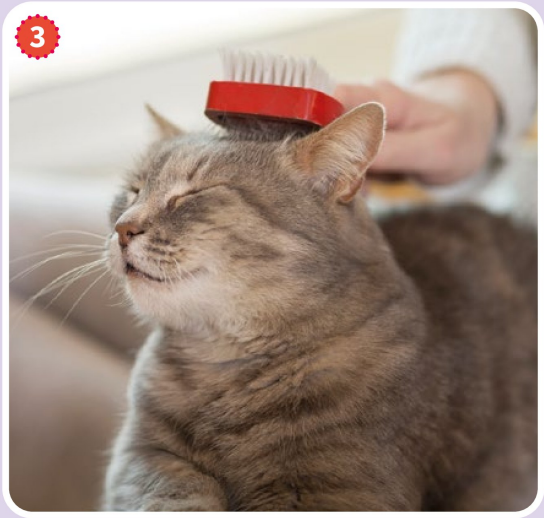
Look after pets



1 77 **Listen and say the number.**









2 **Do the actions. Guess.**

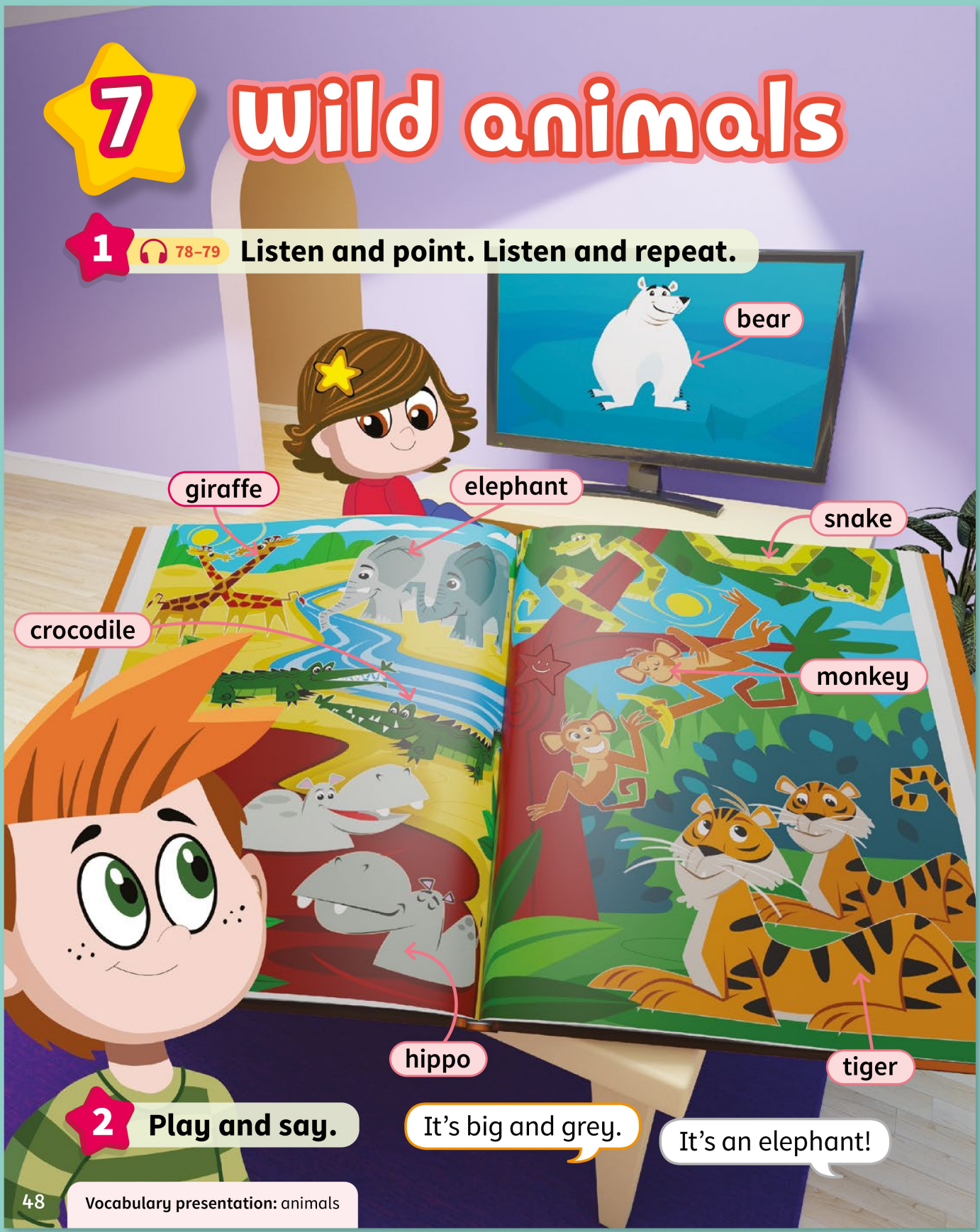
You feed your fish.

Yes, that's right!

Language: *brush, feed, walk and wash pets* | social responsibilities

7 Wild animals

1 78–79 **Listen and point. Listen and repeat.**



2 **Play and say.**

It's big and grey.

It's an elephant!

48

Vocabulary presentation: animals

Objectives

Pupils name and talk about wild animals.

Target language

- **Key language:** animals: *bear*, *crocodile*, *elephant*, *giraffe*, *hippo*, *monkey*, *snake*, *tiger*
- **Additional language:** *wild animal*, *polar bear*, *I know*.
- **Revision:** animals from Unit 5, colours, the body and face, adjectives, *animal*, *I don't know*. *Where's the happy star? Here it is!*

Materials

- **Flashcards:** 47–52, 61–66, 73 (animals)
- **Optional:** a picture of a bear

Warmer

- Flash each animal flashcard. from Unit 5 quickly in front of the class. Pupils put their hands up to say, e.g. *It's a cat*. Stick the flashcards on the board. Elicit/Teach *animal*.

Presentation

- Show each new wild animal Digital Flashcard (or the printed flashcards and a picture of a bear) and elicit or say the word. Pupils repeat in chorus and then in groups. Point to each flashcard/picture. Pupils chorus the name. Point to all the flashcards and say *They're wild animals*. Point and elicit, e.g. *elephant*. Say *An elephant's a wild animal*.
  Note: Articles *a/an* are for receptive purposes only.

PB48. ACTIVITY 1

Listen and point. Listen and repeat.

- Say *Open your Pupil's Books at page 48, please*. Show the page on the whiteboard and point to the picture. Say *Where's the happy star?* Ask a volunteer to come to the whiteboard, point and say *Here it is!* (on the tree). Point to the book and say *Look, it's a book about wild animals*.
- Say *Listen and point to the animals*. Play the Audio. Pupils listen and point. Play the Audio again. Pause after the description, but before the animal is named. Pupils chorus the animal. Check pupils understand the joke at the end.
- Hold up your book. Point to, e.g. a tiger and say *a crocodile*. Pupils say the correct word: *a tiger*.

78

Suzy: Look, Simon! A bear! A big bear!
Simon: Hmm. Is it a big, black bear? Grr!
Suzy: No, it isn't. It's a big, white bear. It's a polar bear!
Simon: Hmm. Let's play an animal game, Suzy!
Suzy: OK, Simon.
Simon: What's this animal? It's a big cat. It's orange and black.
Suzy: That's easy. It's a tiger.
Simon: Yes. Very good. What now? This animal is big and grey.
Suzy: It's a hippo.
Simon: No, it's big and grey with a long nose.
Suzy: It's an elephant.
Simon: OK. OK. What's brown and yellow with a small head?
Suzy: Is it a monkey?
Simon: No, it isn't.
Suzy: I know! It's a giraffe.
Simon: Yes, very good. OK. What's this? It's long and green and …
Suzy: Er, is it a snake?
Simon: Hah! No, it isn't. This animal is big, long, green and …
Suzy: I know! I know! It's a crocodile.
Simon: Yup!
Suzy: Now it's my turn. What this? It's small and white with red hair and a big mouth.
Simon: Er, I don't know. What animal's that, Suzy?
Suzy: It's a Simon! Ha! Ha! Ha!
Simon: Very funny, Suzy. Thank you.

- Say *Listen and repeat*. Play the Audio. Pupils point to the pictures and repeat. Chorus the words softly, loudly and to sound like the animals.
- If time, use Consolidation activity 1 (T115): *Animal mime*.

79

Giraffe, elephant, snake, hippo, crocodile, monkey, tiger, bear

PB48. ACTIVITY 2

Play and say.

- Do a mime to show that you are thinking of something and say *What's the animal?* Read the example sentence *It's big and grey*. Pupils guess the animal and say *It's an elephant!* Point to and ask the class to read aloud the examples in Activity 2. Invite a more confident pupil to describe another animal in a similar way. Repeat two or three more times.
- Pupils work in pairs to give clues and guess, as in the example.

Extra challenge Pupils include the animals that they know from Unit 5, in the game.

AB48. Answer key, see page T106

Ending the lesson

- Pretend that there's an animal in your desk or your bag. Open it, peep in and close it quickly. Say *Oh, dear! It's an animal!* Look again and say, e.g. *It's green*. Continue looking and giving information until pupils guess, e.g. *It's a snake*. Repeat.
- If time, use Consolidation activity 2 (T115): *Chain game*.

Digital Classroom

- **Presentation Plus:** Unit 7
- **Digital Flashcards**
- **Audio 78–79**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 7, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 7, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 7, *Reinforcement worksheet 1*
- **T115 – Consolidation activity 1:** *Animal mime*
- **T115 – Consolidation activity 2:** *Chain game*

Objectives

Pupils practise talking about wild animals.

Target language

- **Key language:** animals
- **Revision:** colours, adjectives, the body and face, *They're (small) and (brown).*

Materials

- **Flashcards:** 61–66, 73 (animals)
- **Optional:** a picture of a bear

Warmer

- Use the Animal mime game from the previous lesson (Consolidation activity 1) to review animals.
- A pupil comes to the front and mimes an animal. The class guesses. Repeat with other animals.

PB49. ACTIVITY 1

Listen and say the chant. Do the actions.

- Say *Open your Pupil's Books at page 49, please.* Show Activity 1 on the whiteboard and elicit the animals. Play the Audio. Pupils listen and point to the animals. Play the Audio again. Pupils follow the chant text in their Pupil's Books with their fingers and repeat. Say the chant with the class. Pupils repeat it line by line, faster, softly, etc.
- Review or practise actions for each animal, e.g.
  tiger = hand clawing, scratching the air
  elephant = arm in front of the face for a trunk
  hippo = looking fat, rounded arms at sides, with big open mouth
  snake = whole arm 'wriggling' away from the body
  giraffe = outstretched arm above head, thumb tucked under flat hand for head
  bear = standing tall and straight with arms bent and hands like claws
  crocodile = two outstretched arms in front of face making a snapping movement
- Make seven groups. Each group is an animal. Pupils stand up and say the chant. Each group mimes their animal when they hear it.
- If time, use Consolidation activity 1 (T115): *Word halves.*

80

Tiger, elephant, hippo, snake,
Giraffe, bear and crocodile.
Tiger, elephant, hippo, snake,
Giraffe, bear and crocodile.

PB49. ACTIVITY 2

Listen and point. Answer.

- Say *Listen and point to the animals in the book.* Play the first section of the Audio. Pupils listen and point. Say *Now listen and answer.* Play the next section, pausing after each description. Pupils whisper the animal to their partner. Check with the class.

Extra support Put the animal flashcards/picture on the board in the same order as they appear in the chant as you check the answers.

- Play the second part of the Audio again. Pupils repeat. After each question, pupils chorus the answer.
- If time, use Consolidation activity 2 (T115): *Draw the animals.*

Key: monkeys, crocodiles, hippos, elephants, tigers, snakes, giraffes

81

What are the animals?
Listen and look.
Point to the animals
In this book.
They're small and brown,
They're long and green.
They're grey and dirty,
They're big and clean.
They're orange and black,
They're red and blue.
They're yellow and brown,
With small heads, too.

Answer.
They're small and brown with big ears. What are they?
They're long and green with big mouths and a lot of teeth. What are they?
They're big and grey with very big mouths and small ears. What are they?
They're big and grey with long noses and big ears. What are they?
They're orange and black with small ears and big teeth. What are they?
They're red and blue with small heads and no ears. What are they?
They're yellow and brown with small heads. What are they?

AB49. Answer key, see page T106

Ending the lesson

- Draw each wild animal on the board. Pupils say the word. Pupils come to the front and draw for the class to guess.

Digital Classroom

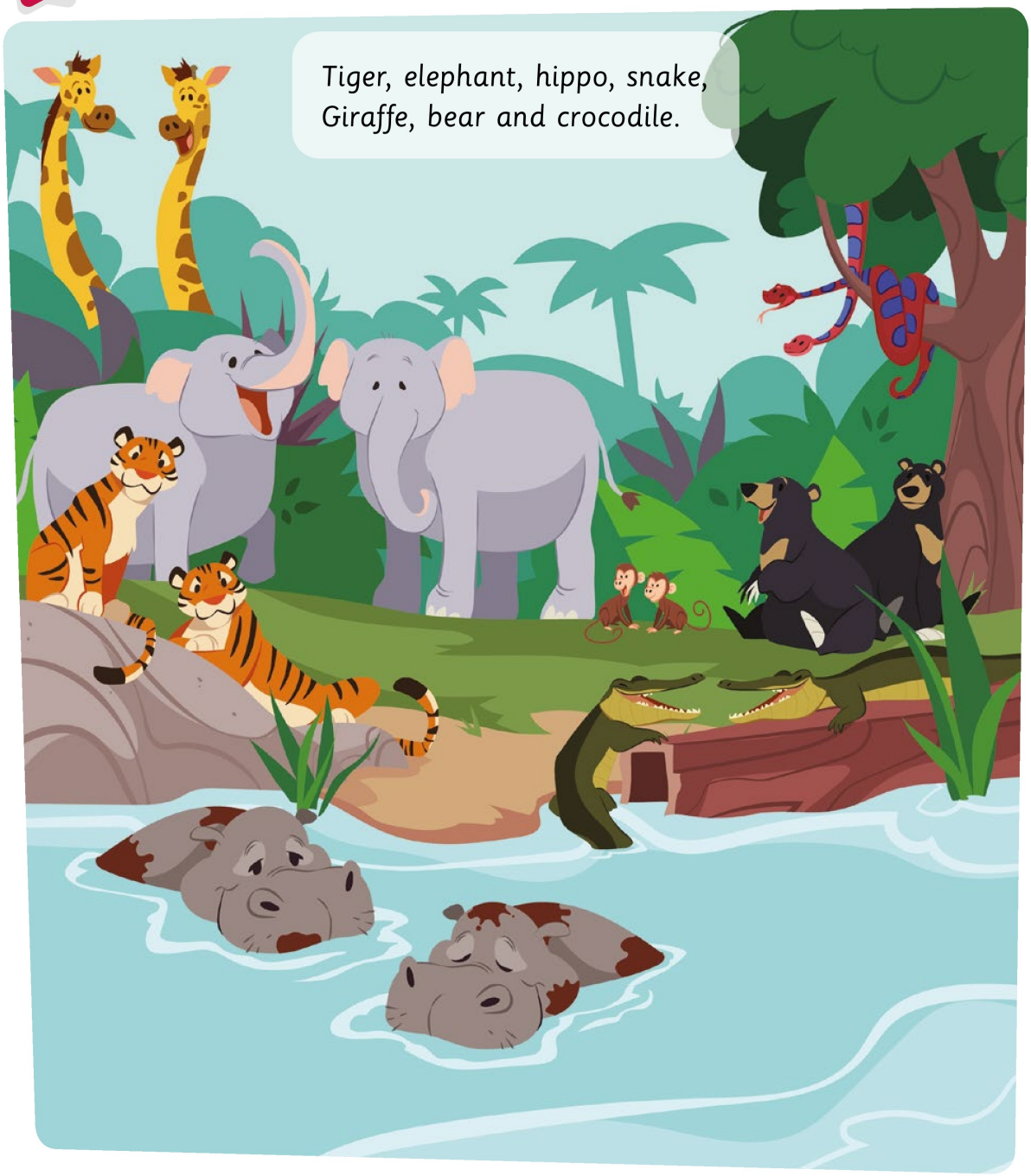
- **Presentation Plus:** Unit 7
- **Audio 80–81**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 7, Downloadable Activity Book Teaching Notes
- **T115 – Consolidation activity 1:** *Word halves*
- **T115 – Consolidation activity 2:** *Draw the animals*

7

1 80 Listen and say the chant. Do the actions.



2 81 Listen and point. Answer.

Vocabulary practice: animals



Language presentation and practice 1: have got for possession *They've got (short legs). They haven't got (big heads).*

Unit 7 Wild animals
Pupil's Book p.50

Objectives
Pupils describe animals and the parts of their body.

Target language
- **Key language:** the body: *arm*, *foot/feet*, *hand*, *leg*, *tail*, animals, *They've got (short legs)*, *They haven't got (big heads)*.
- **Additional language:** *a lot*, *zebra*, *Have they got (long legs)?*
- **Revision:** the body and face, colours, adjectives

Materials
- **Flashcards:** 61–66, 73 (animals)
- **Optional:** a picture of a bear

Warmer
- Review the face and body vocabulary that pupils already know by playing the Please game. Say, e.g. *Point to your nose, please.* Pupils point. Say *Point to your teeth.* Pupils don't point. Repeat.
- If time, use Consolidation activity 1 (T116): *Spin and draw.*

Presentation
- Teach or review the new body vocabulary through pointing and mime: *body*, *arm*, *foot/feet*, *hand*, *leg*, *tail*.
- Display the wild animal Digital Flashcards (or the printed flashcards and a picture of a bear). Elicit the parts of the body. Say *Come and point to a tail.* A pupil comes and points. Repeat.

PB50. ACTIVITY 1

Listen and point. Listen and repeat.
- Say *Open your Pupil's Books at page 50, please.* Show the page on the whiteboard and point to the word labels for pupils to read aloud. Say *Listen and point to the animals.* Play the Audio. Pupils listen and point. Play the Audio again. Check with the class.
- Watch the ▶ Video and answer the questions in the video.

82

Toys in the toy box, come alive.
Walk and talk, on the count of five.
One, two, three, four, five.
Maskman: What have you got there, Trevor?
Trevor: I've got a book on animals. Look at these monkeys. They're funny.
Maskman: Yes, they've got long arms and big hands. Ooohh. What are they?
Trevor: They're crocodiles. They're long and green and they've got big mouths and long tails.
Monty: How many teeth have they got?
Trevor: They've got a lot of teeth.
Maskman: Have they got long legs?
Trevor: No, they haven't. They've got short legs and feet. Look at the snakes. They've got no legs and no feet.
Maskman: Look at the elephants. They're big and grey. They've got very big ears, long noses and short tails.
Monty: Hmmm. Elephants. They're my favourite animals.

- Say *Listen and repeat.* Play the Audio. Pupils listen and repeat the sentences.
- Pupils listen again and say the animal being described each time.

Key: monkeys, giraffes, crocodiles, snakes

83

They've got long arms and big hands.
They've got long legs.
They've got short legs.
They haven't got feet.

PB50. ACTIVITY 2

Play and say.
- Do a mime to show that you are thinking of something and say *What's the animal?* Read the example sentence *They've got big heads and small ears.* Pupils guess the animal and say *Hippos.* Point to and ask the class to read aloud the example sentences. Invite a more confident pupil to describe another animal in a similar way. Repeat two or three more times. Make sure that pupils use *They've …* to describe the animals in general.
- Pupils work in pairs to give clues and say, as in the example.

Extra challenge Pupils include the animals that they know from Unit 5, in the game.

- If time, use Consolidation activity 2 (T116): *Animal teams.*

AB50. Answer key, see page T106

Ending the lesson
- Draw four large circles on the board. Label each circle and say *body*, *wild animals*, *pets*, *colours*. Elicit an example for each one, e.g. *arm*, *hippo*, *dog*, *grey*. Say *feet* and point to the *pets* circle. Pupils respond *No.* Say *Where?* Invite a pupil to point to the correct circle and say *body*. Repeat with other incorrect examples.

Digital Classroom
- **Presentation Plus:** Unit 7
- **Digital Flashcards**
- **Audio 82–83**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 7, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 7, Downloadable Activity Book Audio Script
- **PB95 and AB95 – Grammar reference 7**
- **Teacher Resources:** Unit 7, *Reinforcement worksheet 2*
- **T116 – Consolidation activity 1:** *Spin and draw*
- **T116 – Consolidation activity 2:** *Animal teams*

Objectives

Pupils practise describing animals and the parts of their body.

Target language

- **Key language:** animals, the body, *Let's do (the crocodile smile).*
- **Additional language:** *sing, move, show, dance, shake, smile, laugh, What am I? You're (an elephant).*
- **Revision:** adjectives, the face, *open*

Materials

- **Optional:** recording equipment
- **Teacher Resources:** Photocopiable 7 copied onto thin card (one set for each group of three, each copy pre-cut into three strips), scissors, one completed set for demonstration, envelopes

Warmer

- Play a definitions/guessing game with the class. Describe an animal. Pupils put up their hands to guess. Say, e.g. *They've got short legs and very big mouths. They're green.* (*Crocodiles.*) Continue with descriptions for other animals. More confident pupils can offer definitions.
- If time, use Consolidation activity 1 (T116): *Animal wordsnake.*

Song

PB51. ACTIVITY 1

Listen and sing. Do karaoke.

- Review the parts of the body for the Song (*hands, feet,* etc.). Say *Open your Pupil's Books at page 51, please.* Show the page on the whiteboard and elicit what they can see. Point to the pictogram verse and read it aloud with pupils, pausing for them to guess and say the words.
- Play the Song. Pupils listen and do the actions for each verse, e.g. move their hands and feet. Play the Song again, line by line. Pupils listen and repeat.
- Teach the Song to the class. When pupils know it, they repeat the whole song with the actions. Make five groups and assign an animal to each group. Each group sings the chorus and the verse for their animal. All pupils do the actions together.

Extra support Pupils listen and do the actions and sing along only with the chorus.

- Make an audio or video recording of pupils and play it to the class.

84 ▶

Animals, animals, big and small,
Animals, animals, short and tall.
Animals, animals, dirty and clean,
Animals, animals, brown and green.
Come on, children, sing along,
Sing and move to the animal song.

Let's all do the hippo show, *[Repeat x3]*
Move your hands and feet.

Let's all do the elephant dance, *[Repeat x3]*
Move your arms and legs.

Let's all do the snake shake,
Move your head and tail.
Let's all do the crocodile smile, *[Repeat x3]*
Show your big white teeth.

Let's all do the giraffe laugh, *[Repeat x3]*
And open your big clean mouth.

- Say *Do karaoke.* Pupils listen to the karaoke version and stand up and sing the Song as a class.

85 ▶

Karaoke version of the song

PB51. ACTIVITY 2

Act it out and say.

- Act being one of the animals from the unit, e.g. an elephant (its movements and sounds). Say *What am I?* Pupils guess *You're an elephant.*
- Nominate volunteers to come to the front of the class and act being another animal. Encourage them to ask *What am I?* afterwards and check that the other pupils are guessing using complete sentences. Pupils repeat the activity in pairs. Pupil A acts and Pupil B guesses, and then they swap roles.
- If time, use Consolidation activity 2 (T116): *Make your own wordsnake.*
- Use Photocopiable 7 from the Teacher Resources.

AB51. Answer key, see page T107

Ending the lesson

- Sing the song from Activity 1.
- If time, use Starters Exam folder: Reading and Writing Part 2 (PB100).

Digital Classroom

- **Presentation Plus:** Unit 7
- **Audio 84–85**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 7, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 7, *Song worksheet*
- **T116 – Consolidation activity 1:** *Animal wordsnake*
- **T116 – Consolidation activity 2:** *Make your own wordsnake*
- **PB100 – Pre A1 Starters Exam folder:** Reading and Writing Part 2

1 84–85 Listen and sing. Do karaoke.

Let's all do the  show. Let's all do the  dance.
Let's all do the  smile. Let's all do the  laugh!



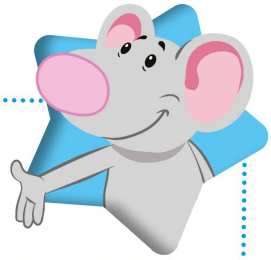
2 Act it out and say.

What am I?

You're an elephant.

Language presentation and practice 2: *Let's do (the crocodile smile).*

Monty's sounds and spelling



1 86 **Watch and say.**



Six little pink hippos in the river.
He's the big hippo king.

2 **Ask and answer. Guess.**



Write it with me!

l__ttle
h__ppo

Objectives

Pupils recognise and practise the sound /ɪ/ and practise writing the letter *i*.

Target language

- **Key language:** the vowel sound /ɪ/ (*six*, *little*, *pink*, *hippo*, *in*, *river*, *big*, *king*), animals, the body
- **Additional language:** *It's got (a) (long tail), little*
- **Revision:** the sounds /æ/ and /e/, the letters *a* and *e*

Materials

- **Flashcards:** 47–52, 61–66, 73 (animals)
- A picture of a river
- A strip of card or a lollipop stick for each pupil
- **Optional:** A picture of a bear

Warmer

- Play Statues. Say an animal and pupils mime being that animal moving around the room. Call out *Statues!* and pupils freeze. Repeat various times with different animals.

Presentation

PB52. ACTIVITY 1

Watch and say.

- Teach *river* using the picture. Draw a river across the board. Say *This is a river. What's in the river?* Allow any guesses and tell pupils they will watch a ▶ Video to find out.

Extra support Stick the animal flashcards / bear picture in the river to support understanding.

- Watch the ▶ Video and elicit the answer (*six pink hippos*). Drill the /ɪ/ sound, making it very short.
- Watch the ▶ Video again, encouraging pupils to repeat the sound and sentences.

86 ▶

Monty: Six little pink hippos in the river. He's the big hippo king. What can you see? Say it with me!
Monty & voice: Six little pink hippos in the river. He's the big hippo king.
Voice: /ɪ/ /ɪ/
Where's the /ɪ/?
That's right! /ɪ/
Six hippos. Six little pink hippos.
Six little pink hippos in the river. He's the big hippo king.
/ɪ/ six /ɪ/ little /ɪ/ pink /ɪ/ hippos /ɪ/ river /ɪ/ big /ɪ/ king
Monty: Six little pink hippos in the river. He's the big hippo king. What can you see? Say it with me!
Monty & voice: Six little pink hippos in the river. He's the big hippo king.
Monty: One more time – you sound fine!
Monty & voice: Six little pink hippos in the river. He's the big hippo king.

- Say *Open your Pupil's Books at page 52, please*. Show Activity 1 on the whiteboard. Point to and count the small hippos one by one and say *What can you see? Say it with me!* Elicit and drill *Six little pink hippos in the river* in chorus. Point to the king hippo and elicit and drill *He's the big hippo king* in chorus.
- Write the word *hippo* on the board. Circle the *i*. Give pupils a strip of card or a lollipop stick each and ask them to write a large letter *i* at the top.
- Call out a series of words from the unit. Pupils hold up their cards/sticks when they hear the /ɪ/ sound.
- Read the sentences under the picture with pupils. They hold up their cards/sticks when they hear the /ɪ/ sound.
- Pupils work in pairs, reading and listening to each other, holding up their cards/sticks and saying the sound.

PB52. ACTIVITY 2

Ask and answer. Guess.

- Show Activity 2 on the whiteboard. Ask pupils what they can see in the river and point to the different animal parts. Do the example with a more confident pupil. Say *It's got long legs.* The pupil says *It's a giraffe.* Do more examples in open pairs.
- Pupils work in pairs to describe one of the animal parts in the picture and say the animal.

Extra challenge Pupils play a guessing game in pairs. Pupil A chooses one of the animals in the picture. Pupil B asks questions to guess the animal, e.g. *Has it got a long tail? Is it a tiger?*

Key: Example answers: It's got short legs. – A hippo. It's got big feet. – An elephant. It's got a long tail. – A tiger. It hasn't got legs. – A snake. It's got hands. – A monkey.

Write it with me!

- Write a large letter *i* in the air and say the short /ɪ/ sound. Pupils copy you and call out words from the lesson with the /ɪ/ sound: *six*, *little*, *hippo*, *pink*, *big*, *king*, *in*, *river*.
- Pupils complete the words with the letter *i* and say *little*, *hippo*.
- If time, use Consolidation activity (T116): *Sound families*.

AB52. Answer key, see page T107

Ending the lesson

- Pupils stand in two lines. One line are hippos and the other line are elephants. Each line takes a step forward in turn, air writes the letter (*e* or *i*) and says the letter sound and the animal.

Digital Classroom

- **Presentation Plus:** Unit 7
- **Audio 86**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 7, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 7, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 7, *Extension worksheet 1*
- **T116 – Consolidation activity:** *Sound families*

Objectives

Pupils watch, listen to and act out a story and review language from the unit.

Target language

- **Key language:** language from the unit
- **Additional language:** *hero, superhero, Help! Thank you.*

Warmer

- Review animals from the unit by doing a chant. Start softly and get louder and louder for each animal. Make sure you say the sounds, e.g. /t/ and not the letters.
  Give me a /t/!
  (Point to the tiger.) Pupils respond *Tiger.*
  Do the same for /h/ *hippo*, /k/ *crocodile*, /s/ *snake*, /b/ *bear*, /ʤ/ *giraffe*, /m/ *monkey* and /e/ *elephant.*
- If time, use Consolidation activity 1 (T116): *Animal bingo.*

Story

PB53. ACTIVITY 1

Watch the video.

- Say *Open your Pupil's Books at page 53, please.* Show the story on the whiteboard. Point and ask *Who's this? What's this?* Point to the last picture and set the pre-watching questions *Is Monty happy? Why? Why not?* Tell pupils they are going to watch a ▶ Video of the story to find out.

Extra support Use the pictures to guide pupils to predict the story.

- Watch the ▶ Video with the class. Give pupils the option of watching it twice if they need to. Elicit the answer. (*Yes. He's a hero.*)
- Focus on page 53 again. Play the 87 Audio. Pupils listen and follow the story in their books.
- Check comprehension by pointing to each picture in turn and asking questions, e.g. for picture 1, ask *Is Marie happy?* (*No.*) *Why not?* (*There are snakes.*) Picture 2: *Who helps Marie?* (*Maskman.*)
- Play the 87 Audio again. Pupils listen and repeat. Encourage them to say it with intonation and feeling, especially the sounds, e.g. *Ooohhh! Aaagghh!*
- Check pupils understand *hero* and *superhero.* Elicit their favourite superheroes, e.g. Superman, Spiderman, Batman, Cat Woman. Point to the different picture frames and make sure that pupils understand that Monty is dreaming.

87 ▶

Toys in the toy box, come alive.
Walk and talk, on the count of five.
One, two, three, four, five.

1 **Monty:** Animals, animals, big and small. Animals, animals, short and tall.
Marie: Help! Help, Maskman! Look at these snakes. They're long and ugly and they've got two long teeth.

2 **Maskman:** I'm here, Marie. I've got the snakes. Snakes have got two long teeth, but I've got two big arms.
Marie: Ooohhh, Maskman, thank you. You're a superhero!

3 **Trevor:** Help! Help, Maskman! Look at these crocodiles. They've got big mouths … and they've got a lot of teeth.

4 **Maskman:** I'm here, Trevor. I've got the crocodiles. Crocodiles have got big mouths and a lot of teeth, but I've got long legs and big hands.
Trevor: Ooohhh, Maskman, thank you. You're a superhero!

5 **Maskman:** Help! Help! Look at these elephants! They're very big … and they've got very big feet.
Maskman, Marie & Trevor: Aaagghh!

6 **Monty:** I'm here, Maskman! Elephants are very big and they've got very big feet, but I'm a mouse … and I'm very small.
Maskman, Marie & Trevor: Thank you, Monty. You're a small mouse, but you're a big hero.

PB53. ACTIVITY 2

Act out the story.

- Make groups of seven (including a snake, a crocodile and an elephant). Play the 87 Audio. Pupils act out the story along with the 87 Audio. Pupils practise their role plays, using the pictures in the book to help.

Extra challenge More confident pupils act out the story to the class.

AB53.

Ending the lesson

- Ask pupils which chant/song/game they'd like to do again from the unit. Do it together to end the lesson.
- If time, use Consolidation activity 2 (T116): *Crazy animals.*

Digital Classroom

- **Presentation Plus:** Unit 7
- **Audio 87**
- **Test** Unit 7 Test
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 7, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 7, *Extension worksheet 2*
- **T116 – Consolidation activity 1:** *Animal bingo*
- **T116 – Consolidation activity 2:** *Crazy animals*

1 87 Watch the video.













2 Act out the story.

Story: unit language in context

8 My clothes



1 88–89 **Listen and point. Listen and repeat.**

2 **Play and say.**

Trousers.

They're grey.

Vocabulary presentation: clothes

Unit 8 My clothes
Pupil's Book p.54

Objectives
Pupils name and talk about clothes.

Target language
- **Key language:** clothes: *cap, jacket, shoes, shorts, skirt, socks, trousers, T-shirt*
- **Additional language:** *Come on! pair of (trousers)*
- **Revision:** colours, prepositions, *toy box, chair, computer, door, head, happy, star, Where's …? Where are …?*

Materials
- **Flashcards:** 67–72 (clothes)
- Handmade picture cards of a cap and shorts with the word written on the back

Warmer
- Review prepositions *next to, on, in, under*. Show, e.g. an eraser. Place it under a book. Ask *Where's the eraser?* Elicit *It's under the book*. Repeat for *on, in, next to*.
- Do a TPR dictation with the class. Say, e.g. *Pick up a blue pencil. Put it on the book*. Pupils follow your instructions.

Presentation
- Teach or elicit the clothes using the flashcards / picture cards.
- Display the flashcards / picture cards (picture side) on the board. Point to the first card. Elicit the word and then turn it over so it is word side. Elicit the other seven words. Repeat until all the cards are word side. Pupils read/chorus from memory. Continue, turning one card back to picture side each time, until all the pictures are visible. Point and say *They're clothes*.

PB54. ACTIVITY 1

Listen and point. Listen and repeat.
- Say *Open your Pupil's Books at page 54, please*. Show the page on the whiteboard and point to the picture. Ask volunteers to come to the whiteboard and identify the happy star in the picture (on the hat). Elicit what pupils can see in the picture, including the clothes. Say *Listen and point to the clothes*. Play the Audio. Pupils listen and point. Play the Audio again. Check comprehension by asking, e.g. *What colour are the shorts? Where are Simon's trousers?*

88

Mr Star: Come on, children. Time for school.
Stella: OK, Dad.
Simon: I've got my brown shorts, Stella. Hmm. Where are my grey trousers?
Stella: They're under your toy box.
Simon: Now, where are my socks?
Stella: Your blue socks? They're in your shoes.
Simon: And where are my shoes?
Stella: Under the chair, Simon. Come on!
Simon: OK. Is that my green T-shirt next to the computer?
Stella: Yes, it is. And your jacket's next to the door. Where's my cap?
Simon: It's on your head, Stella.
Stella: Oohhh. Yes, it is.
Both: Haha!

- Play the Audio. Pupils listen, point to the words and repeat. Play the Audio again for pupils to repeat in chorus.

89

Cap, skirt, jacket, T-shirt, socks, shoes, trousers, shorts

- Make eight groups. Hand out one clothes flashcard / picture card to each group. Conduct groups like an orchestra. Point to a group. They stand, say their word in chorus and then sit. Move quickly from group to group, returning to the same group sometimes to make it more fun.
- Use Consolidation activity 1 (T116): *Pairwork memory game.*

PB54. ACTIVITY 2

Play and say.
- Say *Trousers. What colour are they?* and elicit the answer *They're grey*. Say two or three more clothes items for pupils to say the colour, e.g. *Cap. It's yellow.* Quickly check which items pupils need to use *It's …* and *They're …* for.
- Tell pupils to look at the picture carefully for one minute and remember what colour all the clothes are. Pupils work in pairs. Pupil A closes his/her book and Pupil B says an item of clothing. Pupil A says the colour. When Pupil B has said four items, they change roles.

Extra challenge Pupils memorise where the items are and ask and answer, e.g. *Where are the grey trousers? They're under the toy box.*

Key:	Cap.	It's yellow.	T-shirt.	It's green.
	Skirt.	It's green.	Shoes.	They're black.
	Socks.	They're blue.	Jacket.	It's brown.
	Shorts.	They're brown.		

AB54. Answer key, see page T107

Ending the lesson
- Say, e.g. *Point to some shoes, please*. Pupils point (to their or another pupil's shoes). Say *Point to a skirt*. Pupils don't point. Continue with other clothes. Pupils who make a mistake sit down. Stop when you have a small group of winners.
- Use Consolidation activity 2 (T116): *How many have we got?*

Digital Classroom
- **Presentation Plus:** Unit 8
- **Digital Flashcards**
- **Audio 88–89**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 8, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 8, *Reinforcement worksheet 1*
- **T116 – Consolidation activity 1:** *Pairwork memory game*
- **T116 – Consolidation activity 2:** *How many have we got?*

Objectives

Pupils practise talking about clothes.

Target language

- **Key language:** clothes
- **Revision:** colours, adjectives, the body and face, instructions, *my favourite (shoes), I've got (blue trousers).*

Materials

- **Flashcards:** 67–72 (clothes) or clothes word cards from Teacher Resources: *Reinforcement worksheet 1*
- **Optional:** recording equipment

Warmer

- Review clothes and instructions by playing a TPR game with the class. Combine instructions, clothes, parts of the body and colours. Say, e.g. *Stand up if you've got black shorts. Jump up if you've got brown hair. Stamp your feet if you've got blue socks. Wave your arms if you've got dirty shoes. Clap your hands if you've got grey trousers.* Use vocabulary which gives all pupils a chance to join in.
- If time, use Consolidation activity 1 (T116): *Snap!*

PB55. ACTIVITY 1

Listen and say the chant.

- Say *Open your Pupil's Books at page 55, please.* Show the page on the whiteboard and ask *What can you see?* Review the clothes and colours.
- Say *Listen to the chant. Point to the picture.* Play the Audio. Pupils listen and point.
- Play the Audio again. Pupils listen and clap or tap the rhythm.
- Play the Audio. Pupils follow the chant text in their Pupil's Books with their fingers and repeat line by line. Pupils say the chant as a class. Repeat. Take an audio or video recording of the class if possible.

90

I've got blue trousers,
And a green T-shirt.
I've got a brown jacket,
And a purple skirt.
I've got red shoes,
And long pink socks.
They're on the floor,
Next to my box.
[Repeat]

PB55. ACTIVITY 2

Listen and say the number.

- Say *Listen and say the number.* Play the first sentence on the Audio. Pupils look at the picture. Wait for most pupils to raise their hands. Elicit the answer (*1*). Play the rest of the Audio. Pupils whisper the answer to their partner. Play the Audio again. Pause after each sentence. Pupils put up their hands. Elicit answers from different pupils.

Key: 1, 3, 4, 3, 4, 2, 1, 2, 4, 2, 1, 3, 4

91

My favourite clothes are my grey skirt and my purple jacket.
My favourite shoes are white.
I've got an orange T-shirt. It's my favourite.
I've got short grey trousers. They're my favourite.
My favourite shoes are red.
My favourite trousers are brown.
My favourite socks are pink.
My favourite T-shirt is big and yellow.
My favourite skirt is blue.
I've got brown shoes. They're my favourite.
My favourite shoes are black. They're beautiful.
My favourite jacket is green.
My favourite socks are white.

Pairwork

- Pupils do the activity in pairs. They take it in turns to speak and answer. Pupil A says, e.g. *My favourite shoes are brown.* Pupil B points and says, e.g. *Number 2.*

Extra support Pupil A says an adjective and item of clothing, e.g. *brown shoes.*

AB55. Answer key, see page T107

Ending the lesson

- Display the clothes flashcards (word side) or use the clothes word cards from the Teacher Resources. Pupils stand up. Point to one word, e.g. *socks.* Pupils silently point to their socks. Continue pointing to different words quickly, one after another. Pupils who say the word miss a turn.
- If time, use Consolidation activity 2 (T116): *Flashcard game.*

Digital Classroom

- **Presentation Plus:** Unit 8
- **Audio 90–91**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 8, Downloadable Activity Book Audio Script
- **T116 – Consolidation activity 1:** *Snap!*
- **T116 – Consolidation activity 2:** *Flashcard game*

8

1 90 Listen and say the chant.



2 91 Listen and say the number.

Vocabulary practice: clothes





56

Language presentation 1: have got for possession *Have you/Has he/she got (my blue T-shirt)? He/She hasn't got (red shorts).*

Unit 8 My clothes
Pupil's Book p.56

Objectives
Pupils practise recognising and talking about clothes.

Target language
- **Key language:** clothes, *Have you / Has he/she got (my blue T-shirt)? He's/She's got (white shoes), He/She hasn't got (red shorts).*
- **Additional language:** *Has he/she got his/her (blue T-shirt)? Yes, he/she has / No, he/she hasn't, I haven't got your (blue T-shirt), Who's got (my white shoes)?*
- **Revision:** colours, *I don't know, No, I haven't.*

Materials
- **Real clothes:** T-shirts, socks, trousers, skirts, jackets, shorts, a baseball cap, shoes, a big bag
- **Optional:** pictures of people wearing different clothes

Warmer
- Play a version of the Warmer from the previous lesson. Use negatives as well, e.g. *Stand up if you haven't got black shoes. Jump up if you've got blue eyes.*

PB56. ACTIVITY 1

Listen and point. Listen and repeat.
- Say *Open your Pupil's Books at page 56, please.* Show the page on the whiteboard. Point to the characters and ask *Who's this?* Remind pupils that Mrs Star is Suzy, Simon and Stella's mum. Say *Listen and point to the clothes.* Play the Audio. Pupils listen and point.
- Play the Audio again. Check understanding, e.g. *Has Simon got his blue T-shirt?* (*No.*) Supply *he hasn't*. Continue, e.g. *Has Stella got her red trousers?* (*No, she hasn't.*) Ask *Who's got the clothes?* (*Suzy.*)
- Watch the ▶ Video and answer the questions in the video.

92

Stella: Mum, have you got my red trousers? Where are they?
Mrs Star: I don't know.
Stella: Has Simon got my red trousers?
Mrs Star: Ask Simon, not me.
Suzy: No, Stella. Simon hasn't got your red trousers.
Simon: Mum, has Stella got my blue T-shirt?
Mrs Star: I don't know. Ask Stella, not me.
Suzy: No, Simon. Stella hasn't got your blue T-shirt.
Stella: No, I haven't got your blue T-shirt. Have you got my red trousers?
Simon: No, I haven't. And who's got my favourite white shoes?
Stella & Simon: Where's Suzy?
Mrs Star: Look at Suzy. She's got your red trousers, Stella. She's got your blue T-shirt, Simon.
Simon: And she's got my favourite white shoes … Not my shoes!

- Play the Audio. Pause after each sentence. Pupils point to and chorus the clothes. Make sure they remember the difference between *He's got …* and *She's got …*

93

He's got a blue T-shirt.
She's got red trousers.
He's got white shoes.

- Walk around the room. Point to pupils' clothes for the class to say *He's got … / She's got …* to make sentences about their classmates' clothes.
- If time, use Consolidation activity 1 (T117): *Who is it?*

PB56. ACTIVITY 2

Say and guess.
- Invite three or four pupils to stand up. Alternatively, display pictures of people wearing different clothes. Choose one of them and make an affirmative and a negative statement about his/her clothes (see example). Pupils listen and say who it is.
- Ask a more confident pupil to choose one of the pupils who are standing up / one of the pictures on display and to do the same. Repeat.

Extra support Pupils make affirmative statements only.

- Pupils work in small groups or pairs to say and guess.

Extra challenge Say, e.g. *Has* (name) *got green trousers?* Pupils answer *Yes, he/she has* or *No, he/she hasn't*. Continue. Pupils ask questions about their classmates for the class to answer.

AB56. Answer key, see page T107

Ending the lesson
- Put the clothes in the bag. Pupils come up one by one, feel in the bag and guess the clothing. They take it out and hold it up to check. Repeat.
- If time, use Consolidation activity 2 (T117): *Look and remember.*

Digital Classroom
- **Presentation Plus:** Unit 8
- **Audio 92–93**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 8, Downloadable Activity Book Audio Script
- **PB95 and AB95 – Grammar reference 8**
- **Teacher Resources:** Unit 8, *Reinforcement worksheet 2*
- **T117 – Consolidation activity 1:** *Who is it?*
- **T117 – Consolidation activity 2:** *Look and remember*

Objectives

Pupils talk more about clothes and sing a song.

Target language

- **Key language:** clothes, *He's/She's got (an orange book), He/She hasn't got (a train).*
- **Additional language:** *class*
- **Revision:** colours, *train, elephant, ball, hand, pencil*

Materials

- **Teacher Resources:** Photocopiable 8 copied onto thin card (one for each pupil), scissors, a complete coloured set for demonstration, envelopes
- **Optional:** pictures of people wearing different clothes

Warmer

- Play the guessing game from the previous lesson (Activity 2).
- If time, use Consolidation activity 1 (T117): *Fashion show.*

PB57. ACTIVITY 1

Listen and correct.

- Say *Open your Pupil's Books at page 57, please.* Show the page on the whiteboard and ask *What clothes can you see?* Elicit the items in the picture.
- Say a false sentence about the picture, e.g. *He's got a green jacket.* Then ask *Yes or no?* Pupils respond *No.* Elicit the sentence with the correct colour and *He's got …* (*He's got a blue jacket*). Say *Listen and correct.* Play the Audio, pausing for pupils to respond.

Extra challenge Pupils work in pairs to make and correct similar sentences about the picture.

Key: She's got a yellow sock. She's got a pink pencil. He's got a blue jacket. He's got a purple ball.

94

She's got a black sock.
She's got a pink train.
He's got a blue elephant.
He's got a white ball.

Song

PB57. ACTIVITY 2

Listen and sing. Do karaoke.

- Focus pupils on the picture of the bedroom. Elicit where the clothes are (in his/her hands). Point to the pictogram verse and read it aloud with pupils, pausing for them to guess and say the words. Play the Song. Pupils listen and point.
- Play the Song again. Pupils join in. Sing the Song without the Audio. Pupils stand up. Make four groups. Each group sings a verse.

95 ▶

He's got a blue jacket in his hands,
A blue jacket.
He's got a blue jacket in his hands,
A jacket in his hands.

He's got a purple ball in his hands,
A purple ball.
He's got a purple ball in his hands,
A ball in his hands.

She's got a yellow sock in her hands,
A yellow sock.
She's got a yellow sock in her hands,
A sock in her hands.

She's got a pink pencil in her hands,
A pink pencil.
She's got a pink pencil in her hands,
A pencil in her hands.

- Say *Do karaoke.* Pupils listen to the karaoke version and stand up and sing the Song as a class.
- Pupils sing their own song, changing the words to the other items the boy and girl are holding (a red T-shirt, brown trousers, an orange book).
- Hold an object, e.g. a green eraser. Pupils sing about you, e.g. *She's got a green eraser in her hands.*

96 ▶

Karaoke version of the song

- Use Photocopiable 8 from the Teacher Resources.

AB57. Answer key, see page T107

Ending the lesson

- Mime putting on an item of clothing, e.g. a skirt. Pupils guess.
- Pupils mime and guess in pairs.
- If time, use Consolidation activity 2 (T117): *Do as I do.*

Digital Classroom

- **Presentation Plus:** Unit 8
- **Audio 94–96**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 8, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 8, *Song worksheet*
- **T117 – Consolidation activity 1:** *Fashion show*
- **T117 – Consolidation activity 2:** *Do as I do*
- **PB98–103 – Pre A1 Starters Exam folder**

8

1 94 Listen and correct.

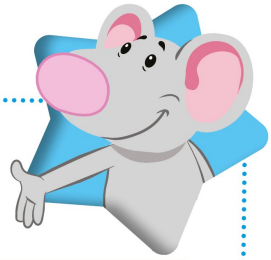
He's got a [splat] [shirt] in his hands, a [splat] [shirt] in his hands.
She's got a [splat] [pencil] in her hands, a [splat] [pencil] in her hands.



2 95–96 Listen and sing. Do karaoke.

Language practice 1: have got for possession *She's got (an orange book). He hasn't got (a train).*

Monty's sounds and spelling



1 97 **Watch and say.**



Six snakes in T-shirts.



Seven sheep in socks and shoes.

2 **Say and guess.**

They've got red T-shirts.

Monkeys!













Write it with me!



__ix __ __oes

Objectives

Pupils recognise, contrast and practise the sounds /s/ and /ʃ/ and practise writing the letters *s* and *sh*.

Target language

- **Key language:** the consonant sounds /s/ and /ʃ/ (*six*, *seven*, *snake*, *socks*, *T-shirt*, *sheep*, *shoes*), clothes, *He's/She's got (pink shoes).*
- **Additional language:** *There's a (T-shirt).*
- **Revision:** animals, colours, *They've got (red T-shirts).*

Warmer

- Stand in a circle and play In my bag there's a … Begin by saying, e.g. *In my bag there's a T-shirt.* The pupil standing next to you continues, repeating your item and adding another item of clothing. Divide pupils into groups of eight to play.
- If time, use Consolidation activity 1 (T117): *Memory pairs.*

Presentation

PB58. ACTIVITY 1

Watch and say.

- Draw a snake and a sheep on the board. Teach the word *sheep*. Tell pupils they are going to watch a ▶ Video with snakes and sheep. Ask *How many snakes? How many sheep?* Allow any guesses and tell pupils they will watch to find out.
- Watch the ▶ Video and elicit the answers (*six snakes and seven sheep*). Drill the /s/ and /sh/ sounds.
- Watch the ▶ Video again, encouraging pupils to repeat the sounds and sentences after the pauses.

97 ▶

Monty: Six snakes in T-shirts. Seven sheep in socks and shoes. What can you see? Say it with me!
Monty & voice: Six snakes in T-shirts. Seven sheep in socks and shoes.
Voice: /s/ /s/
Where's the /s/?
/ʃ/ /ʃ/
Where's the /ʃ/?
That's right! /s/ and /ʃ/.
Six snakes and seven sheep.
Six snakes in T-shirts.
Seven sheep in socks and shoes.
/s/ six /s/ seven /s/ snake /s/ sock /ʃ/ sheep /ʃ/ T-shirt
/ʃ/ shoe
Monty: Six snakes in T-shirts. Seven sheep in socks and shoes. What can you see? Say it with me!
Monty & voice: Six snakes in T-shirts. Seven sheep in socks and shoes.
Monty: One more time – you sound fine!
Monty & voice: Six snakes in T-shirts. Seven sheep in socks and shoes.

- Say *Open your Pupil's Books at page 58, please.* Show Activity 1 on the whiteboard. Point to the snakes and say *What can you see? Say it with me!* Elicit and drill the sentence. Point to the sheep and do the same. Focus on the /s/ and /ʃ/ sounds and elicit and drill the full sentences in chorus: *Six snakes in T-shirts. Seven sheep in socks and shoes.*
- Divide the class into two groups. Pupils stand in two lines opposite each other, snakes on one side and sheep on the other. They practise saying their sentences as tongue twisters up and down the lines. Then they turn and face each other and teach their partner their tongue twister.

PB58. ACTIVITY 2

Say and guess.

- Show Activity 2 on the whiteboard.

Extra support Point to the animals and pupils chant the words. Point again and they chant the clothes and colours, e.g. *pink shoes.* Point again and they say *he* or *she.*

- Read the example aloud with the class, then do two or three more examples.
- Pupils work in pairs to describe and guess, as in the example.
- If time, use Consolidation activity 2 (T117): *Animals in clothes.*

Key:

1 She's got pink shoes / a blue skirt / a white T-shirt.	Giraffe!
2 He's got a purple T-shirt / grey shoes.	Dog!
3 They've got red T-shirts / orange trousers.	Monkeys!
4 They've got white T-shirts / green socks.	Crocodiles!
5 He's got brown trousers / yellow shoes.	Bear!
6 He's got a yellow jacket / black shoes.	Mouse!

Write it with me!

- Write a large *s* in the air and say the sound. Pupils copy you and call out words starting with the sound /s/, e.g. *six snakes.* Repeat with /ʃ/.
- Pupils complete the words with the letters *s* and *sh* and say *six shoes.*

AB58. Answer key, see page T107

Ending the lesson

- Pupils form two groups. One group are snakes in T-shirts, the other group are sheep in socks and shoes. Each group forms a circle and skips around while saying their line.

Digital Classroom

- **Presentation Plus:** Unit 8
- **Audio 97**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 8, *Extension worksheet 1*
- **T117 – Consolidation activity 1:** *Memory pairs*
- **T117 – Consolidation activity 2:** *Animals in clothes*

Objectives

Pupils watch and listen to a story and review language from the unit.

Target language

- **Key language:** language from the unit
- **Additional language:** *catch*
- **Revision:** numbers

Warmer

- Play a mime game to review clothes. Mime taking off an item of clothing for pupils to guess, e.g. shoes or baseball cap. Individual pupils can come to the front and mime for the class. Encourage them to be inventive.
- If time, use Consolidation activity 1 (T117): *Board slap*.

Story

PB59. ACTIVITY 1

Watch the video.

- Say *Open your Pupil's Books at page 59, please.* Show the story on the whiteboard. Say *Look at the pictures.* Point to the characters and elicit who they can see (*Stella, Simon, Suzy, Trevor, Monty, Marie and Maskman*). Set the pre-watching questions *What colour's Suzy's T-shirt? What's on it?* Tell pupils they are going to watch a ▶ Video of the story to find out.
- Watch the ▶ Video with the class. Give pupils the option of watching it twice if they need to. Elicit the answers (*orange, a mouse*).
- Focus on page 59 again. Play the Audio. Pupils listen and follow the story in their books.
- Check comprehension by pointing to each picture in turn and asking, e.g. *Who's this?* (*Stella.*) *Has she got a blue T-shirt? What colour are her socks and shoes?*
- Personalise the activity. Ask *What have you got on your T-shirt?*
- Play the Audio of the story. Pupils listen and repeat in sections. Encourage them to say it with feeling.

Extra challenge Pupils work in groups of four and act out the story. More confident pupils act it out for the class.

98 ▶

Toys in the toy box, come alive.
Walk and talk, on the count of five.
One, two, three, four, five.

1 **Simon:** Here, Stella. Catch.

2 **Marie:** Look at Stella's clothes. She's got a yellow T-shirt, she's got a blue skirt, she's got pink socks and she's got brown shoes.

3 **Maskman:** But she hasn't got a jacket. Look at these. Simon's got a red jacket, he's got green trousers and he's got black shoes.

4 **Marie:** Well, Maskman, Stella's got trousers, too. Has Simon got a baseball cap?
Maskman: Huh! No, he hasn't!
Trevor: Oooohh! Hee, hee.

5 **Monty:** Well, Suzy hasn't got a baseball cap. She's got a skirt and a beautiful orange T-shirt, with a mouse on it.
Trevor: Ha, ha, ha!

PB59. ACTIVITY 2

Listen and say the number.

- Say *Listen. What's the number?* Play the first one as an example. Pupils whisper the number of the picture to their partner. Elicit the number from the class (*5*). Play the rest of the Audio. Pause after each one to give pupils time to look, think and write down the number. Pupils check in pairs. Play the Audio for a final time. Pause after each one for a hands-up-and-chorus answer.

Key: 5, 3, 1, 4, 2

99

Story as above, but in the order of the key

AB59.

Ending the lesson

- Ask pupils which chant/song/game they'd like to do again from the unit. Do it together to end the lesson.
- If time, use Consolidation activity 2 (T117): *Word halves*.

Digital Classroom

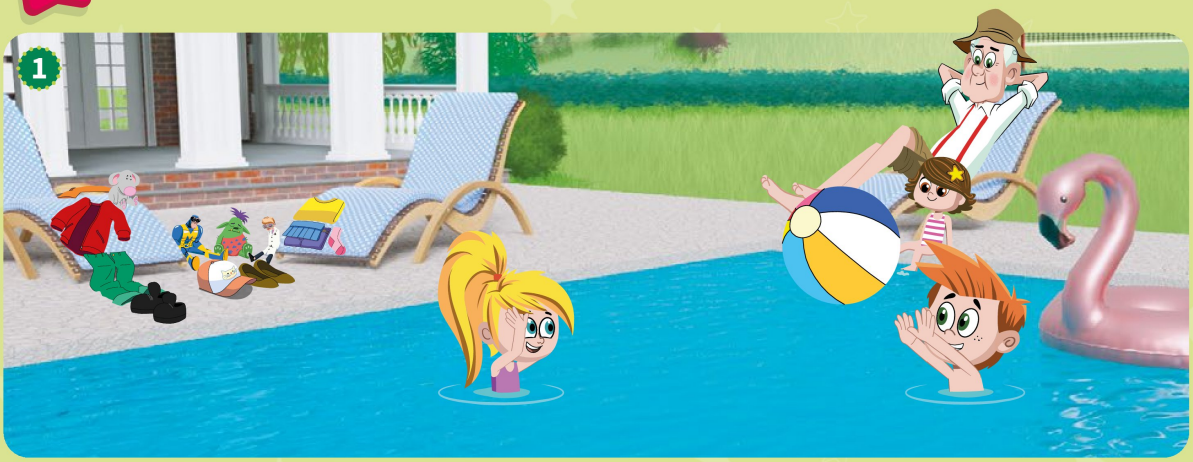
- **Presentation Plus:** Unit 8
- **Audio 98–99**
- **Test** Unit 8 Test
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 8, *Extension worksheet 2*
- **T117 – Consolidation activity 1:** *Board slap*
- **T117 – Consolidation activity 2:** *Word halves*

8

1 98 Watch the video.











2 99 Listen and say the number.

Story: unit language in context

Marie's geography

Where do animals live?



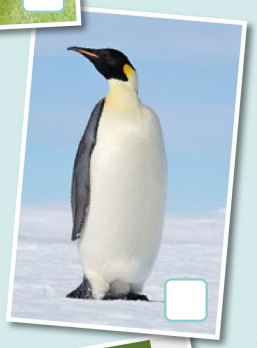
1 **Watch and answer.**

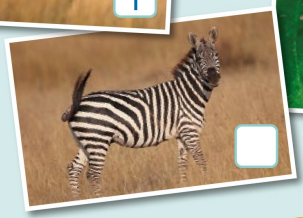
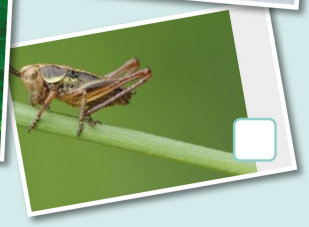
2 100 **Listen and match.**
Write the number.

1 lion
2 penguin
3 fox
4 polar bear
5 snail
6 bug
7 zebra







3 **Look, say and guess.**

It lives in the garden. A bug.









Fact

The biggest land mammal is the elephant and it lives in the savannah.

Project



Make a bird house.

Objectives

Pupils learn about different animals and their habitats.

Target language

- **Key language:** *animal, bug, fox, lion, penguin, polar bear, snail, zebra, garden, polar region, savannah, They live / It lives in (the garden).*
- **Additional language:** *habitat, hot, cold, weather, rain, sun, They like (grass), They don't like (the sun).*
- **Revision:** animals, adjectives, colours, *have got*

Materials

- **Flashcards:** 61–66, 73 (animals)
- **Optional:** A picture of a bear

Warmer

- Review wild animals using the Digital Flashcards (or printed flashcards and a picture of a bear).

Presentation

PB60. ACTIVITY 1

Watch and answer.

- Say *Open your Pupil's Books at page 60, please.* Show the page on the whiteboard. Say *Marie is doing geography today.* Read the question *Where do animals live?* Tell pupils they are going to watch a ▶ Video to find out.
- Watch the ▶ Video. Elicit the names of the places where animals live (*savannah, gardens, polar regions*). Check pupils understand that they are called *habitats*.
- The Video Script and Answer Key can be downloaded from Teacher Resources.

PB60. ACTIVITY 2

Listen and match. Write the number.

- Play the Audio. Pupils listen and point to each animal as they hear about it.
- Read the words 1 to 7 with the class and look at the example. Play the Audio again. Pupils write the numbers with the pictures.
- Check answers and drill the words in chorus.
- Ask questions about the animals to review the parts of the body they know, e.g. *Have bugs got legs?* (*Yes.*) *Have snails got hair?* (*No.*)

Key: From top to bottom, left to right: 3, (1), 4, 2, 7, 5, 6

100

Wow – look at this lion. Lions have big teeth and long hair called a mane. They live in the savannah.
This black and white bird is a penguin. Penguins like cold weather. They live in the polar region.
This is a fox. Foxes have red fur and live in holes. They like to visit gardens.
Look at this big white bear. It's a polar bear. Polar bears like cold weather. They live in the polar region.
Look at this small animal. It's a snail. Snails live in gardens and forests. They don't like the sun.
Look, it's a small green insect with six legs. It's a bug. Lots of bugs live in the garden. Some bugs live in trees.
Look at this beautiful zebra. It's black and white. Zebras live in the savannah and like to eat grass.

PB60. ACTIVITY 3

Look, say and guess.

- Point to the habitats and read the words with the class. Make statements and pupils point to and say the habitats, e.g. *It's got trees.* (*Garden, savannah.*) *It's hot.* (*Savannah.*) *It's cold.* (*Polar region.*)
- Point to the snail in Activity 2 and ask *Where do snails live?* (*In the garden.*) Point to the penguin and ask *Where do penguins live?* (*In the polar region.*) Continue with the other animals.
- Read the example sentence with the class and point to the photos. Elicit that the answer could be a fox, a snail or a bug.
- Invite a more confident pupil to choose another animal and say *It lives in the …* The other pupils guess the animal. Repeat.

Extra challenge Pupils work in pairs to look, say and guess.

- If time, use Consolidation activity (T117): *Wild animals.*

FACT

- Point to the picture and read the fun fact. Find out what else pupils know about elephants.

PROJECT Make a bird house.

- Teaching notes for the Project can be downloaded from Teacher Resources: CLIL Project notes.

AB60. Answer key, see page T107

Ending the lesson

- Write the names of the wild animals from Unit 7 and the animals from this lesson on the board. Pupils work in two teams to play a version of Board slap. Make a statement about animals and their habitat, e.g. *They live in trees.* The pupil at the head of each team runs to the board and touches an animal that the sentence is true for. Repeat with different statements about habitats.

Digital Classroom

- **Presentation Plus:** Unit 8
- **Audio 100**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 8, Downloadable Activity Book Audio Script
- **T117 – Consolidation activity:** *Wild animals*

Objectives

Pupils listen to children talking about helping nature and talk about the importance of loving nature.

Target language

- **Key language:** *Let's smell the flowers / pick up rubbish / plant a tree / recycle.*
- **Additional language:** *love nature, park, can, use less water, recycling, fun, keep clean*
- **Revision:** *smell, happy, sad, clean, dirty*

Warmer

- Call a volunteer to the front of the class to mime *happy* or *sad*. Repeat with different pupils. The class say *happy* or *sad* in chorus, depending on the expression. Make this a quick-paced activity.

Presentation

PB61. ACTIVITY 1

Listen and write the number.

- Say *Open your Pupil's Books at page 61, please.* Show the page on the whiteboard and point to Trevor and the title *Love nature.* Elicit/Explain the meaning of *nature* and say that animals, birds and trees are all part of nature.
- Point to the first picture, elicit *smell* and say *She's smelling some flowers on a tree.* Ask *Where is she?* (*In a garden / a park.*)
- Point to the second picture and ask *Where are they?* (*In a park.*) Elicit that the park is *dirty* and teach *rubbish.* Pupils show you some rubbish in the classroom.
- Point to the third picture and ask *Where are they?* (*In a garden.*) Point to the tree and elicit *It's a small tree.* Say *The boys are planting a tree.*
- In the fourth picture, point to the symbol on the side of the recycling box. Ask *Have we got a recycling box in the classroom?* Pupils point to it. Talk about what you recycle at school (*paper, plastic, bottles,* etc.).
- Say *Listen and write the number.* Play the Audio. Check answers with the class.

Key: 4, 2, 1, 3

101

1 I've got a tree – let's plant it!
2 The park is dirty – let's pick up the rubbish!
3 Let's recycle!
4 The tree has got beautiful flowers. Let's smell them!

- Talk to the class about looking after nature. Ask *Are you happy or sad when you smell flowers / see a dirty place / plant a tree or some flowers / recycle?* Talk about the importance of gardens and parks and about protecting the plants and animals that live there. Use as much English as possible as well as the pupils' L1.

PB61. ACTIVITY 2

Mime and guess.

- Mime doing one of the things in the photos, e.g. scrunching up a plastic bottle and putting it in a recycling bin. Pupils say *Recycle.* Invite a pupil to mime one of the actions in the photos for the class. Pupils say *Plant a tree. / Smell flowers. / Pick up rubbish.*

Extra support Drill the four phrases in chorus. Say the phrases and pupils mime the actions.

- Pupils work in pairs to mime and say the actions.

AB61. Answer key, see page T107

Ending the lesson

- Draw two columns on the board. Write *Happy nature* at the top of the first column and *Sad nature* at the top of the second. Ask pupils to put their hands up to say sentences for each column. For *Happy nature* pupils say, e.g. *I pick up rubbish.* For *Sad nature* pupils say, e.g. *The park is dirty.* Encourage pupils to think of as many ideas as possible. They can say them in L1 and you rephrase them in English for the class.
- If time, use Extension activity (T117): *Happy or sad nature pictures.*

Digital Classroom

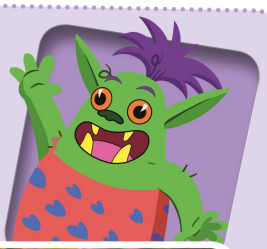
- **Presentation Plus:** Unit 8
- **Audio 101**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

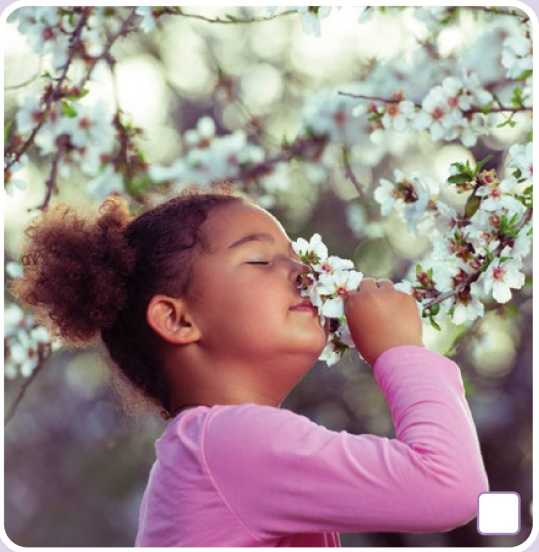
- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **T117 – Extension activity:** *Happy or sad nature pictures*

Trevor's values

Love nature



1 101 **Listen and write the number.**









2 **Mime and guess.**

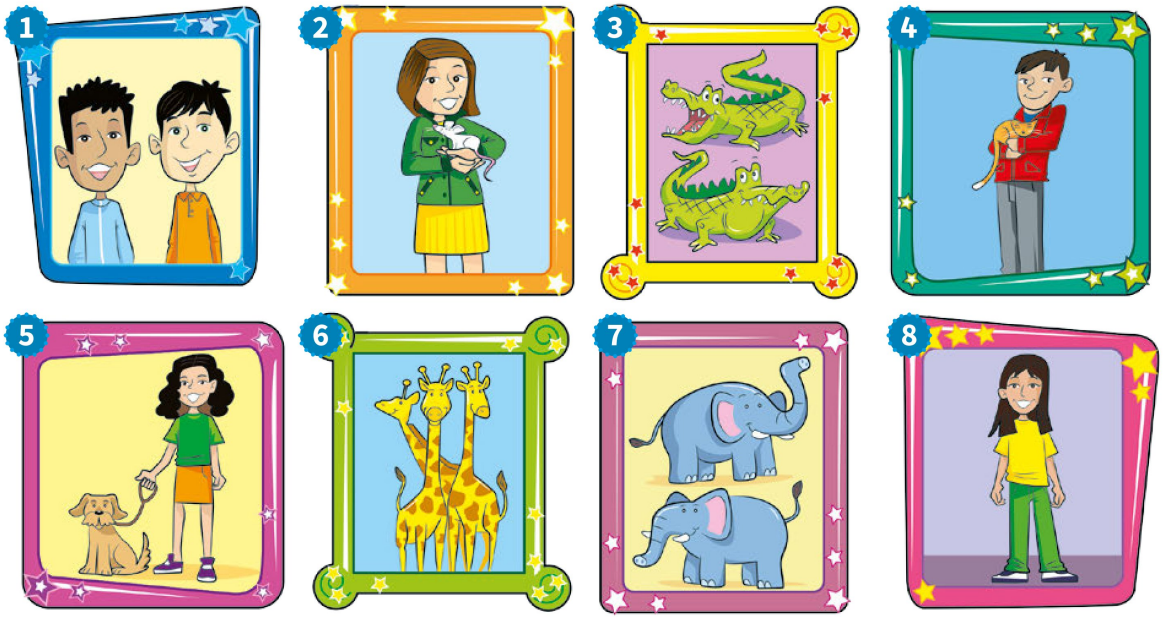
Plant a tree.

Yes!

Language: *Let's plant a tree. Let's recycle.* | social responsibilities

Review Units 5, 6, 7 and 8

1 102 Listen and say the number.



2 Look, read and match. Say.

It's a hippo.

polar bear hippo zebra lion



Objectives

Pupils review language from Units 5–8.

Target language

- **Key language:** language from Units 5–8
- **Additional language:** *clown*
- **Revision:** colours, *favourite*

Materials

- Flashcards from Units 5–8

Warmer

- Give a flashcard to each pupil. They hold them up so you can see them. Point to a flashcard in turn. The class says the word. The pupil with the flashcard comes to the front, holds it up and says the word again.
- If time, use Consolidation activation 1 (T117): *Play a game.*

PB62. ACTIVITY 1

Listen and say the number.

- Say *Open your Pupil's Books at page 62, please.* Show Activity 1 on the whiteboard.

Extra support Point to each picture in turn and ask questions to review language from the units, e.g. picture 1 – *Have they got brown hair?* (*No. They've got black hair.*)

- Play the first speaker on the **Audio**. Check with the class. Play the rest of the **Audio**. Pupils whisper the numbers to their partner. Play the **Audio** again. Pause after each speaker. Pupils raise their hands. Elicit the answer.
- Ask, e.g. *What colour are the elephants?*
- Elicit pupils' favourite animals.

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

102

They aren't crocodiles. They're elephants.
Her jacket's green.
They're brown and yellow and they've got small heads.
They've got short legs and they're green.
He's got a red jacket.
I haven't got a blue T-shirt. I've got a yellow T-shirt.
We've got black hair.
She's got short brown hair.
She hasn't got a cat. She's got a dog.
My skirt's orange.
He's got grey trousers.
They've got a lot of teeth.

PB62. ACTIVITY 2

Look, read and match. Say.

- Focus pupils on the four photographs. Point to the first one and say *It's a giraffe. Yes or no?* Pupils respond *No. It's a hippo.*
- Pupils work in pairs. They look and match the words and photos. Then they take it in turns to say a sentence about one of the photo. Elicit answers from individuals, e.g. say *Number 2.* The pupil says *It's a lion.*

Extra challenge Pupils work in pairs. Pupil A points to an animal and makes a false sentence about it. Pupil B corrects the sentence, e.g. *It isn't a giraffe. It's a hippo.*

- If time, use Consolidation activation 2 (T117): *Sing a song or do a chant.*

Key: **1** It's a hippo. **2** It's a lion. **3** It's a polar bear. **4** It's a zebra.

AB62. Answer key, see page T107

Ending the lesson

- Pupils stand up. Say, e.g. *Point to your nose, please.* (Pupils point to their noses.) *Touch your ears.* (Pupils don't respond because you didn't say *please.*) Continue, going faster and faster. Pupils who respond incorrectly sit down.

Digital Classroom

- **Presentation Plus:** Unit 8
- **Audio 102**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 8, Downloadable Activity Book Audio Script
- **T117 – Consolidation activity 1:** *Play a game*
- **T117 – Consolidation activity 2:** *Sing a song or do a chant*

Objectives

Pupils review language from Units 5–8.

Target language

- **Key language:** language from Units 5–8
- **Additional language:** *Start, Finish, square, It's my/your turn, I've got a (five), Pass me the spinner, please, Is this my counter? I'm the winner.*
- **Revision:** numbers

Materials

- Flashcards from Units 5–8
- Spinners from Review 1–4 (see photocopiable 4a and T33), counters or coins (one per pupil)

Warmer

- Draw three large circles on the board. In the middle of one write *Pets*, in the middle of another write *Clothes*, and in the middle of the third write *Wild animals*. Brainstorm with the class (books closed) the words that complete the word families. Either write the words on the board as pupils say them, or hand out flashcards around the class and have pupils come and stick them in the right place. The class confirms if it's right or wrong.

PB63. ACTIVITY 3

Play and say.

- Say *Open your Pupil's Books at page 63, please.* Show the game board on the whiteboard. Point to some of the squares on the board and elicit the words.
- Tell pupils they are going to play a game. Demonstrate how to play using the whiteboard. Take out a counter and the spinner you made for the Units 1–4 Review (see pages 21 and T33) or use one of the pupils' spinners. Stick the counter on the *Start* arrow on the whiteboard. Say *This is the start. The green arrow. You spin your spinner …* Spin and show pupils how to move their counter along the board, e.g. *Look! I've got a four. One …* (moving your counter) *two … three … four. I say 'Purple!' I stay on this square. … Then it's (Yolanda's) turn.* (Invite a confident pupil to come up and have a go.) Say *And then it's (Carlos's) turn.* (Invite another confident pupil to come up and have a go.) Say *Now it's my turn again.* Spin your spinner and move your counter again, e.g. to the square with the shoes. Look thoughtful and say *Oh, I don't know this word. What are these?* Move your counter back to the purple square. Say *I don't know. I move back one, two, three. If you say the word you stay. If you don't say the word, you move back.* Point to the *Finish* square and say *This red square is the finish. The first person here is the winner! Hooray!*
- Make groups of three or four pupils. They need one spinner per group and a coin or counter for each pupil. Groups play the game. Monitor and check they are saying the words in English.

Extra challenge Pupils use this language for playing games: *It's my turn. It's your turn. I've got a (five). Pass me the spinner, please. Is this my counter? I'm the winner.* Pupils practise saying the sentences chorally, then write them on the board.

- The winner is the first pupil to get to the finish or the pupil who is furthest along the board after a certain amount of time (e.g. ten minutes).
- If time, use Consolidation activity 1 (T118): *Guess the square.*

AB63. Answer key, see page T107

Ending the lesson

- Pupils work in threes with one Activity Book. They use a book (or paper) to cover the words in the picture dictionary at the end of Unit 5. They take turns to say what each picture is. They look and check. They do the same for Units 6–8.
- If time, use Consolidation activity 2 (T118): *Consequences.*

Digital Classroom

Presentation Plus: Unit 8
Digital Flashcards
Test **End of Term 2 Test**
Practice Extra

Extra Resources

- **Teacher Resources:** Unit 8, Downloadable Activity Book Teaching Notes
- **T118 – Consolidation activity 1:** *Guess the square*
- **T118 – Consolidation activity 2:** *Consequences*

3 Play and say.

They're eyes!



Review: units 5, 6, 7 and 8

9 Fun time!

1 103–104 Listen and point. Listen and repeat.



2 Play the game.

Simon says…play the piano.

Vocabulary presentation: sports and leisure

Objectives

Pupils name sports and leisure activities.

Target language

- **Key language:** sports and leisure: *play basketball, play football, play tennis, play the guitar, play the piano, ride a bike, swim*
- **Additional language:** *Put your hands on your head, Come and stand next to (me).*
- **Revision:** character names, *Where's the star? Here it is!*

Materials

- **Flashcards:** 1–5, 19, 33–34 (characters); 74–80 (sports and leisure), two rulers

Warmer

- Spread the character flashcards over the board and play Board slap. Make two teams. Pupils line up, facing the board. Give the first pupil in each line a ruler. Say the name of a character, e.g. *Suzy*. The two pupils race to be the first to slap the picture. Award a point to the pupil's team. The next two pupils in each team come to the front. Repeat.

Presentation

- Show the picture side of each sports and leisure flashcard and teach or elicit the activity. Use the simple infinitive, e.g. *play football*. Pupils repeat in chorus and in groups. Then show flashcards at random. Pupils say, e.g. *Play football.*
- Practise miming the activities. Pupils stand up. Say, e.g. *Play the guitar.* Pupils mime playing the guitar. Repeat for the other activities.

PB64. ACTIVITY 1

Listen and point. Listen and repeat.

- Say *Open your Pupil's Books at page 64, please.* Show the page on the whiteboard and point to the picture. Ask *Where's the star?* Ask a volunteer to come to the whiteboard, point and say *Here it is!* (on the piano).
- Say *Listen and point.* Play the Audio. Pupils listen and point to the activities. Ask *What's the game?* (*Simon says.*) Check that all pupils understand that the characters are playing the game.
- Play the Audio again. Pupils stand up and play the game as they listen.

103

Alex: Let's play 'Simon says'.
Simon, Lenny, Meera, Stella: OK.
Simon: OK, Simon says put your hands on your head.
Simon: OK, good.
Simon: Now, play the piano. Oh, sorry, Lenny. Come and stand next to me.
Lenny: Oops, yeah, OK.
Simon: Simon says play basketball. Good. Simon says play tennis. Very good. Now play the guitar. Oh, dear, Stella. Come and stand next to Lenny.
Stella: Ha ha ha! OK!
Simon: OK. Meera and Alex. Simon says swim. Great! Now, play football. Oops, Alex! Stand next to Stella. OK, Alex, 'Simon says' stand next to Stella.
Alex: Thank you.
Simon: Great. Meera, Simon says ride a bike.
Simon: OK, stop.
Meera: Very good, Simon. Now it's my turn.

- Say Listen and repeat. Play the Audio. Pupils repeat in chorus. Check word stress on *football*, *basketball*, *tennis*, *piano*, *guitar*.
- If time, use Consolidation activity 1 (T118): *Group game.*

104

Play football, swim, play basketball, play tennis, play the piano, ride a bike, play the guitar

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PB64. ACTIVITY 2

Play the game.

- Play Simon says with the class. When you say *Simon says* before an instruction, pupils mime doing the activity, e.g. *Simon says play the piano.* When you give an instruction without saying *Simon says …*, pupils shouldn't do the mime. If they do it, they sit down and are 'out'. Also, if you say *Simon says* and pupils don't do it, they are out. Play it a few times, getting faster and faster.

Extra challenge Invite a more confident pupil to give the instructions.

- If time, use Consolidation activity 2 (T118): *Mime game.*

AB64. Answer key, see page T108

Ending the lesson

- Play a guessing game with the flashcards. Hold them facing you so that no-one can see them. Hide the word side, too. Pupils take turns to guess, e.g. *Ride a bike?* Reply *Yes, it is / No, it isn't.* The pupil who guesses correctly comes up and has a turn. Repeat.

Digital Classroom

- **Presentation Plus:** Unit 9
- **Audio 103–104**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 9, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 9, Downloadable Activity Book Audio Script
- **T118 – Consolidation activity 1:** *Group game*
- **T118 – Consolidation activity 2:** *Mime game*

Objectives

Pupils practise naming sports and activities and sing a song.

Target language

- **Key language:** sports and leisure
- **Additional language:** *Now let's …, Let's all do …*
- **Revision:** *What's (number 1)?*

Materials

- **Flashcards:** 74–80 (sports and leisure)
- **Teacher Resources:** Photocopiable 9A copied onto thin card (one for each pupil), one completed set of cards for demonstration, scissors, envelopes

Warmer

- Review the actions by playing a game of Simon says, as in the previous lesson.

PB65. ACTIVITY 1

Listen and answer.

- Say *Open your Pupil's Books at page 65, please.* Show the page on the whiteboard and ask *Who is it?* (*Maskman.*) Say *Listen and answer.* Play the first question as an example. Pause the Audio. Elicit the answer (*ride a bike*). Play the rest of the Audio. Pupils whisper the answers to their partner. Play the Audio again. Pause after each question for pupils to answer in chorus.

Extra support Say the activities, e.g. *swim.* Pupils mime and say the numbers.

- If time, use Consolidation activity 1 (T118): *Whisper game.*

Key: **1** ride a bike, **2** play tennis, **3** play basketball, **4** swim, **5** play football, **6** play the guitar

105

What's number 1?
What's number 2?
What's number 3?
What's number 4?
What's number 5?
What's number 6?

Song

PB65. ACTIVITY 2

Listen and sing. Do karaoke.

- Point to the pictogram verse at the top of the page and read it aloud with pupils, pausing for them to guess and say the words. Say *Listen to the song. Do the actions.* Play the Song. Pupils listen and do actions for the different sports and leisure activities (e.g. riding a bike). Play the Song again in sections. Pupils repeat. Play the Song again. Pupils mime doing the activities and sing.

106

Do the Maskman song,
Do the Maskman song,
Let's all do the Maskman song.
Ride a bike.
Play tennis, basketball.
Play, play, play.

Do the Maskman song,
Do the Maskman song,
Let's all do the Maskman song.
Now let's swim.
Play football, the guitar.
Play, play, play.

Do the Maskman song,
Do the Maskman song,
Let's all do the Maskman song.

- Say *Do karaoke.* Pupils listen to the karaoke version and sing the Song as a class.
- Pupils stand up. Make six groups, one for each activity. Each group sings their lines and mimes doing their activity. The whole class sings the chorus.

107

Karaoke version of the song

- Use Photocopiable 9A from the Teacher Resources.

AB65. Answer key, see page T108

Ending the lesson

- Clean the board. Start to write one of the activities in large writing on the board. Make sure everyone can see. Take time forming each letter. When pupils guess correctly, finish writing the activity. Clean the board and repeat with the same or different activities.
- If time, use Consolidation activity 2 (T118): *Snap.*

Digital Classroom

- **Presentation Plus:** Unit 9
- **Audio 105–107**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 9, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 9, *Song worksheet*
- **T118 – Consolidation activity 1:** *Whisper game*
- **T118 – Consolidation activity 2:** *Snap*

1 105 Listen and answer.

Ride a . Play , basketball.
Play, play, play!
Now let's . Play , the .
Play, play, play!















2 106–107 Listen and sing. Do karaoke.



66 **Language presentation 1:** can for ability *I/You can (swim). He/She can't (sing).*

Objectives

Pupils talk about activities using *can* and *can't*.

Target language

- **Key language:** sports and leisure, *draw, ride a horse, sing, fish, I/You can (swim), He/She can't (sing)*, weak and strong forms of *can*
- **Additional language:** *be quiet, Who can (draw)? Can you/he/she (swim)?*
- **Revision:** instructions, characters, colours, *rainbow*

Materials

- **Flashcards:** 74–80 (sports and leisure); **Optional:** 1–5, 45–46 (characters)

Warmer

- Display the flashcards. Pupils stand up. Say, e.g. *Point to ride a bike, please.* Pupils point. Say *Point to swim.* Pupils don't point. Repeat.

Presentation

- Display the flashcards, picture side. Say, e.g. *I can play football.* Smile and pretend to kick an imaginary ball. Say *I can't play the guitar.* Frown and shake your head. Mime playing a guitar badly. Repeat, using the other flashcards. Hand a flashcard to a pupil. Say *Can you (swim)?* The pupil says *I can / I can't swim* and mimes doing the appropriate activity. Make sure the mimes show they can/can't do it, not they do/don't like it. Check the weak form of can: /kən/. Ask the class, e.g. *Can he/she (play football)?* Elicit *Yes/No.*

PB66. ACTIVITY 1

Listen and point. Listen and repeat.

- Say *Listen. Who can draw?* (mime *draw*). *Who can play the guitar? Who can ride a horse?* Play the Audio. Pupils check in pairs. Check with the class (*Grandmother/Grandma Star and Suzy, Dad and Stella, Mum*).
- Say *Open your Pupil's Books at page 66, please.* Show the page on the whiteboard. Pupils check, using the pictures. Say *Listen and point.* Play the Audio. Pupils listen and point. More confident pupils read the speech bubbles aloud. Check pronunciation. Ask, e.g. *Can Mrs Star ride a horse? Can Mr Star sing?* Accept *Yes/No* answers.
- Watch the ▶ Video and answer the questions in the video.

108

Suzy: Look at Mum. She can ride a horse. Can you ride a horse, Simon?
Simon: No, I can't, but I can ride a bike and I can play football and basketball, too.
Suzy: Ooh! Can you fish, too, Simon?
Simon: No, I can't. Grandpa can fish.
Stella: Yes, he can. And Grandma can draw pictures.
Suzy: Look at Dad. He can sing and play the guitar. Can you play the guitar, Stella?
Stella: Yes, I can, but I can't sing. What can you do, Suzy?
Suzy: I can draw and I can sing. Listen. Red and yellow and pink and green …
Simon: Yes, Suzy. You can sing. Can you be quiet, too?
Suzy: No, I can't … Orange and purple and blue. I can sing a rainbow …

- Focus pupils on the words *can/can't*. Play the Audio. Pupils listen and repeat. Play the Audio again. Pupils repeat.
- If time, use Consolidation activity 1 (T118): *Can you or can't you?*

109

She can ride a horse.
He can ride a bike.
She can't sing.
She can draw.
He can play the guitar.

PB66. ACTIVITY 2

Say and guess.

- Read the example with the class and point to Stella in the picture and to her speech bubble. Check that pupils understand that they must make sentences about what the Star family can and can't do.
- Pupils work in pairs to make a sentence and say the name. They use the information from the listening and refer to the picture.

Extra support Put the character flashcards on the board and elicit and write two activity phrases under each character with a tick for *can* and a cross for *can't*. Pupils make sentences using the prompts.

- If time, use Consolidation activity 2 (T118): *Class survey.*

AB66. Answer key, see page T108

Ending the lesson

- Mime doing an activity either well or badly. Pupils guess, e.g. *You can't ride a bike.* Pupils take turns to come and mime to the class.

Digital Classroom

- **Presentation Plus:** Unit 9
- **Audio 108–109**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 9, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 9, Downloadable Activity Book Audio Script
- **PB95 and AB96 – Grammar reference 9**
- **Teacher Resources:** Unit 9, *Reinforcement worksheet 1*
- **T118 – Consolidation activity 1:** *Can you or can't you?*
- **T118 – Consolidation activity 2:** *Class survey*

Objectives

Pupils learn a chant and practise using *can* and *can't*.

Target language

- **Key language:** sports and leisure, *drive a car*, *can/can't*, *Can you (play football)? Yes, I can / No, I can't.*
- **Additional language:** *chant*, *and*, *but*

Materials

- **Flashcards:** 74–80 (sports and leisure) and/or word cards from Teacher Resources
- **Teacher Resources:** Photocopiable 9B (one for each pupil)

Warmer

- Review the activities and *can* and *can't*. Display the flashcards, word side, or use the word cards from the Teacher Resources, and invite a pupil to make a sentence, e.g. *I can/can't swim.* Repeat with other pupils and other activities. Pupils work in pairs. Pupil A mimes doing an activity and Pupil B makes a sentence about whether he/she can or can't do the activity.
- If time, use Consolidation activity 1 (T118): *Can you …? question circle.*
- Play a memory game in groups of six to ten. Demonstrate to the class first. Pupil A says, e.g. *I can swim.* Pupil B says *(She) can swim and I can play football.* Continue until the chain has gone around the whole group. Divide the class into groups to play the game again.

PB67. ACTIVITY 1

Listen and say the chant.

- Say *Open your Pupil's Books at page 67, please.* Show the page on the whiteboard and say *Listen to the chant.* Play the Audio. Pupils listen and point to the pictures as they hear the activities in the chant. Do the same on the whiteboard. Play the Audio again, line by line. Pupils listen and follow the words in their books with their fingers. They repeat the chant, first as a whole class, and then in groups. Teach the whole chant in this way. Do the chant as a class.
- If time, use Consolidation activity 2 (118–119): *Place the cards.*

110

I can chant,
I can chant,
I can chant the 'Can chant'.
Yeah!

I can play basketball,
I can play the guitar,
I can play football,
And I can drive my car.

I can't ride a bike,
I can't swim,
I can't play tennis,
And I can't sing.

But I can chant,
I can chant,
I can chant the 'Can chant'.

Can you chant?
Can you chant?
Can you chant the 'Can chant'?
Yeah!

PB67. ACTIVITY 2

Ask and answer.

- Ask a more confident pupil *Can you play football?* and elicit and drill the reply *Yes, I can.* Ask another more confident pupil *Can you drive a car?* and elicit and drill the reply *No, I can't.* Mime doing one of the activities and elicit the question *Can you …?* Pupils ask and answer in pairs across the class with you miming the activities as prompts.

Extra challenge Pupils work in pairs to ask and answer questions about their abilities.

- Use Photocopiable 9B from the Teacher Resources.

AB67. Answer key, see page T108

Ending the lesson

- Play a version of Simon says. When you say you (or a pupil) can do an action, pupils mime it. When you say you (or a pupil) can't do it, they don't. Pupils stand up. Say, e.g. *Paula can't swim.* Pupils don't respond. Say, e.g. *Paula can ride a bike.* Pupils mime riding a bike. Continue with other activities and other pronouns (*I*, *we*, *you*, *he*, *they*).

Digital Classroom

- **Presentation Plus:** Unit 9
- **Audio 110**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 9, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 9, *Reinforcement worksheet 2*
- **T118 – Consolidation activity 1:** *Can you …? question circle*
- **T118 – Consolidation activity 2:** *Place the cards*
- **PB98–103 – Pre A1 Starters Exam folder**

1 110 Listen and say the chant.



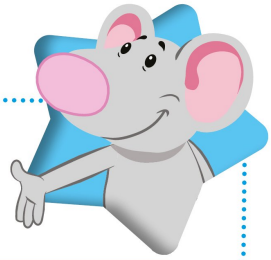
2 Ask and answer.

Can you ride a bike?

Yes, I can.

Language practice 1: can for ability *Can you (play football)? Yes, I can. No, I can't.*

Monty's sounds and spelling



1 111 **Watch and say.**



It's a grey day –
snail can play with the train.

2 **Ask and answer.**

What can you do on a grey day?

I can play a game.



Write it with me!

gr___ sn____

Objectives

Pupils recognise and practise the sound /eɪ/ and practise writing the letters *ay*, *ey* and *ai*.

Target language

- **Key language:** the vowel sound /eɪ/ (*grey*, *day*, *snail*, *play*, *train*), sports and leisure
- **Additional language:** *game*, *today*, *rain*, *plane*
- **Revision:** *snake*, *Let's …*

Materials

- Three A5 cards with *ay*, *ey* and *ai* written on

Warmer

- Stand together in a circle. Ask pupils *Who can play basketball?* Pupils mime playing basketball. Call out *Statues!* and pupils freeze. Continue with the other activities.
- If time, use Consolidation activity (T119): *Can you …? spinner.*

Presentation

PB68. ACTIVITY 1

Watch and say.

- Draw a grey cloud on the board. Tell pupils *It's a grey day today*. Tell them they will watch a ▶ Video about a grey day. They need to find an animal and an activity.
- Watch the ▶ Video and elicit the answers (*a snail, play with the train*). Drill the /eɪ/ sound and pupils say words from the ▶ Video with the sound.
- Watch the ▶ Video again, encouraging pupils to repeat the sound and sentences after the pauses.

111 ▶

Monty: It's a grey day – snail can play with the train.
What can you see? Say it with me!
Monty & voice: It's a grey day – snail can play with the train.
Voice: /eɪ/ /eɪ/
Where's the /eɪ/?
That's right! /eɪ/
A grey day.
Let's play with the train.
/eɪ/ grey /eɪ/ day /eɪ/ snail /eɪ/ play /eɪ/ train
Monty: It's a grey day – snail can play with the train.
What can you see? Say it with me.
Monty & voice: It's a grey day – snail can play with the train.
Monty: One more time – you sound fine!
Monty & voice: It's a grey day – snail can play with the train.

- Say Open your *Pupil's Books at page 68, please*. Show Activity 1 on the whiteboard. Point to parts of the picture and say *What can you see? Say it with me!* Build up and drill the full sentence in chorus: *It's a grey day – snail can play with the train.*
- Tell pupils to listen and clap each time they hear an /eɪ/ sound. Read out the sentence from the page. Pupils listen and clap.
- Pupil A reads the sentence and Pupil B claps for the /eɪ/ sounds. Then swap.

PB68. ACTIVITY 2

Ask and answer.

- Show Activity 2 on the whiteboard and read the example question and answer with the class. Drill the question *What can you do on a grey day?* Point to the other prompts in the picture and elicit/teach the answers. Drill the question and answers in chorus. Divide the class into two groups: one group chants the question and the other group answers, then swap and repeat.

Extra challenge Pupils ask and answer in pairs.

Key: I can play basketball, I can play with the train, I can play the guitar, I can play in the rain, I can play with a snake, I can play with a plane.

Write it with me!

- Show pupils the three letter cards (*ay* / *ey* / *ai*) and say the sounds. Stick the cards on the board. Read the sentence *It's a grey day – snail can play with the train* slowly and pause after each /eɪ/ sound word. Pupils follow the sentence as you read, notice the spelling of the /eɪ/ sound in each word and point to the correct letter card.

Extra support Write the words *grey*, *day*, *snail*, *play*, *train* on the board under the appropriate letter card.

- Pupils work in groups. One pupil reads the sentence. The others in the group write the spellings (*ay* / *ey* / *ai*) on the table with their fingers.
- Pupils complete and read the words.

AB68. Answer key, see page T108

Ending the lesson

- Stick the three letter cards on different walls in the room. Stand together in the middle. Call out the /eɪ/ sound words from the ▶ Video and pupils run to the correct letter card and say the words.
- If time, use Extension activity (T119): *How many words?*

Digital Classroom

- **Presentation Plus:** Unit 9
- **Audio 111**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 9, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 9, *Extension worksheet 1*
- **T119 – Consolidation activity:** *Can you …? spinner*
- **T119 – Extension activity:** *How many words?*

Objectives

Pupils watch, listen to and act out a story and review language from the unit.

Target language

- **Key language:** language from the unit

Materials

- **Flashcards:** 74–80 (sports and leisure) – mask the words on the back of the flashcards

Warmer

- Review the activities by playing the Disappearing flashcards game. Display the flashcards (picture side). Make sure pupils can't see the words on the back. Elicit what each one is. The class chorus the response. Elicit again, this time turning over the first card. Repeat, with the class chorusing the activities, until all the flashcards are faced to the board.
- Continue, this time turning a flashcard back to face the classroom each time.
- If time, use Consolidation activity 1 (T119): *I can chant.*

Story

PB69. ACTIVITY 1

Watch the video.

- Say *Open your Pupil's Books at page 69, please.* Show the story on the whiteboard. Say *Look at the pictures.* Point to the characters and ask *Who's this?* Say *This story is about Maskman. What can he do?* Tell pupils they are going to watch a ▶ Video of the story to find out.

Extra support Use the pictures to guide pupils to predict the story.

- Watch the ▶ Video with the class. Give pupils the option of watching it twice if they need to. Elicit the answers (*he can ride a bike, play tennis, play basketball, swim, play football*).
- Focus on page 69 again. Play the 🔊 Audio. Pupils listen and follow the story in their books.
- Check comprehension by pointing to the pictures in turn and asking, e.g. *Can Maskman sing?* (*No.*) *Can he play the guitar?* (*No.*) Ask which pupils can play the guitar and which pupils can sing.
- Play the 🔊 Audio again. Pupils listen and repeat. Encourage them to say it with intonation and feeling.
- Ask pupils to say who their favourite character is.

🔊 112 ▶

Toys in the toy box, come alive.
Walk and talk, on the count of five.
One, two, three, four, five.

1 **Maskman:** Do the Maskman song, do the Maskman song. Let's all do the Maskman song.

2 **Monty:** Oooh! Look! There's Maskman. He can ride a bike and play tennis!
Trevor: I know, and he can play basketball.

3 **Monty, Trevor & Maskman:** Ride a bike. Play tennis, basketball. Play, play, play.

4 **Monty:** Hello, Marie.
Trevor & Maskman: Hello, Marie.

5 **Trevor:** Marie! Listen to the Maskman song. He can swim and he can play football!
Marie: What? Pardon? Oh! Sorry, Trevor.

6 **Marie:** Yes, Trevor. Maskman can swim and he can ride a bike and he can play football, but … he can't play the guitar and he can't sing.

PB69. ACTIVITY 2

Act out the story.

- Make groups of four. Pupils decide which character they are (Maskman, Marie, Monty, Trevor). Play the 🔊 Audio again. Pupils say the words along with their character on the 🔊 Audio and act out the story. Give pupils time to practise in their groups without the 🔊 Audio. Encourage them to be creative. They don't have to say it word for word.

Extra challenge More confident groups act out their stories for the class.

AB69.

Ending the lesson

- Ask pupils which chant/song/game they'd like to do again from the unit. Do it together to end the lesson.
- If time, use Consolidation activity 2 (T119): *Matching cards.*

Digital Classroom

- **Presentation Plus:** Unit 9
- **Audio 112**
- **Test** Unit 9 Test
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 9, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 9, *Extension worksheet 2*
- **T119 – Consolidation activity 1:** *I can chant*
- **T119 – Consolidation activity 2:** *Matching cards*

9

1 112 Watch the video.

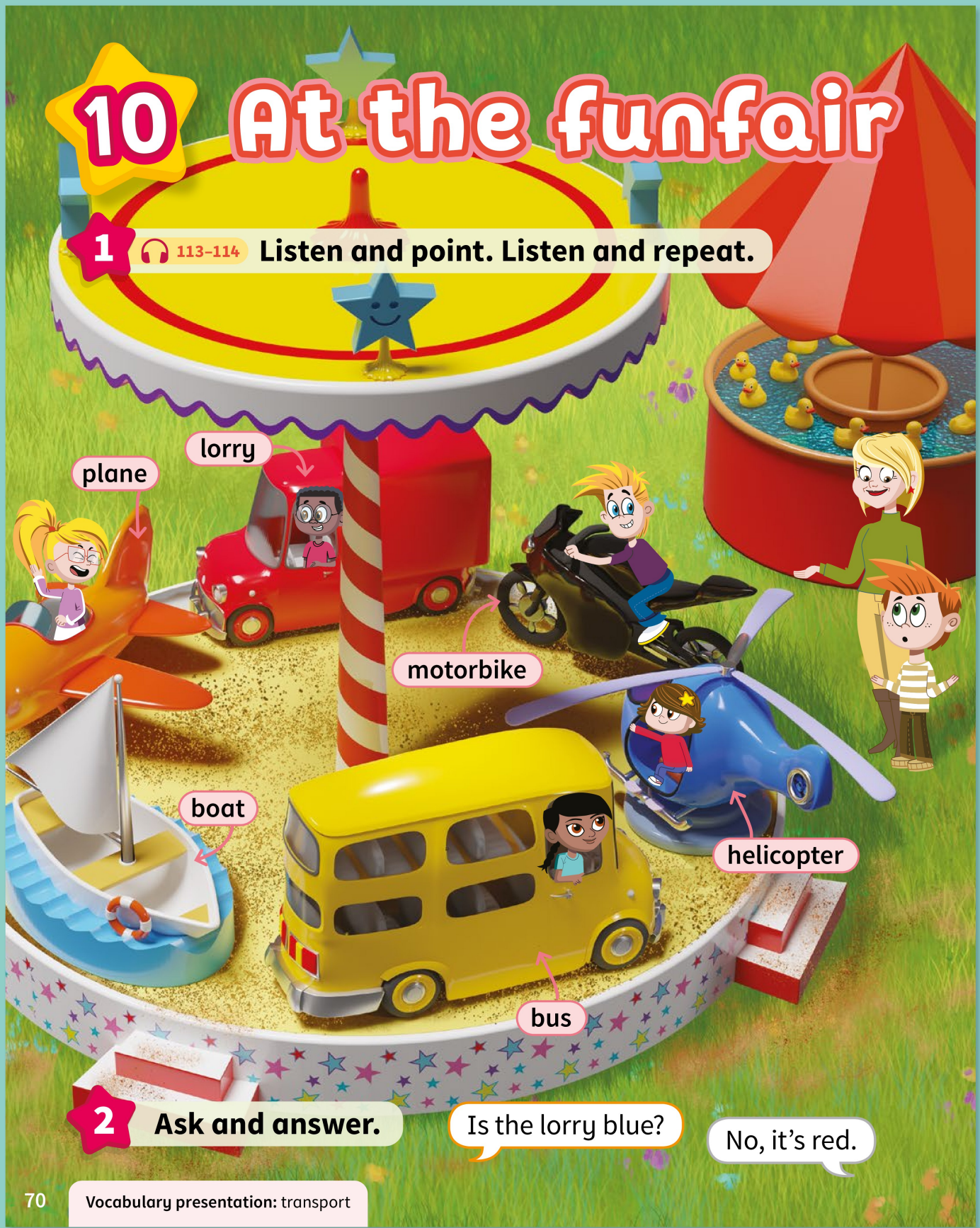


2 Act out the story.

Story: unit language in context

10 At the funfair

1 113–114 **Listen and point. Listen and repeat.**



2 **Ask and answer.**

Is the lorry blue?

No, it's red.

70

Vocabulary presentation: transport

Objectives

Pupils name and talk about means of transport.

Target language

- **Key language:** transport: *boat, bus, helicopter, lorry, motorbike, plane*
- **Additional language:** *funfair, start*
- **Revision:** colours, prepositions, *car, train, horse, can/can't, star, Where's (Meera)? Is the (lorry) (blue)? Here it is!*

Materials

- **Flashcards:** 81–86 (transport); 35 (car); 40 (train); 50 (horse)
- Coloured pencils or crayons

Warmer

- Review colours and prepositions. Pupils take out six different-coloured pencils and put them on their desks (red, orange, black, yellow, blue, white). Play a game of Simon says, e.g. *Simon says put the blue pencil next to the red pencil.* Pupils respond. *Hold up the yellow pencil.* Pupils don't respond. Continue with other instructions and other prepositions, e.g. *Point to …, Put it on/under/in …*

Presentation

- Teach the new vocabulary using the flashcards. Show each one, picture side, in turn. Say each word clearly for pupils. They repeat as a class and then in groups. Point to flashcards at random for the class to chorus the word.

PB70. ACTIVITY 1

Listen and point. Listen and repeat.

- Put the flashcards on the board. Say *Suzy, Simon, Stella, Meera, Alex, Lenny and Mrs Star are at a funfair.* Point to the flashcards. Say *Listen and answer. Where's Suzy? Where's Stella? Where's Meera? On the motorbike? In the lorry? Listen.* Play the Audio. Pupils listen for the answers. They check in pairs.
- Say *Open your Pupil's Books at page 70, please.* Show the page on the whiteboard, point to the picture and say *Look at the funfair. Listen again to check your answers.* Play the Audio again. Check with the class (*in the blue helicopter, in the orange plane, on the yellow bus*). Say *Where's the blue star?* Pupils point to the star (on the top of the carousel) and say *Here it is!*
- Play the Audio again. Check comprehension by asking, e.g. *What colour's the motorbike? Who's on the motorbike? Who's on the bus? Where's Lenny? Who's next to the white boat?*

113

Suzy: Look at me, Mum! I'm in the blue helicopter.
Mrs Star: That's nice, Suzy! Where's Stella?
Suzy: She's in the plane.
Mrs Star: Oh, yes.
Simon: Mum, can I ride on the black motorbike?
Mrs Star: One moment, Simon. No, sorry, you can't. Alex is on the motorbike, but you can go in the white boat, next to Meera.
Simon: Where's Meera?
Mrs Star: She's on the yellow bus.
Simon: OK. That's good.
Mrs Star: Now, where's Lenny?
Simon: He's there, in the red lorry.
Mrs Star: Good! Go and sit in the boat, Simon. Now they can start.

- Say *Listen and repeat.* Play the Audio. Pupils listen and repeat in chorus. Make six groups, one for each ride. Point to the flashcard picture of one of the rides on the board, e.g. *lorry*. The lorry group stand up and say *Lorry!* Give groups different rides to say and repeat.
- Turn the flashcards over to show the word side. Continue the game, giving groups different words to say.
- If time, use Consolidation activity 1 (T119): *Bingo.*

114

Lorry, motorbike, plane, helicopter, boat, bus

PB70. ACTIVITY 2

Ask and answer.

- Read the example exchange with the class. Then ask *Is the lorry red?* and drill the answer *Yes, it is.* Elicit a similar question about another of the vehicles and drill the question and answer in chorus. Pupils work in pairs to ask and answer questions about the picture.

Extra challenge Pupils work with their books closed and ask and answer from memory.

AB70. Answer key, see page T108

Ending the lesson

- Display the six transport flashcards (picture side) plus *car, train, horse* on the board. Pupils stand up. Pupils jump up when you say a true sentence and put their hands on their heads when you say a false one, e.g. point to the lorry and say *It's a car.*
- If time, use Consolidation activity 2 (T119): *Ask and answer.*

Digital Classroom

- **Presentation Plus:** Unit 10
- **Digital Flashcards**
- **Audio 113–114**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 10, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 10, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 10, *Reinforcement worksheet 1*
- **T119 – Consolidation activity 1:** *Bingo*
- **T119 – Consolidation activity 2:** *Ask and answer*

Objectives

Pupils learn a chant and practise answering questions about where things are.

Target language

- **Key language:** transport, *ship*
- **Additional language:** *Start*, *Finish*, *It's my turn*, *That's wrong! Miss a turn.*
- **Revision:** colours, prepositions, clothes, *car*, *train*, *horse*, *chair*, *table*, *toy box*, *Is the (red car) (in) the (shoe)? Yes, it is / No, it isn't.*

Materials

- **Flashcards:** 81–86 (transport)
- **Teacher Resources:** Photocopiables 10B copied onto thin card (one for each pair) and 10A copied onto paper (one for each pupil), coloured pencils or crayons, scissors, glue, coins, counters. One complete game for demonstration.
- **Optional:** recording equipment

Warmer

- Review the transport words using the flashcards. Hold one so pupils can't see. They take turns to guess, e.g. *Is it a lorry?* Only answer if they ask a complete question (don't accept, e.g. *Lorry*). When they guess correctly, show the card to the class. Repeat with the other vocabulary, and repeat words too, to make it more fun. Invite pupils to choose a flashcard and answer questions about it from the rest of the class.
- If time, use Consolidation activity (T119): *Tongue twister*.

PB71. ACTIVITY 1

Listen and say the chant. Do the actions.

- Say *Open your Pupil's Books at page 71, please.* Show the page on the whiteboard.

Extra support Point to and elicit the means of transport.

- Tell pupils that another word for a big boat is *ship*. Say *Point to the ship.* Play the Audio. Pupils point to the pictures and repeat each line of the chant. Play the Audio again. Pupils follow the words on the page with their fingers and join in with the chant.
- Teach actions for the rides: *helicopter* = arms as rotors above the head, *ship* = hand above eyes, as if looking to the horizon, *train* = arms by side going round in circles, *motorbike* = hands on handlebars, *lorry* = hands on big steering wheel, bus = finger on bell, *plane* = arms out as wings.
- Repeat the chant with the actions. Do it several times until pupils are confident. You could record their performance using audio or video.

115

> Helicopter, ship. Long, blue train.
> Motorbike, lorry. Bus and plane.

PB71. ACTIVITY 2

Listen and answer.

- Show Activity 2 on the whiteboard. Elicit some of the things pupils can see (*red car, grey plane,* etc.). Say *Listen and answer.* Play the example question on the Audio: *Is the red car in the shoe?* Wait for all pupils to put up their hands before eliciting the answer (*Yes, it is*). Play the rest of the Audio. Pupils whisper the answer to their partner each time. Play the Audio again. Pause after each one. Wait for most of the class to raise their hands before eliciting the answer. When the answer is *no*, elicit the correct sentence by asking, e.g. *Where's the pink boat?*

Key: Yes, it is. No, it isn't. Yes, it is. No, it isn't. Yes, it is.
No, it isn't. No, it isn't. Yes, it is. Yes, it is. Yes, it is.

116

> Is the red car in the shoe? Is the pink boat next to the shoe? Is the green train under the chair? Is the brown train next to the computer? Is the purple plane next to the pink boat? Is the black helicopter on the table? Is the orange motorbike under the chair? Is the yellow lorry in the toy box? Is the white lorry under the chair? Is the grey plane on the table?

Class game

- Show pupils the board game you have made. Make pairs. Hand out one copy of Photocopiable 10 part b and two copies of part a to each pair. They colour the small circles (a) in colours that they know in English, cut them out and stick them in the correct places on the board (b).
- Demonstrate the game. Pupils put their counters on *Start*. They spin a pencil and, when it lands, the person that the pencil is pointing to starts. The first player tosses the coin: heads they move one space, tails two. The pupil moves the counter to the space and says what it is, e.g. *A green helicopter*. If pupils make a mistake, they miss a turn.
- Remind pupils of language for playing games, e.g. *It's my turn.* Also teach them *That's wrong! Miss a turn.*
- Pupils take turns to play. The player who gets to *Finish* first is the winner. Collect the game boards for use in another lesson.

AB71. Answer key, see page T108

Ending the lesson

- Do the chant again. Make different groups. Everyone says the chant, but only the pupils in, e.g. the train group do the train actions.

Digital Classroom

- **Presentation Plus:** Unit 10
- **Digital Flashcards**
- **Audio 115–116**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 10, Downloadable Activity Book Teaching Notes
- **T119 – Consolidation activity:** *Tongue twister*

10

1 115 Listen and say the chant. Do the actions.

Helicopter, ship. Long, blue train.
Motorbike, lorry. Bus and plane.









2 116 Listen and answer.



Vocabulary practice: transport



72

Language presentation 1: present continuous (not with future reference) *What are you doing? I'm (riding a bike).*

Objectives

Pupils talk about actions at the moment of speaking.

Target language

- **Key language:** transport, present continuous: *What are you doing? I'm driving/flying/riding/walking.*
- **Additional language:** *write, street, school, What am I doing? (You're) (walking).*
- **Revision:** sports and leisure, *draw, open, close, horse, haven't got*

Materials

- **Flashcards:** 6–8, 53 (characters)

Warmer

- Review the transport vocabulary by using mimes. Pupils take turns to guess by saying, e.g. *It's a bus.*

Presentation

- Introduce the present continuous using mime and demonstration, e.g. start writing on the board and say (as you are writing) *Look, I'm writing.* Start drawing a picture and say (as you are drawing) *Now I'm drawing.*
- Invite a pupil to open/close a book. Say, e.g. *Are you opening a book?* (*Yes.*) Repeat with other pupils. Write on the board and ask *What am I doing?* Support pupils in the response *You're writing.* Invite pupils to do actions and ask, e.g. *What are you doing?*

PB72. ACTIVITY 1

Listen and point. Listen and repeat.

- Open your book and, as you are opening it, say *What am I doing?* Pupils respond, e.g. *(You're) opening your book.* Say *Good. Open your Pupil's Books at page 72, please.* Show the page on the whiteboard and elicit what pupils can see. Point and teach/elicit *street.* Play the Audio. Pupils listen and point to the characters in the picture as they speak.
- Play the Audio again and pause after Monty's question *What are you doing, Maskman?* Elicit a response (*I'm flying my plane*). Play the next part of the Audio for them to check. Do the same with the other *Wh-* questions.
- Watch the Video and answer the questions in the video.
- Focus pupils on the question and answer on the page. Display the character flashcards (Monty, Maskman, Trevor, Marie). Draw speech bubbles from each one. Say, e.g. *Where are you driving, Marie?* Point to the picture of Marie and the speech bubble to elicit a first-person response, e.g. *I'm driving to school.* Repeat for the other characters.

117

Toys in the toy box, come alive.
Walk and talk, on the count of five.
One, two, three, four, five.
Monty: Hello, everybody.
Maskman, Trevor & Marie: Hello, Monty.
Monty: Are you flying your helicopter, Maskman?
Maskman: No, I'm not.
Monty: What are you doing, Maskman?
Maskman: I'm flying my plane.
Monty: That's a nice bus, Marie. Where are you driving?
Marie: I'm driving to school.
Monty: Oh! Are you riding your bike, Trevor?
Trevor: Bike! No, I'm not. I'm riding my big red motorbike.
Marie: What are you doing, Monty?
Monty: Well, I haven't got a bike, a motorbike, a helicopter or a plane, so … I'm walking!

- Say *Listen and repeat.* Play the Audio. Pupils listen and repeat in chorus. Make sure they use the contraction *I'm …* Make four groups, one for each character. They repeat in role. Change roles and pupils repeat again.
- If time, use Consolidation activity (T119): *Run and touch.*

118

Marie: I'm driving to school.
Trevor: I'm riding my big red motorbike.
Maskman: I'm flying my plane.
Monty: I'm walking!

PB72. ACTIVITY 2

Play and say.

- Walk across/around the classroom and ask *What am I doing?* Elicit the answer *(You're) walking.* Drill the question and answer in chorus. Invite pupils to stand up and mime an activity: walking, driving (a car, bus or motorbike), flying (a plane or helicopter) or riding (a bike or a horse) and ask the question.
- Pupils work in pairs. Pupil A mimes an activity and asks *What am I doing?* Pupil B watches and answers.

Extra challenge Pupils include the sports and leisure activity verbs from Unit 9 in their mimes.

AB72. Answer key, see page T108

Ending the lesson

- Mime driving a car. Say *I'm flying a plane.* Pupils shake or nod their heads. Repeat with other actions.

Digital Classroom

- **Presentation Plus:** Unit 10
- **Digital Flashcards**
- **Audio 117–118**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 10, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 10, Downloadable Activity Book Audio Script
- **PB95 and AB96 – Grammar reference 10**
- **Teacher Resources:** Unit 10, *Reinforcement worksheet 2*
- **T119 – Consolidation activity:** *Run and touch*

Objectives

Pupils sing a song and practise talking about actions at the moment of speaking.

Target language

- **Key language:** transport, present continuous: *What are you doing? I'm walking/driving/sitting/riding/flying. Are you (driving a car)? Yes, I am / No, I'm not.*
- **Additional language:** *Which boy is Alex?*
- **Revision:** colours, prepositions, *favourite*, *shoes*, *long*, *big*

Warmer

- Review the question form *What are you doing?* using the mime game from the end of the previous lesson. Individual pupils do mimes in turn for the class to ask and for the pupil to respond.

Song

PB73. ACTIVITY 1

Listen and sing. Do karaoke.

- As you are opening your book, say *What am I doing?* Pupils respond *You're opening your book.* Say *Good. Open your Pupil's Books at page 73, please.* Show the page on the whiteboard and point to the pictogram verse. Read it aloud with pupils, pausing for them to guess and say the words. Say *Listen. Point to the people in the picture.* Play the Song. Pupils point to the people in the picture.
- Teach the Song line by line to the class.

Extra support Sing the whole Song as a class, pointing to the people on the whiteboard in turn to act as prompts.

- Review the transport actions and teach an action for *walking*:
  walking = two fingers walking on the table
  lorry = hands on big steering wheel
  boat = hand above eyes, as if looking to the horizon
  motorbike = hands on handlebars
  helicopter = arms as rotors above the head
- Repeat the Song, with pupils singing and doing the actions.

119 ▶

I'm walking, walking.
I'm walking in my favourite shoes, favourite shoes, favourite shoes.
I'm walking.

I'm driving, driving.
I'm driving in my long white lorry, long white lorry, long white lorry.
I'm driving.

I'm sitting, sitting.
I'm sitting in my big green boat, big green boat, big green boat.
I'm sitting.

I'm riding, riding.
I'm riding on my motorbike, motorbike, motorbike.
I'm riding.

I'm flying, flying.
I'm flying in my helicopter, helicopter, helicopter.
I'm flying.

I'm walking, walking.
I'm walking in my favourite shoes, favourite shoes, favourite shoes.
I'm walking.

- Say *Do karaoke.* Make five groups. Each group stands, sings their lines and does the action, and then sits down again. Repeat, with different groups having different roles.

120 ▶

Karaoke version of the song

PB73. ACTIVITY 2

Do the actions. Ask and answer.

- Mime an action and read and drill the questions and short answers from the example speech bubbles.
- Make groups of four. Pupils take turns to mime an action from the Song to the group and ask *What am I doing?* The others guess, e.g. *Are you riding a motorbike? Yes, I am / No, I'm not.*

AB73. Answer key, see page T108

Ending the lesson

- Pupils sing the Song from the beginning of the lesson again, without the Audio, and do the actions.
- If time, use Consolidation activity (T119): *Word family circles.*

Digital Classroom

- **Presentation Plus:** Unit 10
- **Digital Flashcards**
- **Audio 119–120**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 10, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 10, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 10, *Song worksheet*
- **T119 – Consolidation activity:** *Word family circles*
- **PB98–103 – Pre A1 Starters Exam folder**

10

1 119–120 Listen and sing. Do karaoke.



2 Do the actions. Ask and answer.

Are you driving a lorry?

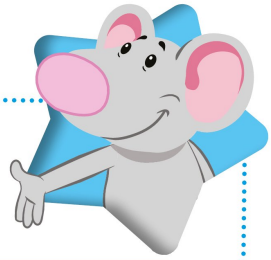
No, I'm not.

Are you driving a car?

Yes, I am!

Language practice 1: present continuous (not with future reference) *Are you (driving a car)? Yes, I am. No, I'm not.*

Monty's sounds and spelling



1 121 **Watch and say.**



Singing a song and swinging along.



Jumping and clapping all day long.

2 **Do the actions. Find and say.**

What am I doing?

You're singing a song.



Write it with me!

singi__ __

Objectives

Pupils recognise and practise the sound /ŋ/ and practise writing words with the letter combination *-ng*.

Target language

- **Key language:** the sound /ŋ/ (*singing a song*, *swinging along*, *jumping*, *clapping*, *all day long*), transport
- **Revision:** *mouse/mice*, *play basketball*

Materials

- **Flashcards:** 81–86 (transport), two rulers

Warmer

- Put the flashcards on the board. Pupils get into two lines facing the board and play a version of Board slap. Pupils ask you *What are you doing?* Answer with *I'm* + verb+*-ing*, e.g. *I'm driving.* The first pupils from each line run to the board, swat a flashcard and say a sentence with the transport word, e.g. *I'm driving a car.* Continue with the next two in the line, and so on.

Presentation

PB74. ACTIVITY 1

Watch and say.

- Mime and teach/elicit *jump*, *clap*, *sing* and *swing* (move your body forward and backward on the spot). Tell pupils they're going to watch a ▶ Video of two animals doing these actions. Ask *What animals?* Pupils call out their guesses. Watch the ▶ Video and elicit the answer (*a mouse – a mouse – two mice*).
- Watch the ▶ Video again, encouraging pupils to repeat the sound and sentences.

121 ▶

Monty: Singing a song and swinging along. Jumping and clapping all day long. What can you see? Say it with me!
Monty & voice: Singing a song and swinging along. Jumping and clapping all day long.
Voice: /ŋ/ /ŋ/
Where's the /ŋ/?
That's right! /ŋ/
Singing a song.
Swinging along.
Jumping and clapping all day long!
/ŋ/ singing /ŋ/ song /ŋ/ swinging /ŋ/ along /ŋ/ jumping /ŋ/ clapping
Monty: Singing a song and swinging along. Jumping and clapping all day long. What can you see? Say it with me!
Monty & voice: Singing a song and swinging along. Jumping and clapping all day long.
Monty: One more time – you sound fine!
Monty & voice: Singing a song and swinging along. Jumping and clapping all day long.

- Say *Open your Pupil's Books at page 74, please.* Show Activity 1 on the whiteboard. Point to the mice and say *What can you see? Say it with me!* Elicit and drill the sentences. Focus on the /ŋ/ sound as you read the words then drill the full sentences in chorus: *Singing a song and swinging along. Jumping and clapping all day long.*
- Start reading out the sentences from the page and stop before each red *ng*. Pupils say the sound and the word for you.

Extra challenge Divide pupils into pairs and pupils repeat the activity together.

PB74. ACTIVITY 2

Do the actions. Find and say.

- Show Activity 2 on the whiteboard. Say *Look at the mice in the picture.* Mime one of the actions. Ask *What am I doing?* Pupils look, point to the mouse and say, e.g. *You're singing a song.*
- Divide pupils into groups of four. They mime, find and say as in the example.

Key: You're singing a song.
You're riding a horse.
You're flying a plane.
You're playing basketball.
You're driving a car.
You're riding a motorbike.
You're swinging.

Write it with me!

- Write a large *ng* in the air and say the sound. Pupils copy you and call out words with the /ŋ/ sound, e.g. *singing a song.*
- Pupils complete the word with the letters *ng.*

AB74. Answer key, see page T108

Ending the lesson

- Divide the class into four groups. They stand in different parts of the classroom. One group is singing a song, another group is swinging along, another group is jumping, and the final group is clapping. Start with Group 1, who do the action and say *We're singing a song.* Continue along to Groups 2, 3 and 4. Rotate the groups clockwise so pupils now have a different word and action and repeat. Continue to rotate until each group has said and done each action.
- If time, use Consolidation activity (T119): *Spot the sound.*

Digital Classroom

- **Presentation Plus:** Unit 10
- **Audio 121**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 10, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 10, *Extension worksheet 1*
- **T119 – Consolidation activity:** *Spot the sound*

Objectives

Pupils watch and listen to a story and review language from the unit.

Target language

- **Key language:** language from the unit
- **Additional language:** *Help! cross the street*
- **Revision:** *swim, boy, pick up, hero, Stop! man, can/can't*

Warmer

- Play a mime and guess game to review the actions, verbs and vocabulary, e.g. *drive a car, fly a helicopter*. Mime driving a car. Say *What am I doing?* Pupils guess, e.g. *(You're) driving a car.* The pupil who guesses correctly mimes for the class and asks the question. Repeat.

Story

PB75. ACTIVITY 1

Watch the video.

- Say *Open your Pupil's Books at page 75, please.* Show the story on the whiteboard. Say *Look at the pictures.* Point to the characters and elicit who pupils can see (*Maskman, a boy, Trevor, Monty and Marie*). Review the meaning of *hero* with the class.

Extra support Use the pictures to guide pupils to predict the story.

- Ask *Who're the heroes? What's the boy's name?* Tell pupils they are going to watch a ▶ Video of the story to find out.
- Watch the ▶ Video with the class. Give pupils the option of watching it twice if they need to. Elicit the answers (*Maskman and Monty are heroes. The boy's name is Sam*).
  Note: Make sure pupils understand that Monty is the real hero of this story, as Maskman was only dreaming about saving Sam.
- Focus on page 75 again. Play the Audio. Pupils listen and follow the story in their books.
- Check comprehension by asking, e.g. *What's Maskman doing? Where's Maskman? What's the boy doing? Can he swim? What's that? (A green lorry.) What's that? (A red man.) Can he cross the street?*
- Play the Audio again. Pupils listen and repeat. Encourage them to say it with intonation and feeling, especially the sounds, e.g. *Wow! Ooh! Er!*
- Personalise by eliciting from pupils who their heroes are.
- If time, use Consolidation activity 1 (T120): *Role play.*

122 ▶

Toys in the toy box, come alive.
Walk and talk, on the count of five.
One, two, three, four, five.

1 **Sam:** Help! Help! I can't swim.

2 **Maskman:** I'm flying my helicopter. Look! I can see a boy. Oh! He can't swim.

3 **Maskman:** I can pick the boy up.

4 **Maskman:** Stand next to me, Sam. You can fly in my helicopter again.
Sam: Thanks, Maskman. Wow! You're my hero!

5 **Monty:** Maskman … a green lorry! Stop! You can't cross. Look, the man is red!
Maskman: Ooh … yes. The man is red.

6 **Maskman:** Ooh! Er! Thank you, Monty. Wow! You're my hero.
Monty: That's OK, Maskman.
Marie & Trevor: Do the Monty song, Do the Monty song, Let's all do the Monty song.

PB75. ACTIVITY 2

Listen and say the number.

- Say *Look at the pictures. Listen to the story. Listen and say the number of the picture.* Play the first one as an example. Wait until most pupils have raised their hands before eliciting the answer (*picture 3*). Play the rest of the Audio. Pupils whisper their answer to their partner and/or point to the picture in their books. Play the Audio again. Pause after each section. Wait until most pupils have raised their hands before eliciting the answers.

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

123

Story as above, but in the order of the key

AB75

Ending the lesson

- Ask pupils which chant/song/game they'd like to do again from the unit. Do it together to end the lesson.
- If time, use Consolidation activity 2 (T120): *Star card review.*

Digital Classroom

- **Presentation Plus:** Unit 10
- **Digital Flashcards**
- **Audio 122–123**
- **Practice Extra**
- **Test** **Unit 10 Test**

Extra Resources

- **Teacher Resources:** Unit 10, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 10, *Extension worksheet 2*
- **T120 – Consolidation activity 1:** *Role play*
- **T120 – Consolidation activity 2:** *Star card review*

10

1 122 Watch the video.



2 123 Listen and say the number.

Story: unit language in context

Marie's geography

How do we travel?

1 **Watch and answer.**

2 124 **Listen and match.**

1 ship
2 monorail
3 hot air balloon
4 scooter
5 van



3 **Look and complete.**

helicopter scooter ship van
hot air balloon monorail

Air	Road	Rail	Water
plane	car	train	boat



Fact

Some cars can travel on the water.

Project



Design your own transport.

Objectives

Pupils learn to talk about different means of transport and classify how they travel.

Target language

- **Key language:** transport, *travel, air, road, rail, water, on (rail tracks), by (air), by (plane)*
- **Additional language:** *ship, monorail, hot air balloon, scooter, How …?*

Materials

- **Flashcards:** 81–86 (transport); 35 (car); 39 (bike); 40 (train)
- A card with a transport word on it for each pupil (*car, bike, train, bus, lorry, motorbike, plane, helicopter, boat, ship, monorail, hot air balloon, scooter*)
- **Optional:** picture of a tram

Warmer

- Review the different means of transport using the flashcards.
- Draw a rough sketch showing land, water and the sky on the board. Show each transport flashcard and invite a pupil to stick it on the board in the correct place, e.g. the plane in the sky.

PB76. ACTIVITY 1

Watch and answer.

- Say *Open your Pupil's Books at page 76, please.* Show the page on the whiteboard. Say *Marie is doing geography today.* Read the question at the top: *How do we travel?* Tell pupils they're going to watch a ▶ Video about different means of transport.
- Watch the ▶ Video. Elicit the names of the means of transport that pupils remember from the ▶ Video. Ask *How do we travel by air?* Pupils say *by plane, by helicopter.* Repeat the question with *on the road, on rail tracks* and *on the water.*
- The Video Script and Answer Key can be downloaded from Teacher Resources.

PB76. ACTIVITY 2

Listen and match.

- Show Activity 2 on the whiteboard. Point to each photo and ask pupils if they recognise them. Ask *Where does it travel?* Introduce these words using the photos: *water, rail, air, road.* Tell pupils they are going to listen to the 🔊 Audio and match the words with the pictures.
- Play the 🔊 Audio. Pupils listen the first time and look at the words on the left. Elicit and drill the pronunciation. Play the 🔊 Audio again. Pupils listen for where they travel and write the correct number in the box.

Key: From top to bottom, left to right : 3, 2, 5, 1, 4

🔊 124

A ship is very big and transports things across water.
Monorails travel above the ground on one rail track.
Hot air balloons go up into the air and float.
Scooters have two or three wheels and travel on the road.
People use vans to transport things by road. Some people sleep in vans on holiday!

PB76. ACTIVITY 3

Look and complete.

- Show Activity 3 on the whiteboard. Review the words *air, road, rail* and *water*. Then read the examples in the table with the class.
- Focus on the new forms of transport in Activity 2. Say *ship* and pupils say *water*. Do the same for the other four transport words in Activity 2.
- Read the six transport words in the word box. Pupils say where they go in the table. They copy the words in the correct columns of the table.

Extra challenge Show a picture of a tram and ask pupils to decide where to put it in the table (they could put it under *Road* and *Rail*).

- Check answers on the whiteboard with the class.
- If time, use Consolidation activity (T120): *Transport mimes.*

Key: Air: helicopter, hot air balloon
Road: scooter, van
Rail: monorail
Water: ship

FACT

- Point to the car in the picture and read the fun fact. Ask pupils if they have ever seen a car like this.

PROJECT Design your own transport.

- Teaching notes for the Project can be downloaded from CLIL Project notes.

AB76. Answer key, see page T108

Ending the lesson

- Hand out a transport word card to each pupil. They read the word and mime travelling with the means of transport. Point to the four corners of the room and say *air, road, rail, water.* Pupils continue to mime and move to the corresponding corner of the room. Say, e.g. *It travels on water.* The pupils in the group that travel on water shout out *Yes!* Repeat.

Digital Classroom

- **Presentation Plus:** Unit 10
- **Digital Flashcards**
- **Audio 124**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 10, Downloadable Activity Book Teaching Notes
- **T120 – Consolidation activity:** *Transport mimes*

Objectives

Pupils talk about working together as a team.

Target language

- **Key language:** *I can help you.*
- **Additional language:** *work together, team, Great! Come on! Let's go!*
- **Revision:** *hot, water, We can (do it), I can't (do this), Yes, you can, I've got …, Here you are, Thanks / Thank you, Give me (your hand).*

Materials

- Items to show something you can do and something you can't do (e.g. art pad and pencil for drawing, balls for juggling)

Warmer

- Hold up items you need for something you can do well, e.g. if you can draw, show pupils an art pad and pencil and mime drawing a picture (or start drawing a picture). Look confident and say *I can do this.* Hold up items for something you can't do, such as juggling balls. Try to juggle and fail, look grumpy and say *I can't do this.* Ask pupils to encourage you. They say *Yes, you can! Come on! Great!* Try to juggle again and show that you are not so grumpy this time.

PB77. ACTIVITY 1

Listen and say the number.

- Say *Open your Pupil's Books at page 77, please.* Show the page on the whiteboard and point to Trevor and the title *Work together.* Elicit/Explain the meaning of *team* (*a group of people working together and helping each other*). Look at the whiteboard and ask *Where's the red team?* Pupils point to picture 1. Repeat for the blue team (*picture 4*).
- Say *Listen and say the number: 1, 2, 3 or 4.* Play the Audio. Pause after each picture. Give pupils time to check with each other. Play the Audio again and ask for the answers from the class.

Extra support Pupils just listen and point the first time they hear the Audio.

- Talk about the different ways the children in the pictures are working as a team. Point to picture 2 and to the girl who is having difficulty. Say *Look at the girl. Is she OK?* Pupils respond *No.* Point to the boy who is helping her and say *Look at the boy. He's her friend. He says …* See if pupils can remember the phrase *I can help you.* Say *He's helping the girl.* Explain/Show the meaning of *help.* Repeat for picture 3. Talk about some of the ways pupils work together in school. Use as much English as possible.

Key: 3, 1, 4, 2

125

Girl: Phew. It's very hot. I haven't got any water.
Boy: That's OK. I've got some water. Here you are.
Girl: Thank you!

Coach: Can you work together?
Children: Yes!
Coach: Great! Come on! Let's go!
Children: Yes!

Children: We can do it! We can do it! We can do it!

Girl: I can't do this. I'm scared …
Boy: Yes, you can. Come on. I can help you.
Girl: Thanks.

PB77. ACTIVITY 2

Listen and say. Act it out.

- Say *Listen and point.* Play the Audio. Pupils listen to the sounds and point to the corresponding pictures. Play the Audio again and have pupils point to the pictures again and say as much of the dialogues as they can remember.

Key: 4, 1, 2, 3

126

Sound of children cheering.
Sound of a baseball ball being tossed up and down in a baseball glove.
Sound of branches of trees rustling.
Sound of water being poured.

- Say *Act it out.* Demonstrate the activity. Five pupils come to the front. Assign characters by pointing to the people in the photos (1: Coach, 2: Girl/Boy, 3: Girl/Boy). Play the Audio and help the five pupils act out the dialogues for each picture. Have the whole class play the children roles in pictures 1 and 4.
- If time, use Consolidation activity (T120): *Pass the ball.*

AB77. Answer key, see page T108

Ending the lesson

- Pupils act out the situations from the Pupil's Book again in small groups.

Extra challenge Pupils think of other situations in which they work in teams and help each other. They invent and act out a short dialogue for the class.

Digital Classroom

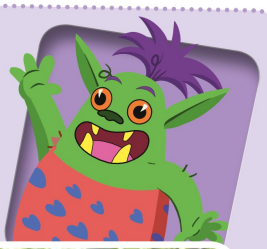
- **Presentation Plus:** Unit 10
- **Digital Flashcards**
- **Audio 125–126**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 10, Downloadable Activity Book Teaching Notes
- **T120 – Consolidation activity:** *Pass the ball*

Trevor's values

Work together



1 125 **Listen and say the number.**









2 126 **Listen and say. Act it out.**

Language: *I can help you. Work in teams.* | social responsibility

11 Our house

1 127–128 **Listen and point. Listen and repeat.**













2 **Ask and answer.**

Who's in the kitchen?

Stella.

78 **Vocabulary presentation:** the home

Objectives

Pupils name and talk about rooms in a house.

Target language

- **Key language:** the home: *bathroom, bedroom, dining room, hall, kitchen, living room*
- **Additional language:** *room, house, everybody, I'm home! children, have a bath, listen to music, eat, Who's in the (kitchen)?*
- **Revision:** characters, school objects, *in, dad, mum, here, happy, star, Where's / Where are …?*

Materials

- **Flashcards:** 87–92 (the home); Optional: 1–5, 45–46 (family)
- School objects in different colours
- **Teacher Resources:** Photocopiable 11 copied onto thin card (one for each pair of pupils and one copy for demonstration), scissors, glue, envelopes

Warmer

- Arrange some school objects on your desk, e.g. a pen under a book, an eraser next to the book, two red pencils on the book, a green pencil in the book. Ask questions of pupils, e.g. *Where's the green pencil? It's in the book.*

Presentation

- Use the flashcards to teach/elicit the new house vocabulary.
- Display the flashcards and play the Disappearing flashcard game. Point to each flashcard in turn and pupils say the word. Point to the flashcards again for pupils to chorus each word, but this time turn the first flashcard to face the board (word side showing) after pupils have said the word. Repeat until all the flashcards are facing the board and pupils are chorusing the words by reading / from memory. Continue, turning one flashcard back to face the class each time.
- Point and say *These are rooms in the house.*

PB78. ACTIVITY 1

Listen and point. Listen and repeat.

- Say *Open your Pupil's Books at page 78, please.* Show the page on the whiteboard, point to the picture and elicit what pupils can see (*house/rooms/characters*). Say *Where's the happy star?* Have pupils find it on Simon's jacket. Say *Listen and point.* Play the **Audio**. Pupils point to the rooms. They check in pairs. Play the **Audio** again. Say *Listen. Where are the family?* Write the names on the board: *Grandpa Star (grandfather) and Grandma Star (grandmother), Suzy, Mrs Star, Mr Star, Simon, Stella.* Pupils listen to find the answers. Ask, e.g. *Where's Mr Star?* Pupils respond *In the hall.*

Audio 127

Mr Star: Hello, everybody. I'm home! Where is everybody?
Grandma: Hello. We're in the living room.
Mr Star: Where are the children?
Grandma: Stella's in the kitchen, Suzy's in her bedroom and Simon's in the bathroom.
Mr Star: Good. Stella!
Stella: Hi, Dad! Yes?
Mr Star: Where's Mum?
Stella: She's in the dining room.
Mrs Star: I'm here, in the dining room. Where are you?
Mr Star: I'm in the hall.
Mrs Star: Well, come in and sit down.

- Say *Listen and repeat.* Play the **Audio**. Pause after each room for pupils to repeat. Make six groups. Each group is a room. Play the **Audio** again. Pupils stand, repeat their room after the **Audio** and sit down again. Give groups other rooms and repeat.

Audio 128

Bedroom, bathroom, living room, dining room, kitchen, hall

PB78. ACTIVITY 2

Ask and answer.

- Ask the example question *Who's in the kitchen?* Pupils look and say the answer (*Stella*). Drill the question in chorus, then elicit questions and answers about the other family members across the class.
- Pupils work in pairs. They close their books and ask and answer about the different family members as in the example.

Extra support Put the home flashcards and the family flashcards on the board. Ask *Who's in the kitchen?* The pupil who answers correctly comes to the board and puts the Stella flashcard with the kitchen. Repeat with the other rooms and family members.

- If time, use Consolidation activity (T120): *Whispering game.*

Key: Who's in the bedroom?	Suzy.
Who's in the bathroom?	Simon.
Who's in the living room?	Grandma and Grandpa (Star) / Grandfather and Grandmother
Who's in the dining room?	Mrs Star / Mother / Mum
Who's in the hall?	Mr Star / Father / Dad

- Use Photocopiable 11 from the Teacher Resources.

AB78. Answer key, see page T109

Ending the lesson

- Display the home flashcards (picture side). Teach this chant:
  b … b … b … bathroom, k … k … k … kitchen,
  d … d … d … dining room, h … h … h … hall,
  l … l … l … living room, b … b … b … bedroom.

Digital Classroom

- **Presentation Plus:** Unit 11
- **Digital Flashcards**
- **Audio 127–128**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 11, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 11, Downloadable Activity Book Audio Script
- **T120 – Consolidation activity:** *Whispering game*

Objectives

Pupils practise naming rooms in a house and talking about where people and objects are.

Target language

- **Key language:** the home, *videogame*
- **Additional language:** *house, floor, by the door*
- **Revision:** prepositions, numbers, *cat, computer, fish, trousers, ball, doll, book, Yes, he/she is / No, he/she isn't, Yes, they are / No, they aren't, Where's / Where are …?*

Materials

- **Flashcards:** 87–92 (the home)

Warmer

- Display the home flashcards, picture side, on the board. Write a number between 1 and 6 under each one. Pupils take out their notebooks and a pencil. Say, e.g. *bedroom*. Pupils write the number under the bedroom flashcard in their books. Repeat for the other five flashcards. Pupils check in pairs. Check by asking, e.g. *What's number 4?*
- If time, use Consolidation activity 1 (T120): *Matching game*.

PB79. ACTIVITY 1

Listen and correct.

- Say *Open your Pupil's Books at pages 78 and 79, please*. Show page 78 on the whiteboard (the previous lesson). Say *Listen and correct*. Play the first sentence. Pause after *bathroom*. Give pupils time to look. Point to the speech bubbles on page 79 and choose two pupils to read them. Point to the house picture on page 78 on the whiteboard again. Say *Shhh. Listen and whisper the answers to your partner*. Play the rest of the Audio. Pause after each one to give pupils time to think, look and whisper. Play the Audio again. Pause after each one and elicit the answers from the class.

Extra challenge Pupils work in pairs. One says a statement (true or false) about the picture; the other either confirms or corrects it.

Key: No, they aren't. They're in the living room.
No, he isn't. He's in the bathroom.
No, she isn't. She's in the dining room.
No, she isn't. She's in the kitchen.
No, he isn't. He's in the hall.
No, she isn't. She's in the bedroom.
No, she isn't. She's in the dining room.
No, he isn't. He's in the bathroom.

129

Monty's in the bathroom.
Grandma and Grandpa are in the kitchen.
Maskman's in the living room.
The cat's in the hall.
Stella's in the bedroom.
Mr Star's in the dining room.
Suzy's in the kitchen.
Mrs Star's in the bathroom.
Simon's in the living room.

PB79. ACTIVITY 2

Listen and answer. Say the chant.

- Show page 79 on the whiteboard and focus pupils on the picture of the house. Point to each room and elicit the name. Say *Listen to the question. Look at the picture and answer.* Play the first item on the Audio. Elicit the answer (*It's in the kitchen*) and point to the speech bubbles with the example question and answer.
- Play the rest of the Audio, pausing after each question for pupils to look and say the answer. Check use of *It's / They're*.

Key: **1** It's in the kitchen. **2** They're in the dining room. **3** They're in the bathroom. **4** They're in the bedroom. **5** (It's in the living room.) **6** It's in the hall.

130

1 Where's the computer?
2 Where are the fish?
3 Where are the trousers?
4 Where are the dolls?
5 Where's the videogame?
6 Where's the ball?

- Show the chant on the whiteboard. Read it aloud with the class and ask pupils to point to each room in turn. Help pupils notice that the chant gives the answers to the previous questions. Play the Audio. Pupils point to the pictures and repeat each line of the chant. Pupils read the chant with the Audio. They repeat it several times until they are confident.
- If time, use Consolidation activity 2 (T120): *Guessing game*.

131

In the kitchen. In the dining room. On the bathroom floor.
In the bedroom. In the living room. Rolling down the hall.

AB79. Answer key, see page T109

Ending the lesson

- Teach a mime for each room, e.g. *bedroom* = hands make a pillow, *bathroom* = washing the face, *hall* = opening door, *kitchen* = mixing spoon and bowl, *dining room* = eating, *living room* = pressing the remote control for TV.
- Say quickly, e.g. *You're in your house. Go to the bedroom. Go to the bathroom*, etc. Pupils mime the rooms. Confident pupils can take turns giving instructions to the class.

Digital Classroom

- **Presentation Plus:** Unit 11
- **Audio 129–131**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 11, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 11, *Reinforcement worksheet 1*
- **T120 – Consolidation activity 1:** *Matching game*
- **T120 – Consolidation activity 2:** *Guessing game*

1 129 Listen and correct.

Monty's in the bathroom.

No, he isn't.
He's in the bedroom.

2 130–131 Listen and answer. Say the chant.



Where's the videogame?

It's in the living room.

Vocabulary practice: the home



Language presentation 1: present continuous (not with future reference) *What's he/she doing? He's/She's (drawing a picture).*

Objectives

Pupils ask and answer about actions at the moment of speaking.

Target language

- **Key language:** present continuous: *What's he/she doing? He's/She's (drawing a picture).*
- **Additional language:** *listen to music, read a book, food, sofa, What are they doing? They're (reading).*
- **Revision:** activities, *children, picture, game, monster, book*

Warmer

- Mime an action, e.g. writing on the board, and say *What am I doing?* Pupils respond *(You're) writing.* Continue with other mimes (*flying, riding, walking, drawing, opening, driving*).

Presentation

- Give a boy a pencil and a piece of paper. The boy writes. Ask *What's he doing?* Prompt the response, e.g. *He's writing.* Get a girl to draw and ask *What's she doing?* Elicit or prompt the response, e.g. *She's drawing.*
- Ask two or more pupils to do an action to teach *What are they doing? They're …-ing.*

PB80. ACTIVITY 1

Listen and point. Listen and repeat.

- Open your book and ask *What am I doing?* Pupils respond *You're opening your book.* Say *Good. Open your Pupil's Books at page 80, please.* Show the page on the whiteboard and elicit the names of the characters. Say *Listen and point.*
- Play the Audio. Pupils listen and point to the characters. Play the Audio again and ask, e.g. *Is Stella reading?* (*Yes.*) *Are Alex and Lenny reading?* (*No.*)
- Watch the Video and answer the questions in the video.

132

Toys in the toy box, come alive.
Walk and talk, on the count of five.
One, two, three, four, five.
Monty: What have we got here? OK. The children are sitting in the living room. Meera's listening to music.
Trevor: Er, pardon?
Maskman: Shh. Meera's listening to music.
Trevor: Oh!
Monty: Stella's reading a book and Suzy's colouring a picture.
Trevor: Yum yum. Pencils! They're my favourite food.
Maskman: Shh. Where are Alex and Lenny?
Monty: They're sitting on the sofa. They're playing a game.
Maskman: What's Simon doing?
Monty: He's drawing a picture.
Maskman: What's he drawing?
Monty: He's drawing a … a monster.
Maskman & Trevor: Aaagghh! Eeekk!
Marie: Monty! What are you doing?
Monty: Eek! I'm er, looking at the children.
Marie: Come to the toy box, everybody!

- Say *Listen and repeat.* Play the Audio. Pause after each one for pupils to say who and to repeat in chorus.

133

She's colouring a picture.
He's drawing a monster.
She's listening to music.
She's reading a book.
They're playing a game.

- Read Maskman's example question and Monty's answer and drill them in chorus with the class. Elicit the question and answer about Stella and check that pupils use *She's …* Pupils work in pairs to ask and answer questions.

Extra support Pupils ask and answer in open pairs.

PB80. ACTIVITY 2

Play and say.

- Say the example sentence *Stella's riding a bike.* Pupils put up their hands and invite one to reply *No. She's reading.*
- Invite a pupil to make a true or false sentence about one of the other characters. Another pupil responds. Pupils work in pairs to make and respond to statements in a similar way.

Extra challenge Pupils close their books and talk about the characters from memory.

- If time, use Consolidation activity 1 (T120): *Sentence halves.*

AB80. Answer key, see page T109

Ending the lesson

- Pupils come up to do mimes. Ask, e.g. *What's he/she doing? What are they doing?* to elicit *She's … He's … They're …-ing.*
- If time, use Consolidation activity 2 (T120): *Draw and write.*

Digital Classroom

- **Presentation Plus:** Unit 11
- **Audio 132–133**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 11, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 11, Downloadable Activity Book Audio Script
- **PB95 and AB96 – Grammar reference 11**
- **Teacher Resources:** Unit 11, *Reinforcement worksheet 2*
- **T120 – Consolidation activity 1:** *Sentence halves*
- **T120 – Consolidation activity 2:** *Draw and write*

Objectives

Pupils practise asking and answering about actions at the moment of speaking.

Target language

- **Key language:** the home, present continuous: *What's he/she doing? He's/She's (playing the guitar).*
- **Additional language:** *eat fish, watch TV, have a bath, read a book, people, some*
- **Revision:** *open the door, Where is he/she? He's/She's (in the bedroom).*

Materials

- **Flashcards:** 87–92 (the home)
- **Optional:** recording equipment

Warmer

- Review the question forms quickly, using mime and board drawings. Mime an action, e.g. drawing on the board, and ask the class *What am I doing?* They reply, e.g. *You're drawing.*
- If time, use Consolidation activity 1 (T120): *Role play.*

Song

PB81. ACTIVITY 1

Listen and sing. Do karaoke.

- Say *Open your Pupil's Books at page 81, please. Look at the pictures.* Show the page on the whiteboard and point to the pictogram verse. Read it aloud with pupils, pausing for them to guess and say the words.
- Say *Listen. Point to the people in the picture.* Play the Song. Pupils point to the people in the picture. Point to the picture of Grandpa (grandfather) eating fish. Ask *What's he doing?* Prompt or elicit the response *He's eating fish.* Mime eating. Repeat for the other people.
- Play the Song again. Pause after each section for pupils to repeat in chorus.

Extra support Sing the whole Song as a class, pointing to the people on the whiteboard in turn to act as prompts.

134 ▶

Where's Grandpa?	In the dining room.
What's he doing?	He's eating fish.
Where's Simon?	In the living room.
What's he doing?	He's watching TV.
Where's Suzy?	In the bathroom.
What's she doing?	She's having a bath.
Where's Stella?	In her bedroom.
What's she doing?	She's reading a book.
Where's Grandma?	In the hall.
What's she doing?	Opening the door.

- Now sing the Song again. (Karaoke version)
- Make two groups and practise as a prompt–response Song (one group sings the questions, the other answers). Groups swap roles. You could make an audio or video recording of pupils.

135 ▶
Karaoke version of the song

PB81. ACTIVITY 2

Ask and answer.

- Elicit the questions and answers from the speech bubbles. Make pairs. Pupils take turns to ask and answer more questions about the pictures in the book. Demonstrate the activity in open pairs first.
- Monitor pupils and help by pointing to scenes in the picture for them to ask about.

Extra challenge Pupils ask questions about the pictures on the previous pages, too.

Key: See Activity 1 audio script.

AB81. Answer key, see page T109

Ending the lesson

- Repeat this chant with the class. Display the flashcards (word side). Accentuate the sound at the beginning of each word. Pupils clap as they chant and then mime the action for the room, e.g. *bathroom* = washing face. Repeat in a different order, pointing to a flashcard each time so pupils know which room it is. Pupils take turns to lead the chant.
  b … b … b … bathroom
  k … k … k … kitchen
  d … d … d … dining room
  h … h … h … hall
  l … l … l … living room
  b … b … b … bedroom
- If time, use Consolidation activity 2 (T121): *Mime story.*

Digital Classroom

- **Presentation Plus:** Unit 11
- **Audio 134–135**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 11, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 11, *Song worksheet*
- **T120 – Consolidation activity 1:** *Role play*
- **T121 – Consolidation activity 2:** *Mime story*
- **PB98–103 – Pre A1 Starters Exam folder**

1 134–135 Listen and sing. Do karaoke.



2 Ask and answer.

What's Stella doing?

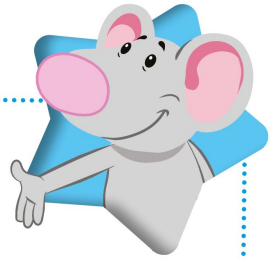
She's reading a book.

Where is she?

She's in the bedroom.

Language practice 1: present continuous (not with future reference) *What's he/she doing? He's/She's (playing the guitar).*

Monty's sounds and spelling



1 136 **Watch and say.**



Monkey's riding a motorbike in the bedroom.
Mouse is swimming in the bathroom.

2 **Ask and answer.**

Where's Monkey?

He's in the bathroom.

What's he doing?



Write it with me!

bedroo__

Objectives

Pupils recognise and practise the sound /m/ and practise writing words with the letter *m* in different positions.

Target language

- **Key language:** the consonant sound /m/ (*monkey*, *motorbike*, *bedroom*, *mouse*, *swimming*, *bathroom*), the home, *What's he doing?*
- **Additional language:** *move like a (monkey), cook*
- **Revision:** animals, activities, *Where's (Monkey)?*

Materials

- **Flashcards:** 51 (mouse); 73 (monkey)

Warmer

- Pupils say the animals they know in English. Say, e.g. *Let's move like an elephant.* Pupils stand up and move around the room being the animal. Repeat with different animals, then tell pupils to choose any animal. Ask pupils *What are you doing?* to elicit, e.g. *I'm moving like a snake / a hippo / an elephant.*

Presentation

PB82. ACTIVITY 1

Watch and say.

- Draw (or show flashcards of) a monkey and a mouse and ask *Where are they? What are they doing?* Pupils call out their guesses. Tell pupils they're going to watch a ▶ Video to find out. Watch the ▶ Video and elicit the answers.
- Watch the ▶ Video again, encouraging pupils to repeat the sound and sentences.

136 ▶

Monty: Monkey's riding a motorbike in the bedroom.
Mouse is swimming in the bathroom.
What can you see? Say it with me!
Monty & voice: Monkey's riding a motorbike in the bedroom.
Mouse is swimming in the bathroom.
Voice: /m/ /m/
Where's the /m/?
That's right! /m/
Monkey and mouse!
Monkey's riding a motorbike in the bedroom.
Mouse is swimming in the bathroom.
/m/ monkey /m/ motorbike /m/ bedroom /m/ mouse /m/ swimming /m/ bathroom
Monty: Monkey's riding a motorbike in the bedroom.
Mouse is swimming in the bathroom.
What can you see? Say it with me!
Monty & voice: Monkey's riding a motorbike in the bedroom.
Mouse is swimming in the bathroom.
Monty: One more time – you sound fine!
Monty & voice: Monkey's riding a motorbike in the bedroom.
Mouse is swimming in the bathroom.

- Say *Open your Pupil's Books at page 82, please.* Show Activity 1 on the whiteboard. Point to the monkey and say *What can you see? Say it with me!* Elicit and drill the sentence *Monkey's riding a motorbike in the bedroom.* Focus on the /m/ sound as you read the sentence in chorus. Do the same for the mouse: *Mouse is swimming in the bathroom.*
- Divide the class into two groups, monkeys and mice. Each group says their sentence and acts out their role.
- If time, use Consolidation activity 1 (T121): *The /m/ train.*

PB82. ACTIVITY 2

Ask and answer.

- Show Activity 2 on the whiteboard. Say *Look at the picture.* Point to and review the animals in the house. Read the example exchange aloud with the class and elicit *He's riding a bike.* Pupils practise the dialogue in two groups and then in pairs.
- Invite two more confident pupils to make a similar dialogue about one of the other animals/people in the house (bear, mouse, snake, giraffe, crocodile, monkey, Grandma).
- Pupils work in pairs to ask and answer about the animals.

Extra support Pupils ask and answer questions in two groups across the class.

Key: bear: in the living room / playing the guitar, mouse: in the living room / playing videogames, snake: in the bathroom / having a bath, giraffe/crocodile: in the kitchen / eating, monkey: in the hall / playing the piano, Grandma: in the hall / singing

Write it with me!

- Write a large *m* in the air and say the sound. Pupils copy you and call out words that start with the /m/ sound.
- Pupils complete the word *bedroom* with the letter *m*.

AB82. Answer key, see page T109

Ending the lesson

- Pupils stand up and form two lines. Say *Move like a monkey!* Pupils mime being a monkey and move to the door saying *I'm moving like a monkey.* Clap your hands and say *Move like a mouse!* Pupils mime being a mouse and move to the door saying *I'm moving like a mouse.* Clap again and repeat.
- If time, use Consolidation activity 2 (T121): *Tic tac toe.*

Digital Classroom

- **Presentation Plus:** Unit 11
- **Audio 136**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 11, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 11, *Extension worksheet 1*
- **T121 – Consolidation activity 1:** *The /m/ train*
- **T121 – Consolidation activity 2:** *Tic tac toe*

Objectives

Pupils watch and listen to a story and review language from the unit.

Target language

- **Key language:** language from the unit
- **Additional language:** *I'm not eating.*
- **Revision:** colours, prepositions, *pencil, open, mouth, my favourite food, eat, they aren't, have/haven't got, can/can't*

Materials

- **Flashcards:** 87–92 (the home)

Warmer

- Hold one of the flashcards so that no-one can see it. Give pupils a clue. Say, e.g. *I'm in this room and I'm eating.* Pupils take turns to guess, e.g. *You're in the dining room* (*no*). *You're in the kitchen* (*no*). *You're in the living room* (*yes*). Repeat with other flashcards and clues.

Story

PB83. ACTIVITY 1

Watch the video.

- Say *Open your Pupil's Books at page 83, please.* Show the story on the whiteboard. Say *Look at the pictures* and set the pre-watching question *What's Trevor doing?* Tell pupils they are going to watch a ▶ Video of the story to find out.
- Watch the ▶ Video with the class. Give pupils the option of watching it twice. Elicit the answer (*he's eating pencils*).
- Focus on page 83 again. Play the Audio. Pupils listen and follow the story in their books.
- Check comprehension by asking, e.g. *Who's this?* (*Suzy.*) *What's she doing?* (*Looking for her pencils.*) *How many has she got? Are they under the table? Are they in the box? Where are they? Is Trevor eating fish? What's he eating?*
- Play the Audio of the story. Pupils listen and repeat. Encourage them to say it with intonation and feeling.
- Ask pupils what their favourite food is. Accept answers in L1.
- If time, use Consolidation activity 1 (T121): *Role play.*

137 ▶

Toys in the toy box, come alive.
Walk and talk, on the count of five.
One, two, three, four, five.

1 **Suzy:** Where are my pencils? I haven't got orange, pink, yellow or black. They aren't in the box. Are they under the table?
Stella: No, they aren't. Sorry, Suzy. I can't find your pencils. Are they in your bedroom?

2 **Marie:** Hello, Trevor. What are you doing?
Trevor: Mmmm, er ..., mmmm ..., I'm not ... doing ...

3 **Monty:** Where are Suzy and Stella? Are they in the kitchen?
Trevor: Mmmm ...
Marie: Pardon? Trevor! What are you eating?
Trevor: I'm not ... eating.

4 **Monty:** Trevor! What have you got in your mouth? Can you open your mouth, please?
Trevor: Er, no.
Marie: Trevor! Open your mouth. Now!

5 **Trevor:** Er, pencils! Pencils are my favourite food.
Marie: Oh, Trevor! You can't eat pencils!

6 **Suzy:** No, Stella. My pencils aren't in my bedroom and they aren't in the kitchen or the dining room.
Marie: Sshh! Be quiet. They're coming!
Stella: Look, Suzy! Your pencils are here on the floor.
Suzy: Hmmmm ...

PB83. ACTIVITY 2

Listen and say 'yes' or 'no'.

- Say *Listen. Yes or no?* Play the first sentence as an example. Pupils put up their hands. Elicit a response.
- Play the rest of the Audio. Pupils whisper the answers to their partner. Play the Audio again. This time, pause after each sentence to elicit the response.

Extra challenge When the answer is *no*, elicit the correct answer, e.g. *No, they aren't in the hall. They're in the living room.*

Key: yes, no, no, yes, no, yes, no, no, no

138

Suzy and Stella are in the living room.
The pencils are under the table.
Trevor and Marie are in the hall.
Trevor's eating.
Trevor's eating fish.
Trevor's got the pencils in his mouth.
The pencils are in the bedroom.
The pencils are in the kitchen.
The purple pencil's on the floor.

AB83.

Ending the lesson

- Ask pupils which chant/song/game they'd like to do again from the unit. Do it together to end the lesson.
- If time, use Consolidation activity 2 (T121): *Room dictation.*

Digital Classroom

- **Presentation Plus:** Unit 11
- **Digital Flashcards**
- **Audio 137–138**
- **Practice Extra**
- **Test** **Unit 11 Test**

Extra Resources

- **Teacher Resources:** Unit 11, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 11, *Extension worksheet 2*
- **T121 – Consolidation activity 1:** *Role play*
- **T121 – Consolidation activity 2:** *Room dictation*

1 137 Watch the video.



2 138 Listen and say ‘yes’ or ‘no’.

Story: unit language in context

12 Party time!

1 139–140 **Listen and point. Listen and repeat.**



2 **Play and say.**

Red

Apples

Vocabulary presentation: food

Objectives

Pupils name and talk about different foods.

Target language

- **Key language:** food: *apple, banana, burger, cake, chocolate, fish, ice cream*
- **Additional language:** *party time, food, yummy, orange*
- **Revision:** colours, character names, *eat, favourite*, present continuous, *a/an, What have you got? Where's the red star? Here it is!*

Materials

- **Flashcards:** 21–26, 41–44 (colours); 93–98 (food)
- Pictures of an orange and some cooked fish

Warmer

- Display the colours flashcards around the room. Say, e.g. *Point to grey* (pupils don't point). Say *Simon says point to green and blue* (pupils point). Say *Point to yellow* (pupils don't point). Review all the colours in this way.

Presentation

- Elicit or teach the food vocabulary using the flashcards and the two pictures (orange, fish). Pupils repeat as a class and then in groups. Stick the flashcards and pictures on the board. When all eight are on the board, point to different ones at random for the class to chorus.
- Make a circling motion with your arms to include all the flashcards and say *This is food. Yummy* and rub your stomach.

PB84. ACTIVITY 1

Listen and point. Listen and repeat.

- Say *Open your Pupil's Books at page 84, please.* Show the page on the whiteboard and point to the picture. Ask what pupils can see (*food*). Say *Where's the red star?* Have pupils find the star on the barbecue and say *Here it is!* Say *Listen and point to the food.* Play the Audio. Pupils listen and point. Check that pupils point to the right food as they listen.
- Play the Audio again. Check by asking, e.g. *What's Simon eating? What's Mr Star got? What's Mrs Star got? What's Grandpa eating?* Make sure you use *some* with *fish, chocolate* and *cake* (uncountable) and *a/an* with the others (countable). If pupils answer, e.g. *A fish*, recast the answer and say *Yes, he's eating some fish.* Don't tell pupils that, e.g. *a fish* is incorrect.
- Check understanding of *Party time!*

139

Suzy: What are you eating, everybody?
Simon: I'm eating a big burger.
Stella: And I'm eating a banana.
Suzy: Hmmm. What have you got, Mum?
Mrs Star: I've got a big red apple.
Suzy: What's that, Dad?
Mr Star: It's chocolate ice cream. My favourite.
Suzy: Grandpa, are you eating ice cream, too?
Grandpa: No, I'm eating fish.
Suzy: Hmmm. Can I have some cake, please? Cake's my favourite.
Grandma: Yes, Suzy, I know. Here you are.
Suzy: Oooooohh, thank you.

- Say *Now listen and repeat the food words.* Play the Audio. Pause each time for pupils to repeat. Say the words quietly, loudly, quickly and so on to give pupils as much practice as possible.
- If time, use Consolidation activity 1 (T121): *Guessing game.*

140

Apple, ice cream, banana, cake, fish, burger, chocolate

PB84. ACTIVITY 2

Play and say.

- Use the example to show the game. Pupils work in pairs. Pupil A says a colour and Pupil B says a food of that colour. Then Pupil B says a colour and Pupil A says the food.

Extra challenge Pupils include other items in the picture, e.g. *Blue. Stella's trousers.*

Key:		
	Brown	Burgers
	Yellow	Bananas
	Orange	Oranges
	Purple	Chocolate
	Grey	Fish
	Yellow/Brown	Cake
	Brown	Ice cream

AB84. Answer key, see page T109

Ending the lesson

- Do a quick action survey. Display the flashcards on the board. Say *What's your favourite food? Look. Choose one.* Say the foods in turn. Pupils stand up when they hear their favourite. Count pupils and write the numbers on the board under the flashcard. Point to the one with the highest number and say *Our favourite!*
- If time, use Consolidation activity 2 (T121): *Board slap.*

Digital Classroom

- **Presentation Plus:** Unit 12
- **Audio 139–140**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 12, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 12, Downloadable Activity Book Audio Script
- **T121 – Consolidation activity 1:** *Guessing game*
- **T121 – Consolidation activity 2:** *Board slap*

Objectives

Pupils practise talking about food.

Target language

- **Key language:** food, *kiwi*
- **Revision:** colours, clothes, animals, numbers, *woman, eat, boy, bike, girl, hair, man, look at, house, small, ride, next to, big,* present continuous, *a/an*

Materials

- **Flashcards:** 93–98 (food)
- Pictures of an orange, some cooked fish and a kiwi

Warmer

- Teach *kiwi* using a picture. Review the other foods using the six flashcards and two pictures. Give the flashcards/pictures to nine pupils. They come to the front of the class and hold their flashcards/pictures. Whisper a number between 1 and 10 to each of the nine pupils (don't number them in sequence). Shout, e.g. *Four!* The pupil who is number 4 holds up their flashcard/picture and the class choruses the word. Repeat.

PB85. ACTIVITY 1

Listen and say the chant.

- Say *Open your Pupil's Books at page 85, please.* Show the page on the whiteboard. Say *Look and find seven foods.* Pupils work in pairs. They come to the whiteboard, point to the food and say the names. Play the Audio. Pupils listen and point to the food. Play it again for pupils to read and repeat. Pupils stand up to make a train around the class and do the chant again.
- Start the chant with a few pupils at the back of the train whispering. As the 'train' moves, the chant gets louder and louder until everyone is shouting the last word. Stop the train with a braking action. Repeat.
- If time, use Consolidation activity 1 (T121): *Making groups.*

141

Apple, apple.
Banana, banana.
Kiwi and cake.
Kiwi and cake.
Ice cream and chocolate.
Ice cream and chocolate.
Burger!
Burger!

PB85. ACTIVITY 2

Listen and say 'yes' or 'no'.

- Review vocabulary in the picture by doing a quick 'point to' game. Say, e.g. *Point to the skirt. Point to the bike. Point to the kiwi.*
- Say *Listen.* Play the example. Elicit the response (*No, she isn't. She's eating a burger*). Play the rest of the Audio, pausing after each sentence. Pupils do the activity silently, indicating 'yes' or 'no' to their partner, using thumbs up / thumbs down or by nodding/shaking their heads. Play the Audio again. This time pause after each sentence to elicit the response. For the *no* answers, elicit a correct sentence.

Extra support The first time they listen to the Audio, pupils listen and point to the person in the picture. The second time, they respond *yes* or *no*.

Key:
No, she isn't. She's eating a burger.
No, he isn't. (He isn't eating.)
Yes, she has.
No, he isn't. He's looking at the tiger.
No, it isn't. It's eating a kiwi.
Yes, it is.
No, she isn't. (She isn't eating.)
No, he isn't. He's riding a red bike.
No, she isn't. She's next to the giraffe.
No, it isn't. (It isn't eating.)

142

The woman with a purple skirt is eating chocolate.
The boy on the bike's eating ice cream.
The girl next to the giraffe's got brown hair.
The man with the green jacket is looking at the hippos.
The snake in the house is eating an orange.
The small elephant's eating a cake.
The woman with the pink T-shirt is eating chocolate.
The boy is riding a grey bike.
The girl with the red trousers is next to the tigers.
The big elephant's eating a banana.

AB85. Answer key, see page T109

Ending the lesson

- Repeat the food chant from earlier in the lesson.
- If time, use Consolidation activity 2 (T121): *Guessing game.*

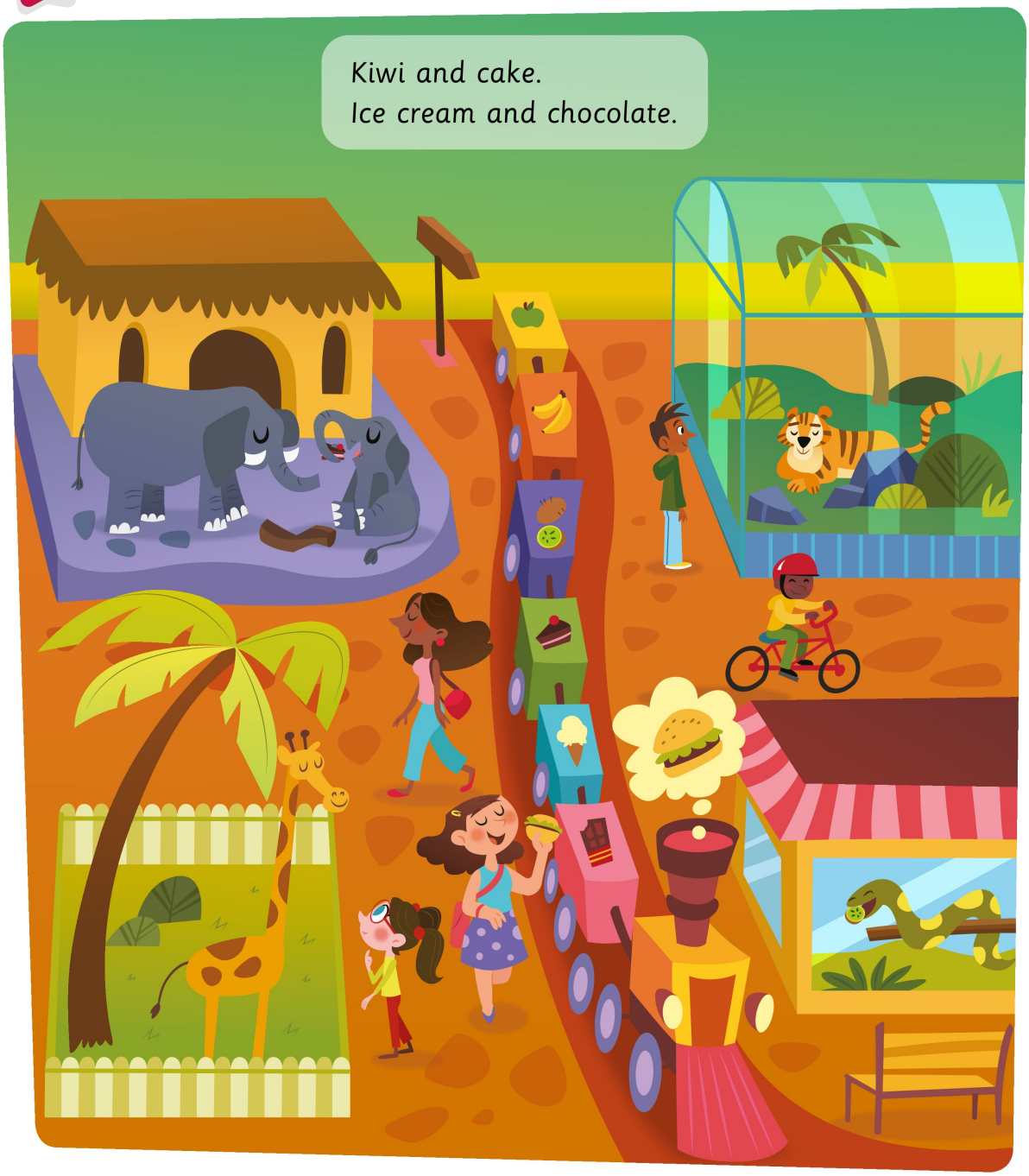
Digital Classroom

- **Presentation Plus:** Unit 12
- **Audio 141–142**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 12, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 12, *Reinforcement worksheet 1*
- **T121 – Consolidation activity 1:** *Making groups*
- **T121 – Consolidation activity 2:** *Guessing game*

1 141 Listen and say the chant.



2 142 Listen and say 'yes' or 'no'.



86 **Language presentation 1:** present simple *Do you like (fish)? I like (apples). I don't like (cake).*

Objectives

Pupils talk about food they like and dislike.

Target language

- **Key language:** food, *Do you like (fish)? I like (apples), I don't like (cake).*
- **Additional language:** *make a cake, yummy*

Materials

- **Flashcards:** 93–98 (food)
- Pictures of an orange and some fish

Warmer

- Review the food words using the flashcards and pictures. Make two groups on the board (ones you like and ones you don't like).

Presentation

- Point to one group of flashcards and say, e.g. *I like chocolate, ice cream, burgers. They're really yummy. Mmmmm, I like them.* Rub your tummy. Put a big smiley face under the group of flashcards. Point to the other group. Do the same, but this time say, e.g *Ooh, I don't like oranges, cake, fish. I don't like them. They aren't yummy.* Make a disgusted face and put a big sad face under the group of flashcards.
- Say *I like ice cream.* Rub your tummy and smile. Pupils copy. Repeat for *don't like.*

PB86. ACTIVITY 1

Listen and point. Listen and repeat.

- Say *Open your Pupil's Books at page 86, please.* Show the page on the whiteboard and say *Look at the picture and listen. What cake is it?* Play the Audio. Pupils listen and check in pairs. Check with the class (*banana cake*).
- Play the Audio again. Pupils listen and point to the characters as they speak. Check using the whiteboard.
- Say, e.g. *I'm making a cake.* Pupils shout *Stella!* Repeat with other phrases from the listening.
- Watch the ▶ Video and answer the questions in the video.

143

Simon: Ooohh, Stella! What are you doing?
Stella: I'm making a cake.
Suzy: Oh, that's nice! I like cake.
Simon: I like cake, too. I like chocolate cake.
Stella: Well, sorry, Simon. It isn't chocolate cake. I don't like chocolate. It's banana cake.
Simon: Oh! I don't like banana cake.
Suzy: Look, Simon! It's a Maskman cake. Do you like Maskman cake?
Simon: Great! Yes, I really like *Maskman* cake.
Stella: Good! I'm really happy now, Simon. You like my banana cake.
Simon: I like *Maskman* cake.

- Play the Audio again. Pupils do these actions as they listen:
  I like = rub their stomachs and smile
  I don't like = expression of disgust
- Say *Now listen and repeat.* Play the Audio. Pause for pupils to repeat. Make sure pupils use rising intonation for the question.

144

Simon: I like chocolate cake.
Stella: I don't like chocolate.
Suzy: Do you like Maskman cake?

PB86. ACTIVITY 2

Play and say.

- Read the first speech bubble and ask two pupils to read the second and the third. Invite a more confident pupil to make the next statement. He or she repeats the first three items and adds a fourth one, e.g. *I like apples and bananas and cake and ice cream.*
- Put pupils into small groups to play the Chain game. Monitor to support and check their work.

Extra support Put the food flashcards on the board to act as prompts for pupils.

- If time, use Consolidation activity 1 (T121): *Likes and dislikes.*

AB86. Answer key, see page T109

Ending the lesson

- Say a sentence with *like* or *don't like* (e.g. *I don't like burgers*). If that sentence is true for them, pupils stand up. If it's not true for them, they stay sitting. Repeat with a different sentence.
- If time, use Consolidation activity 2 (T122): *How many …?*

Digital Classroom

- **Presentation Plus:** Unit 12
- **Digital Flashcards**
- **Audio 143–144**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 12, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 12, Downloadable Activity Book Audio Script
- **Teacher Resources:** Unit 12, *Reinforcement worksheet 2*
- **T121 – Consolidation activity 1:** *Likes and dislikes*
- **T122 – Consolidation activity 2:** *How many …?*

Objectives

Pupils sing a song and practise asking and answering questions about food they like.

Target language

- **Key language:** food, *Do you like (ice cream)? Yes, I do / No, I don't.*

Materials

- **Teacher Resources:** Photocopiable 12 (one for each pupil and one coloured copy with foods drawn/stuck on for demonstration), scissors, glue, pictures of food in supermarket adverts/leaflets, etc.
- **Optional:** recording equipment

Warmer

- Elicit how much pupils remember about the food you liked/ disliked in the previous lesson.

Song

PB87. ACTIVITY 1

Listen and sing. Do karaoke.

- Say *Open your Pupil's Books at page 87, please.* Show the page on the whiteboard and elicit the food that pupils can see on the page. Point to the pictogram verse and read it aloud with pupils, pausing for them to guess and say the words. Say *Listen and point to the food.* Play the Song. Pupils listen and point.
- Play the Song again. Pause after each exchange for pupils to repeat.
- Make two groups and practise as a prompt–response Song (one group sings the questions, the other answers). Groups swap roles. You could make an audio or video recording of pupils.

145 ▶

Do you like bananas? Yes, yes, yes.
Do you like fish? Yes, yes, yes.
Do you like ice cream? Yes, yes, yes.
Do you like apples? Yes, yes, yes.
Do you like chocolate? Yes, yes, yes.
Do you like burgers? No, no, no.

- Now sing the karaoke version of the Song.

Extra challenge Pupils work in groups to sing about different food items.

146 ▶
Karaoke version of the song

PB87. ACTIVITY 2

Ask and answer.

- Demonstrate the activity in open pairs. Ask a pupil a question about one of the foods on the page, e.g. *Do you like ice cream?* The pupil responds *Yes, I do / No, I don't.* This pupil then asks a different question of another pupil in the class, e.g. *Do you like bananas?* The pupil responds. Repeat three or four times.
- In pairs pupils ask and answer about the foods.
- If time, use Consolidation activity 1 (T122): *Chain game.*
- Use Photocopiable 12 from Teacher Resources.

AB87. Answer key, see page T108

Ending the lesson

- In groups, pupils sing the Song answering about themselves.
- Ask *Do you like bananas?* and have pupils raise their hands if they do. Count and write the number on the board. Repeat for the other foods from the Song, then make a simple bar chart to show which foods are the most popular.
- If time, use Consolidation activity 2 (T122): *Pictograms.*

Digital Classroom

- **Presentation Plus:** Unit 12
- **Digital Flashcards**
- **Audio 145–146**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 12, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 12, Downloadable Activity Book Audio Script
- **PB95 and AB96 – Grammar reference 12**
- **Teacher Resources:** Unit 12, *Song worksheet*
- **T122 – Consolidation activity 1:** *Chain game*
- **T122 – Consolidation activity 2:** *Pictograms*
- **PB98–103 – Pre A1 Starters Exam folder**

1 145–146 Listen and sing. Do karaoke.



2 Ask and answer.

Do you like apples?

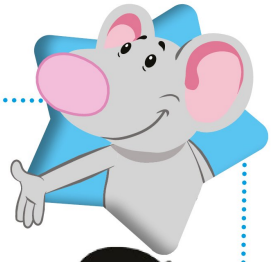
Yes, I do.

Do you like ice cream?

No, I don't.

Language practice 1: present simple *Do you like (ice cream)? Yes, I do. / No, I don't.*

Monty's sounds and spelling



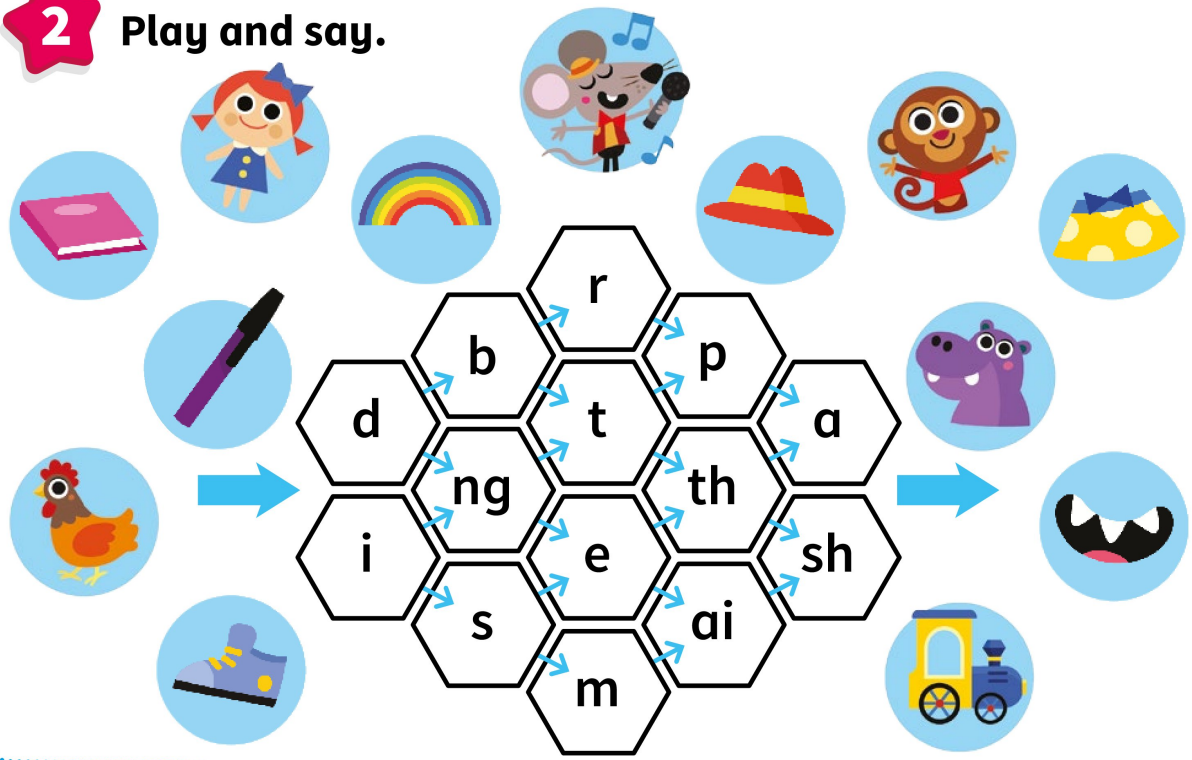
1 147 **Watch and say.**






Three purple hippos swimming along.
A red snake with big teeth in a hat.
Doll, robot and teddy singing a song.
A boy playing with a mouse, a sheep and a cat.

2 **Play and say.**



Sounds and spelling review: *r / b / p / d / t / a / e / th / i / sh / s / ng / m / ai*

Objectives

Pupils review the sounds focused on in Units 1–11.

Target language

- **Key language:** the sounds /r/ (*robot*), /b/ (*boy*), /p/ (*purple*), /d/ (*doll*), /t/ (*teeth*), /æ/ (*hat*), /r/ (*red*), /θ/ (*three*), /ɪ/ (*hippo*), /ʃ/ (*sheep*), /s/ (*snake*), /eɪ/ (*play*), /ŋ/ (*song*), /m/ (*mouse*)
- **Additional language:** *wear*
- **Revision:** colours, school objects, animals, toys, clothes, *swim*, *sing a song*

Materials

- **Flashcards:** 11 (three); 20 (red); 25 (purple); 33 (Alex – boy); 37 (doll); 51 (mouse); 60 (teeth); 63 (hippo); 65 (snake); 74 (play football)
- **Teacher Resources:** Letter cards (*r*, *b*, *p*, *d*, *t*, *a*, *e*, *th*, *i*, *sh*, *s*, *ai*, *ay*, *ng*, *m*)

Warmer

- Put the flashcards on the floor or the board in random order face down. Invite pupils to jump to or touch a card, turn it over and say the word. If the pupil can't remember the word he/she puts the flashcard back. If the pupil can remember the word, he/she keeps the flashcard.

Presentation

PB88. ACTIVITY 1

Watch and say.

- Focus on the flashcards. Tell pupils to put them into four groups on the board. Don't give pupils any clues about how to classify them. Allow any guesses and tell pupils they will watch a ▶ Video to find out. (The four groups are the four sentences in Monty's Sounds and spelling poem.)
- Watch the ▶ Video together and stop after each line to check the groups of flashcards. Invite pupils to the board to draw pictures for *hat*, *robot*, *song* and *sheep* in the correct group.
- Watch the ▶ Video again. Pupils repeat the sounds and sentences.

147 ▶

Monty: Three purple hippos swimming along.
A red snake with big teeth in a hat.
Doll, robot and teddy singing a song.
A boy playing with a mouse, a sheep and a cat.
What can you see? Say it with me!
Monty & voice: Three purple hippos … etc.
Voice: /θ/ three /p/ purple /ŋ/ swimming
Three purple hippos swimming along.
/r/ red /s/ snake /ɪ/ big /t/ teeth /æ/ hat
A red snake with big teeth in a hat.
/d/ doll /r/ robot /t/ teddy /ŋ/ singing
Doll, robot and teddy singing a song.
/b/ boy /m/ mouse /ʃ/ sheep /æ/ cat
A boy playing with a mouse, a sheep and a cat.
Monty: Three purple hippos … etc. What can you see? Say it with me!
Monty & voice: Three purple hippos … etc.
Monty: One more time – you sound fine!
Monty & voice: Three purple hippos ... etc.

- Say *Open your Pupil's Books at page 88, please.* Show Activity 1 on the whiteboard. Point to the pictures one by one and read the sentences aloud with the class, focusing on the sounds that they have practised over the year. Drill the sentences in chorus. Pupils work in pairs to learn and recite the poem.

Extra support Pupils work in groups of four. Each one learns and recites one line.

- Give out or hold up the letter cards (include *ay* but not *ai*). Pupils say the sound and point to the corresponding flashcard or drawing on the board.
- If time, use Consolidation activity 1 (T122): *Letter chain game.*

PB88. ACTIVITY 2

Play and say.

- Pupils work in two teams. Flash the letter cards quickly and elicit the associated sound. Include both *ay* and *ai* letter cards this time. Teams get a point for saying a word which contains the letter(s) and sound.
- Show the game board and point to the hexagons one by one. Pupils match each with a picture. Starting on the left at the arrow, point to one of the hexagons, say the sound and then a word which contains the letter. Follow the arrows from letter to letter saying the sound and a word for each, finishing on the right at the exit. Make a mistake, and return to the start.
- Pupils work in pairs or small groups to play the game.
- If time, use Consolidation activity 2 (T122): *Picture anagrams.*

AB88. Answer key, see page T109

Ending the lesson

- Pupils stand in two lines. Ask the first pupil in each line to say their favourite letter sound. Their teammates say words with the sounds in them and take one big step forwards for each correct word. The first pupils go to the back.

Digital Classroom

- **Presentation Plus:** Unit 12
- **Audio 147**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 12, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 12, *Extension worksheet 1*
- **T122 – Consolidation activity 1:** *Letter chain game*
- **T122 – Consolidation activity 2:** *Picture anagrams*

Objectives

Pupils watch, listen to and act out a story and review language from the unit.

Target language

- **Key language:** language from the unit

Materials

- **Flashcards:** 93–98 (food)

Warmer

- Display the flashcards (picture side) of apples, bananas and cake on the board. Point to the bananas. Clap or hum the word: *mmm MMM mmm*. Use your fingers to show it's three sounds. Repeat with *apples* (two) and *cake* (one).
- Say *Listen. I like MMM mmm, but I don't like MMMM.* Repeat and then say *I like …* and wait for pupils to say the word *apples*. Say *But I don't like …* and wait for the word *cake*.
- Let pupils have a go.

Story

PB89. ACTIVITY 1

Watch the video.

- Say *Open your Pupil's Books at page 89, please.* Show the story on the whiteboard. Point to the four characters and divide the class into four groups. Each group watches the ▶ Video and listens for different information. Group 1: *What's Monty's favourite food?* Group 2: *What's Marie's favourite food?* Group 3: *What's Trevor's favourite food?* Group 4: *What's Maskman's favourite food?* Tell pupils they are going to watch a ▶ Video of the story to find out.
- Watch the ▶ Video with the class. Give pupils the option of watching it twice if they need to. Group members check the answers in pairs. Check with the class (Monty – *(orange and) cake*, Marie – *apples and bananas*, Trevor – *pencils*, Maskman – *ice cream and chocolate*).
- Focus on page 89 again. Play the Audio. Pupils listen and follow the story in their books.
- Check comprehension by pointing to each picture on the whiteboard in turn and asking, e.g. *What are they doing?* (*The food train.*) *What are they saying? What does Marie say? What does Trevor say?*
- Play the Audio of the story. Pupils listen and repeat.
- Personalise by eliciting from pupils what their favourite foods are.

148 ▶

Toys in the toy box, come alive.
Walk and talk, on the count of five.
One, two, three, four, five.

1 **Maskman:** Apple, apple. Banana, banana.
Trevor: Orange and cake. Orange and cake.
Monty: Marie! Come and do the food train with us!
Marie: OK!

2 **Monty:** Ice cream and chocolate. Ice cream and chocolate.
Marie: BURGER!

3 **Marie:** STOP, EVERYBODY!
Trevor: Oooops!
Maskman: Ooooh, er!
Monty: Eeeek! Help!

4 **Marie:** But I don't like burgers. I like apples and bananas.
Maskman: And I don't like apples and bananas. Monty's got my ice cream and chocolate.
Monty: But I don't like ice cream and chocolate. My favourite food's cake.

5 **Monty:** Listen! I know! Can we chant our favourite food?
Trevor: Yes! OK! Let's chant our favourite food.
Maskman: Hah! Now I've got the ice cream and chocolate.

6 **Marie:** Apple, apple. Banana, banana.
Monty: Orange and cake. Orange and cake.
Maskman: Ice cream and chocolate. Ice cream and chocolate.
Trevor: PENCILS!

PB89. ACTIVITY 2

Act out the story.

- Divide pupils into groups of four (one for each character). Play the Audio again. Pupils act out the story along with the Audio. They join in with the Audio when they can. Give pupils time to practise their role plays in their groups. Remind them to use the pictures in the book to help them.

Extra challenge Invite more confident pupils to act out parts of the story to the class.

AB89.

Ending the lesson

- Ask pupils which chant/song/game they'd like to do again from the unit. Do it together to end the lesson.
- If time, use Consolidation activity (T122): *Class food train.*

Digital Classroom

- **Presentation Plus:** Unit 12
- **Digital Flashcards**
- **Audio 148**
- **Practice Extra**
- **Test** **Unit 12 Test**

Extra Resources

- **Teacher Resources:** Unit 12, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 12, *Extension worksheet 2*
- **T122 – Consolidation activity:** *Class food train*

12

1 148 Watch the video.













2 Act out the story.

Story: unit language in context

Marie's science

How do we grow fruit?





1 Watch and answer.

2 149 Listen, point and say.



3 Look , complete and say.

Apples grow on trees.

Apples grow in cold places.

Fruit	Tree	Ground	Hot place	Cold place
	✓			✓
				
				
				
				
				



Fact

This is called Ugli fruit because it's – ugly!

Project

Grow fruit.



Objectives

Pupils learn to talk about how and where food grows.

Target language

- **Key language:** *grow, fruit, tree, the ground, near, hot, cold, (Apples) grow on (trees), (Apples) grow in (cold) places.*
- **Additional language:** *strawberry, pineapple, watermelon, pear*
- **Revision:** *banana, orange, apple, kiwi, ugly*

Materials

- A world map
- Small stickers with fruit words written on them

Warmer

- Review the fruit pupils know. Invite pupils to draw other fruit and feed in the new words. Include *strawberry, pineapple, watermelon, pear, kiwi.*

PB90. ACTIVITY 1

Watch and answer.

- Say *Open your Pupil's Books at page 90, please.* Show the page on the whiteboard. Say *Marie is doing science today.*
- Read the question at the top *How do we grow fruit?* Tell pupils they're going to watch a ▶ Video to find out.
- Watch the ▶ Video. Elicit the names of the fruit that they see in the ▶ Video. Pupils say if they grow on trees or on the ground.
- The Video Script and Answer Key can be downloaded from Teacher Resources.

PB90. ACTIVITY 2

Listen, point and say.

- Show Activity 2 on the whiteboard and point to the pictures. Ask *What fruit is it?* Pupils look carefully and identify the fruit in each picture. Use the pictures to teach/elicit *tree* and *ground*. You may wish to tell pupils that some plants grow *near* the ground.
- Play the 🔊 Audio. Pupils listen and look at the photos. Point to each photo and elicit the fruit word. Drill in chorus.

🔊 149

Some fruit like bananas, pineapples and oranges grow in hot places.
Some fruit like apples and pears grow in cold places.
Some grow on trees – like apples.
But watermelon and strawberries grow on the ground.

- Show a world map. Point to the polar regions and use mime to elicit *cold*. Point to a country near the equator and use mime to elicit *hot*. Ask *Is* (pupils' home country) *hot or cold?*
- Point to the pear tree and ask *Do pears grow in* (pupils' home country)*?* Repeat for the other fruit.

Extra challenge Pupils work in pairs to talk about the fruit that grows in their home country.

PB90. ACTIVITY 3

Look, complete and say.

- Show Activity 3 on the whiteboard and point to the fruit on the left one by one, drilling the words.
- Point to the apple and ask *Do apples grow on trees or on the ground?* (*Trees.*) Then ask *Do apples grow in hot countries?* (*No.*) Say *No, apples don't grow in hot countries. They grow in cold countries.* Read the example speech bubbles with the class. Drill in chorus.
- Then point to the watermelon and elicit two sentences, *Watermelons grow on the ground. They grow in hot countries.*
- Pupils talk about the other fruit in the table in the same way.

Key: Kiwis grow near the ground. Kiwis grow in cold places. Watermelons grow on the ground. Watermelons grow in hot places. Pears grow on trees. Pears grow in cold places. Strawberries grow on the ground. Strawberries grow in cold places. Oranges grow on trees. Oranges grow in hot places.

FACT

- Point to the fruit in the picture and read the fun fact. Find out if pupils have ever seen this fruit before. Would they like to try it?

PROJECT Grow fruit.

- Teaching notes for the Project can be downloaded from Teacher Resources: CLIL Project notes.

AB90. Answer key, see page T109

Ending the lesson

- Put a fruit sticker on each pupil's forehead. Pupils work in small groups. They ask questions to find out their fruit words, e.g. *Is it long/big/small/yellow?* The other pupils can answer *Yes* or *No*. Before playing, demonstrate the game with a volunteer.
- If time, use Consolidation activity (T122): *Fruit face.*

Digital Classroom

- **Presentation Plus:** Unit 12
- **Audio 149**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 12, Downloadable Activity Book Teaching Notes
- **T122 – Consolidation activity:** *Fruit face*

Objectives

Pupils learn a chant and talk about keeping clean and washing food.

Target language

- **Key language:** *wash your hands, brush your teeth, wash apples, clean your shoes*
- **Additional language:** *keep clean*
- **Revision:** the body and face, instructions, *his/her, bathroom*, present continuous, *What's he/she doing?*

Materials

- **Optional:** a real toothbrush and brush

Warmer

- Review parts of the body by playing a TPR game with the class. Say *Stand up.* Give the instructions below, one by one, pausing after each one until everyone is joining in doing the action: *Stamp your feet. Clap your hands. Wave your arms. Point to your head. Point to your leg. Show me your teeth. Move your nose. Point to your ears. Wave your hands.*
- Repeat all the instructions, faster this time. Repeat a third time, getting faster, so that pupils have to change what they are doing quickly.

PB91. ACTIVITY 1

Listen and point.

- Say *Open your Pupil's Books at page 91, please.* Show the page on the whiteboard and point to each photo and ask *What can you see?* Elicit *boy, girl, bathroom, apple, shoe.* Present *toothbrush* and *brush* using the picture and/or a real toothbrush and brush. Point to the first picture and ask *Where is he?* Elicit *In the bathroom.* Ask *What's he doing?* Elicit or teach *He's washing his hands.* Point to the second picture and ask *Where is she?* Elicit *In the bathroom. What's she doing?* Elicit *She's brushing her teeth.* Point to the third picture and ask *What's he doing?* to elicit *He's washing apples.* Point to the fourth picture and ask *What's she doing?* to elicit *She's cleaning her shoes.*
- Say *Listen and point to the picture.* Play the Audio. Pupils listen to the chant and point to the pictures in the order they hear them.

Key: 3, 2, 1, 4

150

Wash, wash, wash apples. Wash, wash, wash apples.
Brush, brush, brush your teeth. Brush, brush, brush your teeth.
Wash, wash, wash your hands. Wash, wash, wash your hands.
Clean, clean, clean your shoes. Clean, clean, clean your shoes.

- Say *The boy and girl are washing to keep clean. It's good to be clean. It's good to wash your hands before you eat and brush your teeth after you eat. It's good to wash fruit before you eat it.* Ask pupils if they can think of any reasons why it's good to do these things. Use L1 and gestures to discuss Trevor's value (keeping clean) and translate ideas into simple English.

PB91. ACTIVITY 2

Listen and say the chant. Do the actions.

- Play the chant again. Pupils listen and repeat after each line. Practise the chant a few times as a whole class. Then teach actions for *wash your hands* (mime washing your hands under a tap), *brush your teeth* (mime brushing from side to side with an imaginary toothbrush), *wash apples* (mime washing an apple under a tap) and *clean your shoes* (mime scrubbing a shoe with a brush). Play the chant for pupils to say and do the actions.

Extra challenge Write the three verbs on the board: *wash*, *brush* and *clean*. Mime doing different things, e.g. brush your hair/dog, wash your hair / some clothes, clean a table / the floor. Pupils say, e.g. *You're brushing your dog.*

- If time, use Consolidation activity (T122): *Activity mime game.*
- If time, use Extension activity (T122): *Clean, wash or brush?*

151

As Audio 150 above.

AB91. Answer key, see page T109

Ending the lesson

- Play a mime game to practise language from the lesson. Mime doing one of the following actions: washing a car, brushing your hair, washing your hair, cleaning your shoes, washing a dog, cleaning the kitchen. Ask *What am I doing?* Pupils guess by saying, e.g. *Cleaning your desk.* The first pupil to guess correctly comes to the front and does another mime – whisper one of the actions in his/her ear.

Digital Classroom

- **Presentation Plus:** Unit 12
- **Audio 150–151**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 12, Downloadable Activity Book Teaching Notes
- **T122 – Consolidation activity:** *Activity mime game*
- **T122 – Extension activity:** *Clean, wash or brush?*

Trevor's values

Keep clean



1 150 **Listen and point.**







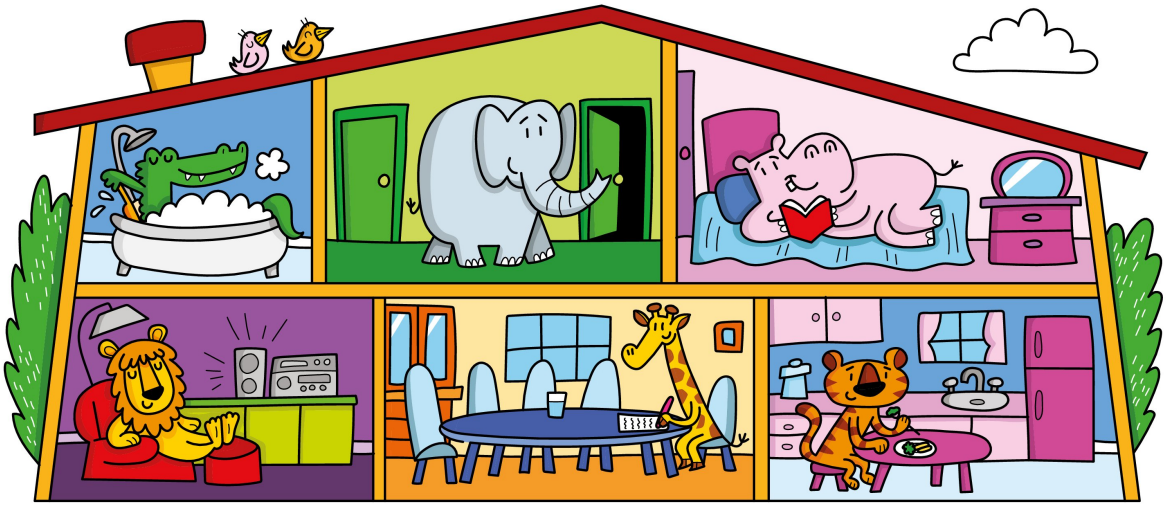


2 151 **Listen and say the chant. Do the actions.**

Language: *brush your teeth, wash apples, wash your hands, clean your shoes* | social responsibilities

Review Units 9, 10, 11 and 12

1 152 Listen and answer.



2 Read.



I'm Ben. I'm 7 . I like  and ,
but I don't like . I can  and ride a ,
but I can't play the . I like  and ,
but I don't like  or . I like 
and . I'm eating a  now.

Objectives

Pupils review language from Units 9–12.

Target language

- **Key language:** language from Units 9–12
- **Additional language:** *lion*
- **Revision:** language from all units

Materials

- **Flashcards:** from Units 9–12, 38 (computer), 47 (cat), 48 (dog)
- Two rulers
- **Optional:** word cards from the Teacher Resources

Warmer

- Play the Board slap game. Choose 12 flashcards or use word cards from the Teacher Resources, display them on the board word side and divide the class into two teams. The teams line up facing the board. Give a ruler to one member of each team. Say one of the words. Pupils run to slap the correct flashcard. The first to do so wins a point for their team. Repeat. Don't remove the ones already slapped. The team with the most points at the end of the game is the winner.
- If time, use Consolidation activity 1 (T122): *Word families*.

PB92. ACTIVITY 1

Listen and answer.

- Say *Open your Pupil's Books at page 92, please.* Show Activity 1 on the whiteboard and elicit what pupils can see in the picture (rooms, animals and activities). Point to the lion and teach/elicit the word. Say *Listen and answer.* Play the Audio for the first question (*Where's the lion?*). Pause for pupils to think and look at the picture. They raise their hands when they have the answer. Choose a volunteer to respond. Do the same with the second question (*What's it doing?*).
- Continue the activity in the same way, with individuals giving the answers in open class.

Extra challenge Pupils work in pairs. They confer after each question, write their answers in their notebooks and check answers as a class after they have written all the answers.

Key: 1 It's in the living room. It's listening to music.
2 It's in the kitchen. It's eating.
3 It's in the bathroom. No, it isn't. (It's having a bath.)
4 It's in the bedroom. It's reading a book.
5 It's in the hall. Yes, it is.
6 It's in the dining room. It's writing.

Audio 152

1 Where's the lion? What's it doing?
2 Where's the tiger? What's it doing?
3 Where's the crocodile? Is it riding a bike?
4 Where's the hippo? What's it doing?
5 Where's the elephant? Is it opening the door?
6 Where's the giraffe? What's it doing?

- Write a new question about the picture on the board, e.g. *Is the lion standing up?* Wait for pupils to find the answer and elicit *No, it isn't.* (*It's sitting down.*). Pupils work in pairs to write more new questions about the picture (which are not on the Audio) for the class. Set a time limit of five minutes for this stage. Monitor and help as necessary. Encourage pupils to use a range of language (e.g. *Does … like …? Has … got …?* and *Can …?*) as well as the question types on the Audio (*Is it …-ing? What's the … doing?*).

Extra support Write these gapped questions on the board for pupils to use: *Where's the …? What's the … doing?*

- Invite one pair to read their first question. The rest of the pupils look for the answer and raise their hands when they have found it. Elicit the answer from a volunteer. Continue in the same way, asking different pairs to read their questions aloud until there are no new questions.

PB92. ACTIVITY 2

Read.

- Write the following sentences on the board, using flashcards to represent the words *cat*, *dog* and *computer*: *I'm* (your name). *I've got a* (flashcard of cat) *and a* (flashcard of dog). *I like my* (flashcard of computer).
- Read the first part of the sentence, pointing to the words and saying the word *cat* when you point to the flashcard. Ask a volunteer to read the rest, encouraging him/her to say the words for the flashcards. Elicit both sentences from the whole class.
- Show Activity 2 on the whiteboard. Say *Look. This is Ben.* Read the words and look at the pictures. Say the words for the pictures. Read the first two sentences aloud along with the class. Pupils work in pairs to figure out the rest of the text and practise saying it aloud.
- Read the whole text aloud with the class.

Key: I'm Ben. I'm seven. I like (playing) football and basketball, but I don't like (playing) tennis. I can swim and ride a bike, but I can't play the guitar. I like cake and burgers, but I don't like chocolate or ice cream. I like apples and kiwis. I'm eating a banana now.

AB92.

Ending the lesson

- Write questions on the board. Pupils ask and answer in pairs:
  1 *What's your name?*
  2 *How old are you?*
  3 *Do you like ice cream?*
  4 *Do you like tennis?*
  5 *Can you swim?*
  6 *Can you walk to school?*
- If time, use Consolidation activity 2 (T123): *Play a game.*

Digital Classroom

- **Presentation Plus:** Unit 12
- **Digital Flashcards**
- **Audio 152**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 12, Downloadable Activity Book Teaching Notes
- **T122 – Consolidation activity 1:** *Word families*
- **T123 – Consolidation activity 2:** *Play a game*

Objectives

Pupils review language from Units 9–12.

Target language

- **Key language:** language from Units 9–12
- **Additional language:** *Start, Finish, It's my/your turn, I've got a (five), Pass me the spinner, please, Is this my counter? I'm the winner, Hooray!*
- **Revision:** language from all units

Materials

- Spinners from Review 1–4 (see photocopiable 4a and T33), counters or coins (one per pupil)

Warmer

- Draw three large circles on the board. In the middle of each write *Transport*, *Rooms* or *Food*. Brainstorm with the class the words that complete the word families.

PB93. ACTIVITY 3

Play and say.

- Say *Open your Pupil's Books at page 93, please.* Show the page on the whiteboard, elicit the sentence in the speech bubble and ask pupils to point to the correct square on the game board (the third one along the bottom). Point to two or three other squares on the board and elicit more sentences in the present continuous. Make sure pupils use *He/She/They* and the correct form of *be* (*is* or *are*).
- Tell pupils they are going to play a game. Take out a counter and the spinner you made for the first Review unit (see pages 21 and T33). Point to the green *Start* circle. Say *This is the start.* Spin and move your counter on the board. Say, e.g. *Look! I've got a three. One …* (moving your counter) *two … three. I say 'They're playing basketball'. I stay on this square. … Then it's (Kasia's) turn. And then it's (Victor's) turn.* (Invite two confident pupils to come up and have a go.) Then say *Now it's my turn again.*
- Spin your spinner and move your counter to another square with a picture. Look thoughtful and say *Oh, I don't know. What do I say?* Move your counter back to the basketball square. Say *I don't know. I move back. If you say the sentence, you stay. If you don't say the sentence, you move back.* Point to the red *Finish* circle and say *This is the finish. The first person here is the winner! Hooray!* Move your counter to one of the squares at the bottom of a ladder and say *Where do I move?* Elicit from pupils that you go up the ladder to the square at the top. Do the same with one of the squares at the top of a banana. Make it clear that you have to follow the banana back down.

Extra challenge Pupils use this language for playing games: *It's my turn. It's your turn. I've got a (three). Pass me the spinner, please. Is this my counter? I'm the winner!* Pupils practise saying the sentences chorally. Then write them on the board as prompts.

- Make groups of three or four pupils. They need one spinner per group and a coin or counter for each pupil. Groups play the game. The winner is the first pupil to get to the finish or the pupil who is furthest along the board after a certain amount of time (e.g. ten minutes). Pupils say *Hooray!* when they reach the finish.

AB93. Answer key, see page T109

Ending the lesson

- If time, use Consolidation activity 1 (T123): *Play a game.*
- Pupils work in threes with one Activity Book. They use a book (or paper) to cover the words in the picture dictionary at the end of Unit 9. They take turns to say what each picture is. They look and check. They do the same for Units 10–12.
- Talk about the units with pupils, using L1 if necessary. Ask them which lessons, topics and/or activities are their favourites. Congratulate them on successfully finishing the year.
- If time, use Consolidation activity 2 (T123): *Sing a song or do a chant.*

Digital Classroom

Presentation Plus: Unit 12
Digital Flashcards
Tests **End of Term 3 Test**
End of Year Test
Practice Extra

Extra Resources

- **Teacher Resources:** Unit 12, Downloadable Activity Book Teaching Notes
- **T123 – Consolidation activity 1:** *Play a game*
- **T123 – Consolidation activity 2:** *Sing a song or do a chant*

3 Play and say.

They're playing basketball.



Review: units 9, 10, 11 and 12

Grammar reference
Pupil's Book p.94 and 95

1

What's your name?	I'm Suzy.
How old are you?	I'm three.

what's = what is I'm = I am

2

Who's that?	That's Alex.
How old is he/she?	He's/She's seven.
How are you?	I'm fine, thank you.

who's = who is that's = that is he's = he is she's = she is

3

Where's your ball?	It's next to the chair. It isn't under the table.
Is your ball in your bag?	Yes, it is. No, it isn't.

where's = where is it's = it is isn't = is not

4

He's happy.	He isn't ugly.

5

They're long.	It's dirty.

they're = they are

6

I / You / We've got a blue nose.	
Have you got a small mouth?	Yes, I have. No, I haven't.

I've got = I have got we've = we have haven't = have not

7

They've got big heads.	They haven't got legs.

they've = they have

8

She's got your red trousers.	He hasn't got a blue T-shirt.
Has he got my red trousers?	

she's = she has hasn't = has not

9

I can ride a bike.	She can't sing.
Can you chant?	

can't = cannot

10

What are you doing?	I'm flying.
Are you riding a bike?	Yes, I am. No, I'm not.

11

What's he doing?	He's drawing a picture.
What's she doing?	She's reading a book.

12

I like cake.	I don't like chocolate.
Do you like apples?	Yes, I do. No, I don't.

don't = do not

Activity Book

AB94. ACTIVITY 1. *Order the questions. Write the number.*
Key: 1 What's your name? 2 How old are you?

AB94. ACTIVITY 2. *Read and circle.*
Key: 1 He's, He's, 2 She's, She's

AB94. ACTIVITY 3. *Read and write.*
Key: 1 Is, is, 2 Is, isn't

AB94. ACTIVITY 4. *Circle the sentences.*
Key: We aren't sad. We're happy. Are we beautiful?

AB95. ACTIVITY 5. *Read and write.*
Key: 1 It's, 2 They're

AB95. ACTIVITY 6. *Order the words. Write the sentences.*
Key: 1 I've got a clean face. 2 You've got short hair.

AB95. ACTIVITY 7. *Circle the sentences.*
Key: They've got tails. They haven't got hair. Have they got legs?

AB95. ACTIVITY 8. *Read and write.*
Key: 1 's got, 2 hasn't got

AB96. ACTIVITY 9. *Order the words. Write the sentences.*
Key: 1 He can sing. 2 They can't swim. 3 Can you ride a bike?

AB96. ACTIVITY 10. *Read and write.*
Key: 1 Are, am, 2 Are, not

AB96. ACTIVITY 11. *Circle the sentences.*
Key: What's he doing? He's having a bath. Is he reading?

AB96. ACTIVITY 12. *Look and complete.*
Key: 1 like, 2 don't like, 3 don't like, 4 like

Review puzzle
Pupil's Book p.96 and 97

Materials
- **Flashcards from the units**

- At the end of each unit, use the puzzle to review the key words that pupils have learnt.
- Ask pupils to open their books at pages 96 and 97 and show the review puzzle on the whiteboard.
- Take the flashcards for the unit, shuffle them and place them face down on the table at the front of the class. For Unit 1, use the colours flashcards. Pick up the top flashcard, peek at it and then hold it close to your chest. Say, e.g. *Point to something purple, please.* Pupils look at the picture in their books, point to something purple in the picture and put their hands up. Choose a more confident pupil to come to the whiteboard, point and say *This is purple.*
- Continue for the rest of the unit flashcards.

Extra challenge Pupils work in pairs with their books open. Pupil A gives an instruction and Pupil B points to it in the picture. Pupils change roles and Pupil B gives an instruction.

- At the end of Units 2 to 12, you can use the puzzle to review the words from other units as well. Choose other flashcards and add them to the pile at the beginning of the activity.

Unit by unit
- Use the puzzle to review the unit language:

Unit 1:	blue, green, pink, purple, red, orange, yellow
Unit 2:	book, chair, eraser, pen, pencil, table
Unit 3:	ball, bike, car, computer, doll, train, black, brown, grey, white
Unit 4:	brother, sister, father, mother, grandfather, grandmother
Unit 5:	bird, cat, dog, fish, horse, mouse
Unit 6:	ears, eyes, face, hair, head, knees, mouth, nose, shoulder, toes, tooth/teeth
Unit 7:	bear, crocodile, elephant, giraffe, hippo, monkey, snake, tiger
Unit 8:	cap, jacket, shoes, shorts, skirt, socks, trousers, T-shirt
Unit 9:	play football, play basketball, play tennis, play the guitar, play the piano, swim, ride a bike, sing
Unit 10:	boat, bus, helicopter, lorry, motorbike, plane
Unit 11:	bathroom, bedroom, dining room, hall, kitchen, living room
Unit 12:	apple, banana, burger, cake, chocolate, ice cream

Unit 1
- Point to objects in the picture and ask *What colour is this?*
- To review the numbers, ask *How many purple things can you see?* Pupils count and answer.

Unit 2
- Ask questions to review the school words and numbers, e.g. *How many (chairs)?*
- Point to objects and make false statements for pupils to correct, e.g. *It's a purple book.* (*No. It's a pink book. / No. It's purple.*)

Unit 3
- Say *Point to your favourite toy.* Pupils point and make sentences.
- Ask questions to review the toys and numbers, e.g. *How many (bikes)?*
- Make sentences. Pupils point and say, e.g. *It's green and red. / It's under a table. / It's grey. It's on the table.*
- Ask *Yes/No* questions, e.g. *Is the pink car next to a boy?* (*No, it isn't.*)

Unit 4
- Choose one of the family characters and mime doing exactly what they are doing in the picture. Pupils say who you are, e.g. *You're the father.*

Unit 5
- Ask questions to review the Unit 5 animals and numbers, e.g. *How many (dogs)?*
- Make sentences, e.g. *It's big and brown.* Pupils point and say the animal.

Unit 6
- Describe people in the picture, e.g. *She's got brown hair. She's got a doll and a car.* Pupils point and say *Here he/she is.*

Unit 7
- Ask questions to review the Unit 7 animals and numbers, e.g. *How many (snakes)?*
- Make sentences to describe one of the animals, e.g. *It's big and grey. It's got small ears.* Pupils point and say the animal.

Unit 8
- Make sentences to describe one of the people or animals, e.g. *He's got a red baseball cap. He's got black hair. He's happy.* Pupils find and point to the picture.
- Point to one of the people in the picture and ask a question, e.g. *What colour are her trousers?*
- Point to one of the people in the picture and make a true or false statement about his or her clothes, e.g. *He's got green trousers.* Pupils say *Yes* or *No.*
- Call out a clothes item. Pupils say how many they can see.

Review puzzle Units 1–12





Review puzzle PB97

Review puzzle
Pupil's Book p.96 and 97

Unit 9
- Make sentences about one of the people or animals, e.g. *I can play tennis. I've got dark hair and a blue T-shirt.* Pupils find and point to the picture.
- Point to a person or animal and pupils describe it, e.g. point to the dog in the pond to elicit *It's brown. It's got four legs and a tail. It can swim.*

Unit 10
- Ask questions to review the vehicles and numbers, e.g. *How many (motorbikes)?*

Unit 11
- Ask questions to review the rooms and animals, e.g. *Where are the (snakes)? Which animals are in the (kitchen)?*

Unit 12
- Ask questions to review the food and numbers, e.g. *How many (bananas)?*
- Describe one of the foods, e.g. *They're brown. They're next to the fish.* (*Burgers.*)

Games

I spy
- Pupils work individually, in pairs or in teams. Choose an item in the picture and say *I spy something (blue).* They look at the picture and raise their hands to guess what it is, e.g. *Is it a (car)?* You can also play this game with letter sounds, e.g. *I spy something beginning with /t/.*

Colour lists
- Pupils work in teams. Say a colour, e.g. *Blue.* They have to find and write as many items as they can of this colour in the picture, e.g. *car*, *helicopter*, *T-shirt*, *book*, *bike*, etc. When the team have found and can say all the objects, they raise their hands. Invite them to the whiteboard to point to and read the items. You can also set a time limit for this activity.

What is it?
- Choose an item in the picture and take the flashcard for it. Hold the flashcard with the picture facing you and say *What is it?* Pupils look at the picture on the whiteboard and ask questions to guess what is on the flashcard, e.g. *Is it (blue)? Is it (big)? Is it an animal?* etc.
- Invite the pupil who guessed the item to come to the front and choose another flashcard. Play the game again.

Objectives

Pupils complete a practice task for Part 1 of the Starters Listening exam.

Target language

- **Key language:** names, activities, clothes, colours, *at school, here, boy, girl, ball, cake, sad, balloon, tree, dog, robot,* present continuous

EXAM SKILLS

- Listening for specific information (names and descriptions of actions).

EXAM TIPS

- Pupils draw straight lines between a name and the boy/girl in the picture. It doesn't matter if the lines cross each other as long as it is clear which person they lead to.
- The names on the audio do not follow the order of the names around the picture.
- There is one extra name, which pupils will not use.
- Encourage pupils to read the names around the picture before they hear the audio.

Warmer

- Write the children's names from the table in the Pupil's Book on each side of the board. Have two teams. Call out a name and the first pupil in each team races to circle the correct name. Award a point and repeat with the other names.

PB98. ACTIVITY 1

Listen. Who's at school today? Put a tick (✓) or a cross (✗) in the box.

- Say *Open your Pupil's Books at page 98, please.* Show the page on the whiteboard. Explain that they will listen to a teacher calling the register at school. Point to Alex and Alice in the register. Alex is not at school today but Alice is. (Writing ticks and crosses is good practice for Starters Listening test Part 3 and Reading and Writing test Part 1.)
- Play the Audio. Pupils put a tick or cross next to the names they hear.
- Ask *Who isn't at school today?* Check answers and point to the names on the whiteboard.

Extra challenge Pupils make full sentences about the children, e.g. *Alex isn't at school today. Alice is at school today.* They make similar sentences about pupils in their own class.

Key: Bill, Grace, May, Nick and Tom are at school. Alex, Kim, Lucy and Sam aren't at school.

153

Audio scripts for the Exam folder can be downloaded from Teacher Resources.

PB98. ACTIVITY 2



Listen and draw lines. There is one example.

- Explain that Activity 2 is similar to the Part 1 Listening task in the Starters test.
- Ask pupils how many names they can see around the picture (seven).
- Go through the Exam tips opposite with the class.
- Play the example and pause. Pupils listen and draw lines from the names to the people in the picture.
- Check answers by asking volunteers to draw lines on the whiteboard.
- If time, use Consolidation activity (T123): *Who am I?*
- If time, use Extension activity (T123): *Party time.*

Key: **1** Alex – boy with baseball cap and ball, **2** Alice – girl in garden looking up at balloons in tree, **3** Eva – girl in garden on trampoline, **4** Sam – boy playing with dog, **5** Kim – girl sitting on floor with robot

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Audio scripts for the Exam folder can be downloaded from Teacher Resources.

Ending the lesson

- Pupils complete the star face to show how they felt about the task. Use pupils' feedback to plan more listening practice.

Digital Classroom

Presentation Plus: Starters Exam folder

Practice Extra

Audio 153–154

Extra Resources

- **Teacher Resources:** Downloadable Exam folder Audio Script
- **T123 – Consolidation activity:** *Who am I?*
- **T123 – Extension activity:** *Party time*

Starters Listening

1 153 **Listen. Who's at school today? Put a tick (✓) or a cross (✗) in the box.**



Alex	✗	May	
Alice	✓	Nick	
Bill		Lucy	
Grace		Sam	
Kim		Tom	



2 154 **Listen and draw lines. There is one example.**

Alex Sam Alice Matt

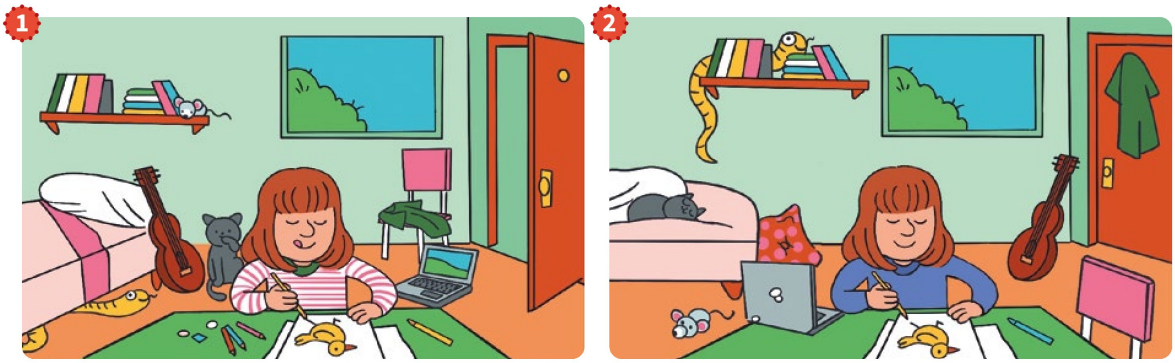


Kim Lucy Eva

Starters Listening

In picture 1, the guitar is next to the bed. In picture 2, the guitar is next to the door.

1 155 **Look at picture 1 and listen. Say 'yes' or 'no'. Talk about the two pictures.**



2 156 **Listen and colour. There is one example.**



Objectives

Pupils complete a practice task for Part 4 of the Starters Listening exam.

Target language

- **Key language:** colours, school objects, animals, prepositions, *girl*, *draw*, *T-shirt*, *guitar*, *computer*, *Colour it (purple)*.

Materials

- Coloured pencils or crayons (black, blue, brown, green, grey, orange, pink, purple, red, yellow)

EXAM SKILLS

- Listening for specific information (colours and prepositions).

EXAM TIPS

- Pupils prepare these colours: black, blue, brown, green, grey, orange, pink, purple, red, yellow.
- There are seven objects (in this case snakes) that are the same. Pupils listen carefully to colour each object the correct colour. They only colour the objects they are told to colour.
- Explain that the test is an English test, not a colouring test.

Warmer

- Pupils stand up with their colours on their desk. Play Simon says. Pupils hold up the colour that Simon says. If pupils hold up a colour without hearing the words *Simon says*, they must sit down.
- Alternatively, play a game where pupils touch something in the classroom that is the colour that Simon says (*Simon says touch something green*). If you have a large group, pupils point to the object instead of touching it.

PB99. ACTIVITY 1

Look at picture 1 and listen. Say 'yes' or 'no'. Talk about the two pictures.

- Say *Open your Pupil's Books at page 99, please.* Show the page on the whiteboard. Pupils name the things they can see in the pictures and say what colour they are.

Extra support Ask pupils questions about the pictures to review words they know and to elicit the colours, e.g. *What colour is the guitar?*

- Ask *Where's the …?* about each picture to review the prepositions *in*, *on*, *next to*, *under*.
- Play the Audio. Pupils listen and say *yes* or *no*.
- Read the example aloud with the class. In pairs, pupils compare the pictures in the same way.

Extra support Pupils do the task in two teams.

- If time, use Consolidation activity 1 (T123): *Colour words.*

Key: yes, no, yes, no, no, yes

155

Audio scripts for the Exam folder can be downloaded from Teacher Resources.

PB99. ACTIVITY 2



Listen and colour. There is one example.

- Explain that Activity 2 is similar to the Part 4 Listening task in the Starters test.
- Describe what the test involves. Refer to the Exam tips opposite. Ask pupils to count the snakes in the picture (seven). Tell them they will colour five snakes.
- Tell pupils not to worry about colouring the whole snake. A line of colour on each snake is enough for one mark.
- Play the Audio. Pupils listen and follow the instructions.
- Circulate and check pupils are not spending too long on colouring. Suggest that the first time they listen, pupils place a dot of the correct colour on each object. When they listen the second time they can add more colour.
- Check answers. Pupils compare their picture with a partner. Display the picture on the whiteboard. Point to each snake and ask what colour it is.
- If time, use Consolidation activity 2 (T123): *Wordsnake.*

Key: **1** snake on computer – orange, **2** snake under table – green, **3** snake next to books – blue, **4** snake on T-shirt – yellow, **5** snake next to chair – red

156

Audio scripts for the Exam folder can be downloaded from Teacher Resources.

Ending the lesson

- Pupils complete the star face to show how they felt about the task. Use pupils' feedback to plan more listening practice.

Digital Classroom

Presentation Plus: Starters Exam folder

Practice Extra

Audio 155–156

Extra Resources

- **Teacher Resources:** Downloadable Exam folder Audio Script
- **T123 – Consolidation activity 1:** *Colour words*
- **T123 – Consolidation activity 2:** *Wordsnake*

Objectives

Pupils complete a practice task for Part 2 of the Starters Reading and Writing exam.

Target language

- **Key language:** colours, school objects, clothes, prepositions, activities, *classroom*, *door*, *closed*, *teacher*, *see*, *animal*, *children*, *smile*, *bedroom*, *open*, *jump*, *bed*, present continuous, *has got*

EXAM SKILLS

- Developing careful reading and observation skills.

EXAM TIPS

- Pupils must write a clear *yes* or *no* for each answer.
- Pupils should understand that if any part of the sentence is false, they must write *no*, even if there is an element that is true. For example, if the sentence reads *There is a yellow clock next to the bed*, the clock must be yellow, and must be next to the bed, for a *yes* answer.

Warmer

- Mime and say the following activities to check that pupils remember them: *draw a picture*, *drive a car*, *fly a plane*, *have a bath*, *jump*, *make a cake*, *play table tennis*, *play the guitar*, *read a book*, *ride a bike*, *sing a song*, *watch TV*, *walk*, *wash hands*.
- Divide the class into two teams. Ask two members from each team to come to the front at the same time and face their team. They must not look at the board.
- Write a Starters activity word or phrase from the list above on the board behind the four members. The teams mime it in silence to their two team members. The first team to guess the word or phrase on the board gets a point. Repeat the game until every pupil has been to the front.

PB100. ACTIVITY 1

Read and look at your classroom. Say yes or no.

- Say *Open your Pupil's Books at page 100, please*. Show the page on the whiteboard. Read the first sentence with the class and check they understand *closed* by closing and opening the classroom door and eliciting the answer. Look at the other sentences and show pupils what *smiling* means. Pupils read the sentences in pairs, look around the classroom and say *yes* if the sentence is true and *no* if it is false.

Extra support Work with the whole class reading aloud the sentences on the whiteboard.

- Check answers. Read each sentence aloud. Pupils call out *yes* or *no*.
- If time, use Consolidation activity (T123): *Classroom counting*.

Key: Pupils' own answers, depending on classroom context. The animal can be on a poster, in a picture or a mascot or toy in the classroom.

PB100. ACTIVITY 2



Look and read. Write yes or no.

- Explain that Activity 2 is similar to the Part 2 Reading and Writing task in the Starters test.
- Describe what the test involves. Refer to the Exam tips opposite.
- Show Activity 2 on the whiteboard and tell pupils to look at the picture carefully. Read the examples aloud.
- Pupils work individually to complete the test.
- Circulate and check pupils are writing *yes* and *no* clearly.
- Check answers. Read each sentence aloud, and pupils call out *yes* or *no*.

Extra challenge Pupils write one true and one false sentence about their classroom. They swap sentences and write *yes* or *no* with each one.

- If time, use Extension activity (T123): *Talking pictures*.

Key: **1** no, **2** yes, **3** no, **4** no [There isn't a chair in the picture], **5** no

Ending the lesson

- Pupils complete the star face to show how they felt about the task. Use pupils' feedback to plan more reading and writing practice.

Digital Classroom

Presentation Plus: Starters Exam folder

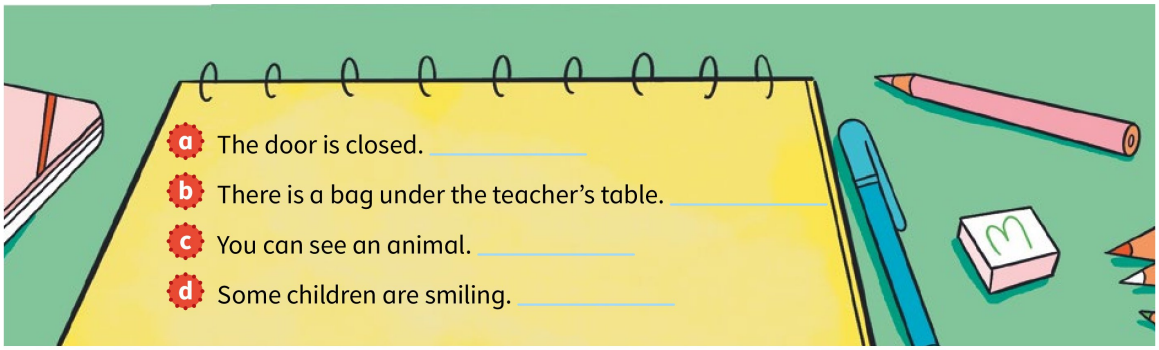
Practice Extra

Extra Resources

- **T123 – Consolidation activity:** *Classroom counting*
- **T123 – Extension activity:** *Talking pictures*

Starters Reading and Writing

1 Read and look at your classroom. Say yes or no.



2 Look and read. Write yes or no.



Examples

The bedroom door is open. yes
The boy is smiling. no

Questions

1 There is a green T-shirt on the chair. _____
2 The girl has got a bag. _____
3 The boy is jumping on the bed. _____
4 The shoes and socks are under the chair. _____
5 The children are playing tennis. _____

Starters Reading and Writing

1 Do the word puzzles. You have 3 minutes!

A Write the missing letter.


sn__ke


m__use


hors__


crocod__le

B Correct the words.


~~cop~~ _____


~~sok~~ _____


~~jaket~~ _____


~~blak~~ _____

C Circle the correct word.


ship sheep


horse house


shirt skirt

D What's the secret toy? Draw it.

c	a					
	l		r	r	y	
			i	k	e	
	d		l	l		
			r	a	i	n

2 Look at the pictures. Look at the letters. Write the words.

Example

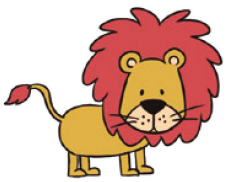


m o u s e

m u e s o

Questions

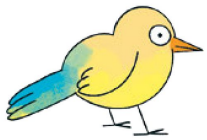
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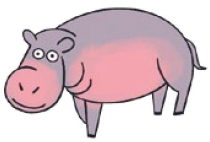
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_____

r i d b

3



_____

h i o p p

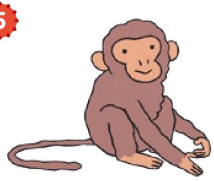
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_____

r t g e i

5



_____

m k n e y o



Objectives

Pupils complete a practice task for Part 3 of the Starters Reading and Writing exam.

Target language

- **Key language:** animals, clothes, colours, toys, transport, *cup*, *house*

Materials

- Stopwatch or timer

EXAM SKILLS

- Focusing on spelling.

EXAM TIPS

- Pupils must use each of the jumbled letters, and write them clearly on each dash.
- Pupils should be given lots of opportunities to spell Starters vocabulary.
- Vary spelling practice by using plastic letters, mini whiteboards, word soups, anagrams and spelling games such as Shark fin, and board spelling races.

Warmer

- Write the following words with dashes, one under the other, on the board: *cat*, *_rouser_*, *_hoe_*, *_nak_*, *_lephan_*, *_rai_*, *_os_*, *_ye_*, *_in_*, *_uita_*, *_e_*.
- Explain that each word begins with the last letter of the word above it. Elicit the last letter of the first word (cat). Pupils work in pairs to copy and work out each word. (Answers: *trousers*, *shoes*, *snake*, *elephant*, *train*, *nose*, *eyes*, *sing*, *guitar*, *red*.)
- Check answers. Volunteers come to the board to write the missing letters.

Extra challenge Pupils work in pairs to write another word chain like the one above.

PB101. ACTIVITY 1

Do the word puzzles. You have 3 minutes!

- Say *Open your Pupil's Books at page 101, please*. Show the page on the whiteboard. Pupils focus on the puzzles. Make sure pupils know what they have to do for each one. Explain that pupils must race to finish. Use a stopwatch or timer to time them.
- Check answers by writing the words on the board with the help of volunteers.
- If time, use Consolidation activity 1 (T123): *Shark fin*.

Key: **A** snake, mouse, horse, crocodile
B cup, sock, jacket, black
C ship, house, skirt
D car, lorry, bike, doll, train (secret toy: robot)

PB101. ACTIVITY 2



Look at the pictures. Look at the letters. Write the words.

- Explain that Activity 2 is similar to the Part 3 Reading and Writing task in the Starters test.
- Describe what the test involves. Refer to the Exam tips opposite.
- Show the activity on the whiteboard. Point to the example picture and then to the letters. Invite a volunteer to the whiteboard to point to the letters in order.
- Remind pupils that they have to use each letter. Suggest they place an index finger on each dash to check and read the word.
- Check answers. Point to each picture. Ask *What's this?* Pupils answer, then sound out the word as you write it on the board.
- If time, use Consolidation activity 2 (T123): *Letter soups*.

Key: **1** lion, **2** bird, **3** hippo, **4** tiger, **5** monkey

Ending the lesson

- Pupils complete the star face to show how they felt about the task. Use pupils' feedback to plan more reading and writing practice.

Digital Classroom

Presentation Plus: Starters Exam folder

Practice Extra

Extra Resources

- **T123 – Consolidation activity 1:** *Shark fin*
- **T123 – Consolidation activity 2:** *Letter soups*

Objectives

Pupils complete practice tasks for Parts 1 and 2 of the Starters Speaking exam.

Target language

- **Key language:** animals, *guitar*, *banana*, *ball*, *shoe*, *(toy) box*, *book*, *ice cream*, *hat*, *lorry*, *girl*, *boy*, *flower*, *Hello*, *Goodbye*, *I'm (name)*, *Sorry, I don't understand*, prepositions, present continuous, *Draw the (mouse)*, *Where's the (ice cream)? Where are the (flowers)? Put the (lorry) next to the (hippo)*, *What colour are the (flowers)? How many (flowers) are there? Tell me about (the boy).*

Materials

- Flashcards of Starters vocabulary items pupils know from *Kid's Box 1* (include one school object, one clothes item, one food, one animal, one toy, one vehicle).
- **Teacher Resources:** Game picture cards, one copy for each pupil (in colour if possible), scissors

EXAM SKILLS

- Responding to greetings and other formulaic expressions.
- Responding to questions with confidence.
- Following spoken instructions and identifying objects.

EXAM TIPS

- When placing objects on the main picture, pupils should not worry if the location does not seem a very appropriate one (for example, a computer next to a giraffe).
- Pupils can ask the examiner to repeat an instruction and say *Sorry, I don't understand.*

Warmer

- Pupils stand up, mingle and move around the classroom slowly, saying *Hello* and then *Goodbye* to each pupil they pass.
- Explain that saying *hello* and *goodbye* and giving their name are an important part of the Speaking test. Tell pupils it is also OK to say *Sorry, I don't understand.* Drill in chorus with the class.
- Show the flashcards you have chosen quickly, so the class see each one for a second. Each time, ask *What's this?* Pupils say, e.g. *A T-shirt.* Say *That's right. What other clothes do you know?*
- Draw a toy box on the board. Lay out the flashcards at the front of the class. Say, e.g. *I'm putting the T-shirt in the box.* Choose a pupil and say *Put the bike next to the box.* The pupil puts the flashcard in the correct place on the board. Repeat with the other flashcards, choosing different pupils. Pupils volunteer to give instructions to each other.

PB102. ACTIVITY 1

Listen to your teacher. Play the game.

- Hand out a sheet of picture cards to each pupil and use them to reivew/teach the words. They cut them out.
- Ask *Where's the (hat)?* Pupils hold up the correct card in silence. Repeat this with all eight cards. Keep a fast pace so pupils get used to responding quickly.
- Ask volunteers to place the cards in a different place in the classroom, e.g. *Put the lorry on a book / next to the door.* You can make this into a game by nominating three pupils at a time to come to the front with the card and race to put it in the correct place. Encourage pupils to say *Sorry, I don't understand* if they can't understand the instruction.
- If time, use Consolidation activity 1 (T123): *My cards.*

PB102. ACTIVITY 2

Listen and draw.

- Say *Open your Pupil's Books at page 102, please.* Show Activity 2 on the whiteboard. Pupils listen to the Audio and follow instructions to draw items. They each call out their answer to the question *What's this?* when they hear it. Encourage pupils to draw the pictures quickly or to draw arrows from the objects to the places to show where they are.
- Play the Audio a second time for pupils to respond more confidently and check their drawings are in the correct place.
- Check answers by asking *Where's the …?* Pupils answer using the correct preposition. Draw each item in the correct place on the whiteboard.

Key: Pupils draw: **1** the guitar in the toy box, **2** the mouse on the shoes, **3** the banana under the box, **4** the ball next to the box

157

Audio scripts for the Exam folder can be downloaded from Teacher Resources.

Starters Speaking

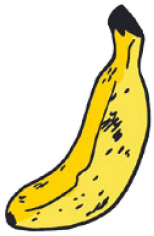
1 **Listen to your teacher. Play the game.**



2 157 **Listen and draw.**

1 

2 

3 

4 





1 158 **Look and listen. Follow the instructions.**



2 159 **Listen. Put your cards on the picture.**

3 160 **Listen. Answer questions about the zoo.**

PB103. ACTIVITY 1

Look and listen. Follow the instructions.

- Explain that Activity 1 is similar to Part 1 of the Speaking task in the Starters test. Describe what the test involves if you haven't already. Refer to the Exam tips on page T102.
- Say *Open your Pupil's Books at page 103, please.* Show Activity 1 on the whiteboard. Use the picture to teach *flowers.*

Extra support Point to and elicit the animals and other words that pupils know in the picture to review the language.

- Play the Audio. Pupils listen and follow the instructions as if they were doing the test with an examiner, saying their names and pointing to elements in the picture.
- Play the Audio again. Check answers by inviting pupils to point to the correct animals on the whiteboard.

Key: Pupils say their name. Pupils point to the hippo. Pupils point to the ice cream. Pupils point to the elephants.

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Audio scripts for the Exam folder can be downloaded from Teacher Resources.

PB103. ACTIVITY 2

Listen. Put your cards on the picture.

- Pupils place their eight cards around the zoo picture.
- Play the first line of the Audio and place the *hat* picture card next to the giraffe on the whiteboard.
- Play the Audio. Pupils listen and follow the instructions. They place the cards on the picture in their books.
- Check answers by inviting pupils to point to the correct animals on the whiteboard.

Key: Pupils put the hat under the snake and the lorry next to the hippo.

159

Audio scripts for the Exam folder can be downloaded from Teacher Resources.

PB103. ACTIVITY 3

Listen. Answer questions about the zoo.

- Show pupils a sample Starters test paper for the Speaking exam on the whiteboard. See *https://www.cambridgeenglish.org/images/young-learners-sample-papers-2018-vol1.pdf*
- Ask questions about the scene, e.g. *What colour is the …? What's the boy/girl doing? How many … are there? Tell me about the …* Pupils answer as a class.
- Explain that Activity 3 is similar to Part 2 of the Speaking task in the Starters test where the examiner asks questions about the scene.
- Play the Audio. Pupils listen and think about their answers to the questions. Encourage them to say *Sorry, I don't understand* if they need you to play the Audio again.
- Put pupils in pairs. Play the Audio, stopping at the pauses. Pupils say their answers to each other.
- Play the Audio again, stopping after each question. Invite a few pupils to give their answers.

Extra challenge Pupils work in pairs to ask questions and point to the picture, e.g. *Where's the snake?*

Key: Pupils point to the girl. They say *(She's) next to the hippo. (She's) eating (an ice cream).*
Pupils point to the flowers. They say *(They're) next to the hippo. (They're) pink. Three.*
Pupils can give three of the following pieces of information about the boy: *(He's) riding a bike, (He's got) a yellow bike / a red hat / a blue jacket / pink trousers / white shoes, He's happy.*

160

Audio scripts for the Exam folder can be downloaded from Teacher Resources.

Ending the lesson

- Pupils complete the star face to show how they felt about the task. Use pupils' feedback to plan more speaking practice. Compare their self-assessments with your observations of how they responded to the instructions and the questions.
- If time, use Consolidation activity 2 (T123): *In my zoo.*

Digital Classroom

Presentation Plus: Starters Exam folder

Practice Extra

Audio 157–160

Extra Resources

- **Teacher Resources:** Downloadable Exam folder Audio Script
- **T123 – Consolidation activity 1:** *My cards*
- **T123 – Consolidation activity 2:** *In my zoo*

Unit 1

AB4. ACTIVITY 1

Look and match.

Key: 2 Mr Star, 3 Monty, 4 Simon, 5 Mrs Star, 6 Stella

AB4. ACTIVITY 2

Listen and circle the tick or cross.

Key: 2 ✓, 3 ✓, 4 ✓

AB5. ACTIVITY 1

Look, match and say.

Key: 2 Simon, Simon, 3 Stella, Simon, 4 Monty, Monty

AB5. ACTIVITY 2

Join the dots.

Key: Pupils join the dots to make a star.

AB6. ACTIVITY 1

Listen and write the number.

Key: 2 3, 3 5, 4 9, 5 7, 6 10

AB7. ACTIVITY 1

Listen and colour.

Key: 8 red, 1 purple, 7 blue, 9 yellow, 4 orange

AB8. ACTIVITY 1

Look, circle and colour.

Key: Pupils circle and colour in red: rainbow, robot.

AB8. ACTIVITY 2

Write and draw.

Key: Pupils complete the words *red* and *rainbow*, then draw a rainbow and colour it red.

Unit 2

AB10. ACTIVITY 1

Listen and colour.

Key: chair – orange, pencil – yellow, table – red, eraser – pink, book – green, pen – blue

AB11. ACTIVITY 2

Count and write the number. Say.

Key: chair – 3, eraser – 1, pen – 5, pencil – 6, book – 2

AB12. ACTIVITY 1

Listen and write the number.

Key: Stella – 7, Meera – 8, Lenny – 7, Suzy – 3, Simon – 6, (Alex – 6)

AB12. ACTIVITY 2

Follow the lines and say.

Key: 2 5, 3 6, 4 7, 5 8

AB13. ACTIVITY 1

Look and read. Put a tick (✓) or a cross (✗) in the box.

Key: 1 ✗, 2 ✓, 3 ✗, 4 ✓

AB14. ACTIVITY 2

Look and draw.

Key: 'p' bag: pencil, pizza, pink, pen; 'b' bag: book, blue

AB16. ACTIVITY 1

Listen and colour. Say.

Key: 2 green, 3 pink, 4 purple, 5 grey, 6 brown

AB16. ACTIVITY 2

Look and write. Circle the pictures of primary colours.

Key: table – red, book – yellow, pen – blue

Unit 3

AB18. ACTIVITY 1

Listen and circle the tick or cross.

Key: 2 ✗, 3 ✓, 4 ✗, 5 ✓, 6 ✗

AB18. ACTIVITY 2

Look and match. Say.

Key: 2 a computer, 3 a bike, 4 a car

AB19. ACTIVITY 1

Listen and draw coloured lines.

Key: 2 black – bike, 3 yellow – car, 4 brown – ball, 5 blue – doll, 6 grey – train

AB20. ACTIVITY 1

Listen and write the number.

Key: 4, 3, 2, / 6, 5, (1)

AB20. ACTIVITY 2

Find and circle the differences.

Key:

Picture 1	Picture 2
The teddy's in the toy box.	The teddy's on the toy box.
The train's next to the book.	The train's on the toy box.
The car's on the computer.	The car's next to the computer.
The eraser's on the table.	The eraser's under the table.
The pencil's on the chair.	The pencil's on the table.
The ball's under the table.	The ball's under the chair.

AB21. ACTIVITY 1



Listen and draw lines.

Key: 1 Hugo – boy on chair with toy car, 2 Eva – girl in toy box, 3 Mark – boy under table, 4 Mary – girl next to doll

AB22. ACTIVITY 1

Listen and circle 't' or 'd'.

Key: 2 t, 3 d, 4 t, 5 t, 6 d, 7 t, 8 t,

AB22. ACTIVITY 2

Look and write 't' or 'd'.

Key: drum, table, doll, train, two teddies

Unit 4

AB24. ACTIVITY 1

Look and write the number. Say.

Key: Number 4. Mrs Star. His mother. Number 2. Mr Star. His father. Number 6. Grandma Star. His grandmother. Number 5. Suzy. His sister. Number 3. Grandpa Star. His grandfather.

AB24. ACTIVITY 2

Listen and colour.

Key: brother – orange car, sister – pink car, grandmother – green car, grandfather – grey car, mother – yellow car, (father – red car)

AB25. ACTIVITY 1

Listen and draw coloured lines.

Key: 2 black – grandmother in the car, 3 blue – mother next to the computer, 4 grey – father on the bike, 5 orange – sister under the table, 6 purple – brother in the box

AB26. ACTIVITY 1

Listen and colour the stars.

Key: (grandmother – red), grandfather – green, mother – brown, sister – black, (father – pink), brother – purple

AB26. ACTIVITY 2

Look and circle. Say and guess.

Key: 2 first picture (ugly), 3 second picture (young), 4 fourth picture (happy), 5 third picture (old)

AB27. ACTIVITY 1



Look and complete the words.

Key: 1 old, 2 sad, 3 ugly, 4 happy, 5 young

AB28. ACTIVITY 1

Listen and circle the 'a' in the words.

Key: 2 s(a)d, 3 b(a)g, 4 h(a)ppy, 5 f(a)mily, 6 bl(a)ck

AB28. ACTIVITY 2

Look and match.

Key: hat – 3, dad – 5, happy – 1, cat – 2, black – 4

AB30. ACTIVITY 1

Look, read and tick.

Key: 2 Mars, 3 Jupiter, 4 Mercury

AB30. ACTIVITY 2

Look and write.

Key: Jupiter, Earth, the Sun

AB31. ACTIVITY 1

Look, read and write the number.

Key: 2, 3, 1

AB32. ACTIVITY 1

Listen and join the dots.

Key: Pupils join the dots to make a book.

AB32. ACTIVITY 2

Look, draw, colour and say.

Key: Pupils draw: 2 two yellow pencils, 3 a yellow sad face, 4 pink paint

Unit 5

AB34. ACTIVITY 1

Listen and circle the tick or cross.

Key: 2 ✗, 3 ✓, 4 ✗, 5 ✗, 6 ✓

AB34. ACTIVITY 2

Look and write.

Key: 2 a horse, 3 a dog, 4 a cat, 5 a bird, 6 a fish

AB35. ACTIVITY 2

Read and write the answer.

Key: 2 cats, 3 mice, 4 horses, 5 birds

AB36. ACTIVITY 1

Look, read and circle.

Key: 2 dirty, 3 small, 4 short, 5 big, 6 clean

AB36. ACTIVITY 2

Listen and follow.

Key: 1 Pupils draw lines between the big horse, a dirty dog, two short pencils, a small mouse, an old cat, two long pencils, a clean cat, an old man 2 Pupils draw lines between a big horse, an ugly fish, a long pencil, a sad boy, a clean dog, a big ball, a dirty car, an old man

AB37. ACTIVITY 1

Look and read. Put a tick (✓) or a cross (✗) in the box.

Key: 1 ✗, 2 ✓, 3 ✗, 4 ✓

AB38. ACTIVITY 1

Draw lines to make two words.

Key: Pupils join the letters to make the words *red* and *pet*.

AB38. ACTIVITY 2

Look and write.

Key: Pupils complete the phrase *My red pet*.

AB38. ACTIVITY 3

Listen and write 'a' or 'e'.

Key: 2 a, 3 a, 4 e, 5 e, 6 a, 7 e, 8 a

Unit 6

AB40. ACTIVITY 1

Listen and draw coloured lines.

Key: 2 brown – eyes, 3 purple – teeth, 4 grey – ears, 5 black – head, 6 orange – mouth

AB40. ACTIVITY 2

Circle the different word.

Key: 2 nose, 3 ball, 4 car, 5 head, 6 dog

AB41. ACTIVITY 1

Listen and write the number.

Key: a 6, b 4, (c 1), d 3, e 2, f 5

AB41. ACTIVITY 2

Look and write.

Key: (clockwise from top left) hair, eyes, mouth, teeth, nose

AB42. ACTIVITY 1

Listen and draw. Listen and colour.

Key: four eyes – pink, two noses – green, lots of teeth – grey, long hair – red, six ears – purple

AB43. ACTIVITY 1

Read and write.

Key: 1 hair, 2 ears, 3 nose, 4 teeth, 5 cat

AB44. ACTIVITY 1

Look and write.

Key: (clockwise from top right) two eyes, mouth, three teeth

AB44. ACTIVITY 2

Read and draw.

Key: Pupils draw Mrs Monster with three teeth and Mr Monster with one tooth.

AB46. ACTIVITY 1

Listen and write the number. Look and circle.

Key: 3 – 5 – (1) – 4 – 2
rabbit – ears, fish – eyes, (dog – nose), horse – teeth, girl – hand

AB46. ACTIVITY 2

Follow and write the words. Say.

Key: 2 touch, 3 see, 4 smell, 5 taste

AB47. ACTIVITY 1

Look, read and match.

Key: 2 I wash my horse. 3 I feed my fish. 4 I brush my cat.

Unit 7

AB48. ACTIVITY 1

Listen and join the dots.

Key: Pupils join the dots to make a crocodile's head.

AB48. ACTIVITY 2

Find and circle the words.

Key:

h	f	b	e	a	r	u	f	x
i	p	i	q	w	s	e	k	k
p	o	k	s	c	x	l	u	g
p	s	m	o	n	k	e	y	i
o	s	i	n	h	r	p	d	r
a	e	n	f	i	s	h	i	a
r	c	a	a	d	j	a	l	f
d	k	j	b	k	g	n	a	f
t	i	g	e	r	e	t	e	e

AB49. ACTIVITY 1

Read, look and write 'yes' or 'no'.

Key: 2 yes, 3 yes, 4 no, 5 yes

AB50. ACTIVITY 1

Listen and write the number. Colour.

Key: hippos – 4, snakes – 5, giraffes – 6, (elephants – 1), tigers – 2, crocodiles – 3

AB50. ACTIVITY 2

Look and cross or tick.

Key:

	hands	arms	legs	feet	tails
bears	✓	✓	✓	✓	✓
birds	✗	✗	✓	✓	✓
monkeys	✓	✓	✓	✓	✓
crocodiles	✗	✗	✓	✓	✓
fish	✗	✗	✗	✗	✓
tigers	✗	✗	✓	✓	✓
giraffes	✗	✗	✓	✓	✓

AB51. ACTIVITY 1

Look and read. Write 'yes' or 'no'.

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

AB52. ACTIVITY 1

Read, match and say.

Key: First picture: Ten little hippos. Second picture: Six king elephants.

AB52. ACTIVITY 2

Listen and write 'a', 'e' or 'i'.

Key: 2 fish, 3 black, 4 big, 5 hippo, 6 pen, 7 sister, 8 hand

Unit 8

AB54. ACTIVITY 1

Look, find and circle the number. Say.

Key: socks – 10, T-shirts – 9, skirts – 3, shoes – 8, jackets – 2, caps – 4

AB54. ACTIVITY 2

Listen and answer.

Key: seven, ten, nine, eight, two, four

AB55. ACTIVITY 1

Listen and colour.

Key: trousers – red, T-shirt – blue, jacket – grey, skirt – orange, shoes – brown, socks – yellow

AB56. ACTIVITY 1

Listen and colour.

Key: mouse – grey, T-shirt on chair – green, jacket – pink, cat – black and white, shoe under chair – brown, skirt – purple, socks on chair – yellow and blue, fish – orange and black, trousers – red

AB56. ACTIVITY 2

Listen and match.

Key: Nick – green T-shirt and orange and black fish, Kim – purple skirt and grey mouse, Tony – black and white cat and brown shoe, May – red trousers and yellow and blue socks

AB57. ACTIVITY 1

Read the question. Listen and write a name or a number. There are two examples.

Key: 1 Bill, 2 3, 3 Tom, 4 9, 5 8

AB58. ACTIVITY 1

Write 's' or 'sh' and match.

Key: 1 skirt, 2 T-shirt, 3 socks, 4 shoes

AB58. ACTIVITY 3

Write the sentences.

Key: 2 He's got six blue socks. 3 They've got white shorts.

AB60. ACTIVITY 1

Look and write 'g' for garden, 'p' for polar region and 's' for savannah.

Key: fox – g, snail – g, tiger – s, lion – s, polar bear – p, penguin – p, zebra – s, bug – g

AB60. ACTIVITY 2

Listen and circle.

Key: savannah / lion / hot, polar region / penguin / cold, garden / fox

AB61. ACTIVITY 1

Read and write the number.

Key: Recycling is fun! 1, We can plant trees. 4, We can keep parks clean. 2

AB62. ACTIVITY 2

Listen and say 'Bill' or 'Ben'.

Key: 1 Bill, 2 Bill, 3 Bill, 4 Ben, 5 Bill, 6 Bill

AB62. ACTIVITY 3

Say the sentences.

Key: Cats and bugs haven't got hands. Zebras and foxes haven't got arms. Snails and crocodiles haven't got hair.

AB63. ACTIVITY 4

Look, read and write.

Key: 2 two, 3 ears, 4 mouth, 5 arms, 6 two, 7 hands, 8 tail

Unit 9

AB64. ACTIVITY 1

Listen and write the number.

Key: 4, (1), 3, / 2, 6, 5

AB64. ACTIVITY 2

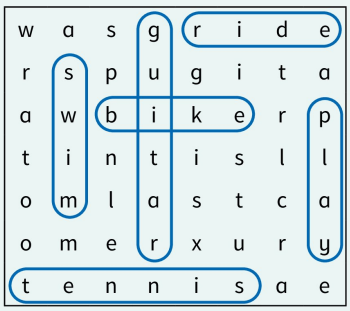
Look and match.

Key: 2 ride a bike, 3 play the guitar, 4 play basketball, 5 play football, 6 swim

AB65. ACTIVITY 1

Find and circle six words.

Key: 1 ride, bike, 2 play tennis, 3 swim, 4 guitar



AB65. ACTIVITY 2

Look and write.

Key: 2 play, 3 football, 4 tennis, 5 ride, 6 swim

AB66. ACTIVITY 1

Listen and tick or cross.

Key: 2 ✓, 3 ✗, 4 ✓, 5 ✓, 6 ✗

AB67. ACTIVITY 1

Look and write the words.

Key: 1 bike, 2 horse, 3 tennis, 4 guitar, 5 football

AB68. ACTIVITY 1

Look and write. Complete the table.

Key: (pictures) snail, tail, play, train, day; (table) ay: play, day; ai: snail, train

AB68. ACTIVITY 2

Match to make sentences. Say and write.

Key: I / We can't play the piano / play a game / ride a bike. They can play the piano / play a game / ride a bike.

Unit 10

AB70. ACTIVITY 1

Look and write.

Key: 2 bike, 3 train, 4 lorry, 5 plane, 6 boat, 7 car, 8 motorbike, 9 bus

AB70. ACTIVITY 2

Listen and colour.

Key: 1 helicopter – orange, 2 bike – black, 3 train – grey, 4 lorry – purple, 5 (plane – pink), 6 boat – green, 7 car – brown, 8 motorbike – blue, 9 bus – yellow

AB71. ACTIVITY 2

Look and write.

Key: lorry – helicopter, boat, plane, motorbike, bus; T-shirt – trousers, skirt, jacket, cap, shorts

AB72. ACTIVITY 1

Listen and draw coloured lines.

Key: Grandpa – brown – plane, Simon – black – motorbike, Mrs Star – grey – horse, Suzy – yellow – lorry, Mr Star – purple – walking

AB73. ACTIVITY 1

Listen and tick (✓) the box. There is one example.

Key: 1 A, 2 C, 3 C, 4 B

AB74. ACTIVITY 1

Read and circle 'ng'. Choose and draw.

Key: 2 I'm singing a song. 3 I'm riding my motorbike. 4 I'm clapping my hands.

AB74. ACTIVITY 2

Look and write.

Key: 2 I'm flying a helicopter. 3 I'm clapping my hands.

AB74. ACTIVITY 3

Read and write.

Key: 2 flying, 3 driving, 4 driving, 5 riding, 6 flying

AB76. ACTIVITY 1

Look and write the number.

Key: hovercraft – 2, scooter – 1, monorail – 4, ship – 2, van – 1, balloon – 3

AB76. ACTIVITY 2

Read and match. Draw lines.

Key: 2 A ship travels in the water. 3 A train travels on rails. 4 A scooter travels on the road.

AB77. ACTIVITY 1

Read and write the number.

Key: 4, (1), / 3, 2

Unit 11

AB78. ACTIVITY 1

Listen and draw lines. There is one example.

Key: 1 Grace – woman in kitchen singing, 2 Sue – girl in bedroom listening to music, 3 May – girl in dining room playing the guitar, 4 Alex – small boy in hall with toy helicopter, 5 Bill – boy in living room eating fish

AB79. ACTIVITY 1

Follow the lines and write.

Key: 2 Mr Star – kitchen, 3 Suzy – bedroom, 4 Simon – hall

AB80. ACTIVITY 1

Listen and colour the stars.

Key: 1 red, 2 black, 3 pink, (4 orange), 5 green, 6 yellow

AB80. ACTIVITY 2

Match and write.

Key: 2 book, 3 chair, 4 music, 5 car, 6 videogame

AB81. ACTIVITY 1

Look, read and write. Use one word.

Key: 1 fish, 2 car, 3 music, 4 elephants, 5 girl/sister

AB82. ACTIVITY 1

Read and write. Look and circle 'yes' or 'no'.

Key: 1 bedroom, 2 mouse's / dining room – no, 3 Grandma's – yes, 4 yes

Unit 12

AB84. ACTIVITY 1

Listen and colour.

Key: ice cream – yellow, banana – green, chocolate – red, burger – purple, cake – blue

AB84. ACTIVITY 2

Find, circle and write.

Key: 2 banana, 3 fish, 4 burger, 5 cake, 6 ice cream, 7 orange, 8 chocolate

a	w	e	i	f	i	s	h	s
c	h	o	c	o	l	a	t	e
a	b	r	e	c	k	f	a	m
k	l	t	c	h	e	j	p	r
e	b	u	r	g	e	r	p	o
p	r	o	e	v	i	s	l	b
b	a	n	a	n	a	t	e	g
j	z	o	m	e	r	s	t	u
o	r	a	n	g	e	v	i	e

AB85. ACTIVITY 1

Look and write.

Key: 2 old, 3 big, 4 ten

AB85. ACTIVITY 2

Read and write.

Key: cake, banana, young

AB86. ACTIVITY 1

Listen and tick or cross.

Key: 1 (✓), ✗, ✗, ✓, 2 ✗, ✓, ✓, ✗, 3 ✗, ✓, ✓, ✗, 4 ✓, ✗, ✗, ✓

AB87. ACTIVITY 1

Listen and colour. There is one example.

Key: 1 train on cake – blue, 2 train next to two bananas – yellow, 3 train under chair of boy eating chocolate – green, 4 train on T-shirt of boy with burger – orange, 5 train on sofa – red

AB88. ACTIVITY 1

Look, write and match.

Key: rainbow – 1, doll – 4, hat – 6, mouse – 12, book – 2, teeth – 7, sock – 11, elephant – 9, shoe – 10, hippo – 8, sing – 13, pencil – 3

AB88. ACTIVITY 3

Look and circle the words. Say.

Key: mouse – hippo – rainbow – pen – book – riding – red – happy – teeth – train

AB90. ACTIVITY 1

Look and match. Say.

Key: 2 kiwis – ground / cold, 3 watermelons – ground / hot, 4 pears – tree / cold, 5 apples – tree / cold, 6 bananas – ground / hot, 7 strawberries – ground / cold

AB90. ACTIVITY 2

Read and write.

Key: 2 Strawberries, 3 big, 4 trees, 5 small, 6 the ground

AB91. ACTIVITY 1

Number the pictures in order.

Key: B: 3 2 1, C: 1 3 2

AB91. ACTIVITY 2

Look, read and write.

Key: hands, teeth, apples

AB93. ACTIVITY 2

Circle the different word. Say.

Key: 2 ice cream, 3 burger, 4 chocolate, 5 hall, 6 bike

Unit 1

Page 4

- **Consolidation activity 1: *Guessing game***

Materials: Flashcards: 1–5, 8 (characters)

Place the character flashcards on the desk. Make sure pupils can't see. Take one flashcard and hold it facing you. Say *Who's this?* Pupils take turns to guess. Show them when they guess correctly. Repeat.

- **Consolidation activity 2: *Role play***

Materials: Flashcards: 1–5, 8 (characters)

Five pupils come to the front. Hand each pupil a character flashcard. Pupils show their flashcards to the class in turn and say, e.g. *Hello. I'm Suzy Star.* Repeat.

Page 5

- **Consolidation activity 1: *Air drawing***

Say *One*. Draw a *1* in the air with your finger. Repeat with the other numbers up to ten in sequence. Pupils draw the number in the air. Continue, but say the numbers at random. Pupils work in pairs. They take it in turns to say a number for their partner to draw in the air.

- **Consolidation activity 2: *Pointing to the dots***

Materials: Ten cards with number dots from Pupil's Book page 5 lesson

Display the ten cards, each with a different number of dots between 1 and 10, around the room. Say numbers at random. Pupils point to the correct card. Say the numbers quickly and then quietly. Invite pupils in turn to call the numbers.

Page 6

- **Consolidation activity 1: *Back drawing***

Invite a pupil to come to the front and face the board. Stand so that the class can see you. Trace a large *3* with your finger on the pupil's back. (Alternatively, if you prefer, you can trace numbers on the desk for this activity.) Repeat the drawing. Elicit the number from the pupil. Check with the class. Repeat with another pupil and another number. Pupils work in pairs and play the game. Remind them to do it slowly and to make the number really big.

- **Consolidation activity 2: *Matching the cards***

Materials: Ten cards with number dots from Pupil's Book page 5 lesson

Display the ten number dot cards on the board at random. Write the wrong number between 1 and 10 under each card, e.g. under the card with six dots, write *2*. Invite pupils in turn to come and swap two cards, so that one set of dots matches the number underneath, and to say the numbers. Repeat until all the cards and the numbers match.

Page 7

- **Consolidation activity 1: *Make a rainbow***

Materials: Half of a white paper plate, seven colours of tissue paper (to match the song – Audio 8) cut into strips, glue and scissors for each pupil

Give each pupil half of a paper plate and seven strips of tissue paper, each of a different colour. Pupils cut and stick the tissue onto the plate to make a rainbow.

Pupils get into groups of four and say the colour sequence of their rainbow.

- **Consolidation activity 2: *Memory game***

Materials: Flashcards: 20–26 (colours)

Display five of the colours flashcards on the board. Elicit from pupils which colours are missing. Pupils say, e.g. *Red. Green.* Take the flashcards off the board. Repeat with different colours missing each time.

Page 8

- **Consolidation activity 1: *Drawing with r***

Materials: A piece of paper for each pupil, coloured pencils or crayons

Give pupils a piece of paper. They write a large letter *r* at the top and then they draw all the things they remember from the lesson with the /r/ sound in them. They show their pictures in groups, pointing to and saying the words with the /r/ sound.

- **Consolidation activity 2: *Board slap***

Materials: Flashcards: 20–26 (colours); two rulers

Two teams line up facing the board. Stick the colours flashcards on the board. Hand a ruler to the first pupil in each team. Say a colour. If the colour has the sound /r/ in it (red, orange, green) pupils run to touch the colour flashcard with the ruler. The first to touch it wins a point for their team. The two pupils go to the back of the lines. Hand the rulers to the two pupils at the front. Continue until all pupils have had a turn. The team with the most points is the winner.

Page 9

- **Consolidation activity 1: *Happy families***

Materials: Photocopiable 1 character cards (Teacher Resources), one set per pupil

Pupils work in groups of four. They each take the six character cards from Photocopiable 1 out of the envelopes and place them face down on the desk. (There will be 24 cards altogether.) Each pupil takes six cards in turn. Number pupils 1, 2, 3, 4. Pupil 1 asks Pupil 2, 3 or 4 (he/she can choose) for a card he/she wants, e.g. *Maskman, please.* If the pupil has it, he/she gives it to Pupil 1. Then it is Pupil 2's turn to ask. The game continues. When one pupil has four cards the same, he/she says *Happy family* and puts them down on the desk. This pupil is the winner. Pupils put their cards back in their envelopes.

- **Consolidation activity 2: *Pick a number***

Materials: Small pieces of paper (the same number as there are pupils in the class) with a number between 1 and 10 written on each one, an envelope to put them in

Show pupils the envelope containing numbers between 1 and 10 on small pieces of paper. Say to a pupil *Come and pick a number.* The pupil comes and takes a piece of paper. He/She reads out the number and then goes back to his/her chair. Repeat with the other pupils. Say, e.g. *Threes stand up, please. Nines pick up a red crayon, please.*

Unit 2

Page 10

- **Consolidation activity 1: *Colour bingo***

Materials: Notebooks, coloured pencils or crayons

Review the seven colours. Pupils draw a small 2 x 2 grid in their notebooks. They colour each square a different colour. Call out the colours one by one. When a pupil hears a colour, he/she puts a cross through that square. The first pupil to cross out all four squares is the winner and calls the colours in the next round.

- **Consolidation activity 2: *Action game***

Materials: School objects

Collect ten school objects from pupils, e.g. a red pencil, a green eraser. Pupils stand behind their chairs. Hold up, e.g. a blue pen, and say *It's a blue pen.* Hold up, e.g. four pencils and say *Five pencils.*

Pupils stand still for true sentences and jump in the air for false ones. Pupils who do the wrong action sit on their chairs. Continue until you have a group of winners.

Page 11

- **Consolidation activity 1: *True or false?***

Pupils work in pairs. They take turns to make and correct sentences about the picture on Pupil's Book page 11. Some of the sentences should be true and some should be false.

- **Consolidation activity 2: *Colour and say***

Materials: Activity Books

Pupils colour their own pictures in Activity Book page 11, Activity 1. They take turns to tell each other about the colour of the objects, e.g. *The book is red.*

Page 12

- **Consolidation activity 1: *Chant***

Teach the following chant. Divide the class into different groups (e.g. boy/girl) and do the chant again.

How old are you? I'm two, I'm two.
How old are you? I'm two!

How old is he? He's three. He's three.
How old is he? He's three!

How old is she? She's three, like me.
How old is she? She's three!

- **Consolidation activity 2: *Monster fun***

Materials: Two pieces of paper for each pupil, coloured pencils or crayons

Pupils draw and colour two pictures, one of a boy monster and one of a girl monster. They write the ages (between 1 and 10) on the back. Pupils work in groups of four. They put their pictures, monster side up, on the desks. They take it in turns to point to a picture by one of the other pupils and ask *Is he/she* (age)*?* They have one guess each time. When pupils guess correctly, they take the monster picture. The pupil with the most monsters is the winner. Pupils take back their own monsters and stick them in their notebooks. They write the age underneath.

Page 13

- **Consolidation activity: *Meet and greet***

Materials: Audio of lively music

You will need space for this activity. Personalise the karaoke version of the lesson song (Audio 20). Go up to a pupil. Say (Pupil's name x 2), *how are you?* The pupil replies *I'm fine, thank you. I'm fine, thank you. How are you?* Repeat with different pupils.

Pupils stand up and find a space. Play the lively music. Pupils move around. Pause the music. Pupils make pairs and say: Pupil A: (Pupil's name x 2), *how are you?* Pupil B: *I'm fine, thank you. I'm fine, thank you. How are you?* Start the music again. Repeat.

- **Extension activity: *Match the words***

Materials: Flashcards: 27–32 (school objects); stopwatch or timer

Make teams of six pupils. Stick the school object flashcards on one side of the board, in random order. Write the six words for the items on the other side (*table*, *book*, *chair*, *eraser*, *pen*, *pencil*), not in the same order as the pictures and with plenty of space between the words.

Demonstrate the game. Say *Look, read and match.* Point to the first word on the board and elicit the name (e.g. *table*). Ask pupils to point to the correct flashcard on the board. Move the flashcard next to the word label.

Say *Now let's play*. Call one team to the front of the class. They stand in a line. The first pupil from the team chooses one of the words and matches the flashcard. The other team members can help. The next pupil chooses a different word and matches the card, and so on, until all the words and cards are matched. Stop the stopwatch when the team have finished and check with the class that the words and cards match. Write the team's time down.

Clean the board and set the game up again. Repeat with the next team of six pupils. Continue until each team has had a turn and then compare times to see which team was the fastest.

Page 14

- **Consolidation activity 1: *Sounds on the wall***

Materials: Flashcards: 22 (pink), 25 (purple), 26 (blue), 28 (book), 31 (pen), 32 (pencil), (*Kid's Box Starter*) 13 (bag)

Put the flashcards randomly on the walls around the room. Call out /p/ or /b/ and pupils run to a word which starts with the sound, touch the flashcard and say the sound and the corresponding word. With large classes and little space, divide the class into groups and give each group one of the flashcards. Call out /p/ or /b/ and the group with a corresponding word stands up, says the sound and says their word.

- **Consolidation activity 2: *In my classroom***

Materials: A4 paper for each pupil, coloured pencils or crayons

Give each pupil a piece of A4 paper. Pupils draw a messy classroom with all the objects from the unit. They can also include the characters with name and age badges. Stick the pictures up around the classroom. Pupils walk around the room and look at, point to and say what they can see in each picture.

Page 15

- **Consolidation activity: *Memory pairs***

Materials: Unit 2 stickers

Pupils play a game with the six picture dictionary stickers for Unit 2. They don't remove the backing sheets. Pupils work in groups of four. They place the 24 stickers face down on the tables in front of them. They take it in turns to turn over two stickers. They say what is in the pictures. If they match, the pupil takes them. If not, the pupil turns them face down again. Play continues until all the stickers have been matched.

- **Extension activity: *School chant***

Teach the following chant line by line. Divide the class into different groups for different lines, and have them chant quietly, loudly, standing up, sitting down, and so on. Pupils can name other things in the room if they know them and create other verses.

School, school, we're in school.
Desk, chair, pencil, we're in school.
School, school, I like school.
Book, pen, eraser, I LIKE SCHOOL!

Page 16

- **Consolidation activity: *Colour mixing***

Materials: A white paper plate (or card circle) for each pupil, paints in the three primary colours, paintbrushes, water, aprons

Each pupil chooses two of the primary colours and puts a splodge of each colour on their plate. They mix the two colours in another splodge. Pupils then mingle, showing and speaking about their colour plates, e.g. *Red and yellow make orange.* You can exhibit the plates in class.

Page 17

- **Consolidation activity: *Hi, I'm …***

Ask pupils to think of a character from a book or a film (real or imaginary) whom they like. Tell them to stand up and walk around the room as if they were this character. After about 30 seconds, they stop. Now tell them to walk around and greet everyone they meet as if they were the character, saying *Hi, I'm … Who are you?* When pupils sit down again, ask the class to say who everyone was.

- **Extension activity: *Greetings dialogues***

Materials: Pictures of children under ten (these could be cut from magazines) with pretend names and ages on the back, one for each pupil

Give pupils the pictures with the information on the back. Tell them to keep the pictures and information secret. Pupils move around the classroom greeting each other as if they were the people in the pictures. They ask and answer questions to gain information about one another. Tell them to think about the 'values' and make sure they are using friendly language such as *Let's play* and *How are you?* Choose pairs to act out their dialogues for the class.

Unit 3

Page 18

- **Consolidation activity 1: *Disappearing flashcards***

Materials: Flashcards: 35–40 (toys); picture of a drum

Display the toys flashcards/picture face up around the room. Elicit each one in turn and then turn each flashcard to face the wall. Point to each one in turn again. Pupils say them from memory. Turn the flashcard face up each time you elicit a word, until all the flashcards are face up again.

- **Consolidation activity 2: *Pointing game***

Materials: Flashcards: 27–32 (school objects), 35–40 (toys); a picture of a drum

Display the school and toys flashcards/picture on the walls. Say, e.g. *Point to the eraser. Point to the table. Point to the car.* Give the instructions quickly, one after another. Pupils point.

Page 19

- **Consolidation activity: *Colour game***

Materials: Coloured pencils or crayons

Show 11 crayons (one of each colour) to the class and hide them in your desk. Secretly take one and put it behind your back. Pupils ask questions to guess, e.g. *Is it red?* Answer *Yes, (it is) / No, (it isn't).* The pupil who guesses correctly comes to the front to choose a colour. Repeat.

Page 20

- **Consolidation activity: *True or false?***

Materials: Flashcards: 27–32 (school objects), 35–40 (toys); picture of a drum

Place the flashcards/picture around the room, e.g. the doll under the desk. Pupils can help you. Pupils stand up. When you say a true sentence, pupils put their hands in the air. When you say a false sentence, pupils stay still. Say sentences quickly, one after another, e.g. *The bike is on the chair. The pen is under the table.* Pupils who do the wrong action sit down. Continue until there is a small group of winners.

Page 21

- **Consolidation activity 1: *Guessing game***

Materials: School objects

Play a guessing game with the class. Place school objects around the room where they are in, on, under and next to other objects. Do it so pupils don't notice (if you can). Divide the class into two teams. Say, e.g. *It's pink. It's under a chair.* Pupils look around for the object, e.g. eraser. The first pupil to guess correctly wins a point for their team. Continue until all the objects have been found. The team with the most points is the winner.

- **Consolidation activity 2: *Where is it?***

Materials: Photocopiable 3A (Teacher Resources): either the completed sentence wheels or the material copied onto thin card, paper fasteners, scissors, one completed activity for demonstration

Pupils take out their sentence wheels from Photocopiable 3A. (If they didn't make them in the previous lesson, they can make them now.) Line up the wheels to make a sentence. Pupils guess by asking, e.g. *Is the train next to the bag?* The pupil who guesses correctly is the caller. Pupils play in pairs or in fours.

Page 22

- **Consolidation activity: *Air letters***

Write the letters *t* and *d* on the board. Say the sounds together and air write the letters. Ask pupils to find all the /t/ and /d/ words they can see on the page (*toy*, *train*, *teddy*, *two*, *tables*, *doll*, *drive*). Pupils work in pairs. One pupil turns around and the other pupil draws either *t* or *d* on their friend's back for them to guess and say a word that starts with the letter sound. Pupils swap around.

Page 23

- **Consolidation activity: *Say and mime***

Review the actions for the prepositions. Hold your hands behind your back and say *in*, *on*, *under*, *next to*. Just after you say *next to*, put your hands in front of you, showing one of the preposition mimes from the Presentation on T20. Hold your hands behind your back again and say the same prepositions, but do a different action at the end. Pupils join in. They hold their hands behind their backs, chant with you and then show a preposition mime. If it's the same as you, they stay in the game. If it's different, they sit down for one turn. Repeat.

Unit 4

Page 24

- **Consolidation activity 1: *True or false game***

Materials: Prepare ten true and false sentences about Suzy's family, e.g. *Simon is her mother. Mr Star is her father.*

Pupils stand up next to their chairs. Say sentences in turn, e.g. *Stella is her sister. Simon is her father.* Pupils stand up when the sentence is true. They sit on their chairs when it's false. Everyone plays the game until the end.

- **Consolidation activity 2: *Board slap***

Materials: Flashcards: 1–5, 45–46 (family), 27–32 (school objects); two rulers

Play *Board slap* (see T110, page 8, Consolidation activity 2) using the flashcards.

Page 25

- **Consolidation activity 1: *Team game***

Materials: Flashcards: 1–5, 45–46 (family)

Put the flashcard of Stella in the centre of the board. Put the other family flashcards around Stella. Make two teams. Teams line up facing the board. Call out, e.g. *Her mother.* The first pupil in each team races to the board to touch the correct flashcard. Award a point to the first pupil to touch the correct card. The two pupils go to the back of their lines. Repeat.

- **Consolidation activity 2: *Family chant***

Materials: Flashcards: 1–5, 45–46 (family)

Teach the following chant. Display the family flashcards, with Suzy in the middle. Pupils clap each line and then point to the flashcard when they say the name.

She's her mother, mother, mother, she's her mother, Mrs Star.
She's her sister, sister, sister, she's her sister, Stella Star.
He's her father, father, father, he's her father, Mr Star.
He's her brother, brother, brother, he's her brother, Simon Star.
She's her grandmother, grandmother, grandmother, she's her grandmother, Grandma Star.
He's her grandfather, grandfather, grandfather, he's her grandfather, Grandpa Star.

Page 26

- **Consolidation activity: *Who's missing?***

Materials: Flashcards: 1–5, 45–46 (family)

Display the flashcards on the board. Say *Put your heads on your desks and close your eyes.* Check that pupils aren't looking and then take away one flashcard. Say *Open your eyes. Who's missing?* Pupils answer. Show the flashcard when they guess correctly. Repeat, removing a different flashcard each time.

Page 27

- **Consolidation activity: *Team mimes***

Place two chairs at the front, with the backs facing the board. Make two teams. Invite one member of each team to come and sit in a chair. Stand behind the chairs and mime one of the adjectives. The class can see it, but the two pupils in the chairs can't. Make sure they don't turn around. Pupils in the teams mime the adjective. The first pupil in the chair to say the correct adjective wins a point for their team. Repeat with other pupils and other adjectives.

Page 28

- **Consolidation activity 1: *Body shapes***

Review the sounds /r/, /p/, /b/, /t/ and /d/ and the letters *r*, *p*, *b*, *t* and *d*. Pupils work in groups of three. The three of them make the shape of one or more of the letters with their bodies. Groups demonstrate to the class and the other pupils say the sound and a word with the sound in.

- **Consolidation activity 2: *Word cards***

Materials: A4 card for each pupil, glue sticks, glitter

Give pupils a piece of A4 card. Show them how to fold the card in half. On the front of the card pupils write the word cat using glue sticks and glitter. In the inside of the card pupils draw a big cat. Allow pupils to decide if their cat is happy or sad and if it has a hat or it's on a mat. Together show and share the final picture results and encourage pupils to say *A sad/happy cat (in a hat).*

Page 29

- **Consolidation activity 1: *Board game***

Materials: Dice and boards from Photocopiable 4 (Teacher Resources), a coin for each pair

If pupils have not played before, follow the instructions on the Teacher Resources to make the dice and board first.

If pupils have played before, make pairs and hand out the dice, boards and a coin to each pair. Monitor pupils as they are playing. The first player to reach the Finish is the winner. Pairs who finish first can play again.

- **Consolidation activity 2: *Disappearing flashcards***

Materials: Flashcards: 1–5, 45–46 (family) and a selection of other flashcards, maximum of 12

Play the Disappearing flashcards game (see T112, page 18, Consolidation activity 1) with the family flashcards and a selection of other flashcards.

Page 30

- **Extension activity: *Earth collage***

Materials: A large piece of poster paper, smaller pieces of paper for each pupil, coloured pencils or crayons, scissors, glue

Draw a large circle on a piece of poster paper and say *This is Earth. What's on Earth?* Give each pupil a piece of paper and they draw something that lives on Earth (a person, an animal, a tree, a flower, etc.). Pupils colour in and cut out their pictures. They glue them onto the poster and say *This lives on Earth.* Put the poster on the classroom wall.

Page 31

- **Consolidation activity: *Situations mimes***

Pupils work in small groups to make up situations to mime to the group. Tell them to make up a situation in which there is a compliment, an apology or an offer. Write *Well done!, I'm sorry!* and *Here you are* on the board. Monitor and check that pupils are choosing one of the three situations. Choose groups to do their mime for the class.

Page 32

- **Consolidation activity 1: *Sing a song or do a chant***

Choose one of the songs or chants from Units 1–4 to do with pupils.

- **Consolidation activity 2: *Play a game***

Materials: One of the photocopiables from Units 1–4

Play one of the photocopiable games from Units 1–4 with pupils.

Page 33

- **Consolidation activity 1: *Adjective chant***

Teach the following chant to pupils to review the adjectives and the actions. Divide the class into two for the questions and answers. Change roles and do the chant again.

Who is happy, happy, happy? Who is happy now?
We are happy, happy, happy. We are happy now.
Repeat for *sad, young, old, ugly, beautiful.*

- **Consolidation activity 2: *Object puzzle***

Materials: Pupils' own school objects

Tell pupils to put the following objects on their desks: bag, eraser, blue pencil, red pencil, green pencil, book. Give pupils instructions to follow, e.g. *Put the blue pencil in your bag. Put your bag under your chair. Put the red pencil next to the eraser. Put the green pencil on your chair.* Pupils take turns to be the callers and then continue the game in pairs.

Unit 5

Page 34

- **Consolidation activity: *Board slap***

Materials: Flashcards: (47–52) (animals); two rulers

Play Board slap (see T110, page 8, Consolidation activity 2) using the flashcards.

Page 35

- **Consolidation activity: *Wordsnake***

Materials: A wordsnake on poster paper written large for all pupils to see: *horseuglybluecatolddogyoungbrown mousegreyfishhappybird*

Write *computertraincar* on the board. Elicit and circle the words (*computer*, *train*, *car*).

Make pairs. Display the large wordsnake on poster paper. Pupils race to find the words. Check by inviting pairs to say the words and to come and circle them on the snake.

Page 36

- **Consolidation activity: *0s and Xs***

Materials: Flashcards: 1–5, 45–46 (characters), 47–52 (animals)

Draw a 3 x 3 grid on the board. Number the squares (1–9). Stick a flashcard face down in each square. Make two teams: Cats (0s) and Horses (Xs). Cats choose a square. Turn over the flashcard. Ask, e.g. *What/Who is it / are they?* or *Is it/he/she (big)?* If they answer correctly, draw a large *0* in the square. If not, replace the flashcard with another one. Horses choose a square. Draw a large X in the square if they answer their question correctly. Continue until one team has a line of 0s or Xs, or all the squares have Xs or 0s.

- **Extension activity: *Spot the difference***

Materials: Photocopiable 5 (Teacher Resources) – see instructions for preparation in previous lesson

Brainstorm the 12 known adjectives (*long*, *ugly*, etc.). Make pairs. Hand out Photocopiable 5A and B to each pair. Pupils look at the pictures and find differences. If pupils used the material for page 35, they find more differences (underlined below). If not, they can find the ones from the previous lesson, plus the ones below. They circle them in pencil. Check with the class.

Key:

A: One cat under a clean table	**B:** Two cats on a dirty table
A: Big old horse	**B:** Beautiful small horse
A: Six dogs, three big, three small	**B:** Five dogs, one long, four short
A: Four mice	**B:** One mouse
A: One fish	**B:** Two fish (one small)
A: Eight beautiful birds	**B:** Nine beautiful small birds

Page 37

- **Consolidation activity: *What is it?***

Materials: A selection of known classroom objects

Place a selection of classroom objects around the room. Look thoughtful. Say *I'm thinking of something. It's long and red. What is it?* (*Pencil.*) Pupils take turns to guess. Repeat with the other objects, practising as many adjectives as you can.

Page 38

- **Consolidation activity 1: *The letter train***

Materials: A circle cut out of card for each pupil

Give pupils a card circle. Write a large letter *e* on the board, air write it together and then pupils write a large *e* on their circle. Form a train together and move around the room saying the /ɛ/ letter sound to the tune of *Jingle Bells*. Freeze and ask pupils to say a word from the ▶ Video with the /ɛ/ sound. Continue the train around the room. Pupils hold their *e* circle up in the air as they move around the room.

- **Consolidation activity 2: *Mini books***

Materials: A4 paper for each pupil

Give pupils a piece of A4 paper and show them how to fold it into a mini book. Pupils draw and colour story scenes with red hens in different places on each page of their mini book. Invite pupils to show and share their mini books.

Page 39

- **Consolidation activity 1: *Bingo***

Materials: Flashcards: 47–52 (animals) plus four other flashcards (e.g. four family words)

Place ten flashcards on the board. Write a number between 1 and 10 under each flashcard.

Pupils draw a 2 x 2 grid in their notebooks. They choose four of the words from the board and in pencil write the corresponding number in each square. Say, e.g. *horse*. Pupils who have the number corresponding to the horse make a line through the square. Continue calling out the other words. When pupils have crossed out all four squares, they shout *Bingo!*

- **Consolidation activity 2: *My favourite pet***

Materials: Flashcards: 35–40 (toys), 47–52 (animals); an A4 piece of paper for each pupil, coloured pencils or crayons

Review *favourite* by holding up pictures of favourite toys from Unit 3. Display the animal flashcards, look thoughtful and point to, e.g. the cat. Say *My favourite pet's a cat.* Nominate pupils and say (Name), *what's your favourite pet?* The pupil chooses from the pets on the board. Repeat with different pupils. Say *Draw your favourite pet and write the word.* Write the animal words under each flashcard on the board for pupils to copy (or call volunteers to the board to write the words). Pupils draw, write and then colour. Make a class display of their pictures.

Unit 6

Page 40

- **Consolidation activity 1: *Read and point***

Pupils use Pupil's Book page 40, Activity 1. They take it in turns to point to the words and to the part of their face, e.g. Pupil A points to the word *eyes*, and Pupil B points to his/her eyes and says *eyes*.

- **Consolidation activity 2: *Face chant***

Teach the following chant. As you say the words, count the numbers on your fingers and at the end touch the face part. Pupils copy. Make two groups. Everyone counts the numbers. One group asks the questions, and the other replies. Change roles and repeat.
One, two, three, four, five, where's your eye? Where's your eye?
One, two, three, four, five, here's my eye. Here's my eye.
Repeat for *nose, ear, mouth, teeth.*

Page 41

- **Consolidation activity: *Matching game***

Flashcards: 54–60 (the face)

Display the flashcards on the board. Under each one, write the wrong word, e.g. under the eye, write *ear*. Say *Is this OK?* In pairs, pupils match the words with the pictures. One pair comes to the board and swaps two flashcards around so that one flashcard is above the correct word. Repeat with other pairs. Stop when all are correct.

Repeat.

Page 42

- **Consolidation activity 1: *TPR game***

Play a TPR game with the class. Demonstrate the game. Say, e.g. *Everyone with blue eyes, stand up. Everyone with short hair, point to the window.* Continue, recycling the adjectives, face and body parts and instructions.

- **Consolidation activity 2: *Toy families***

Materials: Photocopiable 3B (Teacher Resources) – toy cards

Pupils take out their toy cards from Photocopiable 3B. Quickly review the words by saying, e.g. *Hold up the train.*

Pupils work in fours. They put the 24 cards face down and mix them up. Each player takes six cards and looks at them. The aim is to get four toys the same. Pupil 1 asks any other player for a card by saying, e.g. *Have you got a train?* Pupil 2 replies *Yes/No*. If he/she has, he/she hands it to Pupil 1. Pupil 2 asks for a card. When a player has a set of four, he/she puts them down on the table. The player(s) with the most sets at the end is/are the winners.

Page 43

- **Consolidation activity: *Group song***

Materials: Stick puppets from Photocopiable 6 (Teacher Resources)

Make groups of six. Groups will need their troll stick puppets (or give them one of the troll faces from the Warmer). They choose one of the puppets in their group. They practise singing the song from Pupil's Book page 43, Activity 1 (Audio 71) about their puppet, changing the words to match the colours. Select more confident groups to come and sing their song to the rest of the class. Help the groups as they are singing to the class.

Page 44

- **Consolidation activity 1: *Monster teeth***

Pupils stand in a big circle facing outwards. Call out *Mrs Monster – have you got teeth?* Pupils turn around to face the centre of the circle and say */θ/ /θ/ three /t/ /t/ teeth, I've got three teeth* and move in a circle chanting */θ/ /θ/ three /t/ /t/ teeth*. Turn the circle back around to face outwards and call out *Mr Monster – have you got teeth?* Pupils turn around to face the centre of the circle and say */t/ /t/ tooth – I've got one tooth*. Repeat several times. Vary volume and speed and add emotions (happy, sad) to reinforce and maximise sound practice.

- **Consolidation activity 2: *Letter cards***

Materials: Two A5 cards for each pupil, thick coloured pens

Give each pupil two cards. Ask them to write *t* on one card and *th* on the other. Read the sounds and spelling sentence slowly and clearly: *One tooth, two teeth, three teeth in Mrs Monster's mouth.* When pupils hear a word with the /t/ sound they hold the *t* card up high, and hold up the *th* card when they hear /θ/. Say the sentence again and this time omit the /t/ and /θ/ sounds in the words. Pupils complete the words for you, holding up the letter cards and saying the sound.

Pupils can then work in pairs. Pupil A shows a letter card and Pupil B says the sound and a word with the sound in it. They swap roles.

Page 45

- **Consolidation activity 1: *Acting out***

Pupils work in groups of four. Play the story (Audio 74) again. Groups do the actions along with the Audio. More confident groups can role play the story for the class.

- **Consolidation activity 2: *Puppet game***

Materials: Stick puppets from Photocopiable 6 (Teacher Resources)

Pupils take out their stick puppets and hold them up. Play an action game. Demonstrate it first with the class. Say, e.g. *Puppets with blue hair, stand up.* Pupils stand up if their puppets have blue hair. Continue combining face parts and actions to give all pupils a chance to move, e.g. *a big mouth / point to the door, small ears / sit down, a red mouth / touch your nose.*

Page 46

- **Extension activity: *Guess the sense***

Materials: A large piece of paper for each group plus a small piece of paper with the name of a sense, coloured pencils or crayons

Put pupils into five groups, one for each sense, and give each group a large piece of paper and the name of their sense (tell them to keep this secret). In their groups, pupils think up things to draw to represent that sense. Pupils help each other with the vocabulary. A pupil from each group presents the pictures and says the words. The other pupils think in their groups and put their hands up to guess the sense the other group is describing. Repeat with the other groups.

Page 47

- **Extension activity: *Sentence jumble***

Write these sentences on the board, mixing up the order of the words, e.g. *is cat My beautiful.*
My cat is beautiful. I feed my fish. I look after my pet. I wash my horse. My fish is beautiful. This is my dog.
Pupils write the correct sentences and put their hands up when they have the answer.

Unit 7

Page 48

- **Consolidation activity 1: *Animal mime***

Materials: Audio of lively music

Pupils stand in a space. Play some lively music. Pupils move around. Pause the music. Say *Now be elephants.* Pupils mime elephants. Clap your hands. Pupils stop. Restart the music. Pupils move again. Repeat for the other animals. Check pupils are paying attention by saying the same animal again.

- **Consolidation activity 2: *Chain game***

Play a word game around the class. Start the chain. Say *I've got a snake.* Pupil 1 says *I've got a snake and a giraffe.* Pupil 2 says *I've got a snake, a giraffe and an elephant.* Continue for two or three more goes (pupils can use wild animals and pets). Clap your hands. Either make more chains with animals, or continue with other word families, e.g. face and body parts, school objects, etc.

Page 49

- **Consolidation activity 1: *Word halves***

Materials: Write each animal word in large writing with a horizontal line through the middle of the word. Cut each word along the line. Stick the half words at random on a large piece of paper.

Display the word halves. Say *What animals are they?* Pupils work in pairs to match the word halves. Check with the class, writing the other half in a different colour from the original.

- **Consolidation activity 2: *Draw the animals***

Draw two rows of four simple rectangular frames on the board. Number the frames in each row 1–4. Pupils draw the frames in their notebooks.

Draw a wild animal (giraffe, crocodile, etc.) in each frame in the top row on the board. Pupils draw four animals in the boxes in the top row in their notebooks. Make sure they choose different animals from you and that they keep their pictures secret. Set a time limit of 3–5 minutes. While pupils are working, draw four animals in boxes numbered 1–4 (e.g. a tiger in box 1, a giraffe in box 2) on a piece of paper.

Pupils work in pairs. They sit facing one another, holding their notebooks up so their partner can't see. Demonstrate the language to pupils. Hold up your piece of paper (with the pictures hidden) and

say *In number 1, I've got a tiger. You draw a tiger in number 1.* Pupils take turns, e.g. Pupil A says a sentence and Pupil B draws the animal in the correct box. Set a time limit of five minutes. Pupils look and check.

Page 50

- **Consolidation activity 1: *Spin and draw***

Materials: Spinners from Review Units 1–4 (T33), flashcards: 54–60 (the face)

Pupils take out their number spinners. Display the flashcards and write a number between 1 and 6 under each one. Demonstrate the game. Spin a spinner then say the number and the part of the face, e.g. *Two. A nose.* Choose an animal and draw the animal's nose. Spin the spinner again. Say the number and the part of the face, e.g. *Four. Eyes* and draw them to continue the animal's face. If you get the same number twice, miss a turn.

Make groups of four. Pupils take it in turns to spin and draw. The first in each group to draw the complete animal face is the winner. The other pupils guess the animal.

- **Consolidation activity 2: *Animal teams***

Materials: Flashcards: 47–52, 61–66, 73 (animals); a picture of a bear

Display the flashcards/picture. Make two teams. Place two chairs at the front, with backs facing the board. A pupil from each team sits on each chair. They don't look at the board. Write an animal name on the board, e.g. *Hippos*. Pupils in the teams shout clues to their team mates on the chairs, e.g. *They've got big mouths. They've got short tails. They've got small ears.* The first pupil on the chair to guess correctly wins a point. Two new team members come to the chairs. Repeat. The team with the most points at the end is the winner.

Page 51

- **Consolidation activity 1: *Animal wordsnake***

Materials: A wordsnake on poster paper written large for all pupils to see: *hippodirtybrownhandsfeetelephantgiraffe monkeyblackredarmscrocodiletigerorangebigcleanteeth snakebear*

Write *smallmousetail* on the board. Elicit and circle the words (*small, mouse, tail*).

Make pairs. Display the large wordsnake on poster paper. Pupils race to find the words. Check by inviting pairs to say the words and to come and circle them on the snake.

- **Consolidation activity 2: *Make your own wordsnake***

Pupils work individually. They make an animal wordsnake for another pupil in the class. Give them a limit of words, e.g. six. Pupils swap wordsnakes, circle the words and then check in pairs.

Extra challenge Pupils add extra letters between words to make it more difficult.

Page 52

- **Consolidation activity: *Sound families***

Materials: Flashcards: 1 (sister), 14 (six), 15 (seven), 18 (ten), 31 (pen), 41 (black), 47 (cat), 49 (fish), 63 (hippo)

Display the flashcards around the edge of the board. Draw three large circles across the middle of the board. Place an /æ/ flashcard in the first circle, an /ɛ/ flashcard in the second circle, and an /ɪ/ flashcard in the third circle.

Pupils work in pairs and decide what other flashcards to put in the circles to make the sound families.

Check by asking pupils to come and place one of the flashcards in one of the circles and to say the vowel sound. Ask the class for confirmation.

Page 53

- **Consolidation activity 1: *Animal bingo***

Materials: Flashcards: 47–52, 61–65, 73 (animals); a picture of a bear

Play the Bingo game (see T114, page 39, Consolidation activity 1) with the two animal sets.

- **Consolidation activity 2: *Crazy animals***

Materials: A simple drawing of a 'sniger' (a combination of a snake and a tiger), e.g. long tail, snake body, stripy, no ears, four short legs, big teeth

Show the picture of a 'sniger'. Tell pupils it's half snake and half tiger. Say, e.g. *Snigers have got short legs, black and yellow bodies, long tails and a lot of teeth, and they haven't got ears.*

Show pupils how you made the name of the new animal from two animals. Elicit or suggest others, e.g. *Hiraffe, crocopo, telephant, girger, eleraffe.*

Pupils work in pairs. They invent a new animal, draw it and write the name. Pupils show their animal to other pairs and describe it. More confident pupils show and tell the class. Display the pictures.

Unit 8

Page 54

- **Consolidation activity 1: *Pairwork memory game***

Materials: Flashcards: 67–72 (clothes)

Make pairs: A and B. Place the clothes flashcards on the board. Write a number from 1 to 8 under each one. After 30 seconds, Pupil B turns to face the back of the class (so he/she can't see the board). Pupil A asks, e.g. *What's number 6? What colour are the trousers?* Pupil B answers. Pupil A keeps a score of correct answers. After one minute, clap your hands. Pupil B looks at the board to check. Move the flashcards. Repeat with Pupil B asking and Pupil A answering. The pupil with the highest score in each pair is the winner.

- **Consolidation activity 2: *How many have we got?***

Make groups of four. Pupils look at the clothes they are all wearing. Say *Count your clothes.* Point to, e.g. the skirts and say *Count. How many skirts?* Pupils count the clothes in their group. Pupils respond, e.g. *We've got two skirts. We haven't got trousers.*

As a possible extension, elicit the numbers from groups. Draw a simple grid on the board (8 for the clothes items x the number of groups) and record the numbers from each group. Comment on the information like this: *We've got a lot of socks. We haven't got jackets.*

Page 55

- **Consolidation activity 1: *Snap!***

Materials: Audio of lively music

Play the music. Pupils skip around the room. Pause the music. Pupils find a partner and take turns to say what their favourite clothes are. If they are the same, they shout *Snap!* Elicit from pupils: *Our favourite clothes are …* Start the music again. Pupils move on. Repeat.

- **Consolidation activity 2: *Flashcard game***

Materials: Flashcards: 67–72 (clothes)

Four pupils come to the front. Each one chooses a clothes flashcard. They hold them behind their backs. Ask one pupil questions, e.g. *Have you got a green T-shirt?* Continue asking questions until the pupil responds *Yes, I have.* The class ask questions of the other three pupils in the same way.

Pupils sit down. Make teams of four. Each team chooses an animal name, e.g. *Cats*. Write these on the board. One team comes to the front and takes and holds behind their backs four flashcards. A member of another team comes and asks questions, e.g. *Have*

you got grey trousers? to guess the clothes. He/She can ask five questions. Repeat for other team members.

Scoring: One point for each grammatically correct question, five points if the pupil answers yes on the first question, four points if it's on the second, and so on.

Teams take turns. The team with the most points is the winner.

Page 56

- **Consolidation activity 1: *Who is it?***

Say two or three sentences to describe a pupil in the class, e.g. *Who is it? She's got blue eyes. She's got long, brown hair. She's got black shoes.* Pupils take turns to guess. They have three guesses. If they don't guess, you win a point.

Pupils work in pairs. Each pair looks around and thinks of three sentences about one of the pupils in the class. Elicit the sentences from one of the pairs. The other pupils have three guesses. If they don't guess, the pair wins a point. If another pair guesses correctly, they win a point.

- **Consolidation activity 2: *Look and remember***

Materials: Activity Books

Pupils look at the pictures on Activity Book page 56 for 30 seconds. They close their books. Ask questions, e.g. *1 Has May got socks? 2 Has Tony got a cat?* Pupils write the number in their notebooks and a tick or a cross for 'yes' or 'no'. Ask ten questions. Pupils exchange notebooks for checking. Ask the questions again. Elicit the correct response *Yes, (he/she has) / No, (he/she hasn't).* Pupils mark their friend's work.

Page 57

- **Consolidation activity 1: *Fashion show***

Materials: Optional: recording equipment

Demonstrate the activity for pupils. Ask a pupil to come up and walk in front of the class. Say *This is* (name). *She's got black shoes* (the pupil does a flourish with her shoes). *She's got a white shirt* (the pupil shows off her shirt). *She's got brown hair* (the pupil shakes her head), etc. Repeat with another pupil.

Pupils work in groups of four. They choose one person for their fashion show. Each pupil chooses one sentence to say about him/her. Groups take it in turns to do the fashion show in front of the class. The show can be videoed.

- **Consolidation activity 2: *Do as I do***

Materials: Cards from Photocopiable 8 (Teacher Resources)

Pupils each draw a large 2 x 3 grid in their notebooks. They number the squares 1 to 6. They work in pairs, A and B. They place their notebooks so they can't see each other's grids. Pupil A places his/her cards from Photocopiable 8 in the squares. Pupil B asks questions, e.g. *What have you got in number 2?* and then places his/her cards in the same place. At the end, they check to see if the cards are in the same places. Pupils swap, with Pupil B placing the cards and Pupil A asking.

Page 58

- **Consolidation activity 1: *Memory pairs***

Materials: Cards from Photocopiable 8 (Teacher Resources)

Pupils play a matching game in groups of four, using their coloured cards from Photocopiable 8. Pupils take out their cards and place them face down on the desk. They mix all their cards around. The first player turns over two cards and says what they are, e.g. *Yellow socks, a red shirt.* If the cards are the same, the player keeps them. If they are different, the player turns them face down again. Play moves to the next player. Play continues until all the cards are matched. The player with the most pairs is the winner. Remind them of the game language *It's my turn / It's your turn.*

- **Consolidation activity 2: *Animals in clothes***

Materials: Pieces of paper for pupils to draw on, coloured pencils or crayons

Pupils draw a series of animals with clothes on. They show their pictures in groups and talk about them, e.g. *She's a snake. She's got a pink and purple sock.* Stick the pictures up on the walls and pupils move around together, looking at them. Ask pupils to choose a picture and describe it. Other pupils listen and find the right picture.

Page 59

- **Consolidation activity 1: *Board slap***

Materials: Flashcards: 67–72 (clothes); pictures of shorts and a cap, two rulers

Play the game (see T110, page 8, Consolidation activity 2) with the clothes flashcards.

- **Consolidation activity 2: *Word halves***

Materials: Flashcards: 67–72 (clothes); pictures of shorts and a cap, a large piece of paper with split clothes words on it like this:

jac	sers
sh	shirt
sk	ket
so	irt
trou	orts
T-	cks
c	es
sho	ap

Display the word halves. Don't tell pupils what to do. Give them time to work it out. As they work it out, invite individuals to come and draw lines to make the whole word each time. Another pupil then comes and places the flashcard/picture of the item next to the word. Elicit each word from the class.

Page 60

- **Consolidation activity: *Wild animals***

Materials: Flashcards: 61–66, 73 (animals)

Show the wild animal flashcards. Pupils work in pairs to talk about where they live (their habitat). Put the flashcards on the board. Invite pupils to come and 'present' one of the animals, pretending to be Marie, e.g. *This is a tiger. Tigers are big. They've got brown eyes and big teeth. They live in the forest.*

Page 61

- **Extension activity: *Happy or sad nature pictures***

Materials: Photos showing parks and natural places, one for each pair – half of the pictures showing unspoilt places and half showing habitats such as rivers and forests filled with rubbish / affected by pollution

Pupils work in pairs. Give each pair a photo which is either unspoilt or polluted. Pupils use the language and vocabulary that they have practised in the lesson to talk about their pictures.

Go around checking their ideas and then choose volunteer pairs to talk about their pictures in front of the class. Pupils do the talk without showing their picture and the rest of the class have to guess what the picture shows. Then the pair show the picture.

Page 62

- **Consolidation activity 1: *Play a game***

Play one of the games from Units 5–8 with pupils.

- **Consolidation activity 2: *Sing a song or do a chant***

Choose one of the songs or chants from Units 5–8 to do with pupils. Do it without the audio but with the actions.

Page 63

- **Consolidation activity 1: *Guess the square***

Make pairs. Pupils play a guessing game using the board on Pupil's Book page 63. Pupil A chooses a square without telling his/her partner which it is. He/She makes one or two sentences as a clue, e.g. *It's big and grey. It's got four legs.* Pupil B says the word and points to the correct picture (e.g. *Hippo!*). Then they swap roles.

- **Consolidation activity 2: *Consequences***

Materials: An A4 photocopy for each pupil with the following sentences on it:

1 It's _____ (colour).

2 It's got a _____ (big/small) head.

3 It's got _____ (four/two/no) legs.

Include gaps between each sentence and a drawing frame at the bottom.

Make groups of three. Each pupil needs a pencil. Hand out the sheets you have prepared. Say *Write. Then fold. Write. Then fold. It's a secret!* Each pupil completes the first sentence with a colour word. They fold the paper so their friend can't see and pass it to the left. Continue until the three sentences are complete and pupils get their original paper back. Pupils unfold the paper and take turns to read the description of their animal to the rest of the group. They draw the animal in the frame at the bottom of the page.

Unit 9

Page 64

- **Consolidation activity 1: *Group game***

Demonstrate the game. Six pupils come to the front. Make a group of seven, including yourself. Elicit an activity from the class, e.g. *ride a bike*. Mime riding a bike. Say a pupil's name in the group and another activity, e.g. *(Maria), play tennis.* 'Maria' mimes playing tennis and then says the name of another pupil in the group and another activity. Repeat for all the actions, encouraging pupils to name each other at random (not in order around the circle) and to repeat some of the activities.

In groups, pupils play the game.

- **Consolidation activity 2: *Mime game***

Materials: Flashcards: 74–80 (sports and leisure) or word cards

Show the flashcards, word side, quickly to pupils. Choose two pupils. One mimes the activity, the other says it. Repeat. Use the flashcards more than once and include as many pupils as you can. Display the flashcards, word side, and point to each one. Pupils chorus the action.

Page 65

- **Consolidation activity 1: *Whisper game***

Make four teams. Teams line up, facing the board. Whisper a different activity to the first member of each team, e.g. *swim*, *play the piano*, etc. Say *Ready, steady, GO!* The first member of each team whispers the activity to the next member and so on to the end of the line. The pupil at the end runs to the front and mimes the activity. Elicit what the activities are from the members of each team. Award points for the correct mime and for the correct phrase. The pupil miming comes to the front of the team. Repeat. The team with the most points at the end is the winner.

- **Consolidation activity 2: *Snap***

Materials: Picture cards and Word cards from Photocopiable 9A (Teacher Resources)

Play a game of Snap, using the cards from Photocopiable 9A. Pupils play in pairs. Each pupil takes out their cards, shuffles them and holds them so that they can't see them (their partner can't see them either). Pupils count together: *One, two, three.* At the count of three, they both put the top card from their pile face up on the desk. They continue like this until there is a match (two pictures the same, two phrases the same, or a matching phrase and picture). Then pupils shout *Snap!* The first to say it says what the cards are (e.g. *ride a bike*) and then takes all the cards in both face-up piles and puts them at the back of the cards in their hand. Play continues. Set a time limit for the game. The first player to win all the cards from his/her partner is the winner.

Page 66

- **Consolidation activity 1: *Can you or can't you?***

Materials: Picture cards from Photocopiable 9A (Teacher Resources)

Make groups of four. Pupils put all four sets of picture cards from Photocopiable 9A face down in front of them. Pupil A turns over a card and places it next to him/her and says, e.g. *I can swim* or *I can't swim*. Pupil A says to one of the group *Can you?* The pupil answers *Yes* or *No*. Pupil B turns over a card and does the same. Play continues until all cards have been turned over.

Say to one group *Tell me about* (group member, e.g. *Peter*). *Can he swim?* 'Peter' doesn't reply. The other group members answer. Check other groups in the same way.

- **Consolidation activity 2: *Class survey***

Draw a 7-column x 2-row grid on the board. Write one action from Pupil's Book page 64 for each column. Write *Can* next to the first row and *Can't* next to the second. Make groups of six. Pupils report the numbers for their group for each activity, e.g. *Six can swim. Three can't ride a bike.* Write the totals in the grid. Circle two actions: one which most pupils can do, and one which most pupils can't.

Page 67

- **Consolidation activity 1: *Can you …? question circle***

Materials: Flashcards: 74–80 (sports and leisure)

Stand in a circle with the flashcards. Turn to your right and show a flashcard to the pupil. Ask, e.g. *Can you play basketball?* He/She says *Yes, I can* or *No, I can't* and takes the flashcard, then turns to the next pupil in the circle, shows the flashcard and asks the question. At the same time, turn to your left, show the pupil the next flashcard and ask a question. Continue turning from right to left with all the flashcards. Pupils continue to show, ask and pass the flashcards both ways around the circle. When the flashcard comes back to you, answer the question and keep the card.

- **Consolidation activity 2: *Place the cards***

Materials: Word cards from Photocopiable 9A (Teacher Resources)

Pupils take out copies of Photocopiable 9A. They need only the word cards. Draw a simple 6-column x 2-row grid on the board for them to copy. Along the top, write the numbers 1 to 6. At the side, write *Can* next to the top row and *Can't* next to the bottom row. Say six sentences, e.g. *I can't swim. I can ride a bike.* Pupils listen and place the cards in the right place on their grids. Make sure you say the sentences at normal speed, so that *can* sounds very short. They check in pairs. Check with the class, using the flashcards.

Pupils play the game in pairs, taking turns to place cards in their grid and to say sentences about them for their partner to listen and place. Remind them to sit facing one another, hiding their grids so their partner can't see.

Page 68

- **Consolidation activity: *Can you …? spinner***

Materials: A white paper plate (or card circle) for each pupil

Give pupils a paper plate (or card circle) each. Pupils divide the plate into eight sections and draw an activity in each section. Pupils put a pencil through the centre of the spinner. In pairs, pupils spin the plate and ask *Can you …?* questions with the activities.

- **Extension activity: *How many words?***

Make teams of four or five. Pupils can look at their books. Each team chooses someone to write. Pupils in their teams think of as many words with the /eɪ/ sound as they can, and the 'secretary' writes them on a large piece of paper. Set a time limit for the game. When the time is up, the team with the most correct words wins. See how many words the class can think of, working together – elicit the words from the winning team and write them on the board, then ask the other teams to come up and write down words they thought of that the winning team didn't write.

Possible words: *game*, *play*, *day*, *grey*, *today*, *snake*, *snail*, *say*, *train*, *name*, *eight*, *rainbow*, *table*, *face*, *baseball*.

Page 69

- **Consolidation activity 1: *I can chant***

Materials: Flashcards: 74–80 (sports and leisure)

Use the flashcards or mime to teach the following chant to the class. Pause after *can/play/ride* in the first two lines of each verse. During the pause, clap twice loudly. In the chorus (*Yes, I can*), start very quietly and then get louder and louder.

I can … swim.
I can … draw.
Yes, I can. Yes, I can. [Repeat]

I can play … football.
I can play … the guitar.
Yes, I can. Yes, I can. [Repeat]

I can ride … a bike.
I can ride … a horse.
Yes, I can. Yes, I can. [Repeat]

Elicit other actions to complete the verses and chant the new verses with the class (*can … read*, *write*, *play the piano / basketball / tennis*, *ride an elephant*).

- **Consolidation activity 2: *Matching cards***

Materials: Cards from Photocopiable 9A (Teacher Resources), coloured pencils or crayons, glue

Pupils take out the cards from Photocopiable 9A. They colour the picture cards. They then stick the cards in their notebooks, placing the word card underneath the picture card. They write one (or two) sentence(s) under each one, e.g. *I can ride a bike. My bike is blue. / I can't swim.*

Unit 10

Page 70

- **Consolidation activity 1: *Bingo***

Materials: Flashcards: 81–86 (transport), 35 (car), 40 (train), 50 (horse)

Play the Bingo game from page 39 (Consolidation activity 1) with the flashcards for different means of transport.

- **Consolidation activity 2: *Ask and answer***

Materials: Activity Books

Pupils use the pictures on Activity Book page 70 to play a game. They work in pairs and take turns to ask questions about the pictures, e.g. *What colour's the lorry? What's yellow?* Extend to a team game. Make two teams. Members of the teams take turns to ask a question of the other team. Award one point for a correct question and one point for a correct answer. The team with the most points at the end is the winner.

Page 71

- **Consolidation activity: *Tongue twister***

Materials: Stopwatch or timer

Teach the following tongue twister:
Red lorry, yellow lorry.

Say it slowly as a class first, then go faster and faster. Make pairs. Pairs practise saying it, seeing how fast they can say it and still say it correctly.

Invite pairs to come to the front and say it to the class. Time the pairs. The pair who says it fastest is the winner.

Page 72

- **Consolidation activity: *Run and touch***

Materials: Flashcards: 74–80 (sports and leisure), 81–86 (transport)

Place flashcards, with the word side showing, at random on the board. Make three or four teams. They line up facing the board. Mime one of the activities, e.g. playing the guitar. The pupils at the front of each team run to the board. The first to touch *play the guitar* wins it for their team. These pupils go to the back of the line and it's the next pupils' turn. Continue until all the cards have been 'won'. The team with the most cards is the winner. They mime and make a present continuous sentence for each one.

Page 73

- **Consolidation activity: *Word family circles***

Materials: Flashcards: 27–32 (school objects), 61–66 and 73 (animals), 67–72 (clothes), 81–86 (transport)

Display the flashcards (word side) around the edges of the board. Make sure each set is missing at least one known word. Draw four large circles. Write *Funfair* in the centre of one circle. Invite a pupil to come up and point to one flashcard in this set. If the class agree, move it to the edge of the *Funfair* circle. Let pupils work out what words go in the middle of the other circles: *Clothes*, *Wild animals*, *School*. When they tell you, write them in.

Invite pupils in turn to come and move one card to the correct family. When all the cards are in place, elicit one more word for each family (the card you left out).

Page 74

- **Consolidation activity: *Spot the sound***

Materials: Flashcards of words with these sounds in: /æ/, /ɛ/, /ɪ/ and /eɪ/ (e.g. *cat, black, bag, pen, ten, red, fish, hippo, six, grey, play, snake*)

Display flashcards of words with the vowel sounds that pupils have covered in the Sounds and spelling lessons on the board, picture side up. Make two or three teams. Teams line up with one person in each team at the front, nearest to the board. Say *Listen and find cards with the sounds.* Say one of the sounds (e.g. /ɛ/). The pupil from each team who is near the board has to come to the board and take one of the flashcards with that sound (e.g. the pen). Whoever does this first gets a point for their team. The pupils who were at

the front move to the back of the line. Repeat with the pupils who are now at the front. Continue in this way, keeping score. Replace the flashcards so that all the team members get a turn. The winning team is the one with the most points at the end of the game (or after a time limit set by you).

Page 75

- **Consolidation activity 1: *Role play***

Make groups of three. Pupils decide roles (Monty, Maskman, Sam). Play the story again (Audio 122). Pupils act out the story along with the Audio, joining in when they can. Give pupils time to practise their role plays in their groups. Remind them to use the pictures in the book to help them. More confident pupils can act out parts of the story to the class.

Ask pupils who their hero is: Maskman or Monty. Take a vote from the class.

- **Consolidation activity 2: *Star card review***

Materials: Activity Books

Pupils work in pairs. They take it in turns to choose a star card from a previous unit of the Activity Book and to test each other. One points to the words and the other says them. They help each other with words they don't remember. Monitor and help where necessary.

Page 76

- **Consolidation activity: *Transport mimes***

Pupils choose one of the means of transport from the unit. They imagine that they are travelling by/in/on the transport they have chosen and do a mime. Ask all pupils to stand up and travel around the classroom while miming. They should look at their classmates' mimes at the same time. Tell them they will need to remember where everyone is. After a couple of minutes, ask pupils to sit in a circle. Ask, e.g. *Where's (Pablo)?* The other pupils say, e.g. *He's on a motorbike.* Pablo says, e.g. *Yes. I'm riding a motorbike* or *No.* Repeat for all pupils.

Page 77

- **Consolidation activity: *Pass the ball***

Materials: Two tennis balls or oranges

Make two teams with an equal number of pupils in each. The members of each team pass a tennis ball or an orange around. They encourage each other to pass it as fast as possible, by saying *You can do it! Come on! Great!* The first team to pass the ball all the way round to the first person wins the game.

If your pupils do not mind physical contact, they can play this game without using their hands, by placing the ball under their chins and passing it from person to person in this way.

Unit 11

Page 78

- **Consolidation activity: *Whispering game***

Materials: Flashcards: 87–92 (the home)

Display the flashcards on the board. Make four teams. They line up, facing the board. Whisper the name of a different room to the first pupil in each team. They whisper back along the line to the end. The pupil at the back runs to the front and touches the flashcard of their room. The first to touch the right card – and to say the room correctly when asked – wins a point for their team. These pupils then join the front of the teams. Repeat about four or five times with other words. The team with the most points at the end is the winner.

Page 79

- **Consolidation activity 1: *Matching game***

Materials: Flashcards: 87–92 (the home)

Display the flashcards picture side up. Write the name of a room under each one, but write the wrong names, e.g. *living room* under the kitchen picture. Say *Is this OK?* Pupils say *No.* Ask one pupil to come and swap two cards so that one is correct, e.g. so the word *kitchen* is under the kitchen picture. Ask other pupils to come and do the same until all the pictures and words match.

- **Consolidation activity 2: *Guessing game***

Materials: Photocopiable 11 (Teacher Resources) copied onto thin card (one copy for each pair of pupils and one copy for demonstration), scissors, glue

Hand out Photocopiable 11 to pairs of pupils. They prepare the materials if they did not use them in the previous lesson.

Pupil A puts the house on the desk. Pupils sit facing one another, hiding their cards so their partner can't see them. Pupil B chooses six cards and hands them to Pupil A. Pupil A places them in rooms in the house. Pupil B has ten guesses to find the objects, e.g. *The trousers are in the bathroom.* After ten guesses, Pupil B writes the score (one point for each correct guess). Pupils swap roles. Pupil B takes the house and Pupil A chooses six object cards.

Pupils repeat. Elicit the scores from the class. The pupil(s) with the highest score is/are the winner(s). Collect the materials for use in another lesson.

Page 80

- **Consolidation activity 1: *Sentence halves***

Materials: The following split sentences, each part written on separate strips of large card/paper for matching:

They're sitting	on the sofa.
Stella's reading	a book.
Meera's listening	to music.
Suzy's colouring	a picture.
They're playing	a game.
He's drawing	a picture.

Pupils close their books. Display the prepared sentence halves on the board. Don't put the correct ones next to each other. Write numbers 1 to 6 in red next to the sentence openings, and 1 to 6 in blue next to the sentence ends.

Pupils work in pairs. They write the numbers in their books to match the sentences, e.g. *1* (in red), *5* (in blue). Elicit the correct sentences. Pupils come to the board and move the two parts of the sentences together. Do a noticing activity, e.g. all sentences have *-ing*.

- **Consolidation activity 2: *Draw and write***

Materials: A4 paper for each pupil

Pupils draw a picture of their friend doing an action (drawing, writing, etc.) and underneath they write *She's/He's …-ing.* Pupils come to the front and show their pictures to the class and say, e.g. *This is (Roberto). He's riding a bike.*

Page 81

- **Consolidation activity 1: *Role play***

Materials: Names of the six rooms each written on large card (four copies of each), or word cards from Teacher Resources

Make groups of eight. Hand out four room cards, each with the name of a room written on, to each group. Demonstrate the activity.

Four pupils hold the room cards. Each pupil decides on a mime (what they're doing in the room). The other four pupils ask the class, e.g. *Where's (Nicola)?* 'Nicola' holds up her room card, e.g. *dining room*. The class responds *She's in the dining room*. The four pupils ask *What's she doing?* 'Nicola' mimes, e.g. drawing a picture. The class responds *She's drawing a picture*.

Pupils work in groups to prepare their performances for the class. Encourage them to be creative and funny.

- **Consolidation activity 2: *Mime story***

Tell the following simple story to the class. Each time they hear the word *monster*, they pull a funny face; each time they hear the word *drawing*, they have to mime drawing; each time they hear the word *eating*, they have to mime eating; each time they hear *watching TV*, they lean forward and watch a fixed spot on the wall.

Story:
The old monster is a happy monster. He's in the kitchen. Guess what the monster's doing. Is he eating? No, he isn't. Is he watching TV? No, he isn't. Is he drawing? Yes, he is. The old monster's drawing a picture of a fish. Look! Oh, no! What's the monster doing? He's eating the picture of the fish. What a silly monster!

Page 82

- **Consolidation activity 1: *The /m/ train***

Stand in a circle with pupils and say the /m/ sound together. Say it loudly and quietly and add emotions. Make a train and move around saying /m/. Stop the train and ask a pupil to say a word with /m/. Continue the train saying /m/ and the word. Stop the train again and ask another pupil to say a different /m/ word. Start the train again saying /m/ word 1, /m/ word 2. Continue with as many words as you can all remember.

- **Consolidation activity 2: *Tic tac toe***

Materials: Activity Books

Pupils look at the pictures in Activity Book page 82, Activity 1 for one minute. Say *Stop. Close your books and put them in your bags.* Divide the class into two teams. Draw a 3 x 3 grid on the board. One team is X; the other 0. Write numbers 1 to 9 in the squares. The first team, e.g. the X team, chooses a number in a square, e.g. *2*. Ask question 2 below. They must answer it correctly. If they do, erase the *2* and draw a *X*. If they don't, then leave the *2* for another turn. Then the other team has a go. Repeat, with teams taking turns until one of the teams has a line of X or 0, or the grid is full.

Use the following (or your own) questions:
1 Where's the hippo? (*In the bedroom.*) *2 What's the mouse doing?* (*Flying.*) *3 What's Grandma doing?* (*Singing.*) *4 Where's the mouse?* (*In the dining room.*) *5 Where are the horses?* (*In the kitchen.*) *6 What's the hippo doing?* (*Playing the guitar.*) *7 Are the horses eating?* (*No.*) *8 Is the hippo happy?* (*Yes.*) *9 Where's Grandma?* (*In the hall.*)

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- **Consolidation activity 1: *Role play***

Make groups of five. Pupils decide who is who from the story (Audio 137). Play the Audio again. They act out the story along with the Audio.

- **Consolidation activity 2: *Room dictation***

Materials: Photocopiable 11 (Teacher Resources) copied onto thin card (one copy for each pair of pupils and one copy for demonstration), scissors, glue

Hand out Photocopiable 11 to pairs of pupils. They prepare the materials if they did not use them in a previous lesson.

Do a dictation using the objects and the rooms in the house. Say, e.g. *This is my house. In the kitchen, I've got a jacket, a guitar and, oh, my pet bird. In the dining room, I've got …*, etc. Pairs place the objects in the rooms. The pair(s) with the most correct objects in the correct rooms is/are the winners.

Unit 12

Page 84

- **Consolidation activity 1: *Guessing game***

Materials: Flashcards: 93–98 (food)

Display the food flashcards on the board and elicit four more foods from the class and draw them. Write a number between 1 and 10 under each one. Demonstrate the game for the class. Stick a small piece of paper on the board and secretly write a number under it corresponding to one of the foods. Pupils take turns to guess, e.g. *Is it an orange? Is it some cake? Is it a banana?* Answer *No, it isn't* until they guess correctly and then say *Yes, it is.*

Pupils then play the game in pairs. Pupil A writes a number where Pupil B can't see it. Pupil B then tries to guess what the food is. Pupils swap roles. They repeat the game several times.

- **Consolidation activity 2: *Board slap***

Materials: Flashcards: 93–98 (food); a picture of a cooked fish, two rulers

Play Board slap (see T110, page 8, Consolidation activity 2) using the food flashcards/picture.

Page 85

- **Consolidation activity 1: *Making groups***

Materials: Flashcards which form initial letter groups, e.g. c: cake, car, crocodile; b: ball, blue, banana, one flashcard per pupil
Additional language: *jump up, freeze*

Note: You will need a large empty space, such as a gymnasium, for this game.

Hand each pupil a flashcard. Give them time to check with their friends what it is (if they can't remember). Demonstrate the game, e.g. point to a corner and say *All /k/ words here.* Pupils with an initial letter *c* run to the corner. Repeat for other initial letters and other actions, e.g. *Sit down, Jump up, Stand up, Freeze.* Pupils change flashcards. Continue with different instructions for the groups.

- **Consolidation activity 2: *Guessing game***

Demonstrate the game for pupils first. Say *I'm thinking, I'm thinking. Can you guess? It's yellow … and you can eat it.* Pupils take turns to guess (*banana*). Do another example which is not so easy, e.g. *I'm thinking, I'm thinking. Can you guess? We've got lots of them in the classroom. They're young and …* (*children*). Continue, reviewing adjectives, structures and vocabulary from the units. More confident pupils can take turns to give the clues.

Page 86

- **Consolidation activity 1: *Likes and dislikes***

Materials: Cards from Photocopiable 3B and Photocopiable 8 (Teacher Resources)

Hand out a set of photocopiable cards from Unit 3 (toys) and Unit 8 (clothes) to each pair of pupils. They put them face up on the desk and review the words. Pupil A says, e.g. *I like dolls. I don't like computers.* Pupil B moves the doll card to a 'like' pile and the computer card to a 'don't like' pile. They continue until all the cards are in two piles. Then they spread out the cards again and swap roles.

- **Consolidation activity 2: *How many …?***

Materials: Activity Books

Pupils work in groups of six. They look at all the group's sentences from Activity Book page 86, Activity 2 and count up the foods they dislike and like. Draw a simple 4-column x 2-row grid on the board, food words along the top, *like* and *dislike* at the side. Collect the information like this. Ask each group, e.g. *How many pupils in your group like fish? How many pupils in your group don't like fish?* Collate the information on the board. Repeat for the other foods.

Page 87

- **Consolidation activity 1: *Chain game***

Materials: A paper or plastic plate

Additional language: *plate*

Demonstrate the game first for the class. Show the plate and say *On my plate I've got two bananas.* Pupil 1 says, e.g. *On my plate I've got two bananas and some cake.* Pupil 2 says, e.g. *On my plate I've got two bananas, some cake and five apples.*

Pupils play in groups of six. They take turns to start the chain. The chain runs for six pupils. Pupils can't repeat the food in a chain.

- **Consolidation activity 2: *Pictograms***

Materials: Two pieces of A5 paper (or a mini whiteboard) for each pupil

Review with pupils the foods they like and dislike and write *I like …* and *I don't like …* on the board. Pupils work individually. They copy one sentence stem on each piece of paper and draw a picture (or two) to complete each one. Remind them they can also include animals, sports, clothes, etc.

Pupils display their pictograms for the class to read.

Page 88

- **Consolidation activity 1: *Letter chain game***

Materials: Letter cards: *r, b, p, d, t, a, e, th, i, sh, s, ai, ay, ng, m* (Teacher Resources)

Stand together in a circle. Pass the letter cards around the circle at the same time in both directions and pupils say the sound of the card they are passed. Call out *Freeze!* and pupils stop passing the cards. They say the sound they have and everyone says a word with that sound.

- **Consolidation activity 2: *Picture anagrams***

Materials: A4 paper and pencil for each pair

Pupils work in pairs. They choose one object, draw a picture of it and write the letters in scrambled order around the picture. Make this a revision activity by giving pairs different units in the book to work from. They colour their pictures and cut them out. Collect the pictures.

Put four pairs together to make groups of eight. Place four pictures face down on their tables (make sure you give groups new pictures, not the ones pairs did). Say *Ready, steady, go.* They turn over one picture. Each pair races to write the letters of the word in the correct order on their paper. The first pair to do it correctly wins a point. They repeat for the other three pictures, doing one at a time. Monitor the groups to make sure there is no cheating.

Page 89

- **Consolidation activity: *Class food train***

Materials: Two pictures of your favourite food, two A5 pieces of paper for each pupil

Show your pictures and say, e.g. *My favourite food is fish and oranges.* Each pupil draws their two favourite foods.

You will need space to do this activity. Pupils line up behind you to make the food train. Start moving slowly like a train, hold up one picture and say the word twice. Repeat for the other picture. The pupil behind you then does the same, and so on down the line. The train moves around the room as pupils say their words. If you have a big class, you can have three or four trains moving around the room at the same time.

Page 90

- **Consolidation activity: *Fruit face***

Draw the outline of a face on the board (no features, no ears, no hair). Say *Copy.* Pupils draw the outline in their notebooks. Say *Listen and draw a face. It's my friend. Her name is Flora Food.* Read the following description line by line, pausing to give pupils time to draw each feature:

This is Flora. Flora Fruit. Her nose is a watermelon. Her eyes are oranges. Her mouth is a banana.

Her ears are pears. Her hair is strawberries. Lots of strawberries.

Pupils compare their pictures in pairs or small groups.

Page 91

- **Consolidation activity: *Activity mime game***

Materials: Two toothbrushes, two bars of soap, two apples, two shoes, audio of instrumental music

Stand in a circle with all the class and hand out the objects to eight random pupils. Play the music. Pupils pass the items to the pupil on their left. They keep passing them around until the music stops. When the music stops, pupils who are holding an object stand up and act either brushing their teeth (if they are holding a toothbrush), washing their hands (if they are holding a bar of soap), washing an apple (if they are holding an apple), or cleaning their shoes (if they are holding a shoe). Ask pupils who are acting in turn *What are you doing?* They reply, e.g. *I'm washing an apple.* Start the music again and repeat the game.

- **Extension activity: *Clean, wash or brush?***

Write the words *the bathroom, your hands, your shoes, pears, strawberries, your teeth, the kitchen, apples, your hair, your pet dog* on the board. Then draw three columns, with the words *clean, wash* and *brush* at the top. Say *Read the words. Clean, wash or brush? Copy and write.* Pupils copy the table in their notebooks and work in pairs to put the words into the correct columns. Check answers with the class. They can write some words in more than one column.

Page 92

- **Consolidation activity 1: *Word families***

Materials: Three or four flashcards from each of the following groups: colours, school objects, toys, animals, the body and face, clothes, transport, food; a piece of paper for each group

Play a game with the class. Select three or four flashcards from each of the word groups listed above. Display them, picture side, on the board. Divide the class into groups of four. Tell groups to work quietly so the others don't hear. Call out, e.g. *Number 1. Animals.* Pupils in the groups write the name of an animal from the board on their paper. Continue calling numbers and word groups. There will be eight in all.

Pupils swap their papers with another group. Check with the class by eliciting the flashcards for each word family and moving them into a group on the board.

The group(s) with the most correct answers is/are the winners.

- **Consolidation activity 2: *Play a game***

Play one of the games from Units 9–12 with the class.

Page 93

- **Consolidation activity 1: *Play a game***

Play one of the games from the book with the class.

- **Consolidation activity 2: *Sing a song or do a chant***

Sing one of the songs or do a chant from Units 9–12 with the class.

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Page 98

- **Consolidation activity: *Who am I?***

Pupils choose one of the children in the picture whose name they know. They are going to mime being this person. Ask pupils to close their books. Call out a pupil's name. He or she does the mime. The rest of the pupils ask, e.g. *Are you Lucy?*

- **Extension activity: *Party time***

Pupils work in pairs. Pupil A chooses one of the children in the picture whose name they know. Pupil B asks questions to guess who it is. Pupil A can only answer *yes* or *no*, e.g. *Are you a girl? Are you in the garden?* etc.

Page 99

- **Consolidation activity 1: *Colour words***

Materials: Mini whiteboards or A4 pieces of paper, one per team

Pupils work in teams and choose a team name. Give each group a mini whiteboard or some paper. Say a colour. The teams have 30 seconds to write down things that are that colour. (For example, *grey*: *elephant*, *hippo*, *computer*, *mouse*.) Teams hold up their lists and say the words. They get one point for each correct answer. Repeat with another colour.

- **Consolidation activity 2: *Wordsnake***

Materials: A4 piece of paper for each pair

Pupils work in pairs. They make a list of words for things they can see in the picture in Activity 2. They draw the outline of a snake on a piece of paper and write the words in it as a wordsnake. Pairs swap papers and circle the words in the snakes.

Page 100

- **Consolidation activity: *Classroom counting***

Write a list of things in the classroom on the board: *table*, *chair*, *door*, *bag*, *boy*, *girl*, *animal*, *computer*, *book*, *pencil*, *teacher*. Pupils work in small teams to copy the list. They then race to count how many of each object there are in the classroom. Feed back with the class, asking, e.g. *How many tables are there?* Teams get a point for each correct answer.

- **Extension activity: *Talking pictures***

Pupils work in pairs. Each pupil chooses a picture in their Pupil's Book in which children are doing different activities. Pupil A studies the picture for 30 seconds, then passes the book to Pupil B. Pupil A describes the picture to Pupil B from memory. Pairs swap roles.

Page 101

- **Consolidation activity 1: *Shark fin***

Draw a wiggly line with eight waves, to represent the sea. In the wave on the far left, draw a shark fin. At the end of the sea, on the right-hand side, draw a person swimming. Choose a four-letter word that pupils have read in the lesson. Write four letter blanks on the board and ask pupils to guess letters. They say the letter sounds rather than the names as they don't yet know the alphabet in English. If they guess a letter correctly, write it in the correct blank(s). If the letter isn't in the word, draw the shark fin one wave closer to the swimmer. Pupils must guess the word correctly before the shark reaches the swimmer!

- **Consolidation activity 2: *Letter soups***

Choose another vocabulary set that pupils know, e.g. parts of the face and body, school objects. Draw cloud shapes on the board and write the jumbled letters of one word in each cloud. Pupils work in pairs or small teams to write out the words. Tell them the topic before they start.

Pages 102 and 103

- **Consolidation activity 1: *My cards***

Materials: Game picture cards (Teacher Resources)

Pupils choose four of their cards and put each one in a different place in the classroom. They should be able to say where they are in English. They ask each other and say where the cards are, e.g. *Where's your …? It's (under my chair).*

- **Consolidation activity 2: *In my zoo***

Materials: Game picture cards (Teacher Resources)

Pupils take four of their cards and put them next to the zoo picture. Pupil A gives Pupil B instructions, e.g. *Put the … on the elephant.* Pupil B follows the instructions and puts their cards in the correct place in the zoo picture.

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