Official Cambridge Exam Preparation

Kid's BOX

New Generation

British English

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Caroline Nixon &
Michael Tomlinson

CAMBRIDGE

Teacher's Book
with Digital Pack

Starter S

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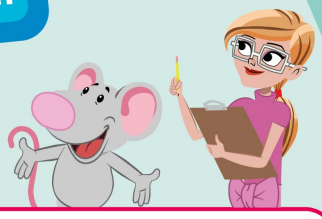
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Language summary

	Key vocabulary	Key language and functions	Sounds
1 Hello! page 4	**Character names:** Marie, Maskman, Monty **Numbers:** one, two, three, four, five, six	Hello! Goodbye. What's your name? I'm (Marie). How old are you? I'm (six).	May, mouse, Matt, Monty, Maskman, Marie page 10
2 My class page 12	**Classroom objects:** bag, book, chair, eraser, pencil, table	**Classroom language:** open your books, close your books, stand up, sit down, listen, look, point What's this? It's a (pencil).	cat, black, bag page 18
page 20	**Marie's maths** **What shapes can I see?** **Shapes:** circle, triangle, square		
page 22	**Maskman's practice** units 1 and 2		
page 24	**Trevor's values** **Asking nicely**	Pass me the …, please. Here you are. Thank you.	
page 25	**Review** units 1 and 2		
3 My colours page 26	**Colours:** black, blue, brown, red, white, yellow	It's (red). It's a (red) (pencil). What's your favourite colour? It's (yellow).	brown, bear, blue, bag, black, book page 32
4 My toys page 34	**Toys:** ball, bike, car, doll, kite, robot	Where's the (car)? It's here.	cat, black, bike, cow, car, kite page 40
page 42	**Marie's art** **What is symmetry?** **Colours:** orange, green, pink **Objects:** butterfly, flower, train	Is it symmetrical? Yes, it is. No, it isn't.	
page 44	**Maskman's practice** units 3 and 4		
page 46	**Trevor's values** **Giving** Mummy, Daddy	Here's a … for you.	
page 47	**Review** units 3 and 4		

	Key vocabulary	Key language and functions	Sounds
5 My house page 48	**Home:** bedroom, kitchen, living room; bed, door, sofa	He's (in) the (kitchen). She's (on) the (sofa). in, on, under	dog, under, bed, duck page 54
6 My body page 56	**The body:** arm, eye, hand, head, leg, mouth	I've got (two) (arms). I haven't got (blue) (hands).	egg, bed, leg, head page 62
page 64	**Marie's art** **How can we make art?** feet	I make art with my (feet).	
page 66	**Maskman's practice** units 5 and 6		
page 68	**Trevor's values** **Taking turns**	Let's play pairs. OK. You start. It's my turn.	
page 69	**Review** units 5 and 6		
7 My animals page 70	**Animals:** bird, dog, duck, fish, frog, tiger	I can (walk). I can't (fly). fly, jump, swim	two, tigers, cat, toys, not page 76
8 My food page 78	**Food:** cake, chips, egg, fruit, milk, tomato	I like (cake). I don't like (chips).	cake, table, grey; milk, pink; soup, blue page 84
page 86	**Marie's science** **Is it sweet or savoury?** pasta, ice cream, bread, rice, chocolate		
page 88	**Maskman's practice** units 7 and 8		
page 90	**Trevor's values** **Sharing**	Let's share.	
page 91	**Review** units 7 and 8		
page 92 page 94	**Review puzzle** units 1–8 **Review game** units 1–8		

Welcome to Kid's Box New Generation

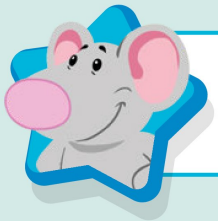




Hi! We're Maskman, Monty and Marie. We'll take your pupils on a learning journey!

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 taking turns and sharing, and CLIL lessons about maths, science and art, all the while developing the language they need to succeed in the Cambridge English Qualifications for young learners.



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

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

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



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



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

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



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

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 and Marie 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"

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 Class 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."

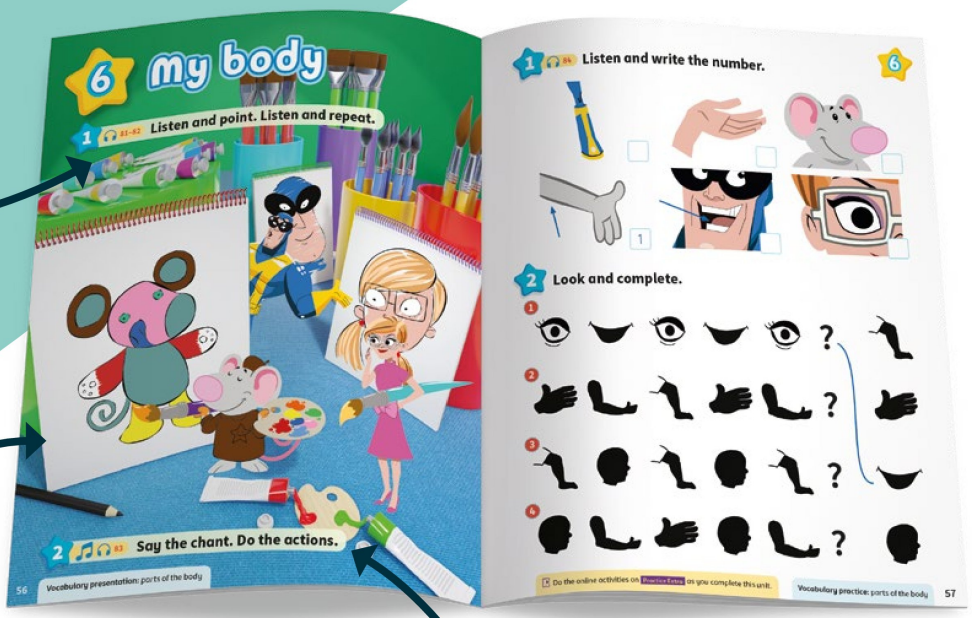
Kid's Box New Generation continues to offer lots of audio material, as well as even more video content, including videos for all *Sounds* and CLIL pages. We have also recreated the story animations in a contemporary style.



Unit walkthrough

Presentation

Introduces the unit topic and the key vocabulary through the toys Monty, Maskman and Marie.



Key language

Presented in a fun and engaging way.

Chant

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

Videos

A wide variety of content presents and reviews key vocabulary and language. This page includes a song video.

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.



Monty's Sounds

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



Story

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



CLIL

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



Review

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



Values

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

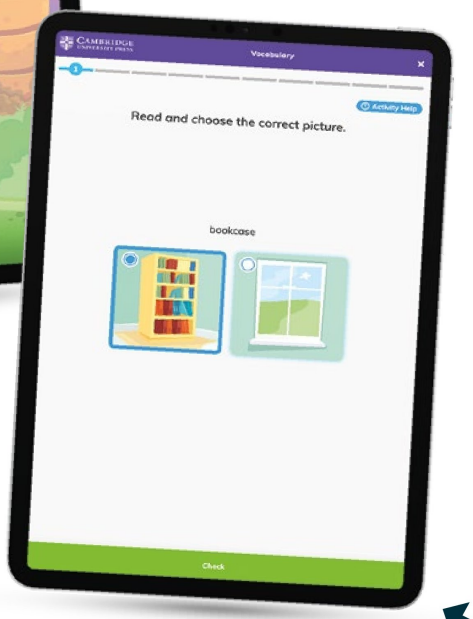


Kid's Box New Generation for Learners









Class Book with Digital Pack including eBook

Learners can listen to all the audio and watch all the videos from the course in their eBook. The Class Book practices the target language and vocabulary and includes colourful stickers to add enjoyment of vocabulary practice.

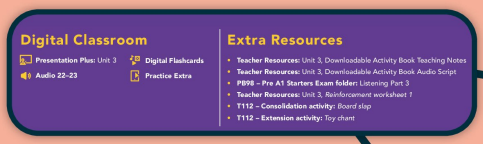
Accessing the Digital Pack via the code inside the front cover, learners have a further chance to practise the language and exams skills online. Practice Extra includes a selection of activities and games designed to reinforce the language in each unit.



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 Class Book 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 8 colourful posters which focus on key language from the Class Book, providing teachers with an eye-catching, engaging resource for language practice.

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

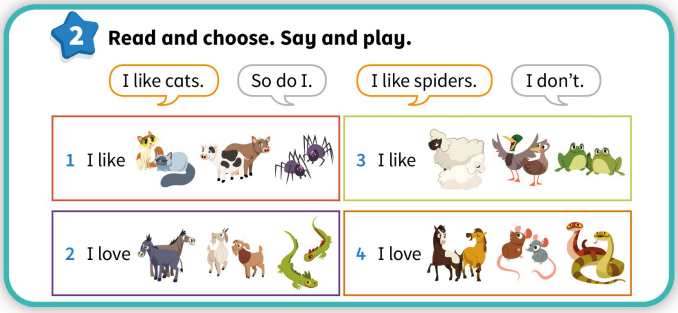
The Teacher's Book is full of suggestions on how to give learners extra support. There are also extra challenges for pushing stronger learners further. The *Extra support* and *Extra challenge* features are highlighted in yellow in the Teacher's Book to make them easy to spot.

Extra support Pupils can write key words from their lines in their notebooks.

Extra challenge The groups can change some words from the story, e.g. *ugly*, *walk*, *talk*, *fly*.

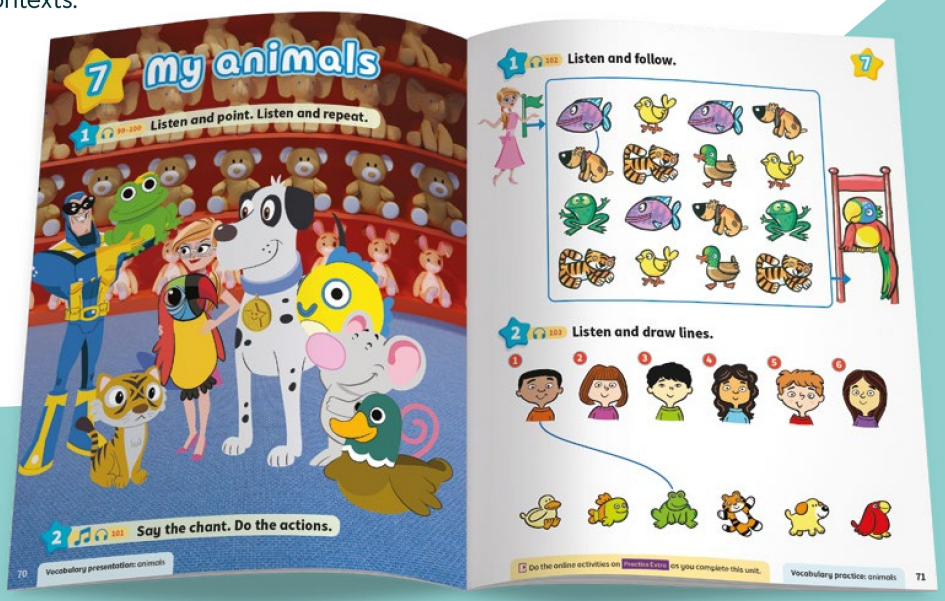
Catering for diversity

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.



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.



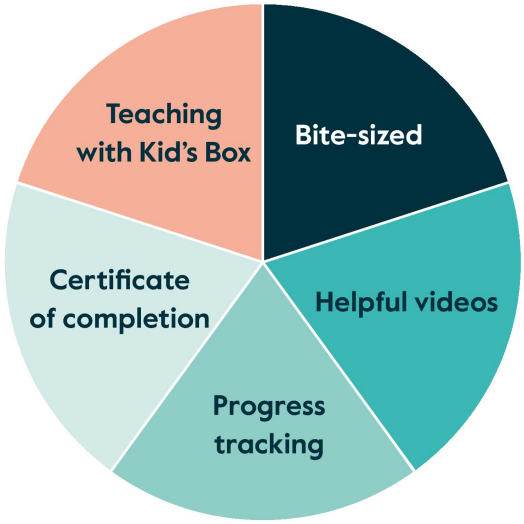
Kid's Box New Generation Online Teacher Training on Cambridge One

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 ...

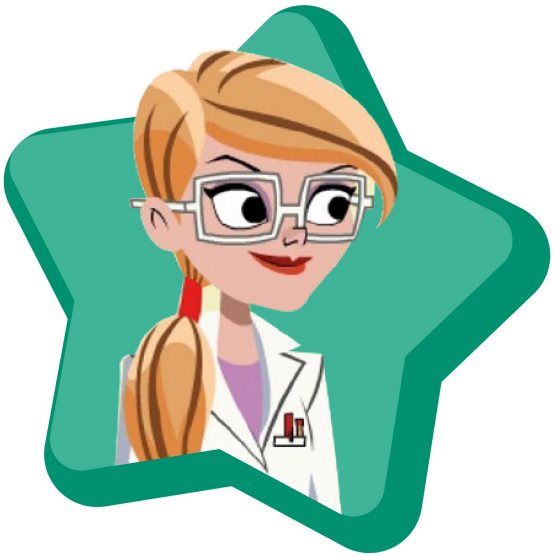
Look at the picture.

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 4 **Say the chant. Do the actions.**

Vocabulary presentation: names and numbers 1–3

Objectives

By the end of the lesson, pupils will be able to ask and say their names and name the toy characters in *Kid's Box*.

Target language

- **Key language:** characters: *Marie, Maskman, Monty, Hello, Goodbye, What's your name? I'm (Marie).*
- **Additional language:** numbers 1–3, *mouse, star*

Materials

- **Flashcards:** characters (1–3)
- **Consolidation activity:** Photocopiable 1 a–c copied onto thin card (three masks for each pupil), scissors, elastic, coloured pencils or crayons
- A set of three character masks completed for demonstration

Warmer

- Greet the pupils. Wave and say *Hello. I'm* (your name). Go up to a pupil and repeat. Add *What's your name?* The pupil responds *I'm* (name). Repeat with different pupils.

Presentation

- Hold up each flashcard and say the name. Pupils repeat.
- Stick up the flashcards. Elicit the names. Say them in different ways (loudly, quietly, etc.). Pupils repeat in the same way.
- Point to Monty. Say *Monty's a mouse. Mouse. Eek, eek!* (squeak like a mouse). Pupils repeat *mouse* and the noise.

CB4. ACTIVITY 1

Listen and point. Listen and repeat.

- Show page 4. Draw a star on the board. Point and say *It's a star.* Ask *Where's the star?* Invite a pupil to point to the star in the picture on the whiteboard (top right). Drill *star.*
- Point to one of the flashcards and elicit the name. Pupils point to the character in the picture. Repeat.
- Say *Open your books at page 4.* Point to the page number.
- Cup your hand behind your ear. Say *Listen.* Play the Audio.
- Say *Listen and point. Monty? Marie? Maskman?* Point to the characters. Play the Audio again. Pupils listen and point in their books.

2

Wake up! Wake up!
Monty, Maskman, Marie.

Walk and talk now.
One … two … three.

Marie: Hello. I'm Marie. What's your name?
Monty: Hello. I'm Monty. I'm a mouse.
… Hello! I'm Monty. What's your name?
Maskman: I'm … Maskman!
Marie: Hello, Maskman! I'm Marie.
Maskman: Hello, Marie.

- Say *Listen and repeat.* Play the Audio. Pupils point to the characters in the picture as they say the names.

3

Marie, Maskman, Monty, one, two, three

CB4. ACTIVITY 2

Say the chant. Do the actions.

- Divide the class into three groups: Monty, Maskman and Marie. Play the chant. Pupils listen and stand when they hear their character's name. Play the chant again and do these actions for pupils to copy:
  Before the chant = head on desk, eyes closed; *Wake up!* = head up, open eyes; *Monty, Maskman, Marie* = stand up; *Walk and talk now* = take two steps; *One … two … three* = march and count in time.
- Write up and say numbers *1, 2, 3.* Pupils repeat. Play the chant again. Pupils do the actions.
- Say *Listen and repeat.* Play the chant again. Pupils listen and repeat each line as they do the actions.

Extra challenge More confident pupils volunteer to say the chant and do the actions for the class.

4

Wake up! Wake up!
Monty, Maskman, Marie.

Walk and talk now.
One … two … three.

Consolidation activity

- Show your completed character masks. Hand out Photocopiable 1 a–c. Pupils choose a mask to make in class. They should make the others at home for the following lesson. Pupils colour the masks and cut them out. Make two holes at the side and thread the elastic. Pupils put on their masks.
- Say each name and show three poses: Maskman: clench your fists and show your arm muscles. Marie: put one hand on your chin as if thinking. Monty: cup your hands on your head to represent mouse ears. Pupils copy.
- Put on the Maskman mask and choose a pupil with the Marie mask. Do the Maskman pose. Say *Hello. I'm Maskman. What's your name?* The pupil says *Hello, Maskman. I'm Marie.* He/She copies Marie's voice and does the pose. Repeat with Monty.
- Divide the class into groups of three. They practise greetings and asking *What's your name?*

Ending the lesson

- Put the flashcards on the walls in different parts of the room. Say *Point to (Marie).* Pupils point and say *Hello, (Marie)!*
- Teach the following routine, with actions:
  Close your books. Stand in line.
  Time to go! Goodbye! Goodbye!
- Wave at the character flashcards on the walls and say, e.g. *Goodbye, (Monty).* Pupils do the same.

Digital Classroom

- **Presentation Plus:** Unit 1
- **Audio 2–4**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 1, *Reinforcement worksheet 1*

Objectives

By the end of the lesson, pupils will have practised introductions and be able to understand and use numbers 1–3.

Target language

- **Key language:** characters, numbers 1–3, *Hello, I'm (Marie), What's your name?*
- **Additional language:** *Good morning, Good afternoon*

Materials

- **Flashcards:** characters (1–3)
- One set of character masks from previous lesson for each pair of pupils
- **Consolidation activity:** two rolled-up newspapers

Warmer

- Say and do the following opening routine. Pupils join in with the actions and words when they feel confident:
  Good morning/afternoon!
  Hello! Hello!
  Sit down, please.
  Here we go!

CB5. ACTIVITY 1

Listen and tick (✓).

- Review the character names using the flashcards. Show a flashcard, covering half with a blank piece of card, e.g. show Marie from the waist down. Ask *Maskman? Marie? Monty?* Pupils say, e.g. *Marie*. Show the whole flashcard and say, e.g. *Yes, Marie! Hello, Marie!* Pupils repeat *Hello, Marie!* Repeat with the other flashcards.
- Show page 5. Point to the pairs of pictures and elicit the names. Say *Listen and look*. Point to the pictures of Maskman and Monty in item 1. Play the example on the Audio. Point to the tick next to the picture of Monty. Say *Tick*.
- Say *Open your books at page 5, please*. Point to the page number on the whiteboard. Say *Listen and tick*. Make sure pupils know that they have to tick one of the pictures each time. Ask them to use pencil, not pen.
- Play the Audio. Stop after each one for pupils to tick. Pupils check answers in pairs. Play the Audio again. Elicit answers.

Key: **2** Marie, **3** Maskman, **4** Monty

5

1. **Monty:** Hello. I'm Monty.
2. **Marie:** Hello. I'm Marie.
3. **Maskman:** Hello. I'm Maskman.
4. **Monty:** Hello. I'm Monty.

- Put three different character masks in front of a confident pupil. Say (without acting) *I'm Monty*. Gesture that the pupil needs to give you the correct mask. Put it on and say, in a 'Monty' voice, *Hello. I'm Monty. What's your name?* The pupil chooses one of the other masks, puts it on and answers, e.g. *I'm Maskman.*
- Pupils work in pairs with the three character masks. Pupil A chooses a character and says, e.g. *Hello. I'm Marie.* Pupil B finds the correct mask. Pupil B chooses one of the other two masks and says, e.g. *Hello. I'm Monty.* Pupil A finds the correct mask. They put on their masks and practise greetings, using the character voices.

Presentation

- Write *1, 2, 3* on the board. Elicit the numbers. Pupils practise the numbers in order. Point to one of the numbers. Pupils repeat in chorus. Ask a pupil to say the three numbers in order. Point to the numbers in a different order. The pupil says them. Repeat with different pupils.

CB5. ACTIVITY 2

Look and draw. Say the number.

- Focus pupils on puzzle 1. Say *Look and draw*. Mime drawing a line as in the example, linking all the numbers that are the same. Say *Look! Three, three and three. I draw a line.* Pupils work individually or in pairs. They draw lines for each set of numbers. Monitor and help as necessary. Elicit the number for each set.

Extra challenge Show one, two or three fingers. Pupils say how many they can see. They work in pairs and take turns to show fingers and say the number.

Key: 2 2, 3 1, 4 3

Consolidation activity

- Divide the class into two teams. Stick the character flashcards on the board. Teams line up facing the board. Hand a rolled-up newspaper to the first pupil in each team. Say one of the character names. Pupils race to touch the correct flashcard with their newspaper. The first to do this wins a point for their team. The two pupils go to the back of the team. Hand the newspapers to the next two pupils at the front and continue. Repeat characters to make it more challenging. When all pupils have had a go, the team with the most points is the winner.

Ending the lesson

- Write *1, 2, 3* on the board and elicit the words. Say a number, e.g. *two*, and clap twice. Pupils copy. Say a different number, e.g. *three*, and clap three times. Repeat several times. Say a number. Pupils clap the correct number of times. Repeat with different numbers from 1 to 3.
- Say the closing routine (see page T4). Pupils can join in with the words and actions.

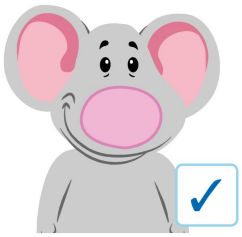
Digital Classroom

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

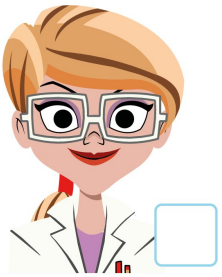
1 5 Listen and tick (✓).

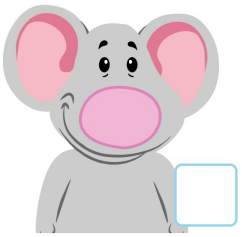
1





2



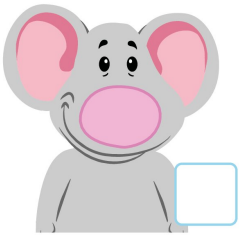


3





4





2 Look and draw. Say the number.

1

3	1	2
3	3	1
2	1	3

2

1	3	2
3	2	2
3	1	2

3

2	3	1
3	1	2
1	1	3

4

2	1	1
1	3	2
3	3	3

Do the online activities on Practice Extra as you complete this unit.

Vocabulary practice: names and numbers 1–3



Vocabulary presentation: numbers 1–6

Objectives

By the end of the lesson, pupils will be able to understand and use numbers 1–6, ask *How old are you?* and say their ages, and sing a song.

Target language

- **Key language:** numbers 1–6, *Hello*, *How old are you? I'm (four).*
- **Additional language:** *bird*, *baby*, *sing*

Materials

- **Flashcards:** numbers 1–6 (4–9)
- **Consolidation activity 2:** classroom objects, e.g. six books, six pencils, six erasers

Warmer

- Say the opening routine (see page T5). Pupils can join in with the words and actions.
- Jumble the number flashcards 1, 2, 3 on the board (e.g. 3, 1, 2). Elicit the numbers. Ask a pupil to come and put the flashcards in the correct order. The pupil says the numbers. The whole class says the numbers. Repeat with two or three more pupils.

Presentation

- Stick up the number flashcards 4, 5, 6 after 1, 2 and 3. See if any of the pupils already know how to say these numbers in English. Say each number. Pupils repeat. Point to the flashcards in order. Pupils say them in chorus several times. Point to individual flashcards. Elicit the number from the whole class.
- Teach *How old are you?* Ask a pupil the question. The pupil responds *I'm (five)* (help them with the number if they are older than six). Repeat with other pupils around the class.

Song

CB6. ACTIVITY 1

Listen and point. Sing the song.

- Show page 6. Point to the large owl and say *Look! A bird!* Point to the baby owls and say *Birds. Baby birds.* Count the baby owls aloud as you point to them: *One, two, three, four, five, six baby birds!*
- Say *Open your books at page 6, please.* Point to the page number on the whiteboard. Say *Listen and point.* Cup your hand behind your ear. Play the song. Pupils point to the birds in turn as they hear the numbers on their T-shirts.
- Say *Let's sing a song.* Play the song again. Pupils join in with the song. Play the song one or two more times to give pupils confidence to sing. Pupils stand up and sing the song together.

6 ▶

Hello, Hello.
How old are you?
Hello, Hello.
How old are you?
I'm one, I'm one, I'm one.

Hello, Hello.
How old are you?
Hello, Hello.
How old are you?
I'm two, I'm two, I'm two.

Hello, Hello.
How old are you?
Hello, Hello.
How old are you?
I'm three, I'm three, I'm three.

Hello, Hello.
How old are you?
Hello, Hello.
How old are you?
I'm four, I'm four, I'm four.

Hello, Hello.
How old are you?
Hello, Hello.
How old are you?
I'm five, I'm five, I'm five.

Hello, Hello.
How old are you?
Hello, Hello.
How old are you?
I'm six, I'm six, I'm six.

7

Karaoke version

CB6. ACTIVITY 2

Ask and answer.

- Choose a more confident pupil and ask *How old are you?* The pupil answers *I'm (five).* Ask a couple more confident pupils. Drill the question with the whole class in different ways (whispering, shouting, etc.).
- Pupils ask and answer about their ages in pairs.

Extra support Put the number flashcards 5 and 6 in different parts of the room. Ask *How old are you?* Pupils point or move to the correct number for them. Ask the question again and point to the 5, and all the pupils say *I'm five.* Do the same with 6. Draw or show a question mark. All the six-year-olds ask the question in chorus and the five-year-olds reply. Then they swap.

Consolidation activity 1

- Ask six pupils to come to the front. Give each pupil a number flashcard, in random order. The pupils each say their number. They stand in the correct order, 1 to 6, from left to right. Elicit the numbers again. Repeat with six more pupils.

Consolidation activity 2

- Hold up different numbers of objects, e.g. five pencils. Pupils say the number. This game can also be played in pairs.

Ending the lesson

- Say numbers 1 to 6 in order, holding up the correct number of fingers. Pupils repeat the numbers and copy you. Say a number. Pupils hold up the correct number of fingers. Repeat with different numbers, getting faster and faster.
- Say the closing routine (see page T4). Pupils can join in with the words and actions.

Digital Classroom

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

Extra Resources

- **Teacher Resources:** Unit 1, *Reinforcement worksheet 2*
- **Teacher Resources:** Unit 1, *Song worksheet*

Objectives

By the end of the lesson, pupils will have practised numbers 1–6 and asked and answered about their ages.

Target language

- **Key language:** numbers 1–6, *How old are you? I'm (four).*
- **Additional language:** *birthday, candle, Happy birthday!*

Materials

- **Flashcards:** numbers 1–6 (4–9)
- **Consolidation activity:** paper for each pupil
- **Extension activity:** music for the Happy Birthday song (optional)

Warmer

- Say the opening routine (see page T5).
- Start to draw a number between 1 and 6 on the board, very slowly. Pupils guess which number it is. Ask a pupil to come to the board and complete the number. Repeat for the other numbers.

CB7. ACTIVITY 1

Look and draw. Say the numbers.

Extra support Show the number 1 flashcard and say *one*. Draw a dot in the air in front of you. Then show number 2, say *two* and draw two dots. Say *Look and draw.* Show and say numbers, and pupils draw dots in the air in front of them.

- Show page 7. Point to the first domino. Follow the shape of the number with your finger. Point to the two dots and say *Look. Draw two. One, two.* Make sure pupils understand that they need to draw the correct number of dots.
- Say *Open your books at page 7, please.* Pupils work individually. They read and trace the figures and draw dots. Pupils check in pairs and say the numbers. Then check with the class by asking pupils to draw the correct number of dots on the board and say the number aloud.

Extra challenge Pupils work in pairs. Pupil A says a number and Pupil B shows the same number of fingers. They swap roles.

CB7. ACTIVITY 2

- Watch the ▶ Video and answer the questions.

Listen and circle.

- Focus on the pictures of the cakes. Say *Happy …* to see if any of the pupils know the phrase *Happy birthday* or can sing the song (see Extension activity). Point to the candles on the first cake in picture 1 and say *Two candles? Three candles?* Pupils respond *Three.* Repeat with the rest of the cakes.
- Say *Listen and circle.* Draw a circle in the air as you say *circle.* Play the example on the Audio and trace the example circle on the whiteboard. Pupils circle the picture of the cake in their books with a finger. Make sure pupils know that they have to circle one of the pictures each time. Ask them to use pencil, not pen.
- Play the rest of the Audio. Stop after each answer for pupils to think and circle. They check in pairs. Play the Audio again. Stop after each answer and check with the class.

Key: **2** second picture, **3** second picture, **4** first picture

Audio 8 ▶

1. How old are you?
   I'm three.
2. How old are you?
   I'm six.
3. How old are you?
   I'm five.
4. How old are you?
   I'm four.

Consolidation activity

- Say *How old are you?* Pupils repeat. Say the question loudly, quietly, whispering, etc. Pupils repeat in the same way.
- Pupils work in pairs. Pupil A draws a cake with candles on (in secret). He/She chooses a number between 1 and 6. Pupil B draws a cake without any candles. Pupil B then asks *How old are you?* Pupil A responds according to the number of candles he/she has drawn, e.g. *I'm four.* Pupil B draws the correct number of candles on his/her empty cake. Pupils compare pictures. Then they swap roles and repeat.

Extension activity

- Teach the class the song *Happy birthday to you.* Start by humming the tune to see if any of the pupils know it.
- Tell pupils that British people sing this before someone blows out the candles on their cake. Mime blowing out candles. Sing the song with the class when someone has a birthday.

Ending the lesson

- Draw a cake on the board with no candles on it. Hand one of the number flashcards to a pupil. Say *It's your birthday! Happy birthday!* Gesture at the number flashcard and ask *How old are you?* The pupil responds with the number on the flashcard, e.g. *I'm two.* Ask the pupil to come and draw the correct number of candles on the cake. Clean the board and repeat with four or five more pupils.
- Say the closing routine (see page T4).

Digital Classroom

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

Extra Resources

- **Teacher Resources:** Unit 1, *Extension worksheet 1*

1 Look and draw. Say the numbers.

2 ●●	6	3
5	1	4

2 8 Listen and circle.

1 

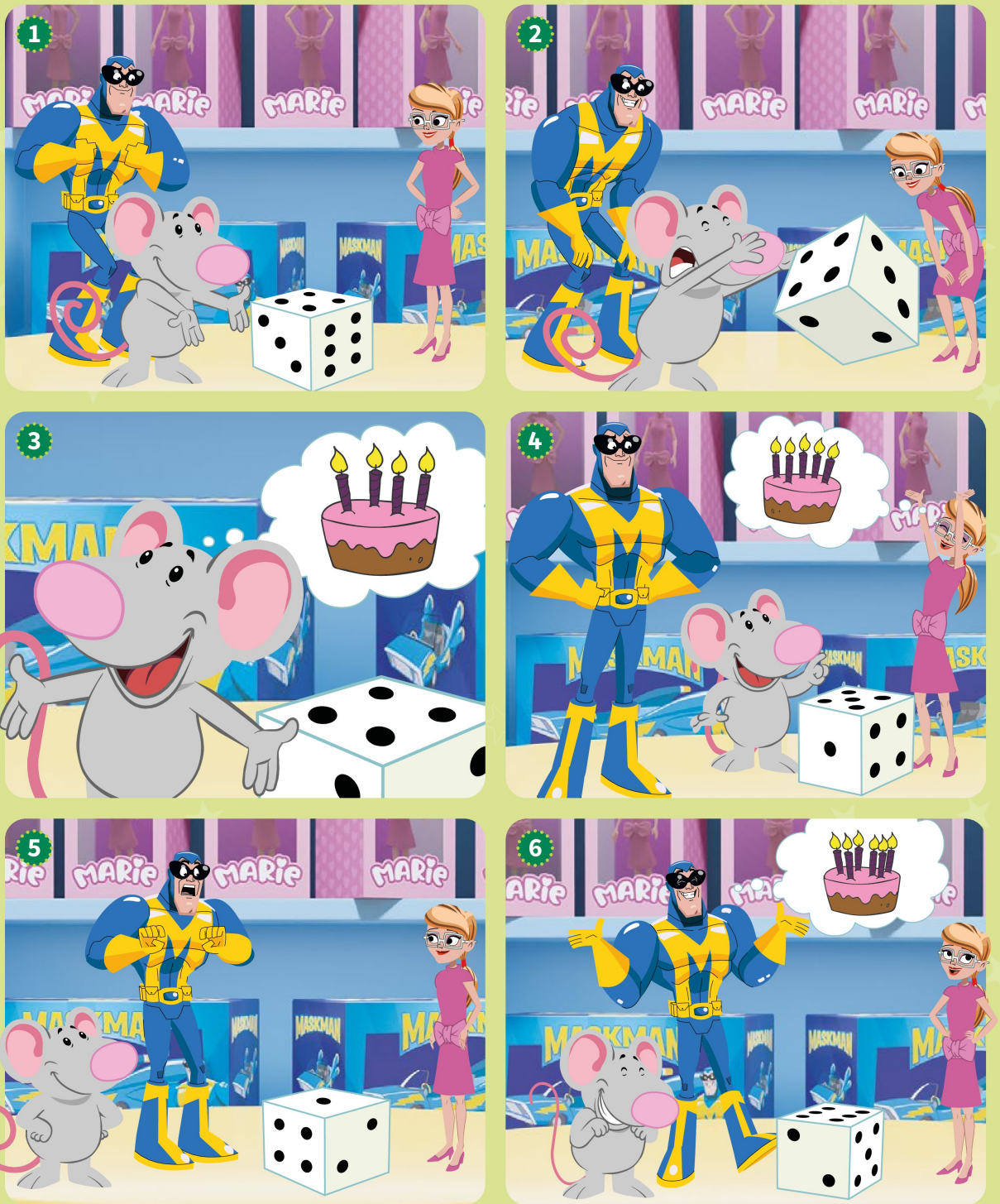
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3 

4 

Vocabulary practice: numbers 1–6

1 9 Watch the video. Listen and act out the story.



Story: unit language in context

Objectives

By the end of the lesson, pupils will have listened to a story and reviewed language from the unit.

Target language

- **Key language:** language from the unit
- **Additional language:** *yes*, *no*, *Let's play*

Materials

- **Flashcards:** characters (1–3)
- One set of character masks for each pupil
- **Consolidation activity:** a small card for each pupil with a number between 1 and 6

Warmer

- Say the opening routine (see page T5).
- Show the flashcards and elicit the names. Say, e.g. *Maskman* and clap twice. Pupils repeat. Repeat for the other flashcards with a different action for each character (e.g. stamp feet for Monty, snap fingers for Marie). Point to a flashcard. Pupils say the name and do the action.

Story

CB8. ACTIVITY 1

Watch the video. Listen and act out the story.

- Show page 8. Say *Look at the pictures.* Point to the characters and ask *Who's this?* Pupils say the name. Tell pupils they are going to watch a ▶ Video of the story.

Extra support Use the pictures to guide pupils to predict the story. Point to the dice and the cake and ask pupils to guess how old each character is.

- Watch the ▶ Video with the class. Give pupils the option of watching it twice if they need to.
- Point to picture 3 on the whiteboard. Ask *How old is Monty?* (*Four*) Do the same for Marie and Maskman. Elicit answers from the whole class. It is important for pupils to enjoy the story and not feel pressure to 'get the answers right'.
- Say *Open your books at page 8, please.* Say *Listen and point to the pictures.* Play the 🔊 Audio. Pupils listen and point to the speakers in each picture. Stop after each picture to check. Play the 🔊 Audio for the picture again and point to the characters in the story pictures on the whiteboard. You can invite two more confident pupils to do this.
- Put the class into three groups – Monty, Marie and Maskman. Say *Listen and act out the story.* Play the 🔊 Audio. Pupils put on their character masks and listen and act out the story.

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

🔊 9 ▶

Wake up! Wake up!
Monty, Maskman, Marie.
Walk and talk now.
One … two … three.

Monty: Look! Let's play *How old are you?*
Maskman & Marie: Yes.

Marie: How old are you, Monty?

Maskman & Marie: Ooh!
Monty: I'm four! … How old are you, Marie?

Monty: Ooh!
Marie: I'm five! … How old are you, Maskman?

Maskman: Oh no! I'm … er … um …

Maskman: Yes! I'm six! … I'm six.

Consolidation activity

- Give out four or five of the number cards you have prepared. Pupils look at their number and remember it. Take a number yourself. Make sure it is the same as one of the numbers given out. Look at your number and hold it up to show the class. Say *I'm …* and elicit the number on your card, e.g. *five*. Say the sentence *I'm five*.
- Ask one of the pupils with a number *How old are you?* The pupil responds according to the number on his/her card, e.g. *I'm three*. Hold up your card and say, e.g. *I'm not three. I'm five. No. That's not right*. Move to a different pupil and ask *How old are you?* in the same way. Repeat until you find a pupil with the same number as you. The pupil responds *I'm five*. Say *Yes! I'm five!* Stand next to the pupil. Show the class that you are a pair because you both have the same number card.
- Mix up all the cards. Hand them out at random around the class, so that each pupil has a number between 1 and 6. Pupils look at their number, remember it and put their cards away. They stand up and walk around the class asking *How old are you?* until they find a partner with the same number.
- Monitor carefully. Make sure pupils are using English, not showing each other their numbers.

Ending the lesson

- Say *one*. Draw a 1 in the air with your finger. Repeat with the other numbers up to six, in sequence. Pupils draw the numbers in the air. Continue, but say the numbers at random. Pupils work in pairs. They take turns to say a number. Their partner draws it in the air.
- Say the closing routine (see page T4).

Digital Classroom

- **Presentation Plus:** Unit 1
- **Audio 9**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 1, *Extension worksheet 2*

Objectives

By the end of the lesson, pupils will have practised the language from the story.

Target language

- **Key language:** language from the unit
- **Additional language:** *yes*, *no*, *Let's play*

Materials

- **Flashcards:** characters (1–3)
- One set of character masks for each pupil
- One large dice for demonstration, one small dice for each pupil

Warmer

- Say the opening routine (see page T5).
- Pupils choose a character and put on their character mask. Play the story ▶ Video from the previous lesson and they copy the movements of their character in the ▶ Video. Then they get into groups of three and act out the story.

CB9. ACTIVITY 1

Listen and circle. Who says it?

- Put the character flashcards in three different places in the classroom. Point to them one by one and pupils say *Hello, (Monty)*. Say *Eek, eek!* like a mouse. Ask *Who says it?* Point to Marie and ask *Is it Marie?* Pupils say *No*. Point to Maskman and ask *Is it Maskman?* Pupils say *No*. Point to Monty and ask *Is it Monty?* Pupils say *Yes*.
- Show page 9 and say *Look at the pictures*. Ask *Who says it? Listen and circle*. Draw a circle in the air as you say *circle*. Play the example on the Audio and ask *Who says it?* (*Monty*) Trace the example circle around Monty.
- Say *Open your books at page 9, please*. Play the rest of the Audio. Stop after each one for pupils to think and circle. Ask them to use pencil, not pen. They check in pairs. Play the Audio again. Stop after each one and check with the class.

Extra support The first time that pupils listen, they point to the character flashcards and say the name. Then play the Audio a second time and they listen and circle the correct character.

Key: **2** Monty, **3** Marie, **4** Maskman

Audio 10

1. **Monty:** Look! Let's play *How old are you?*
2. **Monty:** I'm four! … How old are you, Marie?
3. **Marie:** I'm five! … How old are you, Maskman?
4. **Maskman:** Yes! I'm six! … I'm six.

CB9. ACTIVITY 2

Play and draw.

- Focus on the pictures and say *Let's play the story game*. Give a large dice to one of the pupils. Ask *How old are you?* and the pupil throws the dice and says *I'm (one)*. Draw a blank dice face on the board and ask the pupil to draw the correct number of dots. Practise the question and answer in chorus with the whole class.
- Pupils work in pairs. Give each pair a dice. They take it in turns to ask the question and throw the dice. Each time they throw and say their age, they draw the number of dots on one of the blank dice faces in their books. Each pupil throws the dice three times.
- Feed back with the whole class by saying the numbers 1 to 6 and asking pupils to raise their hands if they have the number on one of their dice faces.

Consolidation activity

- Say the character names and elicit and do the mimes (see page T4). Pupils all do the mimes. Say one of the names at random. Pupils do the correct mime. Say another, and so on. Repeat the names, getting faster and faster.
- Divide the class into three groups. Point to the first group and say *One*. Point to the second group and say *Two*. Point to the third group and say *Three*. Give instructions for each group. Say, e.g. *Two, Maskman!* The pupils in Group 2 only do the Maskman mime. Say, *One, Marie!* The pupils in Group 1 only do the Marie mime, and so on. Speed up so it is challenging for pupils to follow. You can say two group numbers once pupils get used to the name, e.g. *One and Three, Monty!*

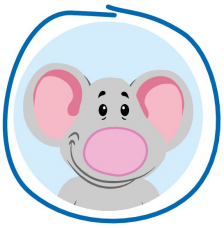
Ending the lesson

- Each pupil needs a dice. They play in new pairs. Together all the pupils in the class say *One, two, three, let's play!* and they all throw their dice at the same time. Pupils look at the numbers on their and their partner's dice. If they show the same number, pupils say the number aloud. The first pupil in each pair to say the number gets a point. If the dice show different numbers, pupils don't say anything. Pupils keep their own scores. Continue for a few rounds and then find out who has the most points.
- Say the closing routine (see page T4).

Digital Classroom

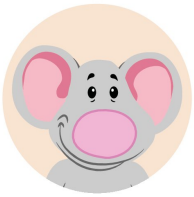
- **Presentation Plus:** Unit 1
- **Digital Flashcards**
- **Audio 10**
- **Practice Extra**

1 10 Listen and circle. Who says it?

1   

2   

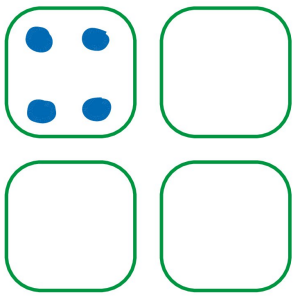
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4   

2 Play and draw.

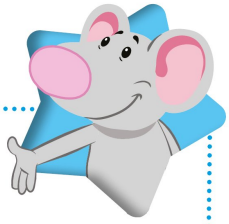






Story: language review

Monty's sounds



1 11 Watch and say.



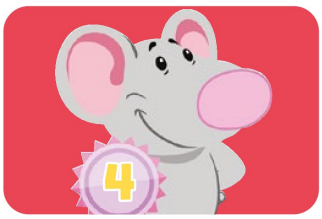
2 Ask, answer and point.

What's your name?

I'm Matt Mouse.

How old are you?

I'm one.











Sounds: *May*, *mouse*, *Matt*, *Monty*, *Maskman*, *Marie*

Objectives

By the end of the lesson, pupils will have recognised and practised the sound /m/ in familiar words and short phrases.

Target language

- **Key language:** the sound /m/ (*May, mouse, Matt, Monty, Maskman, Marie*), numbers 1–6, *What's your name? I'm (Matt). How old are you? I'm (one).*

Materials

- **Flashcards:** Monty (3)
- **Consolidation activity:** one set of character masks for each pupil

Warmer

- Say the opening routine (see page T5).
- Pupils stand in two lines. They turn to face each other and say *Hello* to their partners. Say *Turn around* and all the pupils in line 2 turn their backs on the pupils in line 1. The pupils in line 1 choose a number from 1 to 6 and trace it on the back of their partner in line 2 with their finger. The pupils in line 2 say the number. Say *Turn around*. Pupils turn around and swap roles.

Presentation

CB10. ACTIVITY 1

Watch and say.

- Show the Monty flashcard. Tell pupils he is going to tell them about a sound. Touch your lips to indicate sound. Tell pupils they are going to watch a ▶ Video to find out what the sound is.
- Play the ▶ Video. Pupils watch and join in with the /m/ sounds and words. Pause the ▶ Video after the first version of the animation. Point to your lips and say the /m/ sound with the class.
- Show page 10. Point to the two new mice. Ask *What's her name?* and *What's his name?* Elicit *May* and *Matt*. Put the class into two groups – May Mouse and Matt Mouse. Ask each group *What's your name?* Then the May group asks the question and the Matt group responds. Swap over and repeat.
- Play the second version of the animation (with pauses). Pupils repeat the sounds and words.

11 ▶

Monty: A mouse!
What can you see? Say it with me!
Monty & Voice: May Mouse and Matt Mouse.
Voice: /m/ /m/
A mouse!
May Mouse.
Matt Mouse.
May Mouse and Matt Mouse.
/m/ May /m/ Matt /m/ mouse
May Mouse and Matt Mouse.
Monty: One more time – you sound fine!
Monty & Voice: May Mouse and Matt Mouse.

- Make a long /m/ sound. Put both hands next to your mouth and close the fingers. Open them when you open your lips at the end of the /m/ sound. Pupils copy you. Say *May Mouse* (slowly and with lots of emphasis on the /m/ sounds). Put your hands in the same position and open your fingers for each /m/ sound. Pupils copy and repeat. Do the same for *Matt Mouse*. Then repeat with *May Mouse and Matt Mouse*.

Extra challenge Divide pupils into groups of four. Ask one pupil to say the names, while the others in the group listen for the /m/ sound and do the hand movement. Swap pupils around in the groups so every pupil has a turn at listening and speaking.

CB10. ACTIVITY 2

Ask, answer and point.

- Point to one of the pictures. Ask *What's your name?* and invite pupils to answer for the character. Point to the age badge and ask *How old are you?* and pupils answer. Choose one of the characters but don't say who you are. Invite pupils to ask you the two questions and you answer. Pupils listen, look and point to the picture on the whiteboard.
- Say *Open your books at page 10, please*. Pupils work in pairs to do the same.

Key:
What's your name? *I'm Monty.* How old are you? *I'm four.*
What's your name? *I'm Maskman.* How old are you? *I'm six.*
What's your name? *I'm Marie.* How old are you? *I'm five.*
What's your name? *I'm Matt Mouse.* How old are you? *I'm one.*
What's your name? *I'm May Mouse.* How old are you? *I'm three.*

Consolidation activity

- Pupils choose one of the character masks and form three circles: Monty, Maskman and Marie. Play the chant from page T4 (Audio 4). Pupils walk around in their circles and say the chant a number of times until they can all say it in chorus:
  Wake up! Wake up!
  Monty, Maskman, Marie.
  Walk and talk now.
  One … two … three.
- Tell the Monty group to shout *Monty* and *One*. Tell the Maskman group to shout *Maskman* and *Two*. Tell the Marie group to shout *Marie* and *Three*. Pupils walk around in their circles. They all say the first line, then each group says their name in the second line. They all say the third line, then each group says their number in the fourth line. They repeat, getting faster and faster.

Ending the lesson

- Ask pupils to get into a big circle. Start singing the /m/ sound to the tune of *Jingle Bells*. Pupils join in and move around in their circle.
- Say the closing routine (see page T4).

Digital Classroom

Presentation Plus: Unit 1
Audio 11, 4
Digital Flashcards
Practice Extra

Objectives

By the end of the lesson, pupils will have reviewed language from the unit in listening and speaking activities.

Target language

- **Key language:** language from the unit
- **Additional language:** *balloon, stick, talk to Maskman*

Materials

- Maskman mask for the teacher
- **Consolidation activity 1:** plasticine (optional)
- **Consolidation activity 2:** a balloon for each group of five or six pupils
- **Review game:** see page T94–95

Warmer

- Say the opening routine (see page T5).
- Say a number between 1 and 6. Pupils write the number (not the word) in their notebooks. Repeat with different numbers until you have said all six. Say the numbers again in the same order. Pupils check in pairs. Elicit the numbers and write them (as figures) on the board.

CB11. ACTIVITY 1

Listen and stick.

- Show page 11. Point to one of the balloons on the whiteboard. Say *Look! A balloon!* Pupils repeat *balloon*. Count the balloons aloud with the pupils. Point to the baby and say *How old? Six?* Pupils say *No!* Say *One?* Pupils say *Yes*.
- Pupils find the stickers of the balloons at the back of the book.
- Hold up the stickers and say *Listen and point*. Play the Audio. Pupils listen and point to the correct stickers. They don't take the stickers off the page yet.
- Say *Open your books at page 11, please*. Show the numbers on page 11. Say *Listen and point*. Play the Audio again. Pupils listen and point to the children in their books. Check they are pointing to the correct child each time.
- Say *Now listen and stick*. Mime taking a sticker off the sheet and positioning it in the correct place. Play the Audio. Stop after each answer. Check pupils have the correct sticker and the right position. Pupils stick the stickers in the correct place. Monitor around the class to check.

Extra support Include an extra listening stage before pupils work with the stickers. Pupils need a pencil. Say *Listen and write the numbers*. Play the Audio. Pupils listen and write the ages in pencil in the balloons in their books. Check answers on the whiteboard. Pupils then listen again and work with the stickers.

12

1. How old are you?
   I'm three.
2. How old are you?
   I'm five.
3. How old are you?
   I'm one.
4. How old are you?
   I'm two.
5. How old are you?
   I'm six.
6. How old are you?
   I'm four.

CB11. ACTIVITY 2

Talk to Maskman.

- Put on the Maskman mask. Stand in a 'superhero' pose and say *Hello. I'm Maskman* (use Maskman's voice). Play the Audio. Pause after each question. Ask one of the pupils the question, still acting and speaking like Maskman. The pupil responds *I'm* (pupil's name) or *I'm* (pupil's age), as appropriate. Continue asking the two questions around the class, until you have asked each pupil at least one question.
- When the activity is finished, pupils stick the Unit 1 Talk to Maskman sticker at the bottom of the page.

Extra challenge Pupils work in pairs. Pupil A puts on their Maskman mask, stands like Maskman and says (in a 'Maskman' voice) *Hello. I'm Maskman! What's your name?* Pupil B responds *I'm* (pupil's name). Pupil A says (still acting as Maskman) *How old are you?* Pupil B responds *I'm* (pupil's age). Then they swap roles.

13

Hello … I'm Maskman!
What's your name?
How old are you?

Consolidation activity 1

- Draw a large number 3 with your finger in the air. Ask a pupil *How old are you?* Repeat the drawing. The pupil responds with the number you have drawn (*I'm three*). Check with the class. Repeat with different pupils and numbers. Pupils can also make numbers with plasticine and do the same activity.

Consolidation activity 2

- Put pupils into groups of five or six and give each group a balloon. They stand in a circle and pat the balloon around the circle, counting from 1 to 6. If the balloon touches the floor, they start counting from 1 again.

Ending the lesson

- Pupils do the Review puzzle on pages 92 and 93 (instructions on page T92–93).
- Pupils play the Review game on pages 94 and 95 (instructions on page T94–95).
- Say the closing routine (see page T4).

Digital Classroom

- **Presentation Plus:** Unit 1
- **Audio 12–13**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Tests** *Unit 1 Test*

1 12 Listen and stick.



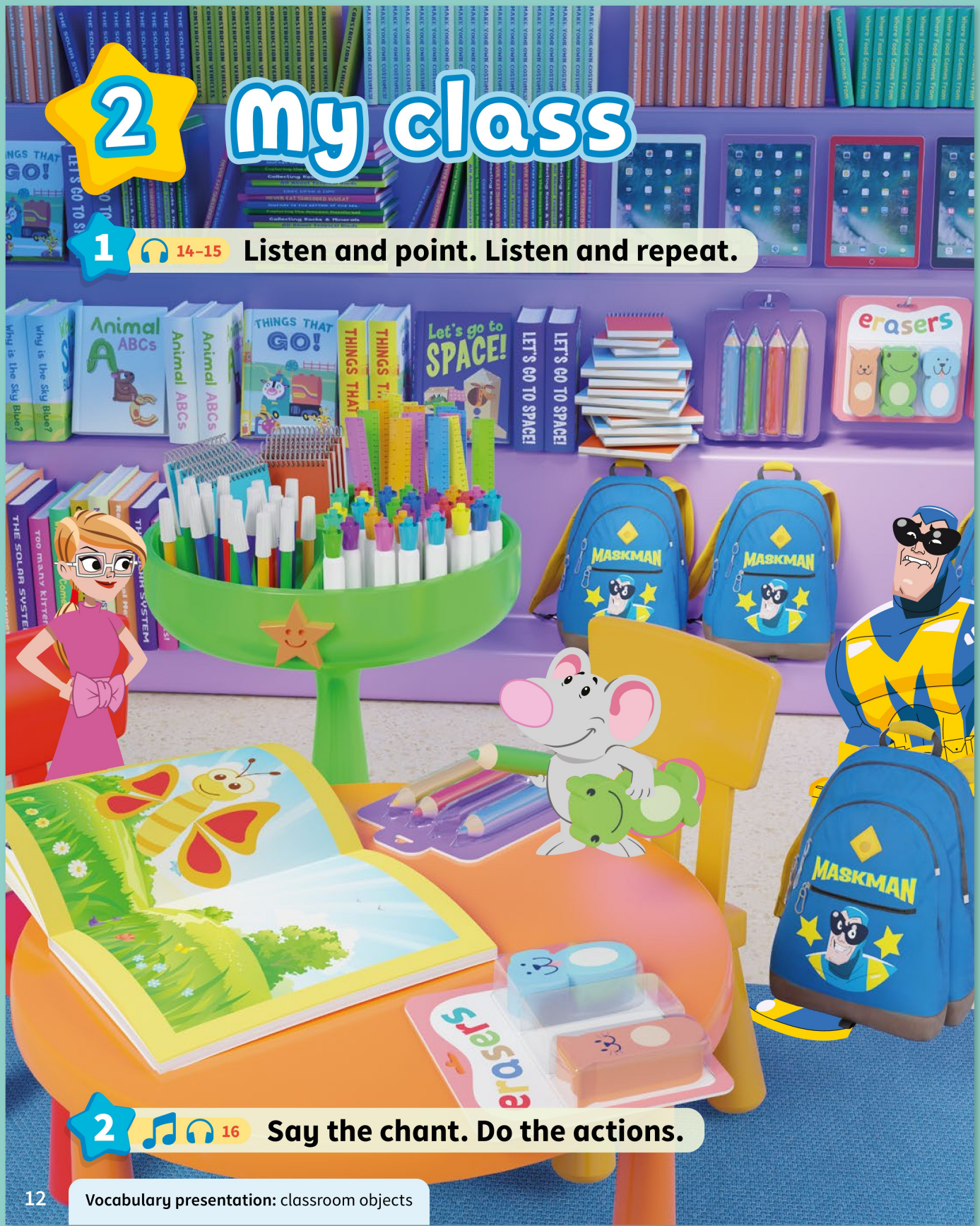
2 13 Talk to Maskman.



?

2 My class

1 14–15 **Listen and point. Listen and repeat.**



2 16 **Say the chant. Do the actions.**

Vocabulary presentation: classroom objects

Objectives

By the end of the lesson, pupils will have named classroom objects and learnt a chant.

Target language

- **Key language:** classroom objects: *bag, book, chair, eraser, pencil, table, What's this? It's a (pencil).*
- **Revision:** numbers 1–6, *star, How old are you? I'm (four).*

Materials

- **Flashcards:** classroom objects (10–15)
- Real classroom objects

Warmer

- Say the opening routine (see page T5). Pupils join in.
- Sing the Unit 1 song (Audio 6) with the pupils.

Presentation

- Teach the new words using flashcards or real objects. Hold up each one. Say the word. Pupils repeat. Hold up the flashcards/ objects in a different order. Pupils say the word. Repeat.

CB12. ACTIVITY 1

Listen and point. Listen and repeat.

- Show page 12. Point to the characters and elicit the names.
- Draw a star on the board. Point and say *It's a star.* Ask *Where's the star?* Invite a pupil to point to the star in the picture on the whiteboard (under the coloured pens). Drill *star.*
- Put the classroom object flashcards on the board. Elicit the words. Invite pupils to the whiteboard to point to the objects in the picture and say the words.
- Say *Open your books at page 12 , please.* Say *Listen and point.* Play the Audio. Pupils listen and point to the objects in their books. Play the Audio again. Pupils join in with the *Wake up!* chant and point to the objects again.

14

Wake up! Wake up!
Monty, Maskman, Marie.
Walk and talk now.
One … two … three.

Monty: Ooh, Marie!
Marie: Yes, Monty?
Monty: Look! What's this?
Marie: It's a pencil, Monty.
Monty: And what's this?
Marie: It's an eraser … Look! This is a book and this is a table.
Maskman: A chair, please! … A chair! … Look! … It's a … bag.
Marie: Yes, Maskman. It's a bag.

- Say *Listen and repeat.* Play the Audio. Pupils point to the items in the picture as they say the words.

15

Bag, book, chair, eraser, pencil, table

CB12. ACTIVITY 2

Say the chant. Do the actions.

- Put the eraser, table and pencil flashcards on the board in a row in this order. Then put the bag, book and chair flashcards in a row below the first three flashcards. Say *Listen.* Play the chant and point to the flashcards.
- Play the chant again. Stop after each line. Pupils repeat in chorus and point to the flashcards.
- Teach these actions: *eraser* = rubbing out; *table* = palms of hands flat as if on a table top; *pencil* = thumb and index finger move upwards as if sliding up a pencil; *bag* = hands to shoulders as if holding; *book* = open palms as if a book; *chair* = bend knees to sit down.
- Play the chant again. Pupils do the actions.
- Play the chant again. Pupils say the chant and do the actions.

16

Eraser, table, pencil,
Bag, book, chair.

Eraser, table, pencil,
Bag, book, chair.

Repeat x3

Presentation

- Introduce *What's this? It's a …* Hold up a pencil and ask *What's this?* Pupils say *Pencil.* Say *Yes. It's a pencil.* The class repeats *It's a pencil.* Repeat with the other objects. Do not insist on pupils using *a* or *an* correctly at this stage.
- Point to the objects in the picture. Ask *What's this?* Pupils respond, e.g. *(It's a) pencil.* Pupils practise the question and answer in chorus, then work in pairs to ask and answer about the objects in the picture.

Extra support Do the activity above with two big groups instead of in pairs.

Consolidation activity

- Walk around the classroom and pick up / point to one of the six new items. Say a false sentence, e.g. point to a bag and say *It's a table.* Pupils correct you, e.g. *No! It's a bag.* Repeat with other items. Pupils can also play this game in pairs.

Ending the lesson

- Write numbers 1 to 6 in a row on the board, spaced out. Point to them in turn. Pupils say them in chorus. Stick a classroom object flashcard below each number. Say, e.g. *It's a chair.* Pupils say the corresponding number. Repeat with the other flashcards. Then say the numbers. Pupils say the objects.
- Say the closing routine.

Digital Classroom

- **Presentation Plus:** Unit 2
- **Audio 6, 14–16**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 2, *Reinforcement worksheet 1*

Objectives

By the end of the lesson, pupils will have practised naming and counting classroom objects and completing patterns.

Target language

- **Key language:** classroom objects, *What's this? It's a (pencil).*
- **Revision:** numbers 1–6

Materials

- **Flashcards:** classroom objects (10–15)
- Real classroom objects

Warmer

- Say the opening routine.
- Stick the classroom object flashcards on the board. Elicit the words. Let pupils look at them for 30 seconds. Then say *Close your eyes.* Remove one of the flashcards. Say *Open your eyes.* Elicit which one is missing. Show the missing flashcard to check. Repeat.

CB13. ACTIVITY 1

Listen and circle the number.

- Say *Look at me.* Hold up three pencils. Say *Pencil, pencil, pencil.* Say *One, two, three or four?* Pupils respond *Three.* Repeat with different classroom objects and different numbers up to six. Then repeat the name of a classroom object without showing the object. Hold a finger up for each word to show you are counting. Say *One, two, three or four?* Elicit the correct number. Repeat for other objects.
- Show page 13. Focus on the pictures. Point to the objects and elicit the words asking *What's this?*
- Point to the two numbers below the first picture. Say *Bag. Four or five? Listen.* Play the example on the Audio. Count with your fingers as you hear the words. Show pupils the example circle around the number 5.
- Say *Open your books at page 13, please.* Say *Listen and circle.* Make sure pupils understand that they have to circle one of the numbers each time. Play the rest of the Audio. Stop after each one for pupils to count with their fingers and circle. Ask them to use pencil, not pen. They check in pairs. Play the Audio again. Stop after each one. Pupils hold up the correct number of fingers to check their answers.

Extra challenge Pupils work in pairs. They stand back to back. One pupil says one of the objects a number of times and counts on his/her fingers. The other listens and counts on his/her fingers. They then both turn around and show their fingers to check the number. Swap roles.

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

17

Bag, bag, bag, bag, bag.
Table, table.
Eraser, eraser, eraser, eraser.
Chair, chair, chair.
Book, book, book, book, book, book.
Pencil.

CB13. ACTIVITY 2

Look and complete.

- Focus pupils on the rows of pictures. Point to the pictures in the first row and elicit the words. Say them clearly as pairs (*pencil, table … pencil, table, … pencil, …*). Follow the example answer line to the table with your finger and elicit *table.*
- Check pupils know that they have to draw a line to the next object in the sequence. Pupils complete the other rows by drawing lines. Pupils check in pairs. They say the names of the objects in the rows. Check with the class. Pupils say the objects in each row in chorus.

Key: 2 eraser, 3 book

Consolidation activity 1

- Say one of the classroom words. Pupils do the action from the chant in the previous lesson. Repeat for the other words. Repeat, getting quicker.
- Do one of the actions. Say *What's this?* Pupils chorus the word. Repeat for the other actions.
- Play the chant (Audio 16). Pupils join in and do the actions.

Consolidation activity 2

- Hold up the classroom object flashcards in turn and ask *What's this?* The class answers. Repeat as a sentence, e.g. *It's a table.* Pupils repeat. Hand out the classroom object flashcards to different pupils. Pupils with flashcards take it in turns to stand up, show the flashcard and ask the class *What's this?* The class answers.

Ending the lesson

- Place the smaller classroom objects (eraser, pencil, book, bag) on a table. Put a chair nearby. Say *Look and listen.* Point to the objects and say the words, e.g. *chair, table, bag, eraser, pencil, book.* Point again in the same order and repeat the words. Invite a pupil to come and point to the objects and say the words in the same order. Pupils repeat the activity in pairs. They use their own objects, the chair they are sitting on and a table in the classroom.
- Say the closing routine.

Digital Classroom

- **Presentation Plus:** Unit 2
- **Audio** 17, 16
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 2, *Reinforcement worksheet 2*

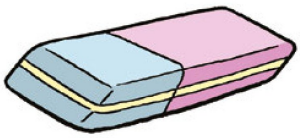
1 17 Listen and circle the number.

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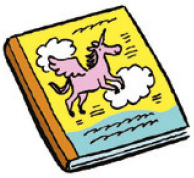
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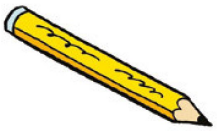
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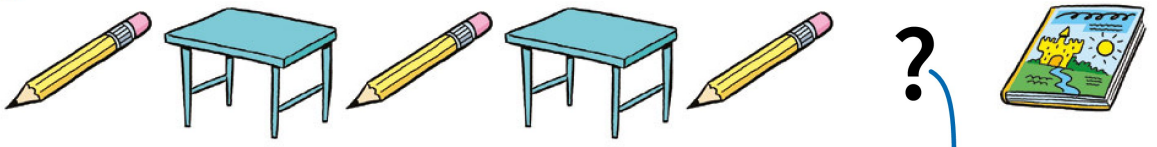
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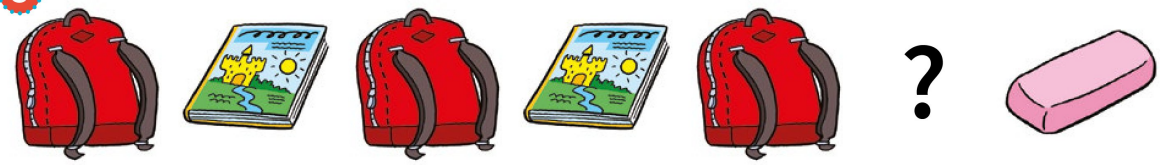
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1 2

2 Look and complete.

1 

2 

3 

Do the online activities on Practice Extra as you complete this unit.

Vocabulary practice: classroom objects



Language presentation: classroom language

Objectives

By the end of the lesson, pupils will be able to follow classroom instructions and sing a song.

Target language

- **Key language:** *open/close your books, stand up, sit down, listen, look, point*
- **Revision:** numbers 1–3, *Hello, Goodbye*

Materials

- **Flashcards:** classroom language (16–22)
- Maskman mask for the teacher
- Maskman mask for each pair of pupils

Warmer

- Say the opening routine.
- Use the chant from Lesson 1 (Audio 16) to review the classroom objects. Pupils point to or touch real objects around them as they chant.

Presentation

- Say and show *Open your books.* Pupils open their books. Say and show *Close your books.* Pupils close their books. Teach the instructions *stand up, sit down, listen, look, point* in a similar way using actions. Say one of the instructions. Pupils do the action. Repeat for the rest of the instructions. Do the same again, getting faster and faster.

Song

CB14. ACTIVITY 1

Listen and point. Sing the song.

- Show page 14. Point to the small pictures of actions and say the words/phrases. Pupils do the actions.
- Say *Open your books at page 14, please.* Say *Listen and point.* Play the song. Pupils point to the smaller pictures in turn.
- Play the song line by line. Pupils repeat.
- Play the song again. Stop after each line and do an action. Pupils copy you. Use the actions from the Presentation and teach the following: *Hello!* = stand up and wave; *1, 2, 3* = count one, two, three on your fingers; *Listen to me* = cup one hand behind one ear and then point to yourself; *Goodbye!* = wave, turn around and walk on the spot as if leaving.
- Play the song again. Stop after each line. Pupils repeat each line and do the actions.
- Say *Let's sing the song.* Play the whole song. Pupils join in and do the actions.

Extra support Pupils listen to the song and do the actions but don't need to sing along.

18 ▶

Hello! Hello! Hello!

Sit down, sit down.
Open your books.
Listen and point.
Look! Look! Look!

Stand up, stand up.
1, 2, 3.
Close your books.
And listen to me.

Repeat

Goodbye! Goodbye!
Goodbye!

19

Karaoke version

CB14. ACTIVITY 2

Say and do.

- Put on the Maskman mask and stand in a 'superhero' pose. Give instructions in a 'Maskman' voice, e.g. *Sit down. Open your books.* Pupils do the actions.
- Make pairs. Pupil A puts on the Maskman mask and gives instructions. Pupil B does the actions. Then they swap roles.

Extra support Instead of working in pairs, invite pupils to volunteer to be Maskman and give instructions to the whole class. This allows less confident pupils to listen and respond receptively instead of having to produce the phrases.

Consolidation activity 1

- Stick the flashcards in a row on the board. Pupils stand up. Point to each flashcard in turn. Pupils say the instruction and do the action. Point to the flashcards out of order. Pupils say the instruction and do the action in the same way.
- Ask a pupil to rearrange the flashcards. He/She then points to a flashcard. The rest of the class say the instruction in chorus and do the action. Repeat with different pupils.

Consolidation activity 2

- Play a game. Hold your hands behind your back and say the following rhyme:
  Listen, point, look,
  Sit down, open your books.
- Just after you say *open your books*, put your hands in front of you and do one of the actions (e.g. point). Don't say the word. Repeat the rhyme, but do a different action at the end. Pupils join in. They hold their hands behind their backs, chant with you and then do an action (which they choose). Pupils who do a different action to you sit down for one turn. Repeat.
- Pupils can play the game in groups of six.

Ending the lesson

- Show the flashcards and elicit the actions. Show them again. Pupils say the action and do a mime. Repeat, getting faster and faster.
- Say the closing routine.

Digital Classroom

- **Presentation Plus:** Unit 2
- **Audio 16, 18–19**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 2, *Song worksheet*

Objectives

By the end of the lesson, pupils will have practised classroom instructions and classroom objects.

Target language

- **Key language:** classroom objects, *open/close your books, stand up, sit down, listen, look, point*
- **Additional language:** *please*

Materials

- **Consolidation activity 1:** a soft ball

Warmer

- Say the opening routine.
- Play the song from the previous lesson (Audio 18). Pupils sing and do the actions.
- Play the *Please* action game. Pupils do the action only when you say *please*. Say *Stand up, please* (pupils stand up), *Open your books, please* (pupils open their books), *Close your books* (pupils don't close their books). Say the instructions quickly. Pupils miss a turn when they make a mistake.
  Note: This game can be repeated on a regular basis to revise vocabulary and instructions.

CB15. ACTIVITY 1

- Watch the Video and answer the questions.

Listen and tick (✓).

- Show page 15. Point to the pairs of pictures. Say *Listen and look*. Point to the first pair of pictures. Play the example on the Audio. Point to the correct picture and the tick.
- Draw a tick on the board or draw a large one in the air. Make sure pupils know that they have to tick one of the pictures each time. Ask them to use pencil, not pen.
- Say *Open your books at page 15, please*. Say *Listen and tick*. Play the Audio. Stop after each instruction for pupils to think and tick. Pupils check answers in pairs. Play the Audio again. Elicit answers.

Key: **2** first picture, **3** second picture, **4** first picture

20 ▶

1. Point to the chair, please.
2. Open your books, please.
3. Sit down, please.
4. Stand up, please.

CB15. ACTIVITY 2

Draw your classroom. Say.

- Focus pupils on the frame in the bottom half of the page. Draw a rectangle on the board. Draw items from the classroom in the rectangle roughly where they are (tables, chairs, windows, doors). Pupils draw their own picture in the same way. Monitor and point to objects pupils are drawing. Ask *What's this?*
- Pupils work in pairs or small groups. They point to objects in their picture and say the words.

Extra support Pupils draw their tables with the classroom objects on them.

Extra challenge Point to objects in the pupils' pictures that they haven't learnt in class to see if they know the words. Then encourage pupils to point to their pictures and ask about new words (window, door, pencil case, etc.) by saying *What's this?*

Consolidation activity 1

- The class stands in a circle or at their desks. They throw a soft ball from pupil to pupil. When a pupil drops the ball, give an instruction, e.g. *Sit down. / Open your book. / Point to a bag.* The pupil follows the instruction. Pupils throw the ball again. The game continues in this way. When pupils are confident with the game, ask a pupil to say the actions instead of you.

Consolidation activity 2

- Pupils work in pairs. Pupil A pretends to be a teacher and gives Pupil B instructions, e.g. *Listen. Look. Sit down.* Pupil B follows the instructions/mimes. If Pupil B makes a mistake, Pupil A scores one point. After a certain amount of time, pupils swap roles. Make sure both pupils have the same amount of time to give instructions. They count their points at the end to see who wins.

Ending the lesson

- Pupils stand up. Give each pupil a number between 1 and 6. Call out an instruction with a number, e.g. *Number 3, point to your chair.* All the pupils who are number 3 do the action or mime. Repeat with other instructions, e.g. *Number 5, stand up. Number 5, sit down. Number 2, close your books. Number 6, point to a pencil. Number 1, listen. Number 1, look. Number 3 and number 4, stand up,* etc. You can make the game competitive by choosing the best number 'team' at the end of the game. (This is the team that has followed your instructions with the fewest mistakes.)
- Say the closing routine.

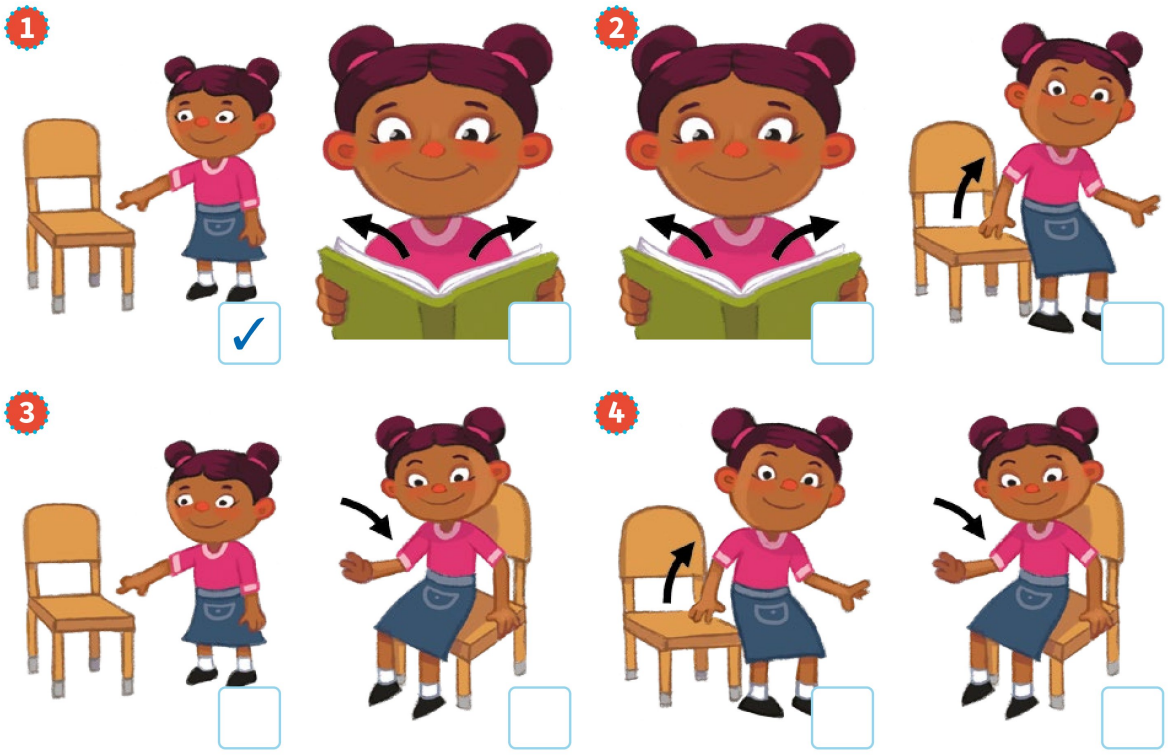
Digital Classroom

- **Presentation Plus:** Unit 2
- **Audio 18, 20**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 2, *Extension worksheet 1*

1 20 Listen and tick (✓).



2 Draw your classroom. Say.

Me!

1 21 Watch the video. Listen and act out the story.



Story: unit language in context

Objectives

By the end of the lesson, pupils will have listened to a story and reviewed language from the unit.

Target language

- **Key language:** language from the unit
- **Additional language:** *How many? Here's (your bag), Thank you*
- **Revision:** numbers 1–6

Materials

- **Flashcards:** classroom objects and classroom language (10–15, 16–22)
- One set of character masks for each pupil

Warmer

- Say the opening routine.
- Review the classroom instructions using flashcards. Hold up each flashcard, elicit the instruction and hand the flashcard to a pupil. One of the pupils with a flashcard shows it to the class, says the instruction and sticks it on the board. The class follows the instruction with an action or a mime. Repeat for the rest of the pupils with flashcards.
- Point to the flashcards on the board in turn. The whole class says the instruction and does the action.

Story

CB16. ACTIVITY 1

Watch the video. Listen and act out the story.

- Show page 16. Say *Look at the pictures.* Point to the characters in the pictures and ask *Who's this?* Pupils say *Marie/Maskman/Monty.* Point to the classroom objects and ask *What's this?* Tell pupils they are going to watch a ▶ Video of the story.
- Watch the ▶ Video with the class. Give pupils the option of watching it twice if they need to.
- Point to picture 5 on the whiteboard. Ask *How many bags?* (*Five*) Ask similar questions for each picture, e.g. *How many (tables/chairs/erasers/pencils)?* Elicit answers from the whole class. It is important for pupils to enjoy the story and not feel pressure to 'get the answers right'.

Extra support Put up the classroom object flashcards and the number flashcards 1 to 6. As you elicit the answers to your questions, ask a pupil to put the correct number with each classroom object. This gives less confident pupils visual support with their listening.

- Say *Open your books at page 16, please.* Say *Listen and point to the pictures.* Play the Audio. Pupils listen and point to the speakers in each picture. Stop after each picture to check.

Play the Audio for the picture again and point to the characters in the story pictures on the whiteboard. You can invite two more confident pupils to do this.

- Put the class into three groups – Monty, Marie and Maskman. Say *Listen and act out the story.* Play the Audio. Pupils put on their character masks and listen and act out the story.

Extra challenge Invite three confident pupils to the front. They act out the story using classroom objects as props.

Audio 21 ▶

Wake up! Wake up!
Monty, Maskman, Marie.
Walk and talk now.
One … two … three.

Marie: OK now. Hmm. One table and … one … two chairs.
Monty: Yes, Marie! Two chairs!

Maskman: And look! … One … two … three erasers.
Marie: Yes! Good, Maskman! Three erasers.

Monty: Eegh! Look! … One … two … three …
Maskman: Four pencils!
Marie: Maskman!

Maskman: Hmm. The bags … Er, the bags!

Marie: Now! The bags! One … two … three … four … five bags. Yes! … Good! Five bags.
Maskman: Huh!? No, no, Marie! … My bag!

Monty: Look, Maskman! Here's your bag!
Maskman: My bag! … Oh! Thank you, Monty!
Marie: Yes, six bags. Now … Stand up, please, Maskman!

Consolidation activity

- Stick the flashcards of classroom objects and classroom language on the board in random order. Make sure pupils can reach the flashcards. Say one of the items and ask a pupil to come and take the flashcard as quickly as possible. The pupil takes the flashcard and sits down in his/her place. He/She turns the flashcard over so the rest of the class can't see the picture. (He/She also covers the word or phrase.) Repeat until no flashcards are left on the board. See if pupils can remember the items from the board (the pupils with flashcards may not look at them). Elicit the words and phrases one by one. Ask the pupil with the corresponding flashcard to come and stick it back on the board.

Ending the lesson

- Say a line from the story, acting if you can, e.g. *One table and … one … two chairs.* Ask *Monty, Marie or Maskman?* Pupils say the name of the speaker (e.g. *Marie*). Repeat with other lines.
- Say the closing routine.

Digital Classroom

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

Extra Resources

- **Teacher Resources:** Unit 2, *Extension worksheet 2*

Objectives

By the end of the lesson, pupils will have practised the language from the story.

Target language

- **Key language:** language from the unit
- **Additional language:** *Here's (your bag), Thank you*
- **Revision:** numbers 1–6

Materials

- One set of character masks for each pupil
- **Consolidation activity 1:** classroom objects, two rolled-up newspapers
- **Consolidation activity 2:** paper for each pupil

Warmer

- Say the opening routine.
- Pupils choose a character and put on their character mask. Play the story ▶ Video from the previous lesson and they copy the movements of their character in the ▶ Video. Then they get into groups of three and act out the story.

CB17. ACTIVITY 1

Listen and write the number.

- Show page 17. Say *Look at the pictures.* Point to each picture in order and pupils say what they can see. Play the example on the Audio. Point to the example number 1 next to the picture of the clipboard and the bag.
- Say *Open your books at page 17, please.* Play the Audio. Pupils listen and number the pictures in the order that they hear them. Ask them to use pencil, not pen.

Extra support Stop the Audio after each item and ask pupils to point to the picture before they write the number.

Key: 5, 2, 6 / 3, (1,) 4

Audio 22

1. **Marie:** Yes, six bags.
2. **Maskman:** And look! … One … two … three erasers.
3. **Marie:** Now! The bags! One … two … three … four … five bags. Yes! … Good! Five bags.
4. **Monty:** Look, Maskman! Here's your bag!
   Maskman: My bag! … Oh! Thank you, Monty!
5. **Marie:** OK now. Hmm. One table and … one … two chairs.
6. **Monty:** Eegh! Look! … One … two … three …
   Maskman: Four pencils!

CB17. ACTIVITY 2

Circle. Say and circle.

- Draw six simple tables on the board. Invite a confident pupil to the board and give them a board pen. Say and mime *Draw a circle.* The pupil draws a circle in the air. Now say *Three tables. Circle three tables.* Help the pupil to circle three of the pictures of tables.
- Show page 17. Point to the rows of pictures and elicit the words: *tables, pencils, erasers, chairs.* Invite another pupil to the whiteboard. Point to the three circled tables on the left and say *Three tables.* Point to the pictures on the right and encourage the pupil to circle three tables and say *Yes, three tables.*
- Say and show *Pick up a pencil. Circle.* Pupils circle different numbers of objects in the rows on the left in their books.
- Pupils work in pairs without looking at each other's books. Pupil A says, e.g. *Two pencils.* Pupil B circles two pencils on the right. Then Pupil B says their number of pencils and Pupil A circles them on the right. They continue with the erasers and the chairs.

Consolidation activity 1

- Arrange a set of classroom objects (a table, a chair, a bag, an eraser, a pencil and a book) in the classroom. Put pupils in two teams and they stand in two lines near the objects. Give a rolled-up newspaper to the pupil at the front of each line. Say one of the classroom objects. Pupils race to touch the correct object with their newspaper. The first to do this wins a point for their team. The two pupils go to the back of the team. Hand the newspapers to the next two pupils at the front and continue. Repeat objects to make it more challenging. When all pupils have had a go, the team with the most points is the winner.

Consolidation activity 2

- Give each pupil a piece of paper and ask them to draw a classroom object. Pupils stand in a circle holding their pictures. In a clockwise order, pupils give their picture to the pupil on their left saying *Here's (a book).* The receiving pupil says *Thank you.* Pupils continue to pass the pictures around the circle until they get their own picture back.

Ending the lesson

- Ask pupils to stand up. Say *One table.* All pupils need to touch a table. Now say, e.g. *Six bags.* Pupils walk around the classroom and touch six bags, counting as they go. Continue to say numbers and objects for pupils to touch. You may like to invite pupils to volunteer to be the callers for the class.
- Say the closing routine.

Digital Classroom

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

2

1 22 Listen and write the number.











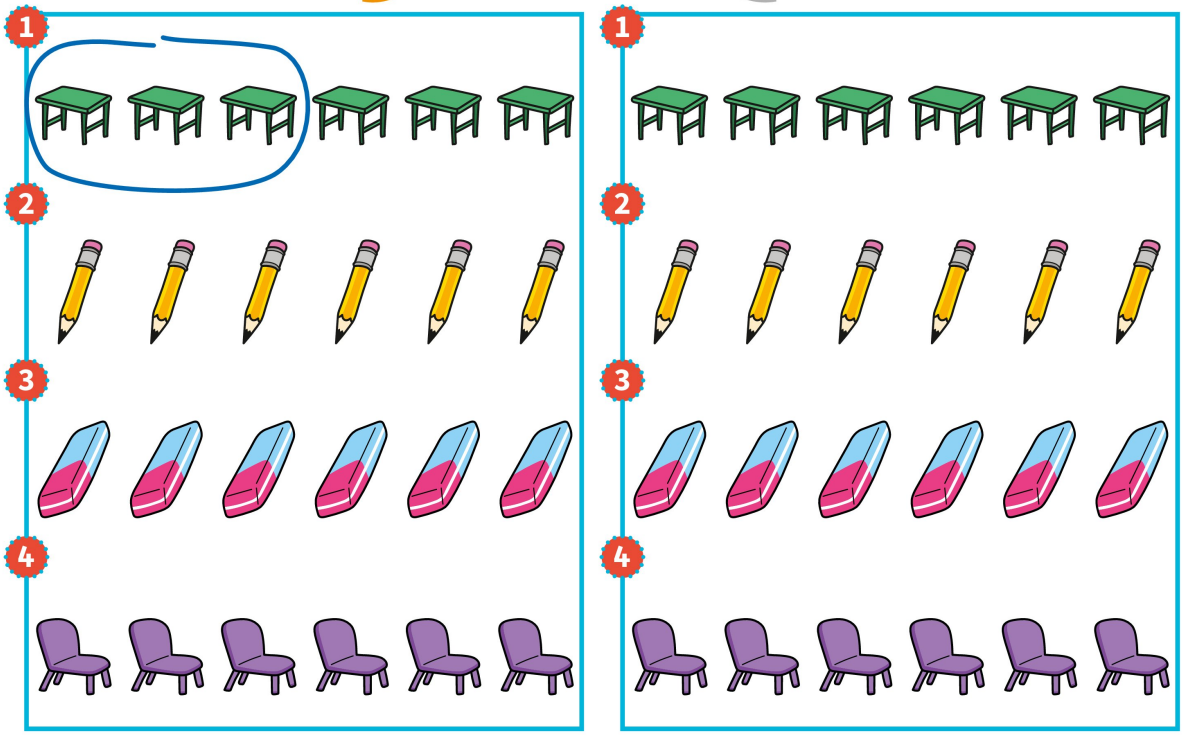
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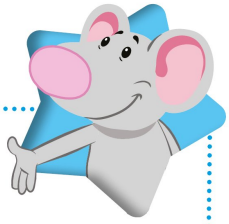
2 Circle. Say and circle.

Three tables.

Yes, three tables.



Monty's sounds



1 23 Watch and say.



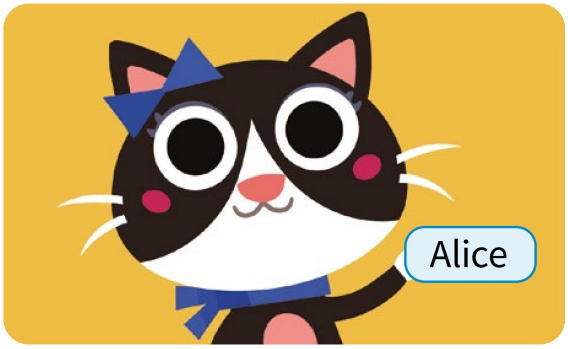


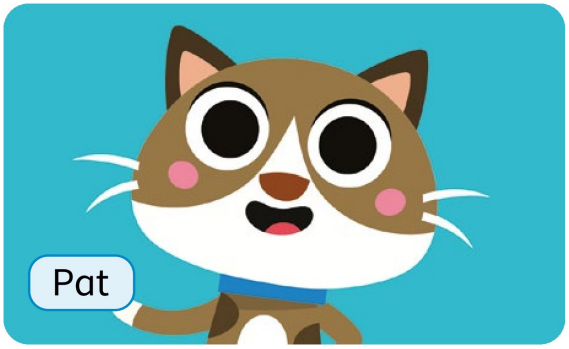


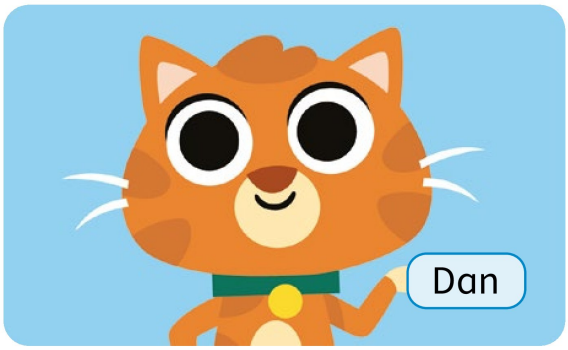
2 Ask and answer.

What's your name?

I'm Alice Cat.









Sounds: *cat, black, bag*

Objectives

By the end of the lesson, pupils will have recognised and practised the sound /æ/ in familiar words and short phrases.

Target language

- **Key language:** the sound /æ/ (*cat*, *black*, *bag*), classroom objects, *stand up*, *What's this? It's a (bag).*
- **Additional language:** *in*
- **Revision:** *What's your name? I'm …*

Materials

- **Flashcards:** Monty and classroom objects (3, 10–15)
- Real classroom objects and a bag
- **Extension activity:** A4 paper for each pupil

Warmer

- Say the opening routine.
- Sit together in a large circle with the classroom object flashcards on the floor. (Cover the words on the reverse side with sticky notes.) Elicit the words. Choose one object, say the word and turn over the flashcard so it is face down. Invite the pupil to your left to repeat your word and say another word and turn over that flashcard. Continue to the next pupil and so on until all six flashcards are turned over. The next pupil says a word and turns over the flashcard so it is face up. Continue until every pupil has had a turn.

Presentation

- Put a bag on your desk with a book, pencil or an eraser inside. Point to the bag and ask *What's this?* Pupils say *It's a bag.* Repeat in chorus. Ask pupils *What's in the bag?* Show *in* by looking inside. Let pupils feel the bag to guess. Tell pupils they will watch a ▶ Video to find out what's in a bag.

CB18. ACTIVITY 1

Watch and say.

- Show the Monty flashcard. Tell pupils he is going to tell them about a sound.
- Play the ▶ Video. Pupils watch and join in with the /æ/ sounds and words. Pause the ▶ Video after the first version of the animation. Ask *What's in the bag?* Elicit *A cat.*
- Show page 18. Point to the pictures and ask *What's this?* Pupils respond *A (black) bag / A cat / A cat in a (black) bag.*
- Play the second version of the animation (with pauses). Pupils repeat the sounds and words.

23 ▶

Monty: A cat!
What can you see? Say it with me!
Monty & Voice: A cat in a black bag.
Voice: /æ/ /æ/
A bag.
A black bag.
A cat.
A cat in a black bag.
/æ/ cat /æ/ black /æ/ bag
A cat in a black bag.
Monty: One more time – you sound fine!
Monty & Voice: A cat in a black bag.

CB18. ACTIVITY 2

Ask and answer.

- Point to the first cat and ask *What's your name?* Mime and answer *I'm Alice Cat.* Repeat with the other cats, introducing them as *Pat Cat*, *Dan Cat* and *Ann Cat.*
- Say *Open your books at page 18, please.* Divide the class into four groups. Group 1 is Alice, Group 2 is Pat, Group 3 is Dan and Group 4 is Ann. Ask pupils to move around, greet each other and introduce themselves asking *What's your name?* and responding *I'm (Alice) Cat.* They can take their book and point to their picture as they say their name.

Extra support Before dividing the class into four groups, ask for four volunteers to come to the front. Give each a name and ask them to do the activity while the others watch.

Consolidation activity

- Say *Stand up, cat in a bag* and teach learners three actions. For 'stand up', pupils stand. For 'cat', pupils make cat ears with their fingers and for 'in a bag', pupils raise their hands to their chests as if they are holding backpack straps. Say the three chunks in different orders and learners do the action for each one. Do one of the actions and learners say the corresponding chunk. Build this up until learners can say *Stand up, cat in a bag.* Put learners into groups for them to repeat together.

Extension activity

- Give pupils a piece of A4 paper and show them how to fold it to make a mini book. They draw a bag on the front cover. On the next page they draw a bag with two cat ears sticking out. On the next page they draw the cat standing up in the bag. On the final page, pupils draw the cat. Once pupils have all finished, invite them to show and share, saying what is on each of their pages.

Ending the lesson

- Pupils stand in two lines. The lines jump forward if they hear a word with the /æ/ sound. Call out words from the unit with and without the /æ/ sound. Also include numbers 1 to 6 and the Unit 1 /m/ sound words.
- Say the closing routine.

Digital Classroom

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

Objectives

By the end of the lesson, pupils will have reviewed language from the unit in listening and speaking activities.

Target language

- **Key language:** language from the unit
- **Revision:** numbers 1–6, *What's your name? How old are you?*

Materials

- **Flashcards:** classroom objects (10–15)
- Maskman mask for the teacher
- **Consolidation activity 1:** one Maskman mask for each pair of pupils

Warmer

- Say the opening routine.
- Put pupils into groups of four, with one Alice Cat, one Ann Cat, one Dan Cat and one Pat Cat in each group. Ask each group to sit down together and call out *Alice Cat, stand up!* Repeat with the other three cats in the group in turn. Pupils repeat the game in their groups. They can then swap names to maximise practice.

CB19. ACTIVITY 1

Listen and stick.

- Review the classroom objects by holding up one of the classroom object flashcards. Hide the picture with a piece of paper/card. Slowly reveal the flashcard. Ask *What's this?* Pupils respond, e.g. *Chair.* Say *Yes. It's a chair.* Repeat with the rest of the flashcards.
- Show page 19. Point to the classroom objects. Pupils say the words.
- Pupils find the stickers of the objects at the back of the book.
- Hold up the stickers and say *Listen and point.* Play the Audio. Pupils listen and point to the correct stickers. They don't take the stickers off the page yet.
- Say *Open your books at page 19, please.* Show the numbers on page 19. Say *Listen and point.* Play the Audio again. Pupils listen and point. Check they are pointing to the correct places in the picture.
- Say *Now listen and stick.* Mime taking a sticker off the sheet and positioning it in the correct place. Play the Audio. Stop after each answer. Check pupils have the correct sticker and the right position. Pupils stick the stickers in the correct place. Monitor around the class to check.

24

1. What's this?
   It's a book.
2. What's this?
   It's a table.
3. What's this?
   It's a pencil.
4. What's this?
   It's an eraser.
5. What's this?
   It's a bag.
6. What's this?
   It's a chair.

CB19. ACTIVITY 2

Talk to Maskman.

- Put on the Maskman mask. Stand in a 'superhero' pose and say *Hello, I'm Maskman* (use Maskman's voice). Play the Audio. Pause after each question or instruction and repeat, still acting and speaking like Maskman. Choose a pupil to respond. The pupil answers the question or follows the instruction, as appropriate. Continue around the class, until each pupil has responded at least once.
- When the activity is finished, pupils stick the Unit 2 Talk to Maskman sticker at the bottom of the page.

Extra challenge Play the Audio again. Pupils listen and they all respond at the same time. Repeat two or three times and then invite a pupil to be Maskman. Give the pupil a Maskman mask and play the Audio. The pupil repeats the questions as Maskman and asks you. Repeat with other more confident pupils.

25

Hello … I'm Maskman!
What's your name?
How old are you?
Stand up!
Point to a chair.
Point to a pencil.
Sit down!

Consolidation activity 1

- Pupils work in pairs. Each pair needs a Maskman mask. Pupil A puts on the mask, stands in a 'superhero' pose and gives instructions in a 'Maskman' voice, e.g. *Close your book. Stand up. Listen to me.* Pupil B follows the instructions. Then they swap roles.

Consolidation activity 2

- Invite a pupil to the front. Hand him/her a classroom object flashcard. The pupil looks at the flashcard, but keeps it hidden. He/She then does a mime of the object (e.g. sitting down for *chair*, sharpening a pencil or writing for *pencil*). The rest of the class guesses the object. They put up their hands and say, e.g. *It's a pencil.* The pupil at the front shows the flashcard when another pupil guesses correctly. Repeat with other pupils.

Ending the lesson

- Pupils do the Review puzzle on pages 92 and 93 (instructions on page T92–93).
- Say the closing routine.

Digital Classroom

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

1 24 Listen and stick.



2 25 Talk to Maskman.



?

Marie's maths

What shapes can I see?



1 Watch the video. Answer.

2 26 Listen and point. Say the shapes.



3 Look and draw lines.





Objectives

By the end of the lesson, pupils will be able to understand and name basic shapes and identify them in the classroom.

Target language

- **Key language:** language from the unit, shapes: *circle*, *triangle*, *square*
- **Additional language:** *shape*

Materials

- **Flashcards:** shapes (23–25)
- Real classroom objects

Warmer

- Say the opening routine.
- Review classroom objects. Pupils work in two teams. Say *table*. A pupil from each team finds a table and touches it. Name another pupil from each team and say *eraser*. Repeat with the other classroom objects, using the objects as many times as necessary so that all pupils in each team have a turn.

Video

CB20. ACTIVITY 1

Watch the video. Answer.

- Tell pupils that they're going to watch a ▶ Video. Play the ▶ Video. Pupils answer the questions in Quiz Time.
- Play the ▶ Video again. Ask pupils to answer the Big Question at the end.

Presentation

- Present and practise the words for shapes using the flashcards or by drawing them in the air or on the board.

CB20. ACTIVITY 2

Listen and point. Say the shapes.

- Show page 20, point to the picture of Marie and elicit her name. Point to the shapes at the bottom of the page and say *It's maths*. Check understanding of *maths*. Show the classroom photo. Point to one of the chairs and do a circular motion with your finger around the chair back. Ask *What's this shape?* Elicit and drill *circle*. Do the same for *square* with the window and for *triangle* with the doll's house roof.
- Say *Open your books at page 20, please*. Say *Listen and point*. Play the Audio. Pupils point to shapes in the photo. Check they are pointing to the correct objects. Then point to a shaped object in the photo and say, e.g. *triangle*. Pupils repeat. Do the same for *circle* and *square*.

26

> Circle. Point to a circle. Yes! It's a circle.
> Square. Point to a square. Yes! It's a square.
> Triangle. Point to a triangle. Yes! It's a triangle.

CB20. ACTIVITY 3

Look and draw lines.

- Point to the shapes and ask *What's this?* Pupils say the shapes. Say *Look and draw lines*. Say *circle* and point to the yellow circle below the photo. Trace a circle around the chair back in the photo and then trace the example matching line. Pupils then find another circular shape in the classroom photo and draw another matching line (e.g. the arrow cushions on the mat on the right, the tower near the door, or another chair).
- Point to the green square and say *square*. Give pupils time to find a square shape in the classroom and draw a matching line.
- Point to the red triangle and say *triangle*. Give pupils time to find a triangle shape in the classroom and draw a matching line.

Extra support Pupils work in their class groups to find and match the shapes in the photo.

> **Key:** Circle: chairs, arrow cushions on the mat on the right, tower near the door, vehicle wheels; Square: window, mats next to the window, sections of the cupboard/shelving unit, end of the doll's house; Triangle: roof of the doll's house

Consolidation activity

- Point to something which is the shape of a circle, square or triangle in your classroom and ask *What's this shape?* Pupils say the shape. Then say *circle*. All pupils find and touch a circle. Do the same for *square* and *triangle*.

Ending the lesson

- Ask pupils to stand up and walk around the classroom. Clap your hands and they stop walking and stand still. Say a shape word and they draw a large shape in the air. Clap again and pupils walk around. Clap and say another shape. Pupils stop and air draw the shape. Continue the game, getting faster and faster.
- Say the closing routine.

Digital Classroom

- **Presentation Plus:** Unit 2
- **Audio 26**
- **Digital Flashcards**
- **Practice Extra**

Objectives

By the end of the lesson, pupils will be able to say how many sides basic shapes have and will have made a picture of a classroom using shapes.

Target language

- **Key language:** language from the unit, shapes: *circle*, *triangle*, *square*
- **Additional language:** *shape*, *side*, *classroom*, *How many?*
- **Revision:** numbers 1–6

Materials

- **Flashcards:** shapes (23–25)
- Coloured pencils or crayons
- **Project:** Photocopiable 2 copied onto thin card or paper and a large sheet of card for each group, glue, scissors

Warmer

- Say the opening routine.
- Put the shape flashcards in different places in the classroom. Pupils stand in the centre of the room. Draw a shape in the air with your finger and say the shape. Pupils move to the correct flashcard in the classroom and say the shape. Repeat, with pupils moving to the correct shape each time.

Presentation

CB21. ACTIVITY 4

Listen and look. Count and write.

- Stick the shape flashcards in a row on the board: square, triangle, circle. Point to the top side of the square and say *This is a side*. Write *1* above it. Point to the next side and write *2*. Continue around the square, writing *3* and then *4*. Ask *How many sides?* Count with the pupils, pointing to each side. Pupils draw the shape in the air. Say *Four sides. A square has four sides.* Repeat with the triangle. For the circle, ask pupils to look carefully at the shape and ask *How many sides?* Write *1* above the circle and follow the shape with your finger. Pupils copy you.
- Show page 21. Point to the photos and elicit the three shapes. Point to the first photo and say *Triangle – how many sides?* Elicit the answer and point to the example number 3. Play the Audio. Pupils listen to the children in the photos and look at the shapes carefully, counting the number of sides.
- Say *Open your books at page 21, please.* Play the Audio again and pupils write the correct number in the boxes. Ask them to use pencil, not pen. Check answers as a class.

Key: 2 4, 3 1

27

1. What's this shape? It's a triangle. Let's count the sides! One, two, three. Three sides.
2. What's this shape? It's a square. Let's count the sides! One, two, three, four. Four sides.
3. What's this shape? It's a circle. Let's count the sides! One. One side.

- Say *Three sides* and ask pupils to tell you the correct shape (*triangle*). Repeat for the other shapes. Point to a square object in the classroom and ask *How many sides?* Choose a volunteer to answer. Repeat with the other shapes and different classroom objects.

CB21. ACTIVITY 5

Look and draw. Colour.

- Point to the first row of shapes one by one and say them with the pupils: *square*, *circle*, *square*, *circle*, *square*, … *circle*. Point to the second row and say the shapes. Pause at the space at the end and ask *What's this?* (*Square*) Do the same for rows 3 and 4.
- Pupils draw the missing shape in each row, then colour them in the correct colours.

Extra challenge Pupils draw shape pattern puzzles and swap with another pupil to solve them.

Key: **2** green square, **3** red triangle, **4** yellow circle

Project

- Pupils work in groups of three or four. Each group needs the materials listed earlier.
- Show the example project on page 21. Say *Make a classroom with shapes.*
- Pupils colour in and cut out the shapes on Photocopiable 2. They stick their shapes onto the sheet of card to make a classroom.
- When pupils have finished, stick the collages on the wall and ask pupils to look at each one. Point to the shapes in the pictures and ask *What's this? How many squares?* etc.
  Note: To save time, photocopy onto coloured paper so pupils don't have to colour the shapes. You could also cut out the shapes before the lesson or use coloured shape stickers.

Extra support Pupils copy and extend the example shape collage on page 21.

Consolidation activity

- Draw a mouse on the board made up of squares, circles and triangles (e.g. a square for the body first, a circle for the head, two smaller circles for the ears, a triangle for the nose, etc.). After each shape you draw, elicit the shape word. Pupils guess the animal. If they don't guess, continue drawing. When you have finished the picture, ask *How many (squares)?*

Ending the lesson

- In pairs or small groups, pupils move around the classroom and find as many different circle, square and triangle shapes as they can.
- Say the closing routine.

Digital Classroom

Presentation Plus: Unit 2
Digital Flashcards
Audio 27
Practice Extra

4 27 Listen and look. Count and write.

1 

3

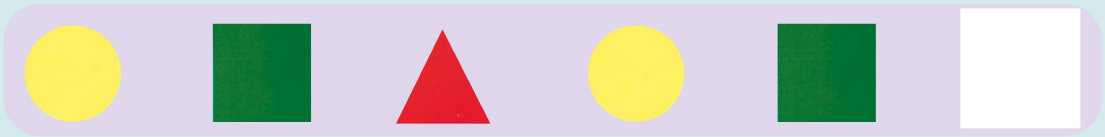
2 

3 

5 Look and draw. Colour.

1 

2 

3 

4 

Project



Make a classroom with shapes.

Maskman's practice

1 28 Listen and write the number. Act it out.



2 Count and draw lines. Say.



Objectives

By the end of the lesson, pupils will have reviewed language from Unit 1.

Target language

- **Key language:** numbers 1–6, *Hello, What's your name? I'm (Marie), How old are you? I'm (five).*
- **Additional language:** *How many?*

Materials

- Background music
- One set of character masks for each pupil

Warmer

- Say the opening routine.
- Write a large number from 1 to 6 in the air and ask *How many?* Pupils call out the number. Ask a few pupils to stand up and do the same. Now point to your head and say *Think of a number.* Put your index finger to your lips and say *Shh! Don't say it!* Ask everyone to stand up, then say *Write the number.* Pupils write a large number in the air in front of them. Play the music. Pupils move around the class. They write their numbers in the air and watch the other pupils writing their numbers. At this point they don't say anything. Give pupils time to see everyone else's numbers, then stop the music. Pupils stand in a large circle or sit down again. Stand beside one pupil and ask *How many?* The other pupils say the number that he/she was writing in the air. If no one can remember, the pupil writes it again and all the others say it. Continue with all the class.

CB22. ACTIVITY 1

Listen and write the number. Act it out.

- Show page 22. Point to the picture of Marie and ask *How old?* Point to Marie's badge and elicit *Five.* Point to Monty and Maskman's badges and ask *How old?* See if anyone can remember their ages.
- Say *Listen. How old?* Play dialogue 1 on the Audio. Pupils listen and identify the character (*Marie*). Trace the number 5 on her badge on the whiteboard.
- Say *Open your books at page 22, please.* Play dialogues 2 and 3. Pupils listen, identify the characters and write their ages in the badges in their books. Check answers by asking pupils to come to the whiteboard and write the numbers in the badges.
- Pupils work in pairs and act out the dialogues. Pupil A chooses a character and puts on the mask. Pupil B asks the questions. Then they swap roles. Encourage them to 'be' Maskman, Monty or Marie, changing their voices accordingly.

Extra support Before pupils act out a dialogue in pairs, play the Audio again. Pupils work in two big groups. One group listens and repeats the questions, and the other listens and repeats the answers.

Key: Monty 4, Maskman 6

28

1. Hello. What's your name?
   I'm Marie.
   How old are you, Marie?
   I'm five.
2. Hello. What's your name?
   I'm Monty.
   How old are you, Monty?
   I'm four.
3. Hello. What's your name?
   I'm Maskman.
   How old are you, Maskman?
   I'm six.

CB22. ACTIVITY 2

Count and draw lines. Say.

- Focus on the six small cakes at the top. Point to them one by one and invite pupils to say the numbers. Show the six large cakes below. Point to these one by one. Ask *How many?* and use your finger to get pupils to count the candles with you. Point to the example cake at the top with the number 2. Trace the line to the matching cake below, saying *Two … One, two.* Point to another cake in the top row and ask a pupil to find the cake below with the same number of candles and trace a line. Pupils work on their own to draw lines for the other cakes in their books.
- Check answers in pairs and as a class. Pupils point and say, e.g. *Three … One, two, three.*

Consolidation activity

- Pupils stand up and move around the class to music. Stop the music and say a number between 1 and 6. Pupils quickly get into groups of that number and stand still. If you say the number 1, they stand still on their own. Play the music again and they move around. Stop the music and repeat with another number.

Ending the lesson

- Ask pupils which chant, song or game they'd like to do again from Unit 1. Do it together.
- Say the closing routine.

Digital Classroom

- **Presentation Plus:** Unit 2
- **Digital Flashcards**
- **Audio 28**
- **Practice Extra**

Objectives

By the end of the lesson, pupils will have reviewed language from Unit 2.

Target language

- **Key language:** classroom objects
- **Additional language:** *How many?*
- **Revision:** numbers 1–6, *yes*, *no*

Materials

- **Flashcards:** numbers 1–6 and classroom objects (4–9, 10–15)
- **Consolidation activity 1:** a soft ball for each group
- **Consolidation activity 2:** A4 paper divided into six for each pupil
- **Review game:** see page T94–95

Warmer

- Say the opening routine.
- Put the number and classroom object flashcards around the classroom. Pupils stand up and walk around looking at the flashcards. Give them time to look at all 12. Pupils get into teams and sit down. Say one of the words. One pupil from each team runs to the flashcard and takes it back to their team. Continue saying all the words. The game finishes when there are no more flashcards left around the room.

CB23. ACTIVITY 3

Look and count. Listen and circle.

- Show page 23. Point to the pictures one by one and ask *How many?* Pupils look and count slowly, e.g. *One, two, three books.*
- Point to the tick in the box for picture 1 and say and drill *Yes*. Point to the cross and say and drill *No*. Play the example on the Audio. Point to picture 1 and ask *Four books, yes or no?* to elicit *No*. Trace the example circle around the cross.
- Say *Open your books at page 23, please.* Give pupils time to count the objects, then play the Audio. Pupils say *Yes* or *No* and then circle the tick or the cross. Ask them to use pencil, not pen.

Extra challenge Pupils work in pairs. Pupil A points to one of the pictures at random and says number + object, e.g. he/she points to picture 2 (two chairs) a nd says *Two tables*. Pupil B says *No*. Pupil A points to picture 2 (two chairs) and says *Two chairs*. Pupil B says *Yes*. Swap roles.

Key: 2 ✓, 3 ✓, 4 ✗, 5 ✓, 6 ✗

29

1. Four books.
2. Two chairs.
3. Five bags.
4. Six erasers.
5. Two tables.
6. Four pencils.

CB23. ACTIVITY 4

Listen again. Draw. Say.

- Point to the first picture in Activity 3 and ask *How many?* to elicit *Three*. With a confused look on your face, point to the cross at the bottom of the picture and ask *Three books?* Point to the empty space on the right and say *Draw one book.* Pupils draw another book. They say *Four books.*
- Say *Listen and draw.* Pupils listen to the Audio again and then draw the extra items in the pictures with crosses. Monitor and check as they work.
- Pupils point to the objects in each picture and count, e.g. *One book, two books, three books, four books.*

Key: 1 Four books, 2 Two chairs, 3 Five bags, 4 Six erasers, 5 Two tables, 6 Four pencils

30

Repeat of audioscript 29

Consolidation activity 1

- Put pupils in groups of six. Each group needs a ball. They stand up and make a circle. Each pupil thinks of a classroom object. Give the ball to one pupil. He/She throws up the ball and catches it and says the classroom object, e.g. *table*. Then he/she throws the ball to another pupil in the same group. This pupil catches the ball then throws it up and catches it again twice, saying their word and the first pupil's word, e.g. *eraser … table*. He/She throws the ball to another pupil, and so on. To finish the game, the pupil who started says all six words from memory.

Consolidation activity 2

- Give each pupil a piece of A4 paper divided into six. Pupils draw a classroom object (bag, book, table, pencil, eraser, chair) in each box. They cut out and make six mini cards. Put pupils into pairs to play *Memory*. They both put their cards face down and mix them. Pupil A turns over two cards and says both words. If they are the same, he/she takes the cards. If not, he/she puts them back face down. Pupil B then turns over two cards and does the same. The winner is the pupil with the most pairs at the end of the game.

Ending the lesson

- Pupils play the Review game on pages 94 and 95 (instructions on page T94–95).
- Say the closing routine.

Digital Classroom

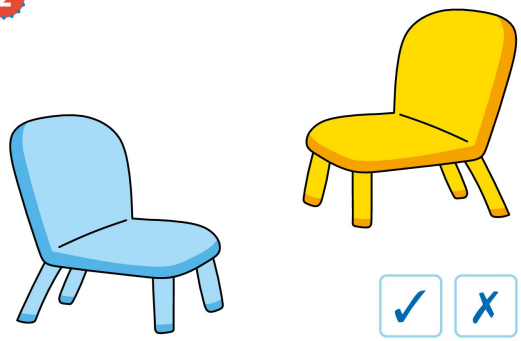
- **Presentation Plus:** Unit 2
- **Digital Flashcards**
- **Audio 29–30**
- **Practice Extra**



3 29 Look and count. Listen and circle.

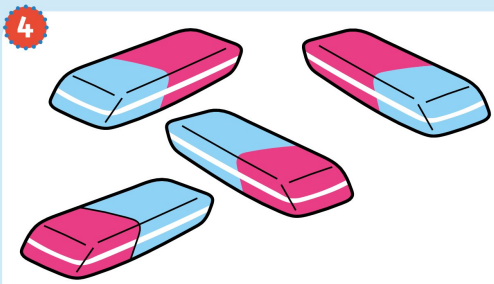
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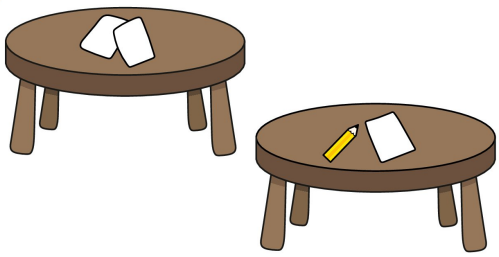
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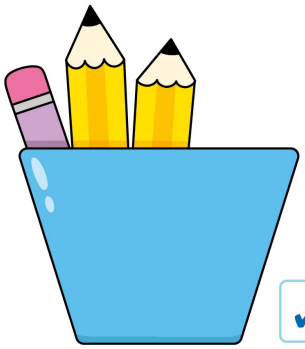
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4 30 Listen again. Draw. Say.

Trevor's values

Asking nicely



1 31 **Listen and point.**



2 **Act it out.**

Asking nicely: *Pass me the pencil, please. Here you are. Thank you.* | social responsibilities

Objectives

By the end of the lesson, pupils will have listened to examples of polite English and practised asking for items politely and responding.

Target language

- **Key language:** classroom objects, *Pass me the (pencil), please*, *Here you are*, *Thank you*
- **Additional language:** *How many?*
- **Revision:** numbers 1–6

Materials

- Real classroom objects (pencils, erasers, bags, books)

Warmer

- Say the opening routine.
- Hold up four pencils. Ask *How many pencils?* Count aloud with the class: *One, two, three, four!* Repeat with different numbers and different classroom objects.
- Practise the question *How many?* Say the question. Pupils repeat several times. Vary it by asking them to say it loudly, softly, angrily, whispering, and so on.
- Show three books to a confident pupil and ask *How many books?* The pupil responds *Three*.
- Pupils work in pairs. They ask and answer about classroom objects in the same way. Monitor and check they are using *How many?* correctly.

Presentation

CB24. ACTIVITY 1

Listen and point.

- Show page 24. Point to the picture of Trevor at the top. Say *This is Trevor.* Wave at Trevor and say *Hello, Trevor!* Pupils say *Hello, Trevor!* and wave. Translate *values*, so pupils know that Trevor's pages are about doing the right thing. Point to the four large pictures of the children at school and at home. Say *Listen and point*. Play the Audio. Point to the characters in the pictures as they speak.
- Say *Open your books at page 24, please*. Say *Listen and point*. Play the Audio again. Pupils listen and do the same.
- Play the Audio again, line by line. Pupils repeat in chorus. Encourage them to use the same intonation as on the Audio.

31

Pass me the pencil, please.

Here you are.
Thank you.

Pass me the bag, please.

Here you are.
Thank you.

CB24. ACTIVITY 2

Act it out.

- Pupils work in pairs. They act out the situations in the pictures using real objects (a pencil and a bag). Act together with a pupil first to demonstrate. Monitor and help as necessary. Encourage pupils to use the phrases every day in class.
- Pupils swap partners and make up new dialogues using erasers, e.g. Pupil A: *Pass me the eraser, please.* Pupil B: *Here you are.* Pupil A: *Thank you.*

Extra challenge More confident pairs act out the situations for the class. They can make up new dialogues for other classroom objects after asking you the words.

Consolidation activity 1

- Pupils look at the pictures on page 24. Mime and say the lines for one of the pictures, e.g. *Pass me the bag, please.* Pupils point to the picture and say the number, e.g. *Three.* Repeat with the other pictures. You can repeat the whole activity, saying the lines more quickly.

Consolidation activity 2

- Start a chain. Put a book on a pupil's desk at the front. Say *Pass me the book, please.* He/She passes you the book and says *Here you are.* Say *Thank you.* Another pupil says to you *Pass me the book, please.* Pass it saying *Here you are.* The second pupil says *Thank you.* The pupil next to this pupil continues the chain (*Pass me the book, please …*).
- When pupils are confident with the game, start a new chain in a different place in the classroom with a different object, e.g. a pencil, an eraser or a bag.

Ending the lesson

- Mime one of the actions from the situations in the lesson, e.g. handing something to someone. Pupils say the correct phrase, e.g. *Here you are.* Repeat with other actions (receiving something from someone, smiling and looking grateful – pupils say *Thank you*; gesturing that you want a pencil – pupils say *Pass me the pencil, please.*). Pupils repeat the game in pairs.
- Say the closing routine.

Digital Classroom

- **Presentation Plus:** Unit 2
- **Audio 31**
- **Digital Flashcards**
- **Practice Extra**

Objectives

By the end of the lesson, pupils will have reviewed language from Units 1 and 2.

Target language

- **Revision:** numbers 1–6, classroom objects, classroom language, *How old are you? I'm (five), How many (chairs)?*

Materials

- **Flashcards:** classroom objects (10–15)
- Coloured pencils or crayons
- **Consolidation activity 1:** paper for each pupil
- **Consolidation activity 2:** flashcards: classroom language (16–22)

Warmer

- Say the opening routine.
- Write numbers 1 to 6 on the board and elicit the words. Point to the numbers as pupils count in chorus in order. Then repeat backwards. Then read individual numbers. Pupils repeat.
- Ask several pupils *How old are you?* They respond, e.g. *I'm six.*

CB25. ACTIVITY 1

Listen and circle the number.

- Show page 25 and focus on the pictures of the children. Elicit the numbers next to each picture.
- Say *Listen.* Point to the two numbers next to the first picture. Say *How old is he? Five or six?* Play the example on the Audio. Elicit the answer. Show pupils the example circle around number 5.
- Say *Open your books at page 25, please.* Make sure pupils understand that they have to circle one of the numbers each time. Say *Listen and circle.* Play the rest of the Audio. Stop after each number for pupils to think and circle. They check in pairs. Play the Audio again. Stop after each one and check with the class.

Key: 2 3, 3 4, 4 2

32

1. Hello. I'm Ben. I'm five.
2. Hello. I'm Grace. I'm three.
3. Hello. I'm Tom. I'm four.
4. Hello. I'm Lucy. I'm two.

- Pupils work in pairs. They take turns to act being one of the children in Activity 1. Pupil A says, e.g. *Hello. I'm four.* Pupil B points to picture 3. Then they swap roles.

Extra challenge Pupils work in pairs. They ask about and say their names and ages, e.g. Pupil A: *Hello! What's your name?* Pupil B: *I'm Tom.* Pupil A: *How old are you?* Pupil B: *I'm four.*

CB25. ACTIVITY 2

Listen, count and colour.

- Revise classroom objects using the flashcards or real items.
- Point to number 1 with the six chairs. Ask *How many chairs?* Pupils count and say *Six.* Say *Yes, six chairs.* Point to the other pictures and elicit a phrase for each one (*six books, six tables, six pencils, six erasers, six bags*). Say *Listen.* Play the example on the Audio. Pick up a crayon and mime colouring. Ask *How many chairs do I colour?* Elicit *One (chair).* Show the chair that has been coloured in. Say *Yes. I colour one chair.*
- Pupils have a crayon ready. Tell them they can use any colour, but they must use the same colour for the whole activity. Tell them just to make coloured dots the first time they listen. Say *Listen and colour.* Play the rest of the Audio. Stop after each one for pupils to make the right number of coloured dots. They check in pairs.
- Play the Audio again. Pupils colour the items. Check by asking, e.g. *Number 2. How many books?*

Key: See audioscript.

33

1. One chair.
2. Three books.
3. Two tables.
4. Five pencils.
5. Six erasers.
6. Four bags.

Consolidation activity 1

- Write a list of classroom objects on a piece of paper. Write a number between 1 and 6 next to each one. Read the first object on your list, e.g. *Four pencils.* Pupils draw four pencils. Repeat for the other items. Read the list again. Pupils check in pairs. Ask confident pupils to say phrases to describe what they have drawn, e.g. *Four pencils.*

Consolidation activity 2

- Review instructions using the classroom language flashcards.
- Play the *Please* action game. Pupils do the action only when you say *please.* Say, 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 the instructions quickly, one after another. Pupils miss a turn when they make a mistake.

Ending the lesson

- Choose one of the songs or chants from Units 1 or 2. Encourage pupils to join in with the words and actions.
- Say the closing routine.

Digital Classroom

- **Presentation Plus:** Unit 2
- **Audio 32–33**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Tests** *Unit 2 Test*

Review Units 1 and 2

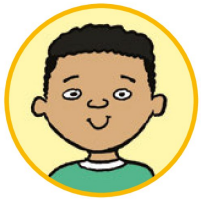
1 32 Listen and circle the number.

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5 6

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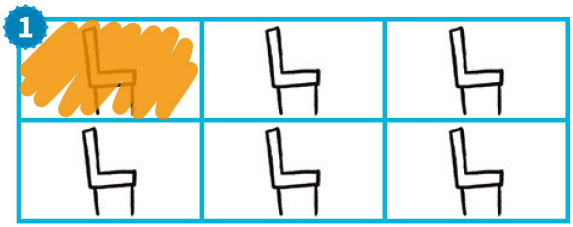
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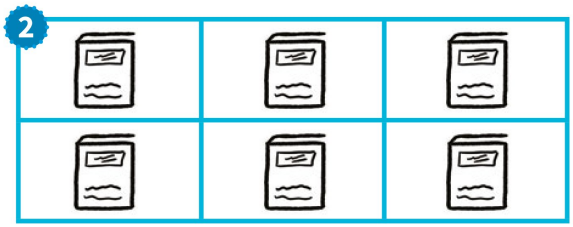
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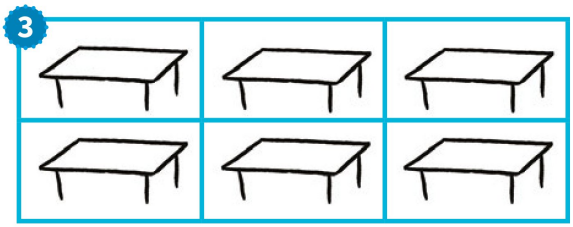
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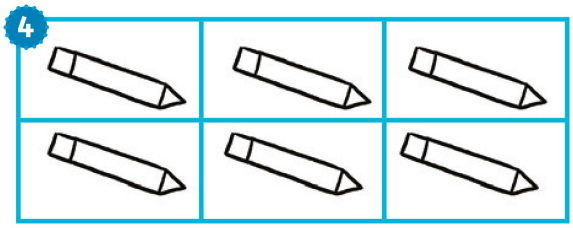
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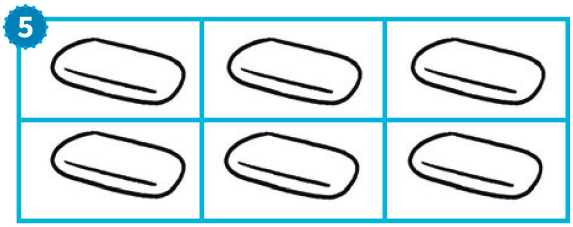
2 33 Listen, count and colour.

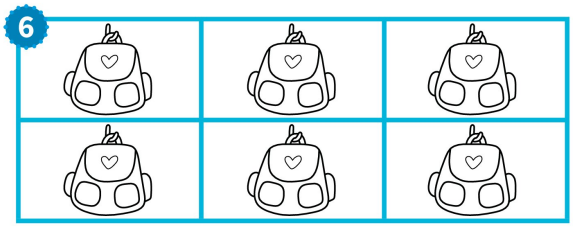
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2 

3 

4 

5 

6 

Remember to finish the online activities for these units on Practice Extra.

3 My colours

1 34–35 Listen and point. Listen and repeat.



2 36 Say the chant. Do the actions.

Vocabulary presentation: colours

Unit 3 My colours
Class Book p.26

Objectives
By the end of the lesson, pupils will have named colours and learnt a chant.

Target language
- **Key language:** colours: *black, blue, brown, red, white, yellow, What's your favourite colour?*
- **Additional language:** *My favourite colour's (yellow), My favourite colours are (blue) and (black).*
- **Revision:** classroom objects, *star, mouse, yes, Pass me the (book), please, Here you are, Thank you*

Materials
- **Flashcards:** colours (26–31)
- One set of character masks
- **Coloured pencils or crayons for each pupil:** red, blue, yellow, brown, black, white

Warmer
- Say the opening routine.
- Point to a pupil's book. Say *Pass me the book, please.* The pupil hands over the book and says *Here you are.* Say *Thank you.* Pupils practise in pairs with different classroom objects.

Presentation
- Show each flashcard and say the colour. Pupils repeat. Show the flashcards in different orders and drill in chorus.
- Show a flashcard. Say the wrong colour, e.g. show red and say *Black!* Pupils respond in chorus, e.g. *No! Red!* Repeat.

CB26. ACTIVITY 1

Listen and point. Listen and repeat.
- Show page 26. Say the names of the characters. Pupils point. Draw a simple star in the air. Elicit *star.* Ask *Where's the star?* Invite a pupil to point to the star in the picture on the whiteboard (on the easel). Say *Here it is.* Pupils repeat.
- Put the flashcards spaced out on the board. Elicit the colours. Play the **Audio**. Pupils listen and point to the colours on the board as they hear the words.
- Say *Open your books at page 26, please.* Say *Listen and point.* Play the **Audio** again. Pupils join in with the *Wake up!* chant at the beginning and point to the colours in their books.
- Say *My favourite colour's (red).* Point to something of this colour. Smile, touch your heart and say *It's my favourite.* Put on the Maskman mask and ask *What's my favourite colour?* (*Blue*) Repeat with the other characters.

Extra support Put up the character flashcards and give out the colour flashcards to pupils. Play the **Audio**. Pupils stick the favourite colour flashcards with the characters. This gives all pupils visual support as they listen.

34

Wake up! Wake up!
Monty, Maskman, Marie.

Walk and talk now.
One … two … three.

Maskman: Blue … blue … blue … Blue and black. My favourite colours are blue and black. What's your favourite colour, Marie?
Marie: Red … Red's my favourite colour … and white. Red and white. What's your favourite colour, Monty?
Monty: Yellow. Mmm … I'm a mouse. My favourite colour's … yellow.
Maskman: … and brown, Monty.
Monty: Oh, yes. Thank you, Maskman. My favourite colours are yellow and brown.

- Say *Listen and repeat.* Play the **Audio**. Pupils point to the colours in the picture as they say the words.

35

Black, blue, brown, red, white, yellow

CB26. ACTIVITY 2

Say the chant. Do the actions.
- Place the colour flashcards on the board in the same order as the chant. Say *Listen.* Play the **Audio**. Pupils listen and watch as you point to the flashcards in turn.
- Play the **Audio** again. Pupils point to the flashcards in turn.
- Pupils need a set of six crayons each. They put them in the same order as the flashcards.
- Play the chant again. Stop after each line. Pupils repeat in chorus and point to their crayons. Play the chant as many times as necessary for the pupils to gain confidence and join in.
- Ask each pupil to choose two crayons. Say the chant again. When pupils hear their first crayon colour they hold up the crayon and stand up. When they hear the second, they hold up the crayon and sit down.

36

Yellow, red, blue,
Black, brown, white.
Yellow, red, blue,
Black, brown, white.

Yellow, red, blue,
Black, brown, white.
Yellow, red, blue,
Black, brown, white.

Consolidation activity
- Put the colour flashcards around the classroom. Ask *What's your favourite colour?* Pupils stand up, move to the flashcard of their favourite colour and say the colour.

Ending the lesson
- Pupils stand up. Say, e.g. *Point to something black.* Pupils look around and point. Repeat with different colours or two colours together (e.g. *Point to something black and white.*).
- Say the closing routine.

Digital Classroom
- **Presentation Plus:** Unit 3
- **Audio 34–36**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 3, *Reinforcement worksheet 1*

Unit 3 My colours
Class Book p.27

Objectives
By the end of the lesson, pupils will have had more practice of colours and followed instructions to colour a picture.

Target language
- **Key language:** colours, *What's your favourite colour?*
- **Additional language:** *What colour is it? My favourite colours are (blue) and (red), Colour number (1) (blue).*
- **Revision:** numbers 1–6, classroom language

Materials
- **Flashcards:** colours (26–31)
- Real classroom objects
- **Coloured pencils or crayons for each pupil:** red, blue, yellow, brown, black, white
- **Consolidation activity 2:** a large piece of paper

Warmer
- Say the opening routine.
- Show the colour flashcards in turn. Ask *What colour is it?* Pupils respond, e.g. *Yellow.*
- Point to a pupil's bag and ask *What colour is it?* The pupil says the colour. Repeat with different pupils and objects.
- Say *What colour is it?* Pupils repeat in chorus. Pupils say the question in different ways: quietly, loudly, angrily, etc.
- Pupils walk around asking and answering in the same way.

CB27. ACTIVITY 1

Listen and draw lines.
- Put the flashcards on the board. Ask a pupil *What's your favourite colour? Say and point.* He/She responds, e.g. *Blue* and points to the correct flashcard. Repeat with three or four more pupils.
- Show page 27. Point to each colour below the children and say *What colour is it?* Pupils say the colour.
- Point to the first boy and say *What are his favourite colours? Look.* Point to the example lines. Elicit the colours (*yellow and black*). Play the example on the Audio.
- Say *Open your books at page 27, please.* Make sure pupils understand they need to draw two lines for each child. Ask them to use pencil. Play the rest of the Audio. Stop after each one for pupils to draw lines. They check in pairs.
- Play the Audio again. Stop after each one and check answers as a class.

Key: **2** blue and red, **3** white and brown

37
1. My favourite colours are yellow and black.
2. My favourite colours are blue and red.
3. My favourite colours are white and brown.

CB27. ACTIVITY 2

Listen and colour.
- Write numbers 1 to 6 on the board and elicit the words. Practise counting from 1 to 6 and from 6 to 1. Point to single numbers. Individual pupils say the number.
- Focus on the numbered boxes next to the puzzle picture. Say *One, two, three, four, five, six. What colour is number 1?* Elicit *Blue.* Say *Listen and colour numbers 2, 3, 4, 5 and 6* (point to the boxes). Pupils prepare their crayons. Play the Audio. Stop after each one for pupils to colour the box. They check in pairs. Play the Audio again. Check with the class. Ask, e.g. *What colour is number 2?*

Extra support Put the colour flashcards on the board with the numbers to give pupils a visual reference.

- Point to the puzzle and say *Look. Numbers. Point to number 1.* Pupils point to the sky areas in the puzzle. Ask *What colour is it?* Point to box 1 and elicit *Blue.* Say *Yes. Colour number 1 blue.* Show the example and mime colouring with a blue crayon. Pupils colour the picture individually. Monitor and check they are following the colour key. They can complete the activity at home.

Key: **2** white, **3** yellow, **4** brown, **5** red, **6** black

38
Colour number 1 blue.
Colour number 2 white.
Colour number 3 yellow.
Colour number 4 brown.
Colour number 5 red.
Colour number 6 black.

Consolidation activity 1
- Play an instructions game. Make six teams. Give each team a different colour. Use instructions from Unit 2, e.g. *Red, stand up. Yellow, open your book. Red, sit down. Black, point to the table.* Pupils follow the instruction only if they are in the colour team.

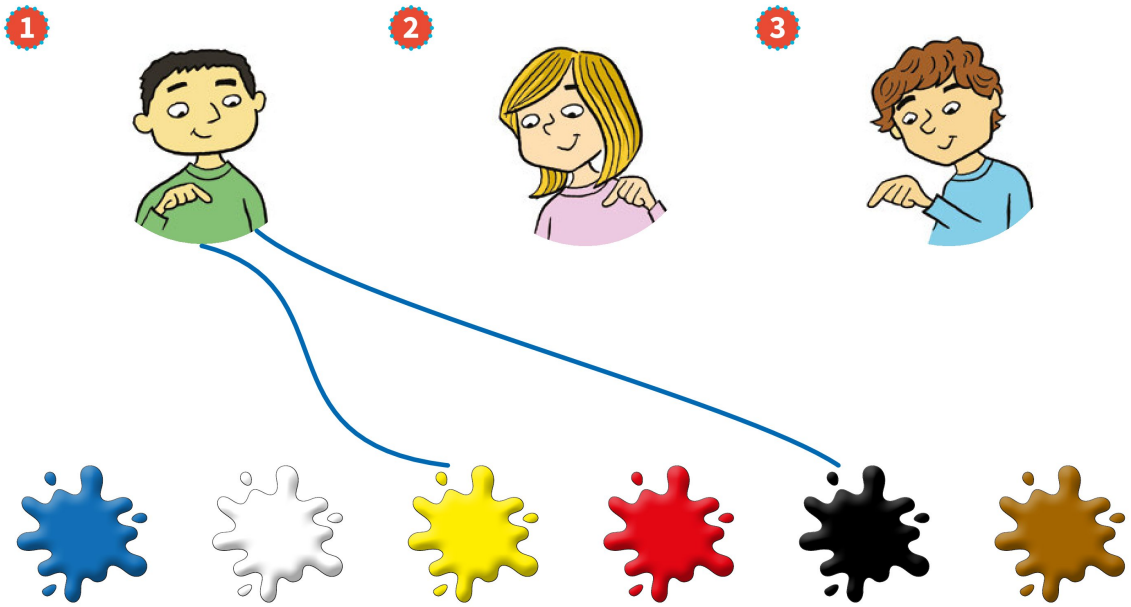
Consolidation activity 2
- Put a large piece of paper on the board. Draw an object on it with six sections only. Number the sections 1 to 6. Elicit ideas about how to colour the picture. Ask individual pupils, e.g. *What colour is number 1? What colour is number 2?* Colour your picture according to the pupils' instructions or invite pupils to colour the picture.

Ending the lesson
- Place the colour flashcards on the board in the order they appear in the chant in the previous lesson (yellow, red, blue, black, brown, white). Elicit the colours. Point to each flashcard and say *What colour is it?* Pupils say the chant (Audio 36) and do the actions with crayons.
- Say the closing routine.

Digital Classroom
- **Presentation Plus:** Unit 3
- **Audio 37–38, 36**
- **Digital Flashcards**
- **Practice Extra**

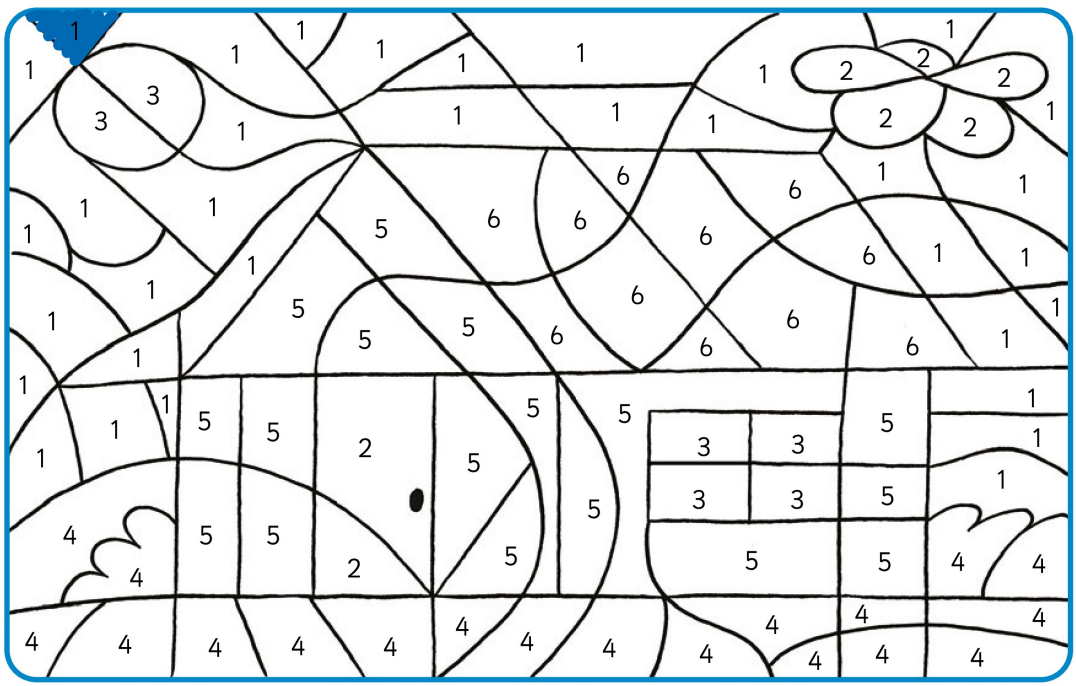
Extra Resources
- **Teacher Resources:** Unit 3, *Reinforcement worksheet 2*

1 37 Listen and draw lines.



2 38 Listen and colour.

1 ☐
2 ☐
3 ☐
4 ☐
5 ☐
6 ☐



Do the online activities on Practice Extra as you complete this unit.

Vocabulary practice: colours



28

Language presentation: *It's a red pencil.*

Unit 3 My colours
Class Book p.28

Objectives
By the end of the lesson, pupils will be able to understand and use colours in short sentences and sing a song.

Target language
- **Key language:** colours, *It's a (red) (pencil).*
- **Additional language:** *troll, crayon, my favourite colour, What colour is it?*
- **Revision:** classroom objects

Materials
- **Flashcards:** classroom objects and colours (10–15, 26–31)
- Two rolled-up newspapers
- Pencils, erasers, bags and books that are red, blue, yellow, brown, black, white
- **Coloured pencils or crayons for each pupil:** red, blue, yellow, brown, black, white

Warmer
- Say the opening routine.
- Play the game from page T5 (Consolidation activity) with the classroom object flashcards to revise the words.

Presentation
- Show the bag flashcard and ask *What colour is it? Red? Blue?* Pupils answer *Yellow.* Say *Yes. It's a yellow bag.* Do the same thing with other classroom objects in the known colours. Make a sentence for each one with the colour used as an adjective. Note: These sentences are for recognition only at this stage.

Song
CB28. ACTIVITY 1

Listen and point. Sing the song.
- Show page 28. Say *What can you see?* Elicit the classroom objects (*table, chair, pencil, bag, eraser, book*). Teach *troll.* Ask *How many trolls?* Pupils count with their fingers and say *Five* (four real trolls and one in the picture on the wall).
- Say *Open your books at page 28, please.* Say *Listen and point.* Play the song. Pupils listen and point to the items in the picture as they hear them.
- Play the song line by line. Pupils point and repeat.

Extra support Put the classroom object flashcards on the board in the order they come in the song. Play the song and ask pupils to put the colour flashcards on the left of the objects: brown chair, white eraser, blue table, red pencil. Point to the pictures. Pupils say the colour + object phrases only.

- Say *Let's sing the song.* Play the whole song. Pupils join in. Use the colour flashcards (brown, white, blue, red) to help pupils remember the order of the colours.

39

Brown, brown, brown.
It's a brown chair.
It's a brown chair.

White, white, white.
It's a white eraser.
It's a white eraser.

My favourite colour!
My favourite colour!
My favourite colour!
My favourite colour!

Blue, blue, blue.
It's a blue table.
It's a blue table.

Red, red, red.
It's a red pencil.
It's a red pencil.

My favourite colour!
My favourite colour!
My favourite colour!
My favourite colour!

Yeah!

40

Karaoke version

CB28. ACTIVITY 2

Point and say.
- Point to items around the classroom and make true or false sentences, e.g. point to a brown table and say *It's a red table* (false) or point to a black and yellow bag and say *It's a black and yellow bag* (true). Pupils stand up for 'true' and stay sitting for 'false'. Vary the false sentences so that sometimes it is the colour that is wrong and sometimes the name of the item.
- Point to the red pencil in the picture and say *It's a red pencil.* Drill in chorus and groups. Do the same with other objects in the picture. Pupils then point and make sentences in pairs.

Extra challenge Pupils work in pairs. Pupil A picks up or touches an object and asks *What's this?* Pupil B makes a sentence, e.g. *It's a green chair.*

Key: It's a yellow book. It's a brown chair. It's a blue table. It's a white eraser. It's a black bag.

Consolidation activity
- Make four groups: brown, white, blue and red. Pupils sing the song. Each group sings only the verse about their colour. The whole class joins in with the *My favourite colour* lines.

Extension activity
- Make up a new version of the song using items in your classroom. Use the karaoke version. Point to / Hold up the items as pupils sing, to help them remember the new words.

Ending the lesson
- Pupils prepare crayons in the six colours. Say, e.g. *A black crayon.* Pupils hold up the correct crayon as fast as they can. Repeat with the other colours. Do the same thing again with the colours in a different order, getting faster and faster.
- Say the closing routine.

Digital Classroom
- **Presentation Plus:** Unit 3
- **Audio 39–40**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources
- **Teacher Resources:** Unit 3, *Song worksheet*

Objectives

By the end of the lesson, pupils will have practised describing the colour of objects.

Target language

- **Key language:** colours, *It's (red)*, *It's a (red) (pencil)*.
- **Additional language:** *How many (blue) (chairs) are there?*
- **Revision:** classroom objects, numbers 1–6

Materials

- **Coloured pencils or crayons for each pupil:** red, blue, yellow, brown, black, white
- Sets of up to six classroom objects (five pencils, three erasers, etc.)
- **Consolidation activity 1:** pencils, erasers, bags and books that are red, blue, yellow, brown, black and white

Warmer

- Say the opening routine.
- Play the song from the previous lesson (Audio 39). Pupils march around the classroom singing along as much as they can.

Presentation

- Hold up a book and say, e.g. *It's blue.* Pupils repeat. Say *It's a blue book.* Pupils repeat again. Hold up / Point to different objects. Pupils make sentences, e.g. *It's red* or *It's a red eraser.*

CB29. ACTIVITY 1

Listen and colour.

- Show page 29 and point to the pictures of classroom objects. Elicit the words. Ask, e.g. *What's number 1?* Pupils respond *(A) pencil.* Say *Yes. It's a pencil.* Repeat with all the objects.
- Say *Listen.* Play the example on the Audio. Point to the partly coloured pencil. Ask *What colour is it?* Elicit *Red.*
- Pupils place the six crayons on their desks. Say *Open your books at page 29, please.* Say *Listen and colour.* Pupils mark each item with a dot in the right colour. They colour the object in fully after listening. Play the Audio. Stop after each one. Pupils listen and mark the item. They check in pairs.

Extra support The first time that pupils listen, work with the whole class. Put the classroom object flashcards on the board in the same order as the activity. Hand out the six colour flashcards. Pupils hold them up when they hear the colours and put them on the board with the objects.

- Play the Audio again. Check with the class. Say, e.g. *Number 2.* Pupils respond *It's black* or *It's a black book.*

Key: **2** black, **3** brown, **4** blue, **5** white, **6** yellow

41

1. It's a red pencil.
2. It's a black book.
3. It's a brown chair.
4. It's a blue table.
5. It's a white eraser.
6. It's a yellow bag.

CB29. ACTIVITY 2

- Watch the ▶ Video and answer the questions.

Listen, count and answer.

- Prepare groups of classroom objects, e.g. three erasers, five pencils, two bags. Put, e.g. five pencils on the table. Say *Two pencils? Say 'yes' or 'no'.* (Pupils say *No.*) Look confused and say *Ah! Four pencils?* (Pupils say *No.*) Ask *Six pencils?* Then, as if giving up, ask *How many pencils are there?* Pupils respond *Five (pencils).* Repeat with different classroom objects.
- Point to the large picture on page 29. Say *Look and count. How many blue bags are there?* Elicit *One.* Repeat with *How many blue chairs are there?* (*Three*)
- Say *Listen, count and answer.* Play the Audio. Stop after the first question. Pupils whisper the answer to their partner. Do not elicit answers at this stage. Play the rest of the Audio. Pause after each question. Play the Audio again. Check answers with the class.

Key: two brown tables, one red book, three blue chairs, two white erasers, one black bag, four yellow pencils

42 ▶

How many brown tables are there?
How many red books are there?
How many blue chairs are there?
How many white erasers are there?
How many black bags are there?
How many yellow pencils are there?

Consolidation activity 1

- Hold up two or three classroom objects of known colours. Say a sentence about one of them, e.g. *It's brown.* Pupils say the object, e.g. *pencil.* Repeat for the other objects.
- Hold up the objects in random order. Elicit a sentence for each from individual pupils, e.g. *It's a brown pencil.*

Consolidation activity 2

- Pupils work in pairs. They look at the pictures at the top of page 29 for a minute. Pupil B then closes his/her book. Pupil A hides his/her book from view and makes a sentence about the colour of one of the objects, e.g. *It's red.* Pupil B has to remember and say, e.g. *(The) pencil.* Then they swap roles.

Ending the lesson

- Ask questions and give instructions about real items in the classroom using language from the unit, e.g. *How many tables are there? Point to a blue book. What colour's my bag?*
- Say the closing routine.

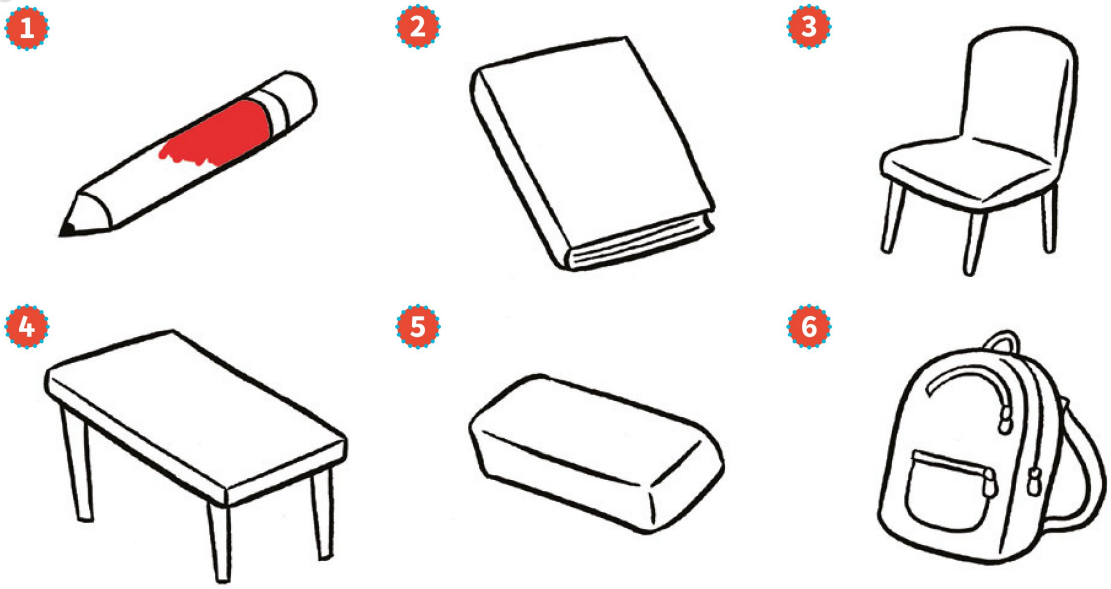
Digital Classroom

- **Presentation Plus:** Unit 3
- **Audio 39, 41–42**
- **Digital Flashcards**
- **Practice Extra**

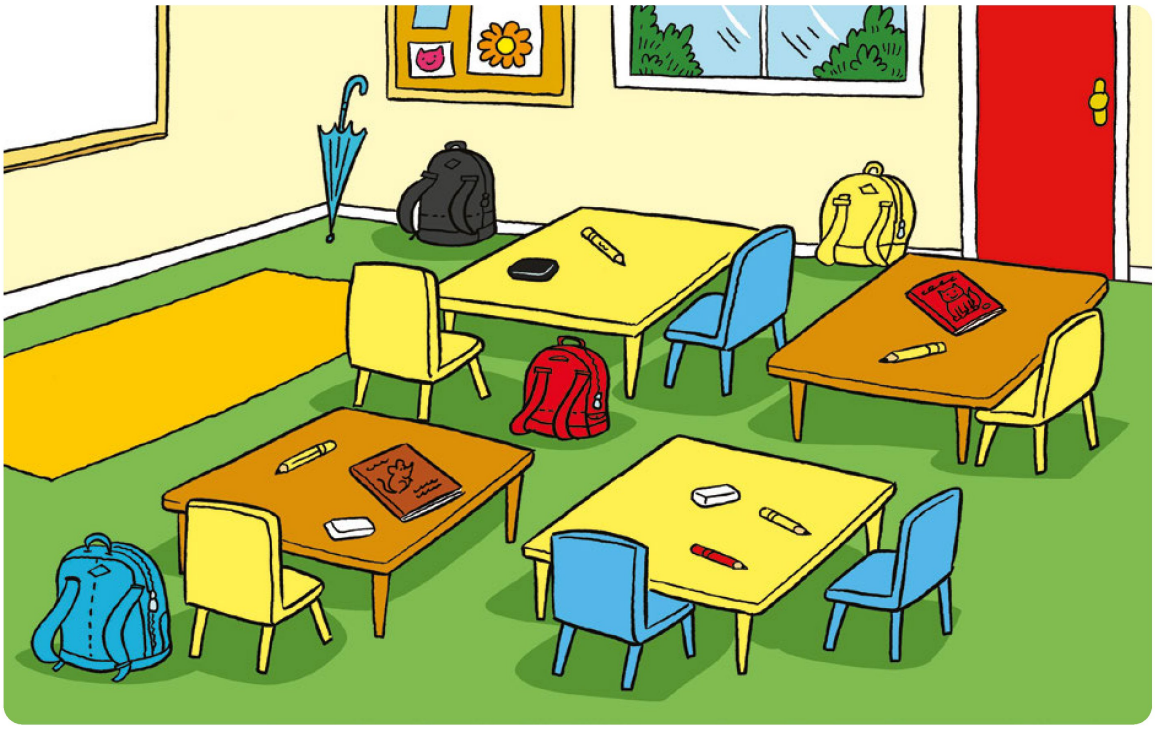
Extra Resources

- **Teacher Resources:** Unit 3, *Extension worksheet 1*

1 41 Listen and colour.



2 42 Listen, count and answer.



Language practice: *It's a red pencil.*

1 43 Watch the video. Listen and act out the story.



Story: unit language in context

Objectives

By the end of the lesson, pupils will have listened to a story and reviewed language from the unit.

Target language

- **Key language:** language from the unit
- **Additional language:** *picture, it's you*
- **Revision:** classroom language, classroom objects, numbers 1–6

Materials

- One set of character masks for each pupil
- **Coloured pencils or crayons for each pupil:** red, blue, yellow, brown, black, white
- Photocopiable 3 for each pupil
- **Extension activity:** three large paintbrushes

Warmer

- Say the opening routine.
- Divide the class into three groups. Give each group the name of a character (Maskman, Monty, Marie). Pupils put on the mask for their character.
- Play an instruction game. Say, e.g. *Maskman, point to my table. Marie, stand up. Monty, point to a book,* etc. Pupils follow the instruction only if they are in the named group. Give the instructions more and more quickly.

Story

CB30. ACTIVITY 1

Watch the video. Listen and act out the story.

- Show page 30. Point to the characters and ask *Who's this?* Tell pupils they are going to watch a ▶ Video of the story.
- Watch the ▶ Video with the class. Give pupils the option of watching it twice if they need to.
- Point to picture 2 and ask *What are Marie's favourite colours?* (*Red and white*)
- Say *Open your books at page 30, please.* Say *Listen and point to the pictures.* Play the 🔊 Audio. Pupils listen and point to the speakers in each picture. Stop after each picture to point to the characters in the story pictures on the whiteboard. You can invite two more confident pupils to do this.

Extra support Ask pupils to get out a white, a red, a black, a blue and a yellow crayon. They put them on their tables. The first time pupils listen to the story, they hold up the crayons when they hear the colours. This helps less confident pupils to listen for the words they know.

- Put the class into three groups – Monty, Marie and Maskman. Say *Listen and act out the story.* Play the 🔊 Audio. Pupils put on their character masks and listen and act out the story.

🔊 43 ▶

Wake up! Wake up!
Monty, Maskman, Marie.
Walk and talk now.
One … two … three.

Marie: Look! Here's a picture to colour. Maskman, colour number 1 white, please … Monty, colour number 2 red, please.

Maskman: What is it? What is it?
Monty: Hmm, red and white, Marie. They're your favourite colours.
Marie: Yes, Monty … Maskman, colour number 3 black, please.

Maskman: Look! It's a red pencil!
Monty: Ha! Ha! Yes! It's a red pencil … and now I'm a red mouse.
Marie: Now you, Maskman.

Maskman: Here you are! A picture to colour … Monty, colour number 4 blue, please … Marie, colour number 5 black, please.
Marie: Er, yes, Maskman.

Marie: What is it? What is it? Only two colours, Maskman?
Maskman: No, Marie. Colour number 6 yellow, please.

Marie: It's YOU, Maskman!
Maskman: Yes, it is. I'm … Maskman!

- Show Photocopiable 3. Tell pupils they are going to follow instructions to colour a picture. Give a copy to each pupil.
- Say *Listen and colour the stars.* Play the first item on the 🔊 Audio. Elicit the colour. Pupils make a coloured dot on the first star.
- Play the rest of the 🔊 Audio. Pupils listen and make coloured dots. They check in pairs.
- Play the 🔊 Audio again. Elicit the colour for each star. Pupils colour in the stars, then colour all the shapes in the picture according to the key. This activity can be finished at home.

🔊 131

Number 1 is yellow.
Number 2 is white.
Number 3 is brown.
Number 4 is blue.
Number 5 is black.
Number 6 is red.

Extension activity

- Three pupils come to the front. Let each pupil choose a character. They put on the character masks. Give a paintbrush to each pupil. Help pupils act out the story from memory.

Ending the lesson

- Make true or false sentences about objects in the classroom, e.g. touch or show a red bag and say *The bag is red.* Pupils stand up for 'true' and stay sitting for 'false'.
- Say the closing routine.

Digital Classroom

- **Presentation Plus:** Unit 3
- **Audio 43, 131**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 3, *Extension worksheet 2*

Objectives

By the end of the lesson, pupils will have practised the language from the story.

Target language

- **Key language:** language from the unit
- **Revision:** numbers 1–6

Materials

- One set of character masks for each pupil
- **Coloured pencils or crayons for each pupil:** red, blue, yellow, brown, black, white

Warmer

- Say the opening routine.
- Pupils choose a character and put on their character mask. Play the story ▶ Video from the previous lesson and they copy the movements of their character in the ▶ Video. Then they get into groups of three and act out the story.

CB31. ACTIVITY 1

Listen and colour.

- Show page 31. Pupils count from 1 to 6 and point to the numbers. They do this several times, getting faster and faster. Now count backwards from 6 to 1. Pupils join in and point to the numbers. Repeat.
- Say *Open your books at page 31, please. Listen and colour.* Play the story Audio from the previous lesson again. Pupils make a coloured dot on each number as they listen. They check in pairs. Elicit the colour for each number by asking, e.g. *What colour is number 2?* Pupils answer *Red.* Then pupils colour in the numbers.

Extra support Stop the Audio after pupils hear each number and colour to check and give them time to make the coloured dots.

Extra challenge Pupils write numbers in different colours on small pieces of paper, e.g. they write a blue 1, a yellow 2, and so on. They work in pairs or groups. They show their numbers and say, e.g. *Number 1 is red.* The other pupil(s) say *Yes* or *No.*

Key: **2** red, **3** black, **4** blue, **5** black, **6** yellow

Audio 44

Wake up! Wake up!
Monty, Maskman, Marie.
Walk and talk now.
One … two … three.

Marie: Look! Here's a picture to colour. Maskman, colour number 1 white, please … Monty, colour number 2 red, please.

Maskman: What is it? What is it?
Monty: Hmm, red and white, Marie. They're your favourite colours.
Marie: Yes, Monty … Maskman, colour number 3 black, please.

Maskman: Look! It's a red pencil!
Monty: Ha! Ha! Yes! It's a red pencil … and now I'm a red mouse.
Marie: Now you, Maskman.

Maskman: Here you are! A picture to colour … Monty, colour number 4 blue, please … Marie, colour number 5 black, please.
Marie: Er, yes, Maskman.

Marie: What is it? What is it? Only two colours, Maskman?
Maskman: No, Marie. Colour number 6 yellow, please.

Marie: It's YOU, Maskman!
Maskman: Yes, it is. I'm … Maskman!

CB31. ACTIVITY 2

Colour. Say and colour.

- Show Activity 2 and point to the splodges on the left. Count from 1 to 6 with the class as you point to the numbers. Point to splodge number 1 and ask *What colour?* (*Black*) Point to splodge number 1 on the right and drill *Colour number 1 black, please.* Mime colouring or fill in the splodge on the whiteboard and say *Yes, number 1 is black.* Pupils repeat.
- Show the splodges on the left and say *Colour.* Pupils work on their own to colour the splodges different colours in any order they like (they can't repeat colours).
- Pupils work in pairs. Mime hiding your book so that pupils don't show their book to their partner. Pupil A gives an instruction for number 2, e.g. *Colour number 2 yellow, please.* Pupil B gives an instruction for number 2 to Pupil A. They both colour in the number 2 splodges on the right. Then they do the same for the other numbers, without looking at each other's books.
- To check their work, ask pairs to hold up their books and show the class.

Extension activity

- This is a variation of the children's game *I spy.* Look around the classroom and choose a red object. Say *I spy (with my little eye) something red.* Pupils find something red. They touch it or hold it up and say *Is it this? / This?* Say *Yes* or *No.* Pupils continue to guess until they find the object you chose. Play with different colours.

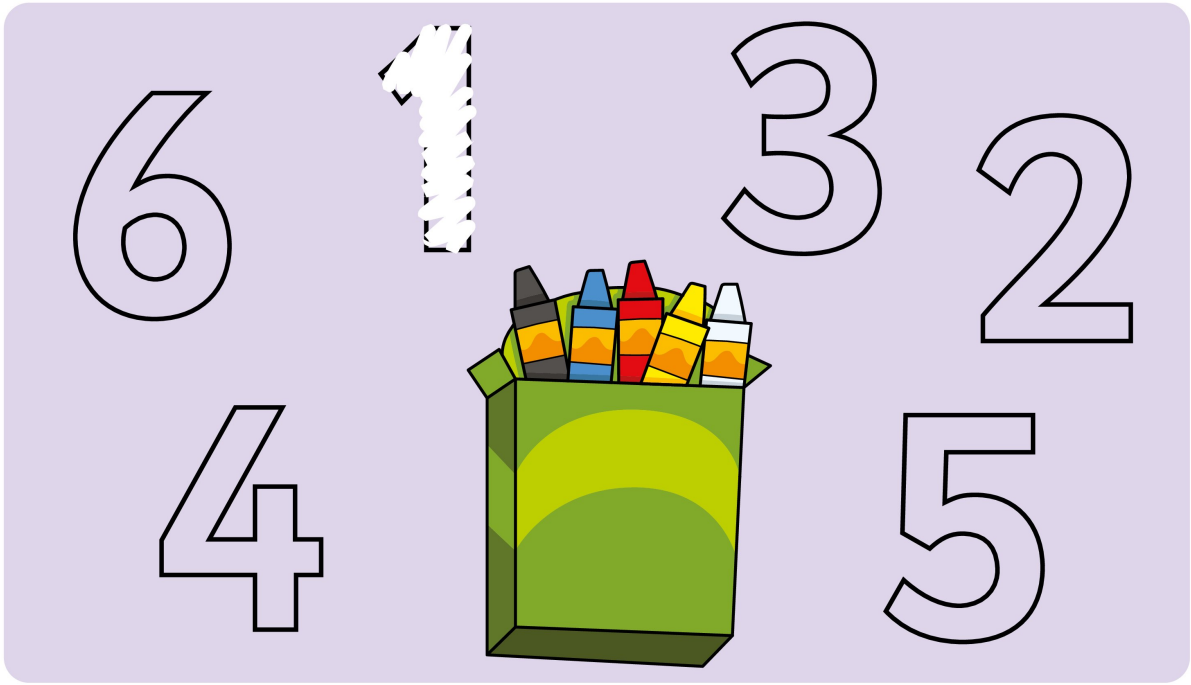
Ending the lesson

- Pupils stand up. Say *Show me something (red).* All pupils pick up or point to anything in the room that is red (classroom objects, furniture, clothes, etc.). Continue with the other colours.
- Say the closing routine.

Digital Classroom

- **Presentation Plus:** Unit 3
- **Audio 44**
- **Digital Flashcards**
- **Practice Extra**

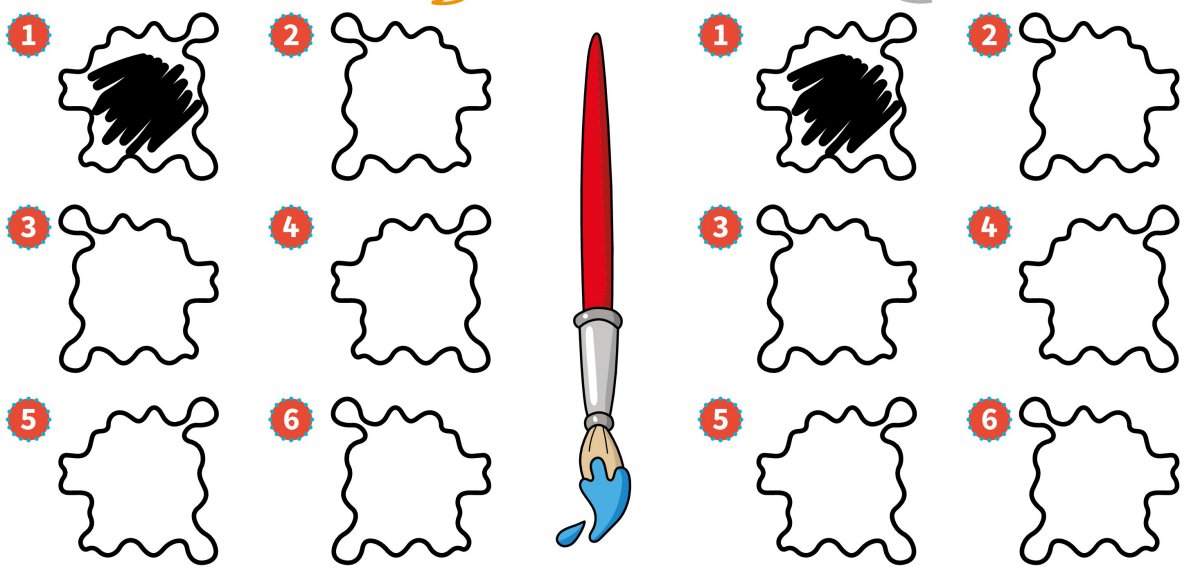
1 44 Listen and colour.



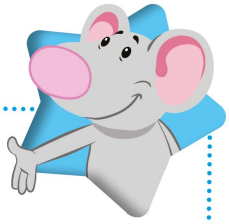
2 Colour. Say and colour.

Colour number 1 black, please.

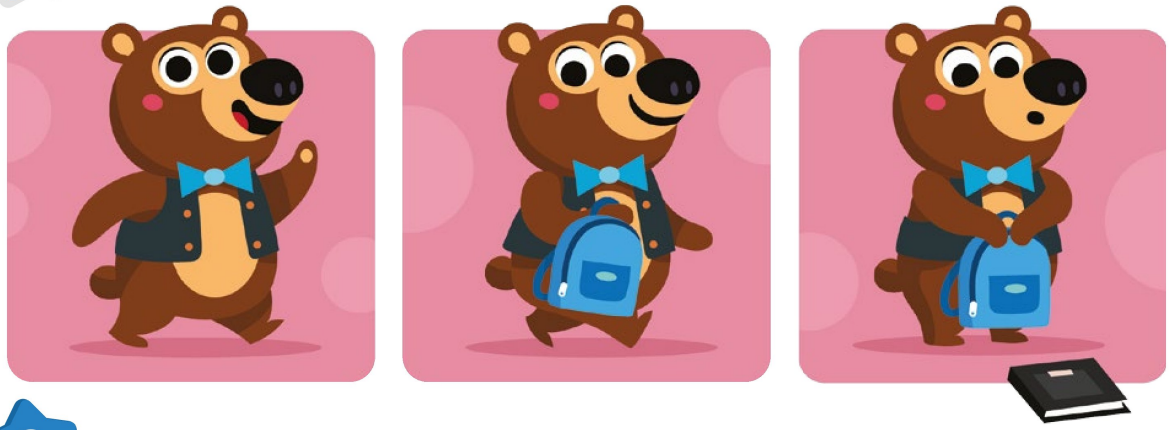
Yes, number 1 is black.



Monty's sounds



1 45 Watch and say.



2 Ask and answer.

Bears. Six bears. Yes!



Sounds: *b*rown, *b*ear, *b*lue, *b*ag, *b*lack, *b*ook

Objectives

By the end of the lesson, pupils will have recognised and practised the sound /b/ in familiar words and short phrases.

Target language

- **Key language:** the sound /b/ (*brown*, *bear*, *blue*, *bag*, *black*, *book*), colours
- **Additional language:** *with*
- **Revision:** classroom objects, numbers 1–6, *How many?*

Materials

- **Flashcards:** Monty and colours (3, 26–31)
- **Consolidation activity:** A4 paper with outline of bear for each pupil, scissors, coloured pencils or crayons

Warmer

- Say the opening routine.
- Put the colour flashcards face up in a line on the floor (like stepping stones across a stream). Stand pupils in a line at one end of the flashcards. Call out a combination of three colours and pupils jump next to the colours to get across the stream. The other pupils repeat the colours you call out. Continue until all the pupils have jumped across the stream.

Presentation

CB32. ACTIVITY 1

Watch and say.

- Show the Monty flashcard. Tell pupils he is going to tell them about a sound.
- Play the ▶ Video. Pupils watch and join in with the /b/ sounds and words. Pause the ▶ Video after the first version of the animation and ask *What colour's the bear?* (*Brown*)
- Show page 32. Point to the bear in the first picture and ask *What's this?* Pupils answer *A (brown) bear*. Point to the bag in the second picture and ask *What's this?* Pupils answer *A (blue) bag*. Point to the book in the third picture and ask *What's this?* Pupils answer *A (black) book*. Say and drill in chorus *A brown bear. A blue bag. A black book.* For each of the /b/ sounds in the words, close then open your lips in an exaggerated way.
- Play the second version of the animation (with pauses). Pupils repeat the sounds and words.

45 ▶

Monty: A brown bear!
What can you see? Say it with me!
Monty & Voice: A brown bear with a blue bag and a black book.
Voice: /b/ /b/
A brown bear!
A blue bag.
A black book.
A brown bear with a blue bag and a black book.
/b/ brown /b/ bear /b/ blue /b/ bag /b/ black /b/ book
A brown bear with a blue bag and a black book.
Monty: One more time – you sound fine!
Monty & Voice: A brown bear with a blue bag and a black book.

- Stand together in a big circle. Say *bear* and together mime and say *b – b – b – bear* and move like a bear stomping on the spot. (Say the letter sound *b* not the letter name.) Say *brown bear* and together mime and say *b – b – b – brown b – b – b – bear*. Continue and add *blue bag* and *black book* – mime holding a bag and opening a book. If possible, move around the classroom as you mime and say the sounds.

Extra challenge Pupils learn and say the full sentence from the ▶ Video as a tongue twister: *A brown bear with a blue bag and a black book.*

CB32. ACTIVITY 2

Ask and answer.

- Focus on the picture in Activity 2 and ask pupils to look carefully. Point to different things in the picture to elicit *bears*, *brown bear*, *black bear*, *blue bear*, *book*, *bag*, *chair*, *table*, *blue pencil*.
- Say *Bears. How many?* Point and count with the pupils. Encourage pupils to say *Six bears*. Say *Yes!* Say *Brown bears* and pupils count and say *Three*. Say *Yes!*
- Say *Open your books at page 32, please*. Pupils work in pairs to ask and answer.

Extra support Ask and answer with the whole class first, either in open pairs across the class or in two teams.

Extra challenge Tell pupils to close their books. They ask and answer from memory.

Key:
Bears. *Six bears.*
Brown bears. *Three brown bears.*
Black bears. *Two black bears.*
Blue bears. *One blue bear.*
Books. *Four books.*
Bags. *Two bags.*
Chairs. *Three chairs.*
Tables. *One table.*
Blue pencils. *Five blue pencils.*

Consolidation activity

- Draw a bear outline on A4 paper and make a copy for each pupil. Give each pupil the bear to cut out and colour brown. Ask pupils what else the bear has and ask pupils to add the bag and book and colour them (blue and black). Once every pupil has finished, invite pupils to mingle with their bears, pointing and saying the phrases *A brown bear. A blue bag. A black book.*

Ending the lesson

- Pupils form two lines facing the door. They mime being brown bears. They repeat *b – b – b – brown b – b – b – bear* and move forward towards the door.
- Say the closing routine.

Digital Classroom

Presentation Plus: Unit 3
Digital Flashcards
Audio 45
Practice Extra

Objectives

By the end of the lesson, pupils will have reviewed language from the unit in listening and speaking activities.

Target language

- **Key language:** language from the unit
- **Revision:** classroom objects, *What's your name? How old are you? Point to …*

Materials

- Maskman mask for the teacher
- **For larger classes:** Maskman mask for each pair of pupils
- **Coloured pencils or crayons for each pupil:** red, blue, yellow, brown, black, white
- **Consolidation activity 2:** paper for each pupil
- **Review game:** see page T94–95

Warmer

- Say the opening routine.
- Review *What's your favourite colour?* by asking individual pupils around the class. Pupils stand up and move around the class asking and answering. They get into same colour groups.

CB33. ACTIVITY 1

Listen and stick.

- Focus on the picture on page 33. Say, e.g. *Point to number 1.* Pupils point to the correct child in the picture. Do the same for numbers 2 to 6.
- Pupils prepare the colour stickers. Hold up the stickers and say *Listen and point.* Play the Audio. Pupils listen and point to the stickers. Check they are pointing to the correct colours. They don't take the stickers off the page yet.
- Say *Open your books at page 33, please.* Say *Now listen and stick.* Mime taking a sticker off the sheet and positioning it in the correct place on the page. Play the Audio. Stop after each colour. Check pupils have the correct sticker and the correct position. Pupils stick the sticker in the correct place. Monitor around the class to check.

Extra support Before using the stickers, pupils put a dot of colour on the T-shirts.

46

1. What's your favourite colour?
   It's blue.
2. What's your favourite colour?
   It's red.
3. What's your favourite colour?
   It's black.
4. What's your favourite colour?
   It's white.
5. What's your favourite colour?
   It's brown.
6. What's your favourite colour?
   It's yellow.

CB33. ACTIVITY 2

Talk to Maskman.

- Put on the Maskman mask. Stand in a 'superhero' pose and say *Hello, I'm Maskman* (use Maskman's voice). Play the Audio. Pause after each question or instruction and repeat as Maskman. Choose a pupil to respond / do the action. You may need to teach new colour words for the last three questions.
- If you have a class of ten pupils or fewer, continue around the class, until each pupil has responded at least once. In a larger class, pupils work in pairs. Pupil A wears the Maskman mask. Play the Audio again. Pupil A repeats the questions/instruction on the Audio. Pupil B responds. Then they swap roles. Play the Audio again for Pupil B to repeat.
- When the activity is finished, pupils stick the Unit 3 Talk to Maskman sticker at the bottom of the page.

Extra challenge Invite a more confident pupil to be Maskman.

47

Hello … I'm Maskman!
What's your name?
How old are you?
Point to a white eraser.
What colour's your chair?
What colour's your bag?
What colour's your pencil?

Consolidation activity 1

- Pupils stand. Choose an object in the classroom of a known colour. Say, e.g. *Point to a red book.* Pupils point. Repeat for other objects of different colours. Start off slowly, and then speed up. More confident pupils can give the instructions.

Consolidation activity 2

- Draw the outline of a bag on the board. Draw a book, pencil and eraser inside the bag. Colour the items in known colours. Elicit sentences about your picture, e.g. *It's a blue book.*
- Pupils draw their own picture of a bag. They draw the same items inside it, but colour them as they wish. Pupils compare pictures in pairs and make sentences.

Ending the lesson

- Pupils do the Review puzzle on pages 92 and 93 (instructions on page T92–93).
- Pupils play the Review game on pages 94 and 95 (instructions on page T94–95).
- Say the closing routine.

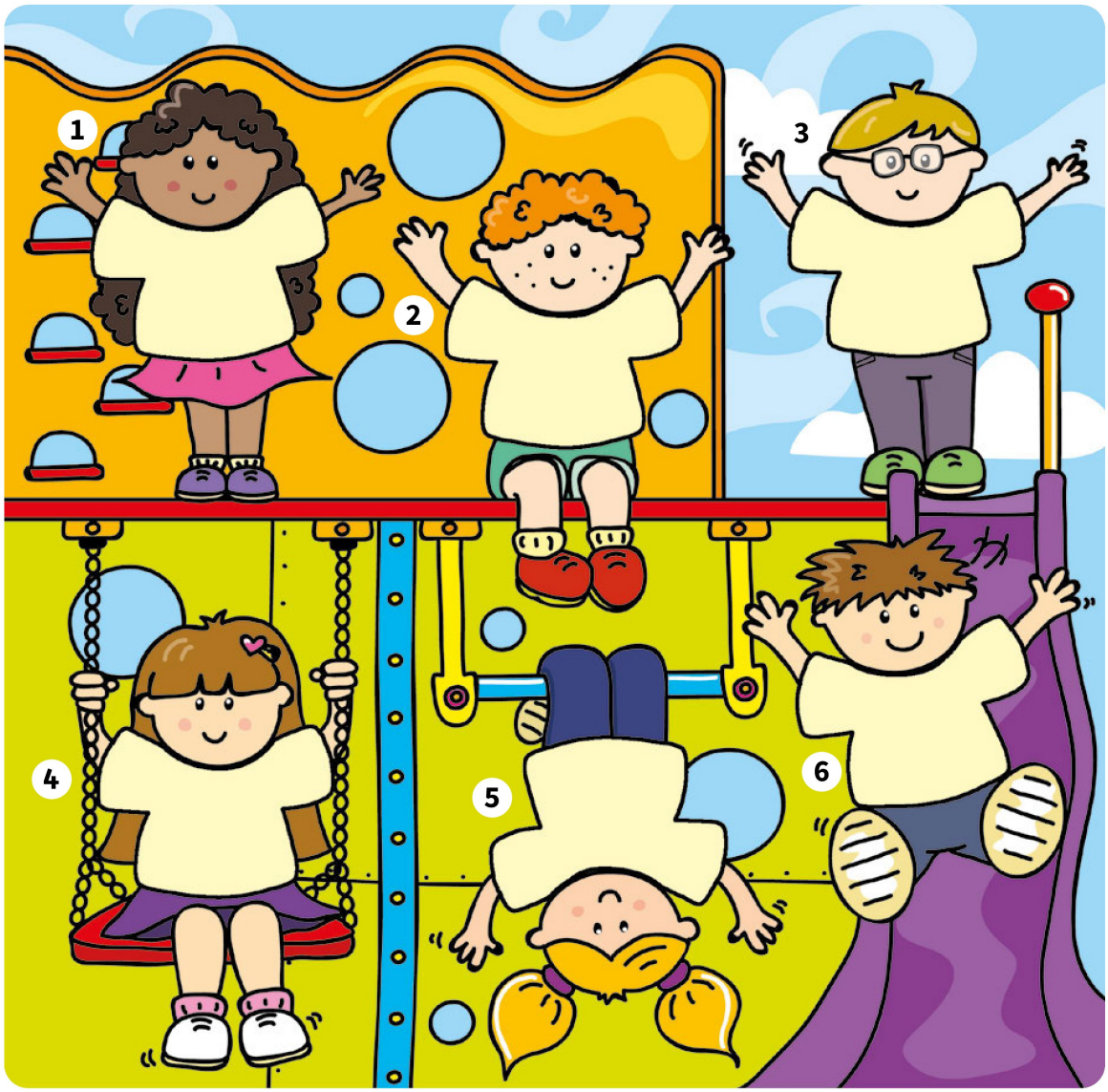
Digital Classroom

- **Presentation Plus:** Unit 3
- **Audio 46–47**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Tests** *Unit 3 Test*

1 46 Listen and stick.



2 47 Talk to Maskman.



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34 Vocabulary presentation: toys

Objectives

By the end of the lesson, pupils will have named toys and learnt a chant.

Target language

- **Key language:** toys: *ball, bike, car, doll, kite, robot*
- **Additional language:** *my favourite toy, I'm a robot.*
- **Revision:** colours, *star, What colour's the …? It's (black) and (white), What's this? It's a …*

Materials

- **Flashcards:** colours and toys (26–31, 32–37)
- **Consolidation activity:** lively music

Warmer

- Say the opening routine.
- Show the colour flashcards. Pupils say each colour in chorus. Show flashcards to individual pupils. They say the colour.

Presentation

- Teach the toys using the flashcards. Pupils repeat. Drill the words, asking pupils to say them loudly, softly, whispering, and so on.
- Show the flashcards together. Make a circling motion with your hands. Say *toys*. Point to a flashcard. Elicit the word. Say *It's a toy*. Repeat with the other flashcards.

CB34. ACTIVITY 1

Listen and point. Listen and repeat.

- Show page 34. Ask *Where's the star?* Invite a pupil to point to the star in the picture on the whiteboard (on the kite) and say *Here it is.*
- Put the flashcards of the toys on the board. Elicit the words.
- Say *Open your books at page 34, please.* Say *Listen and point.* Play the Audio. Pupils listen and point to the toys in their books. Play the Audio again. Pupils join in with the *Wake up!* chant. Stop the Audio after each toy. Pupils point to the toy. Ask questions, e.g. *What colour's the ball? What's this?* (pointing to the bike). Then play the next part of the Audio.

48

Wake up! Wake up!
Monty, Maskman, Marie.
Walk and talk now.
One … two … three.

Monty: Look at this bike! … And look at this doll. It's yellow and brown. This is my favourite toy.
Maskman: Look! Here's my car. My car is my favourite toy … Ooh! Look at the ball. It's black and white.
Marie: Hmm. A robot. A white robot. Monty! Look at the kite. It's red and blue.
Monty: Ooh yes, Marie.
Robot: I'm a robot! I'm a robot!
Monty: Eeek!
Marie: It's OK, Monty. It's a toy!

- Say *Listen and repeat.* Play the Audio. Pupils point to the toys in the picture as they say the words.

49

Ball, bike, car, doll, kite, robot

CB34. ACTIVITY 2

Say the chant. Do the actions.

- Place the robot, doll and kite flashcards in a row on the board. Place the car, ball and bike in a row below them. Say *Listen.* Play the Audio and point to the flashcards.
- Play the chant again. Stop after each line. Pupils repeat in chorus and point to the flashcards.
- Pupils stand up. Play the chant again and teach these actions: *robot* = stand up straight and stiff; *doll* = go limp like a floppy rag doll; *kite* = hold a kite string and look up; *car* = turn steering wheel in hands and move forwards; *ball* = make a circle with your arms above your head and jump; *bike* = bend elbows and turn arms as if they were pedals.
- Play the chant again. Pupils do the actions. Then play it again for pupils to do the actions and say the words.

Extra support Pupils choose one toy only and do the action while they say the whole chant.

Extra challenge Invite more confident pupils to come to the front and perform the chant.

50

Robot, doll, kite,
Car, ball, bike.
Robot, doll, kite,
Car, ball, bike.

Robot, doll, kite,
Car, ball, bike.
Robot, doll, kite,
Car, ball, bike.

Consolidation activity 1

- Say a toy. Pupils do the action. Repeat for the other toys. Get faster and faster. Do the actions and pupils say the words. Pupils work in pairs. They take turns to say a toy and do the action.

Consolidation activity 2

- Play lively music. Pupils move around to the music. Stop the music. Say, e.g. *Robot!* (or *You're a robot!*) Pupils do the robot mime. Start the music again. Repeat for all the toys.

Ending the lesson

- Make sentences about the toys in the picture, e.g. *It's white and blue.* Pupils guess the toys.
- Say the closing routine.

Digital Classroom

- **Presentation Plus:** Unit 4
- **Audio 48–50**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 4, *Reinforcement worksheet 1*

Unit 4 My toys
Class Book p.35

Objectives
By the end of the lesson, pupils will have followed instructions to colour a picture and listened to people talking about their favourite toys.

Target language
- **Key language:** toys
- **Additional language:** *What's your favourite toy? It's a (robot).*
- **Revision:** colours, *It's a (black) (car).*

Materials
- **Flashcards:** toys (32–37)
- **Coloured pencils or crayons for each pupil:** red, blue, yellow, brown, black, white
- **Consolidation activity 1:** a selection of flashcards from previous units

Warmer
- Say the opening routine.
- Do an action from the chant in the previous lesson. Pupils say the toy. Repeat. Then say a toy. Pupils all stand up and do the action. Repeat for the rest of the toys.
- Play the chant (Audio 50). Pupils join in and do the actions.

CB35. ACTIVITY 1

Listen and colour.
- Show page 35. Point to the pictures of toys. Elicit the words. Ask, e.g. *What's number 1?* Pupils respond *(A) car.* Say *Yes. It's a car.*
- Play the example on the Audio. Ask *What colour's the car?* Elicit *Black.* Point to the example colouring. Say *It's a black car.* Pupils repeat.
- Say *Open your books at page 35, please.* Pupils place the six crayons on their desks. Say *Listen and colour.* Play the Audio. Stop after each sentence. Pupils mark each item with a dot in the right colour. They colour the object in fully after listening. They check in pairs.
- Play the Audio again. Check with the class. Say, e.g. *Number 2.* Pupils respond *It's yellow* or *It's a yellow ball.*

Extra support Pupils work in teams. Team A says a number and Team B says what it is. They swap roles.

Extra challenge Pupils work in pairs. They close their books. Pupil A asks, e.g. *What colour's the car?* Pupil B says *It's black.* Pupil B asks Pupil A a question, and so on. They can also ask and answer about the toys in the picture on page 34.

Key: 2 yellow, 3 red, 4 blue

51
1. Look! It's a black car.
2. Look! It's a yellow ball.
3. Look! It's a red kite.
4. Look! It's a blue robot.

CB35. ACTIVITY 2

Listen and draw lines.
- Review *favourite.* Ask pupils *What's your favourite colour?*
- Focus on the pictures of children in Activity 2. Point to the toys below the children and ask *What's this?*
- Point to the first boy and say *What's his favourite toy? Listen.* Play the example on the Audio. Trace the line from the boy to the robot. Elicit *Robot.* Play the rest of the Audio. Stop after each one for pupils to think and draw a line. They check in pairs.
- Play the Audio again. Check answers with the class. Ask *What's his/her favourite toy?* Pupils say, e.g. *(It's a) robot.* Note: *his* and *her* are for recognition only at this stage.

Key: 2 doll, 3 bike, 4 kite

52
1. What's your favourite toy?
   It's a robot.
2. What's your favourite toy?
   It's a doll.
3. What's your favourite toy?
   It's a bike.
4. What's your favourite toy?
   It's a kite.

Consolidation activity 1
- Display the toy flashcards and other flashcards from previous units (maximum of 12). Play the *Disappearing flashcards* game. Point to each flashcard in turn. Pupils say the word. Point to the flashcards again. Pupils chorus each word. This time, turn the first flashcard face down after pupils have said the word. Repeat, each time turning one more flashcard over until all the flashcards are face down. Pupils chorus the words from memory. Continue, turning one flashcard face up each time until all the flashcards are visible.

Consolidation activity 2
- Pupils work in pairs. Pupil A makes a sentence about one of the toys in Activity 1, e.g. *It's red.* Pupil B points to the toy and says, e.g. *It's a kite.* They swap roles.

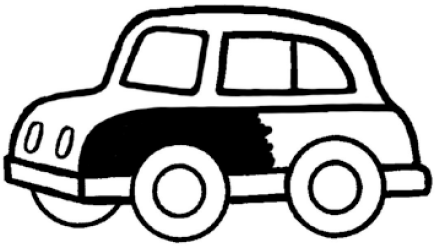
Ending the lesson
- Cover one of the toy flashcards with a piece of card. Say *What's my favourite toy?* Slowly reveal the flashcard. Choose a pupil to answer, e.g. *It's a ball.* Reveal the flashcard to check the answer. Repeat with the other flashcards.
- Say the closing routine.

Digital Classroom
- **Presentation Plus:** Unit 4
- **Audio 50–52**
- **Digital Flashcards**
- **Practice Extra**

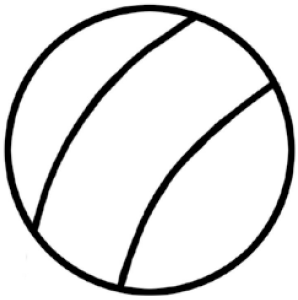
Extra Resources
- **Teacher Resources:** Unit 4, *Reinforcement worksheet 2*

1 51 Listen and colour.

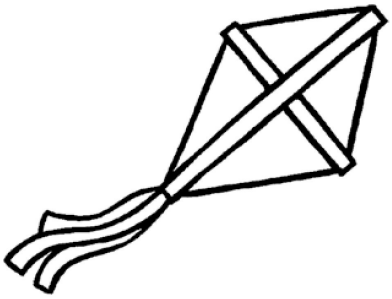
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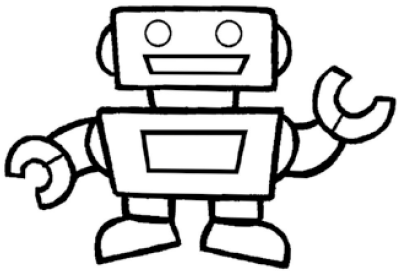
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4



2 52 Listen and draw lines.

1



2

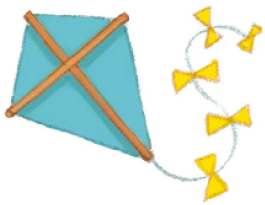


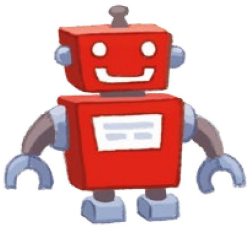
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4











Do the online activities on **Practice Extra** as you complete this unit.

Vocabulary practice: toys



36

Language presentation: *Where's the car? It's here.*

Objectives

By the end of the lesson, pupils will be able to ask where something is and sing a song.

Target language

- **Key language:** toys, *Where's my/the (car)? It's here.*
- **Additional language:** *Mum, My (bag) isn't here, What's your favourite toy?*
- **Revision:** classroom objects

Materials

- **Flashcards:** classroom objects and toys (10–15, 32–37)
- Real classroom objects

Warmer

- Say the opening routine.
- Review the toys using flashcards. Say the word and do the actions from the chant (see page T34). Pupils copy. Show the flashcards again. Pupils say the words and do the actions.
- Put the flashcards on the board. Ask a pupil *What's your favourite toy?* He/She responds with one of the flashcard toys. Repeat with two or three more pupils.
- Practise the question *What's your favourite toy?* Say the question in different ways: quietly, loudly, whispering, etc. Pupils repeat.
- Pupils walk around the classroom, taking turns to ask and answer the question.

Presentation

- Before the lesson, place classroom objects belonging to you in unusual places. Make sure pupils can see the items (e.g. put your bag behind the classroom door, your pencil under a table, your book on someone's desk).
- Mime looking worried and searching for your bag. Hold up the bag flashcard and say *My bag! My bag! It isn't here!* Move around the classroom searching. Ask *Where's my bag?* Pupils point. Go and 'find' the bag and look relieved. Say *Oh. It's here.* Repeat for the other objects. For each item, show the flashcard and use language from the song (see below).

Song

CB36. ACTIVITY 1

Listen and point. Sing the song.

- Show page 36 and ask *Where's the car?* Ask a pupil to come to the whiteboard and point to the car. Say *It's here.* Repeat for *doll* and *kite.*
- Point to the woman in the picture and say *This is Mum.* Pupils repeat *Mum.* Say *Where's Mum?* Pupils point to the woman.
- Say *Open your books at page 36, please.* Say *Listen and point.* Play the song. Pupils point to the toys as they hear them.
- Play the song line by line. Pupils repeat.
- Say *Let's sing the song.* Play the whole song. Pupils join in.

Extra support Put the car, doll and kite flashcards on the board to help pupils remember the order of the toys.

53 ▶

My car! My car!
My car isn't here!
Where's my car?
It's here! It's here!

My doll! My doll!
My doll isn't here!
Where's my doll?
It's here! It's here!

My kite! My kite!
My kite isn't here!
Where's my kite?
It's here! It's here!

54

Karaoke version

CB36. ACTIVITY 2

Ask and answer.

- Focus on the picture and ask *Where's the car?* Invite a pupil to point and answer *It's here.* Ask about all six toys. Drill the questions and the answers in two groups across the class.
- Pupils work in pairs to ask questions and point/answer.

Extra challenge Pupils work in pairs to ask and answer similar questions about objects in their classroom.

Consolidation activity 1

- Make four groups: car, doll, kite, Mum. Pupils sing the song. Each group sings only their lines (e.g. the 'car' group sing the first three lines *My car! My car! My car isn't here! Where's my car*; the 'Mum' group sing *It's here! It's here!* and so on).

Consolidation activity 2

- Start to say or sing the first line of the song. Stop before the word *car* and hold up a flashcard of a different object, e.g. robot. Pupils say or sing *robot.* Continue with the rest of the verse, saying or singing *robot* instead of *car* each time.
- Repeat for the rest of the song. Use a different toy or classroom object flashcard for each verse.

Ending the lesson

- Teach the following actions for the song: *My car! My car!* = turn a steering wheel; *My car isn't here!* = shake head; *Where's my car?* = shrug shoulders; *It's here! It's here!* = point, looking relieved; *My doll! My doll!* = arms folded as if holding a baby; *My kite! My kite!* = hold a kite string and look up.
- Pupils sing the song again with the actions.
- Say the closing routine.

Digital Classroom

- **Presentation Plus:** Unit 4
- **Audio 53–54**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 4, *Song worksheet*

Objectives

By the end of the lesson, pupils will have practised asking and answering *Where's the …?* and talking about their favourite toy.

Target language

- **Key language:** toys, *Where's the (car)? It's here.*
- **Additional language:** *What's your favourite toy? My favourite toy's a (kite).*
- **Revision:** classroom objects, numbers 1–4

Materials

- **Flashcards:** classroom objects and toys (10–15, 32–37)

Warmer

- Say the opening routine.
- Place the car, doll and kite flashcards on the board. Elicit the words.
- Play the song from the previous lesson (Audio 53). Pupils sing and do the actions (see Ending the lesson, page T36). Point to the flashcards to help pupils remember the order.

CB37. ACTIVITY 1

- Watch the ▶ Video and answer the questions.

Listen and write the number.

- Show page 37. Point to the picture and ask *Where's the robot?* Pupils look and point. Invite a pupil to the whiteboard to point to it. Repeat for the other toys.
- Write up numbers 1 to 4. Elicit the numbers. Focus on the picture and play the example on the Audio. Point to the example number 1 in the box next to the ball.
- Say *Open your books at page 37, please.* Say *Listen and write the number.* Play the Audio. Pause after each one for pupils to find the toy and write the number. Pupils check in pairs. Play the Audio again. Check by asking, e.g. *What's number 2?* Pupils respond *(The) bike.*

Extra support Before playing the Audio, put the robot, doll, bike and ball flashcards on the board. Draw a small box next to each flashcard. Say *Write 1, 2, 3 or 4.* Play the example on the Audio. Ask *What number?* Elicit *1.* Write *1* in the box next to the flashcard of the ball.

Key: 2 bike, 3 doll, 4 robot

55 ▶

1. Where's the ball?
   It's here.
2. Where's the bike?
   It's here.
3. Where's the doll?
   It's here.
4. Where's the robot?
   It's here.

- Put the toy and classroom object flashcards around the classroom. Ask, e.g. *Where's the bike?* Pupils point to the flashcard. Ask a pupil to stand up. Ask, e.g. *Where's the eraser?* The pupil points to the flashcard. Repeat with different pupils.
- Practise *Where's the …?* with the whole class. Say, e.g. *Where's the bag?* Pupils repeat the question and point to the flashcard. Repeat with different objects. Confident pupils can then take turns to lead the activity. They choose a flashcard and ask another pupil, e.g. *Where's the kite?*
- Pupils work in pairs. They both look at the picture at the top of page 37. Pupil A asks, e.g. *Where's the robot?* Pupil B finds the robot, points and says *It's here.* Then they swap roles.

CB37. ACTIVITY 2

Draw your favourite toy. Say.

- Focus pupils on the frame at the bottom of the page. Draw a large rectangle on the board. Say *My favourite toy's a kite.* Draw a simple picture of a kite in the rectangle.
- Pupils draw their own picture in the same way. They can choose a toy from the unit or draw a different toy. Monitor as they work and ask pupils *What's your favourite toy?*
- Practise saying *My favourite toy's a …* in chorus with the whole class. Then pupils show each other their pictures in pairs or small groups. They say *My favourite toy's a …* Teach new toy words as necessary.

Consolidation activity

- Hand out six to ten classroom object and toy flashcards to different pupils. Keep the pictures on the flashcards hidden as you hand them out. Tell pupils with the flashcards to look at them but not to show them to the class.
- Pupils with the flashcards stand up. Each pupil shows his/her flashcard to the class. Ask *What's this?* The pupil responds, e.g. *It's a (chair).* The pupil then turns the flashcard around so the rest of the class can't see it. Repeat for all the pupils who have flashcards.
- Ask about one of the flashcards, e.g. *Where's the (chair)?* Pupils try to remember who has the flashcard. Choose a volunteer to stand and point to the correct pupil. He/She says *It's here.* The pupil with the flashcard shows the picture so the class can check. He/She says *Yes* or *No.* Repeat for the other flashcards.

Ending the lesson

- Place the toy flashcards on the board. Ask a pupil, e.g. *Where's the* (name of toy)? He/She comes and points to the correct flashcard and says *It's here.* You could ask each pupil to do this before they leave the classroom.
- Say the closing routine.

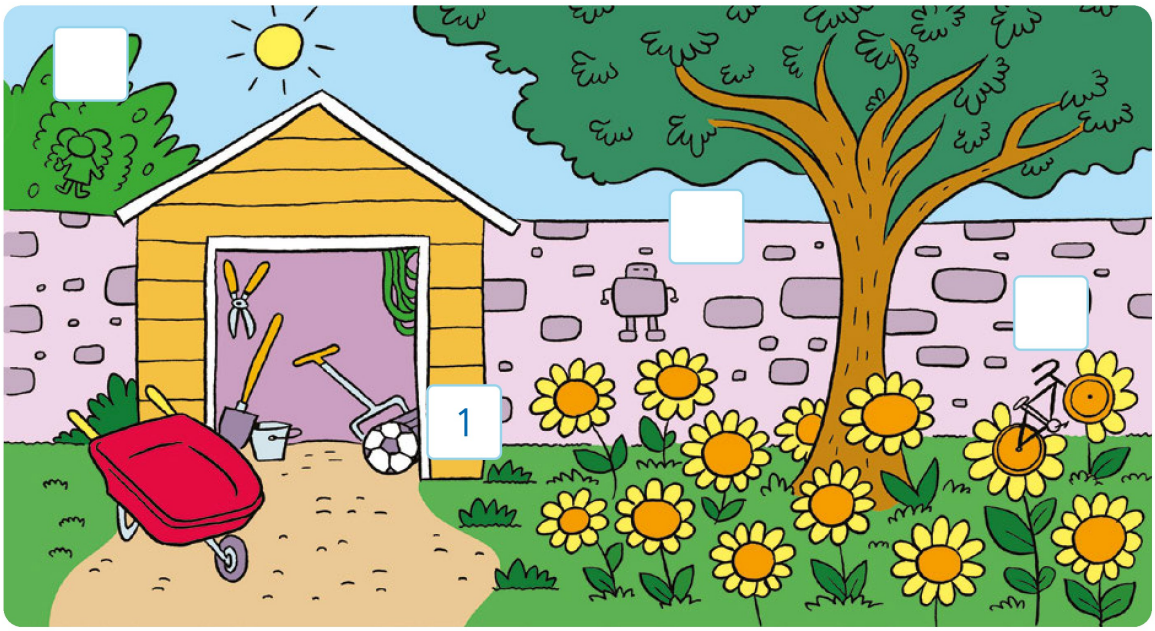
Digital Classroom

- **Presentation Plus:** Unit 4
- **Audio 53, 55**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 4, *Extension worksheet 1*

1 55 Listen and write the number.



2 Draw your favourite toy. Say.

Me!

Language practice: *Where's the car? It's here.*

1 56 Watch the video. Listen and act out the story.



Story: unit language in context

Objectives

By the end of the lesson, pupils will have listened to a story and reviewed language from the unit.

Target language

- **Key language:** language from the unit
- **Revision:** classroom objects, numbers 1–6, *Hello*, *stand up*, *open*, *please*, *thank you*

Materials

- **Flashcards:** characters and classroom objects (1–3, 10–15)
- One set of character masks for each pupil
- **Extension activity:** character masks, two chairs, a pencil
- **Consolidation activity:** flashcards: toys (32–37)

Warmer

- Say the opening routine.
- Hide character and classroom object flashcards around the classroom. Make sure they are not too difficult to find.
- Pupils stand up. Ask a pupil, e.g. *Where's Marie?* or *Where's the book?* The pupil looks around. When he/she sees the flashcard, he/she goes and points to it and says *It's here.* Repeat until all the flashcards have been found.

Story

CB38. ACTIVITY 1

Watch the video. Listen and act out the story.

- Show page 38. Say *Look at the pictures.* Point to the pictures and ask *Who's this?* or *What's this?* Tell pupils they are going to watch a ▶ Video of the story.
- Watch the ▶ Video with the class. Give pupils the option of watching it twice if they need to.
- Focus on the story pictures on the whiteboard and ask questions:
  Picture 1: *Where's Monty? He's in a …* (*chair*). *Does Marie say 'Sit down' or 'Stand up'?* (*Stand up*)
  Picture 2: *What does Marie say?* (*It isn't here*)
  Picture 3: *What does Marie say?* (*Open your car*)
  Picture 4: *What does Marie say?* (*It isn't here*)
  Picture 5: *What does Marie want?* (*Her pencil*)
  Picture 6: *Where's the pencil?* Pupils point to the pencil in Marie's hair.
- Say *Open your books at page 38, please.* Say *Listen and point to the pictures.* Play the Audio. Pupils listen and point to the speakers in each picture. Stop after each picture to point to the characters in the story pictures on the whiteboard. You can invite more confident pupils to do this.
- Put the class into three groups – Monty, Marie and Maskman. Say *Listen and act out the story.* Play the Audio. Pupils put on their character masks and listen and act out the story.

Extra challenge Put pupils into three groups: Marie, Monty and Maskman. Play the Audio again, stopping after each line for pupils to repeat.

56 ▶

Wake up! Wake up!
Monty, Maskman, Marie.
Walk and talk now.
One … two … three.

Monty: Hello, Marie.
Marie: Hello, Monty. Stand up, please!
Monty: OK.

Marie: No, no. It isn't here. It isn't here. Where is it?
Monty: Marie! Marie! What is it?
Marie: Hmm.

Maskman: Hello, Marie. Hello, Monty.
Marie: Hello, Maskman. Open your car and stand up, please!
Maskman: OK.

Marie: Where is it? Where is it? It isn't here!
Maskman: What isn't here, Marie?
Monty: Marie! What is it?

Marie: It's my pencil. It isn't here!
Maskman: Ooh, Monty! Where's the pencil?

Monty: Look, Marie. The pencil is here.
Marie: Oh, yes. Thank you.

Extension activity

- Three pupils come to the front. Let each pupil choose a character. They put on the character masks. Put two chairs at the front (one for Monty's chair and one for Maskman's car). Give the pupil who is playing Marie a pencil. The pupil puts it behind his/her ear or in his/her pocket.
- Play the Audio and help pupils act out the story. Encourage the rest of the class to give the 'actors' a round of applause. Repeat with another group of three.

Consolidation activity

- Stick the toy flashcards on the board. Number them 1 to 6. Say, e.g. *Where's the robot?* Pupils respond with the number.
- Turn the flashcards over so the pictures are hidden. Cover the words. Ask *Where's the robot?* Pupils reply from memory. Turn over the flashcards to check. Repeat for the other toys.

Ending the lesson

- Say a line from the story, e.g. *Open your car and stand up, please!* Ask *Monty, Marie or Maskman?* Pupils say the name of the speaker, e.g. *Marie.* Repeat with other lines, e.g. *What is it?* (*Monty*), *What isn't here?* (*Maskman*), *It isn't here!* (*Marie*), *Thank you* (*Marie*), *The pencil is here* (*Monty*).
- Say the closing routine.

Digital Classroom

- **Presentation Plus:** Unit 4
- **Audio 56**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 4, *Extension worksheet 2*

Objectives

By the end of the lesson, pupils will have practised the language from the story.

Target language

- **Key language:** language from the unit
- **Additional language:** *What's your toy?*
- **Revision:** classroom objects, colours

Materials

- **Flashcards:** toys (32–37)
- Three or four personal objects (e.g. bag, pencil, book, eraser)
- A4 card or paper cut into four – one piece for each pupil
- **Coloured pencils or crayons for each pupil:** red, blue, yellow, brown, black, white

Warmer

- Say the opening routine.
- Before pupils come into class, hide three or four of your own things somewhere in the classroom (e.g. your bag, a pencil and a book). Mime looking for something and ask *Where's my (bag)?* Look in a number of places and say *It isn't here.* Ask a more confident pupil to stand up. Ask the pupil *Where is it?* He/She helps you look for it, saying *It isn't here* and finally *It's here!* Do the same with the next object with small groups of pupils.

CB39. ACTIVITY 1

Listen and circle. Say.

- Show page 39. Point to each picture and ask *Who's this?* Point to picture 1 again. Ask *What does Marie say to Monty?* Elicit *Stand up, please!* Play the example on the Audio. Pupils say if they hear the same words as in the story. Ask *Yes or no?* to elicit *No.* Draw a large cross in the air. Pupils copy. Show the circle around the cross in the example.
- Say *Open your books at page 39, please.* Say *Look at picture 2.* Play the rest of the Audio following the same procedure. Pupils listen and circle the tick or cross.
- Play the example again, pausing after *Sit down, please.* Ask *What does Marie say?* Elicit the choral response *Stand up, please!* Continue in the same way with the rest of the story, eliciting a choral correction for those answers that need it (1, 3, 5, 6).

Extra support Before doing the activity, play the story (Audio 56) again. Pupils say *Stop!* after the part that goes with each picture. Play it again. Pupils repeat.

Key: 2 ✓, 3 ✗, 4 ✓, 5 ✗, 6 ✗

57

1. **Monty:** Hello, Marie.
   Marie: Hello, Monty. Sit down, please!
   Monty: OK.
2. **Marie:** No, no. It isn't here. It isn't here. Where is it?
   Monty: Marie! Marie! What is it?
   Marie: Hmm.
3. **Maskman:** Hello, Marie. Hello, Monty.
   Marie: Hello, Maskman. Close your car and stand up, please!
   Maskman: OK.
4. **Marie:** Where is it? Where is it? It isn't here!
   Maskman: What isn't here, Marie?
5. **Monty:** Marie! What is it?
   Marie: It's my bag. It isn't here!
   Maskman: Ooh, Monty! Where's the bag?
6. **Monty:** Look, Marie. The bag is here.
   Marie: Oh, yes. Thank you.

CB39. ACTIVITY 2

Draw and colour. Ask and answer.

- Give a piece of paper to each pupil. Put the six toy flashcards on the board. Ask pupils to place the crayons on their desk. Say the colours and pupils hold up the crayons.
- Say *Draw a toy.* Point to the flashcards to show that it must be one of the ones on the board. Then say *Colour your toy one colour.*
- Collect in all the pictures and take one. Look at it but then hide it to keep it secret. Go from pupil to pupil asking *What's your toy?* Pupils respond *It's a (brown doll).* If it's the same toy and colour as the picture you have, turn the picture around and hand it to the pupil saying *Here it is!* The pupil says *Yes* or *No.*
- Hand out a picture to each pupil, making sure they all get a picture that they didn't do. Pupils look at and then hide the picture. They stand up and mingle, asking and answering in the same way. When a pupil gets their own picture, they take it and sit down.

Consolidation activity

- Pupils work in groups of six. They sit in a circle and put their pictures face up. One pupil touches each picture one by one and they all say the toy word. Another pupil turns over one picture, then touches each picture one by one and they all say the word. They continue until all the toys are face down.

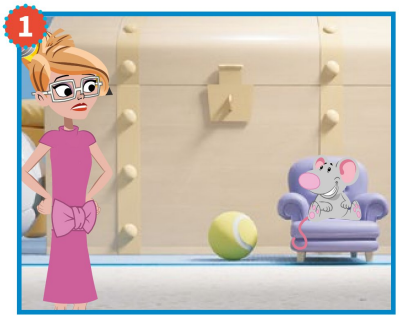
Ending the lesson

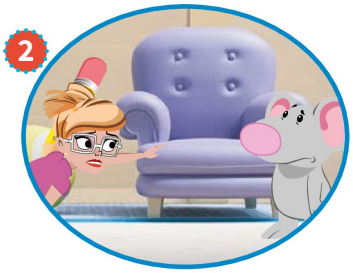
- Pupils stand up and hold their toy pictures. Play the chant from T34 (Audio 50). Pupils say the chant and hold up their pictures when they say and hear their toy words.
- Say the closing routine.

Digital Classroom

- **Presentation Plus:** Unit 4
- **Digital Flashcards**
- **Audio 56–57, 50**
- **Practice Extra**

1 57 Listen and circle. Say.

1

✓ ✗

2

✓ ✗

3

✓ ✗

4

✓ ✗

5

✓ ✗

6

✓ ✗

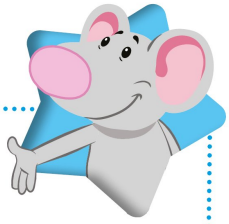
2 Draw and colour. Ask and answer.



What's your toy?

It's a brown doll.

Monty's sounds

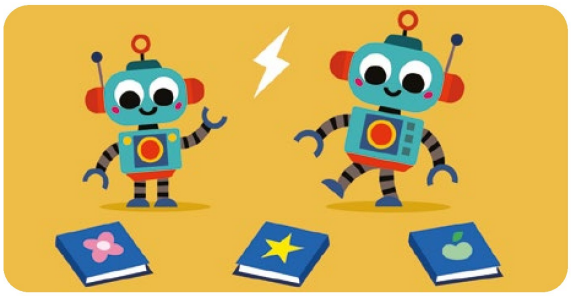


1 58 Watch and say.



2 Ask and answer.

Cars. Two cars. Yes!









40

Sounds: *cat*, *black*, *bike*, *cow*, *car*, *kite*

Objectives

By the end of the lesson, pupils will have recognised and practised the sound /k/ in familiar words and short phrases.

Target language

- **Key language:** the sound /k/ (*cat*, *black*, *bike*, *cow*, *car*, *kite*), toys
- **Additional language:** *on*, *in*, *with*, *Look!*
- **Revision:** numbers 1–6, *book*, *bear*, *bag*

Materials

- **Flashcards:** Monty and toys (3, 32–37)

Warmer

- Say the opening routine.
- Slowly reveal each of the toy flashcards (car, bike, kite, doll, robot, ball) and elicit the words. Point to each one and elicit the action from the chant on page T34. Each pupil chooses one of the toys. Ask pupils to stand up. They move around the room miming being the toy they chose. They look at each other's mimes and get into six toy groups. When all the pupils are grouped, each group mimes together and says which toy they are.

Presentation

CB40. ACTIVITY 1

Watch and say.

- Show the Monty flashcard. Tell pupils he is going to tell them about a sound.
- Play the ▶ Video. Pupils watch and join in with the /k/ sounds and words. Pause the ▶ Video after the first version of the animation, then show page 40. Point to the cat and ask *What's this?* Pupils answer *(A) cat*. Point to the cow and ask *What's this?* Pupils answer *(A) cow*. Say *A cat and a cow*, emphasising the /k/ sounds. Make the /k/ sound at the back of your mouth. Pupils copy you.
- Play the second version of the animation (with pauses). Pupils repeat the sounds and words.
- Focus on the pictures again. Say *A black bike. A cat on a black bike*, emphasising the /k/ sound. Pupils repeat. Point to the car and say *A cow in a car with a kite*, emphasising the /k/ sound. Pupils repeat.

58 ▶

Monty: A cat and a cow!
What can you see? Say it with me!
Monty & Voice: A cat on a black bike and a cow in a car with a kite.
Voice: /k/ /k/
A cat and a cow!
A cat on a black bike.
A cow in a car with a kite.
A cat on a black bike and a cow in a car with a kite.
/k/ cat /k/ black /k/ bike /k/ cow /k/ car /k/ kite
A cat on a black bike and a cow in a car with a kite.
Monty: One more time – you sound fine!
Monty & Voice: A cat on a black bike and a cow in a car with a kite.

- Divide the class into Group 1 (cat) and Group 2 (cow). Each group practises saying the phrases: *A cat on a black bike* and *A cow in a car with a kite*. Say *Cat!* Pupils in Group 1 mime being the cat and say the cat phrase in chorus. Say *Cow!* Pupils in Group 2 mime and say theirs. Continue saying *Cat! Cow!* quicker and quicker for them to say and mime their phrases. Then they swap roles.

CB40. ACTIVITY 2

Ask and answer.

- Focus on the first picture in Activity 2. Ask pupils to say what they can see (*robots*, *books*). Say *Robots* – /k/. *Yes or no?* (*No*) Say *Books* – /k/. *Yes or no?* (*Yes*) Follow the procedure for all the pictures.
- Focus on the second picture. Say *Cars. How many?* Point and count with the pupils. Encourage pupils to say *Two cars*. Say *Yes!* Say *Bears*. Pupils count and say *One bear*. Say *Yes!*
- Say *Open your books at page 40, please*. Pupils work in pairs and ask and answer about each picture.

Extra support Ask and answer about all the pictures with the whole class first, either in open pairs across the class or in two teams.

Extra challenge Pupils close their books. They ask and answer from memory.

Key:
Robots. *Two robots.*
Books. *Three books.*

Bears. *One bear.*
Cows. *One cow.*
Cars. *Two cars.*

Cats. *Six cats.*

Bags. *Four bags.*
Cats. *One cat.*
Kites. *Two kites.*

Consolidation activity

- Teach this tongue twister: *Look! Katy cat on a black bike*. Drill it slowly at first and then get faster.

Ending the lesson

- Point to the four corners of the classroom and say one of Monty's sounds for each corner: /m/, /æ/, /b/ and /k/. Say the following words. Pupils point to the place (or places) in the classroom and say the word and the sound(s), e.g. *cow*: *k – k – k – cow*. Words: *cow*, *Mum*, *blue*, *bear*, *car*, *mouse*, *cat*, *kite*, *book*, *black*.
- Say the closing routine.

Digital Classroom

Presentation Plus: Unit 4
Audio 58
Digital Flashcards
Practice Extra

Objectives

By the end of the lesson, pupils will have reviewed language from the unit in listening and speaking activities.

Target language

- **Key language:** language from the unit
- **Revision:** numbers 1–6, classroom objects, shapes, *What's your name? How old are you? Point to a (table), What colour's your (eraser)? What's your favourite (colour)?*

Materials

- **Flashcards:** colours (26–31)
- One set of character masks for the teacher
- **For larger classes:** Maskman mask for each pair of pupils
- **Consolidation activity 1:** flashcards: classroom objects, shapes and toys (10–15, 23–25, 32–37), two rolled-up newspapers

Warmer

- Say the opening routine.
- Show the picture on the first page of the unit (page 34). Review the toy words. Ask a pupil to put on the Maskman mask and stand next to the whiteboard in a 'superhero' pose. Ask *What's Maskman's favourite toy?* The pupil points to Maskman's car and says *(The) car.* Repeat for Monty's favourite toy (the doll) with a different pupil. Ask pupils what they think Marie's favourite toy is and invite them to guess.
- In a mouse voice, say *My favourite toy's my doll.* Pupils respond *Monty.* Repeat for Maskman. Put on the Monty mask and say *My favourite toy's my doll* again. Pupils repeat the sentence. Repeat for Maskman.
- Pupils work in pairs. Pupil A impersonates one of the characters and says *My favourite toy's my …* Pupil B says the toy. Then they swap roles.

CB41. ACTIVITY 1

Listen and stick.

- Show the picture on page 41. Say *Point to number 1.* Pupils point to number 1 in the picture. Do the same for numbers 2 to 6.
- Pupils prepare the toy stickers. Hold up the stickers and say *Listen and point.* Play the Audio. Pupils listen and point to the stickers. Check they are pointing to the correct toys.
- Say *Open your books at page 41, please.* Say *Now listen and stick.* Play the Audio. Stop after each one. Check pupils have the correct sticker and the correct position. Pupils stick the sticker in the correct place. Monitor around the class to check.

59

1. Where's the bike?
   It's here.
2. Where's the kite?
   It's here.
3. Where's the doll?
   It's here.
4. Where's the car?
   It's here.
5. Where's the robot?
   It's here.
6. Where's the ball?
   It's here.

CB41. ACTIVITY 2

Talk to Maskman.

- Review colours using the flashcards.
- Put on the Maskman mask. Stand in a 'superhero' pose and say *Hello, I'm Maskman* (use Maskman's voice). Play the Audio. Pause after each question or instruction and repeat as Maskman. Choose a pupil to respond. The pupil answers the question or follows the instruction, as appropriate. Teach new colour words if necessary.
- If you have a class of ten pupils or fewer, continue around the class, until each pupil has responded at least once. In a larger class, pupils work in pairs. Pupil A wears the Maskman mask. Play the Audio again. Pupil A repeats the questions/instruction on the Audio. Pupil B responds. Then pupils swap roles. Play the Audio again for Pupil B to repeat.
- When the activity is finished, pupils stick the Unit 4 Talk to Maskman sticker at the bottom of the page.

Extra support Do the activity in two groups across the class rather than in pairs.

60

Hello … I'm Maskman!
What's your name?
How old are you?
Point to a table.
What colour's your eraser?
What's your favourite toy?
What's your favourite colour?

Consolidation activity 1

- Two teams line up facing the board. Stick classroom object, shape and toy flashcards on the board. Elicit the words. Hand a rolled-up newspaper to the first pupil in each team.
- Say, e.g. *Where's the triangle?* The two pupils at the front of the teams run to touch the correct flashcard and say *It's here.* The first pupil to touch it wins a point for their team. The two pupils go to the back of the lines. Hand the newspapers to the next two pupils. Continue until all the pupils have had a turn. The team with the most points is the winner.

Consolidation activity 2

- Say *Look. What's my favourite toy?* Do a mime for one of the toys (see the chant on page T34). Pupils respond with the name of the toy. Repeat with a different mime.
- Say *What's my favourite toy?* Pupils repeat. They practise saying the question quietly, loudly, angrily, etc. Pupils play the mime game in pairs.

Ending the lesson

- Pupils do the Review puzzle on pages 92 and 93 (instructions on page T92–93).
- Say the closing routine.

Digital Classroom

- **Presentation Plus:** Unit 4
- **Digital Flashcards**
- **Audio 59–60**
- **Practice Extra**

1 59 Listen and stick.



2 60 Talk to Maskman.





Marie's art

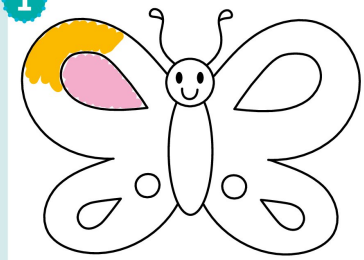
What is symmetry?



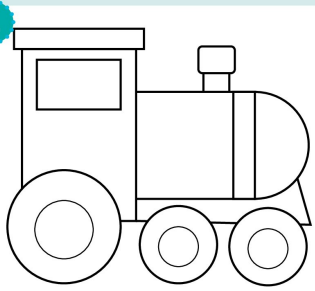
1 Watch the video. Answer.

2 61 Listen, point and say. Listen and colour.

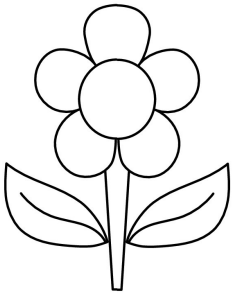
1



2



3



3 Look and tick (✓) or cross (✗).

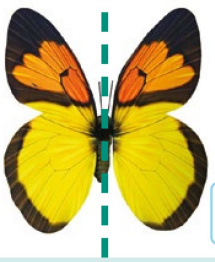












Objectives

By the end of the lesson, pupils will be able to name three more colours and will be able to say if objects are symmetrical or not.

Target language

- **Key language:** colours: *orange*, *green*, *pink*, objects: *butterfly*, *flower*, *train*, *Is it symmetrical? Yes, it is. / No, it isn't.*
- **Revision:** Unit 3 colours, *Look!*, *What's this? It's a …*

Materials

- **Flashcards:** colours (26–31, 38–40)
- **Coloured pencils or crayons for each pupil:** red, blue, yellow, brown, black, white, orange, green, pink
- **Consolidation activity:** Photocopiable 4 for each pupil

Warmer

- Say the opening routine.
- Review the six known colours using the flashcards. Point to a colour and ask *What colour is it?* Then choose a pupil and say *Find something (red).* The pupil must find something red as quickly as possible and touch it. Repeat with other colours and combinations of colours.

Video

CB42. ACTIVITY 1

Watch the video. Answer.

- Tell pupils that they're going to watch a ▶ Video. Play the ▶ Video. Pupils answer the questions in Quiz Time.
- Play the ▶ Video again. Ask pupils to answer the Big Question at the end.

Presentation

- Present the three new colours using the flashcards. Drill in chorus. Play the same game as the Warmer with the new colours.

CB42. ACTIVITY 2

Listen, point and say. Listen and colour.

- Show page 42. Point to the three drawings. Elicit, model and drill *butterfly*, *train* and *flower*.
- Say *Open your books at page 42, please.* Play the 🔊 Audio. Pupils listen, point and say the word when they hear the beep. They hear the correct answer a few seconds later.

Extra support Instead of having to remember and say the new words, pupils listen and hold up the number of fingers that show the picture numbers: butterfly – 1, train – 2, flower – 3.

- Point to the butterfly and ask *What colour is it?* Pupils suggest colours. Ask them to get out full sets of crayons. Play number 1 again. Pupils show the orange and pink crayons. They colour the butterfly in the two colours and can compare their pictures.
- Repeat the procedure for the other two pictures.

Key: 2 green and orange, 3 pink, orange and green

🔊 61

1. Look! A butterfly. It's orange and pink. What's this? It's a [beep] butterfly.
2. Look! A train. It's green and orange. What's this? It's a [beep] train.
3. Look! A flower. It's pink and orange and green. What's this? It's a [beep] flower.

Presentation

CB42. ACTIVITY 3

Look and tick (✓) or cross (✗).

- Point to the photos and elicit the words. Focus on the kite and tell pupils to look closely at the two halves either side of the symmetry line. Point to one half. Ask *Is it a circle?* Elicit *No*. Ask *Is it a triangle?* Elicit *Yes* from pupils. Point to the other half and ask *Is it a triangle?* Elicit *Yes* again from pupils. Trace your finger around the whole kite and say *It's symmetrical.* Point to the example tick.
- Tell pupils to tick the photos that are symmetrical. Check answers as a class. Say *train* and ask pupils to point to the train. Ask *Is it symmetrical?* (*No*) Repeat for the other photos.

Key: car ✓, train ✗, bike ✗, robot ✓, butterfly ✓

Consolidation activity

- Give each pupil a copy of Photocopiable 4. They draw lines to complete the picture so it is as symmetrical as possible. They colour the picture so each side looks the same. Monitor as pupils work. Point to the colours on pupils' butterflies and ask *What colour is it?* Pupils can finish colouring at home.

Ending the lesson

- Pupils place all the crayons on their desks. Say, e.g. *Show me orange.* Pupils hold up the correct crayon. Repeat with the other colours, then ask for two or three colours, e.g. *Show me pink, orange and yellow.*
- Say the closing routine.

Digital Classroom

- **Presentation Plus:** Unit 4
- **Digital Flashcards**
- **Audio 61**
- **Practice Extra**

Objectives

By the end of the lesson, pupils will have completed symmetrical drawings and done a symmetrical painting.
Note: Do this lesson as a timetabled art lesson.

Target language

- **Key language:** colours: *orange*, *green*, *pink*, objects: *butterfly*, *flower*, *robot*, *Is it symmetrical? Yes, it is. / No, it isn't.*
- **Revision:** Unit 3 colours, *What's this? It's a (chair), What colour is it? It's (blue and orange).*

Materials

- **Flashcards:** colours (38–40)
- **Coloured pencils or crayons for each pupil:** red, blue, yellow, brown, black, white, orange, green, pink
- **Project:** paper with a symmetry line drawn down the middle for each pupil, different coloured paints, paintbrushes, water, aprons
- **Consolidation activity:** pictures of things that are symmetrical and asymmetrical

Warmer

- Say the opening routine.
- Invite a more confident pupil to stand up facing you. Move one of your arms. The pupil copies your movement doing a mirror mime. Now the pupil mimes and you mirror their movement. Pupils stand up in pairs and do mirror mimes.

CB43. ACTIVITY 4

Look and trace. Colour and say.

- Review the new colours using the flashcards. Ask pupils to stand in a circle and whisper a colour (pink, green or orange) to each one. They close their eyes as you stick the flashcards in different parts of the classroom. Count to three and say *Go!* Each pupil finds their colour as quickly as they can. When they are all in groups, clap your hands and they call out the colour.
- On the board, draw a dashed vertical symmetry line. On the left of the line, draw the outline of half a square. Ask pupils to tell you what they think it is. Draw the other half of the square on the right of the symmetry line. Ask *Is it symmetrical?* (*Yes, it is.*)
- Show page 43. Point to the drawings and elicit *butterfly* and *flower*. Say *Open your books at page 43, please.* Pupils trace the right halves of the objects following the dotted lines. Monitor and help out where necessary.
- Pupils colour the drawings using the known colours. Point to one of their pictures. Ask *What's this?* The pupil replies *(It's a) butterfly*. Ask *What colour is it?* The pupil replies *It's (blue and orange).* Pupils ask and answer about their pictures in pairs.

CB43. ACTIVITY 5

Look and draw. Draw for your friend.

- Focus on the drawing on the left and ask *What's this?* Elicit *(It's a) robot*. Pupils draw the right half of the robot to create a mirror image.
- Put pupils in pairs. Point to the drawing space on the right and tell pupils they are going to draw half a picture on the left side of the symmetry line. Then they swap books and complete the other half of their partner's drawing symmetrically.
- Each pupil keeps their partner's book and tells the class what the drawing is, holding up the book for everyone to see, e.g. *It's a chair*. Praise all efforts. Pupils can colour in the pictures if there is time.

Extra support Suggest that pupils draw a ball or a kite for their partner to complete.

Project

- Prepare the classroom for a painting activity and give each pupil a piece of paper with a symmetry line. Tell pupils to paint half of a picture only. They paint on the left side of the line, and when they have finished and the paint is still wet, they fold their paper in half along the symmetry line and press. When they open up the paper again, the other half of their picture is imprinted on the right side to create a beautiful symmetrical colour painting.
- Pupils choose what to paint. Explain that it needs to be a symmetrical object. Pupils suggest ideas, e.g. butterfly, robot, shape, ball, flower, etc. Encourage them to use different coloured paints.
- Fast finishers can do more than one painting.
- When all pupils have finished, invite volunteers to talk about their creation. They say what it is and what colours they have used, e.g. *It's a kite. It's blue and red and yellow.*

Consolidation activity

- Show pictures of symmetrical and asymmetrical things. For each picture, point to the two sides and ask *Are they symmetrical? Yes or no?* Pupils respond by saying *Yes* and *No* or by drawing big ticks or crosses in the air. Ask pupils to stand up and touch symmetrical objects in the classroom.

Ending the lesson

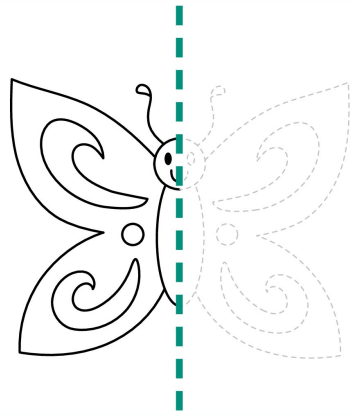
- Display the paintings on the classroom wall. Choose a volunteer and ask them to pick a painting they like and describe it to the rest of the class using colours only. The other pupils guess which painting is being described. Repeat with other volunteers.
- Say the closing routine.

Digital Classroom

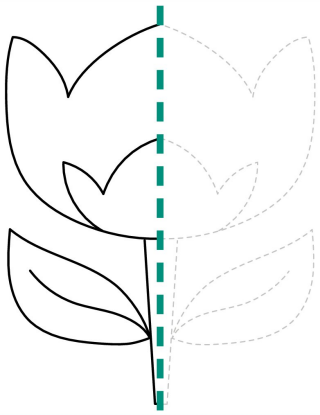
Presentation Plus: Unit 4
Digital Flashcards
Practice Extra

4 Look and trace. Colour and say.

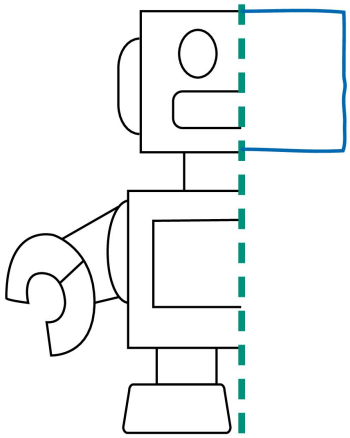
1



2



5 Look and draw. Draw for your friend.



Project

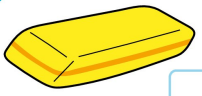
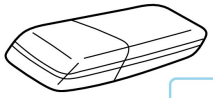


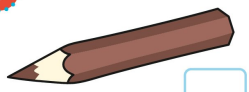
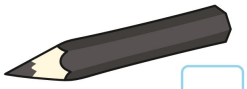
Paint a symmetrical picture.

Maskman's practice

1 62 Listen and tick (✓). Act it out.

1  

2  

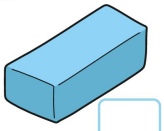
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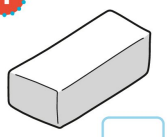
4  

2 Count and write the number. Say.

1  3

2 

3 

4 

5 

6 



Objectives

By the end of the lesson, pupils will have reviewed language from Unit 3.

Target language

- **Key language:** colours, *a (red) (pencil)*
- **Revision:** classroom objects, *Pass me the (bag), please, Here you are, Thank you, How many?*

Materials

- **Consolidation activity:** A4 paper divided into six for each pupil, coloured pencils or crayons: red, blue, yellow, brown, black, white

Warmer

- Say the opening routine.
- Pupils walk around the room. When you clap your hands, they stop, touch an object near them and say the colour. Clap hands again and they walk around again, and so on.

CB44. ACTIVITY 1

Listen and tick (✓). Act it out.

- Show page 44. Focus on number 1 and point to the bags in turn. Ask *What colour's the bag?* Do the same with all the pairs of pictures.
- Point to the two bags in number 1 again. Say *Listen. A red bag or a blue bag?* Play the example on the Audio. Elicit the answer (*A blue bag*). Focus on the tick next to the blue bag and draw a big tick in the air. Pupils do the same and say *A blue bag.*
- Say *Open your books at page 44, please.* Play the rest of the Audio. Stop after each dialogue. Pupils listen and tick the correct object. Check answers.
- Play the first dialogue again, stopping for pupils to repeat. Put the class into two groups. They say the dialogue in chorus as the two speakers. Invite pairs to say the dialogue in front of the class.
- Look at the two erasers in number 2. Elicit the colours. Model the dialogue about the erasers with a confident pupil.
- Invite more confident pupils to act out the third and fourth dialogues.
- Divide the class into pairs and ask them to act out a similar dialogue. They choose two classroom objects of different colours to use as props.

Extra support Instead of asking pairs to act out the dialogue, do it in two groups.

Key: **2** white eraser, **3** brown pencil, **4** yellow book

62

1. Pass me the bag, please.
   Yes, OK. The red bag or the blue bag?
   The blue bag, please.
   Here you are.
   Thank you.
2. Pass me the eraser, please.
   Yes, OK. The yellow eraser or the white eraser?
   The white eraser, please.
   Here you are.
   Thank you.
3. Pass me the pencil, please.
   Yes, OK. The brown pencil or the black pencil?
   The brown pencil, please.
   Here you are.
   Thank you.
4. Pass me the book, please.
   Yes, OK. The yellow book or the red book?
   The yellow book, please.
   Here you are.
   Thank you.

CB44. ACTIVITY 2

Count and write the number. Say.

- Point to the small pictures in Activity 2 and ask *What's this?* (*A red pencil, a black pencil,* etc.). Point to the red pencil again and then to the big picture. Ask *How many red pencils are there?* Pupils look at the picture, count and say *Three*. Point to the example number in the box.
- Point to the other small pictures and say *Count and write the number*. Pupils work on their own to look, count, and write numbers in the boxes.
- Check answers. Ask *How many (black pencils) are there?* Pupils hold up the number of fingers and say the number.
- Pupils point to the picture and make phrases, e.g. *A yellow book, Two white erasers,* etc.

Extra challenge Pupils put their own classroom objects on their tables and describe them. They can work in small groups or pairs.

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

Consolidation activity

- Give each pupil a piece of A4 paper divided into six. Pupils draw a splodge of colour in each section (using one of the six Unit 3 colours). They cut out and make six cards. Put pupils into pairs to play *Snap*. They hold their cards and together they say *1, 2, 3, Snap!*, show a card and say the colour. If the two cards are the same colour, the first pupil to say *Snap!* gets a point. Pupils continue to play until one pupil has three points.

Ending the lesson

- Ask pupils which chant, song or game they'd like to do again from Unit 3. Do it together.
- Say the closing routine.

Digital Classroom

- **Presentation Plus:** Unit 4
- **Digital Flashcards**
- **Audio 62**
- **Practice Extra**

Objectives

By the end of the lesson, pupils will have reviewed language from Unit 4.

Target language

- **Key language:** toys, *Where's (the robot)? It's here.*
- **Additional language:** *my/your favourite toy*
- **Revision:** colours

Materials

- **Flashcards:** toys (32–37)
- **Coloured pencils or crayons for each pupil:** orange, green, pink
- **Review game:** see page T94–95

Warmer

- Say the opening routine.
- Flash the six toy flashcards quickly at the pupils. Then take one, but don't show the picture. Pupils guess what it is. Give the flashcard to the pupil who says the word. Repeat with the other toys. The pupils with the flashcards put them somewhere in the classroom, then sit down. The other pupils watch and remember where each toy is. Ask, e.g. *Where's the bike?* and name a pupil. The pupil runs to get the bike flashcard and says *It's here!* Repeat with the other toys.

CB45. ACTIVITY 3

Listen and write the number. Listen and colour.

- Show page 45. Point to the four pictures and ask *What's this?* Pupils say, e.g. *(It's a) bike.*
- Play the example on the Audio and point to the example number 1 next to the ball. Cup your ear and ask *Can you hear 'ball'?*

Extra support Play the example again. Pupils listen and make a ball shape with their hands when they hear the word *ball*. Repeat this step with the dialogues for the other toys.

- Say *Open your books at page 45, please.* Say *Listen and write the number.* Play the rest of the Audio. Pupils number the pictures.
- Now say *Listen and colour the toys.* Point to the splash of pink in the picture of the ball and ask pupils to pick up their pink crayons. Play the first dialogue again. Pupils hold up their pink crayons when they hear the word *pink*. They colour in the ball.
- Play the other dialogues, stopping after each one. Pupils mark the colour, then finish colouring after they have listened to all the dialogues.

Key: bike 2 (green), robot 4 (orange and green), doll 3 (orange)

63

1. Where's your favourite toy, Sam?
   It's here. It's my ball.
   Oh, what colour is it?
   It's pink. My favourite toy is my pink ball.
2. What's your favourite toy, Tom?
   It's my green bike. It's here.
   Ah. Your favourite toy is your green bike.
3. This is my doll. It's my favourite toy.
   What colour is it, Ann?
   It's orange. My doll is orange.
4. Ben, where's my orange and green robot?
   It's here.
   Ooh, my orange and green robot. It's my favourite toy.

CB45. ACTIVITY 4

Look and complete.

- Focus pupils on the rows of pictures. Point to the pictures in the first row and elicit the words. Say them clearly as groups of three (*doll, car, bike … doll, car, …*). Follow the example answer line to the bike with your finger and elicit *bike*.
- Check pupils know that they have to draw a line to the next toy in the sequence. Pupils complete the other rows by drawing lines. Pupils check in pairs. They say the names of the toys in the rows. Check with the class. Pupils say the toys in each row in chorus.

Key: **2** kite, **3** ball, **4** car

Consolidation activity 1

- Play a game in which pupils are toys in a row and they have to find the pattern and identify the next toy. Invite five pupils to stand in a row at the front. Show each one a flashcard in secret saying *This is your toy* (e.g. *doll, car, bike, doll, car*). Pupils say their toy in order from left to right. The rest of the class think about what the next toy in the row is. The first pupil to work it out stands up, goes to the end of the row and says the word. Pupils work in groups to make another pattern for the rest of the class to solve.

Consolidation activity 2

- Put the toy flashcards on the board. Pupils stand in two lines. Whisper a toy word to the two pupils at the end of each line. They whisper the word down their lines as quickly as possible. When the pupils nearest the board hear the word, they run and touch the flashcard to win a point for their team.

Ending the lesson

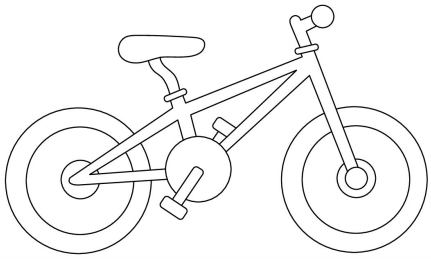
- Pupils play the Review game on pages 94 and 95 (instructions on page T94–95).
- Say the closing routine.

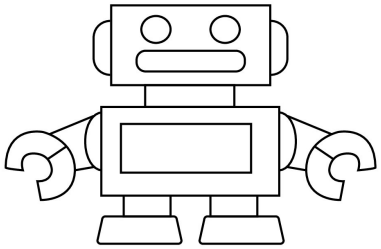
Digital Classroom

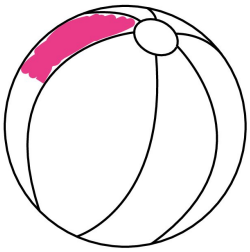
- **Presentation Plus:** Unit 4
- **Digital Flashcards**
- **Audio 63**
- **Practice Extra**



3 63 Listen and write the number. Listen and colour.



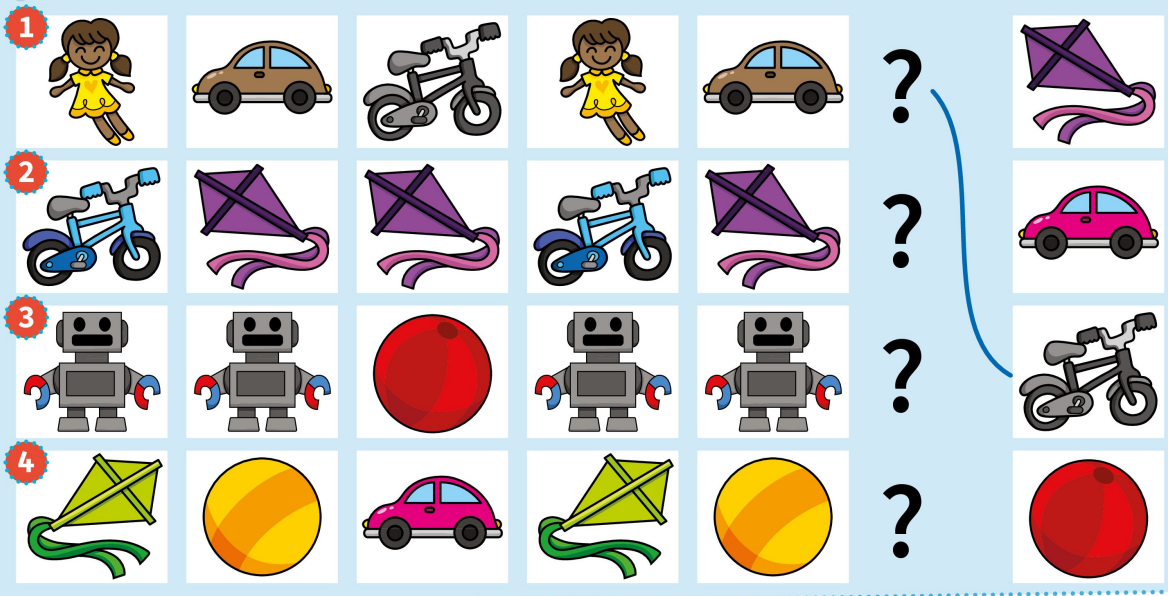




1



4 Look and complete.



Trevor's values

Giving



1 64 **Listen and point.**









2 **Act it out.**

Giving: *Mummy, Daddy; Here's a kite for you.* | social responsibilities

Objectives

By the end of the lesson, pupils will have listened to examples of polite English and practised giving items politely and responding.

Target language

- **Key language:** toys, *Mummy*, *Daddy*, *Here's a (green) (robot) for you.*
- **Revision:** classroom objects, colours, *Pass me the (book), please*, *Here you are*, *Thank you*

Materials

- **Flashcards:** toys, Mummy and Daddy (32–37, 41–42)
- **Consolidation activity 1:** paper and coloured pencils or crayons for each pupil
- **Consolidation activity 2:** three or four real toys in colours pupils know

Warmer

- Say the opening routine.
- Review the language from the last 'values' lesson. Say to a pupil *Pass me the book, please.* The pupil passes the book. Encourage the pupil to say *Here you are.* Say *Thank you.* Ask different pupils to pass you more classroom objects (e.g. a pencil, an eraser, a bag, a crayon).
- Pupils work in pairs. They practise asking for and handing over objects in the same way. Monitor and remind them to use *please* and *thank you.*

Presentation

CB46. ACTIVITY 1

Listen and point.

- Show page 46. Point to the picture of Trevor and elicit his name. Pupils say *Hello, Trevor!* and wave. Remind pupils that Trevor's pages are about doing the right thing.
- Point to the four large pictures. Say *Listen and point.* Play the Audio. Point to the characters in the pictures as they speak.
- Say *Open your books at page 46, please.* Say *Listen and point.* Play the Audio again. Pupils listen and do the same.
- Show the Mummy and Daddy flashcards. Say *Point to Mummy.* Pupils point to the mother. Repeat for *Daddy.*
- Play the Audio again, line by line. Pupils repeat in chorus. Encourage them to use the same intonation as on the Audio. Talk briefly about presents. Say that it is very nice to receive presents, but it also feels good to give someone a present. Pupils talk about presents they have given recently.

Extra challenge Invite three more confident pupils to come to the front. They choose their roles: Mummy, Daddy, child. Play the Audio and they act out the dialogues as they listen. If they are confident, they can act out without the Audio.

64

What's this, Daddy?
It's a kite.

Here's an orange kite for you.
Ooh! Thank you, Daddy.

Look! Here's a green robot for you.
Ooh! Thank you.

And here's a pink car for you, Mummy.
Ooh! Thank you.

CB46. ACTIVITY 2

Act it out.

- Put up the doll, car and bike flashcards. Elicit the words. Then elicit a sentence for each toy with colour(s), e.g. *It's a blue bike.*
- Take one of the flashcards off the board and give it to a pupil. Say, e.g. *Here's a red car for you, Amelia.* The pupil takes the flashcard and says *Oh! Thank you.* Repeat with the other flashcards. Then collect the flashcards in again. Say, e.g. *Pass me the car, please, Amelia.*
- Ask two pupils to come to the front. The first pupil chooses a flashcard. He/She gives it to the other pupil and says *Here's a* (colour) (toy) *for you,* (name). The second pupil does the same. They both say *Thank you.*
- Pupils work in pairs. They practise the dialogue and mime giving and receiving toys.

Consolidation activity 1

- Give a piece of paper to each pupil. Ask them to secretly draw and colour a picture of the toy they would like to give to their partner (from the six toys they know). When the pictures are complete, they hand over their 'gifts' to their partner and say, e.g. *Here's a green ball for you,* (partner's name). Pupils receiving a picture say *Thank you.*

Consolidation activity 2

- Start a chain at the front of the class. Give a pupil one of the toys you have brought to class. Say, e.g. *Here's a yellow robot for you, Ruby.* The pupil says *Thank you.* He/She then passes the toy to the pupil on his/her right and says *Here's a yellow robot for you,* (name of pupil). The second pupil says *Thank you.* He/She passes the toy to the right in the same way, and so on.
- When pupils are confident with the game, start new chains with different pupils and different toys.

Ending the lesson

- Hold up one of the toy flashcards. Make a sentence about it but get something wrong, e.g. hold up the car flashcard and say *Here's a blue car for you.* Pupils say *No! It's red!* Ask a pupil to make the correct sentence. Hand the flashcard to the pupil. Repeat with the other flashcards.
- Say the closing routine.

Digital Classroom

- **Presentation Plus:** Unit 4
- **Digital Flashcards**
- **Audio 64**
- **Practice Extra**

Objectives

By the end of the lesson, pupils will have reviewed language from Units 3 and 4.

Target language

- **Revision:** colours, shapes, numbers 1–6, toys, *My favourite toy's my (red) (bike).*
- **Additional language:** *grey, purple*

Materials

- **Flashcards:** shapes, colours and toys (23–25, 26–31, 32–37, 38–40)
- **Coloured pencils or crayons for each pupil:** red, blue, yellow, brown, black, white

Warmer

- Say the opening routine.
- Show the colour flashcards in turn. Pupils say the words.
- Display seven of the nine colour flashcards on the board. Elicit which two colours are missing. Take the flashcards off the board. Repeat with different colours missing each time.

CB47. ACTIVITY 1

Listen and colour.

- Show the shape flashcards. Elicit the words. Say the shapes again. Pupils repeat. Stick the flashcards on the board and number them 1 to 3. Ask, e.g. *What's number 1?* Pupils respond, e.g. *Triangle.*
- Show page 47. Say *Open your books at page 47, please.* Focus on the puzzle. Say *Point to a circle.* Pupils hold up their books to show you. Repeat with *triangle* and *square.*
- Point to the numbered boxes on the left of the puzzle picture. Say *One, two, three, four, five, six. What colour is number 1?* Play the example on the Audio and point to the example coloured box. Elicit *Yellow.* Point and say *Listen and colour numbers 2, 3, 4, 5 and 6.* Pupils prepare their crayons. Play the rest of the Audio. They colour and check in pairs. Play the Audio again. Check with the class. Ask, e.g. *What colour's number 2?*

Extra support Stop the Audio after each colour for pupils to colour the box.

- Point to the sections of the puzzle numbered 1 and say *Look. Numbers. Where's number 1?* Pupils point. Ask *What colour?* Point to the key and elicit *Yellow.* Mime colouring with a yellow crayon. Pupils colour the picture individually. Monitor and check they are following the colour key. Point to the shapes in the picture as pupils colour. Ask *What's this?* Pupils can complete the activity at home.
- Elicit the toy in the picture (a car).

Key: **2** white, **3** brown, **4** blue, **5** black, **6** red

65

Number 1 is yellow.
Number 2 is white.
Number 3 is brown.
Number 4 is blue.
Number 5 is black.
Number 6 is red.

CB47. ACTIVITY 2

Listen and write the number.

- Focus on the six pictures. Say *Look. Favourite toys.* Point to the girl in the first picture and ask *What's her favourite toy?* Pupils respond *(A) kite.* Ask *What colour is it?* Elicit *Blue.* Say *Good. It's a blue kite.* Repeat for the rest of the children.
- Play the example on the Audio. Elicit *(Red) bike.* Point to the number 1 in the box next to the boy on the bike.
- Play the rest of the Audio. Pause after each one for pupils to write the number in the box. Pupils check in pairs. Play the Audio again. Check by asking, e.g. *What's number 2?* Pupils respond *(A) brown car.*

Key: 5, 3, 4 / 6, (1,) 2

66

1. My favourite toy's my red bike.
2. My favourite toy's my brown car.
3. My favourite toy's my yellow doll.
4. My favourite toy's my black robot.
5. My favourite toy's my blue kite.
6. My favourite toy's my black and white ball.

Consolidation activity 1

- Pupils work in pairs. They take turns to make sentences, as if they were one of the children in Activity 2. Pupil A says, e.g. *My favourite toy's my blue kite.* Pupil B points to the picture.

Consolidation activity 2

- Put the toy flashcards on the board. Point to one of the toys and say, e.g. *My favourite toy's my pink doll.* Pupils repeat in chorus. Elicit/Teach the colours *grey* and *purple* using the robot and the kite. Point to the robot flashcard. Say *My favourite toy's my grey robot.* Pupils repeat in chorus. Do the same with *My favourite toy's my pink and purple kite.* Practise and repeat with the other flashcards.

Ending the lesson

- Put the Units 3 and 4 flashcards in a line on the floor like stepping stones leading to the door. Leave enough room next to them for pupils to hop beside them. Pupils get in a queue behind the first flashcard. The first pupil hops on one foot next to the line of flashcards, saying each word as they hop. If they can't remember a word, or lose their balance, they go back to the end of the queue.
- Say the closing routine.

Digital Classroom

- **Presentation Plus:** Unit 4
- **Audio 65–66**
- **Digital Flashcards**
- **Practice Extra**

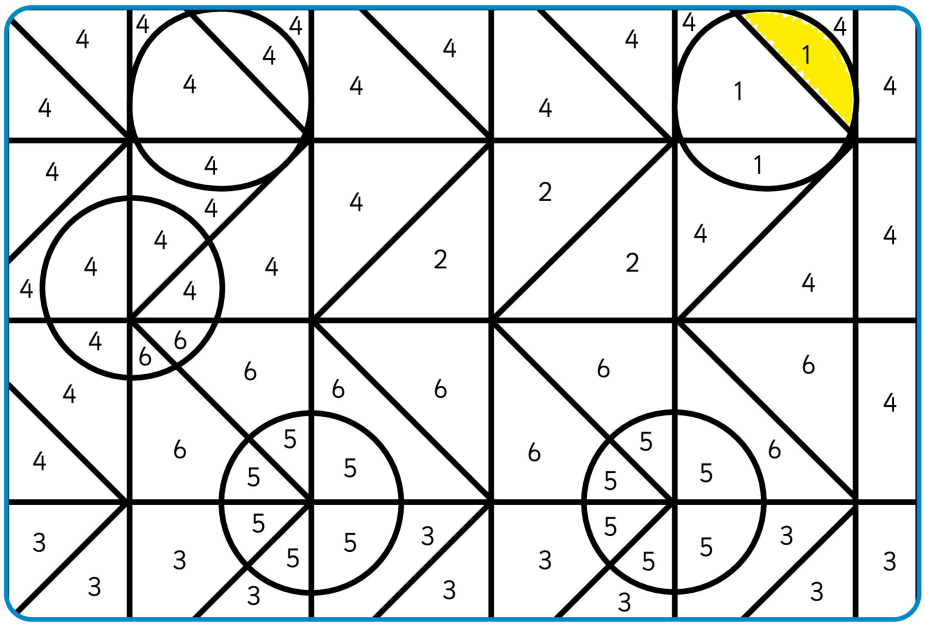
Extra Resources

- **Tests** *Unit 4 Test*

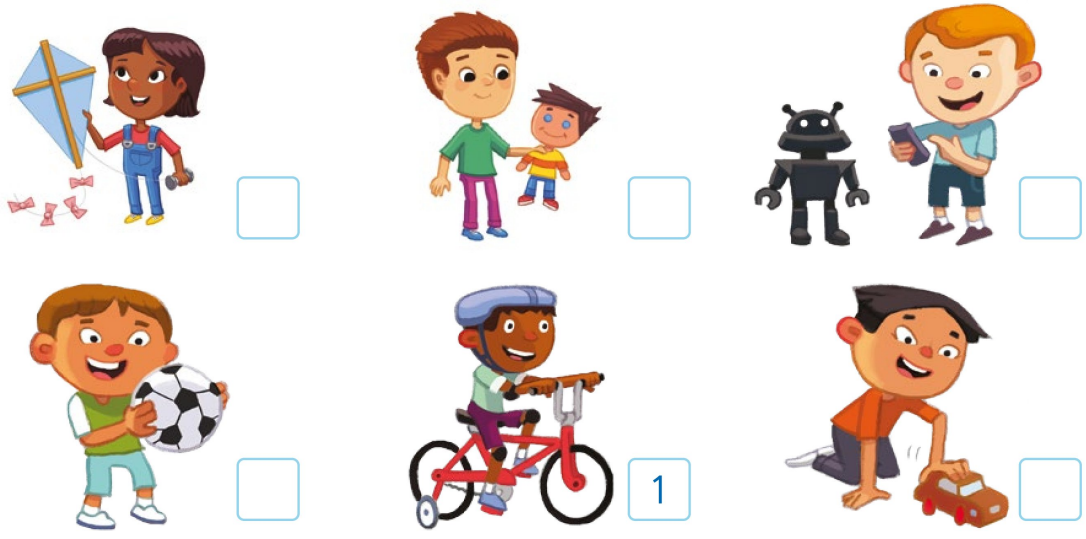
Review Units 3 and 4

1 65 Listen and colour.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐



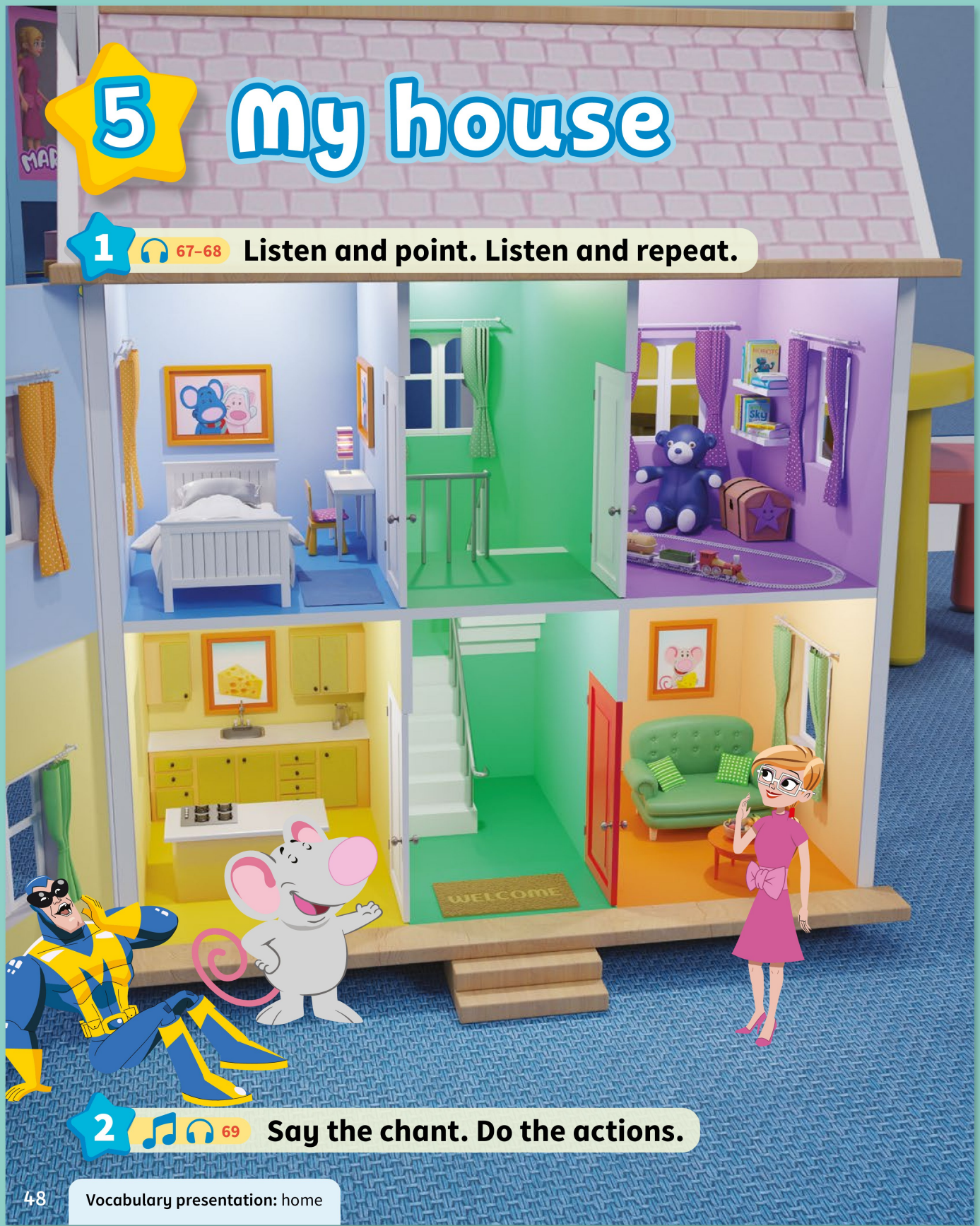
2 66 Listen and write the number.



Remember to finish the online activities for these units on Practice Extra.

5 My house

1 67–68 Listen and point. Listen and repeat.



2 69 Say the chant. Do the actions.

48

Vocabulary presentation: home

Objectives

By the end of the lesson, pupils will have named rooms and furniture and learnt a chant.

Target language

- **Key language:** rooms and furniture: *bedroom*, *kitchen*, *living room*, *bed*, *door*, *sofa*
- **Additional language:** *house*, *my (bedroom) is (blue)*, *the (door) is (red)*
- **Revision:** colours, *mouse*, *star*

Materials

- **Flashcards:** home (43–48)
- **Consolidation activity 1:** one set of character masks for each pair of pupils

Warmer

- Say the opening routine.
- Show page 48. Point to Monty and say *Monty's a mouse. This is his house.* Pupils repeat. Say the sentences faster and faster as a tongue twister. Pupils repeat in chorus and on their own.

Presentation

- Teach the new words using the flashcards. Drill the words in chorus. Make three or four groups. Show the flashcards in different orders. Elicit the words in chorus and in groups.

CB48. ACTIVITY 1

Listen and point. Listen and repeat.

- Focus on page 48. Ask *Where's the star?* Invite a pupil to point to the star in the picture on the whiteboard (in the toy room) and say *Here it is.*
- Put the flashcards on the board. Elicit the words.
- Say *Open your books at page 48, please.* Say *Listen and point.* Play the Audio. Pupils listen and point to the items in their books. Play the Audio again. Pupils join in with the *Wake up!* chant and point to the items again.

Extra support Play the Audio again. Pause after each room to check understanding. Ask, e.g. *What colour's the kitchen? What colour's the bedroom? Is the sofa in the bedroom?*

67

Wake up! Wake up!
Monty, Maskman, Marie.
Walk and talk now.
One … two … three.

Monty: Look at my house, Marie. My kitchen is yellow and my bedroom is blue.
Marie: Yes, and the living room is orange. It's an orange living room and the door is red.
Maskman: Ooh … Where's the sofa?
Monty: It's here, in the living room. Look. It's green … and my bed is white.
Maskman: Ooh, yes … a bed. Hmm. … The sofa. Open the red door, please, Monty.

- Say *Listen and repeat.* Play the Audio. Pupils point to the items in the picture as they say the words.

68

Bedroom, kitchen, living room, bed, door, sofa

CB48. ACTIVITY 2

Say the chant. Do the actions.

- Place the flashcards on the board in the same order as in the chant. Play the Audio. Point to the flashcards in turn.
- Point to the flashcards in turn. Say the words. Pupils repeat.
- Play the Audio again. Point to the flashcards and tap each one the number of times the word is said. Pupils clap instead of tapping. They clap loudly when the door slams at the end.
- Say *Listen and repeat.* Play the Audio. Stop after each line. Pupils repeat in chorus and clap. They do these actions when they hear the room words: *bedroom* = eyes closed, head on one side resting on hands; *kitchen* = stirring a saucepan; *living room* = changing TV channels with a remote control.

69

Sofa, sofa,
Bed, bed, bed,
Bedroom, kitchen,
Living room, door!

Sofa, sofa,
Bed, bed, bed,
Bedroom, kitchen,
Living room, door!

Consolidation activity 1

- Ask a pupil to put on the Maskman or Marie mask. Put on the Monty mask and stand with the pupil at the whiteboard. Say, e.g. *This is my house. My kitchen is yellow.* The pupil says, e.g. *Oh, yes! And the living room is orange.*
- Pupils work in pairs using their books. Pupil A is Monty and 'shows' his/her house. Pupil B responds. Then they swap.

Extra support Do the pairwork in open pairs across the class.

Consolidation activity 2

- Place the flashcards on the board. Pupils line up in teams, facing the board. Whisper one of the words to the first pupil in each team. They whisper back along the line. The pupil at the back runs to the board and touches the flashcard. The first pupil to do this and say the word gets a point. These pupils go to the front of the teams. Repeat four or five times.

Ending the lesson

- Mime sleeping. Elicit *bedroom*. Mime stirring a saucepan. Elicit *kitchen*. Mime using a remote control. Elicit *living room*. Pupils repeat the game in pairs. They take turns to mime.
- Say the closing routine.

Digital Classroom

- **Presentation Plus:** Unit 5
- **Audio 67–69**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 5, *Reinforcement worksheet 1*

Objectives

By the end of the lesson, pupils will have practised naming rooms and furniture and followed instructions to colour a picture.

Target language

- **Key language:** rooms and furniture
- **Revision:** numbers 1–6, colours, toys, *table, chair, It's a (sofa), What colour's the (door)? Where's the (bedroom)? It's here.*

Materials

- **Flashcards:** home (43–48)
- **Coloured pencils or crayons for each pupil:** red, blue, yellow, brown, black, white, orange, pink, green

Warmer

- Say the opening routine.
- Place the home flashcards on the board in the order they appear in the chant from the previous lesson. Play the chant (Audio 69). Pupils say the chant, clap and do the actions.

CB49. ACTIVITY 1

Listen and circle.

- Show page 49. Point to the pairs of pictures. Elicit each word.
- Say *Listen and circle.* Draw a circle in the air as you say *circle.* Play the example on the Audio. Point to the example circle around the sofa.
- Say *Open your books at page 49, please.* Play the rest of the Audio. Stop after each one for pupils to circle. They check in pairs. Play the Audio again. Stop after each one and check with the class.

Key: **2** door, **3** kitchen, **4** living room, **5** bedroom, **6** table

70

1. It's a sofa.
2. It's a door.
3. It's a kitchen.
4. It's a living room.
5. It's a bedroom.
6. It's a table.

CB49. ACTIVITY 2

Listen and colour.

- Review the colours. Pupils place the nine crayons on their desks. Call out a colour. Pupils hold up the crayon. Repeat with the other colours. Then call out the colours again in a different order. Repeat several times, speeding up.
- Focus pupils on the picture of the house. Elicit known items. Say, e.g. *Point to the living room. Point to the kite. Point to the chair.* Point to the room with the toys and say *toy room.* Repeat several times.
- Play the first sentence on the Audio. Ask *What colour's the door?* Elicit *Green.* Point to the example colouring.
- Say *Listen and colour.* Pupils mark each item with a dot in the right colour. They colour the picture properly after the listening. Play the Audio. Stop after each colour. Pupils listen and mark the item. They check in pairs.
- Play the Audio again. Check with the class. Ask, e.g. *What colour's the kitchen?* Pupils respond *It's blue.*

Extra support Pupils get out these crayons before they listen: red, yellow, brown, orange, pink, blue, green.

Key: See audioscript.

71

Colour the door green.
Colour the kitchen blue.
Colour the bed orange.
Colour the bedroom pink.
Colour the sofa brown.
Colour the living room red.
Colour the toy room yellow.

Consolidation activity 1

- Place the home flashcards around the room. Ask *Where's the living room?* Pupils point to the correct flashcard. Repeat with the other flashcards. Drill the question in chorus. Vary the way you say the question (shout, whisper, sing, etc.). Pupils repeat.
- Pupils work in pairs. They look at the picture in Activity 2. Pupil A asks *Where's the (bedroom)?* Pupil B points to the item or room and says *It's here.* Then they swap roles.

Consolidation activity 2

- Draw a cross section of a house with two floors and three rooms on the board (a bedroom upstairs, a kitchen and a living room downstairs). Draw a wardrobe and lamp in the bedroom, a washing machine and cooker in the kitchen and a TV in the living room.
- Ask a pupil to say something he/she knows in English that you can add to the house, e.g. *sofa.* Ask *Where's the sofa? In the bedroom? In the kitchen?* The pupil responds *In the living room.* Add the item to your picture. If you have coloured board pens, ask *What colour's the sofa?* Ask a pupil to come and colour the sofa. While the pupil colours, ask for more items to add to the house. Continue until you have added all the furniture and toys pupils know.

Ending the lesson

- Teach the following mimes: *door* = open and close a door; *table* = lean both elbows on a table; *chair* = sit down; *sofa* = sit down, stretch out legs, arms behind head; *bed* = lean back, eyes closed.
- Divide the class into five groups. Number them 1 to 5. Pupils stand. Say numbers and words, e.g. *One: chair. Two: bed. Three: sofa. Four: table. Five: door.* Groups mime. Repeat, varying the numbers and words. Repeat several times.
- Say the closing routine.

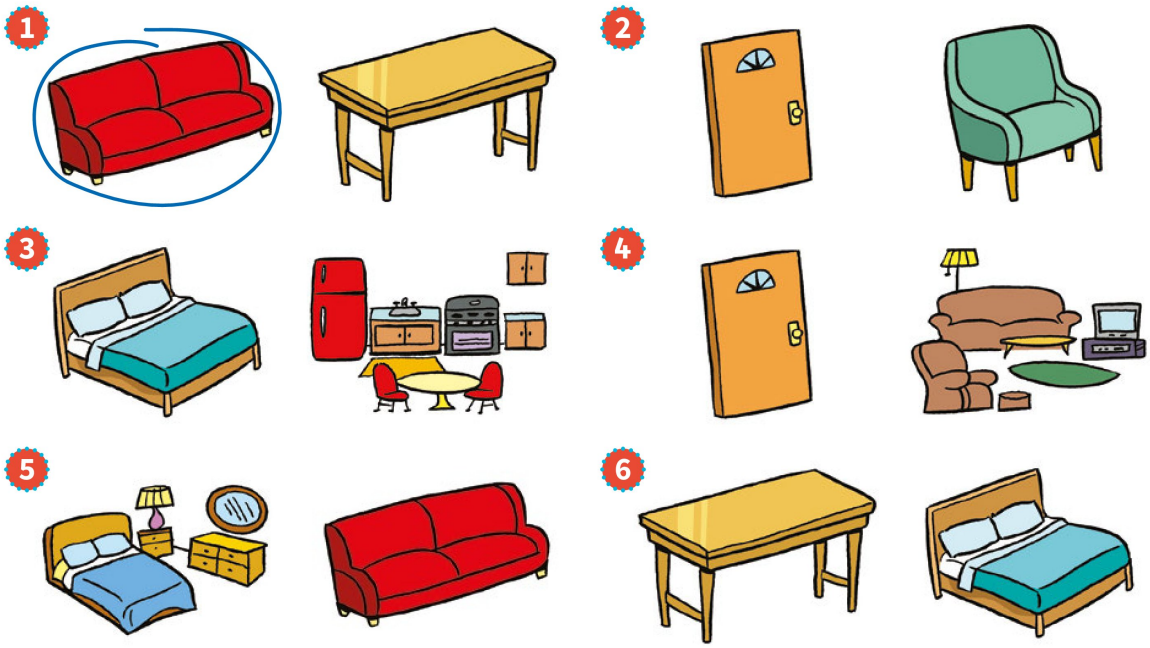
Digital Classroom

- **Presentation Plus:** Unit 5
- **Audio 69–71**
- **Digital Flashcards**
- **Practice Extra**

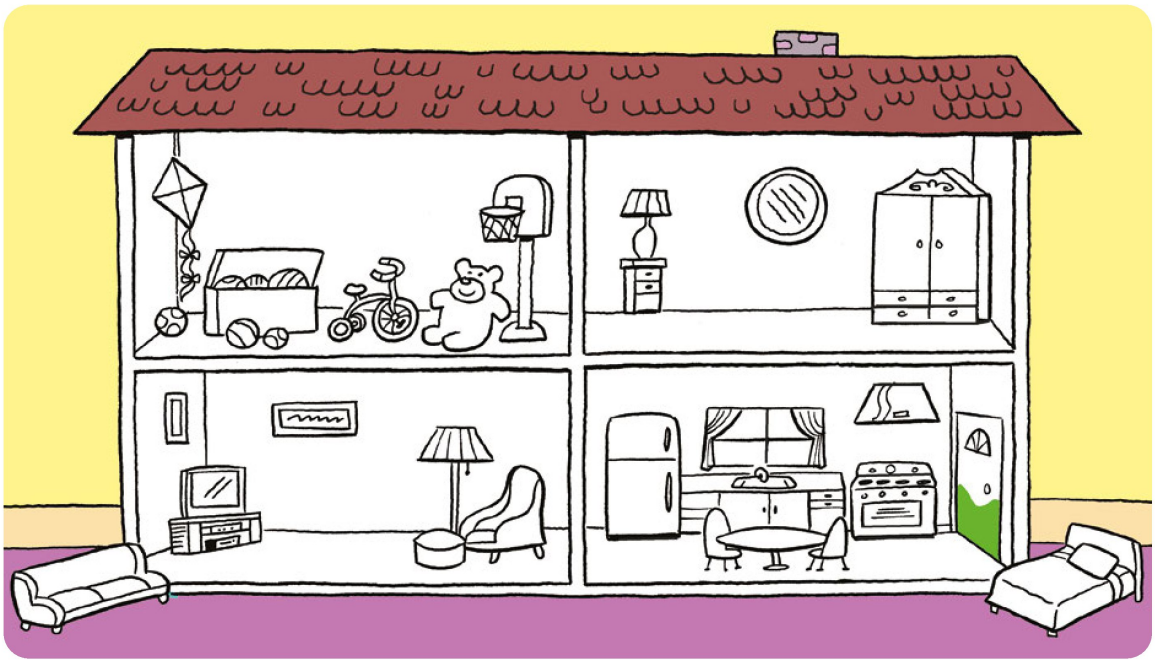
Extra Resources

- **Teacher Resources:** Unit 5, *Reinforcement worksheet 2*

1 70 Listen and circle.



2 71 Listen and colour.



Do the online activities on Practice Extra as you complete this unit.

Vocabulary practice: home



50

Language presentation: *She's in the bag.*

Objectives

By the end of the lesson, pupils will be able to understand and use the prepositions *in*, *on*, *under* and sing a song.

Target language

- **Key language:** rooms, furniture, *in*, *on*, *under*, *He's/She's (in) the (bag).*
- **Revision:** classroom objects, colours, toys, *Where's (Maskman)? Here!*

Materials

- **Flashcards:** toys and prepositions (32–37, 49–51)
- **Consolidation activity 1:** Photocopiable 5 for each pupil, coloured pencils or crayons, scissors; one set of characters/objects already coloured and cut out
- **Consolidation activity 2:** a pencil, an eraser and a book for each pupil

Warmer

- Say the opening routine.
- Review the rooms and furniture words. Use the mimes from the previous lesson.

Presentation

- Hold up a book and elicit *book*. Put the book in your bag and say *Look. It's in the bag.* Pupils repeat *in the bag*. Demonstrate *on the table* and *under the table* in the same way.
- Put the book in different places and elicit the prepositions.
- Use the flashcards to reinforce the prepositions as single words.

Song

CB50. ACTIVITY 1

Listen and point. Sing the song.

- Show page 50. Ask *What can you see?* Elicit *bed, door* and *doll.*
- Say *Open your books at page 50, please.* Say *Listen and point.* Play the song. Pupils point to the doll for each verse.
- Say *Let's sing the song.* Play the whole song. Pupils join in.

Extra support Play the song line by line. Pupils repeat.

- Teach a finger drill:
  on = two fingers of right hand placed on closed left hand
  in = two fingers of right hand placed in closed left hand
  under = two fingers of right hand placed under left hand
- Say the words and do the actions. Pupils copy. Say *in, on* or *under*. Pupils do the action. Repeat several times, speeding up.
- Play the song, sing and do the actions. Pupils copy.

Extra challenge Invite three pupils to the front. They pretend to be the three dolls in the picture and perform the song.

72 ▶

I'm on, on, on,
I'm on the door.
I'm on, on, on,
I'm on the door.
He's on, on, on,
He's on the door.
He's on, on, on,
He's on the door.
I'm in, in, in,
I'm in the bag. …
She's in, in, in,
She's in the bag. …
I'm under, under, under,
I'm under the bed. …
He's under, under, under,
He's under the bed. …
He's under the bed!

73

Karaoke version

CB50. ACTIVITY 2

Say and point.

- Invite a girl and a boy to the front. Ask the girl to sit on a table. Ask the boy to sit on a chair. Point and say *She's on the table. He's on the chair.* Then point to girls and boys at random and pupils say *she* or *he*.
- Focus on the picture. Say *She's in the bag.* Invite a pupil to point to the doll and say *Here!* Say *He's under the bed.* Invite another pupil to point and say *Here!* Do the same for the doll on the door. Pupils practise in two big groups and then in pairs.

Consolidation activity 1

- Show Photocopiable 5. Say *Look. Here's a bedroom. What can you see under the bedroom?* Elicit *Maskman, Marie, Monty, doll, ball, car*. Give a copy to each pupil. Pupils colour and cut out the items.
- Show the bedroom and ask *What can you see in the bedroom?* Elicit *bed, table, chair, door, bag*. Put your cut-out ball on the bed. Ask *Where's the ball?* Pupils respond *On the bed*. Repeat with different cut-outs in different places.
- Ask a pupil to put the cut-outs on his/her photocopy in different places. Ask the pupil *Where's Maskman?* He/She responds, e.g. *In the bag*. Place the cut-out of Maskman in the bag on your picture. Repeat with the others.
- Pupils work in pairs. They take turns to position the cut-outs and ask and answer.

Consolidation activity 2

- Pupils work in pairs. Pupil A puts the three classroom items on his/her table, in his/her bag and under a chair. Then he/she asks Pupil B *Where's my (eraser)?* Pupil B looks and says, e.g. *On the table*. When Pupil B has found all the items, they swap roles.

Ending the lesson

- Place the toy flashcards on a table. Say, e.g. *The robot's on the chair.* Ask a pupil to put the robot flashcard on a chair in the classroom. Repeat with different flashcards and sentences.
- Say the closing routine.

Digital Classroom

- **Presentation Plus:** Unit 5
- **Audio 72–73**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 5, *Song worksheet*

Objectives

By the end of the lesson, pupils will have practised saying where things are using *in*, *on* and *under*.

Target language

- **Key language:** rooms, furniture, *in*, *on*, *under*, *He's/It's (under) the (bed).*
- **Additional language:** *monster*
- **Revision:** toys, classroom objects, *Where's the (ball)?*

Materials

- **Consolidation activity 2:** flashcards: characters (1–3)

Warmer

- Say the opening routine.
- Play the song from the previous lesson (Audio 72). Pupils sing along and do the finger drill.

CB51. ACTIVITY 1

- Watch the ▶ Video and answer the questions.

Listen and draw lines.

Extra support Use the flashcards to revise the rooms and furniture before doing the activity.

- Show page 51 and point to the items on the left. Elicit the words. Ask, e.g. *What's number 1?* Pupils respond *(A) ball.* Ask *Where's the sofa?* (*In the living room*), *Where's the table?* (*In the kitchen*), *Where's the car?* (*In the bedroom*).
- Play the example on the Audio. Point to the ball. Ask *Where's the ball? Look.* Point to the example line and elicit *In the bedroom. On the bed.*
- Say *Open your books at page 51, please.* Say *Listen and draw lines.* Play the rest of the Audio. Stop after each answer for pupils to draw lines. They check in pairs.
- Play the Audio again. Stop after each one and check answers as a class. Ask, e.g. *Where's the book?* Pupils respond, e.g. *(It's) in the living room. (It's) on the sofa.*

Extra challenge Pupils work in pairs. Pupil A looks at the picture for 30 seconds and remembers where things are. Then he/she closes the book. Pupil B asks *Where's the …?* questions. Pupil A answers, e.g. *In the living room. It's on the sofa.* Then they swap roles.

Key: See audioscript.

74 ▶

1. Where's the ball?
   It's in the bedroom. It's on the bed.
2. Where's the kite?
   It's in the kitchen. It's under the table.
3. Where's the pencil?
   It's in the bedroom. It's in the car.
4. Where's the book?
   It's in the living room. It's on the sofa.

CB51. ACTIVITY 2

Listen and follow.

- Focus on Activity 2. Point to the picture of the monster yawning. Teach *monster*. Point to different pictures in the maze and ask *Where's the monster?* Pupils look at the first row and say, e.g. *Under a book, under a chair, in a car, on a kite.*
- Say *Listen and follow.* Play the first sentence on the Audio. Show the picture of the monster under the book. Play the second sentence and show the example line to the monster on the sofa. Play the rest of the Audio. Pause after each sentence. Pupils follow with their finger.
- Play the Audio again. Pupils draw lines from picture to picture. They check in pairs. Play the Audio again. Pause after each sentence to check the route with the class.

Key: See audioscript for route.

75

He's under the book.
He's on the sofa.
He's under the kite.
He's under the chair.
He's in the car.
He's on the kite.
He's under the sofa.
He's in bed.

Consolidation activity 1

- Point to the pictures in Activity 2 on the whiteboard. Point to one of the pictures and ask a pupil *Where's the monster?* The pupil says, e.g. *He's in the car.* Repeat with different pictures.
- Pupils work in pairs with their books. Pupil A points to a picture. Pupil B makes a sentence, e.g. *He's in the bag.* Then they swap roles.

Consolidation activity 2

- Place the character flashcards around the classroom (e.g. Maskman under the table, Marie on the door, Monty in your bag, but visible). Ask a pupil *Where's Maskman?* The pupil says, e.g. *Under the table.* If he/she is correct, he/she takes the flashcard. Repeat with the other characters. Then repeat with the flashcards in different places.

Ending the lesson

- Review classroom objects using items in the room.
- Play the *Please* game to practise prepositions. Pupils do the action only when you say please, e.g. *Put your book in your bag, please* (pupils do the action). *Put a pencil under your chair* (pupils don't do the action). Repeat these and other instructions with prepositions quickly, one after another. Pupils miss a turn when they make a mistake.
- Say the closing routine.

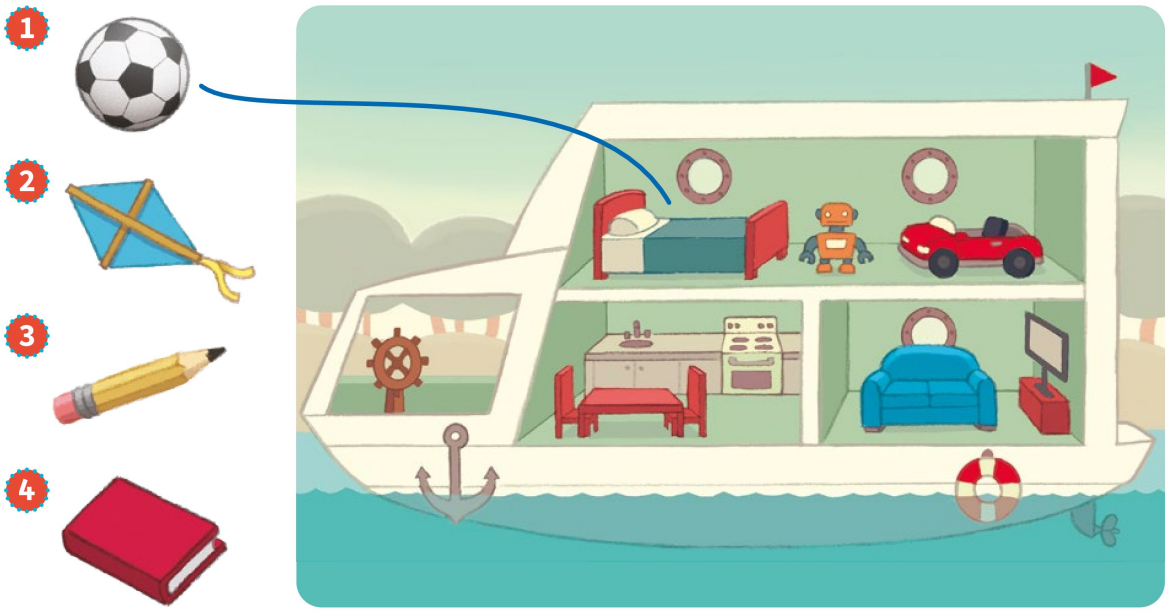
Digital Classroom

- **Presentation Plus:** Unit 5
- **Audio 72, 74–75**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 5, *Extension worksheet 1*

1 74 Listen and draw lines.



2 75 Listen and follow.



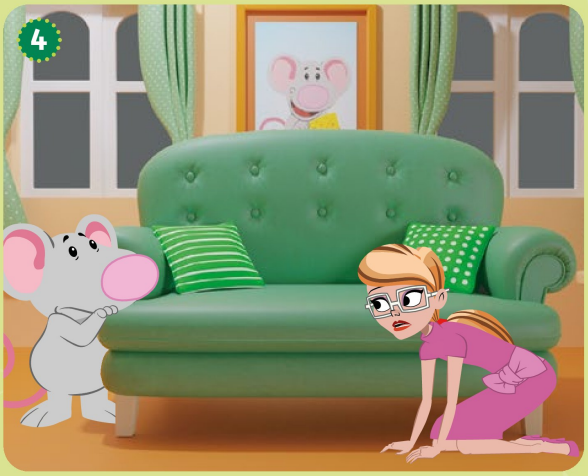
Language practice: *He's under the bed.*

1 76 Watch the video. Listen and act out the story.













Story: unit language in context

Objectives

By the end of the lesson, pupils will have listened to a story and reviewed language from the unit.

Target language

- **Key language:** language from the unit
- **Additional language:** *He isn't (in) the (kitchen), Where is he? Is he (on) the (sofa)? This is my bedroom.*
- **Revision:** classroom objects, colours, *here*

Materials

- Four classroom objects or real toys (robot, car, doll, kite or ball)
- One set of character masks for each pupil
- **Extension activity 2:** paper for each pupil

Warmer

- Say the opening routine.
- Put four classroom objects (e.g. a book, an eraser, a bag and a pencil) or toys (e.g. a yellow ball, a red ball, a doll and a car) in different places towards the front of the classroom. Pupils must be able to describe the positions. Ask *Where's the …?* Pupils respond *(It's) in/on/under the …*
- Ask a pupil to come to the front, close his/her eyes and say where all the objects are.

Story

CB52. ACTIVITY 1

Watch the video. Listen and act out the story.

- Show page 52. Say *Look at the pictures. What can you see?* Point to each picture to elicit the character names, rooms and items of furniture and colours.

Extra support Use the pictures to guide pupils to predict the story. Ask pupils to guess what Marie and Monty are saying in each picture.

- Watch the ▶ Video with the class. Give pupils the option of watching it twice if they need to.
- Focus on the story pictures on the whiteboard and ask questions:
  Picture 1: *Where's Maskman?* (*In the/Monty's house*)
  Picture 2: *Is he in the kitchen?* (*No*)
  Picture 3: *Is he on the sofa?* (*No*)
  Picture 4: *Is he under the sofa?* (*No*)
  Picture 5: *Is he under the bed?* (*No*)
  Picture 6: *Where is he?* (*In the bed*)
- Say *Open your books at page 52, please.* Say *Listen and point to the pictures.* Play the Audio. Pupils listen and point to the speakers in each picture. Stop after each picture to check. Play the Audio for the picture again and point to the characters in the story pictures on the whiteboard. You can invite two more confident pupils to do this.
- Put the class in two groups, Marie and Monty. Say *Listen and act out the story.* Play the Audio. Pupils put on their character masks and listen and act out the story.

Extra challenge Pupils work in pairs. They look at the story pictures one by one and ask and answer questions, e.g. picture 1: *Where's Monty? He's here. Where's Maskman? He's in the house.*

76 ▶

Wake up! Wake up!
Monty, Maskman, Marie.
Walk and talk now.
One … two … three.

Marie: Hello, Monty. Where's Maskman?
Monty: Humph! He's in my house.
Marie: Hmm.

Monty: Oh. He isn't in the kitchen.
Marie: No. Where is he?

Marie: Hmm … the sofa. Is he on the sofa?
Monty: No, he isn't on the sofa.

Marie: Hmm, no. And he isn't under the sofa.
Monty: Where is he?

Monty: This is my bedroom. He isn't here!
Marie: Is he under the bed?

Marie: He isn't here. He isn't under the bed!
Monty: No, he isn't under the bed. He's in the bed … He's in my bed! … Ahh, Maskman.

Extension activity 1

- Three pupils come to the front. Let each pupil choose a character. They put on the character masks.
- Play the Audio and help the pupils act out the story. Ask the pupils to join in with the characters as much as they can. Encourage the rest of the class to give the 'actors' a round of applause. Repeat with another group of three.

Extension activity 2

- Draw a picture of a bedroom. Draw a bed, a door, a table and a chair. Draw a robot on the bed. Say *This is my bedroom. The bed is here. The door is white. My robot is on the bed.*
- Pupils draw a picture of their bedroom in the same way. They talk about their pictures in pairs or small groups. Confident pupils show their pictures to the class and talk about them.

Ending the lesson

- Say *Look at the story. Yes or no?* Say true or false sentences about the pictures, e.g. *Monty's sofa is red.* Pupils stand up for 'true' and stay sitting down for 'false'.
- Say the closing routine.

Digital Classroom

- **Presentation Plus:** Unit 5
- **Audio 76**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 5, *Extension worksheet 2*

Objectives

By the end of the lesson, pupils will have practised the language from the story.

Target language

- **Key language:** language from the unit
- **Revision:** classroom objects, toys, colours

Materials

- **Flashcards:** characters (1–3)
- **Consolidation activity 1:** a pencil, an eraser and a book for each pupil

Warmer

- Say the opening routine.
- Hand out the character flashcards to three pupils. Say, e.g. *Maskman's under the table. He's under the table.* The pupil with the Maskman flashcard puts it under a table. Do the same for the other two flashcards, but use different prepositions (e.g. *Marie's in my bag. Monty's on the chair.*). Ask, e.g. *Where's Maskman?* Pupils respond *Under the table.* A pupil picks up the flashcard and hands it to you. Repeat with different pupils and places.

CB53. ACTIVITY 1

Listen and draw lines.

- Show page 53. Ask *Who's this?* or *What's this?* about each of the six pictures across the top of the page. Call out the numbers at random and pupils say who or what is in the picture, e.g. *Three – Monty.*
- Focus on the large picture. Point to the rooms and furniture in the house. Pupils say what they can see, e.g. *a white bed, a blue bedroom,* etc.
- Play the example on the Audio and ask *Where's Maskman?* Point to the example matching line. Pupils say *In the (white) bed.*
- Say *Open your books at page 53, please.* Say *Listen and draw lines.* Play the rest of the Audio, stopping after each item to give pupils time to find the place and draw a line. They check in pairs. You may need to repeat some of the sentences.
- Play the Audio again for pupils to listen and check.
- Check answers with the whole class. Point to number 1 and invite a pupil to point to the bed in the house and say *He's in the (white) bed.*

Key: **2** living room, **3** kitchen, **4** under green sofa, **5** under red bed, **6** on yellow sofa

77

1. Maskman is in the white bed.
2. Marie is in the living room.
3. Monty is in the kitchen.
4. The Maskman car is under the green sofa.
5. The robot is under the red bed.
6. The doll is on the yellow sofa.

CB53. ACTIVITY 2

Ask and answer.

- Pupils look at the picture of the house again. Ask *Where's Maskman?* and invite a more confident pupil to answer *He's in the white bed.* Then say *Ask me.* The pupil asks you about another of the characters or objects in the pictures at the top of the page. Respond in the same way.
- Put the class into pairs. Pupils ask and answer.

Extra support Pupils ask and answer in open pairs across the class.

Extra challenge When pairs finish, they make sentences and say who or what it is, e.g. *It's on the yellow sofa.* (*The doll*)

Key:
Where's Maskman? *He's in the white bed.*
Where's Marie? *She's in the living room.*
Where's Monty? *He's in the kitchen.*
Where's the (Maskman) car? *It's under the green sofa.*
Where's the robot? *It's under the red bed.*
Where's the doll? *It's on the yellow sofa.*

Consolidation activity 1

- Each pupil needs a pencil, an eraser and a book. Give pupils some instructions as examples, e.g. *Put your book in your bag, please. Put your eraser under your chair, please.* Pupils follow the instructions.
- Elicit an instruction by doing a mime (e.g. put your book in your bag, put your eraser on the table). Practise the instruction in chorus. Repeat with other instructions.
- Pupils work in pairs. Pupil A gives Pupil B an instruction, Pupil B follows it and then gives an instruction to Pupil A, and so on.

Consolidation activity 2

- Describe something in the classroom and say where it is, e.g. *It's green. It's on my desk.* Invite pupils to guess what it is, e.g. *It's your pencil.* The pupil who guesses correctly describes another object, and so on.

Ending the lesson

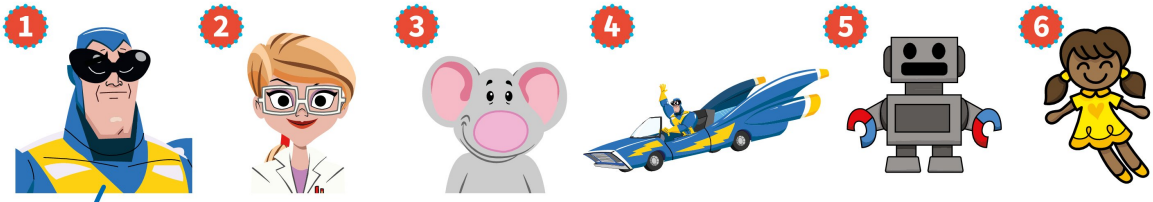
- Pupils look at the picture of the house on page 53 again. Ask questions about things in the picture, e.g. *Where's the (white bed)? What colour's the (kitchen)?* Pupils volunteer to answer. You can also do this as a team memory game. Give pupils 30 seconds to look at the picture and remember as much as possible. Then ask them to close their books. Ask the questions and give teams points for correct answers.
- Say the closing routine.

Digital Classroom

- **Presentation Plus:** Unit 5
- **Digital Flashcards**
- **Audio 77**
- **Practice Extra**

5

1 77 Listen and draw lines.



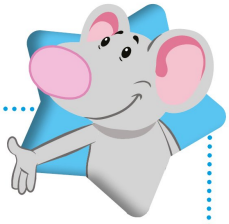


2 Ask and answer.

Where's Maskman?

He's in the white bed.

Monty's sounds



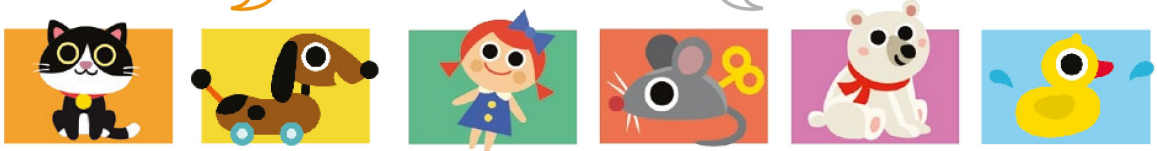
1 78 Watch and say.



2 Ask and answer.

Where's the cat?

It's in the bedroom. It's in the bed.





Sounds: *dog*, *under*, *bed*, *duck*

Objectives

By the end of the lesson, pupils will have recognised and practised the sound /d/ in familiar words and short phrases.

Target language

- **Key language:** the sound /d/ (*dog*, *under*, *bed*, *duck*), rooms, furniture, *in*, *on*, *under*
- **Revision:** *bear*, *cat*, *doll*, *mouse*, *Where's the (cat)?*

Materials

- **Flashcards:** home (43–48)
- **Consolidation activity:** paper for each pupil

Warmer

- Say the opening routine.
- Flash the home flashcards, elicit the words and pupils repeat. Put the door flashcard on the board and the kitchen, living room, sofa, bedroom and bed flashcards (in this order) on the walls around the room. Stand together in two lines and mime opening the door. Walk on to the next flashcard (kitchen), say *We're in the kitchen* and mime actions (cooking, washing up, etc.). Move on to the next flashcard, and say and mime together.
- With large classes and little space, ask pupils to stand up behind their chairs. Hold up each flashcard in turn and follow the procedure.

Presentation

CB54. ACTIVITY 1

Watch and say.

- Put the bed flashcard on the board and ask pupils *What's on the bed?* Draw their ideas above the bed. Ask pupils *What's under the bed?* and draw their ideas below the bed. Tell pupils to watch the ▶ Video to find out what's on and under the bed.
- Play the ▶ Video. Pupils watch and join in with the /d/ sounds and words. Pause the ▶ Video after the first version of the animation, then show page 54. Elicit and drill *dog* and *duck*. Ask *What's on the bed? What's under the bed?* Invite pupils to answer and mime the animals.
- Build up and drill *A dog under the bed and a duck on the bed.* Pupils repeat in chorus. For each of the /d/ sounds, tap your tongue lightly just behind your top teeth.
- Play the second version of the animation (with pauses). Pupils repeat the sounds and words.

78 ▶

Monty: A dog and a duck!
What can you see? Say it with me!
Monty & Voice: A dog under the bed and a duck on the bed.
Voice: /d/ /d/
A dog and a duck!
A dog under the bed.
A duck on the bed.
A dog under the bed and a duck on the bed.
/d/ dog /d/ under /d/ bed /d/ duck
A dog under the bed and a duck on the bed.
Monty: One more time – you sound fine!
Monty & Voice: A dog under the bed and a duck on the bed.

- Ask pupils to stand in a line and put their hands on the shoulders of the pupil in front to make a train. Say *dog … duck … under … bed.* Pupils move forward a step when they hear each /d/ sound. Now say the phrases slowly: *A dog under the bed. A duck on the bed. A dog under the bed and a duck on the bed.* Emphasise the /d/ sounds for pupils to know when to move forwards. Continue saying the phrases more quickly and invite pupils to chant with you as they move along. In a small classroom, you can divide the class into two trains.

CB54. ACTIVITY 2

Ask and answer.

- Focus on the small pictures. Pupils say the words. They stand up for words with a /d/ sound and sit down for words without a /d/ sound.
- Point to the two rooms. Ask *Where's this?* to elicit *living room* and *bedroom*. Point to the small picture of the cat and ask *Where's the cat?* Pupils point and say *It's in the bedroom. It's in the bed.* Do the same with the rest of the small pictures.
- Say *Open your books at page 54, please.* Pupils work in pairs. They take it in turns to ask and answer.

Extra support Pupils work in two groups to ask and answer across the class.

Key:
Where's the cat? *It's in the bedroom. It's in the bed.*
Where's the dog? *It's in the bedroom. It's on the chair.*
Where's the doll? *It's in the living room. It's in the bag.*
Where's the mouse? *It's in the living room. It's under the sofa.*
Where's the bear? *It's in the living room. It's on the sofa.*
Where's the duck? *It's in the bedroom. It's under the bed.*

Consolidation activity

- Give pupils a piece of paper and ask them to draw a picture of a room with animals in, on or under objects (a bed, a table, a chair, a sofa, a bag). Pupils swap their finished pictures and ask and say where the animals are.

Ending the lesson

- Pupils form two lines facing the door. They mime being trains. They repeat *d – d – d – dog, d – d – d – duck* and move forwards towards the door.
- Say the closing routine.

Digital Classroom

Presentation Plus: Unit 5
Digital Flashcards
Audio 78
Practice Extra

Objectives

By the end of the lesson, pupils will have reviewed language from the unit in listening and speaking activities.

Target language

- **Key language:** language from the unit
- **Revision:** classroom objects, colours, *ball*, *What's your name? How old are you? What colour's your bedroom?*

Materials

- **Flashcards:** table, chair, home and prepositions (11, 15, 43–48, 49–51)
- Maskman mask for the teacher
- **For larger classes:** Maskman mask for each pair of pupils
- **Consolidation activity 1:** three soft balls in different colours
- **Consolidation activity 2:** Maskman mask for each pair of pupils
- **Review game:** see page T94–95

Warmer

- Say the opening routine.
- Review the home vocabulary, *table*, *chair* and prepositions using the flashcards.
- Place three flashcards on the board to make prompts, e.g. *table*, *in* and *living room*. Ask *Where's the table?* Elicit *The table's in the living room*. Repeat with different flashcards. The whole class responds. Then ask individual pupils to make the sentences as you show the flashcards.

CB55. ACTIVITY 1

Listen and stick.

- Show page 55 and say *Look at the house. Point to the bedroom.* Pupils point. Repeat with the living room.
- Pupils prepare the rooms and furniture stickers. Hold up the stickers and say *Listen and point*. Play the Audio. Pupils listen and point to the stickers. Check they are pointing to the correct items and rooms.
- Say *Open your books at page 55, please.* Say *Now listen and stick.* Mime taking a sticker off the sheet and positioning it in the correct place. Play the Audio. Stop after each one. Check pupils have the correct sticker and the correct position on the page. Pupils stick the sticker in the correct place. Monitor around the class to check.

79

1. The sofa is in the blue bedroom.
2. This is the yellow bedroom.
3. The living room is under the blue bedroom.
4. The bed is in the red bedroom.
5. The door is under the living room.
6. The kitchen is under the red bedroom.

CB55. ACTIVITY 2

Talk to Maskman.

- Put on the Maskman mask. Stand in a 'superhero' pose and say *Hello, I'm Maskman* (use Maskman's voice). Play the Audio. Pause after each question and repeat as Maskman. Choose a pupil to respond.
- If you have a class of ten pupils or fewer, continue around the class, until each pupil has responded at least once. In a larger class, pupils work in pairs. Pupil A wears the Maskman mask. Play the Audio again. Pupil A repeats the questions on the Audio. Pupil B responds. Then pupils swap roles. Play the Audio again for Pupil B to repeat.
- When the activity is finished, pupils stick the Unit 5 Talk to Maskman sticker at the bottom of the page.

Extra challenge Invite a more confident pupil to be Maskman. He/She puts on the mask. Give him/her something to pretend to use as a microphone. Maskman asks one of the questions from the Audio using the microphone and then gives it to a pupil to respond. Maskman asks two or three more questions to different pupils in the same way. Give other pupils the chance to be Maskman if they choose.

80

Hello … I'm Maskman!
What's your name?
How old are you?
Where's the door?
Where's your chair?
Where's your book?
What colour's your bedroom?

Consolidation activity 1

- Show three coloured balls in turn and elicit the colours, e.g. *green ball*.
- Hide the balls in places around the classroom that pupils can describe (e.g. in an open book, under a table/chair, on a bag/table/chair). Ask, e.g. *Where's the green ball?* Ask a pupil to come and find the ball. He/She makes a sentence using *in*, *on* or *under* (e.g. *It's / The green ball's under the table.*). Repeat the game, hiding the balls in different places.

Consolidation activity 2

- Pupils work in pairs. They repeat the Talk to Maskman activity. This time they think of their own questions about the classroom. Pupil A wears the Maskman mask and asks three or four questions, e.g. *Where's your chair? Where's your pencil? Where's my bag?* Pupil B responds. Then they swap roles. Stick flashcards of useful words on the board, if necessary.

Ending the lesson

- Pupils do the Review puzzle on pages 92 and 93 (instructions on page T92–93).
- Pupils play the Review game on pages 94 and 95 (instructions on page T94–95).
- Say the closing routine.

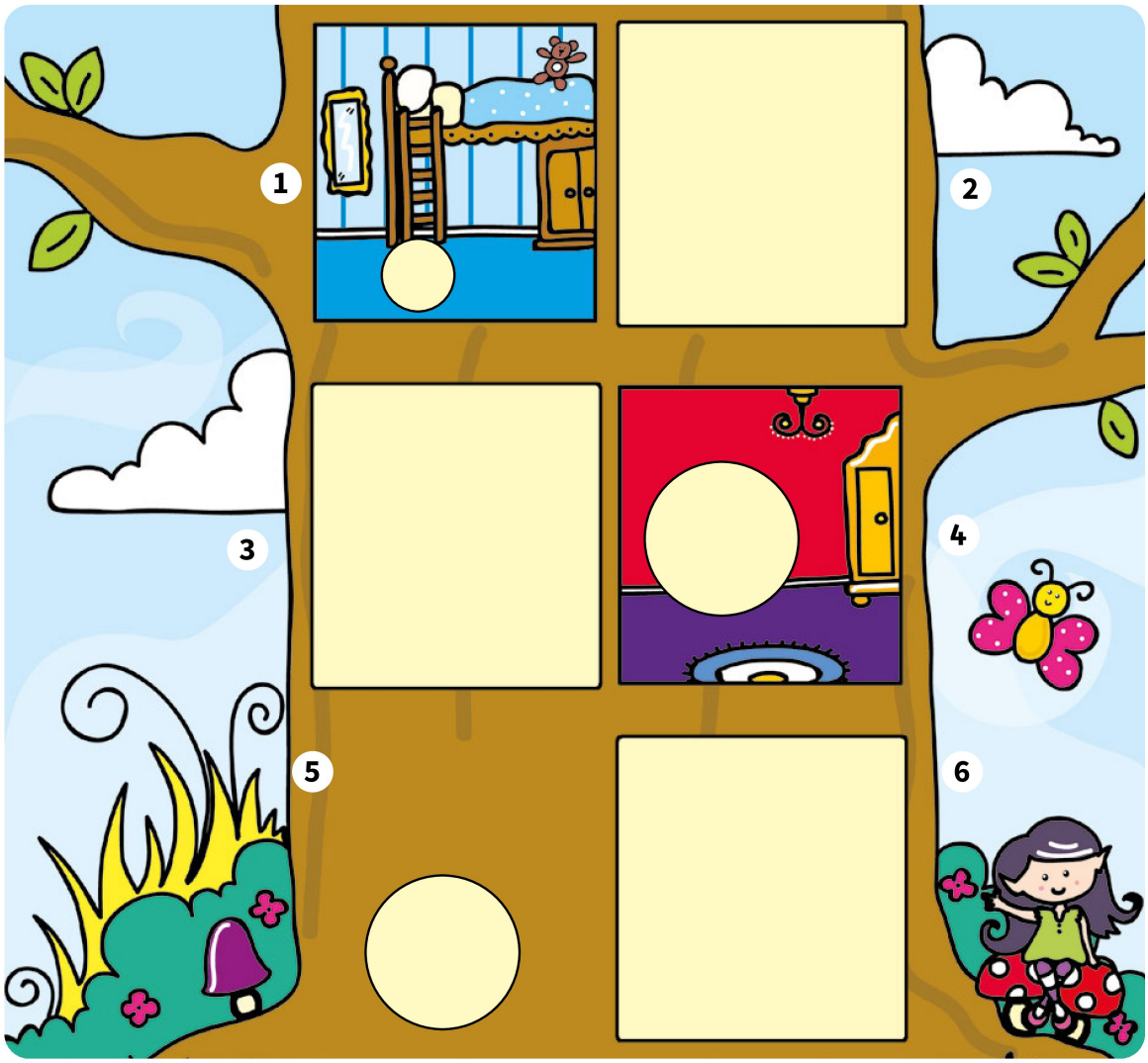
Digital Classroom

- **Presentation Plus:** Unit 5
- **Audio 79–80**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Tests** *Unit 5 Test*

1 79 Listen and stick.



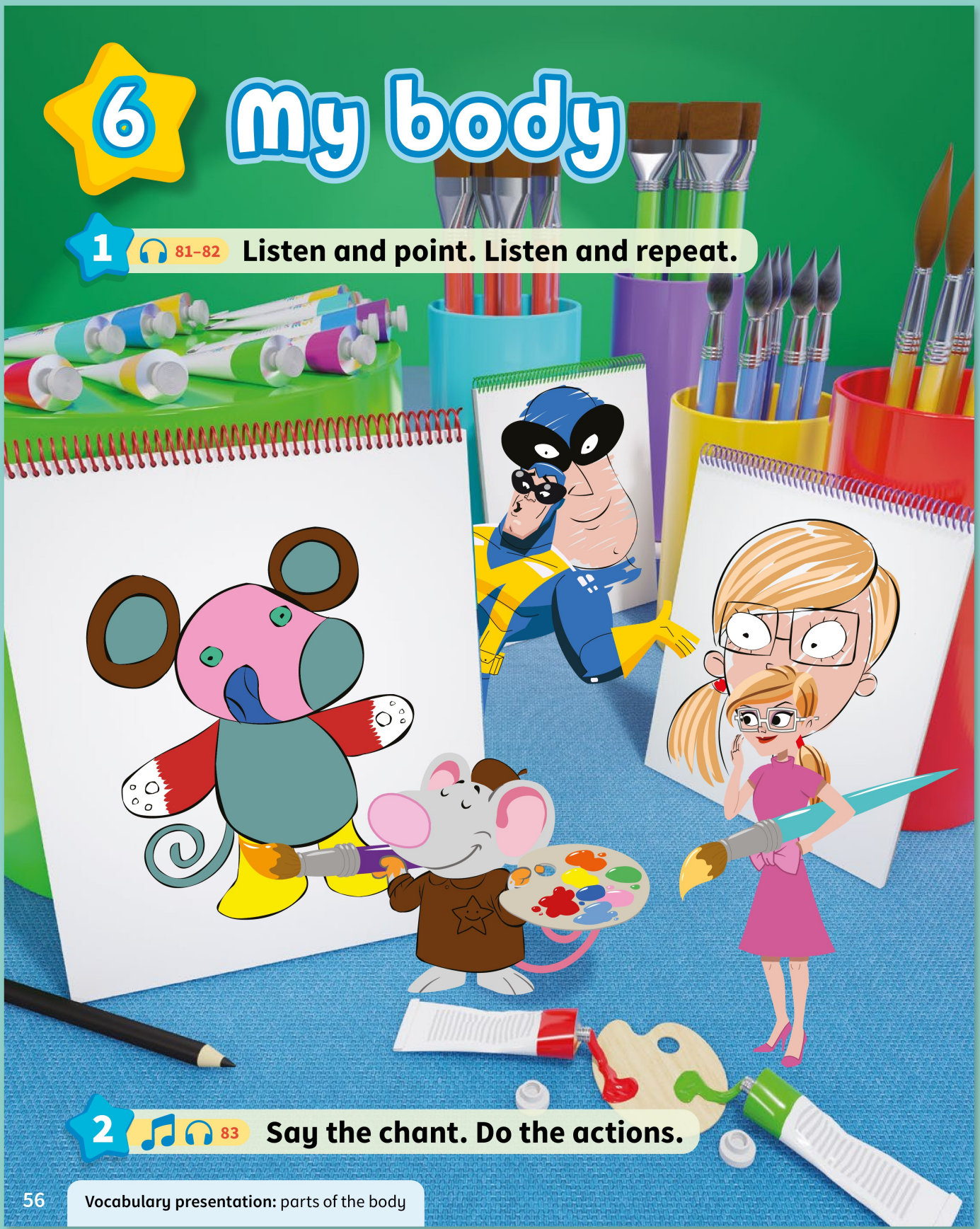
2 80 Talk to Maskman.



?



6 My body



1 81–82 **Listen and point. Listen and repeat.**

2 83 **Say the chant. Do the actions.**

56 **Vocabulary presentation:** parts of the body

Objectives

By the end of the lesson, pupils will have named parts of the body and learnt a chant.

Target language

- **Key language:** parts of the body: *arm*, *eye*, *hand*, *head*, *leg*, *mouth*
- **Additional language:** *body*
- **Revision:** colours, *star*, *Point to (your head).*

Materials

- **Flashcards:** the body (52–57)

Warmer

- Say the opening routine.
- Review colours. Point to things in the classroom and ask *What colour is it?* Pupils do the same in pairs.

Presentation

- Present the new words using the flashcards. Drill the words in chorus. Draw a large stick person. Point and elicit the body words. Circle the stick person and say *This is a body.*
- Pupils stand up. Say, e.g. *Where's your leg?* Pupils point. Repeat for other parts of the body.

CB56. ACTIVITY 1

Listen and point. Listen and repeat.

- Show page 56. Ask *Where's the star?* Invite a pupil to point to the star in the picture on the whiteboard (on Monty) and say *Here it is.* Point to the painting of Monty and say *Look at Monty's picture.*

Extra support Put the flashcards on the board in the order they come in the dialogue: head, eye, mouth, leg, arm, hand.

- Say *Open your books at page 56, please.* Say *Listen and point.* Play the **Audio**. Pupils listen and point to the parts of Monty's body in the painting. Stop after *Your head is pink* and check pupils are pointing correctly. Repeat for the rest of the parts of the body.
- Play the **Audio** again. Stop after each part of the body and ask questions, e.g. *What colour is Monty's head? What colour are his eyes?* Then play the next part of the **Audio**.

81

Wake up! Wake up!
Monty, Maskman, Marie.
Walk and talk now.
One … two … three.

Monty: Look at my picture.
Marie: What is it, Monty?
Monty: It's me.
Maskman: Oh … er … good. Your head is pink and your eyes are green.
Monty: Yes, and my mouth is blue, Maskman. It's your favourite colour!
Maskman: Yes, it is.
Marie: Look at your legs. Your legs are yellow.
Monty: Yes, my legs are yellow and my arms are red.
Maskman: And your hands, Monty? What colour are your hands?
Marie: Look at your hands, Monty! Your hands are orange!

- Say *Listen and repeat.* Play the **Audio**. Pupils point to the parts of the body in the picture as they say the words.

82

Arm, eye, hand, head, leg, mouth

- Focus on Monty's painting. Say *Monty's arms are red.* Pupils repeat in chorus. Repeat for other parts of Monty's body.
- Say *Close your books, please.* Say a true or false sentence about the painting, e.g. *Monty's arms are yellow.* Pupils say *Yes* or *No.* Repeat with different sentences.

Extra challenge Pupils work in pairs. They play the same game.

CB56. ACTIVITY 2

Say the chant. Do the actions.

- Place the flashcards on the board in the same order as in the chant. Say *Listen.* Play the **Audio**. Pupils listen only.
- Point to the flashcards in turn. Say the words. Pupils repeat.
- Play the **Audio** again. Point to or move each part of your body in time with the chant. Pupils copy your actions.
- Play the **Audio** again. Stop after each line. Pupils repeat in chorus and do the actions.

83

Eye, mouth, head,
Hand, arm, leg.
Eye, mouth, head,
Hand, arm, leg.

Eye, mouth, head,
Hand, arm, leg.
Eye, mouth, head,
Hand, arm, leg.

Consolidation activity 1

- Give instructions with body parts, e.g. *Point to your head, (please).* Pupils do the action only when you say *please.*

Consolidation activity 2

- Draw a simple robot on the board. Say *What colour is his head?* Elicit a suggestion, e.g. *Red.* Ask a pupil to come and colour the head. Repeat with other parts of the body. Then say, e.g. *It's red.* Pupils respond *Head.*

Ending the lesson

- Say a body word, e.g. *eye*, and ask *How many?* Pupils say, e.g. *Two eyes.* Repeat for the other parts of the body.
- Say the closing routine.

Digital Classroom

- **Presentation Plus:** Unit 6
- **Audio 81–83**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 6, *Reinforcement worksheet 1*

Objectives

By the end of the lesson, pupils will have had more practice of parts of the body and completed picture patterns.

Target language

- **Key language:** parts of the body
- **Additional language:** *It's my (leg).*
- **Revision:** numbers 1–6

Materials

- **Flashcards:** the body (52–57)
- **Consolidation activity 2:** paper for each pupil

Warmer

- Say the opening routine.
- Say *Stand up, please.* Say, e.g. *Where's your mouth?* Pupils point. Repeat for the other parts of the body. Point to a part of your body. Pupils say the word.

CB57. ACTIVITY 1

Listen and write the number.

- Show page 57 and point to the pictures to elicit the parts of the body. Point to the leg and say *Who is it?* Pupils respond *Maskman.* Say *Yes. It's Maskman's leg.* Repeat for the other parts of the body.
- Write numbers 1 to 6 on the board. Elicit the numbers. Say *Listen and write the number.* Play the example on the Audio. Point to the example number 1 in the box next to Monty's arm.

Extra support Stick the flashcards on the board. Draw a small box next to each flashcard. Say *Write 1, 2, 3, 4, 5 or 6.* Point to the boxes. Play the example on the Audio. Elicit *arm.* Write *1* in the box next to the flashcard of the arm.

- Say *Open your books at page 57, please.* Play the Audio. Pause after each one for pupils to think and write. Pupils check in pairs. Play the Audio again. Check by asking, e.g. *What's number 2?* Pupils respond *Eye.*

Extra challenge Invite a more confident pupil to stand up, choose one of the body parts in the pictures and make a sentence in the character's voice, e.g. in Monty's voice: *It's my arm.* Invite another pupil to come to the board and point to the picture.

Key: 3, 5, 4 / (1,) 6, 2

84

1. **Monty:** It's my arm.
2. **Marie:** It's my eye.
3. **Maskman:** It's my leg.
4. **Monty:** It's my head.
5. **Marie:** It's my hand.
6. **Maskman:** It's my mouth.

CB57. ACTIVITY 2

Look and complete.

- Focus on the rows of pictures. Point to the pictures in the first row and elicit the words. Pupils say them clearly as pairs (*eye, mouth … eye, mouth … eye, …*). Follow the example answer line to the mouth with your finger and elicit *mouth.*
- Check pupils know that they have to draw a line to the next body part in each sequence. Pupils complete the other rows by drawing lines. Pupils check in pairs. They say the names of the items in the rows. Check with the class. Pupils say the items in each row in chorus.

Key: **2** leg, **3** head, **4** hand

Consolidation activity 1

- Pupils stand up. Say *Look at me and listen. Remember.* Point to parts of your body in a particular order. Say each part of the body as you point, e.g. *hand, head, arm, leg, mouth, eye.* Repeat in the same order. Point and say again. This time pupils copy. Ask one or two volunteers to point and say the words in the same order.

Consolidation activity 2

- Pupils create their own pattern puzzle like the ones in Activity 2. They draw a row of pictures of parts of the body to make a repeating pattern. They draw five or seven pictures in total (e.g. head, head, eye, head, head). Monitor and help as necessary. Ask pupils questions as they work, e.g. *What's this?* Elicit, e.g. *(A) head.*
- Pupils work in pairs. They swap their puzzle pictures. Each pupil draws the next picture in the sequence. They check by showing the pictures and saying the words to their partner.
- Pupils can also do this activity in teams with each pupil representing one of the body parts in a living pattern puzzle. Each team of five or seven pupils makes a pattern puzzle and then stands in a line. Each pupil says their part of the body and touches or moves the body part. The rest of the class watch and say the next body part in the living puzzle.

Ending the lesson

- Say *Stand up, please.* Play the chant from the previous lesson (Audio 83). Pupils listen and do the actions. Play the chant again. Pupils say the chant and do the actions.
- Say the closing routine.

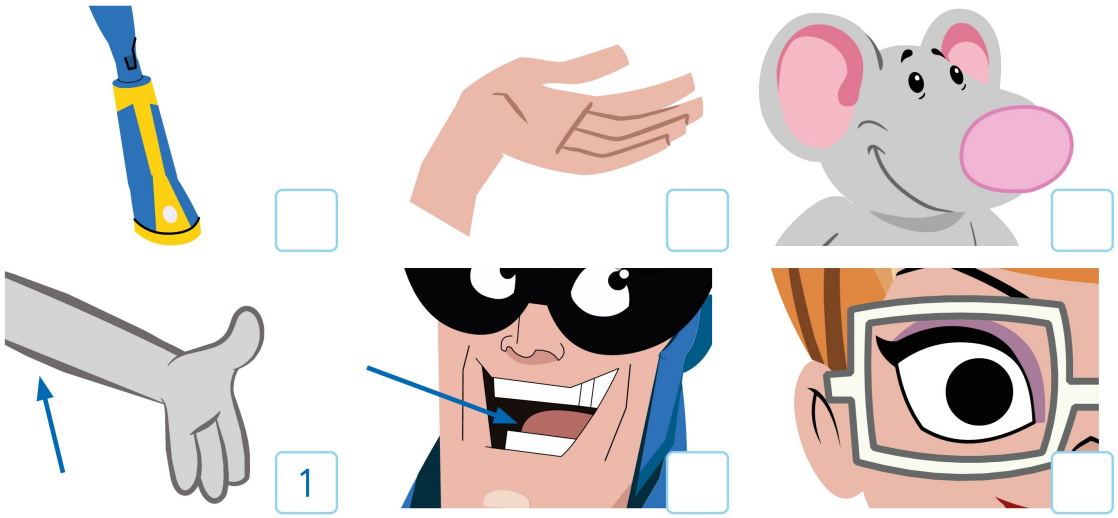
Digital Classroom

- **Presentation Plus:** Unit 6
- **Audio 84, 83**
- **Digital Flashcards**
- **Practice Extra**

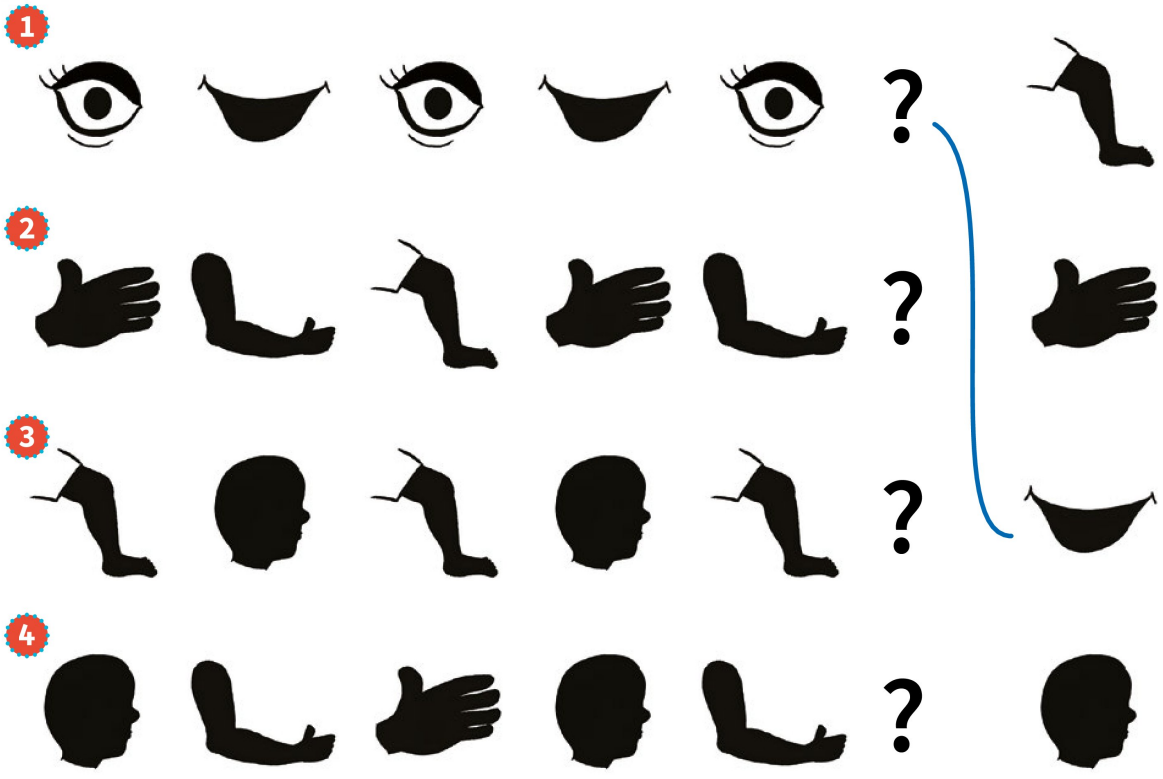
Extra Resources

- **Teacher Resources:** Unit 6, *Reinforcement worksheet 2*

1 84 Listen and write the number.



2 Look and complete.



Do the online activities on Practice Extra as you complete this unit.

Vocabulary practice: parts of the body



58

Language presentation: *I've got four hands.*

Objectives

By the end of the lesson, pupils will be able to talk about their bodies using *I've got …* and *I haven't got …* and sing a song.

Target language

- **Key language:** parts of the body, *I've got (four) (hands), I haven't got (three) (eyes).*
- **Additional language:** *alien, friend, true, false*
- **Revision:** classroom objects, toys, colours, numbers 1–6

Materials

- **Flashcards:** the body (52–57)
- Lively music
- Classroom objects and toys (e.g. book, eraser, pencil, ball, doll) in a bag
- **Consolidation activity:** paper for each pupil

Warmer

- Say the opening routine.
- Show the body flashcards in turn and elicit the words.
- Play some lively music. Pupils stand up and walk around the classroom or dance on the spot. When the music stops, they stand still. Give an instruction using a part of the body, e.g. *Point to your head. / Stand on one leg. / Show me one hand.* If a pupil makes a mistake, he/she sits down. The winner is the last pupil left standing.

Presentation

- Use classroom objects and toys to present *I've got* and *I haven't got*. Before the class, place five or six known items in your bag. Hold it up and say *What's in my bag?* Take out an item and make a sentence, e.g. *I've got a doll.* Put the item on your desk. Repeat for the other items. Then hold your bag upside down to show there is nothing inside. Say three or four sentences with *haven't got*, e.g. *I haven't got a kite. I haven't got a robot.*
- Point to your head. Say *I've got one head.* Hold up your hands. Say *I've got two hands.* Repeat for other parts of your body. Pupils copy your movements.

Song

CB58. ACTIVITY 1

Listen and point. Sing the song.

- Show page 58 and point to the Earth and the Moon. Say *Look. They're on the Moon!* Use the picture to teach *alien* and *friend.*
- Point to the alien and ask *How many eyes?* Pupils look at the picture, count and answer *Three.* Say *Yes. He's got three eyes.* Repeat for *mouths, arms, hands, legs.* Ask *What colour is the alien's head?* Pupils respond *Orange* (*and green*).
- Say *Open your books at page 58, please.* Say *Listen and point.* Play the song. Pupils point to the parts of the alien's body as they hear them.
- Play the song line by line. Pupils listen and repeat.
- Say *Let's sing the song.* Play the whole song. Shake or point to each part of your body as it is mentioned. Pupils join in and copy your actions.
- Pupils work in two big groups, aliens and friends. Play the song again. They sing along to their part of the song.

Extra support Put the flashcards on the board in the same order as the body parts in the song. Point to them as pupils listen and sing to give them visual support.

85 ▶

I've got four arms.
I've got four hands.
I've got an orange head.

I've got three eyes.
I've got two mouths.
I've got six yellow legs.

I haven't got four arms.
I haven't got four hands.
I haven't got an orange head.

I haven't got three eyes.
I haven't got two mouths.
I haven't got six yellow legs.

I've got a friend!
I've got a friend!

Repeat verses 1 to 4

I've got a friend!

Repeat x2

86

Karaoke version

CB58. ACTIVITY 2

Play true or false.

- Point to the alien and mime being an alien. Say *I've got four hands. Yes or no?* Pupils say *Yes.* Teach *True.* Now point to the friend and repeat. Pupils say *No.* Teach *False.* Repeat with more statements (both positive and negative) about the alien and the boy. Pupils respond *True!* or *False!*

Extra challenge Pupils work in pairs. Pupil A says *I'm an alien. I've got …* Pupil B looks at the picture and says *True!* or *False!*

Consolidation activity

- Hand out pieces of paper. Draw an alien's body on the board. Say *Draw the body.* Pupils copy the body in the middle of their piece of paper. Say *Listen and draw.* Using an 'alien' voice, say *Hello. I'm an alien. I've got three heads.* Continue in the same way with *I've got four eyes. I've got one mouth. I've got six arms and six hands. I've got four legs.*
- Pupils compare pictures in pairs then show them to the class.

Ending the lesson

- Pupils sing the song again and do the actions.
- Say the closing routine.

Digital Classroom

- **Presentation Plus:** Unit 6
- **Digital Flashcards**
- **Audio 85–86**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 6, *Song worksheet*

Objectives

By the end of the lesson, pupils will have practised talking about parts of the body using *I've got …*

Target language

- **Key language:** parts of the body, *I've got (four) (hands).*
- **Additional language:** *alien, friend*
- **Revision:** numbers 1–6, classroom objects, toys, *How many?*

Materials

- **Flashcards:** the body (52–57)
- **Consolidation activity 1:** flashcards: classroom objects and toys (10–15, 32–37)

Warmer

- Say the opening routine.
- Revise *alien* and *friend* using the picture on page 58. Play the song (Audio 85). Pupils sing along and do the actions.

CB59. ACTIVITY 1

- Watch the ▶ Video and answer the questions.

Listen and tick (✓).

- Show page 59 and point to the first picture in pair 1. Ask *How many eyes?* Elicit *Two.* Repeat for all the pictures. Say *Listen and look.* Point to the first pair of pictures. Play the example on the Audio. Ask *How many eyes?* Elicit *One* and point to the example tick.
- Say *Open your books at page 59, please.* Say *Listen and tick.* Draw a large tick in the air. Make sure pupils know that they have to tick one of the pictures each time. Ask them to use pencil, not pen.
- Play the Audio. Stop after each one for pupils to think and tick. Pupils check answers in pairs. Play the Audio again. Elicit answers.

Key: **2** second picture, **3** first picture, **4** first picture, **5** second picture, **6** first picture

87 ▶

1. I've got one eye.
2. I've got two mouths.
3. I've got six arms.
4. I've got five heads.
5. I've got three legs.
6. I've got four hands.

- Ask a confident pupil to come to the board. Point to Activity 1. Say a sentence in an 'alien' voice, e.g. *I've got three heads.* The pupil points to the correct picture. Repeat with two or three more pupils and sentences.
- Pupils look at their books. Say another sentence as if you were one of the aliens, e.g. *I've got three legs.* Pupils point to the correct picture and check in pairs. Say the sentence again. They repeat in chorus, in the same kind of voice.

Extra challenge Pupils work in pairs. Pupil A makes a sentence in an alien voice. Pupil B points to the correct picture. Then they swap roles. Monitor and help as necessary.

CB59. ACTIVITY 2

Draw an alien. Say.

- Focus pupils on the frame in the bottom half of the page. Draw a large rectangle on the board. In an 'alien' voice, say *I'm an alien. This is me!* Draw an alien with one head, five eyes, three mouths, four arms, etc. Point to your picture. Say (in the same 'alien' voice) *Look! I've got one head. I've got five eyes …*
- Pupils draw their own picture in the same way. Monitor and ask individual pupils, e.g. *How many eyes have you got?* Pupils show each other their pictures in pairs or small groups. They say, e.g. *I've got three heads. I've got six eyes …* Monitor and check language. Encourage pupils to use 'alien' voices.

Extra support Pupils can copy one of the aliens in Activity 1.

Consolidation activity 1

- Mix up the classroom object and toy flashcards. Show the flashcards and elicit the words. Hand out all but one of the flashcards to different pupils. Don't show pupils the other flashcard. The pupils with flashcards each stand up and say, e.g. *I've got a kite.* Hold up the remaining flashcard without showing the picture. Cover the word on the back. Ask the class *What have I got?* Pupils guess which flashcard is left. When they guess correctly, say, e.g. *I've got a pencil.*

Consolidation activity 2

- Play a game. Say a sentence about something in the classroom that belongs to you, e.g. point to your red book and say *I've got a green book.* Pupils say, e.g. *No.* Repeat with three or four more items. Say both true and false sentences.
- Pupils work in pairs. Pupil A makes sentences about things that belong to him/her in the same way. Pupil B says *Yes* or *No.* Then they swap roles.

Ending the lesson

- Place the body flashcards on the board. Write a number from 1 to 6 next to each one. Point to the first flashcard (e.g. head) and the number next to it (e.g. 4). Say a sentence in an 'alien' voice, e.g. *I've got four heads.* Elicit sentences for the rest of the flashcards/numbers in the same way. Encourage pupils to use 'alien' voices too.
- Say the closing routine.

Digital Classroom

- **Presentation Plus:** Unit 6
- **Audio 85, 87**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

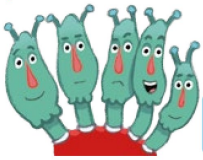
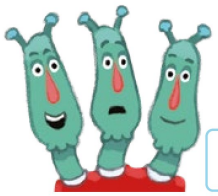
- **Teacher Resources:** Unit 6, *Extension worksheet 1*

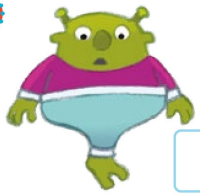
1 87 Listen and tick (✓).

1  

2  

3  

4  

5  

6  

2 Draw an alien. Say.

Language practice: *I've got four hands.*

1 88 Watch the video. Listen and act out the story.



Story: unit language in context

Objectives

By the end of the lesson, pupils will have listened to a story and reviewed language from the unit.

Target language

- **Key language:** language from the unit
- **Revision:** toys, colours, classroom objects

Materials

- **Flashcards:** classroom objects and toys (10–15, 32–37)
- One set of character masks for each pupil
- **Consolidation activity:** paper and coloured pencils or crayons for each pupil
- An empty bag

Warmer

- Say the opening routine.
- Play a game. Hand out five of the toy flashcards. Keep one for yourself, e.g. the bike. Show your flashcard and say *I've got a bike.* Point to a pupil with a flashcard. Say *And you?* The pupil shows the flashcard and says, e.g. *I've got a robot.* Invite the pupil to give you the flashcard. Show both flashcards and say *I've got a bike and a robot.*
- Point to another pupil. He/She shows the picture and says, e.g. *I've got a doll.* Give the bike and robot flashcards to this pupil. Say *And now?* He/She makes a sentence about all three things, e.g. *I've got a bike, a robot and a doll.* Continue in the same way. The last pupil makes a sentence about all six toys.

Story

CB60. ACTIVITY 1

Watch the video. Listen and act out the story.

- Show page 60. Point to each picture to elicit the toys and colours.

Extra support Use the pictures to guide pupils to predict the story. Ask pupils to guess what Marie, Maskman and Monty are saying in each picture.

- Watch the ▶ Video with the class. Give pupils the option of watching it twice if they need to. Focus on the story pictures on the whiteboard and ask questions:
  Picture 1: *What has Monty got?* (*A ball*)
  Picture 2: *What has Maskman got?* (*A kite*)
  Picture 3: *What has Monty got?* (*A bike*)
  Picture 4: *What has Maskman got?* (*A car*)
  Picture 5: *What has Marie got?* (*A book*)
  Picture 6: *What has Marie got?* (*A book with a ball, a kite, a bike, a car and a robot*)
- Say *Open your books at page 60, please.* Say *Listen and point to the pictures.* Play the Audio. Pupils listen and point to the speakers in each picture. Stop after each picture to check. Play the Audio for the picture again and point to the characters in the story pictures on the whiteboard. You can invite two more confident pupils to do this.
- Put the class in three groups, Marie, Maskman and Monty. They put on their masks. Play the Audio again. The groups stand up and mime when their character is speaking.

Extra challenge Invite three confident pupils to the front and give them each a character mask and flashcards for the toys they have in the story. They act out the story using the flashcards as props.

Audio 88 ▶

Wake up! Wake up!
Monty, Maskman, Marie.
Walk and talk now.
One … two … three.

Monty: Look, Maskman! I've got a ball. My ball's pink and green.

Maskman: Well, Monty, I haven't got a ball. I've got a kite! My kite's blue and yellow.

Monty: Well, Maskman, I haven't got a kite. I've got a bike!

Maskman: Hmm! Well, Monty, I haven't got a bike! … I've got a car! … I've got a Maskman car!

Monty: Well, Maskman, I've got …
Marie: Maskman! Monty! I've got a ball, a kite, a bike and a car.

Marie: Yes. Look here. I've got a book. I've got a ball, a bike, a kite, a car and a robot in my book.
Maskman: Ooh! Where's my book?
Monty & Marie: Ha ha!

Consolidation activity

- Give each pupil a small piece of paper. Tell pupils to draw a ball, a book, a bike, a robot or a car. They colour in their pictures.
- Pupils stand up, show their pictures and make sentences, e.g. *I've got a pink and green ball.* They try to find someone with the same object in the same colour.

Ending the lesson

- Place the toy and classroom object flashcards at the front of the class. Show pupils an empty bag. Ask a pupil to come to the front. Say, e.g. *I've got a robot in my bag.* The pupil finds the flashcard of the robot and puts it in the bag. Repeat with another pupil. Continue in this way. Say some negative sentences, e.g. *I haven't got a doll in my bag* (the pupil takes the doll flashcard out of the bag).
- Say the closing routine.

Digital Classroom

- **Presentation Plus:** Unit 6
- **Audio 88**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 6, *Extension worksheet 2*

Objectives

By the end of the lesson, pupils will have practised the language from the story.

Target language

- **Key language:** language from the unit
- **Revision:** colours, toys, shapes, classroom objects

Materials

- **Consolidation activities 1 & 2:** paper and coloured pencils or crayons for each pupil
- A bag with some toys and classroom objects inside

Warmer

- Say the opening routine.
- Play the story ▶ Video again. Pupils work in three character groups and mime being their character as they watch.

CB61. ACTIVITY 1

Listen and circle. Say.

- Show page 61. Point to each picture and ask *Who's this? What has he/she got? What colour is it?*
- Point to picture 1 again. Ask *What does Monty say?* Elicit *I've got a ball. My ball's pink and green.* Play the example on the Audio. Pupils say if they hear the same words as in the story. Ask *Yes or no?* to elicit *No.* Draw a large cross in the air. Pupils copy. Show the circle around the cross in the example.
- Say *Open your books at page 61, please.* Play the rest of the Audio following the same procedure. Pupils listen and circle the tick or cross.
- Play the example again. Ask *What does Monty say?* Elicit the choral response *My ball's pink and green.* Continue in the same way, eliciting a choral correction for those answers that need it (1, 4, 6).

Extra support Before doing the activity, play the story (Audio 88) again. Pupils say *Stop!* after the part that goes with each picture. Play it again. Pupils repeat.

Key: 2 ✓, 3 ✓, 4 ✗, 5 ✓, 6 ✗

89

1. **Monty:** Look, Maskman! I've got a ball. My ball's red and black.
2. **Maskman:** Well, Monty, I haven't got a ball. I've got a kite! My kite's blue and yellow.
3. **Monty:** Well, Maskman, I haven't got a kite. I've got a bike!
4. **Maskman:** Hmm! Well, Monty, I haven't got a bike! … I've got a robot! … I've got an orange robot!
5. **Monty:** Well, Maskman, I've got …
   Marie: Maskman! Monty! I've got a ball, a kite, a bike and a car. … Yes. Look here. I've got a book. I've got a ball, a bike, a kite, a car and a robot in my book.
6. **Maskman:** Ooh! Where's my kite?
   Monty & Marie: Ha ha!

CB61. ACTIVITY 2

Draw a line (→ ↘ ↗). Say.

- Invite a confident pupil to the board and choose one of the body parts from the first column of the first grid. Point to your choice and say, e.g. *I've got five grey legs.* The pupil points to the corresponding picture in the grid on the right. Draw a line with your finger to one of the pictures in the next column/row and say, e.g. *I've got six black arms.* The pupil draws the line on the right. Continue with the last picture.
- Pupils work in pairs. They choose three pictures and draw lines in the grid on the left. They mustn't show their partner. Pupil A then makes three sentences to describe their alien starting with *I've got …* Pupil B listens, identifies the pictures and draws the lines in the grid on the right. Then they swap roles.

Consolidation activity 1

- Each pupil needs a piece of paper and crayons. Pupils use the body parts they chose in Activity 2 to draw aliens. They colour them in. Pupils show their pictures in groups and make sentences about them, e.g. *I've got four purple heads. I've got …*

Consolidation activity 2

- Say *My body is a circle.* Draw a big circle with your finger in the air. Say *I've got a triangle head.* Draw a triangle in the air. Say *I've got six arms / three eyes / one leg / one mouth.* Pupils draw your alien in the air in front of them.
- Each pupil needs a piece of paper and crayons. Tell pupils to draw a shape alien. Once pupils have finished, divide the class into groups to show and describe their pictures.

Ending the lesson

- Show pupils the bag you have prepared. Say two sentences (one true and one false), e.g. *I've got a purple pencil in my bag. I've got a red car in my bag.* Pupils decide if each sentence is true or false and say *Yes!* or *No!* Show them your bag to see if they were right.
- Pupils volunteer to stand up and make two sentences about their own bags. The rest of the class listens and says *Yes!* or *No!*
- Say the closing routine.

Digital Classroom

- **Presentation Plus:** Unit 6
- **Digital Flashcards**
- **Audio 88–89**
- **Practice Extra**

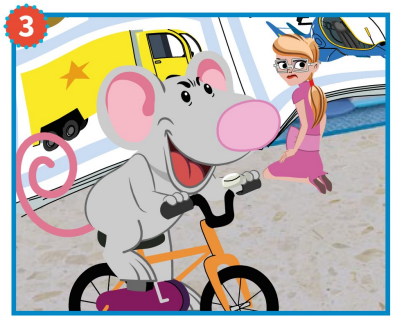
1 89 Listen and circle. Say.

1

✓ ✗

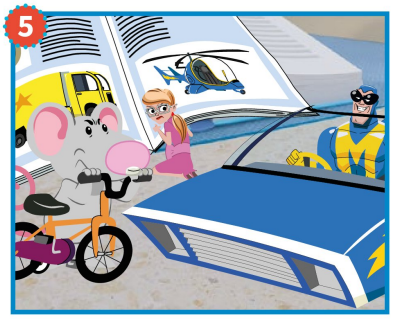
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3

✓ ✗

4

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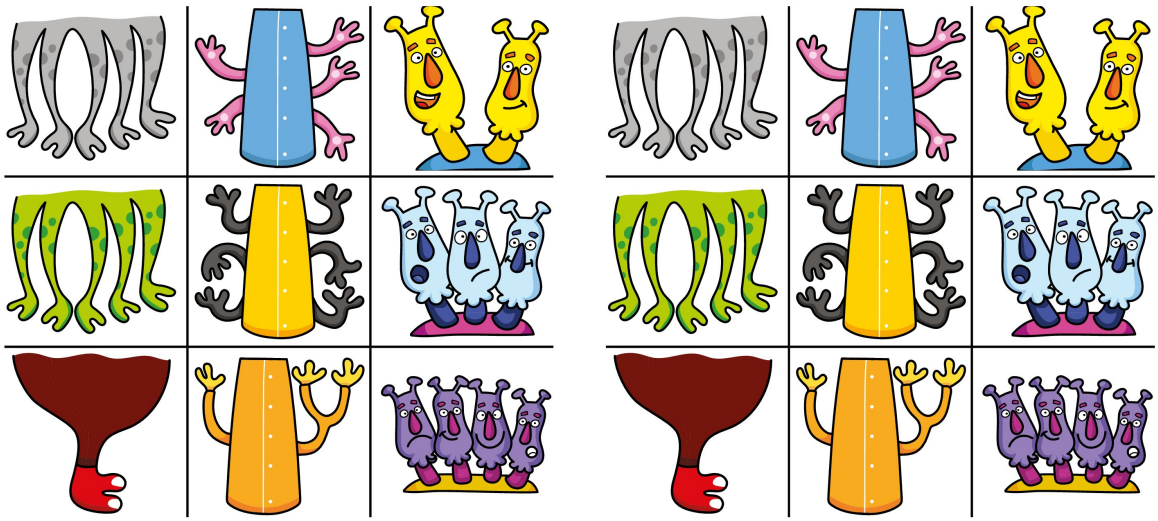
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✓ ✗

6

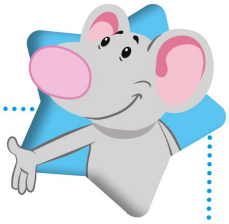
✓ ✗

2 Draw a line (→ ↘ ↗). Say.

I've got five grey legs.



Monty's sounds

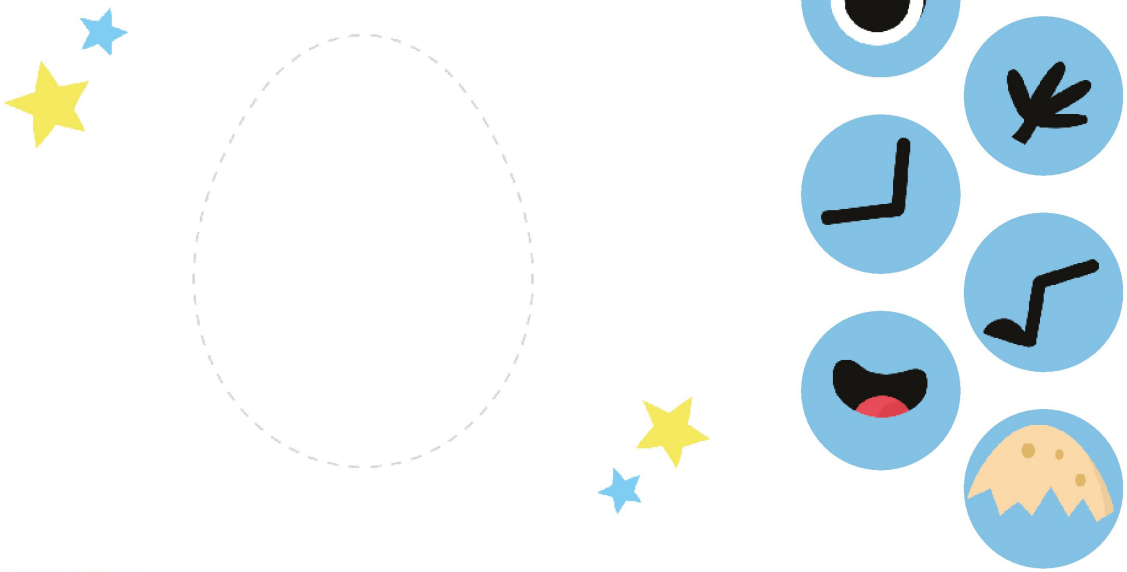


1 90 Watch and say.



2 Choose, draw and say.

I'm an egg. I've got three legs.



Sounds: *egg*, *bed*, *leg*, *head*

Objectives

By the end of the lesson, pupils will have recognised and practised the sound /e/ in familiar words and short phrases.

Target language

- **Key language:** the sound /e/ (*egg, bed, leg, head*), *I've got (three legs).*
- **Revision:** *on, under*

Materials

- **Flashcards:** bed, head and leg (48, 52, 55)
- Coloured pencils or crayons

Warmer

- Say the opening routine.
- Pupils form two lines and do the train activity from the Unit 5 Monty's sounds lesson (see page T54) with the phrase *A dog under the bed and a duck on the bed.*

Presentation

CB62. ACTIVITY 1

Watch and say.

- Put the bed flashcard on the board and ask pupils *What's on the bed?* Tell pupils to watch the ▶ Video to find out.
- Play the ▶ Video. Pupils watch and join in with the /e/ sounds and words. Pause the ▶ Video after the first version of the animation, then ask *What's on the bed?* to elicit (*An*) *egg*. Drill the word *egg* with the class and draw a large whole egg on the board. Draw two arms and hands as in the picture on page 62. Ask pupils what else they remember from the ▶ Video (one leg, no head). Draw a leg on your egg. Rub out the head and draw a cracked line.
- Show page 62. Build up and drill the phrase *An egg on the bed with one leg and no head.* Pupils repeat in chorus and in groups. For each of the /e/ sounds in the words, stretch your lips in an exaggerated way. Make sure pupils imitate the exaggerated shape that you make with your mouth.

Extra support As you drill the words, point to the corresponding /e/ words in the picture.

- Play the second version of the animation (with pauses). Pupils repeat the sounds and words.

90 ▶

Monty: An egg on the bed with one leg and no head!
What can you see? Say it with me!
Monty & Voice: An egg on the bed with one leg and no head!
Voice: /e/ /e/
An egg on the bed!
With one leg
and no head!
An egg on the bed with one leg and no head!
/e/ egg /e/ bed /e/ leg /e/ head
An egg on the bed with one leg and no head!
Monty: One more time – you sound fine!
Monty & Voice: An egg on the bed with one leg and no head!

- Draw an egg on the board and stick the bed, leg and head flashcards in that order around the room. Stand pupils in pairs starting with the egg drawing. Encourage pupils to say *egg* and make an egg shape with their hands. Move to each flashcard together, saying each word and doing an action, e.g. *bed* – point to flashcard, *leg* – point to own leg, *head* – point to own head. Then pairs begin again at the egg and move together to each flashcard, saying the phrases and doing the actions: *An egg … on the bed! … With one leg … and no head!* Prompt and support pupils with the target sounds.

CB62. ACTIVITY 2

Choose, draw and say.

- Draw an egg shape on the board. Stand next to it and say *I've got three legs.* Draw the three legs. Continue with *I've got two arms.*
- Introduce yourself to the class. Say *Hello! I'm an egg. I've got two arms and three legs.*
- Point to the egg in the picture in Activity 2 then at the body parts on the right and elicit the words.
- Say *Open your books at page 62, please.* Tell pupils to choose and draw the body parts on the egg.
- When they have finished, pupils stand up and hold their egg pictures in front of them. They mingle, introducing themselves in the same way.

Consolidation activity

- Use mime to revise all of Monty's sounds:
mouse /m/
bag /b/ and /æ/
cat /k/ and /æ/
duck /d/ and /k/
egg /e/
- Mime and say the word and the sounds (not the letter names), e.g. *mouse*: *m – m – m – mouse.* Pupils repeat. Mime at random and pupils say the words and sounds.

Ending the lesson

- Pupils stand up in two or three lines. Stand in front of a line of pupils. Say *I've got two heads* and mime having two heads. Tell the first pupil in the first line to choose and say another body part and mime it. Continue on and let each line go when you reach the end of that line.
- Say the closing routine.

Digital Classroom

- **Presentation Plus:** Unit 6
- **Digital Flashcards**
- **Audio 90**
- **Practice Extra**

Objectives

By the end of the lesson, pupils will have reviewed language from the unit in listening and speaking activities.

Target language

- **Key language:** language from the unit
- **Additional language:** *alien, What colour are your eyes?*
- **Revision:** numbers 1–6, classroom language, *What's your name? How old are you?*

Materials

- **Flashcards:** the body (52–57)
- Maskman mask for the teacher
- **For larger classes:** Maskman mask for each pair of pupils

Warmer

- Say the opening routine.
- Show a body flashcard, e.g. leg. Elicit the word. Say *Where's your leg?* Pupils point. Repeat with the other flashcards.
- Divide the class into two groups. Point to one group and say *Ask 'Where's your …?'* Show one of the flashcards (e.g. arm) to the group. Keep it hidden from the other group. They look at the flashcard and say *Where's your arm?* The pupils in the other group show the correct part of their body. Repeat with three or four different flashcards. Then the groups swap roles.

CB63. ACTIVITY 1

Listen and stick.

- Show page 63. Ask *What can you see?* Elicit *Aliens.* Say, e.g. *Two legs.* Pupils point to the correct alien. Point out the numbers 1 and 2 next to the aliens.
- Pupils prepare the body stickers. Hold up the stickers and say *Listen and point.* Play the Audio. Pupils listen and point to the stickers. Check they are pointing to the correct parts of the body.
- Say *Open your books at page 63, please.* Say *Now listen and stick.* Mime taking a sticker off the sheet and positioning it in the correct place on the page. Play number 1 on the Audio. Check pupils have the correct stickers and the correct positions for the girl alien. Pupils stick the stickers in the correct place. Repeat for the boy alien (2). Monitor around the class to check.

Extra challenge Pupils work in pairs. Pupil A makes a sentence to describe one of the aliens, e.g. *I've got orange arms.* Pupil B says which alien (1 or 2). Then they swap roles.

91

1. I've got three eyes. I've got one mouth. I've got two arms.
2. I've got one head. I've got two hands. I've got three legs.

CB63. ACTIVITY 2

Talk to Maskman.

- Put on the Maskman mask. Stand in a 'superhero' pose and say *Hello, I'm Maskman* (use Maskman's voice). Play the Audio. Pause after each question and repeat as Maskman. Choose a pupil to respond or show and point.
- If you have a class of ten pupils or fewer, continue around the class, until each pupil has responded at least once. In a larger class, pupils work in pairs. Pupil A wears the Maskman mask. Play the Audio again. Pupil A repeats the questions on the Audio. Pupil B responds/points. Then pupils swap roles. Play the Audio again for Pupil B to repeat.
- When the activity is finished, pupils stick the Unit 6 Talk to Maskman sticker at the bottom of the page.

Extra support Do the activity in two groups across the class rather than in pairs.

92

Hello … I'm Maskman!
What's your name?
How old are you?
Where's your hand?
Where's your mouth?
Where's your leg?
What colour are your eyes?

Consolidation activity

- Pupils look at the sticker picture then close their books. They work in teams. Say *Think and say 1 or 2.* Say a sentence about one of the aliens, e.g. *I've got three legs.* The first team answers with the number of the alien. Repeat with different sentences, alternating between teams. Give a point for a correct answer. If a team can't answer, ask the other team.

Extension activity

- Give a series of instructions for pupils to follow. Use parts of the body and other relevant language from Units 1 to 6, e.g. *Stand up. Close your eyes. Open your eyes. Point to your head. Open your book. Show me a pencil. Point to your arm. Close your book.* Repeat, but this time pupils repeat the instruction each time.
- Pupils work in pairs. Pupil A gives the instructions. Pupil B follows the instructions. Then they swap roles.
- Ask a confident pupil to give instructions to the class.

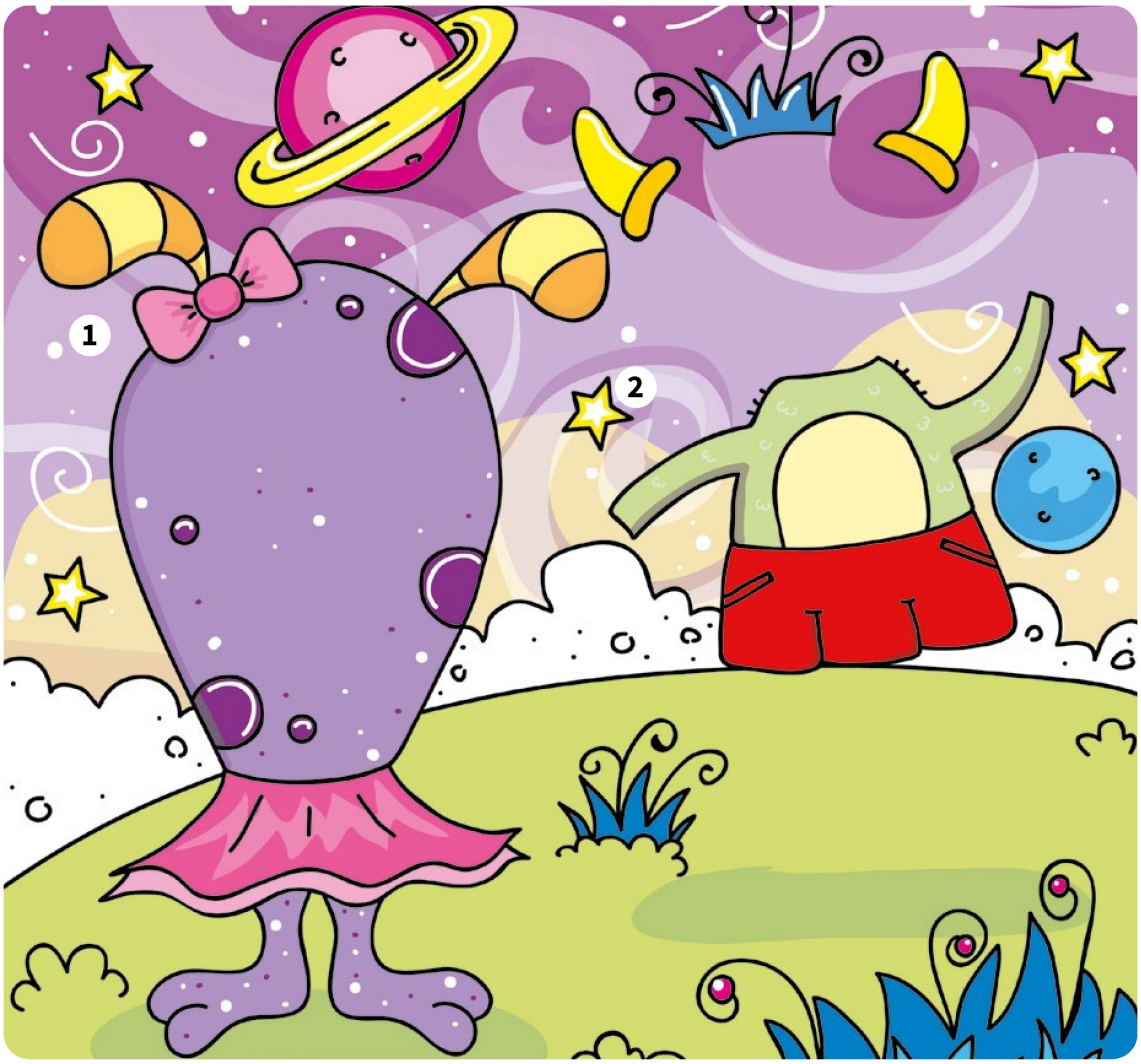
Ending the lesson

- Pupils do the Review puzzle on pages 92 and 93 (instructions on page T92–93).
- Play *Simon says* with the class. They have already played this as the *Please* game. In this game, pupils only do as you tell them if you say *Simon says*, e.g. *Simon says close your eyes, Simon says hands on legs.* If you don't say *Simon says*, they don't move.
- Say the closing routine.

Digital Classroom

- **Presentation Plus:** Unit 6
- **Digital Flashcards**
- **Audio 91–92**
- **Practice Extra**

1 91 Listen and stick.



2 92 Talk to Maskman.



?



Marie's art

How can we make art?



1 Watch the video. Answer.

2 93 Listen and write the number. Say.







3 Look and draw lines.

1



2



3



Objectives

By the end of the lesson, pupils will be able to identify different kinds of art and the parts of the body that we use to do them.

Target language

- **Key language:** parts of the body, *I make art with my (feet).*
- **Additional language:** *make music, make things, dance*
- **Revision:** *What's your favourite?*

Materials

- **Flashcards:** feet (58)
- Music to dance to

Warmer

- Say the opening routine.
- Use the flashcard to introduce *feet*.
- Play a game to review body parts. Pupils stand in a circle. Tell them they are going to dance using the body part that you say. Turn on the music and say *Arms!* Pupils dance moving their arms. Stop the music. Pupils stand still. Pupils are out of the game if they continue to move when the music stops. Continue with other parts of the body (hands, head, mouth, eyes, legs and feet).

Video

CB64. ACTIVITY 1

Watch the video. Answer.

- Tell pupils that they're going to watch a ▶ Video. Play the ▶ Video. Pupils answer the questions in Quiz Time.
- Play the ▶ Video again. Ask pupils to answer the Big Question at the end.

Presentation

- Mime doing the different art activities that are in the ▶ Video and teach *make music, make things* and *dance*. Say the activities and pupils mime doing them. Ask *What's your favourite?* Pupils say the words.

CB64. ACTIVITY 2

Listen and write the number. Say.

- Show page 64. Focus on the three photos. Say *make music* and ask pupils to point to the photo. Do the same for the other photos, saying *make things* and *dance*.
- Tell pupils they are going to listen to three children talking about different types of art. Play the example on the Audio. Point to the number 1 in the box next to the second photo and say *He's making music.*
- Say *Open your books at page 64, please.* Say *Listen and write the number.* Play the Audio from the beginning. Pupils listen carefully the first time and look at the photos to think about the types of art.
- Play the Audio again. Pupils listen and write numbers 2 and 3 in the boxes. Check answers as a class and drill the types of art.

Extra support As you listen, mime doing the activities in the photos. Pupils join in and mime with you.

Key: photo top left – 3, photo below – 2

93

1. Music is art! I make music with my mouth.
2. Dance is art! I dance with my feet.
3. I make art! I make things with my hands.

CB64. ACTIVITY 3

Look and draw lines.

- Point to picture 1 and say *Show me your feet.* Pupils point to their feet. Repeat for the other two body parts.
- Ask pupils what art they can make with the different parts of the body. Accept all reasonable ideas, e.g. hands – make things, make music, make art.
- Point to the photo of the boy making music in Activity 2. Say *I make music with my mouth.* Trace the example line from the photo to the picture of the mouth.
- Say *Look and draw lines.* Pupils draw lines from the other two photos to the body parts.

Key: **1** (foot) – dance photo, **2** (hand) – make things photo

Consolidation activity

- Pupils choose one of the three art activities to do. They go to different parts of the classroom (for music, dance and making things) and mime doing the art activity they chose.

Ending the lesson

- Play some music. Call out the art activities one by one. Pupils mime doing them.
- Say the closing routine.

Digital Classroom

- **Presentation Plus:** Unit 6
- **Digital Flashcards**
- **Audio 93**
- **Practice Extra**

Objectives

By the end of the lesson, pupils will have drawn different body parts and will have done an art project using their hands.

Target language

- **Key language:** parts of the body, *I make art with my (feet).*
- **Additional language:** *make music, make things, dance, paint*
- **Revision:** colours

Materials

- A painting and a model made by pupils (this could be at home or at school)
- A piece of music with vocals (or a recorder)
- Music to dance to
- **Project:** paper for each pupil, finger paints, water, aprons
- **Consolidation activity:** finger paintings from the Project (or other pictures pupils have drawn)
- A famous painting to show the class

Warmer

- Say the opening routine.
- Mime holding a palette and brush and painting. Teach/Elicit *paint*. Do the same for the art activities from the previous lesson (e.g. *dance* – move your body, arms and legs in dance movements; *make music* – clap your hands to create a rhythm; *make things* – mime modelling or using scissors). Pupils copy the mimes.

CB65. ACTIVITY 4

Look and say the body part. Draw.

- Show page 65. Point to the first photo and elicit *make things*. Ask *How?* and point to your hands, feet and mouth. Elicit *hands* and point to the example drawing of a hand. Mime making a plasticine model with your hands and pupils copy you. Point to picture 2. Say *I make art with my …* and elicit *feet*. Do the same for the other photos.
- Say *Open your books at page 65, please.* Pupils draw the part of the body for each photo. As they draw, monitor and ask *What's this?* to elicit the body words.

Key: Pupils draw: **2** a foot, **3** a mouth, **4** a hand

CB65. ACTIVITY 5

Talk about art you make.

- Point to the pupils and ask *How about you? What do you do?* Show a model made by one of the pupils. Say *I make things with my …* and elicit *hands*.
- Play music with vocals (or play a few notes on a recorder). Say *I make music with my …* and elicit *mouth* and *hands*.
- Show a painting done by one of the pupils. Say *I paint with my …* and elicit *hands*.
- Play dance music. Pupils stand up and dance. Say *I dance with my …* and elicit *feet* (and *body*).

Extra challenge Invite more confident pupils to talk about their favourite art activity, e.g. *My favourite is music. I make music with my mouth and hands.*

Project

- There are three options. The finger painting and shadow animals activities can be done at the same time by different groups. Groups then show their creations and swap and do the other activity, if time.

  Finger painting Prepare pupils for a painting activity. They need large pieces of paper, finger paints, water and aprons. Show your fingers and say *Paint with your fingers*. Pupils can choose what to paint.

  Shadow animals Pupils work in a part of the classroom where they can make shadow animals with their hands. Give them some examples of what they can do, e.g. a crocodile snapping, a dog barking, a bird flying, etc. Pupils work in pairs next to the wall and make a shadow animals show for the rest of the class to watch. Each pupil in the pair should choose a different animal.

  Making music This is a whole-class activity. Pupils make music using their hands. Create a simple rhythm that pupils can easily repeat. For example, clap hands together twice, clap both hands on tops of legs twice, clap hands on opposite arms twice (right then left), and clap hands together again once. Practise doing the rhythm together a few times for pupils to get the hang of it. Then do a class performance. Start off slowly, and as pupils gain confidence, go faster and faster each time. Put pupils into groups to create their own rhythm which they then perform in front of the class.

Consolidation activity

- If pupils did the finger paintings, they can use these. If not, they choose any picture that they have painted or drawn. They put their pictures around the room, then walk around and look at all of them before sitting down again. Choose one of the pictures and describe the colours, e.g. *It's yellow and red and blue*. Pupils point to the picture.

Ending the lesson

- Show pupils a famous painting, e.g. Van Gogh's *Bedroom in Arles*. Point to the different words that pupils know and ask, e.g. *What's this?* (*A table*) *What colour is it?* (*Brown*) Continue with the other things in the painting. You could ask pupils to look for paintings they like at home and bring them to the next class to show and talk about.
- Say the closing routine.

Digital Classroom

Presentation Plus: Unit 6
Digital Flashcards
Practice Extra

4 Look and say the body part. Draw.

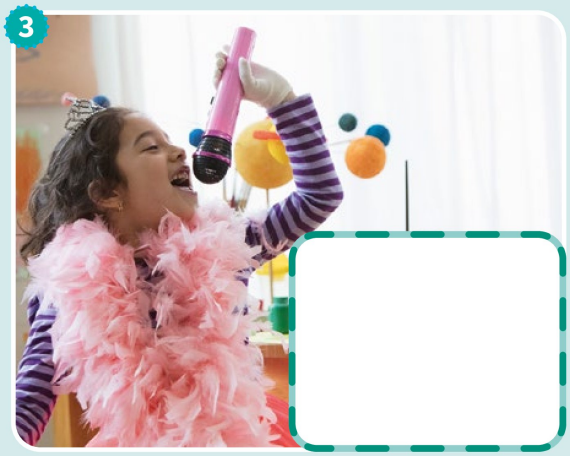
1



2



3



4



5 Talk about art you make.

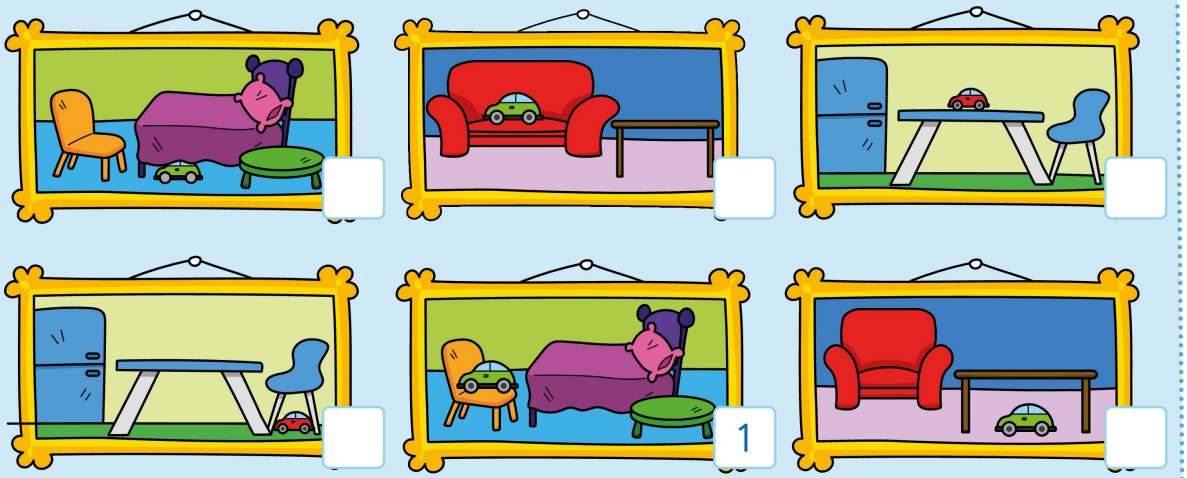
Project



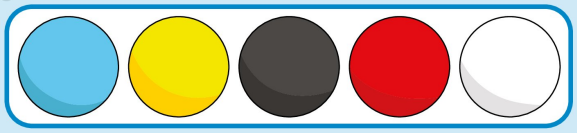
Use your hands to create art.

Maskman's practice

1 94 Listen and write the number.

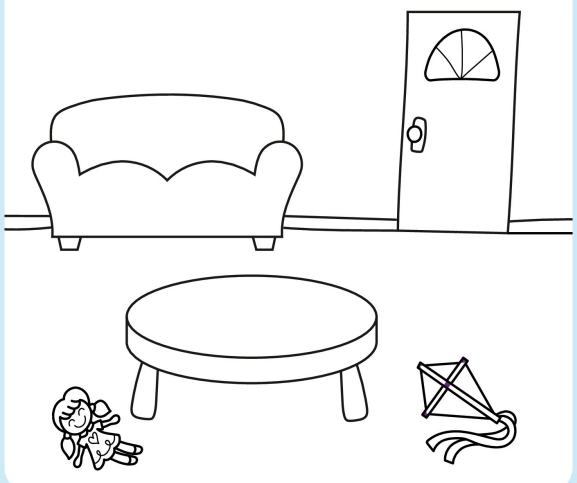


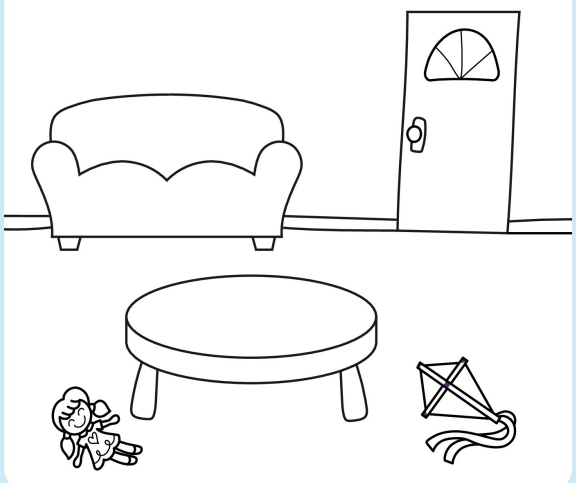
2 Draw and colour. Say and colour.



Where's the white ball?

It's on the table.





Objectives

By the end of the lesson, pupils will have reviewed language from Unit 5.

Target language

- **Key language:** rooms, furniture, *in*, *on*, *under*
- **Revision:** classroom objects, numbers 1–6, colours, toys

Materials

- A pencil, an eraser and a book for each pupil
- **Coloured pencils or crayons for each pupil:** including red, blue, yellow, black and white
- **Consolidation activity:** paper and scissors for each pupil, music to play
- A soft ball for each group of six pupils

Warmer

- Say the opening routine.
- Ask pupils to take out a pencil, an eraser and a book. Give an instruction for the pupils to follow, e.g. *Put your pencil under your chair*. Give other instructions with *on* and *in*.
- Pupils work in groups. More confident pupils give similar instructions for the others in their group.

CB66. ACTIVITY 1

Listen and write the number.

- Show page 66. Focus on the pictures. Quickly check the home words and colours with a round of whole-class questions, e.g. *What colour's the living room / kitchen /* (pointing) *this bedroom / this table?*

Extra support Invite a pupil to come to the whiteboard and point to the car in one of the pictures. The rest of the class say where it is, e.g. *under the bed.*

- Play the example on the Audio. Pupils listen and point to the correct picture. Point to the example number 1 in the box.
- Say *Open your books at page 66, please.* Say *Listen and write the number.* Play the rest of the Audio. Stop after each one and ask pupils to point to the pictures as they identify them. Invite a pupil to the whiteboard to point to the correct picture. Pupils check their answers.
- Play the Audio again for pupils to listen and write the numbers in the boxes.

Extra challenge Pupils work in pairs. They ask and answer questions about the pictures, e.g. *Where's the sofa? What colour's this bedroom? What colour's the kitchen?* etc.

Key: 4, 5, 3 / 6, (1,) 2

94

1. Where's the car?
   It's in the bedroom. It's on the chair.
2. Where's the car?
   It's in the living room. It's under the table.
3. Where's the car?
   It's in the kitchen. It's on the table.
4. Where's the car?
   It's in the bedroom. It's under the bed.
5. Where's the car?
   It's in the living room. It's on the sofa.
6. Where's the car?
   It's in the kitchen. It's under the chair.

CB66. ACTIVITY 2

Draw and colour. Say and colour.

- Focus on one of the pictures at the bottom of the page and elicit the words by pointing and asking *What's this?*
- Point to each ball and ask *What colour is it?* Point to the picture on the left and draw a white ball somewhere in it, e.g. on the table. Point to the picture on the left in one of the pupils' books and say *Draw and colour five balls.* Pupils draw and colour the five balls in the picture on the left. They must be on or under one of the objects in the picture.
- When all the pupils have finished, invite a more confident pupil to the board with his/her book. Ask *Where's the red ball?* The pupil responds, e.g. *It's on the sofa.* Draw a red ball on the sofa in the picture on the right.
- Pupils work in pairs without looking at each other's books. They ask and answer about the balls as in the example. They draw and colour the balls from their partner's picture in the picture on the right. When they have finished, they compare pictures.

Consolidation activity

- Pupils draw, colour and cut out a large ball. They use two colours of their choice. Ask all the pupils to stand up and to put their balls somewhere in the classroom (in, on or under a table, chair, bag or book). Pupils then walk around the classroom looking at the balls and where they are. Play music. When you stop the music, pupils get into pairs. Pupil A asks *Where's your ball?* Pupil B responds, e.g. *On an orange book.* Pupil A finds the ball and says the colours, e.g. *It's black and yellow.* Pupil B says *Yes* or *No.* Pupils then swap roles. Play the music again so that pupils speak to three or four of their classmates.

Ending the lesson

- Pupils stand in circles of six. Each group needs a (real) ball. Call out a vocabulary category, e.g. home, toys or colours. Pupils throw the balls around the circles. Each pupil says a word from the category before throwing the ball to another pupil. Say another category and they play again.
- Say the closing routine.

Digital Classroom

- **Presentation Plus:** Unit 6
- **Digital Flashcards**
- **Audio 94**
- **Practice Extra**

Objectives

By the end of the lesson, pupils will have reviewed language from Unit 6.

Target language

- **Key language:** parts of the body, *I've got (blue) (eyes), I haven't got (four) (legs).*
- **Revision:** classroom objects, toys, numbers 1–6, colours

Materials

- **Flashcards:** classroom objects and toys (10–15, 32–37)
- **Coloured pencils or crayons for each pupil:** red, blue, yellow, brown, black, white
- **Review game:** see page T94–95

Warmer

- Say the opening routine.
- Place eight or ten classroom object and toy flashcards on the board in a row. Say a sentence about each one using *I've got*, e.g. *I've got a chair*. Say *Look and remember*. Give pupils 30 seconds to look and remember the pictures in the correct order. Remove the flashcards.
- Elicit the first item from a pupil. He/She says, e.g. *chair*. Say *Yes! I've got a chair* and put the flashcard back on the board. Repeat with the other items until all the flashcards are back on the board. Mime to give clues if pupils get stuck.

CB67. ACTIVITY 3

Listen and tick (✓) or cross (✗).

- Show page 67. Point to the pictures of the body parts one by one and elicit, e.g. *Two blue eyes.*
- Play the example on the Audio. Point to the brown eyes and mime drawing a cross as you shake your head and say *No*. Play the example again. Point to the blue eyes and mime drawing a tick as you nod your head and say *Yes*.
- Say *Open your books at page 67, please*. Play the Audio. Pupils listen and tick or cross the pictures with their fingers.
- Play the Audio again. Stop after each one for pupils to tick and cross the boxes in pencil. Check answers with the class.

Extra challenge Pupils work in pairs. Pupil A makes a sentence as if he/she is one of the characters in the pictures, e.g. *I've got grey arms. I've got a white mouth.* Pupil B points and says *(You're) the robot.*

Key: **2** three legs ✓, four legs ✗; **3** green hands ✓, purple hands ✗; **4** pink arms ✗, grey arms ✓

95

1. I haven't got brown eyes. I've got blue eyes.
2. I haven't got four legs. I've got three legs.
3. I haven't got purple hands. I've got green hands.
4. I haven't got pink arms. I've got grey arms.

CB67. ACTIVITY 4

Choose and colour. Say and colour.

- Review the six colours. Ask pupils to place the crayons (red, blue, yellow, brown, black, white) on their desks. Say a series of four colours. Say it again, then clap your hands. Pupils put their crayons in the same order. Check in pairs, then with the class. Repeat two or three more times.
- Show the pictures in Activity 4. Point to the alien on the left and say *Look at the alien*. Elicit and count the body parts. Point to the head and say *What colour?* Point to the paint splodges between the pictures. Say *Choose and colour*. Pupils work in secret to colour in the alien on the left. They colour each body part in a different colour.
- When they have finished colouring, pupils work in pairs. They must not show their pictures to each other. Say *You are your alien*. Pupil A makes a sentence, e.g. *I've got red legs*. Pupil B colours the legs red in the picture on the right. Then Pupil B makes a sentence and Pupil A colours the body part in the picture on the right. When they have finished, they compare their pictures.

Consolidation activity

- Play the *Yes/No* game. Pupils form a circle. When you say *Yes* they jump inwards. When you say *No* they jump outwards. Say *Yes* and *No* a few times to practise. Stand in the middle of the circle and make a sentence about your body, e.g. *I've got three hands. I've got blue eyes*, etc. If the sentence is true (*Yes*), pupils jump inwards. If it is false (*No*), they jump outwards. Continue to make sentences, getting faster and faster.

Ending the lesson

- Pupils play the Review game on pages 94 and 95 (instructions on page T94–95).
- Ask pupils which chant, song or game they'd like to do again from Unit 6. Do it together.
- Say the closing routine.

Digital Classroom

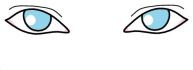
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- **Digital Flashcards**
- **Audio 95**
- **Practice Extra**

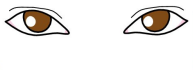


3 95 Listen and tick (✓) or cross (✗).

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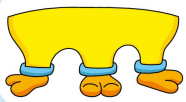


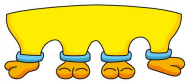

✓


✗

2







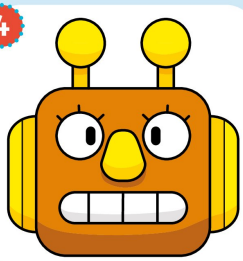
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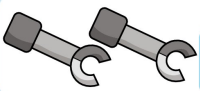




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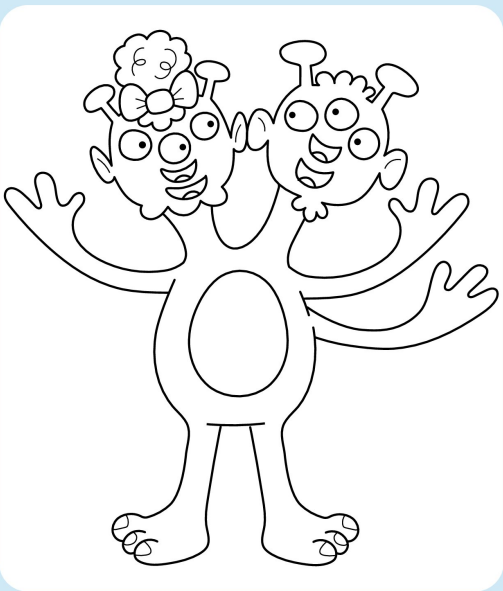




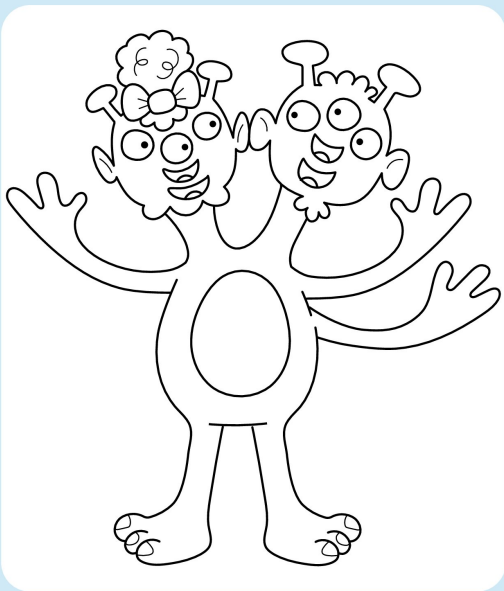


4 Choose and colour. Say and colour.

I've got red legs.







Trevor's values

Taking turns



1 96 **Listen and point.**



2 **Act it out.**

Taking turns: *Let's play pairs. OK. You start. It's my turn.* | collaboration

Objectives

By the end of the lesson, pupils will have learnt phrases for playing games, and made and played their own game in English.

Target language

- **Key language:** *Let's play pairs, OK, You start, It's my/your turn.*
- **Additional language:** *card, pair, good*
- **Revision:** toys, classroom objects, *sofa, bed, Here's a (kite) for you, Thank you.*

Materials

- **Flashcards:** toys (32–37)
- A selection of flashcards from Units 1 to 6
- Photocopiable 6 copied onto thin card for each pupil, coloured pencils or crayons, scissors
- Two sets of Photocopiable 6 cards already coloured and cut out
- **Consolidation activity:** 14 flashcards from Units 1 to 6 (two from each category)

Warmer

- Say the opening routine.
- Review the language from the last 'values' lesson. Hand a toy flashcard (or a real toy) to a pupil. Say, e.g. *Here's a kite for you.* Encourage him/her to say *Thank you.* Repeat with different toys and different pupils.
- Pupils practise the language in pairs in the same way. They pass classroom objects to one another.

CB68. ACTIVITY 1

Listen and point.

- Show page 68. Wave at Trevor and say *Hello, Trevor!* Pupils say *Hello, Trevor!* and wave. Point to the four large pictures and say *Listen and point.* Play the Audio. Point to the characters as they speak. (The girl in picture 1 speaks first.)
- Say *Open your books at page 68, please.* Say *Listen and point.* Play the Audio again. Pupils listen and do the same.
- Teach *card* and *pair* using the sets of cards from Photocopiable 6. Say *Point to the cards.* Pupils point. Ask *Where is the pair? Which picture?* Pupils respond *Picture 4.*
- Play the Audio again. Stop after each line. Pupils repeat in chorus. Encourage them to use the same intonation as on the Audio. Make sure pupils understand the meaning of *It's my/your turn.* Talk briefly about taking turns when you play a game. Say *It's good to take turns.* Also point out that the girl says *Good* when the boy finds a pair of cards. She is playing nicely.

96

Girl: Let's play!
Boy: OK. Let's play pairs!
Boy: OK. You start. Look at two cards.
Girl: A kite and a sofa. It isn't a pair. It's your turn.
Boy: OK. My turn.
Boy: Look! A sofa and a sofa. It's a pair.
Girl: Good.
Boy: It's my turn again.
Girl: Yes, it is.

CB68. ACTIVITY 2

Act it out.

- Show pupils your cards. Tell them they are going to make cards and play the game. Hand out copies of Photocopiable 6 and scissors. Elicit the names of the pictures on the cards.
- Pupils colour in and cut out their cards.
- Review the language for turn taking and game playing (see audioscript above). Say each phrase. Pupils repeat in chorus.
- Put two sets of cards face down on the table. Invite a pupil to play. Say *Let's play pairs! It's my turn.* Turn over two cards. Say the words. If the cards don't match, say, e.g. *A bike and a doll. It isn't a pair. It's your turn.* The pupil turns over two cards and the game continues. If your cards match, say, e.g. *Look! A table and a table! It's a pair. It's my turn again.*
- Pupils play in pairs. Monitor and encourage them to use the language from Activity 1 as they play.

Extra support Pupils don't make full sentences. They say, e.g. *A bike. A doll. No!* or *A table. A table. Yes!* To play the game they say *My turn. Your turn.*

Consolidation activity

- Place 14 flashcards on the board in random order: two classroom objects, two colours, two toys, Mummy and Daddy, two rooms, two pieces of furniture, two parts of the body. Call a pupil to the front and say *Find a pair.* The pupil touches a pair of flashcards and says, e.g. *Orange and pink. A pair!* Ask the class *Is it a pair?* If it is, the pupil takes the flashcards. Repeat with different pupils. Use *It's your turn* and *Good* during this activity.

Ending the lesson

- Give a flashcard from Units 1 to 6 to each pupil. Choose flashcards from the following categories: classroom objects, colours, toys, rooms, furniture, shapes, colours and parts of the body. Make sure you hand out an even number of flashcards from each set, so that pairs can be made with all the flashcards.
- Ask individual pupils to show their flashcards and say what they have, e.g. *I've got a circle.*
- Pupils walk around the class, show their flashcard and say *I've got (a circle).* They find a partner who has a flashcard from the same category (e.g. two shapes, two colours, two toys, two parts of the body). When they find a partner, they both say *It's a pair!* They check with you and sit down.
- Say the closing routine.

Digital Classroom

- **Presentation Plus:** Unit 6
- **Digital Flashcards**
- **Audio 96**
- **Practice Extra**

Objectives

By the end of the lesson, pupils will have reviewed language from Units 5 and 6.

Target language

- **Revision:** rooms, furniture, parts of the body, colours, *robot*, *in*, *on*, *under*, *I've got (pink) (eyes).*
- **Additional language:** *toy room*, *alien*

Materials

- **Flashcards:** home (43–48)
- **Consolidation activity 1:** eight to ten flashcards from Units 5 and 6
- **Consolidation activity 2:** paper and coloured pencils or crayons for each pupil

Warmer

- Say the opening routine.
- Hand out all the home flashcards. Pupils with flashcards stand up. Ask each pupil *What have you got?* He/She replies *I've got a (sofa)* and shows the picture to the class. Pupils say the word in chorus. The pupil sits down and puts the flashcard face down. Point to the flashcards at random, and pupils say the words in chorus. The pupil with the flashcard corrects them if they are wrong.
- Revise *in*, *on* and *under* using objects in the classroom.

CB69. ACTIVITY 1

Listen and draw lines.

- Show page 69. Point to the picture and ask *What's this?* Elicit *A house.* Say, e.g. *Point to the kitchen.* Elicit/Teach *toy room.*
- Point to the red robot. Elicit *robot.* Say *It's a red robot.* Ask *Where's the red robot?* Follow the example line with your finger and elicit *In the bedroom. Under the bed.* Play the example on the Audio to confirm.
- Say *Open your books at page 69, please.* Say *Listen and draw lines.* Tell pupils to use a pencil. Play the rest of the Audio. Stop after each item for pupils to draw lines. They check in pairs. Play the Audio again. Stop after each one and check with the class. Ask, e.g. *Where's the pink robot?*

Extra challenge Pupils work in pairs to ask and answer about the robots. They can do this with their books open or from memory.

Key: **2** living room, on the sofa; **3** kitchen, on the table; **4** toy room, under the chair

97

1. The red robot is in the bedroom. It's under the bed.
2. The pink robot is in the living room. It's on the sofa.
3. The yellow robot is in the kitchen. It's on the table.
4. The blue robot is in the toy room. It's under the chair.

- Point to the house picture. Ask *Where's the kite?* Elicit *In the toy room.* Repeat with other items in the picture.
- Pupils work in pairs. They ask and answer about things in the picture.

CB69. ACTIVITY 2

Listen and circle.

- Draw an alien on the board. Elicit *alien.*
- Point to the pictures in pair 1. Elicit *eyes* and *mouth.* Say *Listen and look.* Play the example on the Audio. Point to the mouth and the circle around it.
- Say *Listen to the alien. Listen and circle.* Draw a circle in the air. Play the Audio. Stop after each item for pupils to circle. Pupils check answers in pairs. Play the Audio again. Check answers with the class.

Key: **2** second picture, **3** first picture, **4** second picture, **5** first picture, **6** first picture

98

1. I've got an orange mouth.
2. I've got blue arms.
3. I've got green hands.
4. I've got brown legs.
5. I've got a yellow head.
6. I've got pink eyes.

Consolidation activity 1

- Play the *Disappearing flashcards* game with eight to ten flashcards from Units 5 and 6. Cover the words on the back with sticky notes.
- Show each flashcard in turn. Elicit the word. Place it on the board.
- Turn one flashcard to face the board. Elicit all the words again, including the one for the flashcard pupils can't see. Repeat, each time turning one more flashcard to face the board. Pupils then repeat from memory in chorus. Turn over each flashcard again as pupils say it, to check.

Consolidation activity 2

- Give each pupil a piece of paper. Say *Draw an alien. Draw a head, a body, arms with hands, and legs. Colour the alien in different colours.* Monitor and check pupils are using different colours (but that, e.g. both arms are green, both legs are yellow).
- Pupils work in pairs. They show their pictures and talk about them using alien voices, e.g. *I've got a blue head.*

Ending the lesson

- Choose one of the songs or chants from Units 5 or 6. Encourage pupils to join in with the words and actions.
- Say the closing routine.

Digital Classroom

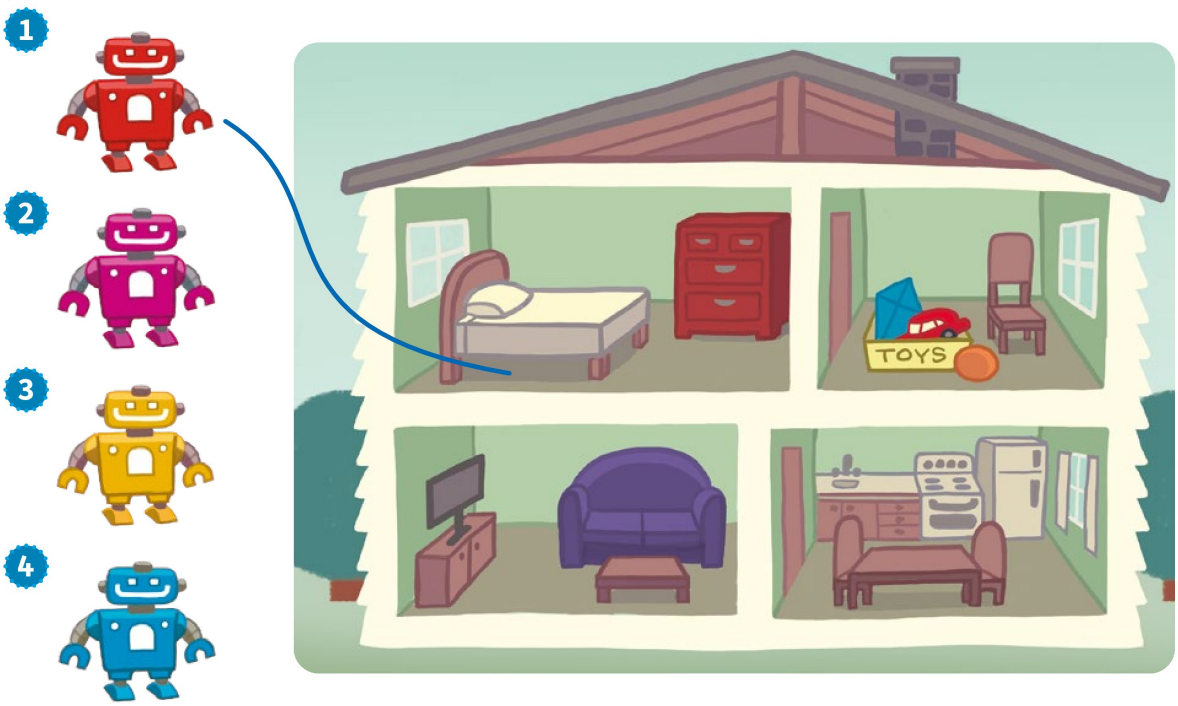
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- **Audio 97–98**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

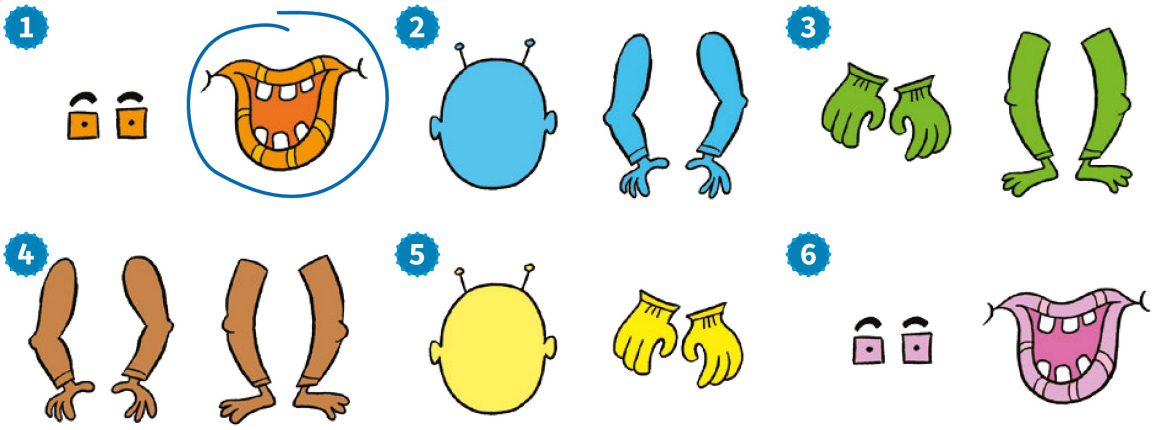
- **Tests** *Unit 6 Test*

Review Units 5 and 6

1 97 Listen and draw lines.



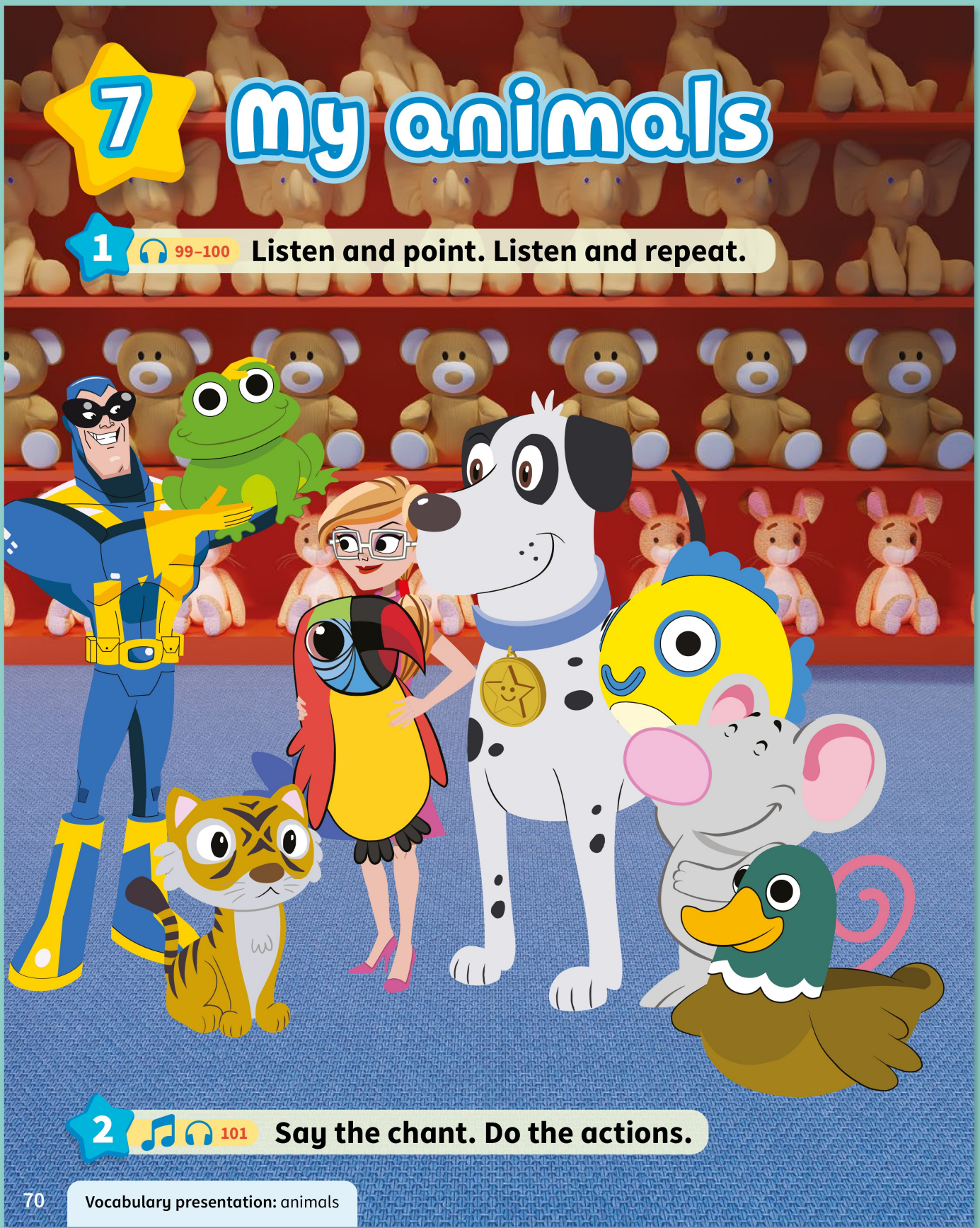
2 98 Listen and circle.



Remember to finish the online activities for these units on Practice Extra.

7 My animals

1 99–100 Listen and point. Listen and repeat.



2 101 Say the chant. Do the actions.

Vocabulary presentation: animals

Objectives

By the end of the lesson, pupils will have named animals and learnt a chant.

Target language

- **Key language:** animals: *bird, dog, duck, fish, frog, tiger*
- **Revision:** toys, colours, *mouse, star, I've got a (dog), It's (black) and (white).*

Materials

- **Flashcards:** Monty and animals (3, 59–64)
- A selection of four known toys (e.g. car, doll, ball, robot) and four new soft toy animals (e.g. dog, bird, duck, tiger)
- **Consolidation activity:** lively music
- A set of character masks

Warmer

- Say the opening routine.
- Show some toys. Elicit the ones pupils already know. Say, e.g. *I've got a ball, a car and a doll.* Show the animal toys and see if pupils know any of the words already. Hold up just the animals and say *These are animals.* Pupils repeat *animals.*

Presentation

- Present the animal words using the flashcards. Hold up each one and elicit or say the word. Pupils repeat. Review *mouse* using the flashcard of Monty. Show all the animal flashcards again. Pupils repeat the words after you.
- Show the animals in different orders and elicit the words. Make sure pupils say each word several times. Make a sentence with *I've got* for each animal. Pupils repeat.

CB70. ACTIVITY 1

Listen and point. Listen and repeat.

- Show page 70. Ask *Where's the star?* Invite a pupil to point to the star in the picture on the whiteboard (on the dog's collar) and say *Here it is.*
- Say *Point to the tiger.* Pupils point to the tiger in the picture. Repeat with the other animals, including *mouse.*
- Put the flashcards on the board. Elicit the words.
- Say *Open your books at page 70, please.* Say *Listen and point.* Play the Audio. Pupils listen and point to the animals. Stop after the fish and check pupils are pointing correctly. Repeat for the rest of the animals.

Extra support Put the animal flashcards on the board in the order they come in the dialogue.

- Play the Audio again. Stop after each animal and ask questions, e.g. *What colour's the fish? What's Maskman got? What's Marie got? Who is a mouse? What colour's Monty?* Review *grey* using the picture and items in the classroom.

99

Wake up! Wake up!
Monty, Maskman, Marie.

Walk and talk now.
One … two … three.

Monty: Look at this fish. It's yellow and blue.
Maskman: I've got a tiger. It's orange and black. Grrrr! Grrrr!
Monty: I've got a duck. It's brown and green. Quack! Quack!
Maskman: I've got a frog. It's green. Ribbit! Ribbit!
Marie: I've got a dog. It's black and white. Woof! Woof!
Marie: And I've got a bird. It's red, yellow, blue and green. Squawk! Squawk!
Monty: I'm a mouse. I'm a pink and grey mouse. Eek! Eek!

- Say *Listen and repeat.* Play the Audio. Pupils point to the animals in the picture as they say the words.

100

Bird, dog, duck, fish, frog, tiger

CB70. ACTIVITY 2

Say the chant. Do the actions.

- Teach these actions and noises for the animals: *fish* = right hand in front of you, horizontally, fingers together; *bird* = flap arms like wings and say *Squawk!*; *dog* = hold hands in front of you like paws and say *Woof!*; *duck* = arms at your sides like folded wings, waddle and say *Quack!*; *tiger* = make a fierce face and roar; *frog* = jump on the spot and say *Ribbit!*
- Say the animal. Pupils do the action and make the noise. Repeat several times, getting faster. Then do the actions and make the noises. Pupils say the animals.
- Pupils repeat the activity in pairs. Demonstrate with a pupil.
- Put up the animal flashcards in the same order as in the chant. Point to the flashcards as you play the Audio. Pupils do the actions as they say the chant.

101

Fish, bird, dog,
Duck, tiger, frog.
Fish, bird, dog,
Duck, tiger, frog.

Fish, bird, dog,
Duck, tiger, frog.
Fish, bird, dog,
Duck, tiger, frog.

Consolidation activity

- Pupils sit in a circle. Hand out the animal flashcards. You can also play with toy animals. Play some music. Pupils pass the flashcards around. Stop the music. Each pupil with a flashcard stands up and says *I've got a (fish).* Start the music again. Pupils continue to pass the animals.

Ending the lesson

- Place the toy animals or flashcards on the board or on a table. Put on the Maskman mask. Say (in a 'Maskman' voice) *I've got a …* Pupils say, e.g. *tiger.* Say *It's …* Pupils respond, e.g. *orange and black.* Repeat with the other character masks.
- Say the closing routine.

Digital Classroom

- **Presentation Plus:** Unit 7
- **Audio 99–101**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 7, *Reinforcement worksheet 1*

Objectives

By the end of the lesson, pupils will have had more practice talking about animals and followed instructions.

Target language

- **Key language:** animals
- **Additional language:** *girl, boy, What's your favourite animal? It's a (tiger).*
- **Revision:** *I've got a (dog).*

Materials

- **Flashcards:** animals (59–64)
- **Consolidation activity 1:** Photocopiable 7 for each pupil, coloured pencils or crayons (all pupils need the same six colours)

Warmer

- Say the opening routine.
- Show the animal flashcards. Elicit the words. Say an animal. Pupils do the action and make the noise from the previous lesson.
- Place the flashcards on the board and indicate the whole group. Say *What are these?* Elicit *Animals.* Ask individual pupils *What's your favourite animal?* Pupils say one of the animals on the board, e.g. *It's a tiger.*

CB71. ACTIVITY 1

Listen and follow.

- Show page 71. Point to the first picture of the fish and say *What's this?* Elicit *Fish.* Point to different pictures and elicit the words. Remind pupils that they did a maze activity like this in Unit 5 (on page 51).
- Say *Listen and follow.* Play the Audio. Pause after the second word. Follow the example line from the fish to the dog.
- Say *Open your books at page 71, please.* Play the rest of the Audio. Pause after each word. Pupils follow the route with their fingers.
- Play the Audio again. This time pupils use a pencil to draw the lines. They check in pairs. Play the Audio again. Pause after each word to check the route with the class.

Key: See audioscript for route.

Audio 102

Fish, dog, tiger, fish, bird, duck, dog, frog, tiger

CB71. ACTIVITY 2

Listen and draw lines.

- Point to the row of children. Elicit/Teach *girl* and *boy.* Say *Number 4. Girl or boy?* Pupils answer *Girl.*
- Point to and elicit the names of the animals.
- Point to the first boy and ask *What's he got? What animal? Look.* Show the example line and elicit *A frog.* Play the example on the Audio to confirm.
- Play the rest of the Audio. Stop after each animal for pupils to draw lines. Ask them to use a pencil. They check in pairs. Play the Audio again. Stop after each one and check with the class. Say *I've got a …* Pupils respond, e.g. *duck.*

Extra challenge Pupils work in pairs. One pupil says, e.g. *I've got a frog.* The other pupil says the number of the child.

Key: **2** duck, **3** fish, **4** bird, **5** dog, **6** tiger

Audio 103

1. I've got a frog.
2. I've got a duck.
3. I've got a fish.
4. I've got a bird.
5. I've got a dog.
6. I've got a tiger.

Consolidation activity 1

- Hand out copies of Photocopiable 7. Pupils need the same six coloured crayons each. Point to the animals and elicit the words. Point to girl number 1 and say *What's she got? Take your blue crayon.* Pupils trace the line to find her animal. Elicit *It's a fish.* Point to the box next to the fish and say *Write number 1 here. Colour the fish blue.*
- Say *Look and draw lines. Write the numbers.* Pupils trace the lines from the children to the animals in different colours. Say a different colour each time. They write the numbers in the boxes and colour in the animals.
- Check with the class. Elicit sentences for each number, e.g. *I've got a fish.*

Key: **1** fish, **2** duck, **3** tiger, **4** dog, **5** bird, **6** frog

Consolidation activity 2

- You need space for this activity, e.g. the playground or gym. Stand at the front of the space. Pupils stand in a group, as far away from you as possible. Turn your back towards the pupils. They all take one step towards you. They ask in chorus *What's your favourite animal?* Turn around and say one of the animals, e.g. *It's a frog.* Pupils all jump on the spot like frogs. Turn away again. Pupils take another step and ask the question, as before. Repeat this process several times. Pupils get closer and closer to you. When you answer *It's a tiger!* roar like a tiger and try to catch the pupils nearest to you. Pupils run away and try to avoid getting caught. The pupil you catch takes your role in the next game.

Ending the lesson

- Play the chant from the previous lesson (Audio 101). Pupils join in with the words and actions. Half the class say the chant and half the class mime the animals, then they swap over.
- Say the closing routine.

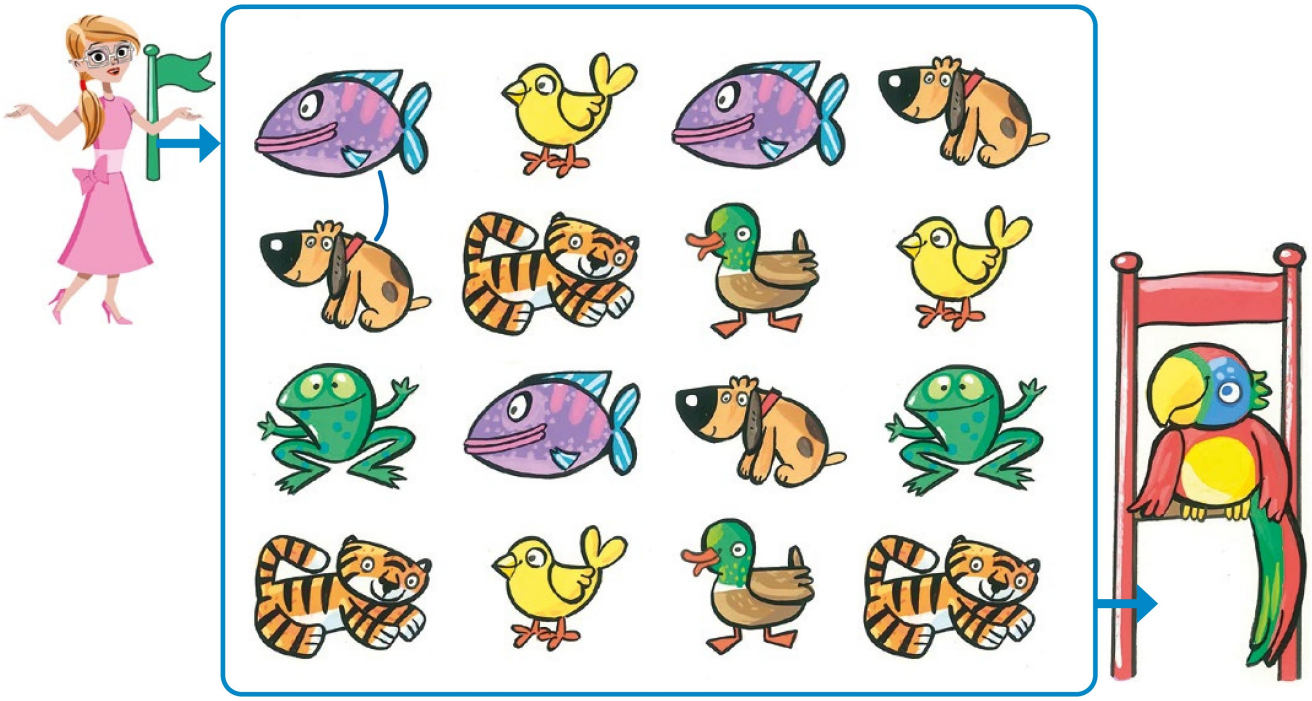
Digital Classroom

- **Presentation Plus:** Unit 7
- **Audio 102–103, 101**
- **Digital Flashcards**
- **Practice Extra**

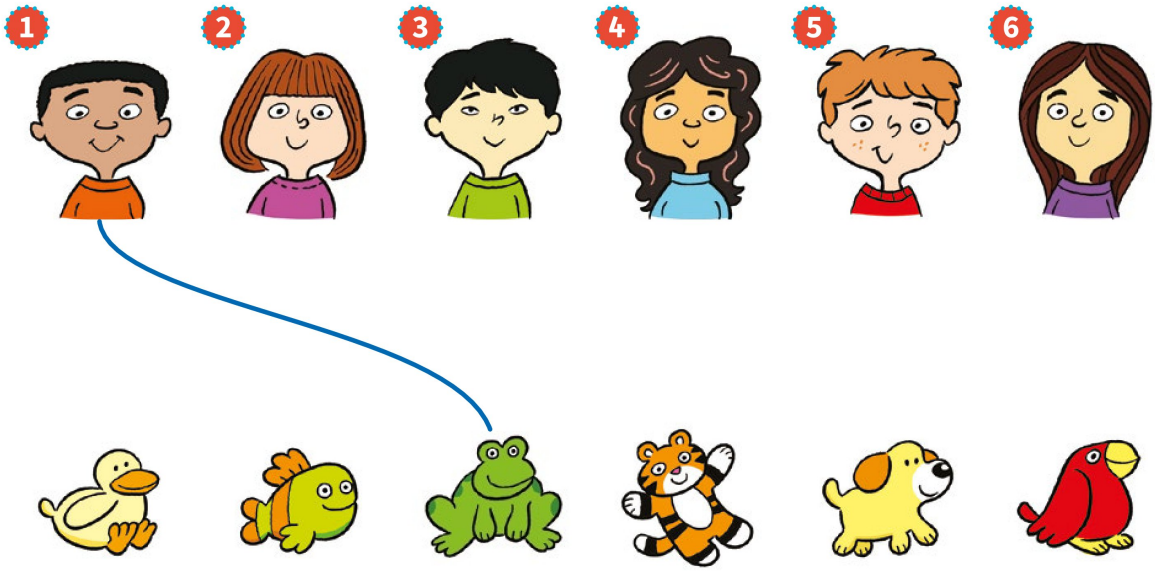
Extra Resources

- **Teacher Resources:** Unit 7, *Reinforcement worksheet 2*

1 102 Listen and follow.



2 103 Listen and draw lines.



Do the online activities on Practice Extra as you complete this unit.

Vocabulary practice: animals



Language presentation: *I can jump. I can't fly.*

Objectives

By the end of the lesson, pupils will be able to understand *I can/can't fly/jump/swim* and sing a song.

Target language

- **Key language:** animals, *fly*, *jump*, *swim*, *I can (jump)*, *I can't (fly)*.
- **Additional language:** *and*, *but*
- **Revision:** *please*, *I've got a (dog)*, *I'm a (frog)*.

Materials

- **Flashcards:** animals and actions (59–64, 65–67)

Warmer

- Say the opening routine.
- Review animals using the flashcards. Show them one by one and talk about them, e.g. *I've got a dog*. Put them where all the class can see them. Then turn over the flashcards one by one and cover the words. Say *What have I got?* Invite a pupil to touch a flashcard and say the animal. Turn it over and say, *Yes, I've got a dog*. Repeat until pupils have remembered all the animals.

Presentation

- Teach *fly*, *jump* and *swim* using mime. Then use the actions flashcards to drill the words in chorus.
- Mime flying and say *I can fly*. Pupils repeat *fly*. Jump and say *I can jump*. Pupils repeat *jump*. Mime swimming and say *I can swim*. Pupils repeat *swim*.
- Place the flashcards on the board. Number them 1, 2 and 3. Say an action. Pupils say the correct number. Repeat twice more. Then say a number. Pupils say the correct action. Repeat for the other actions.
- Say an action. Pupils do a mime. Repeat. Mime an action. Pupils say the word. Repeat for the other actions.

Song

CB72. ACTIVITY 1

Listen and point. Sing the song.

- Show page 72. Say *Look at the picture. What can you see?* Elicit the animals in the picture.
- Say *Open your books at page 72, please*. Say *Listen and point*. Play the song. Pupils point to the animal in the picture for each verse of the song. On the last line of each verse, point to the drawing of the animal in the box and shake your head.
- Play the song line by line. Do mimes for *jump*, *fly* and *swim* for the 'can' lines. Pupils repeat and copy the mimes. For the 'can't' lines, shake your head to indicate the negative.
- Point to the frog jumping and say *I can jump*. Pupils repeat. Then point to the frog in the box and say *I can't fly*. Pupils repeat. Do the same for the bird and the fish.
- Say *Let's sing the song*. Play the whole song. Pupils sing along and do the mimes for each 'can' line. They shake their heads on the 'can't' lines.

Extra challenge Invite three more confident pupils to the front. They each choose one of the animals. They sing and mime their verse of the song for the class.

104 ▶

I'm a frog and I can jump.
I'm a frog and I can jump.
I'm a frog, I'm a frog and I can jump.
But I can't fly.

I'm a bird and I can fly.
I'm a bird and I can fly.
I'm a bird, I'm a bird and I can fly.
But I can't swim.

I'm a fish and I can swim.
I'm a fish and I can swim.
I'm a fish, I'm a fish and I can swim.
But I can't jump.

105

Karaoke version

CB72. ACTIVITY 2

Say and do.

- Ask all pupils to stand up. Show the three actions flashcards in random order and say, e.g. *Jump, please!* as you show the flashcard. Pupils do the actions. Now give the instructions again. If you say *please*, pupils do the action. If not, they stand still.
- Invite a more confident pupil to come to the front and give instructions.
- Pupils work in pairs or small groups to give and follow instructions using the three action words.

Consolidation activity

- Place two chairs at the front, with the backs facing the board. Make two teams. Ask one member of each team to come and sit in a chair. Stick an animal flashcard on the board. 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 animal. The first pupil in the chair to say the correct animal wins a point for their team. Repeat with other pupils and different animals.

Ending the lesson

- Play the song again (Audio 104). Pupils sing along and do the actions for *jump*, *fly* and *swim*.
- Say the closing routine.

Digital Classroom

- **Presentation Plus:** Unit 7
- **Audio 104–105**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 7, *Song worksheet*

Objectives

By the end of the lesson, pupils will have practised *fly*, *jump* and *swim* and will recognise the difference between *can* and *can't*.

Target language

- **Key language:** animals, *fly*, *jump*, *swim*, *I can (jump)*, *I can't (fly)*.

Materials

- **Flashcards:** animals (59–64)
- **Consolidation activity 1:** lively music

Warmer

- Say the opening routine.
- Review *fly*, *swim* and *jump* using mime.
- Play the song from the previous lesson (Audio 104). Pupils sing along and do the actions.

CB73. ACTIVITY 1

- Watch the ▶ Video and answer the questions.

Listen and tick (✓).

- Show page 73 and point to the first picture in pair 1. Say *I can jump or I can't jump?* Elicit *I can jump*. Repeat for the second picture. Say *Listen and look*. Play the example on the Audio. Point to the correct picture on the whiteboard and the tick.
- Say *Open your books at page 73, please*. Say *Listen and tick*. Draw a large tick in the air. Pupils copy. Play the Audio. Stop after each action word for pupils to think and tick. Ask pupils to use pencil, not pen. Pupils check answers in pairs. Play the Audio again. Elicit answers.

Extra support The first time they listen, pupils work with their books closed, looking at the whiteboard. Play the Audio, stopping after each item and pointing to the two pictures one by one. Pupils draw a large tick in the air to show which picture.

Key: **2** second picture, **3** first picture, **4** second picture

106 ▶

1. I can jump.
2. I can't fly.
3. I can swim.
4. I can't jump.

- Play an action game. Pupils only do the actions if you say *can*. Say, e.g. *I can jump*. Pupils jump. Say *I can swim*. Pupils mime swimming. Say *I can't fly*. Pupils do nothing. After several sentences, ask a confident pupil to lead the game. If you want to make the game competitive, pupils who make a mistake are 'out'.

CB73. ACTIVITY 2

Listen and write the number.

- Point to the pictures. Elicit the animal and the action for each one.
- Write numbers 1 to 4 on the board. Elicit the numbers. Say *Listen and write the number*. Say *Write 1, 2, 3 or 4*. Point to the small boxes in the corner of each pair of pictures. Play the example on the Audio. Point to the example number 1 in the box for the pictures of the frog. Make sure pupils understand that each number refers to two pictures.
- Play the Audio. Pause after each one for pupils to think and write. Pupils check in pairs. Play the Audio again. Stick the fish, duck, frog and bird flashcards on the board in the same order as in the activity. Ask a pupil to come to the front. Say *What's number 1?* Pupils respond *Frog*. The pupil writes *1* next to the frog flashcard. Repeat for the rest of the pictures. Pupils check their answers.

Key: fish 3, duck 4, (frog 1,) bird 2

107

1. I can jump. I can't fly.
2. I can't swim. I can fly.
3. I can't jump. I can swim.
4. I can fly. I can't jump.

Consolidation activity 1

- You need space for this activity, e.g. the front of the class or the gym. Play some lively music. Pupils dance. Stop the music. Say, e.g. *I can swim*. Pupils mime swimming. Clap your hands. Pupils stop miming. Start the music again. Pupils dance again. Repeat for the other two actions (*I can jump, I can fly*) and animals (say, e.g. *I'm a dog*. Pupils mime being dogs.).

Consolidation activity 2

- Hold one of the animal flashcards so pupils can't see it. Make sentences about the animal (e.g. for the dog: *I can swim. I can jump. I can't fly.*). Pupils try to guess the animal. Give mime or sound clues if they are having difficulty. When a pupil guesses correctly, show your flashcard. Repeat with different animals. Invite confident pupils to lead the game.

Ending the lesson

- Divide the class into three or four groups. Name the groups different colours. Give instructions to each group, e.g. *Red, I can jump. Green, I'm a duck. Pink, I'm a tiger.* Pupils only do the action/mime if they are in the named group. Vary the instructions and speed up. Ask a confident pupil to lead the game.
- Say the closing routine.

Digital Classroom

- **Presentation Plus:** Unit 7
- **Audio 104, 106–107**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 7 *Extension worksheet 1*

7

1 106 Listen and tick (✓).

1 

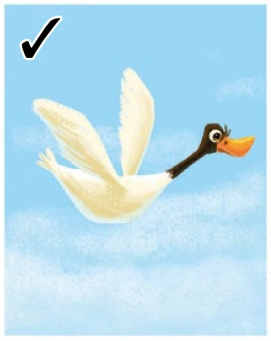

2 


3 


4 


2 107 Listen and write the number.











Language practice: *I can jump. I can't fly.*

1 108 Watch the video. Listen and act out the story.



Story: unit language in context

Objectives

By the end of the lesson, pupils will have listened to a story and reviewed language from the unit.

Target language

- **Key language:** language from the unit
- **Additional language:** *It can/can't (talk).*

Materials

- **Flashcards:** animals and actions (59–64, 65–67)
- One set of character masks for each pupil
- **Consolidation activity:** equipment / mobile phone to record audio or video
- **Extension activity:** paper and coloured pencils or crayons for each pupil

Warmer

- Say the opening routine.
- Play a mime game to review the animals and actions. Mime an animal or an action (*fly*, *jump*, *swim*). Pupils say the word.
- Pupils take turns to mime animals and actions. The other pupils say the words.
- Place the flashcards on the board. Elicit the words again.
- Teach/Review *talk*. Speak quickly and move the fingers and thumb of one hand together and apart to show talking. Say *I can talk*. Pupils repeat *talk* and copy the mime several times.

Story

CB74. ACTIVITY 1

Watch the video. Listen and act out the story.

- Show page 74. Point to each picture and elicit the animals and characters.

Extra support Use the pictures to guide pupils to predict the story. Ask pupils to guess what Marie, Maskman and Monty are saying in each picture.

- Watch the ▶ Video with the class. Give pupils the option of watching it twice if they need to.
- Focus on the story pictures on the whiteboard and ask questions:
  Picture 1: *What can the fish do? Can it fly?* (*No, it can swim*)
  Picture 2: *Can the frog swim?* (*Yes*)
  Picture 3: *Can the frog fly?* (*No, it can jump*)
  Picture 4: *What has Maskman got?* (*A duck*)
  Picture 5: *Can the duck swim?* (*Yes*)
  Picture 6: *What can Marie's bird do?* (*It can jump, fly and talk*)
- Say *Open your books at page 74, please.* Say *Listen and point to the pictures.* Play the Audio. Pupils listen and point to the speakers in each picture. Stop after each picture to check. Play the Audio for the picture again and point to the characters in the story pictures on the whiteboard. You can invite two more confident pupils to do this.
- Put the class in three groups, Marie, Maskman and Monty. They put on their masks. Say *Listen and act out the story.* Play the Audio again. The groups stand up and mime when their character is speaking.

Extra challenge Invite three pupils to the front with their character masks. Give them flashcards for the animals they have in the story. They act out the story using the flashcards as props.

108 ▶

Wake up! Wake up!
Monty, Maskman, Marie.

Walk and talk now.
One … two … three.

Monty: Marie! Maskman! Look at my fish. It can swim.
Maskman: Hmm.
Marie: Yes, it can swim, Monty.

Monty: And my frog can jump and swim.
Maskman: Hmm.

Maskman: My duck can jump. My duck can fly and …

Maskman: … my duck can swim!
Monty & Marie: Oh, Maskman!

Marie: My bird can't swim, but it can jump … it can fly … and …

Marie: … it can talk!
Parrot: Hello!
Maskman: Eek!

Consolidation activity

- Practise the song from page 72 (Audio 104) again. Tell pupils you are going to record them. If you are using a video recorder, encourage pupils to do the actions as they sing. Play the recording back to the class.

Extension activity

- Draw a picture of an imaginary animal (e.g. with a tiger's head, a dog's body and a duck's legs). Point to the different parts of its body and elicit the animal names. Say, e.g. *It's a tiger's head. It's a dog's body. It can jump.*
- Pupils draw their own imaginary animal. They use parts of the body from animals that they know. Monitor as they draw. Ask, e.g. *What animal is this? Is it a mouse's head? Can it swim?*
- Ask confident pupils to show their pictures to the class. Help them talk about their picture.

Ending the lesson

- Put on one of the character masks, e.g. Monty. Say a true or false sentence about the story, e.g. *I've got a duck.* Pupils look at the story and stand up for 'true', and stay sitting down for 'false'. Repeat with different characters and sentences.
- Say the closing routine.

Digital Classroom

- **Presentation Plus:** Unit 7
- **Audio** 108, 104
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 7, *Extension worksheet 2*

Objectives

By the end of the lesson, pupils will have practised the language from the story and will have learnt to ask and answer questions with *Can you …?*

Target language

- **Key language:** language from the unit
- **Additional language:** *and, but, talk, Can you (swim)? Yes, I can. / No, I can't.*

Materials

- **Flashcards:** animals and actions (59–64, 65–67)
- **Consolidation activity 2:** photos of six to nine new animals

Warmer

- Say the opening routine.
- Play the story ▶ Video again. Pupils work in three character groups and mime being their character as they watch.

CB75. ACTIVITY 1

Listen and draw lines.

- Show page 75. Point to the animals and elicit the words. Now point to the illustration of water and mime swimming to elicit *swim*. Do the same for *jump, fly* and *talk*.
- Point to the example line from the fish to the water. Play the example on the Audio and trace the line with your finger. Say *It can swim. The fish can swim.*
- Say *Open your books at page 75, please*. Say *Listen and draw lines*. Play the Audio, stopping after each animal. Pupils draw lines from the animals to one or more of the pictures below. Ask pupils to use pencil, not pen. They check answers in pairs.

Extra support The first time that pupils listen, point to the animal and ask them to mime the actions that it can do after hearing each item.

- Play the Audio again. Invite a more confident pupil to the whiteboard to draw the lines. Check answers with the whole class.

Key: **2** jump, swim; **3** jump, fly, swim; **4** jump, fly, talk

Audio 109

1. **Monty:** Look at my fish. It can swim.
2. **Monty:** And my frog can jump and swim.
3. **Maskman:** My duck can jump. My duck can fly and … my duck can swim!
4. **Marie:** My bird can't swim, but it can jump … it can fly … and … it can talk!

CB75. ACTIVITY 2

Tick (✓) or cross (✗). Ask three friends.

- Show the chart. Invite a more confident pupil to the front, point to the first row and say *This is you*. Point to the first picture and ask *Can you swim?* The pupil answers *Yes* or *No*. Put a large tick or cross in the box. Model *Yes, I can. / No, I can't*. Continue for the other three actions (fly, sing and jump), putting a tick or a cross. Drill the four questions and the two answers with the class.
- Point to the other rows and say *Ask three friends*. Put pupils into groups of four. In their groups, pupils talk in pairs. They ask and answer the questions and draw ticks or crosses. Pupils swap pairs twice and complete the chart. As they are working, monitor to check that they are speaking English.
- Pupils compare and check their charts in their groups.

Extra support Instead of saying *Yes, I can* or *No, I can't*, pupils just say *Yes* or *No*.

Extra challenge Invite pupils to talk about one of the other pupils in their group, e.g. *Max can jump, but he can't swim. He can't fly, but he can sing.*

Consolidation activity 1

- Stand with the pupils in a circle. Show each of the animal flashcards and say the words together. Pass a flashcard to the pupil on your left and another to the pupil on your right. Continue giving out the flashcards to your left and right, saying the word. Pupils take the flashcard, say the word and pass it on, crossing over and continuing when the flashcards meet.

Consolidation activity 2

- Prepare photos of six to nine new animals and show them to the class in two or three rows of three. Don't teach pupils the new animal words. Choose one of the animals and describe it, e.g. *It's grey. It can walk and it can swim. It can't fly. It can't jump*. Invite a pupil to the board to point to the animal that you are describing (an elephant). Do the same for two or three more animals.
- You could invite a very confident pupil to choose and describe another of the animals.

Ending the lesson

- Put the animal and the actions flashcards in two groups, face down. Turn over one flashcard from each group at random, e.g. a bird / swim. Elicit the sentence, e.g. *The bird can't swim.* Invite pupils to come to the front and do the same with other pairs of flashcards to make sentences with *can* or *can't*.
- Say the closing routine.

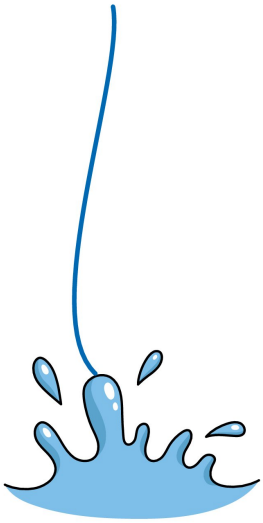
Digital Classroom

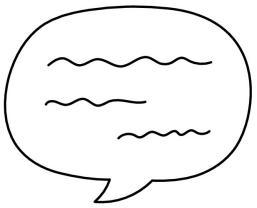
Presentation Plus: Unit 7
Digital Flashcards
Audio 109
Practice Extra

1 109 Listen and draw lines.



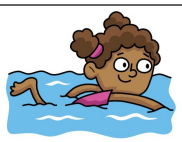


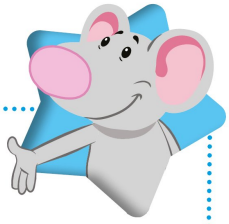



2 Tick (✓) or cross (✗). Ask three friends.

Can you swim? Yes, I can.

				
Me				
1				
2				
3				

Monty's sounds



1 110 Watch and say.



2 Ask and answer.

Toy cats?

Two toy cats.



Sounds: *two*, *tigers*, *cat*, *toys*, *not*

Objectives

By the end of the lesson, pupils will have recognised and practised the sound /t/ in familiar words and short phrases.

Target language

- **Key language:** the sound /t/ (*two, tigers, cat, toys, not*), animals
- **Additional language:** *Jump up!*
- **Revision:** numbers 1–6, *I'm a (tiger).*

Materials

- **Flashcards:** animals (59–64)
- A4 paper for each pupil
- **Consolidation activity:** a paper plate or circle of card for each pupil, coloured pencils or crayons, scissors, elastic

Warmer

- Say the opening routine.
- Place the animal flashcards around the room face down. Divide the class into groups of four or five and send each group to one flashcard. Tell one pupil from each group to take a look at the flashcard without letting the others see and to mime being the animal. The others guess the animal. Move groups to the next flashcard, where another pupil looks and mimes. Continue clockwise around the flashcards.

Presentation

CB76. ACTIVITY 1

Watch and say.

- Tell pupils they are going to watch a ▶ Video with three animals in.
- Play the ▶ Video. Pupils watch and join in with the /t/ sounds and words. Pause the ▶ Video after the first version of the animation. Ask *What are the three animals?* Elicit the answer *Two tigers and a cat.*
- Build up and drill the phrase *Two tigers and a cat.* Pupils repeat in chorus. For each of the /t/ sounds, tap your tongue just behind your front teeth in an exaggerated way.
- Take a piece of paper and scrunch it up into a ball. Say *Two tigers and a cat*, throwing the ball up on the /t/ sound. Give pupils a piece of A4 paper to scrunch up into a ball. Say *Two tigers and a cat* and invite pupils to say /t/, throw their paper balls up and say *Two tigers and a cat.*
- Play the second version of the animation (with pauses). Pupils repeat the sounds and words.
- Show page 76. Build up and drill the other sentences: *Two are toys and one is not. Jump up, tigers! Jump up, cat!*

110 ▶

Monty: Two tigers and a cat!
What can you see? Say it with me!
Monty & Voice: Two tigers and a cat. Two are toys and one is not. Jump up, tigers! Jump up, cat!
/t/ /t/
Voice: Two tigers and a cat!
Two are toys and one is not.
Jump up, tigers! Jump up, cat!
Two tigers and a cat. Two are toys and one is not. Jump up, tigers! Jump up, cat!
/t/ two /t/ tigers /t/ cat /t/ toys /t/ not
Two tigers and a cat. Two are toys and one is not. Jump up, tigers! Jump up, cat!
Monty: One more time – you sound fine!
Monty & Voice: Two tigers and a cat. Two are toys and one is not. Jump up, tigers! Jump up, cat!

- Focus on the Activity 1 picture. Point to each animal and ask *Is it a toy?* Pupils mime being a toy tiger and a real cat. Divide pupils into two groups – Group 1 are toy tigers and Group 2 are real cats. Teach them this dialogue to say in their groups:
  Group 1: *I'm a tiger.*
  Group 2: *I'm a cat.*
  Group 1: *I'm a toy.*
  Group 2: *I'm not. Jump up, tiger!*
  Group 1: *Jump up, cat!*

CB76. ACTIVITY 2

Ask and answer.

- Show the picture and invite a pupil to the whiteboard. Say *Point to the cat. Not toy cats.* The pupil points to the real cat on the sofa. Invite another pupil to the board and say *Point to the toy cats.* The pupil points to the two toy cats. Ask pupils *How many toy cats?* (*Two*)
- Invite a pupil to choose another animal in the picture. Invite a second pupil to say how many animals there are.
- Say *Open your books at page 76, please.* Pupils work in pairs with the picture in their books to ask and answer.

Extra support Pupils ask and answer across the class instead of in pairs.

Key:

Cats. *One cat.*	Dogs. *Two dogs.*
Toy cats. *Two toy cats.*	Toy dogs. *One toy dog.*
Ducks. *Two ducks.*	Toy tigers. *Two toy tigers.*
Toy ducks. *Six toy ducks.*	

Consolidation activity

- Give pupils a paper plate each (or a circle of white card). Help them to make a tiger or cat face mask. They stand up, mingle, and introduce themselves, saying *I'm a tiger/cat. Hello, tiger! Hello, cat!*

Ending the lesson

- Pupils stand in two lines: tigers and cats. Say *Tigers and cats* and ask pupils to hop on the /t/ sounds. Say *One's a toy and one is not.* Again, pupils hop on the /t/ sounds. Say *Jump up, tigers!* and the tigers jump. Say *Jump up, cats!* and the cats jump.
- Say the closing routine.

Digital Classroom

Presentation Plus: Unit 7
Digital Flashcards
Audio 110
Practice Extra

Objectives

By the end of the lesson, pupils will have reviewed language from the unit in listening and speaking activities.

Target language

- **Key language:** language from the unit
- **Revision:** rooms, furniture, *in*, *on*, *under*, *What's your name? How old are you? Open your book, Point to a (dog), What colour's a (frog)? What's your favourite (animal)?*

Materials

- **Flashcards:** animals and actions (59–64, 65–67)
- Maskman mask for the teacher
- **For larger classes:** Maskman mask for each pair of pupils
- **Review game:** see page T94–95

Warmer

- Say the opening routine.
- Review animals and actions. Hold up each flashcard, elicit the word and hand it to a pupil. Pupils show their flashcard to the class, say the word and stick it on the board.
- Review prepositions. Place the animal flashcards around the class (in your bag, on the table, under a chair, etc.). Ask, e.g. *Where's the tiger?* Help pupils to answer.

CB77. ACTIVITY 1

Listen and stick.

- Show page 77. Ask *Is it a living room?* (*No, it's a bedroom.*)
- Elicit known items in the picture (*table*, *chair*, *bed*, *house*, *book*, *car*). Say, e.g. *Point to the table.* Pupils point.
- Pupils prepare the animal stickers. Hold up the stickers and say *Listen and point.* Play the Audio. Pupils listen and point to the stickers. Check they are pointing to the correct items.
- Say *Open your books at page 77, please.* Say *Now listen and stick.* Play the Audio. Stop after each one. Check pupils have the correct sticker and the correct position. Pupils stick the sticker in the correct place.

111

1. Can you see the dog?
   Yes, I can. It's under the bed.
   Yes.
2. Can you see the tiger?
   Yes, I can. It's on the table.
   Yes.
3. Can you see the bird?
   Yes, I can. It's on the book.
   Yes.
4. Can you see the duck?
   Yes, I can. It's under the chair.
   Yes.
5. Can you see the frog?
   Yes, I can. It's in the house.
   Yes.
6. Can you see the fish?
   Yes, I can. It's in the car.
   Yes.

CB77. ACTIVITY 2

Talk to Maskman.

- Put on the Maskman mask. Stand in a 'superhero' pose and say *Hello, I'm Maskman* (use Maskman's voice). Play the Audio. Pause after each question or instruction and repeat as Maskman. Choose a pupil to respond / do the action.
- If you have a class of ten pupils or fewer, continue around the class, until each pupil has responded at least once. In a larger class, pupils work in pairs. Pupil A wears the Maskman mask. Play the Audio again. Pupil A repeats the questions and instructions on the Audio. Pupil B responds or does the actions. Then pupils swap roles. Play the Audio again for Pupil B to repeat.

Extra challenge Invite more confident pupils to suggest extra questions and instructions.

- When the activity is finished, pupils stick the Unit 7 Talk to Maskman sticker at the bottom of the page.

112

Hello … I'm Maskman!
What's your name?
How old are you?
Open your book … and point to a tiger.
Open your book … and point to a dog.
What colour's a frog?
What's your favourite animal?

Consolidation activity 1

- Show the maze on page 71 (Activity 1). Ask a confident pupil to come to the whiteboard. Say *Start at the fish. Listen and follow.* Then say a new route through the maze (e.g. *Bird, tiger, fish, dog, frog*). The pupil follows with his/her finger. He/She shows you where the new route ends.
- Pupils repeat the activity in pairs using their books.

Consolidation activity 2

- Pupils look at the story on page 74. Say, e.g. *I've got a toy animal. It's blue and yellow. It can swim. It can't fly. It can't jump.* Pupils say *fish.* Repeat for the other toy animals.

Ending the lesson

- Pupils do the Review puzzle on pages 92 and 93 (instructions on page T92–93).
- Pupils play the Review game on pages 94 and 95 (instructions on page T94–95).
- Say the closing routine.

Digital Classroom

- **Presentation Plus:** Unit 7
- **Digital Flashcards**
- **Audio 111–112**
- **Practice Extra**

Extra Resources

- **Tests** *Unit 7 Test*

1 111 Listen and stick.



2 112 Talk to Maskman.



?



8 My food

1 113–114 Listen and point. Listen and repeat.

2 115 Say the chant. Do the actions.

Vocabulary presentation: food

Objectives

By the end of the lesson, pupils will have named foods and learnt a chant.

Target language

- **Key language:** food: *cake, chips, egg, fruit, milk, tomato*
- **Additional language:** *What's your favourite food? Yum, yum!*
- **Revision:** colours, numbers 1–6, *star, My favourite … is …*

Materials

- **Flashcards:** food (68–73)
- Coloured pencils or crayons for each pupil
- **Consolidation activity 2:** two rolled-up newspapers

Warmer

- Say the opening routine.
- Pupils take out their crayons. Say *Show me a red crayon, please.* Repeat for the other colours. Start off slowly, and then speed up. More confident pupils can take turns to give the instructions.

Presentation

- Present the food words using the flashcards. Then put all the flashcards on the board. Say *This is all food.* Point to the cake and say *Yum! Cake is my favourite food.* Smile and mime eating cake. Ask pupils *What's your favourite food?*

CB78. ACTIVITY 1

Listen and point. Listen and repeat.

- Show page 78. Ask *Where's the star?* Invite a pupil to point to the star in the picture on the whiteboard (behind the kitchen sink) and say *Here it is.*
- Ask *What food can you see?* Elicit the words. Say *Point to the fruit.* Repeat with the rest of the food.

Extra support Put the food flashcards on the board in the order they come in the dialogue: fruit, milk, cake, tomato, egg, chips.

- Say *Open your books at page 78, please.* Say *Listen and point.* Play the **Audio**. Pupils listen and point to the food.
- Play the **Audio** again. Stop after each speaker and ask questions, e.g. *What colour's the fruit? What's Marie's favourite food? What's Monty's favourite food? What colour's the tomato? What's Maskman's favourite food?*

113

Wake up! Wake up!
Monty, Maskman, Marie.

Walk and talk now.
One … two … three.

Marie: Look at the fruit. Look at the colours … Orange, yellow and green. Fruit's my favourite food.
Monty: Mmm. Here are my favourite foods! Milk and cake, yum. And this cake is brown. Brown's my favourite colour.
Marie: Oh yes, Monty … And here's a red tomato.
Monty: What's your favourite food, Maskman?
Maskman: It's egg and chips. Look, the egg's yellow and white. Hmm … egg and chips … my favourite food. Yum, yum!
Monty & Marie: Oh, Maskman.

- Say *Listen and repeat.* Play the **Audio**. Pupils point to the items in the picture as they say the words.

114

Cake, chips, egg, fruit, milk, tomato

- Place the food flashcards on the board. Number them 1 to 6. Say a food. Pupils say the number. Repeat for the other foods. Then say a number. Pupils say the food. Repeat.

Extra challenge Pupils repeat the activity in pairs.

CB78. ACTIVITY 2

Say the chant. Do the actions.

- Place the food flashcards on the board in the same order as in the chant. Say *Listen.* Play the **Audio**. Pupils listen only.
- Point to the flashcards in turn. Say the words. Pupils repeat.
- Play the **Audio** again. Teach these actions: *egg, chips* = eat with a knife and fork; *fruit* = bite an apple; *tomato, milk, cake* = drink from a glass then rub your tummy. Say *Let's say the chant. Listen and do the actions.* Play the **Audio**. Stop after each line. Pupils repeat in chorus and do the actions.
- At the end, pupils rub their tummies and say *Yum, yum!*
- Play the whole chant again. Pupils join in.

115

Egg, chips, fruit,
Tomato, milk and cake.
Egg, chips, fruit,
Tomato, milk and cake.

Egg, chips, fruit,
Tomato, milk and cake.
Egg, chips, fruit,
Tomato, milk and cake.

Consolidation activity 1

- Pupils look at the picture for 30 seconds then close their books. Ask questions, e.g. *What colour's the egg? Who's got a tomato?* etc.

Consolidation activity 2

- Divide the class into two teams. The teams line up facing the board. Stick the food flashcards on the board. Hand a rolled-up newspaper to the first pupil in each team and play the game from page T5 (Consolidation activity).

Ending the lesson

- Place the food flashcards on the board. Make a false sentence about the colour of a food, e.g. *Look! The tomato is yellow.* Pupils respond *No! It's red!* Repeat with the other foods.
- Say the closing routine.

Digital Classroom

- **Presentation Plus:** Unit 8
- **Audio 113–115**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 8, *Reinforcement worksheet 1*

Objectives

By the end of the lesson, pupils will have practised naming foods and completed picture patterns.

Target language

- **Key language:** food
- **Additional language:** *What's your favourite food?*
- **Revision:** *I've got …*

Materials

- **Flashcards:** food (68–73)
- **Consolidation activity 1:** a shopping bag and five or six pieces of toy food (one for each of the six new food words) or real food / food packaging (e.g. a banana and an apple to represent 'fruit', a tomato, an empty plastic milk bottle or carton, a small cake (or the packaging from a cake), a hardboiled egg, chips made of pieces of yellow card in a bag or box)
- Six large envelopes

Warmer

- Say the opening routine.
- Play the food chant from the previous lesson (Audio 115). Pupils join in.

CB79. ACTIVITY 1

Listen and circle.

- Show page 79. Point to the first two food plates and elicit the food. Say *Listen and circle.* Draw a circle in the air. Play the example on the Audio. Point to the correct picture and the circle around it. Make sure pupils know that they have to circle one of the pictures each time.
- Say *Open your books at page 79, please.* Play the Audio. Stop after each one for pupils to circle. They check in pairs. Play the Audio again. Stop after each one and check with the class.

Extra challenge Call out a number from 1 to 6. Pupils say the food on the plate they circled, e.g. *I've got cake and milk.* Pupils do the same in pairs.

Key: **2** second picture, **3** second picture, **4** first picture, **5** second picture, **6** first picture

116

1. I've got cake and milk.
2. I've got eggs and fruit.
3. I've got eggs and chips.
4. I've got fruit and milk.
5. I've got tomatoes and chips.
6. I've got cake and tomatoes.

CB79. ACTIVITY 2

Look and complete.

- Focus on the pictures in the first row and elicit the words. Say them clearly as pairs (*egg, tomato … egg, tomato … egg, …*). Follow the example answer line to the tomato with your finger and elicit *tomato.*
- Check pupils know that they have to draw a line to the next food item in the sequence. Pupils complete the other rows by drawing lines. Pupils check in pairs. They say the names of the items in the rows. Check with the class. Pupils say the items in each row in chorus.

Key: **2** chips, **3** cake, **4** milk

Consolidation activity 1

- Before the class, place five or six food items (or toy foods) in a shopping bag. Show your bag and say *What's this?* Elicit *(A) bag* and say *Yes. It's my bag.* Look inside and say *Hmm. What's in my bag?* Take out an item and hold it up. Say *I've got (a) …* Elicit the complete sentence. Repeat for the other food items. When the bag is empty, hold it upside down to show there is nothing inside. Say/Elicit three or four sentences with *haven't got*, e.g. *I haven't got a cake. I haven't got a tomato.*
  Note: If you can't find real or toy food, you can use flashcards for this activity.
- Put all the food (or flashcards) back in the bag. See if pupils can remember what's in the bag. Ask *What's in my bag?* Say, e.g. *I've got (a) …* Choose a pupil to complete the sentence. Repeat until pupils have remembered all the items. Use mime clues if they have difficulty remembering (e.g. mime drinking for *milk*).

Consolidation activity 2

- Pupils create their own pattern puzzle like the ones in Activity 2. They draw a row of pictures of food to make a repeating pattern. They draw five or seven pictures in total. Monitor and help as necessary. Ask pupils questions as they work, e.g. *What's this?* Elicit, e.g. *Chips.*
- Pupils work in pairs. They swap their puzzle pictures. Each pupil draws the next picture in the sequence. They check by showing the pictures and saying the words to their partner.

Ending the lesson

- Hide a food flashcard in an envelope. Say *What's my favourite food?* Very slowly take out the picture. Pupils guess, e.g. *Cake?* Reveal the flashcard to check, then place the flashcard on the board. Repeat with the other flashcards. Ask different pupils *What's your favourite food?* Point to the flashcards on the board. Pupils respond with one of the food words.
- Say the closing routine.

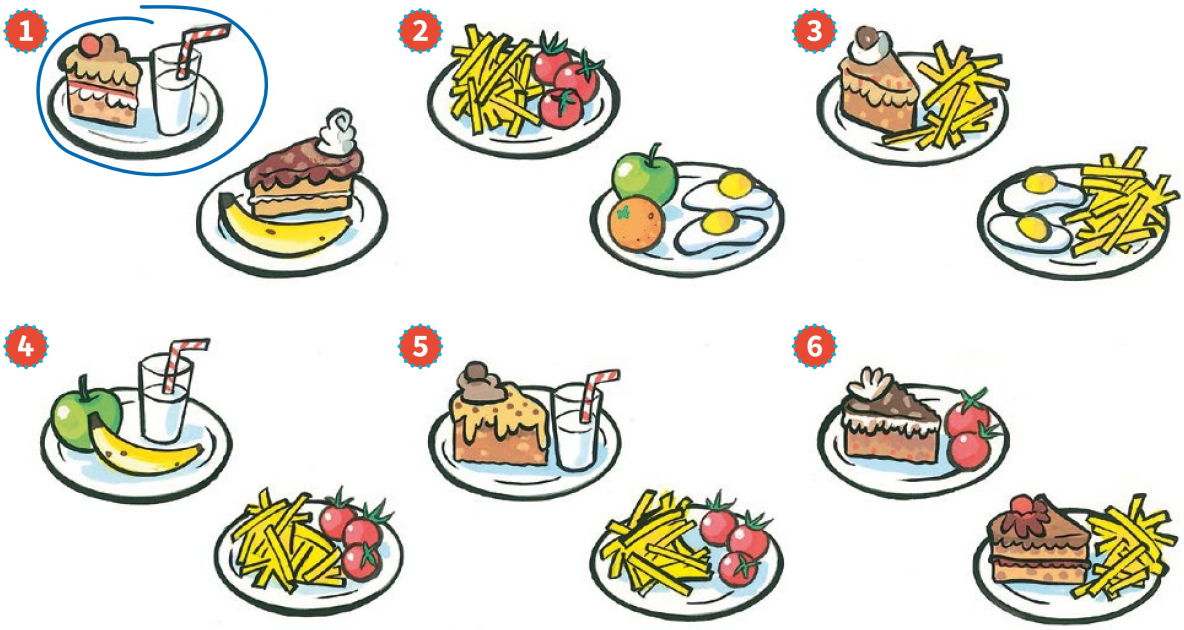
Digital Classroom

- **Presentation Plus:** Unit 8
- **Audio 115–116**
- **Digital Flashcards**
- **Practice Extra**

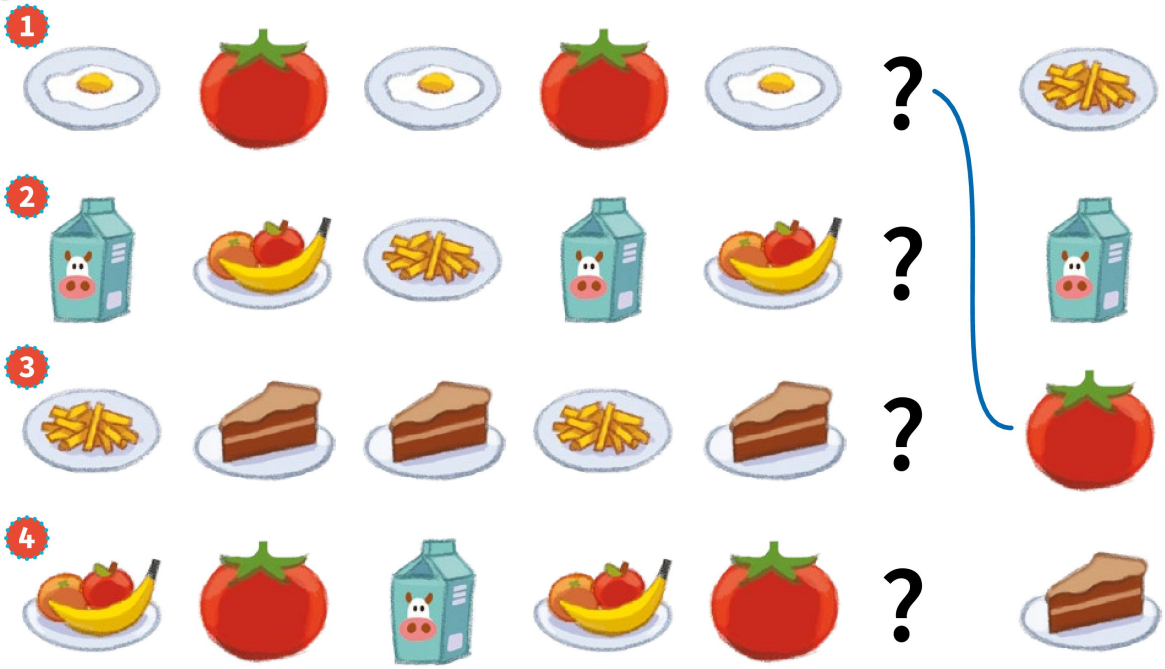
Extra Resources

- **Teacher Resources:** Unit 8, *Reinforcement worksheet 2*

1 116 Listen and circle.



2 Look and complete.



Do the online activities on Practice Extra as you complete this unit.

Vocabulary practice: food



80

Language presentation: *I like fruit. I don't like milk.*

Objectives

By the end of the lesson, pupils will be able to understand and use *I like* and *I don't like* and sing a song.

Target language

- **Key language:** food, *I like (fruit), I don't like (milk).*
- **Additional language:** *but, and*
- **Revision:** numbers 1–6

Materials

- **Flashcards:** food (68–73)
- **Consolidation activity 1:** two large paper or card circles – one with a happy face drawn on it, one with a sad face

Warmer

- Say the opening routine.
- Review food. Show each flashcard and elicit the word.
- Give flashcards to six pupils. They come to the front. They hold their flashcards so the rest of the class can't see. Whisper a number between 1 and 6 to each of the pupils. Shout, e.g. *Three!* The pupil who is number 3 holds up his/her flashcard and shows it to the rest of the class. They chorus the word. Repeat. Ask a confident pupil to lead the activity.

Presentation

- Place the six food flashcards on the board or hold up real food (see page T79 Materials for ideas). Point to a food you like, smile and rub your tummy. Say, e.g. *I like milk. Yum!* Repeat for two more foods. Then point to a food you don't like and say, e.g. *I don't like eggs. Yuk!* Repeat for two more foods.

Song

CB80. ACTIVITY 1

Listen and point. Sing the song.

- Show page 80. Ask *What can you see?* Elicit known items in the picture (*bird, table, fruit, tomatoes, cake, milk, egg and chips*).
- Say *Open your books at page 80, please.* Say *Listen and point.* Play the song. Pupils point to each food in the picture as it is mentioned.
- Place the tomato, fruit, cake and milk flashcards in a row on the board. Draw a smiley face next to them. Point to each flashcard and make a sentence from the song, e.g. *I like tomatoes.* Place the flashcards for egg and chips in a row. Draw an unhappy face next to them. Point to the flashcards and make negative sentences from the song in the same way, e.g. *I don't like eggs.*
- Play the song line by line. Pupils repeat. Point to the flashcards and faces to help them remember the words.
- Say *Let's sing the song.* Play the whole song. Pupils join in. Encourage them to look happy and rub their tummies as they sing the first verse (*I like …*) and look unhappy as they sing the second verse (*But I don't like …*).

117 ▶

I like tomatoes.
I like fruit.
I like cake.
I like milk.

But I don't like eggs.
And I don't like chips.
No, I don't like egg and chips.

(Repeat both verses)

118

Karaoke version

CB80. ACTIVITY 2

Tell your friend.

- Pupils work in pairs to make sentences about food, e.g. *I like fruit. I don't like milk.*

Extra support Stick a large happy face and an unhappy face on opposite walls in the classroom. Pupils stand up. Say, e.g. *Eggs!* Pupils who like eggs go to the happy face. Pupils who don't like them go to the sad face. Pupils in each place say sentences in chorus, e.g. *I like eggs. / I don't like eggs.* Repeat with the other foods.

Consolidation activity 1

- Make two groups. Give one group the happy face you have prepared and the other group the sad face. Play the song again. Each group sings the appropriate verse.

Consolidation activity 2

- Draw two columns on the board and draw a happy and a sad face at the top. Place the food flashcards in a row at the bottom of the board. Take one, e.g. cake. Show pupils. Say, e.g. *I like cake.* Place the flashcard in the happy face column. Do the same with a flashcard of a food you don't like. Call a confident pupil to the front to choose a flashcard, make a sentence and put it in one of the columns in the same way. Repeat with different pupils.

Ending the lesson

- Teach the following actions/mimes: *tomato* = squeeze a tomato in your hand; *banana* = peel a banana; *cake* = eat a slice of cake, smile; *milk* = drink from a glass; *chips* = wave the fingers of your hand; *egg* = make an egg shape with the fingers of one hand.
- Say a food. Pupils do the action. Repeat several times. Do an action. Pupils chorus the food.
- Say the closing routine.

Digital Classroom

- **Presentation Plus:** Unit 8
- **Audio 117–118**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 8, *Song worksheet*

Objectives

By the end of the lesson, pupils will have practised talking about food they like and don't like.

Target language

- **Key language:** food, *I like (fruit)*, *I don't like (milk)*.
- **Revision:** numbers 1–6, classroom language

Materials

- **Flashcards:** food (68–73)
- **Consolidation activity 1:** Photocopiable 8 for each pupil, coloured pencils or crayons

Warmer

- Say the opening routine.
- Place the food flashcards on the board in the order they appear in the song from the last lesson (tomato, fruit, cake, milk, egg, chips). Play the song (Audio 117). Pupils sing along.

CB81. ACTIVITY 1

- Watch the ▶ Video and answer the questions.

Listen and write the number.

- Show page 81. Ask, e.g. *Where's the milk?* Pupils point. Repeat for the other pictures.
- Draw a happy face on the board. Elicit *I like*. Draw an unhappy face and elicit *I don't like*.
- Elicit numbers 1 to 6 and ask pupils to write them in the air. Say *Listen and write the number*. Point to the small boxes below the food. Play the example on the Audio. Point to the example number 1 in the box below the cake. Elicit *I don't like cake*.
- Say *Open your books at page 81, please*. Play the Audio. Pause after each item for pupils to think and write. Pupils check in pairs. Play the Audio again. Check by asking, e.g. *What's number 2?* Pupils respond *I like chips*.

Extra support Say a sentence about one of the pictures, e.g. *I don't like milk*. Pupils point to the correct picture. They check in pairs and then hold up their books to show you. Repeat several times.

Extra challenge Pupils work in pairs. Pupil A says a true sentence with *I like …* or *I don't like …* about the pictures. Pupil B points to the correct picture. Then they swap.

Key: 4, 5, 2 / (1,) 6, 3

119 ▶

1. I don't like cake.
2. I like chips.
3. I don't like milk.
4. I like tomatoes.
5. I don't like eggs.
6. I like fruit.

CB81. ACTIVITY 2

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

- Focus pupils on the two frames. Point to the smiley face on the left and say *Hmm. What food do I like?* Mime thinking. Draw a simple picture of a food you like in the frame, e.g. a glass of milk. Point to your picture and say *I like milk*. Do the same for something you don't like in the other frame.
- Pupils draw their own pictures in the same way. Monitor. Elicit sentences for pupils' pictures with *I like …* and *I don't like …*
- Pupils show each other their pictures in pairs or small groups. They make sentences with *I like …* and *I don't like …*

Consolidation activity 1

- Place the six food flashcards in a column on the board. Elicit the words. Choose a confident pupil. Point to the first food and ask him/her, e.g. *Do you like fruit?* If he/she responds *Yes. I like fruit*, draw a happy face next to the fruit flashcard. If he/she says *No. I don't like fruit*, draw a sad face. Repeat with the other flashcards. Gradually encourage the pupil to make a sentence for each flashcard without you asking the question.
- Pupils work in groups of four. Hand out one copy of Photocopiable 8 to each pupil. They complete the pictures of the other pupils in their group at the top of each column. They work in pairs within their groups. Pupil A makes a sentence about each food using *I like …* or *I don't like …* Pupil B colours in the happy or sad face in their partner's column next to the food picture to show Pupil A's likes and dislikes. Pupils swap roles. Each pupil in the group speaks to the three others to complete the survey.

Consolidation activity 2

- Make four groups. Name them *Tomatoes*, *Chips*, *Eggs* and *Cakes*. Give instructions to the groups. Use language from the whole Starter Level, e.g. *Tomatoes, stand up! Cakes, stand up! Eggs, point to a table! Chips, close your books! Cakes and Chips, point to your head! Eggs, stand up! Tomatoes, sit down! Chips, swim!* Groups mime / do the actions. Say the instructions quickly.

Ending the lesson

- Show the food flashcards in turn. Make a happy or sad face for each one. Pupils chorus *I like …* or *I don't like …* as appropriate.
- Say the closing routine.

Digital Classroom

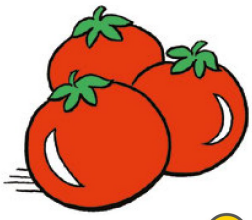
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- **Audio 117, 119**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

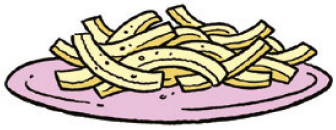
- **Teacher Resources:** Unit 8, *Extension worksheet 1*

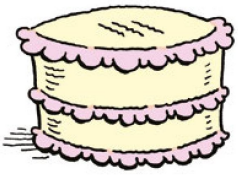
8

1 119 Listen and write the number.

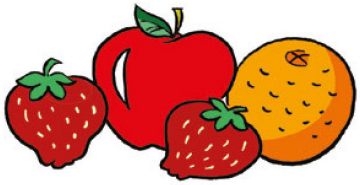








1





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

Me!

Me!

Language practice: *I like fruit. I don't like milk.*

1 120 Watch the video. Listen and act out the story.













82 **Story:** unit language in context

Objectives

By the end of the lesson, pupils will have listened to a story and reviewed language from the unit.

Target language

- **Key language:** language from the unit
- **Additional language:** *children, superhero*
- **Revision:** colours, *Daddy, toy, doll, mouse, I'm a (toy), Here's a (doll), Thank you.*

Materials

- **Flashcards:** characters and food (1–3, 68–73)
- One set of character masks for each group of pupils

Warmer

- Say the opening routine.
- Stick the character flashcards on the board. Place the food flashcards below the characters. Elicit the words. Point to Marie and ask *What's her favourite food?* Refer pupils to the picture on page 78 if they can't remember. Elicit *Fruit*. Put the fruit flashcard next to Marie. Ask about Monty and Maskman's favourite food in the same way (Monty: cake, Maskman: egg and chips).

Story

CB82. ACTIVITY 1

Watch the video. Listen and act out the story.

- Show page 82. Ask *Where are Maskman, Monty and Marie?* Elicit/Explain that they are back in the toy shop from Unit 1 (pupils look at page 4). Use the story pictures to present *children* and *superhero* and to review *Daddy*.

Extra support Use the pictures to guide pupils to predict the story. Ask pupils to guess what the characters are saying in each picture.

- Watch the ▶ Video with the class. Give pupils the option of watching it twice if they need to.
- Point to the story pictures on the whiteboard and elicit/teach the names of the children (Simon, Stella, Suzy – in the pushchair). Tell pupils the children are from the Star family. They are in the toy shop with their daddy, Mr Star. Ask *What toy has Simon got?* (*Maskman*) *What toy has Stella got?* (*Marie*) *What toy has Suzy got?* (*Monty*)
- Say *Open your books at page 82, please.* Say *Listen and point to the pictures.* Play the 🔊 Audio. Pupils listen and point to the speakers in each picture. Stop after each picture to check. Play the 🔊 Audio for the picture again and point to the characters in the story pictures on the whiteboard. You can invite two more confident pupils to do this.
- Put the class into groups of seven. In each group, pupils choose one of the story characters. Marie, Maskman and Monty pupils put on their masks. Say *Listen and act out the story.* Play the 🔊 Audio again. Pupils listen and act out the story in their groups.

Extra challenge Four pupils come to the front. They are Simon, Stella, Suzy and Mr Star (Daddy). Put the character flashcards on the board or on a shelf, as if they were in the toy shop. The pupils act out the story. They act looking around the toy shop and finding the toys they want.

🔊 120 ▶

Wake up! Wake up!
Monty, Maskman, Marie.
Walk and talk now.
One … two … three.

Marie: I'm a toy. I'm a doll and I don't like pink.
Monty: I'm a toy. I'm a mouse and I like yellow … and brown … and Maskman's a doll.
Maskman: I'm not a doll. I'm a … superhero!

Maskman: Shhh. Be quiet! Look! Children!

Suzy: Look, Stella! A toy mouse. I like this mouse.
Stella: Yes, Suzy. Look, Simon. Here's a Maskman doll.
Simon: He isn't a doll, Stella. He's a superhero.

Simon: Look, Stella! Here's a doll.
Stella: Hmm … I like the doll, but I don't like pink. White is my favourite colour.

Suzy: Daddy, I like this mouse. His name's Monty.
Mr Star: OK, Suzy. Stella, the doll is for you, and Simon for you … the … superhero!
Children: Thank you, Daddy.

Monty: Ooh. I like Suzy.
Marie: Yes, and I like Stella.
Maskman: I like Simon … and I like eggs and chips.

Consolidation activity

- Stick the character flashcards on three different walls in the classroom. Pupils stand up. Say a line from the story as if you were one of the characters, e.g. *I don't like pink.* Pupils turn and point to the correct flashcard. Repeat with different lines (e.g. *I'm a mouse*; *I like eggs and chips*; *I'm a doll and I don't like pink*; *I'm not a doll. I'm a superhero!*; *I like Stella*; *I like Suzy.*).

Ending the lesson

- Say a line from the story, e.g. *Thank you, Daddy.* Ask *Which picture?* Pupils say the number (5). Repeat with different lines, e.g. *Look! Children!* (2), *I like eggs and chips* (6), *White is my favourite colour* (4), *I'm not a doll, I'm a superhero!* (1), *Look, Stella! A toy mouse.* (3)
- Say the closing routine.

Digital Classroom

- **Presentation Plus:** Unit 8
- **Audio 120**
- **Digital Flashcards**
- **Practice Extra**

Extra Resources

- **Teacher Resources:** Unit 8, *Extension worksheet 2*

Objectives

By the end of the lesson, pupils will have practised the language from the story.

Target language

- **Key language:** language from the unit
- **Revision:** colours, toys, animals, classroom objects

Materials

- A red and a green board pen
- A red and a green coloured pencil or crayon for each pupil
- A selection of toys from the classroom

Warmer

- Say the opening routine.
- Show the story on page 82 again. Point to each character and elicit the name. Ask *Which is your favourite?* Say the names one by one and pupils stand up for their favourite character.
- Play the story ▶ Video again. Pupils mime being the character they chose.

CB83. ACTIVITY 1

Listen and circle. Who says it?

- Show page 83. Point to each group of three pictures in turn and ask *Who's this?*
- Say *Who says it?* Pupils will hear different parts of the story and have to remember who said it. Point to number 1 and play the example on the Audio. Elicit *Marie* and point to the example circle.
- Say *Open your books at page 83, please.* Say *Listen and circle. Who says it?* Play the rest of the Audio, stopping after each item. Pupils listen and circle the character who is speaking. They check in pairs. Play the Audio again and check answers as a class.

Extra support The first time you play the Audio, pupils look at the activity on the whiteboard. Stop after each item and ask pupils to say the name of the character who says it.

Key: **2** Monty, **3** Suzy, **4** Simon, **5** Stella, **6** Maskman

121

1. **Marie:** I'm a toy. I'm a doll and I don't like pink.
2. **Monty:** I'm a toy. I'm a mouse and I like yellow … and brown …
3. **Suzy:** Look, Stella! A toy mouse. I like this mouse.
4. **Simon:** He isn't a doll, Stella. He's a superhero.
5. **Stella:** Hmm … I like the doll, but I don't like pink. White is my favourite colour.
6. **Maskman:** I like Simon … and I like eggs and chips.

CB83. ACTIVITY 2

Draw lines. Tell your friend.

- Focus on the head outline and say *This is me.* Hold up a green board pen and say *I like tomatoes.* Smile as you draw a line to the tomatoes. Hold up a red board pen and say *I don't like frogs.* Look disgusted as you draw a line to the frog.
- Hold up the green pen and elicit *I like tomatoes.* Hold up the red pen and elicit *I don't like frogs.* Point to the other pictures around the head one by one. Elicit the word and then draw a green or a red line, depending on whether you like them or not. Say the sentences, e.g. *I don't like brown.*
- Ask pupils to draw their own face in the head outline. Tell them they need a green crayon and a red crayon and say *Draw lines.* Pupils draw green lines to the things they like. They draw red lines to the things they don't like.
- Pupils work in pairs. Say *Tell your friend.* Pupils show their books to their partners, trace the lines with their fingers and say, e.g. *I like eggs. I don't like tomatoes.*

Extra challenge Put up an assortment of food, colour, toy and animal flashcards. Use different ones from the pictures in Activity 2. Pupils work in pairs. They make *I like …* and *I don't like …* sentences about the flashcards.

Consolidation activity

- Choose two things that pupils know the words for, one that you like and one that you don't like. Show both and say, e.g. *I like my red bag. I don't like this book.* Pupils choose two things, one that they like and one that they don't. They pick them up and walk around the classroom. When you clap your hands, they stop, find a partner, show the two objects and say their sentences. Repeat a number of times.

Ending the lesson

- Using toys that you have in the classroom, set up a toy shop. Pupils work in family groups (Daddy/Mummy and two or three children). They walk around the toy shop together and act out looking at and choosing toys, using as much language from the story as they can. The aim is to have fun. Allow pupils to remain silent if they like, and praise their efforts.
- Say the closing routine.

Digital Classroom

- **Presentation Plus:** Unit 8
- **Digital Flashcards**
- **Audio 121**
- **Practice Extra**

1 121 Listen and circle. Who says it?

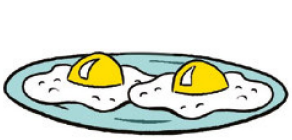


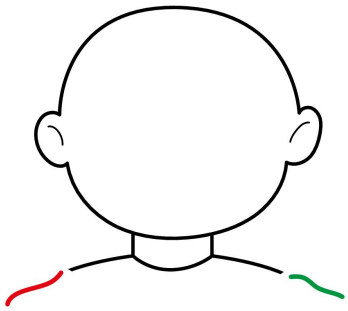
2 Draw lines. Tell your friend.



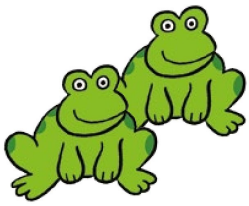
I like tomatoes.

I don't like frogs.







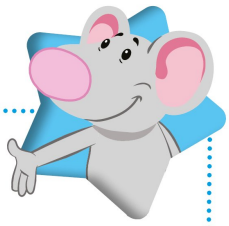








Monty's sounds

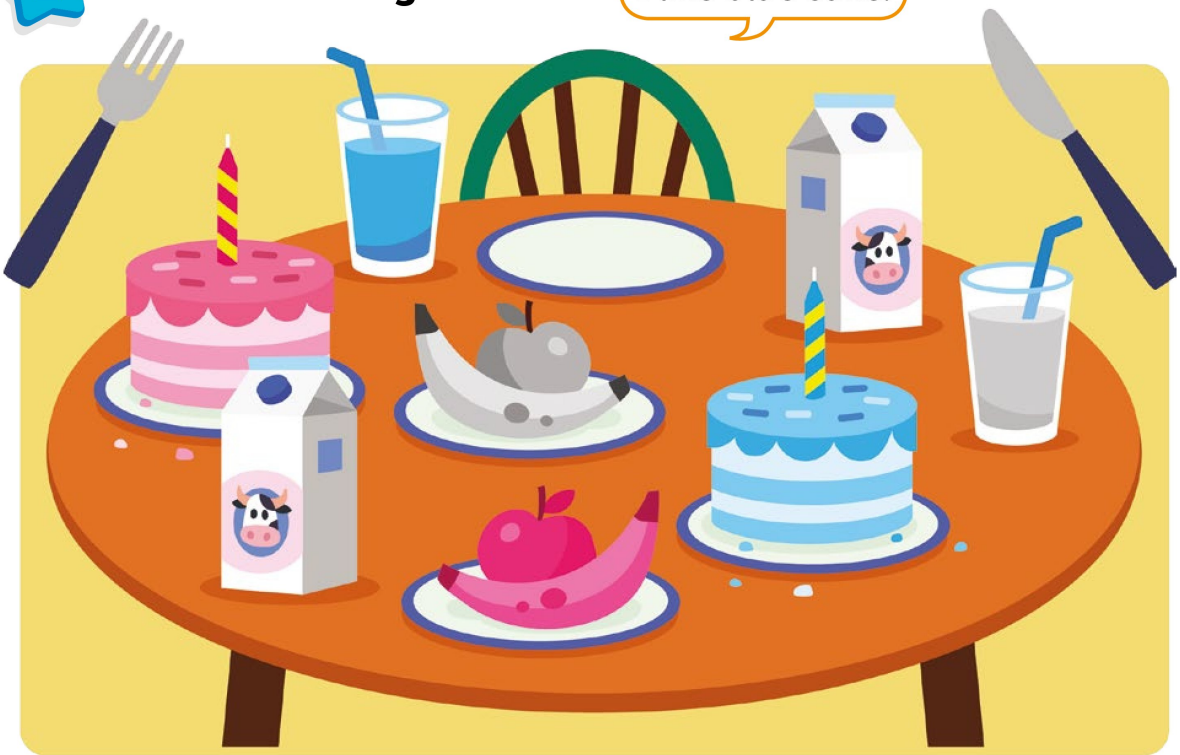


1 122 Watch and say.



2 Choose and say.

I like blue cake.



Sounds: *cake, table, grey; milk, pink; fruit, blue*

Objectives

By the end of the lesson, pupils will have recognised and practised the sounds /eɪ/, /ɪ/ and /uː/ in familiar words and short phrases.

Target language

- **Key language:** the sounds /eɪ/, /ɪ/ and /uː/ (*cake*, *table*, *grey*; *milk*, *pink*; *fruit*, *blue*), food
- **Revision:** animals, colours

Materials

- **Flashcards:** animals and food (59–64, 68–73)
- A4 paper for each pupil
- **Consolidation activity:** flashcards: table, blue and pink (11, 30, 40)

Warmer

- Say the opening routine.
- Review the food and animal words using the flashcards and put them up on the board. Point to the duck and then the fruit and say *Quack, quack! I like fruit.* Invite a pupil to point to an animal and a food flashcard and make a similar sentence. Repeat with different pupils.

Presentation

CB84. ACTIVITY 1

Watch and say.

- Draw a table on the board. Ask pupils *What's on the table?* Tell pupils they are going to watch a ▶ Video to find out.
- Play the ▶ Video. Pupils watch and join in with the sounds and words. Pause the ▶ Video after the first version of the animation. Ask pupils *What's on the table?* Elicit *cake*, *milk* and *fruit*. Draw these on the table on the board.
- Show page 84. Focus on the picture in Activity 1. Point to the cake and elicit *The cake on the table is grey*. Focus on the /eɪ/ sound. Throw a scrunched-up ball of paper in the air as you say the /eɪ/ sound. Encourage pupils to do the same.
- Point to the milk and elicit *The milk is pink*. Focus on the /ɪ/ sound and ask pupils to throw their ball in the air when they hear the correct sound.
- Point to the fruit and elicit *The fruit is blue*. Focus on the /uː/ sound. Ask pupils to throw their ball in the air when they hear the correct sound. Practise the sentence in chorus.
- Play the second version of the animation (with pauses). Pupils repeat the sounds and words.

122 ▶

Monty: Cake, milk and fruit!
What can you see? Say it with me!
Monty & Voice: The cake on the table is grey! The milk is pink! The fruit is blue!
Voice: /eɪ/ /ɪ/ /uː/ /eɪ/ /ɪ/ /uː/
Cake, milk and fruit!
The cake on the table is grey!
The milk is pink! The fruit is blue!
The cake on the table is grey! The milk is pink! The fruit is blue!
/eɪ/ cake /eɪ/ table /eɪ/ grey /ɪ/ milk /ɪ/ pink /uː/ fruit /uː/ blue
The cake on the table is grey! The milk is pink! The fruit is blue!
Monty: One more time – you sound fine!
Monty & Voice: The cake on the table is grey! The milk is pink! The fruit is blue!

CB84. ACTIVITY 2

Choose and say.

- Focus on the table and ask *What's on the table?* Point to the food and elicit the words and colours. Point to the blue cake and say *I like blue cake.* Invite two pupils to the whiteboard to point and talk about the food they like.
- Say *Open your books at page 84, please.* Pupils work in pairs with their books. They point and talk about the food they like.

Extra challenge Pupils respond to their partner either positively, e.g. *Yum! I like blue cake*, or negatively, e.g. *Yuk! I don't like blue cake.*

Consolidation activity

- Put the table and cake flashcards together on a wall. Put the chips, milk and pink flashcards together on another wall and the fruit and blue flashcards on another. Divide the class into three groups. Each group goes to one set of flashcards. Groups say the words. Move groups around to the next flashcard set and repeat.

Ending the lesson

- Divide the class into three lines. One group is the /eɪ/ sound, another group is the /ɪ/ sound, and the last group is the /uː/ sound. Randomly call out words from this unit and from previous units. Each time a group hears their assigned sound they shout it and jump forward. Continue until each group is at the door.
- Say the closing routine.

Digital Classroom

- **Presentation Plus:** Unit 8
- **Digital Flashcards**
- **Audio 122**
- **Practice Extra**

Objectives

By the end of the lesson, pupils will have reviewed language from the unit in listening and speaking activities.

Target language

- **Key language:** language from the unit
- **Revision:** *What's your name? How old are you? What colour's a (tomato)? Open your book, Point to a (cake).*

Materials

- Scissors for each pupil
- Maskman mask for the teacher
- **For larger classes:** Maskman mask for each pair of pupils
- **Consolidation activity 1:** flashcards: animals and food (59–64, 68–73)

Warmer

- Say the opening routine.
- Pupils prepare the food stickers. They cut them out, but don't peel them off the backing. They work in pairs. Each pupil puts the stickers into two groups – food he/she likes and food he/she dislikes. Then they compare. They point to a food and each make a sentence, e.g. Pupil A: *I like milk.* Pupil B: *I don't like milk.*

CB85. ACTIVITY 1

Listen and stick.

- Hold up each sticker. Elicit the words. Say *Listen and show.* Play the Audio. Pupils listen and hold up the correct sticker to show you. Check around the class. Ask *What colour's a tomato? What colour's an egg? What colour's milk?*
- Show page 85 and point to the numbered boxes. Elicit the numbers.
- Say *Open your books at page 85, please.* Say *Listen and stick.* Mime taking a sticker and positioning it in the correct place on the page. Play the Audio. Stop after each one. Check pupils have the correct sticker and the correct position. Pupils stick the sticker in the correct place. Monitor around the class to check.

Extra support Before sticking in the stickers, pupils listen an additional time and point to the correct place in their books. Check they are pointing to the correct numbers.

123

1. Where's the milk?
   It's here.
   I like milk.
2. Look, here are the chips.
   Oh, I don't like chips.
3. I like fruit. Where is it?
   It's here.
4. Where are the tomatoes?
   The tomatoes are here.
5. An egg?
   No, thank you. I don't like eggs.
6. Look! Here's some cake for you.
   Good. Thank you. I like cake.

CB85. ACTIVITY 2

Talk to Maskman.

- Put on the Maskman mask. Stand in a 'superhero' pose and say *Hello, I'm Maskman.* Play the Audio. Pause after each question and repeat as Maskman. Choose a pupil to respond / do the action.
- If you have a class of ten pupils or fewer, continue around the class, until each pupil has responded at least once. In a larger class, pupils work in pairs. Pupil A wears the Maskman mask. Play the Audio again. Pupil A repeats the question/instructions on the Audio, Pupil B responds / does the action. Then pupils swap roles. Play the Audio again for Pupil B to repeat.
- When the activity is finished, pupils stick the Unit 8 Talk to Maskman sticker at the bottom of the page.

Extra challenge Invite more confident pupils to suggest extra questions and instructions.

124

Hello … I'm Maskman!
What's your name?
How old are you?
What colour's a tomato?
Open your book … and point to an egg.
Open your book … and point to a cake.
What's your favourite food?

Consolidation activity 1

- Hand out the animal and food flashcards to different pupils. Tell pupils to look at them but not to show them to the class.
- Pupils with the flashcards stand up. Each pupil shows his/her flashcard to the class and says, e.g. *I've got a cake.* Say *Remember. It's a cake.* The pupil then puts it face down on a desk, covering the word. Repeat for all the pupils who have flashcards.
- Ask about one of the flashcards, e.g. *Where's the cake?* Choose a pupil to stand and point to the correct pupil with a flashcard and say *It's here.* The pupil with the flashcard shows the picture so the class can check, saying *Yes, I've got the cake* or *No.* Repeat for the other flashcards.

Consolidation activity 2

- Say *Look. What's my favourite food?* Mime eating or drinking one of the foods from the unit. Pupils say the name of the food. Repeat with a different mime.
- Pupils say the question *What's my favourite food?* in chorus.
- Pupils work in pairs and play the mime game.

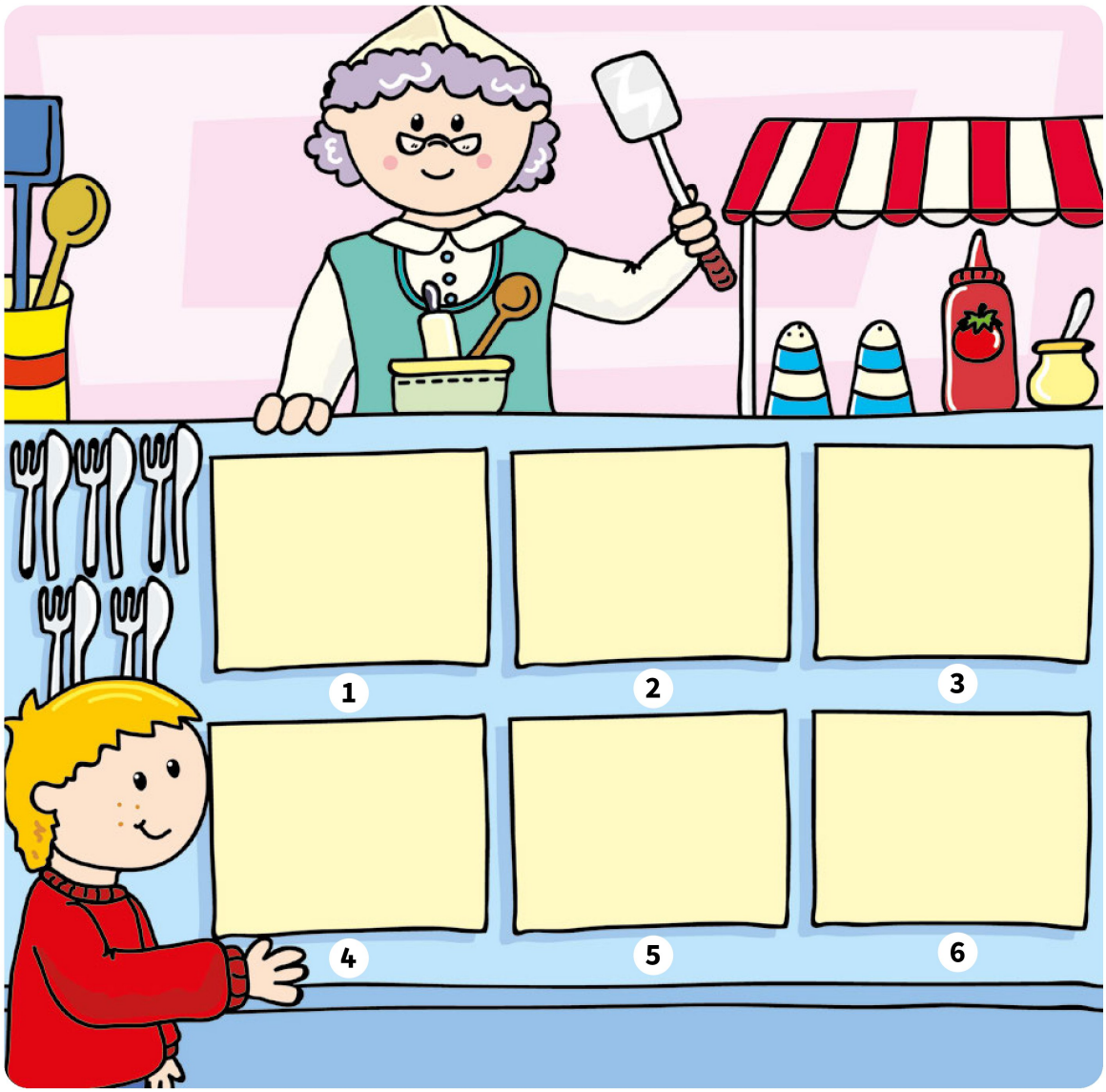
Ending the lesson

- Pupils do the Review puzzle on pages 92 and 93 (instructions on page T92–93).
- Say the closing routine.

Digital Classroom

- **Presentation Plus:** Unit 8
- **Digital Flashcards**
- **Audio 123–124**
- **Practice Extra**

1 123 Listen and stick.



2 124 Talk to Maskman.



?

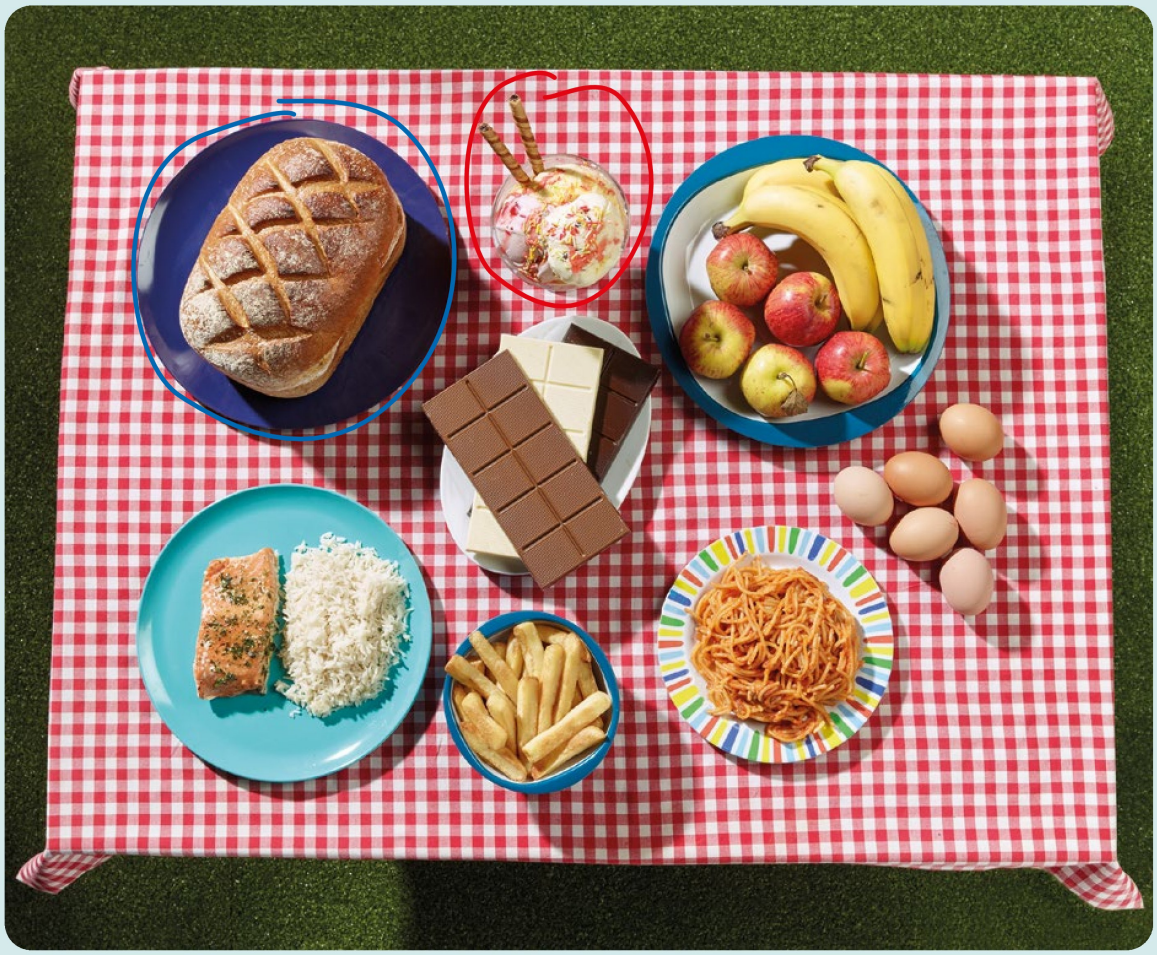
Marie's science

Is it sweet or savoury?



1 Watch the video. Answer.

2 125 Listen and point. Say the words.



3 Look and circle.

Sweet Savoury

Objectives

By the end of the lesson, pupils will be able to distinguish between sweet and savoury food.

Target language

- **Key language:** food, *pasta*, *ice cream*, *bread*, *rice*, *chocolate*, *I like …*
- **Additional language:** *sweet*, *savoury*
- **Revision:** *fish*

Materials

- **Flashcards:** food (68–78)
- A small bowl of sugar and a small bowl of salt
- A red and a blue board pen
- A red and a blue coloured pencil or crayon for each pupil
- **Consolidation activity:** photos of sweet and savoury foods
- A soft ball

Warmer

- Say the opening routine.
- Review the six known food words with the flashcards. Flash a card quickly and then hide it. Pupils say the food.

Video

CB86. ACTIVITY 1

Watch the video. Answer.

- Tell pupils that they're going to watch a ▶ Video. Play the ▶ Video. Pupils answer the questions in Quiz Time.
- Play the ▶ Video again. Ask pupils to answer the Big Question at the end.

Presentation

CB86. ACTIVITY 2

Listen and point. Say the words.

- Show page 86. Say *Look, a table.* Ask *What's on the table?* to elicit *Food.* Elicit the known words (including *fish*) and teach the new words *pasta*, *ice cream*, *bread*, *rice* and *chocolate*. Practise the new words in chorus.
- Say *Open your books at page 86, please.* Tell pupils they are going to listen to some children talking about the food they like. Play the 🔊 Audio. Pupils point to the food as they hear the words. Check answers as a class.
- Play the 🔊 Audio again. Pupils repeat the food words during the pause in each sentence.

Extra challenge Pupils work in pairs. Pupil A makes an *I like / I don't like* sentence about one of the foods and Pupil B points to the food. They swap and repeat.

🔊 125

1. I like pasta … pasta.
2. I like ice cream … ice cream.
3. I like bread … bread.
4. I like rice … rice.
5. I like chocolate … chocolate.

CB86. ACTIVITY 3

Look and circle.

- Show the cake, fruit, egg and chips flashcards and elicit the words. Stick the cake and fruit flashcards on one side of the board and the egg and chips flashcards on the other side. Point to the cake and fruit and say *sweet food.* Point to the egg and chips and say *savoury food.*
- Put a small bowl of sugar under the cake and fruit, and a small bowl of salt under the egg and chips. Invite pupils to the front and give them a little to taste. Say *sweet* and *savoury.*
- Show the pasta, ice cream, bread, rice and chocolate flashcards. For each one, ask *Sweet or savoury?* Pupils point to the correct side of the board.
- Circle the sweet flashcards on the board in red. Circle the savoury flashcards in blue.
- Focus on the photo on page 86. Show the red example circle around the ice cream and the blue example circle around the bread. Say *Look and circle.* Pupils circle the food red for sweet or blue for savoury. Check answers with the class.

Key: Sweet – ice cream, fruit, chocolate; Savoury – pasta, bread, rice, fish, chips, eggs

Consolidation activity

- Put the cake and fruit flashcards on one side of the room and the egg and chips flashcards on the other. Pupils stand in the centre of the room. Show a sweet or savoury food photo. Pupils move to the correct side of the room. (Pupils don't need to learn or say the food words.)

Ending the lesson

- Show photos of food you like, e.g. bread, cheese, pasta. Say *I like savoury food. And you?* Form a circle with the class. Throw a ball in the air and say *I like savoury food. And you?* Throw the ball to a pupil who says *I like (sweet) food. And you?* He/She throws the ball to another pupil, and so on.
- Say the closing routine.

Digital Classroom

- **Presentation Plus:** Unit 8
- **Digital Flashcards**
- **Audio 125**
- **Practice Extra**

Objectives

By the end of the lesson, pupils will have practised categorising sweet and savoury food.

Target language

- **Key language:** food, *pasta, ice cream, bread, rice, chocolate, I like …*
- **Additional language:** *sweet, savoury, My favourite food is (ice cream).*

Materials

- **Flashcards:** food (68–78)
- Small pieces of chocolate and bread for each pupil
- **Project:** two paper plates for each pair, glue, scissors; pupils bring pictures of different sweet and savoury foods (alternatively, they can draw the food or use plasticine)
- **Consolidation activity:** more sweet and savoury foods for pupils to taste

Warmer

- Say the opening routine.
- Give each pupil a small piece of chocolate and a small piece of bread to taste. Say *It's sweet.* Pupils show the chocolate. Say *It's savoury.* Pupils show the bread.

CB87. ACTIVITY 4

Listen and draw lines.

- Show page 87. Point to the two food frames and elicit *sweet* and *savoury*. Then point to each food item and elicit sentences, e.g. *Chocolate is sweet.*
- Say to a pupil *I like savoury food. And you?* The pupil responds and asks another pupil, and so on around the class.
- Point to the children in the photos at the top and say *This is Dan. This is Sofia. This is Matt. This is Lucy.* Tell pupils they are going to listen to the children talking about their favourite food. Play the example on the Audio and trace the example line from Sofia to chocolate.
- Play the Audio from the beginning. Pupils listen carefully and look at the photos.
- Say *Open your books at page 87, please.* Play the Audio again. Pupils listen and draw lines from the children in the photos to the correct food. Check answers as a class.

Key: **1** Dan – bread, **2** Matt – fruit, Lucy – rice and fish

126

1. Hi! I'm Sofia. I like sweet food. My favourite food is chocolate.
   Hi! I'm Dan. I like savoury food. My favourite food is bread.
2. Hi! I'm Matt. My favourite food is sweet. It's fruit.
   Hi! I'm Lucy. My favourite food is savoury. It's rice and fish.

CB87. ACTIVITY 5

Talk about your favourite food.

- Ask a pupil *What's your favourite food?* The pupil answers, e.g. *Ice cream.* Help the pupil form the response, e.g. *My favourite food is ice cream.* Ask *Is it sweet or savoury?* Elicit *It's sweet.* Give all pupils a chance to answer.

Extra challenge Pupils work in pairs to ask and answer about their favourite foods and to say if they are sweet or savoury as in Activity 4, e.g. *I like sweet food. My favourite food is chocolate.*

Project

- Tell pupils they are going to create their own plates of sweet and savoury food. Pupils need pictures of a variety of foods. These can be from magazines, from the internet, from supermarket brochures, etc. If pupils are unable to source any, they can draw pictures of food, colour them in and cut them out.
- Put pupils in pairs and hand out two paper plates to each pair. If you don't have paper plates, draw a circle on a piece of paper to represent a plate. Explain that they should create a sweet plate of food and a savoury plate of food by cutting out food pictures and sticking them onto the correct plates. Show the examples on page 87.
- Give pupils time to create their food plates, going around the class and helping out where necessary.
- When pupils have finished, each pair presents their food plates to the rest of the class. One pupil shows and talks about their plate, saying *I've got savoury food.* The other pupil shows and talks about their plate, saying *I've got sweet food.*
- Stick all the plates of food on the wall afterwards, categorised into sweet and savoury sections.
- This project can also be done using plasticine to make the foods if you have plasticine available in class.

Extra support Give pupils a photocopy of the food pictures on page T104 to use to make their food plates.

Consolidation activity

- Give pupils other foods to taste and to classify into sweet or savoury groups.

Ending the lesson

- Place all the food flashcards around the room where pupils can see them. Pupils stand in the centre of the room. Call out either *Sweet* or *Savoury*. Pupils run to a flashcard which has the right taste. Repeat a number of times.
- Say the closing routine.

Digital Classroom

Presentation Plus: Unit 8
Digital Flashcards
Audio 126
Practice Extra

4 126 Listen and draw lines.









5 Talk about your favourite food.

Project



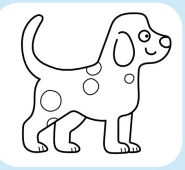
Make sweet and savoury food plates.

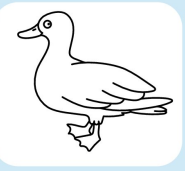
Maskman's practice

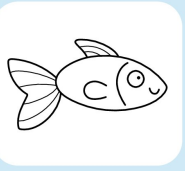
1 Count and write. Ask and answer.



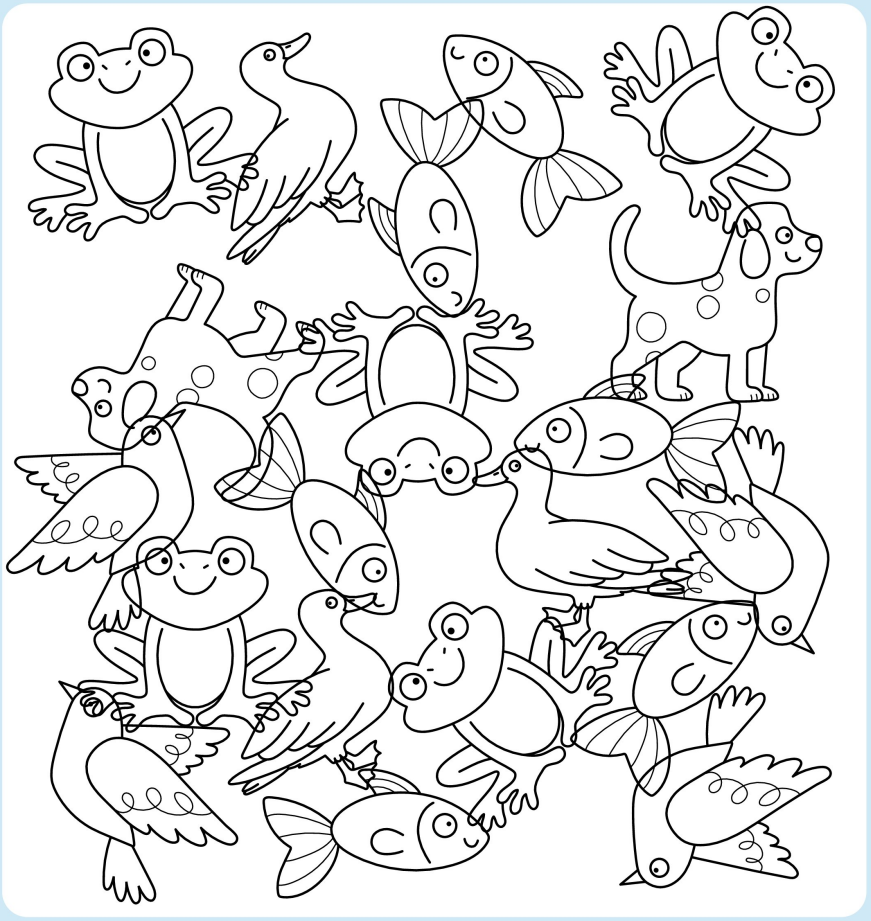
4











2 Point and say.

The tiger can jump. It can't fly.



Objectives

By the end of the lesson, pupils will have reviewed language from Unit 7.

Target language

- **Key language:** animals, *fly*, *jump*, *swim*, *can/can't*
- **Revision:** numbers 1–6, *How many?*

Materials

- **Flashcards:** animals and actions (59–64, 65–67)
- Lively music
- **Consolidation activity:** photos of a variety of animals

Warmer

- Say the opening routine.
- Use the flashcards to revise the animals from Unit 7 (*bird*, *dog*, *duck*, *fish*, *frog*, *tiger*). Play some music. Pupils dance around the classroom to the music. Stop the music and call out an animal word. Pupils mime the animal. Play the music again and they move around the class miming the animal. Stop the music again and call out another animal. Pupils mime to the music. Continue until pupils have mimed all six animals. You can also include *mouse*.

CB88. ACTIVITY 1

Count and write. Ask and answer.

- Show page 88. Point to the small picture of the bird on the left and then to the big picture. Say *Look and count. How many birds?* Invite a pupil to come to the whiteboard and point to the birds in the big picture, circling the birds with their finger as they count *One*, *two*, *three*, *four*. Say *Four birds* and show the example number in the box.
- Say *Open your books at page 88, please*. Say *Count and write*. Pupils count and write the numbers for the other animals.
- Point to the picture of the dog on the left and ask *How many dogs?* (*Two* / *Two dogs*) Invite pupils to ask and answer questions across the class. Then pupils work in pairs to ask and answer about the animals in the picture and to check their answers.
- If time, pupils can colour in the animals.

Key: dogs 2, ducks 3, fish 6, frogs 5

CB88. ACTIVITY 2

Point and say.

- Use the actions flashcards to revise *fly*, *jump* and *swim*. Call out the words for pupils to mime. Mime the actions and pupils say the words. Put the flashcards on the board.
- Look at the animals at the bottom of the page. Point to and elicit the animal names. Point to the tiger and show the flashcard for jump. Elicit *The tiger can jump*. Show the flashcard for fly. Elicit *The tiger can't fly*. Do the same for swim.

Extra support Follow the procedure above using the actions flashcards to elicit sentences about all the animals.

- Pupils work in pairs. Say *Point and say*. They take it in turns to point to an animal and make sentences. Leave the flashcards on the board as prompts.

Key:
Possible sentences:
The fish can swim. It can't fly. It can't jump.
The frog can jump. It can swim. It can't fly.
The dog can jump. It can swim. It can't fly.
The bird can fly. It can jump. It can't swim.

Consolidation activity

- Show a number of photos of other animals and put them where all the pupils can see them. Make sure that you have some animals that can swim, some that can fly and some that can jump. Choose one of the animals (e.g. a kangaroo) and say *I'm an animal. I can jump. I can't fly*. Mime being a kangaroo and jump up and down. Invite a pupil to stand up and point to the photo.
- Invite a number of confident pupils to do the same. Then put the pupils in pairs to choose, say and point to the photos.

Extension activity

- Show the picture puzzle in Activity 1 again. Ask *How many birds can you see?* to elicit the answer *I can see four*. Continue with the other animals.
- Chant the dialogue as a whole class. Say *frogs* and elicit *How many frogs can you see?* Repeat this chanting question three times chorally, clicking your fingers and clapping for pupils to hear the rhythm. Chant back to the class *I can see five*.
- Divide the class into two groups. One group chants the questions and the other group chants the answers. Use the animal flashcards as prompts.
- Swap halves for the second group to ask the questions and the first group to answer, always as an upbeat chant.

Ending the lesson

- Play the Unit 7 song (Audio 104). Pupils sing along and do the animal actions. Ask a group of more confident pupils to come to the front and perform the song for the class using the karaoke version (Audio 105).
- Say the closing routine.

Digital Classroom

- **Presentation Plus:** Unit 8
- **Digital Flashcards**
- **Audio 104–105**
- **Practice Extra**

Objectives

By the end of the lesson, pupils will have reviewed language from Unit 8.

Target language

- **Key language:** food, *I like … / I don't like …*
- **Revision:** colours, toys, animals

Materials

- **Flashcards:** colours, toys, animals and food (26–31, 32–37, 38–40, 59–64, 68–78)
- Counters in two different colours (each pupil needs five counters of one of the colours)
- **Review game:** see page T94–95

Warmer

- Say the opening routine.
- Mix up a selection of colour, toy, animal and food flashcards and spread them out face upwards in the centre with the pupils in a circle. Pick up and show one of the colour flashcards and say the word. Say *Pick up and say the colours.* Ask different pupils to pick up the colour flashcards one by one and say the colours. When all the colour flashcards have been picked up, pupils hold them up and the class chant the colours in chorus.
- Do the same with the toy, animal and food flashcards.

CB89. ACTIVITY 3

Find groups of three. Draw lines. Listen and check.

- Show page 89 and focus attention on grid 1. Trace the example line with your finger and elicit the three colours as you do this (*pink, green, orange*). Say *Yes, three colours.* Say *Listen.* Play the example on the Audio.
- Face the class and draw three straight lines in the air – vertical, horizontal and diagonal. Say *Yes.* Draw a bent line and say *No.* Trace a line on the grid from pink to green to blue and elicit *No.*
- Say *Open your books at page 89, please.* Say *Find groups of three. Draw lines.* Pupils work individually to trace a straight line through the pictures which belong to the same set in grids 2, 3 and 4. Pupils compare their lines in pairs.
- Say *Listen and check.* Play the Audio. Stop after each item and invite a pupil to draw the line on the whiteboard. Pupils check and repeat the words in chorus.

Extra challenge Tell pupils to look at grid 1 and to remember all the pictures. They close their books and say the words. Pupils do the same in pairs with the other grids. One pupil closes their book and the other looks at the grid and checks. They can give clues, e.g. *animal, colour,* etc.

Key: See audioscript.

127

1. pink, green, orange … colours
2. tiger, frog, duck … animals
3. eggs, cake, fruit … food
4. bike, car, ball … toys

CB89. ACTIVITY 4

Play and say.

- Focus on grid 3 in Activity 3. Point to the three pictures across the top one by one and say *I like kites. I don't like dogs. I like fruit.* Point to the pictures in the grid at random and invite pupils to make an *I like …* or *I don't like …* sentence about each picture.
- Invite a more confident pupil to the whiteboard to demonstrate the game. The aim is to put your counter or mark on three pictures in a straight row (vertical, horizontal or diagonal). You can place counters of different colours on the pictures in the grid or you can draw large 0s (noughts) and Xs (crosses).
- Say *Let's play.* Point to a picture in the grid and make an *I like …* or *I don't like …* sentence about it. Draw a large 0 on the picture. The pupil then does the same with another of the pictures in the grid and a different-coloured 0 (or an X).
- Make sure pupils understand that the game is like *Three in a row* or *Noughts and crosses.* Pupils play in pairs using the counters or drawing noughts and crosses. They can use all four game grids on the page.

Extra support Instead of making *I like …* or *I don't like …* sentences, pupils say the words only.

Consolidation activity

- Make a pile of colour, toy, animal and food flashcards. Show one, e.g. a dog, and select a pupil. If the pupil likes dogs, they stand up, smile and say *I like dogs.* If they don't like dogs, they sit down, cross their arms, look unhappy and say *I don't like dogs.* Repeat, showing flashcards at random for pupils to respond to.

Ending the lesson

- Pupils play the Review game on pages 94 and 95 (instructions on page T94–95).
- Play the Unit 8 song (Audio 117). Pupils sing along and do the actions. Ask a group of more confident pupils to come to the front and perform the song for the class using the karaoke version (Audio 118).
- Say the closing routine.

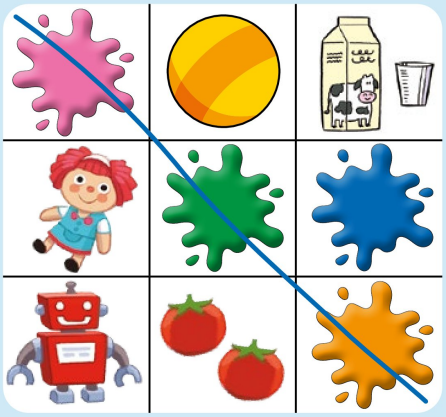
Digital Classroom

- **Presentation Plus:** Unit 8
- **Digital Flashcards**
- **Audio 127, 117–118**
- **Practice Extra**



3 127 Find groups of three. Draw lines. Listen and check.

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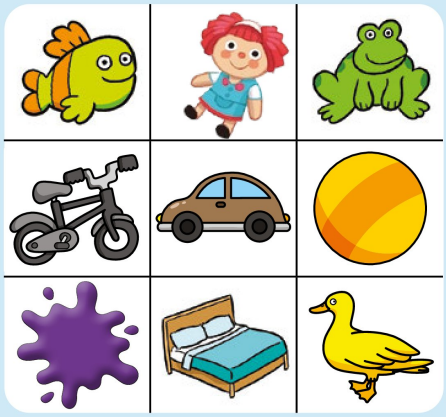
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3



4



4 Play and say.

I don't like kites.

I like cake.



Trevor's values

Sharing



1 128 **Listen and point.**









2 **Act it out.**

Objectives

By the end of the lesson, pupils will have listened to and practised language for sharing.

Target language

- **Key language:** food, *Let's share.*
- **Additional language:** *water*
- **Revision:** toys, *Here you are, Thank you, I've got … / I haven't got … , I like (fruit).*

Materials

- **Flashcards:** food (68–78)
- Cards from Photocopiable 6, one set for each pupil
- A large empty water bottle and two plastic cups
- **Consolidation activity 2:** paper and coloured pencils or crayons for each pupil

Warmer

- Say the opening routine.
- Review the language from the last 'values' lesson. Use the cards from Photocopiable 6. Start a game of pairs with a confident pupil. Put the cards face down and say *Let's play pairs. It's your turn.* The pupil turns over two cards. Ask *Is it a pair?*
- Practise the sentences for game playing again (*Let's play. It's a pair. It isn't a pair. It's my turn. It's your turn.*) Say the sentences. Pupils repeat.
- Hand out the sets of cards. Pupils play pairs in the same way. Monitor. Remind them to take turns and use the language for game playing.

Presentation

CB90. ACTIVITY 1

Listen and point.

- Show page 90. Pupils say *Hello, Trevor!* and wave. Remind pupils of the meaning of *values*, and that Trevor's pages are about doing the right thing. Point to the four pictures and elicit known words, e.g. *boy, girl, cake, fruit.* Teach *water.* Say *Listen and point.* Play the Audio. Point to the characters as they speak.
- Say *Open your books at page 90, please.* Say *Listen and point.* Play the Audio again. Pupils listen and do the same.
- Point to the top left picture and say *Look. The girl says 'I haven't got water.' The boy says 'Let's share!'* Point to the top right picture and say *The children are sharing.* Talk about the other pictures in the same way.
- Play the Audio again. Stop after each line. Pupils repeat in chorus. Encourage them to use the same intonation as on the Audio. Talk briefly in L1 about how important it is to share. Elicit examples of things pupils can share at school.

128

Oh no! I haven't got water.
Oh … I've got water. Let's share!

Here you are.
Thank you!

I've got cake and I like fruit.
I like cake and I've got fruit. Let's share!
Yes!

Here you are.
Thank you. … Here you are.
Thank you.

CB90. ACTIVITY 2

Act it out.

- Ask a confident pupil to come to the front. Give him/her the bottle and cups. Say *Oh no! I haven't got water!* Elicit *I've got water. Let's share.* Encourage the pupil to mime pouring water into the plastic cups. Make sure he/she says *Here you are.* Respond with *Thank you.*
- Practise the exchange with the class.
- Pupils work in pairs. Pupil A says *Oh no! I haven't got water!* Pupil B offers to share and mimes pouring water. Then they swap roles.

Extra challenge Pupils work in pairs to act out the full story with water, cake and fruit.

Consolidation activity 1

- Mime cutting a slice of cake and eating it. Ask pupils *What have I got?* Elicit *Cake.* Say *Yes, I've got cake. I like cake.* Ask a pupil *Do you like cake? Let's share!* Mime cutting a slice of cake and handing it to the pupil. Say *Here you are.* The pupil says *Thank you.* You both mime eating the cake.
- Pupils repeat in pairs. They make dialogues with other food and drink they know.

Consolidation activity 2

- Hand out pieces of paper. Tell pupils to draw a toy they know in English. Ask a confident pupil to come and show you his/her picture. Practise the following dialogue, e.g. if the picture is of a robot:
  T: *I haven't got a robot. I like robots.*
  P: *I've got a robot. Let's share! Here you are.*
  T: *Thank you.*
- Pupils work in pairs to show their pictures and make dialogues.

Ending the lesson

- Hand the food flashcards to different pupils. Call on the pupils with flashcards to stand up. The first pupil shows the class the picture on his/her flashcard and says, e.g. *I've got milk.* Say *I like milk.* Look sad and say *I haven't got milk.* Encourage the pupil to say *Let's share. Here you are.* Take the flashcard of the milk, smile and say *Thank you.* The pupil sits down. Repeat with the other pupils with flashcards.
- Say the closing routine.

Digital Classroom

- **Presentation Plus:** Unit 8
- **Audio 128**
- **Digital Flashcards**
- **Practice Extra**

Unit 8 My food
Class Book p.91

Objectives
By the end of the lesson, pupils will have reviewed language from Units 7 and 8.

Target language
- **Revision:** animals, food, colours, *fly*, *jump*, *swim*, *walk*, *can*, *I like … / I don't like …*

Materials
- **Flashcards:** colours and animals (26–31, 38–40, 59–64)
- **Coloured pencils or crayons for each pupil:** brown, blue, red, green, yellow, orange, black
- **Consolidation activity:** paper and coloured pencils or crayons for each pupil

Warmer
- Say the opening routine.
- Do an animal mime. Pupils chorus the word. Repeat with different animals. Ask confident pupils to come and mime.
- Hold up a colour flashcard and an animal flashcard, e.g. pink and tiger and say *A pink tiger!* Shake your head. Pupils say *No!* Do the same with a different colour and a different animal flashcard. Elicit the phrase. Repeat with more combinations.
- Ask about the colour of each animal, e.g. *What colour is a tiger?* Pupils say, e.g. *Orange and black.*

CB91. ACTIVITY 1

Listen and colour.
- Show page 91 and ask, e.g. *Where's the bird?* Invite a pupil to the whiteboard to point. Repeat for the other animals.
- Mime *fly*, *swim* and *jump*. Pupils say the words. Walk around and say/elicit *walk*. Pupils repeat.
- Make sure pupils have their crayons ready. Say *Open your books at page 91, please.* Say *Listen and colour.* Pupils mark each animal toy with a dot in the right colour. They colour the toys in fully after listening.
- Play the Audio. Pupils listen and mark the items. They check in pairs. Play the Audio again. Check with the class. Ask, e.g. *What colour's the duck?* Pupils respond *It's brown.*

Extra support The first time you play the Audio, hand out the animal flashcards to six more confident pupils. When they hear their animal, they hold up the flashcard.

Key: tiger – orange and black, fish – red, frog – green, dog – yellow, bird – blue, duck – brown

129

This animal can swim and fly.
Is it a duck?
Yes. Can you colour it brown, please?
OK.

This animal can fly.
Is it a bird?
Yes. Can you colour it blue, please?
OK.

This animal can swim.
Is it a fish?
Yes. Can you colour it red, please?
OK.

This animal can swim and jump.
Is it a frog?
Yes. Can you colour it green, please?
OK.

This animal can walk and jump.
Is it a dog?
Yes. Can you colour it yellow, please?
OK.

This animal can jump and swim.
Is it a tiger?
Yes. Can you colour it orange and black, please?
OK.

CB91. ACTIVITY 2

Listen and draw lines.
- Point and elicit the food words. Point to the tick and say/elicit *I like*. Point to the cross and say/elicit *I don't like*.
- Point to picture 1 and to the example line. Say *The girl says 'I like …'* and elicit *fruit*. Play the first part of the example on the Audio to confirm. Do the same with the example line on the right. Elicit *I don't like eggs.*
- Say *Now listen and draw lines.* Play the rest of the Audio. Stop after each food item for pupils to draw lines. They check in pairs. Play the Audio again. Stop after each one and check with the class. Say, e.g. *Number 2. I like …? I don't like …?*

Key: 2 cake ✓ tomatoes ✗, 3 milk ✓ chips ✗

130

1. I like fruit. … I don't like eggs.
2. I like cake. … I don't like tomatoes.
3. I like milk. … I don't like chips.

Consolidation activity
- Give out paper. Pupils choose an animal and draw it in the middle. On the left pupils put a tick and draw the food the animal likes. On the right pupils put a cross and draw the food it doesn't like. Pupils show their pictures in groups. They say, e.g. *I'm a tiger. I like this. I don't like this.*

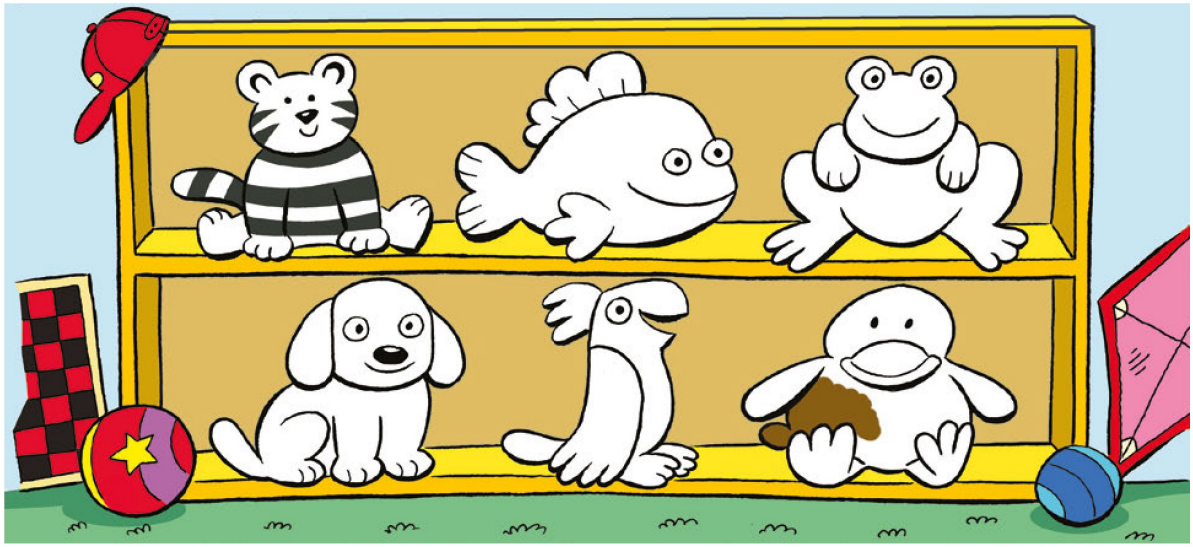
Ending the lesson
- Talk about Units 7 and 8 with the pupils using L1. Ask them which lessons, topics and/or activities are their favourites.
- Say the closing routine.

Digital Classroom
- **Presentation Plus:** Unit 8
- **Audio 129–130**
- **Digital Flashcards**
- **Practice Extra**

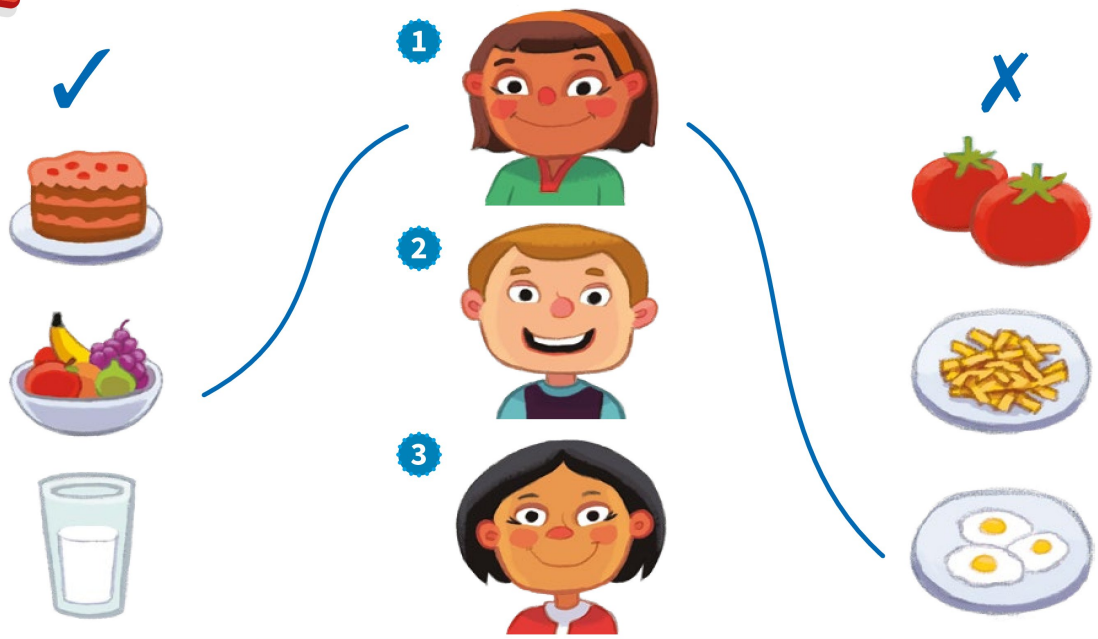
Extra Resources
- **Tests** *Unit 8 Test*

Review Units 7 and 8

1 129 Listen and colour.



2 130 Listen and draw lines.



Remember to finish the online activities for these units on Practice Extra.

Review puzzle units 1–8



CB92 Review puzzle



Review puzzle CB93

Review puzzle
Class Book p.92–93

At the end of each unit, use the puzzle to review the key words that the pupils have learnt.

At the end of Units 2 to 8, you can use the puzzle to review the words from other units as well, if you have time. Choose other flashcards and add them to the pile at the beginning of the activity.

Materials

- Flashcards for the unit or units

- Show the Review puzzle (CB pages 92 and 93) and ask pupils to open their books.
- Take the six flashcards for the unit, shuffle them and place them face down on the table at the front of the class. Pick up the top flashcard, peek at it and then hold it close to your chest. Say, e.g. *Point to number 3, please.* Pupils look at the picture in their books, point to the number or word and put their hands up. Choose a more confident pupil to come to the whiteboard, point to the number or word and say *It's here.* Note: Some words are repeated in the picture, e.g. *table*, *chair*, parts of the body. Pupils can point to any one of these.
- Continue for the rest of the unit flashcards.

Extra challenge Pupils work in pairs with their books open. Pupil A says a word from the unit and Pupil B points to it in the picture and says *It's here.* Pupils swap roles and Pupil B says a word.

- As pupils learn more, you can ask additional questions about the items:
  - Unit 2 *How many (chairs)?* etc.
  - Unit 3 *What colour's this (chair)?* etc.
  - Unit 4 *How many (balls)? What colour's this (ball)? What's this?* etc.
  - Unit 5 *How many (sofas)? What colour's this (sofa)? Where's the (bed)? What's this?* etc.
  - Unit 6 Start by saying *Point to a(n) (arm).* Then ask pupils to look at the robot and ask: *What colour are the robot's arms? What colour's the robot's head? How many eyes?* etc.
  - Unit 7 *How many (birds)? Where's the (frog)? What colour's the (dog)? What's this?* etc. Then point to one of the animals and ask *Can it fly/swim/jump?*
  - Unit 8 *How many (eggs)? Where are the (tomatoes)?* etc. Then point to one of the foods and ask *Do you like it?*

Extra challenge Pupils work in pairs with their books open. Pupil A asks a question about the unit words (as in the list above) and Pupil B answers. Pupils swap roles and Pupil B asks a question.

Unit by unit – items in the picture

Unit 1 numbers 1 to 6
Unit 2 *bag, book, chair, eraser, pencil, table*
Unit 3 *black, blue, brown, red, white, yellow*
Unit 4 *ball, bike, car, doll, kite, robot*
Unit 5 *bedroom, kitchen, living room, bed, door, sofa*
Unit 6 *arm, eye, hand, head, leg, mouth*
Unit 7 *bird, dog, duck, fish, frog, tiger*
Unit 8 *cake, chips, egg, fruit, milk, tomato*

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. *The chair. The bed. The doll. The bag. The robot's head.*

Spot the colour

- Pupils work in teams. Say a colour, e.g. *Blue.* They have to find (and say) all the items in the picture that are the colour, e.g. *chair, bed, doll, bag, robot's head, milk,* (part of the) *kite,* (the plate with the) *eggs.* When the team have found and can say all the objects, they raise their hands. Invite them to the whiteboard to point to and say the items.

Picture hunt

- Pupils work individually. 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. Invite a pupil to come to the board, point to an item and say the word, e.g. *(The) bike?* Say *Yes/No.* If it isn't the item, show how close or far away your item is in the picture using your fingers. If the item is close to the bike, hold your two index fingers close to each other. If it's far away, open your arms and hold up your index fingers. Pupils continue guessing words until they guess the item on the flashcard. Show the flashcard and say *Yes!*
- Invite the pupil who guessed the item to come to the front and choose another flashcard. Play the game again.

Review game
Class Book p.94–95

At the end of each unit, use the game to review the key language that the pupils have learnt.

To review the unit language, pupils play the game with the game cards from the unit only.

To review all the language learnt so far, pupils play the game with the game cards from the previous units as well as the one they have just completed.

Materials

- Large dice and counters, unit flashcards and three large *You* cards for the example game
- One dice for each group of three or four pupils
- One counter for each pupil
- One set of game cards for the unit for each group (see pages T97–T104) copied onto card and cut out
- *You* cards for each group (see page T96) – each group needs three *You* cards to play the game after Units 1–4, then more in later units

- Show the Review game (CB pages 94 and 95). Divide the class into two big teams, A and B.
- Invite one more confident pupil from each team to the whiteboard and play an example game using a large dice, and large counters that you can stick to the board (with magnets or tape). Instead of using the game cards, use the flashcards so that all pupils can see. Shuffle the flashcards and large *You* cards and put them face down near the board.
- Pupil A throws the dice and moves their counter on the board, counting as they go from square to square and then sticking their counter on the board.
- If they land on a question square, they pick up the top card and say the word on the card. For a *You* card, pupils talk about themselves, e.g. *I'm Maria. I'm five.*
- If the pupil can say the picture word or talk about themselves, they leave their counter where it is. If not, they return to their last square. The card goes to the bottom of the pile.
- If a pupil lands at the bottom of a ladder, they go up.
- If they land on a snake's head, they go down to the snake's tail.
- If they land on a green traffic light, they throw the dice again.
- If they land on a red traffic light, they miss a turn.
- The game finishes when one pupil gets to the final square.
- Pupils play the game in groups of three or four players. They use the board in one of their books.
  Note: Before playing the Unit 3 game, pupils should colour in the game card paint splodges (black, blue, brown, red, yellow, white). Before playing the Unit 4 game, pupils should colour in the paint splodges (orange, green, pink).

Extra support Pupils play the game in two teams using the whiteboard again rather than in smaller groups. Each time they throw the dice, a new player from each team goes to the board so that they all have a turn.

Extra challenge At the end of Units 6, 7 and 8, pupils use the game playing phrases that they learnt in Trevor's values at the end of Unit 6: *Let's play. You start. It's my/your turn.*

Unit by unit – *You* statements

Unit 1 *I'm (Pablo). I'm (six).*
Unit 2 *It's my (bag).*
Unit 3 *It's a (red pencil). My favourite colour is (blue).*
Unit 4 *It's a (yellow kite). My favourite toy is a (ball). My (car) is (red).*
Unit 5 *My (bedroom) is (white).*
Unit 6 *I've got (two arms). I've got (blue eyes). This is my (head).*
Unit 7 *I can jump/swim/sing. My favourite animal is a (dog).*
Unit 8 *I like (cake). I don't like (tomatoes).*

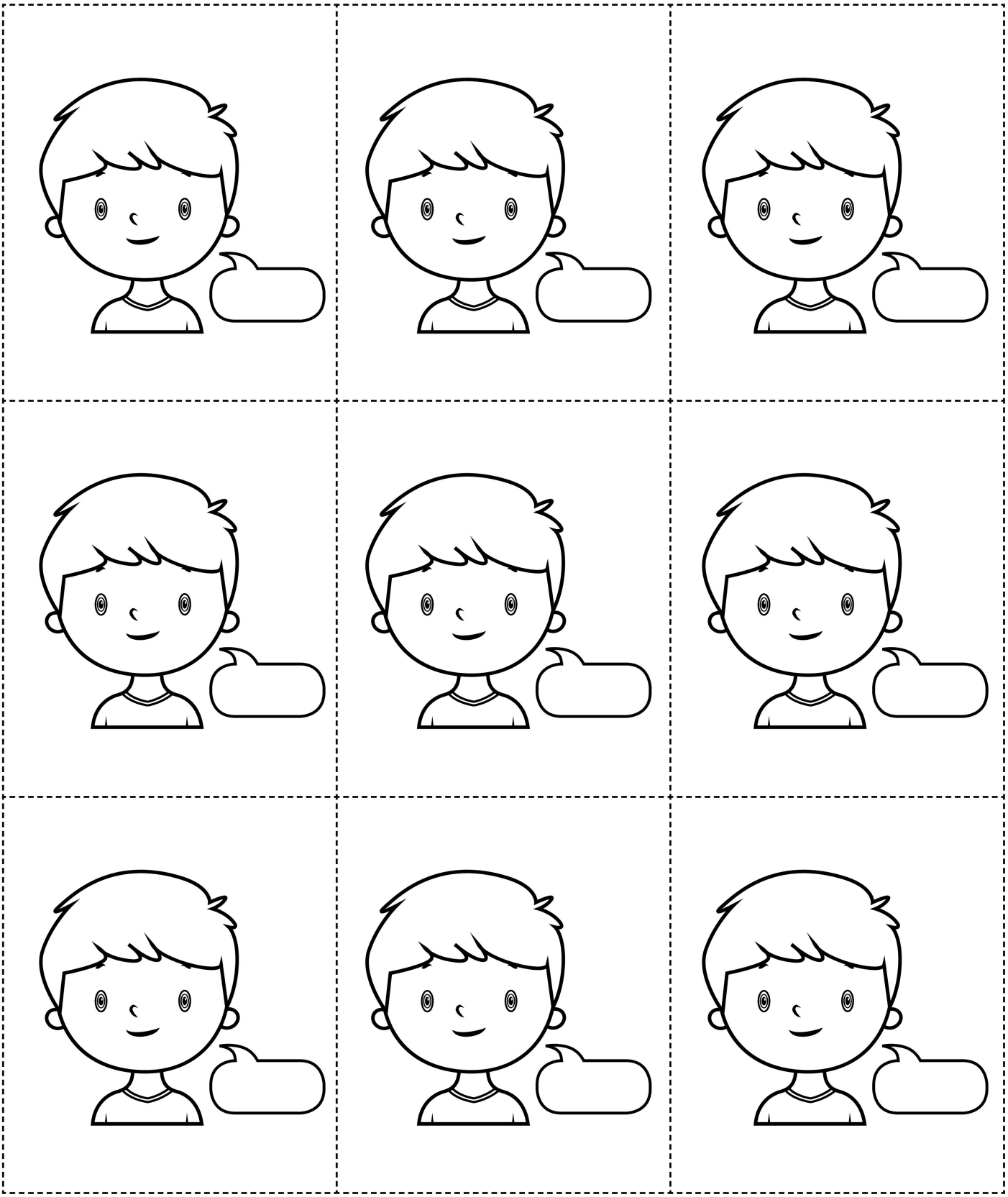
Review game units 1–8



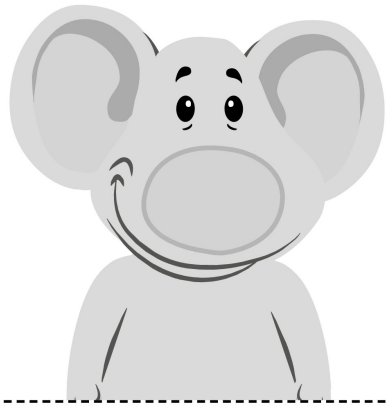
CB94 Review game


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You cards



Unit 1 game cards







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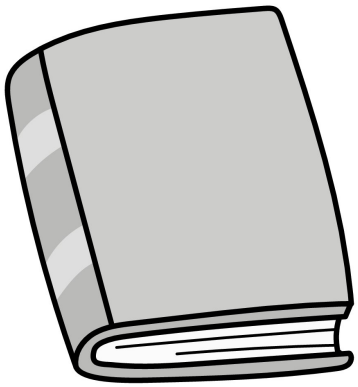
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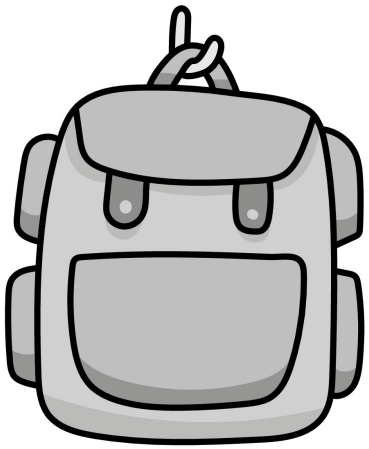
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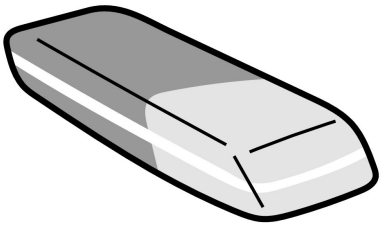
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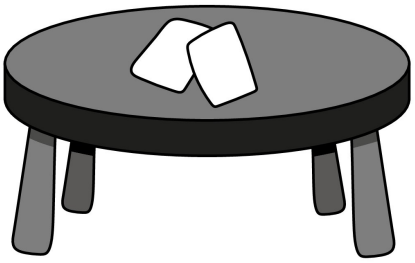
Unit 2 game cards

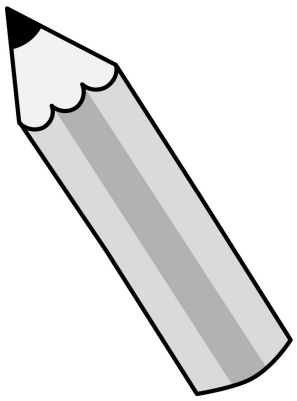


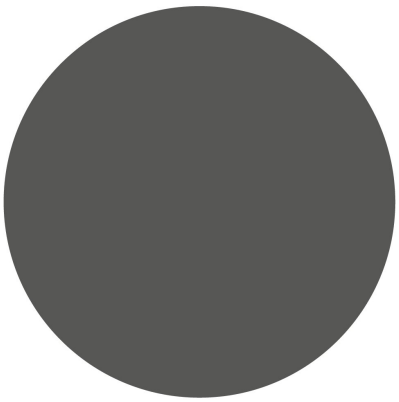


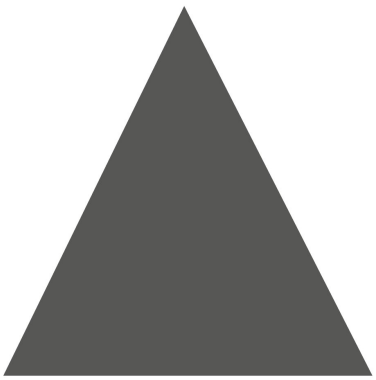






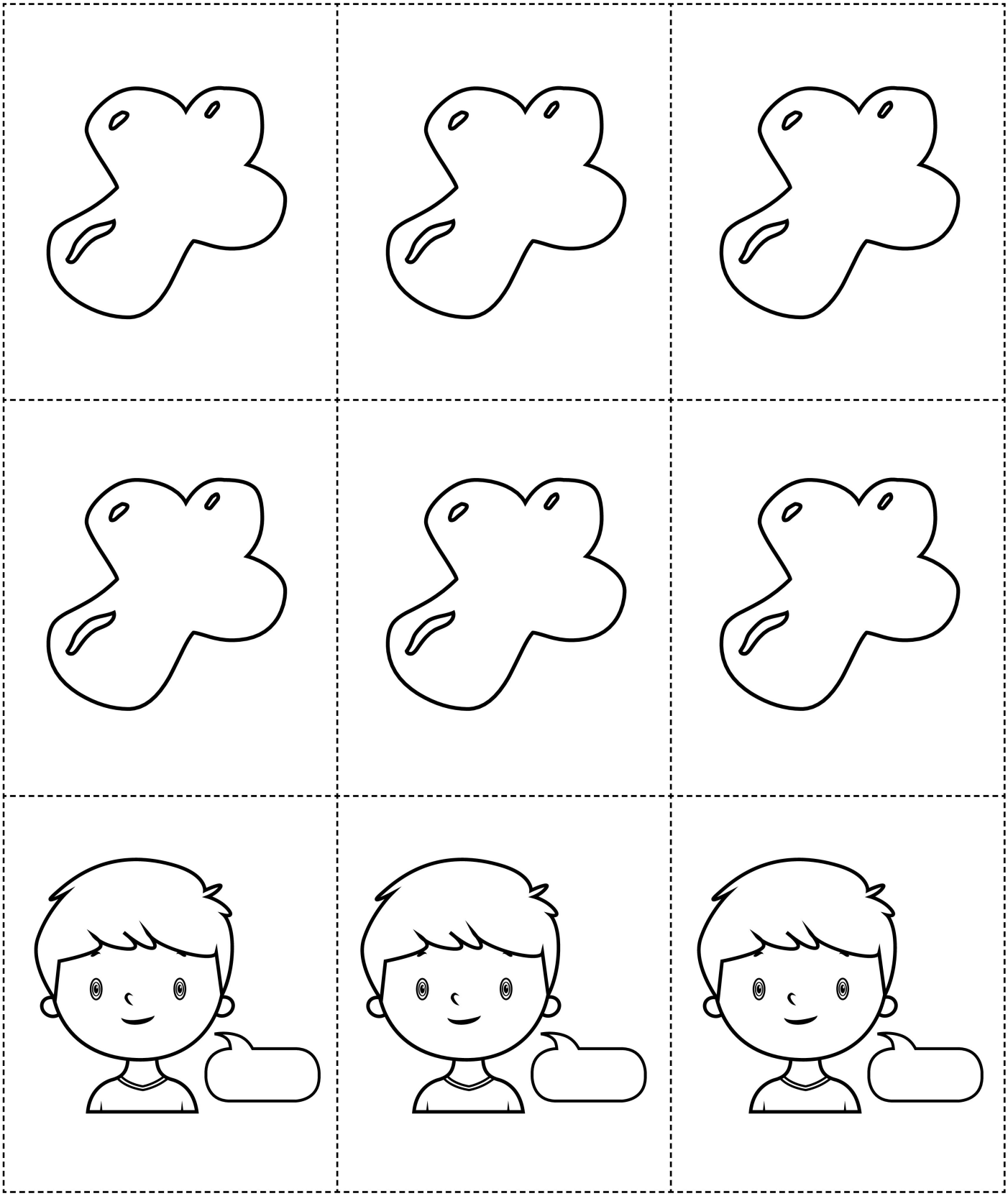




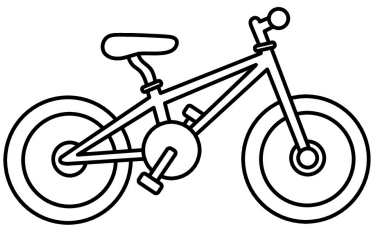


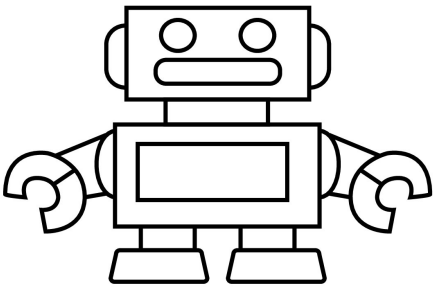


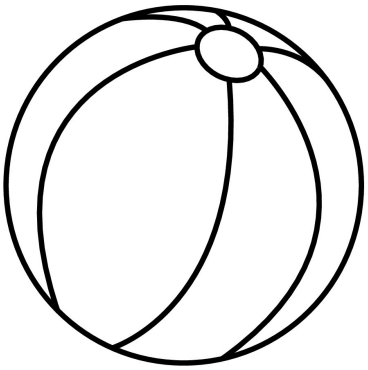
Unit 3 game cards

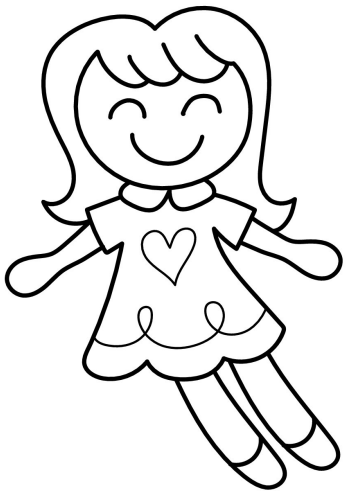


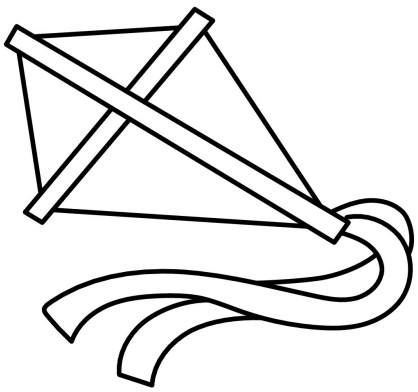
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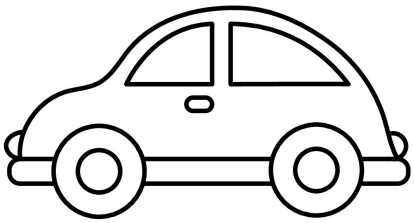


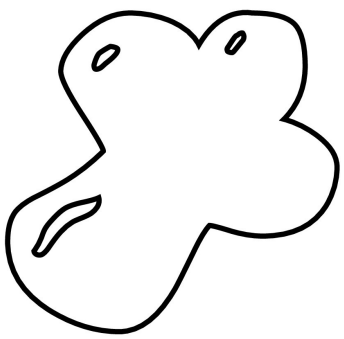


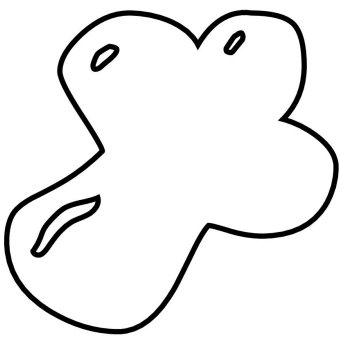


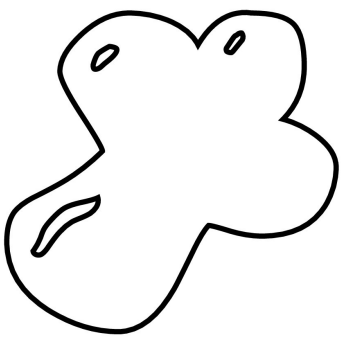






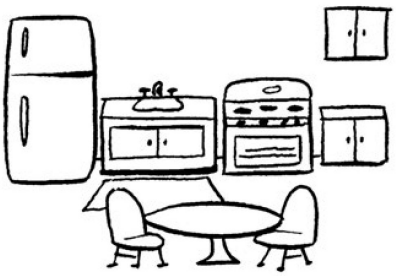




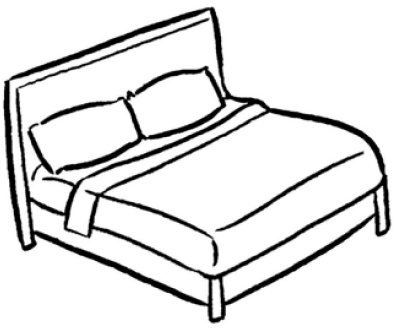


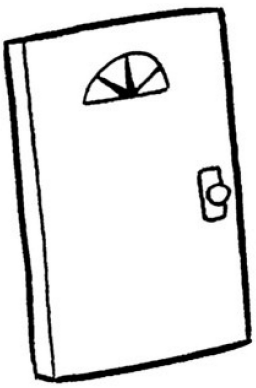
Unit 5 game cards

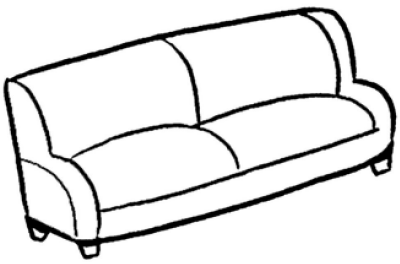


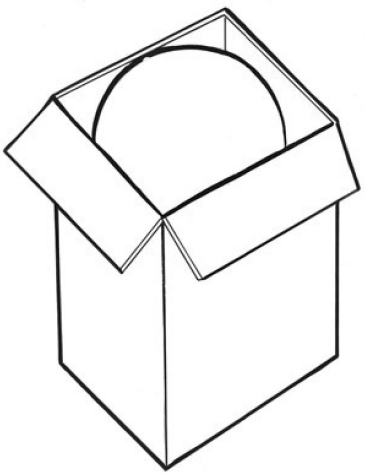


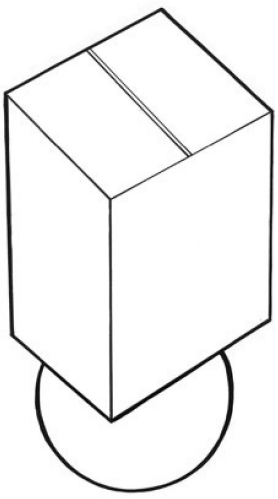


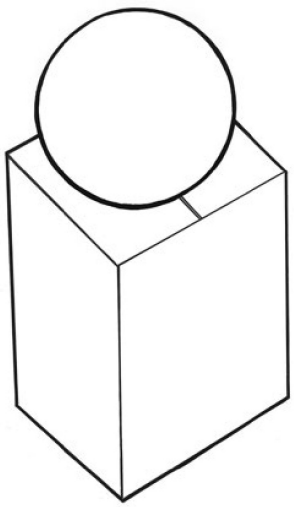












Unit 6 game cards





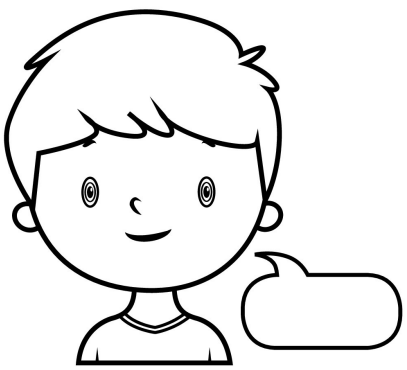


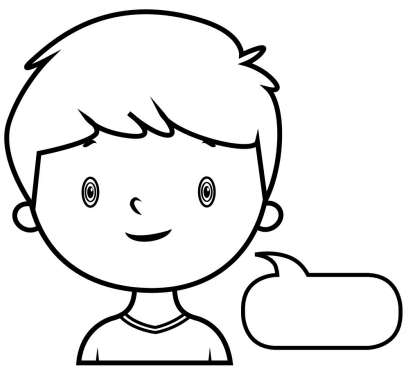




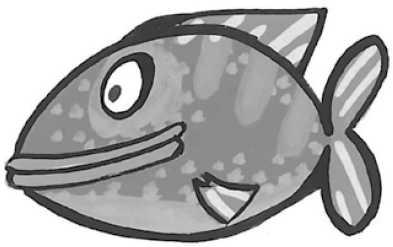


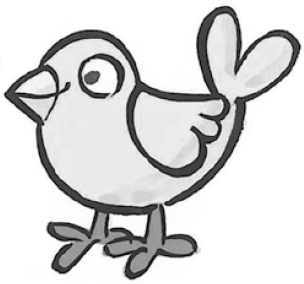


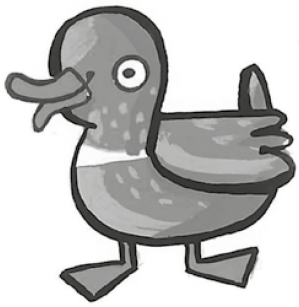




Unit 7 game cards



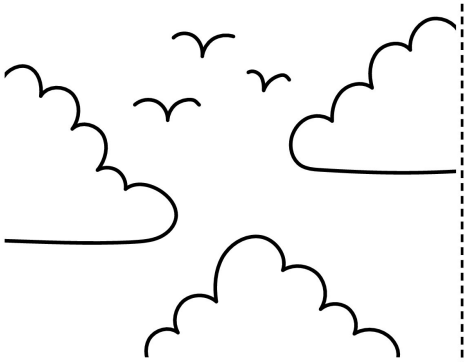


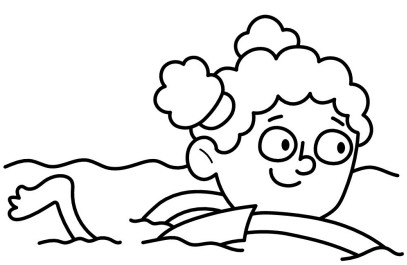








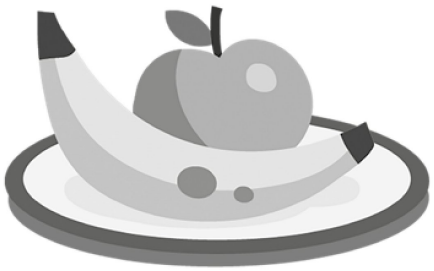


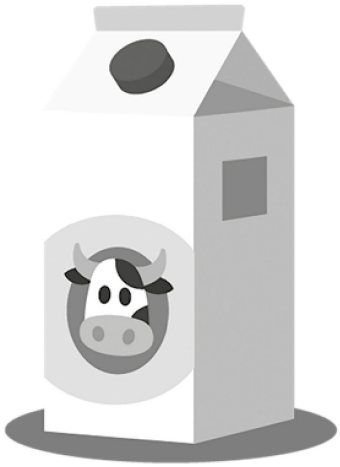


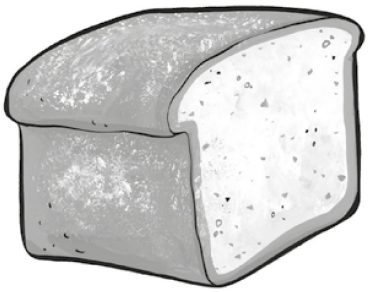


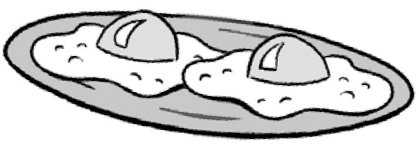
Unit 8 game cards



















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