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ALWAYS LEARNING

Our Discovery Island

STARTER

TEACHER'S BOOK



Linnette Ansel Erocak
Series Consultant Jeanne Perrett

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Family Island

Welcome to *Our Discovery Island*, a six-level primary English series that engages children in 21st century learning. Inspire every one of your pupils to learn English!

Our Discovery Island...

- ***Reaches***: Online adventures on themed islands develop the cognitive, emotional, and social skills of the **whole learner**.
- ***Teaches***: Links to daily life through cross-curricular connections and authentic texts **immerse** pupils in English.
- ***Gets Results***: Guided communication, collaboration, fun characters and engaging stories **motivate** and make learning English more exciting than ever before!

Components

Pupil's Book with Access code
Activity Book with CD ROM
Online world
Teacher's Book with Access code
Class audio CDs
DVD
Active Teach for IWB
Story cards
Flashcards
Posters

Our Discovery Island
Where learning is an adventure!

Online world: www.ourdiscoveryisland.com
Teacher support: www.pearsonelt.com/ourdiscoveryisland
Teaching community: www.pearsonelt.com/primaryplace

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Our Discovery Island

Family Island

TEACHER'S BOOK STARTER

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Introduction

Our Discovery Island is a six-level course for children learning English as a foreign language in primary schools. It offers best practice methodology in the classroom whilst also offering teachers and pupils an innovative digital environment. *Our Discovery Island* can be used as a blended learning course and takes into account the current movement towards using an increased amount of technology in the classroom and at home as more and more families have home computers and want safe, effective, educational material for their children. *Our Discovery Island* motivates children by introducing them to a group of characters in an Online Island that echoes the Island in their English book. Pupils follow the characters on a quest through their book whilst listening to stories, singing songs, communicating and playing games along the way. Most importantly, pupils will enjoy themselves and make their own discoveries in English. *Our Discovery Island* – where learning is an adventure!

On Family Island, two of the Voom family children, Rita and Zak, and their friends, Millie and Oscar, discover a dragon's egg with a note. It hatches and they take it home to the Voom's house. Pupils follow the children on a Quest to help find all the items the baby dragon, Waldo, needs until they find his mother.

develop their skills and are able to practise new language in a broad range of contexts. Additionally the Pupil's Book contains songs, chants, stories, games, listening and reading texts and communicative activities to ensure lessons are varied, motivating and effective. It is organised as follows:

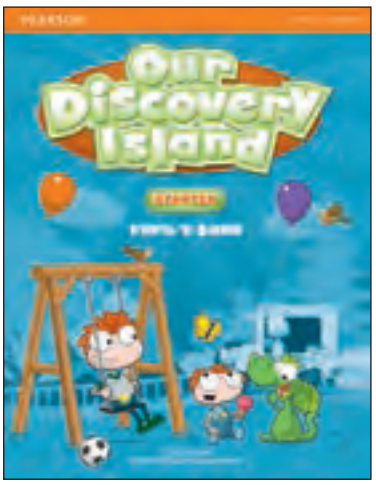
- A Welcome unit introducing pupils to the group of characters and the island.
- Eight units divided into eight distinct lessons.
- Three festival lessons at the back of the book for use at Halloween, Christmas and Easter.
- Cut out activities for use in skills Lesson 4 in alternate units.
- Five pages of stickers: Quest stickers for use in Lesson 2 when pupils find the Quest item, vocabulary stickers for use in Lesson 8 for further consolidation of the unit's target language and Look! stickers for use in the Activity Book which contain the unit's target structure.

The access code printed at the back of the book gives pupils and parents unique and safe access to Family Island Online via the internet.

Components for the pupil

PUPIL'S BOOK

The Pupil's Book provides materials to effectively present and practise the target language. It introduces new language in lively and engaging contexts. A wide variety of practice tasks lead from controlled language activities through to production and personalisation activities. Extensive further practice is provided in the Activity Book. Each unit includes listening, speaking, reading and writing activities, ensuring that pupils

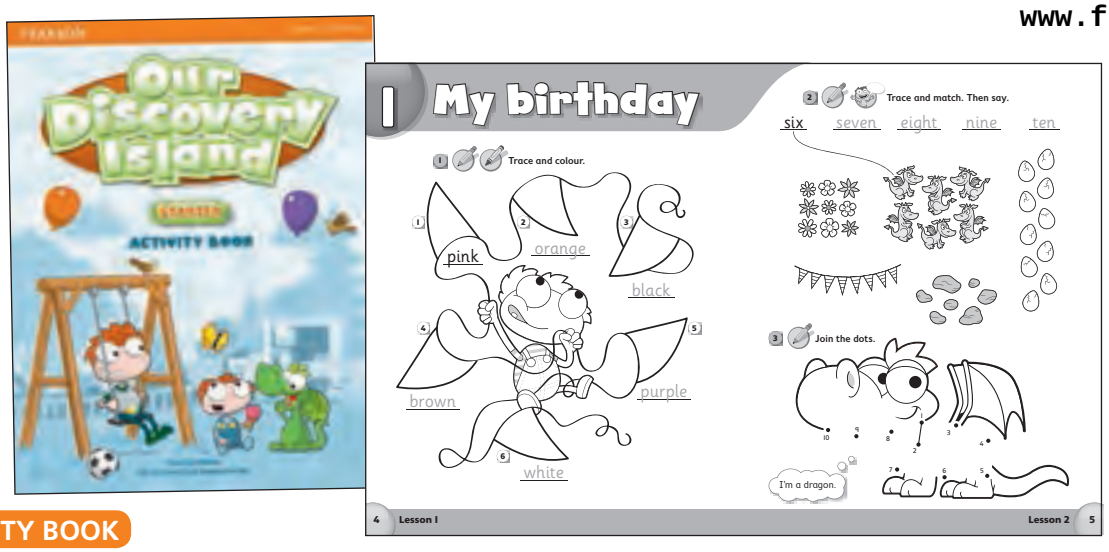












ACTIVITY BOOK

The Activity Book provides reinforcement and consolidation of the language presented in the Pupil's Book. It contains controlled and freer practice plus personalisation and further listening and reading texts. It is organised as follows:

- A Welcome unit introducing pupils to the group of characters and the island.
- Eight units divided into seven lessons for use after the corresponding Pupil's Book page, plus a photocopiable worksheet in the Teacher's Book for use at the end of Lesson 8.
- Three festival lessons at the back of the book for use at Halloween, Christmas and Easter.
- A picture dictionary at the back of the book to aid pupils in remembering the target language.

Full details of when to use the Activity Book are given in the teaching notes.

ONLINE ISLAND

Our Discovery Island includes a unique Online Island component. This provides a safe, engaging, highly-motivating environment where pupils meet the characters from the Pupil's Book plus a host of other exciting characters and follow them on an adventure. Pupils encounter and practise target language from the course in a stimulating environment. They will engage in safe 'closed-chat' dialogues with the characters they meet and follow instructions and guidance to help them solve clues and puzzles and engage in supplementary language games along the way. It's a great way to make learning happen in an interactive environment and further consolidates and extends the language-learning process. Most of all, pupils will enjoy the experience of learning through play and will absorb English without realising it!





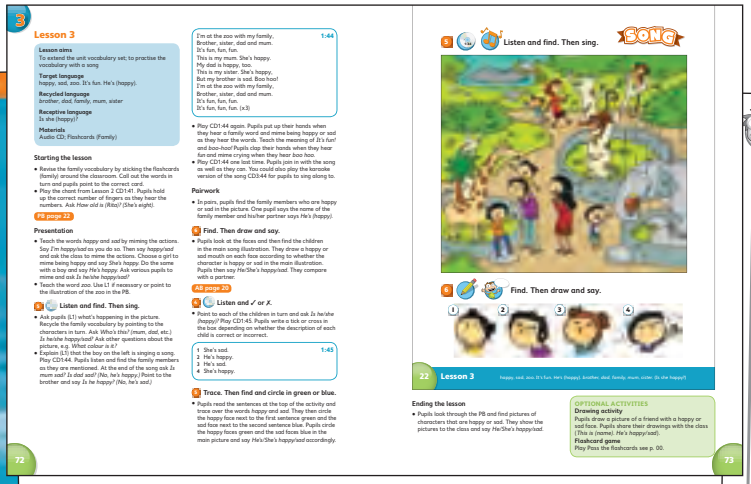


CD-ROM

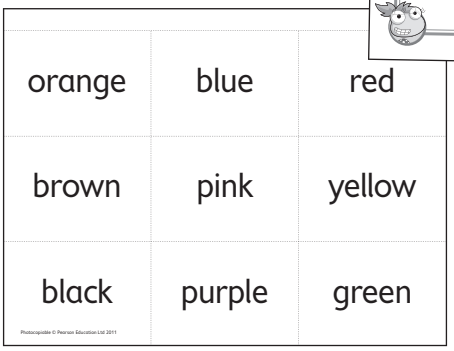
The CD-ROM contains an 'offline' version of the Online Island adventure, games and puzzles for those pupils who don't have access to an internet connection. The CD-ROM also includes the songs and chants from the Pupil's Book.

Components for the teacher









TEACHER'S BOOK

The Teacher's Book provides step-by-step lesson plans covering all the course material. Each lesson is clearly structured into stages:

- Starting the lesson
- Presentation
- Practice
- Ending the lesson.

There are also further optional activities suggested for fast finishers. The lesson notes are designed to be flexible supporting all teachers, including those who may lack time for planning or have limited access to resources. The introduction includes recommended procedures for using games, classroom language and stories effectively and how the DVD, the Online Islands, and the posters can be best exploited in class.

For maximum flexibility and variety throughout the teaching year the following photocopiable materials can be found at the back of the book:

- Unit and end-of-year evaluations
- Worksheets
- A certificate
- Festival activities templates
- Word cards.

The access code printed at the back of the book gives the teacher special access to *Family Island Online* via the internet.

ONLINE ISLAND

Teachers have special access to the Online Island using the access code provided in the Teacher's Book. This takes them into *Family Island Online* with their pupils plus gives access to an easy to use Progress Review System (PRS) where the teacher can monitor the progress of their pupils. There are step-by-step help guides detailing all aspects of game play, plus log in and classroom management through the PRS. These are available both on screen and as a download to print. Teachers will also find report cards showing each pupil's progress that they can print out for the class and parents. Teachers will find further information on pages 10–13.



AUDIO CDs

The CDs contain all the chants, songs, stories and listening comprehension activities. There are also karaoke versions of the songs provided at the end of the third CD.



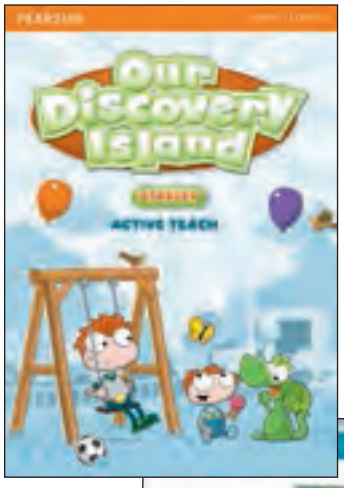
DVD

Each level of *Our Discovery Island* has a DVD with four episodes. Each episode can be used to reinforce and extend the language of the course, focussing on the topics and language of two units. There are songs presented by three young presenters, Sally, Jack and Albert. And there are animated stories, showing further adventures of the *Family Island* characters. Teachers will find further information on pages 16–19.



ACTIVE TEACH

Our Discovery Island Active Teach provides software for use on any Interactive Whiteboard (IWB) with integrated tools and a 'How to ...' DVD demonstration of use. It can also be used with just a computer and projector. It eases classroom management as it contains direct links to all of the Pupil's and Activity Book pages, digitally transformed to create more opportunities for interaction between the pupil, teacher and the material. It includes 'hide' and 'reveal' answers, links to further practice activities and games that recycle the language of the unit and previous units and links to audio and DVD content without the need of a separate CD or DVD player. It has stimulating and engaging digital board games with electronic spinners, flashcards and posters plus a special 'make a poster' feature where teachers can compose and print their own posters from a bank of images. Digital story cards are also included with 'hide' and 'reveal' speech bubbles and a 'make a story' feature where pupils' own stories can be made with their own speech bubbles for use in the classroom plus an internet link that takes teachers directly to the Online Islands.

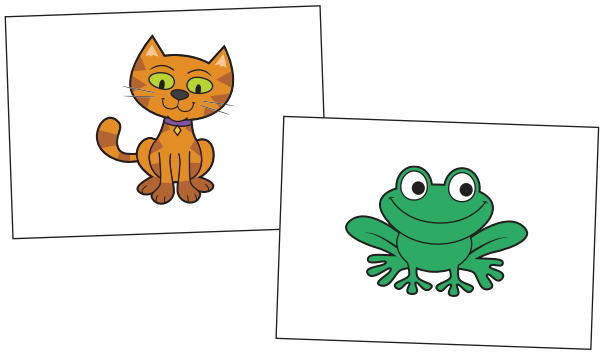






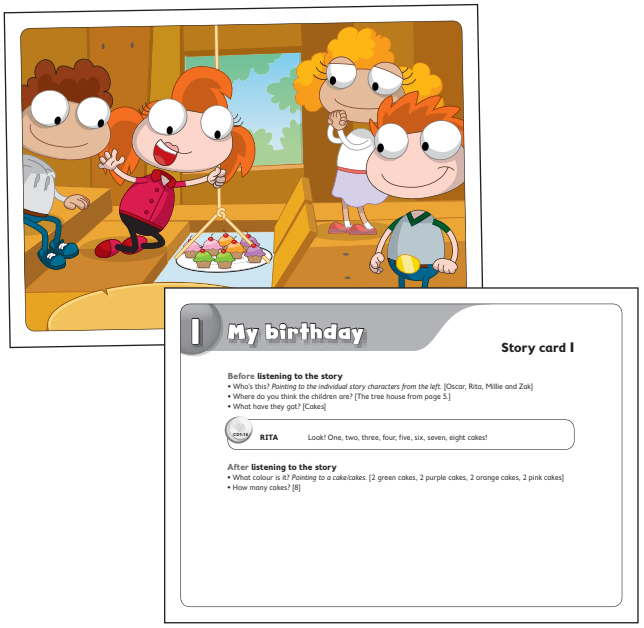
FLASHCARDS

There are 62 flashcards per level containing the main target language in each unit. The lesson plan and Games section in the Teacher's Books clearly explain how the flashcards can be used to present, practise and consolidate language through games and activities.



STORY CARDS

The story cards contain a frame from the *Family Island* story and teaching notes comprising 'Before listening' and 'After listening' activities plus the audioscript for the story frame. The story cards are on A4 cards, making them easy to use even in large classes. Teachers will find further information on page 15.



POSTERS

There are three posters to accompany each level of *Our Discovery Island*. Teachers will find information on where best to use them in the main lesson notes both to extend the content of the course and to provide a new context for communication. Teachers will find further information on pages 20–21.



Methodology and organisation

METHODOLOGY

Our Discovery Island Starter Level assumes no previous knowledge of English and takes a '5P' approach to communication in order to provide support and encourage production from an early stage. The PPP (Presentation, Practice, Production) is a tried and tested approach which is favoured by many teachers in the primary classroom. The lesson sequence is clear and easy to follow and works in a structured way. The *Our Discovery Island* '5Ps' approach adds also Personalisation and Pronunciation.

Presentation is the first stage. The teacher demonstrates the key language (often in illustrated form or using gesture) while providing a model (on audio CD or Active Teach) for pupils to hear the correct pronunciation. When using *Our Discovery Island*, teachers can employ the flashcards at this stage of the lesson.

Practice is provided in the form of controlled and more open activities using the presented language. At early levels, this may involve listening to the word and pointing to it in a picture.

Production activities encourage pupils to use the language either to speak or write something. These activities encourage pupils to become more autonomous and to manipulate the language in order to communicate. At Starter Level, simple pre-writing and writing activities are provided only in the Activity Book.

Personalisation activities are also included in the lesson structure to engage the pupils further with the unit language and to help them with language recall.

Pronunciation of difficult sounds in English is a key literacy area which is addressed in the Sounds Fun feature in Lesson 4. *Our Discovery Island* also suggests that teachers encourage the creation of a Sounds Fun notebook (see page 8) in which pupils can make a record of the sounds learnt and identify words containing those sounds to aid memory.

ORGANISATION

At Starter Level, there is an introductory unit *(Welcome)* followed by eight main teaching units, divided into eight lessons. The three Festival lessons can be used at Halloween, Christmas and Easter. There are cut out activities at the back of the Pupil's Book to be used in skills Lesson 4 in alternate units.

There are also five pages of stickers in the back of the Pupil's Books. It is advised that these are removed and kept by the teacher or school to avoid loss. There are three types of stickers, two are used in the Pupil's Books and one in the Activity Book.

The Activity Book provides opportunities for self-evaluation and there is a picture dictionary for reference and revision.

The eight main teaching units consist of eight lessons as follows:

Lesson 1

Presentation and practice of new vocabulary with audio support, pupils are listening and associating the vocabulary with repetitive sounds and producing all the vocabulary before they move on to listening comprehension with the new vocabulary in context, e.g. a dialogue between the characters.

Lesson 2

Chant. The new structure is presented in a chant and there is further practise of the new language. Pupils find the Quest sticker and sing the Quest song.

Lesson 3

Song. Vocabulary is extended and practised with further practice of vocabulary from previous lessons. Karaoke versions of the songs are present at the end of Class CD 3. A home-school link to encourage parental involvement appears in either this lesson, or Lesson 4 or 7 depending on the content of the unit.

The mascot, Waldo, appears in this lesson or Lessons 4, 6 or 7 depending on the content of the unit.

Waldo has a picture of an item from *Family Island Online*. Pupils have to find the item online, click on it and complete the supplementary language activity based on the vocabulary of the unit.

Lesson 4

Skills. Revision of unit language. Pupils practise different speaking and interaction skills. Cut outs are used in alterrnate units.

Sounds fun. This pronunciation feature with audio support presents English sounds with animal mascots.

Lesson 5

Story. The story is presented with audio support. It recycles vocabulary and structures from previous lessons and introduces some new language. At Starter Level there are no speech bubbles, it is a listening activity only. Speech bubbles appear in the story from Level 1.

Lesson 6

CLIL. New language is presented through a cross curricular topic in English. This lesson practises new and recycled language from previous lessons. A Mini project encourages production of the unit language.

Lesson 7

Game. Pupils practise the unit language through a fun language game. There is also a TPR activity providing further practice of the unit language.

Lesson 8

Consolidation. Pupils use the vocabulary stickers to further consolidate the unit's target language. Pupils personalise the unit language and self-evaluate how well they feel they have done with the unit. The unit ends with a link to show teachers when to take pupils to *Family Island Online*.

LITERACY

In Starter level, reading is introduced in the Pupil's Book and Activity Book. In the Pupil's Book it is used for consolidation purposes and pre-readers can use the book easily without needing to read. In the Activity Book pupils practise tracing and copying single words to practise the new language. Reading is introduced in the Activity Book to identify the written form of new words.

In Level 1, reading and writing progress. Pupils practise reading and writing from the beginning in both the Pupil's Book and the Activity Book. Reading is in the form of short sentences whilst writing is still at single word level.

The Sounds Fun notebook is something pupils prepare in class to be used at the end of Lesson 4 of each unit. Pupils record the sounds learnt in each unit in their Sounds fun notebook and find or draw pictures of words with these sounds. More confident pupils could also write the words below their drawings. With the introduction of target vocabulary at the beginning of every unit, teachers should encourage pupils to add these new words to the appropriate page in their Sounds Fun notebook. In this way, pupils are consistently recycling the sounds introduced in this level. Pupils could use an exercise book as their Sounds Fun notebook and then carry it through into next year. Alternatively, you could help them to make their own mini book using the instructions below and three sheets of A4 paper.

Making a mini book

- Take one A4 sheet for every 8 pages needed in the book, i.e. three A4 sheets for a 24-page book.
- Put the sheets neatly one on top of the other. Fold the pile in half so that the short sides touch, and then in half again in the other direction. You should now have a small book shape.
- Cut along the folds at the top/bottom of the book so that the pages can turn, and staple at the top and bottom of the spine.

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- Free reproducible activity sheets to download and use in your classroom!
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- Exclusive access to professional development via print materials and web conferences.

Pronunciation table

Consonants		Vowels		
Symbol	**Keyword**		**Symbol**	**Keyword**
p	**p**en	**short**	ɪ	b**i**t
b	**b**ack		e	b**e**d
t	**t**en		æ	c**a**t
d	**d**ay		ɒ	d**o**g
k	**k**ey		ʌ	c**u**t
g	**g**et		ʊ	p**u**t
f	**f**at		ə	**a**bout
v	**v**iew		i	happ**y**
θ	**th**ing		u	act**u**ality
ð	**th**en	**long**	iː	sh**ee**p
s	**s**oon		ɑː	f**a**ther
z	**z**ero		ɔː	f**ou**r
ʃ	**sh**ip		uː	b**oo**t
ʒ	plea**s**ure		ɜː	b**ir**d
h	**h**ot	**diphthongs**	eɪ	m**a**ke
x	lo**ch**		aɪ	**ie**
ʧ	**ch**eer		ɔɪ	b**oy**
ʤ	**j**ump		əʊ	n**o**te
m	su**m**		aʊ	n**ow**
n	su**n**		ɪə	r**ea**l
ŋ	su**ng**		eə	h**air**
w	**w**et		ʊə	s**ure**
l	**l**et		uə	act**ua**l
r	**r**ed		iə	peculi**ar**
j	**y**et			

Young learners and technology

Research shows that appropriate use of computer technology in education is beneficial for pupils (Clements and Sarama; Waxman, Connell, and Gray; Byrom and Bingham). Broadly speaking, pupils can learn *from* computers and *with* computers. Pupils learn *from* computers when the computer assumes the role of a tutor, with the goal of imparting and increasing basic knowledge and skills. Pupils learn *with* computers when the computer serves in the role of a facilitating tool, with the goal of developing critical thinking skills, research skills and the creative imagination (Ringstaff and Kelley).

Computer activities should be age-appropriate and foster instruction in ways that increase learning, motivation, personal productivity and creativity. For example, (Perry) noted that "Children three to five years old are natural 'manipulators' of the world – they learn through controlling the movement and interactions between objects in their world – dolls, blocks, toy cars, and their own bodies." Children are naturally curious and willing to interact with computers, and they enjoy their ability to control the type, pace and repetition of an activity. In some cases, children have even managed to learn how to use a computer with no instruction at all, through their own curiosity, fearlessness, and persistence. (Mitra).

Computers in the English language classroom

The decision to use computers in the language classroom, including the English language classroom, requires the establishment of both technological goals and language-learning goals. For young children, goals such as the following facilitate a path to focused learning.

Technology objectives	Language objectives
To become familiar with the parts of a computer (GPU, screen, keyboard, mouse, cursor, printer and so on).	To use English to interact in the classroom and to communicate in social situations.
To become familiar with approved software programs for the classroom.	To use English to describe self, family, community and country.
To become familiar with operations (select, drag, save, delete and so on).	To use learning strategies to increase communicative competence.
To become familiar with finding, filing, tracking and organising information.	To develop the four skills: listening, speaking, reading and writing.
To share information and collaborate with others.	To pronounce English words, phrases and sentences intelligibly.
To develop learner autonomy.	To use appropriate register.

International Society for Technology in Education. *National Educational Technology Standards for Students: Connecting Curriculum and Technology.*

Teachers of English to Speakers of Other Languages, Inc. *ESL Standards for Pre-K–12 Students.*

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Byrom, E., and Bingham, M. "Factors Influencing the Effective Use of Technology for Teaching and Learning: Lessons Learned from SEIR-TEC Intensive Site Schools, 2nd Edition." Greensboro, NC: SERVE.

Clements, D. H., and Sarama, J. "Strip Mining for Gold: Research and Policy in Educational Technology – A Response to 'Fool's Gold.'" *Educational Technology Review, 11*(1), 7–69.

Kneas, K. M., and Perry, B. D. "Using Technology in the Early Childhood Classroom." *Early Childhood Today.* Scholastic.

Mitra, S. "Hole in the wall – can kids learn computer literacy by themselves?" Generation YES Blog.

Ringstaff, C., and Kelley, L. "The Learning Return on Our Educational Technology Investment." San Francisco, CA: WestEd.

Waxman, H. C., Connell, M. L., and Gray, J. "A Quantitative Synthesis of Recent Research on the Effects of Teaching and Learning with Technology on Student Outcomes." Naperville, IL: North Central Regional Educational Laboratory.

The Online Island is an immersive world which accompanies the *Our Discovery Island* series. It is a ground-breaking digital product, combining the methodologies of classroom-based ELT and games-based learning. It is a safe learning environment, suitable for young learners which, via an internet connection, can be:

- used on individual computers at school or at home
- used in groups at school
- used through the Active Teach IWB software.

It provides immediate feedback on performance; and contains features that appeal to young learners, such as colourful attractive visuals, clear audio providing excellent pronunciation models, animation, and game-like activities, all of which play a part in pupil motivation. It is carefully calibrated to appeal to children between the ages of 4 and 12. The target vocabulary and grammar directly reinforce the syllabus of the course. Because tasks are intuitive and clear, and because students receive immediate audio and visual feedback on their progress, the programme builds learner confidence and independence.

The Online Island was authored by a team of ELT specialists and multimedia games developers and offers rich and engaging digital worlds which build on the language and aims contained within the books. The main emphasis is on expanding vocabulary while the pupils learn through playing language games and achieving tasks. New language is introduced gradually and contextualised so that pupils feel confident and motivated to complete each level. The key concepts which have guided the design are:

- **Immersion.** The Online Island takes pupils out of their classroom or home environment and immerses them in a coherent and believable context. Engaging content and beautiful design hold the pupils' interest and motivate them to continue with the adventure. Research conducted with the Online Island indicates that even very young children are able to maintain concentration and enthusiasm for long periods of time.
- **Stealth learning.** The Online Island is enjoyable and learning takes place almost without the pupils being aware of it. Rather than mirroring the type of tasks in the Pupil's Book, pupils learn via interactions with characters in the adventure. They are presented with real-world-like tasks, giving them a sense of responsibility and active involvement which is extremely motivating. Learning takes place through listening and reading comprehension of speech bubbles, and through exposure to the target lexical sets via speech bubbles, dialogues, the Picture Dictionary and supplementary language games.
- **Mastery.** Striking the right balance of challenge and achievability is a key component in any game. The Online Island has been carefully designed to introduce the key skills needed to complete the task at the start of each level, and then by slowly building the complexity of the language pupils encounter. It is important that pupils find the tasks within the adventure sufficiently challenging. Children with prior exposure to digital games expect to fail at complex tasks several times before achieving them. This makes the tasks more, not less, satisfying, once achieved and encourages exploration and educational risk-taking. The model of 'try, fail, repeat, succeed' is also important because it gives repeated exposure to the target language, ensuring that pupils comprehend the language before they move on.
- **Control.** Pupils love immersive worlds because they feel free within them. They can move their avatar around at their own speed and in their own chosen direction. They are also free to experiment and to fail without censure or observation. This gives them confidence and motivation. The Online Island has been designed to allow children sufficient freedom to enjoy the adventure and games, but at the same time to carefully channel them towards the learning outcomes and to expose them gradually to the target language. A carefully controlled gating system means they must achieve certain tasks before progressing into new parts of the adventure. A starred report card system motivates them to complete all the tasks within a scene but gives them some freedom to determine when and how they do this.
- **Reward.** The Online Island includes many of the most popular features of existing games, such as collectible items, costumisation, avatar design and 'hidden' rewards such as new characters who appear once certain tasks are complete as well as audio and visual feedback to a task.

Teacher support

We recognise that many teachers are likely to be unfamiliar with this type of component and have developed a series of help guides both online and as a download to be printed to help teachers gain confidence in using the Online Island in the classroom, assisting pupils with queries about the tasks, or setting parts of the Online Island for home study.

In conjunction with this there are video walkthroughs of each level, to answer queries about specific sections of the adventure. These videos can also act as an introduction or provide quick support for teachers who can't spare the time to work through the Online Island themselves.

All teachers will receive an individual access code to the Online Island and, unlike the pupil version it will contain a map, allowing them to skip back and forward between scenes.

For ease of classroom management there is a Progress Review System (PRS) where teachers can register their classes and monitor their progress. Parents can also view pupils' progress via the Report Card online.

FAMILY ISLAND ONLINE

Family Island Online is set on a fun island where students can play hide and seek, visit a fair, a toy factory and an adventure park, among other locations. Their main goal is to find nine children in a giant game of hide and seek. As they move around Family Island they will bump into and be able to interact with characters they recognise from the books, such as Rita Voom and her friend, Oscar.

The adventure begins with an introductory tutorial *Scene Zero* with a simple activity. The aim is to familiarise the pupil with the layout and computer controls and to provide some context for the following scenes. This also contains the chatroom, where the pupil can interact and play games with other pupils such as Spell Drop, etc. The chatroom contains sample dialogue matching the language aims of each unit at this level. Pupils can return to the chatroom at any stage during the adventure to test their mastery of the language.

Pupils then progress to the first scene. Each scene contains one, two or three tasks (such as moving an object out of the way or finding the parts of a broken machine). Within each scene there are some supplementary activities such as Match Card or Hungry Shark to further test vocabulary. One of the supplementary activities in each scene is flagged by an image in the Pupil's Book, held by Waldo the Dragon. This is not linked in with the task and pupils can complete this at any time. Players can move freely through Scenes 1–3, but they cannot progress to Scenes 4–6 until they have completed all the tasks from Scenes 1–3. Progression to Scenes 7–8 is similarly dependent on the pupil having completed all the tasks in Scenes 4–6. The Level ends with an *Exit Scene*, which occurs automatically and doesn't require interaction from the pupil. The purpose of this scene is to 'round off' the Level, and to reward the pupil for completing all the tasks.

Family Island Unit 3 Lesson Plan

Family Island Online can be used safely by children at home if they have a computer and internet access or the *Family Island CD-ROM*. If you wish to incorporate *Family Island Online* into your lessons, below is an easy-to-follow lesson plan which shows how simple it is to manage it in class.

Lesson aims

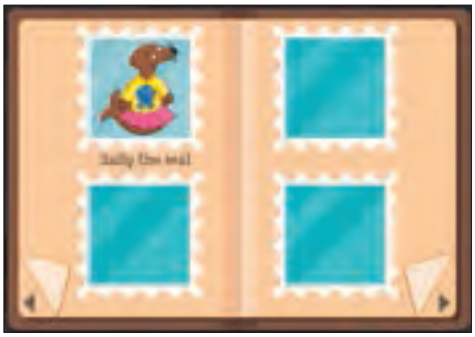
- To distinguish between different family members (mum, dad, brother, sister, granny, grandad) and to understand simple descriptions of friends and family *(My baby sister is one. My grandad is a pilot.)*
- Receptive language: *Who's this? This is (my dad). How old are you? I'm a happy clown. My sister loves ice cream and I love ice cream, too! Please find all my photos. Let's put the photos together.*

- Carry this out as part of Lesson 8, after the pupils have completed the Pupil's Book and Activity Book activities. Pupils should have already found the book/online link item that Waldo is holding up on the Pupil's Book page at the end of Lesson 6 (chips) and will have therefore completed the supplementary language activity based on the vocabulary in this unit. If not, the teacher can 'walk' the pupils through this now. The chips are on the menu in the fast food restaurant on the top floor of the shopping centre.
- Online: Using the IWB or a computer screen visible to the class, go to *Family Island Online* and access Scene 3, the Shopping Centre.
- 'Walk' pupils through the first part of the task. Find and talk to Oscar (he is outside near the ice cream van). Oscar will introduce his family, including his little brother, Thomas. Thomas will ask you to help him play a Spell Drop game using family vocabulary. Ask the class to recognise and spell the correct family member to help Thomas complete the game.
- Go inside the shopping centre and talk to the photographer, who is in the middle of the ground floor. She will ask you to help her find some photographs.
- Divide the class into four groups. Choose a pupil from each group to take over with the mouse, moving through each floor of the shopping centre picking up photos (there are eight altogether, spread around the three floors).

- Return to the photographer and click on her again. She will ask you to help her to match the photos with their families. Complete the task by asking pupils to call out the answers, or by selecting individual students to take over the mouse and match the photos.
- To thank you for your help the photographer will give you a camera which you can use to take photos.
- Choose pupils to take over the mouse, moving around the scene to find the animal card (Sally the seal) and to talk to the clowns on the middle floor. Pupils can choose to use the clown make-up card to look like clowns.
- Then talk to the waitress in the fast food restaurant (top floor) and she will give you the animal card (Zippy the zebra).
- Alternatively, once you have completed an example online with the whole class, direct pupils to individual or shared computers, or have them access the task at home for homework.
- End the lesson as detailed in the main lesson notes.









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Online Island access code record

Class: .....

Pupil's name	Access code

How to use stories

Stories are an essential part of language learning because they allow pupils to absorb information in a fun and stimulating way. Learning outside the normal boundaries of a teacher-based classroom environment creates the opportunity for pupils to develop their creative and communicative skills. Using stories in the classroom greatly enhances pupils' ability to listen and to actively respond to target language and structures in a fun and relaxed atmosphere. Stories increase motivation and encourage less confident pupils to contribute with their ideas and opinions because they are not confined to the limits of a certain structure. Stories provide larger chunks of language in a context and provide an opportunity for pupils to produce language.

There's a story in Lesson 5 of each unit featuring the *Family Island* characters. These stories serve to revise and reinforce the target language and structures of the unit. The artwork is visually stimulating and the audio effects ensure pupils listen avidly from start to finish. The story cards provided are an enormously versatile and useful tool for classroom learning. Story cards enable teachers to better utilise the story through an array of activities which would not be possible from the printed version alone in the Pupil's Book. All story cards are divided into three sections: questions to ask before listening to the story; the audioscript; and questions to ask after listening to the story. Below is a four-step method for using stories in the classroom that starts with L1 anticipation and ends with (assisted) performance.

Stage 1 – Anticipating the story

The questions to ask before listening to the story provide teachers with the opportunity to introduce any new vocabulary or to revise previously learnt language and structures. Pupils can begin to form an idea of the theme of the story and how it might develop. This allows teachers to assess how thoroughly pupils have absorbed the target language of the unit. At this stage, teachers should ask pupils questions or carry out a simple discussion in L1 to get the pupils thinking about the story. Teachers shouldn't provide answers at this stage, but rather allow pupils to think for themselves.

Stage 2 – Hearing and seeing the story

The fact that the full audioscript is printed on the back of each story card is extremely practical for the teacher in the classroom with young pupils. It saves precious time and doesn't allow the opportunity for pupils to stray from the subject at hand. If access to technology is limited or if that technology fails during the lesson, teachers can read from the story cards. At this stage, pupils listen to the story in English and work through it in English to find answers themselves.

Stage 3 – Checking the story

Questions to be asked after listening to the story are printed on the back of all story cards. This gives teachers the possibility to further assess the depth of pupils' comprehension of the story and of the language used. It also sparks pupils' creativity and imagination by encouraging them to visualise how the story develops.

Stage 4 – Acting the story

After listening to the story several times, pupils are ready to act it out in groups, providing them with the opportunity to say larger chunks of language. Props can be brought to class and used to make the experience even more stimulating. Teachers may play the recording or read the audioscript from the story cards while pupils act out, or pupils may recite the story from memory.

Story activities

The story cards are greatly versatile and can be used in conjunction with a number of activities:

- Stick the story cards in random order on the board and pupils put them in the correct order.
- Stick the story cards on the board in order. Ask pupils to close their eyes while you remove one card. Pupils guess which card is missing.
- Hide the story cards around the classroom. Pupils find the cards and stick them in order on the board.
- Pupils invent a new script for one or all of the cards.
- Read the audioscript printed on the back of the story cards, making deliberate mistakes (e.g. say *red* instead of *yellow*). Pupils correct your mistakes.
- Hand each story card out to a different pupil. When you read the audioscript the pupil with the appropriate story card stands up and shows it to the class.
- Show any story card and pupils remember the audioscript.

Activities for the story not involving the story cards:

- While pupils listen to the story, they perform a specific action for target vocabulary (e.g. pupils clap when they hear the word *purple* or stamp their feet when they hear the word *blue*).
- Pupils draw a new picture for any frame of the story.
- Pupils create a new ending for the story.
- Pupils draw their favourite character.
- Pupils discuss real life situations with connotations to the story.
- Pupils comment on how they would feel or how they would behave if they were in a similar situation to one of the story characters.
- Write the story script on pieces of paper. Hold them up one by one. Pupils read them and say the name of the character who said the line in the story.
- Pupils keep a notebook of new words/expressions from the stories. Write any new words that are not part of the target language for the unit on the board and pupils copy the new words into their notebooks. Stronger pupils could also use the new words in a sentence.

How to use the DVD

Episode	Target language
1	Hello, I'm [Sally]. How are you? I'm fine! What's this? Colours
2	Parts of the body: head, body, arms, legs, hands, foot/feet; Colours; happy, dirty
3	Rooms: living room, kitchen, bedroom; Animals: rabbit, frog, cat, dog; big, small
4	Feelings: hungry, thirsty, tired, angry, scared; I like ..., I don't like ..., Do you like ...? Food and drink: fruit, strawberries, apple, orange, banana, bread, toast, orange juice, milk

The DVDs give the language of *Our Discovery Island* a new context and each episode is designed for use after every two units of the Pupil's Book. Sally, Jack and Albert provide a song and there is an animated story from Family Island. Each episode also contains a Last Word – a short focus on one language point.

- SONG
  Pupils watch, listen and follow the actions. As they grow more confident, they can join in with the song.

- STORY
  Watch the story. Ask pupils (in L1) what happened in the story. Watch again, stopping at key points, and ask them about the language, the images or the story. Ask pupils to act out the story. Assign the roles of Zak and Millie to confident speakers and let other pupils play the other parts. Encourage them to say as much of the dialogue as they can and prompt them where necessary.

- THE LAST WORD
  These reinforce a common language point with short, humorous animation. Some Last Words are interactive, and pupils can use the DVD player controls to answer questions.

Episode 1

Song – Hello

SALLY	Hello.
JACK	Hello.
SALLY	Hello!
JACK	Hello!
SALLY AND JACK	Hello!
SALLY	Hello, I'm Sally.
JACK	Hello, I'm Jack.
SALLY	Hello, Jack.
JACK	Hello, Sally.
SALLY	Hello, I'm Sally. How are you?
JACK	I'm fine! How are you?
SALLY	I'm fine!
ALBERT	Hello, I'm Albert.
SALLY	Hello, Albert.
JACK	Hello, Albert.
ALBERT	Look!
JACK'S DAD	Hello.
SALLY	Who's this?
JACK	This is my dad.
SALLY	Hello.
JACK'S MUM	Hello.
JACK'S DAD	Hello.
SALLY	Who's this?
JACK	This is my mum.
SALLY	Hello.
JACK'S MUM AND DAD	Goodbye!
JACK AND SALLY	Goodbye!
JACK	Goodbye.
SALLY	Goodbye.
JACK AND SALLY	Goodbye!
ALBERT	Goodbye!

Extra activity

Play the first part of the song again. Gather the class in a circle and pupils take it in turns to say *Hello* to each other and introduce themselves e.g.

PUPIL A Hello, I'm (Jane).
PUPIL B Hello, (Jane).

Pupils B then turns to Pupil C and introduces himself/herself, repeat until the whole class have introduced themselves.

Story – Colours

TEACHER	Hello!
ZAK	Hello, I'm Zak.
MILLIE	Hello, my name's Millie.
TEACHER	How old are you?
ZAK	I'm six.
TEACHER	How old are you?
MILLIE	I'm seven.
ZAK	Look!
MILLIE	Wow!
ZAK	Red , blue, yellow, pink, purple, brown, black, white.
TEACHER	What's this?
MILLIE	A flower.

TEACHER What colour is it?
MILLIE It's yellow.
TEACHER Who's this?
ZAK Waldo.
TEACHER What colour is he?
ZAK Waldo is green ... red, blue, orange ... and pink!
MILLIE Goodbye!
ZAK Goodbye!
TEACHER Goodbye!

The Last Word – Goodbye

FLY Hello.
FROG Hello.
FLY Goodbye.
FROG Goodbye!

Episode 2

Song – Head, body, arms and legs

SALLY Hello!
JACK Hello!
SALLY Let's sing!
JACK Sing?
SALLY Yes, sing! La la la la la!
JACK Oh, sing. La la la la, la laaaaaa!
SALLY Head, body ...
JACK Sit down! Turn around ... stand up!
SALLY ... arms and legs ...
JACK Head, body, arms and ...
SALLY Watch me.
SALLY Head, body, arms and legs, arms and legs.
Head, body, arms and legs, arms and legs.
One foot, two feet, legs and arms and head.
Now you try!
JACK Head, body, legs and foot?
SALLY No, no, no. Sing with me.
SALLY AND JACK Head, body, arms and hands and legs and feet.
Head, body, arms and hands and legs and feet.
One foot, two feet, legs and arms and head.
Head, body, arms and hands and legs and feet.
ALBERT Hello, Sally. Hello, Jack.
SALLY Hello, Albert. Can you help?
ALBERT Yes. Watch this!
Head, body, arms and hands and legs and feet.
Head, body, arms and hands and legs and feet.
One foot, two feet, legs and arms and head.
Head, body, arms and hands and legs and feet.
JACK AND ALBERT Head, body, arms and hands and legs and feet.
Head, body, arms and hands and legs and feet.
SALLY That's great! Goodbye!
SALLY Say goodbye, Albert.
ALBERT Head, body, arms and hands ... Oh, goodbye!

Extra activity

Put the children into groups of four and give each child a piece of paper and each group a spinner. Tell them they are each going to draw a picture of a person. Draw a simple clear example on the board with a head, body, arms, legs, hands and feet. Number the body:
1 head, 2 arms, 3 legs, 4 hands, 5 feet, 6 body

Each pupil takes a turn to spin the spinner. The first one to spin a 6 starts by saying the name of the body part *(body)* and draws a body on their piece of paper. Each pupil must spin a 6 to start. Other numbers correspond to the other body parts labelled on the board. Pupils must spin the numbers 2, 3, 4 and 5 twice to draw two arms, two legs, two hands and two feet. The hands and feet can't be drawn until the arms and legs have been drawn. If pupils spin a number for a body part they've already drawn they miss a turn. The winner is the first pupil in each group to draw a complete person. Pupils must say the body parts as they draw.

Story – Is he happy?

ZAK Look! Balloons!
Vava, look! It's a butterfly!
Look! It's green! It's a leaf!
Wheee!
Is Vava happy?
MILLIE No. Your brother isn't happy.
Look! It's a clown!
MILLIE AND ZAK Wheee!
MILLIE Is your brother happy?
ZAK No. Vava isn't happy.
Look! It's black and white. It's a panda!
Is Vava happy?
MILLIE Zak! Your brother is dirty!
ZAK Yes. He's dirty. But he's happy!

The Last Word – Numbers

ALBERT How many apples can you see?
Apples. How many apples? One, two, three, four, five, six, seven, eight, nine!
Nine apples!

Episode 3

Song – I'm in the house

SALLY Hello!
Where's Jack?
JACK I'm here!
SALLY Where?
JACK Here!
I'm here, in the house!
Come in!
JACK I'm in the house.
I'm in the house.
Where are you?
SALLY I'm in the house.
I'm in the house.
JACK Where's my cat?
Is the cat in the kitchen?
Is the cat in the kitchen?
SALLY No!
Is the cat in the living room?
Is the cat in the living room?
JACK No!
JACK AND SALLY Where's the cat? Where's the cat?
Is the cat in the bedroom? Is the cat in the bedroom?
JACK Yes!
JACK AND SALLY The cat's in the bedroom!
The cat's in the bedroom!
The cat's in the bedroom!
SALLY In the house!
SALLY AND JACK We're in the house.
We're in the house.
We're in the house.
Where are you?

Extra activity

Play the song again and pause it each time the singers ask the questions *Is the cat in the kitchen? Is the cat in the living room?* and *Is the cat in the bedroom?* Encourage pupils to shout out the answer in chorus.

Story – Animals

ZAK Come on, Waldo!
Look! A rabbit! Hello, rabbit!
Look! A frog! Hello, frog!
It's a cat! Hello, cat!
Oh!
MILLIE Hello, Zak!
ZAK Hello, Millie!
MILLIE Look! I've got two dogs.
ZAK Wow! I like dogs.
MILLIE And I like dogs. I like big dogs.
MILLIE Look! A small cat. Hello, cat!
MILLIE Help! Zak! Help!
ZAK Millie? Millie, where are you?
MILLIE I'm in the water.

The Last Word – Big and small

TIGER I've got four legs.
OCTOPUS I've got eight legs.
ELEPHANT I'm big.
MOUSE I'm small.

Episode 4

Song – I'm hungry

SALLY I'm hungry.
JACK Are you hungry?
SALLY Yes, I'm hungry.
JACK She's hungry.
SALLY Stop! I'm hungry!
SALLY Mmm – I like strawberries.
JACK She likes strawberries.
SALLY I'm thirsty.
JACK Are you thirsty?
SALLY Yes, I'm thirsty.
JACK She's thirsty.
SALLY Stop! I'm thirsty!
SALLY Mmmm – I like orange juice.
JACK She likes orange juice.
SALLY I'm tired.
JACK Are you tired?
SALLY Yes, I'm tired.
JACK She's tired.
SALLY Stop! I'm tired!
JACK You're hungry! You're thirsty! You're tired!
SALLY Are you angry?

JACK Yes, I'm angry!
SALLY He's angry!
SALLY What's that?
JACK What's that?
SALLY Are you scared?
JACK Yes, I'm scared. Are you scared?
SALLY Yes, I'm scared.
SALLY AND JACK We're scared!

Extra activity

Ask three confident pupils to act out the song, playing the parts of Jack, Sally and Albert. The rest of the class can help with the singing (assign them the roles of either Jack or Sally). Reward the pupil who plays Albert and doesn't get to sing by allowing him/her to make the howling noises at the end where Albert pretends to be a wolf.

Story – Food

MILLIE Are you hungry?
ZAK Yes. I'm hungry!
MILLIE Do you like fruit?
ZAK Yes. I like fruit.
Mmmm. An apple, an orange, a banana.
Yum!
MILLIE Do you like juice?
ZAK No. I don't like juice.
MILLIE Do you like milk?
ZAK Yes. I like milk.
Thank you, Millie.
Mmmm. I like milk!
MILLIE Do you like bread?
ZAK Yes. I like bread.
Wow! Toast! I like toast!
Yum! Look at the food!
ZAK Oh, Vava!
MILLIE Look at the food!
VAVA Food!

Extra activity

Ask pupils to say what food and drink they like and dislike, using *I like …* and *I don't like …* . Start with the items in the story, writing these on the board. Then expand the list of foods with suggestions from pupils. Translate them into English and add these to the board.

The Last Word – A bird

ALBERT A bird. A house. A window!

How to use posters

Posters can play a key role in the English language lesson as they are such a powerful visual tool. They can be a valuable way to focus pupils' attention, allowing for pupils to consolidate and extend the language already learnt. In addition, the *Our Discovery Island* posters help develop a pupil's speaking ability as they interact with visually appealing characters, authentic 'real-world' photos and captivating scenes. The interactive posters provide even greater scope as the interactive elements can be moved around and a wider variety of language can therefore be practised.

General poster activities

- Before displaying the poster for the first time, pupils can anticipate and predict who and what they will see within a topic area and then see how many items they guessed correctly once the poster is visible.
- Pupils can create their own posters, based on a similar topic.
- Using a large piece of paper placed over the top of the poster (with a 5 cm hole cut out), pupils can be asked to identify what they can see through the hole.
- Through description, pupils can identify objects that are being described orally, e.g. *It's orange. It's a food. Yum, it's tasty.*
- With a time limit, pupils can look at the posters and try to remember as much language and content as possible and then in pairs or led by the teacher, they can try to recall the content through questions and answers, e.g. *Is there a flower? What colour is it?*
- By pointing to an object and making a statement, pupils can reply *Yes* or *No* if the information is correct or incorrect, e.g. *This is my bedroom.*
- In teams or pairs, pupils can write down as many words as possible for the items in each poster.

Poster 1 Family Island Map

This is a visual representation of the Online Island for Starter Level. It can be used to check pupils' progress through *Family Island Online*, to check where they have located the items presented in each unit of the Pupil's Book in order to play the supplementary vocabulary game and to stimulate language production. Pupils are taken further into *Family Island* as they meet new characters in new settings not represented in the stories in the Pupil's Book.

The map shows the nine main areas which the pupils will pass through:

- The train station
- The fairground
- The school
- The shopping centre
- The toy factory
- The pet show
- The Voom family's house
- The adventure park
- The outside of the cave

Specific poster activities

New vocabulary: boxes, flags, pizza, tomatoes
Recycled vocabulary: *bike, door, flowers, guitar, window, Colours, Food*

- At the beginning of each lesson, unit or term ask pupils where they are in *Family Island Online* by asking them to point to the area on the map. This allows instant feedback as to which pupils are engaging with the *Online Island* and which pupils are perhaps progressing at a different speed to others.
- Ask pupils one by one to come up and point to a particular colour. *Point to red.*
- Point to one of the market stalls and ask *Is it bread?* Pupils answer *Yes* or *No.*

Unit 1 Lesson 7

- Focus pupils' attention on the fairground scene. Ask pupils to count the number of flags. If necessary, teach the word *flag.* Ask *What colours can you see? (brown, orange, white, purple, black, pink, blue, yellow, green, red).* Ask *How many flowers?* (10) *What colours can you see? (white, brown, orange, red, green, yellow, blue, purple, black, pink).*

Unit 2 Lesson 6

- Play CD1:34 to remind pupils of the English words for the four musical instruments. Ask *Can you see a drum? Can you see a piano? Can you see a violin? Can you see a guitar?* Once a pupil has come up to point to the guitar, ask *How many guitars?* (3)

Unit 6 Lesson 7

- Count the number of windows and doors in your classroom. Then draw the pupils' attention to The Voom's house. Ask *How many windows?* (5) *Ask How many doors?* (1) This can be repeated for the train station (4 windows, 1 door) and the school (5 windows, 1 door).

Unit 7 Lesson 5

- Ask pupils what food words they know before they see the poster. This can be done in teams or pairs so that they are guessing and predicting the language they will see. Once revealed, teams get points for the number of items they guessed that are present on the poster *(cake, bread, chocolate, milk, salad).*
- Teach the words *pizza* and *tomatoes* by pointing to these on the poster.
- Pupils ask their friend questions about the food they can see in the poster: *Do you like (bread)?*
- In stronger classes, pupils can ask one another the questions for a particular food, such as *chocolate* and then organise themselves into *'like'* and *'don't like'* groups.

Poster 2 Waldo's house

This is a cross section of Waldo's family home and Waldo's family to be cut out of the interactive strip. They include: Waldo's brothers, Wilfred (10) and William (4), and Waldo's sisters, Wanda (8) and Winnie (2), and Waldo's dad, Warren. Waldo's mum, Wilma, is in the main picture.

Recycled vocabulary: *bath, bed, window, bird, butterfly, flower, Rooms, Family. How many ...? How old is (Wilfred)? He's (ten). Where's ...? He's/She's in the ...*

Unit 1 Lesson 6

- Focus pupils' attention on the poster and give them one minute to look and remember the flowers. Once the poster has been turned around ask *How many pink flowers?* (6) *How many blue flowers?* (2) *How many orange flowers?* (3) *How many white flowers* (1). Turn the poster around again and check answers.
- Ask *How many birds?* (3) *How many butterflies?* (1).

Unit 3 Lesson 8

- In pairs, pupils can present Waldo's family as if it's their own. Once the family are put onto the poster they can say. *This is my sister. She's 8.*
- Ask pupils to draw a family tree for Waldo's family. They can take it home to colour it.
- Ask stronger pupils to stick (with blue tac or similar) the word cards for family in the correct places once Waldo and his family have been placed.

Unit 6 Lesson 7

- Ask pupils *How many rooms?* (6). Point to the rooms and ask *What's this?* Pupils answer (*kitchen, living room, bathroom, bedroom* (as appropriate)). Ask *How many beds?* (6) *How many windows?* (8).
- Pupils can play a dictation game to direct a pupil at the front of the class to position the characters accordingly. Pupil A asks *Where's William?* Pupil B answers *He's in the bathroom*, and Pupil A must place Waldo's brother, William, in the bathroom on the poster. This can be turned into a team game and points can be awarded for correct positioning.

Poster 3 Picnic poster

This poster allows the pupils to revise the language either at moments throughout the course or as an end of year round up poster.

Recycled vocabulary: *Actions, Food, I like/don't like ...*

Unit 7 Lesson 7

- One pupil can sit with his/her back to the poster, then the class select a food item from the poster and they mime the food items for the pupil to guess.
- Describe the characters for pupils to guess *I'm hungry. I like ice cream.* Pupils to come up to the poster and point to the correct character.
- Pupils can create their own *like* and *don't like* poster.
- Ask stronger pupils to stick (with blue tac or similar) the word cards for food in the correct places.

Unit 8 Lesson 7

- Elicit the different actions shown in the poster (*jumping, clapping, eating, drinking, turning around, clicking fingers*). Call out the actions and ask pupils to act them out. This can be turned into a game to get pupils to respond quickly to the language.
- Divide the class into teams, call out an action, e.g. *jumping*, the first pupil from each team to run and touch the character that is jumping on the poster wins a point for his/her team.
- Pupils can plan their own picture in groups. They can choose the food and drink and decide where to meet (in the park/at the beach).

Games

FLASHCARD GAMES

Correct order Call four to eight pupils to the front of the class (depending on the number of flashcards) and give them each a flashcard. Then call out four flashcards in random order. Pupils have to arrange themselves in the correct order.

Guess the card Cut out a small square in the centre of a piece of A4 paper. Hold the paper in front of a flashcard allowing pupils to see only a small bit of the card through the hole. Pupils guess the item.

Echo Explain (L1) the meaning of the word *echo*. Ask pupils to be your echo. Show them a card and say the item on it. Ask pupils to echo it by repeating several times, becoming quieter and quieter.

Collect the cards Hold up any flashcard. If a pupil can correctly identify it, he/she is allowed to keep it. The pupil with the most flashcards at the end of the game is the winner.

Memory Stick four or five flashcards on the board. After pupils memorise the cards, remove them from the board and pupils say the items. To make this more challenging, ask pupils to say the cards in the order they appeared on the board.

Snap Write a word on the board or say an item from a specific group of flashcards. Show several flashcards one by one. Pupils shout *Snap* when they see the corresponding flashcard.

Who's the fastest? Divide the class into two teams. Stick a number of flashcards on the board. Invite two pupils to stand facing the flashcards on different sides of the board. Call out one of the words and the pupil who is the fastest to touch the card wins a point for his/her team.

Name it Divide the class into two teams. Invite a pupil from each team to come to the front of the class and turn his/her back to you. Hold up a card and count to three and say *Turn around*. The first pupil to turn around and correctly identify the card is awarded a point for his/her team.

Pass the flashcards Choose five flashcards and pass them face down round the classroom at intervals so pupils can't see the cards. When you say stop, ask *Who's got the (sister)?* Pupils guess who's got the flashcard of the (sister) and get a point if his/her guess is correct.

Basketball Divide the class into teams. Show a pupil from Team 1 a flashcard. If he/she correctly states the content of the flashcard, he/she is allowed to 'shoot' at a specific target (e.g. the bin or a small box) with a ball of paper. If the 'ball' enters the target, he/she is awarded two points. If the 'ball' hits the target without going in, he/she is awarded one point.

Countdown Divide the class into small groups. Mix flashcards from different units together and divide into piles according to the number of groups. Pupils arrange them back into categories, e.g. Colours, Classroom objects, Family, etc. The first group to finish is the winner.

What's missing? Lay several flashcards facing upwards on the floor or a large table. Allow pupils a few minutes to study them. Tell pupils to close their eyes and remove a flashcard. Pupils have to correctly identify the missing card.

Noughts and crosses Divide the class into two teams. One is noughts and one crosses. Draw a large grid on the board with nine spaces. Stick one flashcard in each space facing towards the board. Pupils select a card, turn it over and say the word on the flashcard. If it's correct, remove the flashcard and write a nought or a cross accordingly.

Animal farm Call a pupil to the front of the class and secretly show him/her an animal flashcard, e.g. *a cat*. Blindfold the pupil. Give out several animal flashcards around the classroom including the one you've shown to the blindfolded pupil. Pupils make the appropriate sound for their given animal. The blindfolded pupil has to walk round the classroom listening to the different animal sounds until he or she finds the pupil making the correct animal noise, e.g. a cat sound. Be prepared for a lot of noise!

Who's got it? Invite several pupils to the board and give a different flashcard to each. Pupils hold their flashcards up to show the class. Ask *Who's got the (cat)?* Pupils answer *He's/She's got the cat*. Pupils have to say the name of the pupil who has that flashcard.

Sponge throw Place the flashcards on the floor facing upwards. Pupils throw a sponge or other soft object and identify the flashcard it lands on.

Easy or difficult Divide twenty flashcards into two piles, an easy pile and a difficult pile. Divide the class into two teams. Each team is awarded 5 points if they correctly name a flashcard from the difficult pile and one point for knowing a card from the easy pile. You could also use homemade flashcards of words from Lessons 4 and 6 to make this more challenging.

Flashcard mime Invite a pupil to the front of the classroom. Show him/her a card while hiding it from the rest of the class. He/she mimes the word. The pupil to correctly guess the word is the next one to come forward.

Spin the spinner Divide the class into several teams. Stick the flashcards on the board and number them from 1–10. Call out a word and pupils say the corresponding number. If it's correct, he/she spins the spinner and is awarded the amount shown.

Where is it? Stick the flashcards in different places around the classroom. Call out one of the items and pupils find it and point to the correct flashcard. Alternatively, say a sentence containing the item, e.g. *I like apples* and pupils point to or retrieve the flashcard of the apple.

Hit the card Stick all the flashcards of one vocabulary category on the board in mixed order. Call two pupils to the front of the room to stand a metre or two from the board. Call out a word. The first pupil to run to the board and 'hit' the correct flashcard wins. Play the game in teams and award points for each correct 'hit'.

Tick or cross Explain the meaning of a tick and a cross. Hand out two large squares of paper to each pupil. Ask them to draw a tick on one card and a cross on the other. Tell pupils you will show them one flashcard and one word card at the same time. If the flashcard corresponds with the word card, they hold up the 'tick' card. If it doesn't, they hold up the 'cross' card. Make lots of intentional mistakes. Stick the cards on the board when you make a match.

Mixed up flashcards Write the target vocabulary or stick the word cards on the board. Ask pupils to stick the appropriate flashcard next to each word. Then remove the flashcards and stick them back next to the wrong words. Call a group of four or five pupils to the board. Say *Go!* Time pupils to see how long it takes to put all the cards next to the correct words. Choose a second group and time them to see which group can do it the fastest.

Bluff Invite several pupils to the board and ask them to stand in a row. Give them each a flashcard and ask them to keep it secret from the class. The first pupil in the row says a word that might or might not correspond with the flashcard they are holding. Pupils guess whether or not they're bluffing. Pupils say *Bluff* if they think they're bluffing. Divide the class into teams and award points when pupils guess correctly.

Face race Give each pupil a number between 1 and 10. Stick the face flashcards on the board or draw a picture of a face. Say *Number 2* – Nose. All pupils assigned number 2 race to the board and touch the nose. Alternatively, play the game with three or four teams. Assign each pupil from each team a number. Call out *Number 3 – Eyes.* The first pupil to touch the eyes wins a point for their team.

Same sounds Choose a vowel sound from any unit (e.g. /ɪ/). Stick a flashcard on the board of a word containing that sound (e.g. *sister*). Now say *dog, pen, boot, duck, pink*. Pupils say the word containing the same sound as *sister (pink)*. Try with several other sounds.

Mix-matched flashcards Stick four flashcards on the board face down so pupils can't see the pictures. Divide the class into teams of four. Invite Team 1 to the board and give each person a word card. Pupils stick the word cards face up below the flashcards so they can be read. Now point to the first word card and pupils read out the word. Turn over the flashcard above it. The team receives one point if the flashcard corresponds with the word card below it. Continue with the remaining cards. Write the total number of points earned by each team on the board. Mix the cards and continue with the other teams.

TPR GAMES

Alternative Bingo Pupils each draw a simple picture of one of the items from a unit (e.g. Pets). Write the words on the board to remind them. Also include others from previous units of the same category (e.g. *bird, butterfly, frog*). As they draw, write the words on small slips of paper and put them in a small box or bag. Ask pupils to stand up. Pull out the slips of paper in turn and read the animal names. Pupils who have drawn that particular animal sit down. Continue until there's only one slip of paper remaining in the bag.

Number groups Play some lively music and ask pupils to perform a specific action (e.g. jump, walk, and hop) around the classroom. Stop the music and call out a number from 2–5. Pupils must quickly get together in groups of that number. The odd pupil must sit out until the next round. Start with the numbers 2-5 then move on to numbers 6–10 when pupils feel confident.

Guess the object Put an object in a bag for a pupil to feel (e.g. toy food or plastic animals). He/she must guess what the object is without looking.

Teacher says Give the pupils instructions but tell them to follow the instructions only if they are preceded by *Teacher says*. If you say *Pick up a pencil*, pupils should do nothing but if you say *Teacher says pick up a pencil*, pupils must pick up a pencil. They lose a point for doing an action when they shouldn't. Vary the speed of the instructions to make the game more interesting. You could also ask pupils in stronger classes to give the instructions.

Ball throw Pupils stand in a large circle. Make a paper ball, call out a category (e.g. Family) and throw the ball to a pupil. He/she must say a word in the category you mentioned. He/she then throws the ball to another pupil who says another word in the same category. If a pupil drops the ball or can't say a word in the category, he/she must sit down. Continue until one pupil remains.

Pass the ball Pupils sit in a circle. Make a paper ball. Choose a category and pupils pass the ball around the circle. Each pupil must say a word from the given category when he/she's got the ball. A pupil leaves the circle when he/she can't say a word from the given category. Alternatively, play music while pupils pass the ball and say words. Stop the music. The pupil holding the ball when the music stops leaves the game.

Drawing game Pupils draw pictures on the board of the target vocabulary. They must do this slowly, line by line. Pupils try and guess what he/she is drawing before he/she finishes the picture. The first pupil to guess draws the next item.

Grab it Pupils sit in a circle. Place some classroom objects (no sharp pencils or scissors, please) or flashcards in the middle of the circle. Pupils put their hands behind their backs. Call out an object and pupils race to find and touch it. Play this in teams and award points to the winner.

TEAM GAMES

Drawing race Divide the class into two teams and invite a pupil from each team to the front of the class. Show a word card to each or whisper a word. Each pupil draws the word on the board. The first team to identify the picture correctly wins a point.

Phonics race Divide the class into several groups. Call out a phonics sound. Pupils write as many words with the same sound as possible during a given amount of time. Award pupils one point for each correct word.

Unscramble Divide the class into groups. Write a word on the board in jumbled order. The first group to guess the word wins a point.

Chair race Divide the class into two teams. Each team stands in a line with a chair at the front of the line and another chair a few metres across the room. A pupil from each team sits in the chair at the front of his/her line. Call out an action (e.g. *jump*). The pupils must jump to their team's chair on the other side of the room. The first pupil to sit on the chair after doing the correct action wins a point for his/her team.

Board game Draw a large race track on the board. Divide the class into two teams. Use small coloured circles as markers for each team. Ask questions, e.g. show flashcards/story cards and ask *What's this?* or show classroom objects in different numbers and ask *How many?* Pupils move ahead one space if they guess correctly. The winning team are the ones to reach the finish first.

Stop! Divide the class into two teams. Write the target vocabulary on small pieces of paper and put them in a bag or a small box. Write the word STOP on a few pieces of paper and add them to the others. Pupils reach into the bag/box without looking, choose a piece of paper and say the word. If he/she says the word correctly, his/her team wins a point. If a pupil chooses the word STOP, the team loses all of its points.

Spinner game Divide the class into two teams. Tell pupils to draw an item from the target vocabulary. If he/she draws correctly, he/she spins the spinner and wins that number of points for his/her team.

Parachute Play a guessing game in teams. Draw a large parachute on the board with three strings leading to a stick figure hanging from the parachute. Think of a word pupils have learnt and draw a dash inside the parachute for each letter in the word. Pupils from one team try to guess the word *(a car?)*. For each incorrect guess, erase one of the parachute's strings. Award points to the team when they guess the word correctly. If all the parachute's strings are erased before pupils guess the word, then that team loses a point. To make it more interesting, draw a shark emerging from the sea below the stick figure. You can also draw a speech bubble near the figure and write *Hello! I'm (name)* using the names of the pupils.

Whoops! Write as many words as possible (from any unit or combination of units) on small pieces of paper. Fold them and put them in a box or a bag. Also write the word *Whoops!* on several pieces of paper and add them to your bag or box. Pupils come to the front of the class, choose a piece of paper and read the word. If they read it correctly, they keep the paper and receive one point for their team. If the word is read incorrectly, you keep the paper. If pupils choose the word *Whoops!* they sit down and don't receive any points. Alternatively, you could add some suspense by taking away all points when the *Whoops!* card is chosen.

Name the shape Cut out several shapes from coloured paper. Stick or carefully pin a shape to the back of a pupil's shirt without the pupil seeing the shape. The pupil turns around to reveal the shape to the class. The pupil tries to guess which shape and colour it is. Elicit *a blue triangle? a red square?* For stronger classes, suggest that when the volunteer guesses the correct shape but the wrong colour, the class shouts: *Shape!* Likewise, when the volunteer guesses the correct colour but the wrong shape, they shout: *Colour!* For example, if you stick a yellow circle on the pupil's back and they ask *a yellow square?,* the class should shout *Colour!* Do this game in teams and award points for correct answers.

Reading race Write sentences on long strips of paper describing a set of flashcards (e.g. Food, Toys, Family or Animals). *It's big. It's black and white. It's got four legs*, etc. Divide the class into two or more teams and ask each team to stand in a queue. Put a set of sentences face down at the front of the queue. Stick the flashcards on the board. When you say *go*, one pupil from each team picks up a sentence, sticks it below the appropriate flashcard on the board, and runs back to touch the hand of the next person in his team. Check that pupils are sticking the sentences in the correct place and call them back to the board if they make a mistake. The first team to stick up all its sentences is the winner.

Clothes line Cut out several clothes items from different colours of sturdy card. Draw a clothes line on the board and stick the clothes on the line (e.g. a pink skirt, a black T-shirt, a green shoe, and an orange dress). Alternatively, pin them to a real length of string hung to look like a clothes line. Give pupils a few minutes to study the order of the clothes. Remove the clothes cards. Now pupils draw and colour the clothes in the same order. Pupils could also label the clothes to make this more challenging. If you haven't got much time, pupils could simply recite the order. Do this game in teams and award points for correct answers.

Number spin Divide the class into teams. Invite a pupil from each team to the front of the classroom. Stick several flashcards on the board and write a number below each. Ask him/her to choose one of the flashcards from the board. Then spin the spinner and the pupil must say the word the appropriate number of times. He/she wins that number of points for his/her team.

Yes or no? Bring in several toys, classroom objects or toy animals of different colours and sizes. You may also use flashcards. Put them on a table at the front of the class. Explain that you will choose one of the items and pupils will guess the item, but you can only say *yes* or *no*. Pupils ask *Is it big? Is it red? Is it a duck?* Do this game in teams and award points for correct answers.

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How to use classroom language

Using classroom language is a good way to get pupils to react in English rather than in L1. The more they use these new phrases and expressions, the more confident they become and the less they will need to rely on L1 to communicate with the teacher. If classroom language is used consistently, it becomes a natural part of pupils' vocabulary. It is important to teach both the classroom language the pupils have to understand as well as language they need to produce. The following is a list of common English expressions that could easily be introduced in the classroom and used on a daily basis. It's best to begin with a few expressions and increase the number gradually.

Greeting the class

Hello. Hi!
Good morning/afternoon.
Come in.
Sit down/stand up, please.
What day is it today?
How are you today?
Is everyone here?
Is anyone away today?
Where is (name)?

Starting the lesson

Are you ready?
Let's begin.
Listen (to me).
Look (at me/at the board).
Take out your books/notebooks/coloured pencils.
Give this/these out, please.
Have you got a (pencil)?
Open your books at page (4).
Turn to page (6).
Open the window/door.
Close the window/door.

Managing the Class

Be quiet, please.
Come to the front of the class.
Come to the board.
Come here, please.
Put your hands up/down.
Who's next?
Queue/Line up!
Repeat after me.
Wait a minute, please.
Hurry up.

During the lesson – instructions

Hold up your picture.
Show me (the class) your picture.
Draw/Colour/Stick/Cut out ...
Write the answer on the board/in your book.
Let's sing.
All together now.
It's break time/lunch time.
Wait a minute, please.
Be careful.
Sorry, guess/try again.
Next, please.
Again, please.

During the lesson – questions

Do you understand?
What do you think?
Anything else?
May/Can I help you?
Are you finished?
Who's finished?
Who would like to read?
What can you see?
Any questions?

Words of praise

Well done!
Excellent!
Fantastic!
That's nice.
Much better.
Good job.
Congratulations.
That's correct!
Great work!
Good luck!
Thank you.

Pair work/Group work

Find a partner.
Get into twos/threes.
Who's your partner?
Work in pairs/groups.
Make a circle.
Work with your partner/friend/group.
Show your partner/friend/group.
Tell your partner/friend/group.
Now ask your partner/friend/group.

Language used for playing games
It's my/your/his/her turn.
Whose turn is it?
You're out.
Don't look.
No cheating.
Turn around.
Shut your eyes.
Pass the (ball, cup) etc.
Wait outside.
Spin the spinner.
Move your/my counter (3) spaces.
Miss a turn.
Go back (2) spaces.
Spin again.
I've won!
You're the winner!

Online language
Move your mouse to the left/right/up/down.
Go left/right/up/down.
Go to (Scene 2, the school).
Enter (the chatroom).
Exit (the chatroom).
Jump (on the roof).
Click to collect (the card).
Click on the speech bubbles.
Click on the (Ticket Inspector).
Use your Picture Dictionary in your backpack.
Use.
Put on./Take off.
Pick up./Put down.
What's this/that?
Let's play a game.
Try again.
Come back later.
I'm busy now.
Bus stop.
Joy stick.
Map.
Costumiser.
Report card.

Active Teach language
Click on the tick/CD/game icon.
Find the sticker.
Look and sing.
Who wants to play a game?
You're in Team 1.
Spin the spinner.
Move the counters.
Let's start again.
You're out of time.
Team 1 get ready!
Team 1 wins!
It's a draw.
What's this in English?
Mime or act the word.
Make the sentence/question.
Move the wheel.
Find the pairs.
What's the answer to (number 2)?
I need a volunteer!
Touch the picture.
Compare your answers.
Are you right?
Is it right?

Ending the lesson
Put your books/notebooks/coloured pencils away.
Tidy up.
Put that in the bin/rubbish bin, please.
That's all for today.
Collect the stickers/ cards/ spinners / scissors, please.
The lesson is finished.
Goodbye!
See you tomorrow.
Have a nice weekend/holiday.

Useful phrases for the pupils
May/Can I go to the toilet?
I understand/I don't understand.
Excuse me/Pardon me?
I'm sorry.
Can you help me?
I'm finished.

Scope and sequence

Unit	New Vocabulary	New Structures
Welcome	red, yellow, green, blue egg, 1–5	Hello, I'm (Zak). Come with us. Look for (an egg).
1 My birthday	pink, purple, orange, black, brown, white dragon, blanket, 6–10 clap, stamp, jump balloon, bee, panda cakes fish, flower, leaf, butterfly, bird	(Five) (pink) flowers. I'm (six). Happy Birthday! It's (blue). Thank you. Two green cakes for (Oscar). It's a (flower). A yellow flower.
2 At school	school, pen, pencil, book, ruler, rubber, table, chair climb, play, jump, look lamb, rabbit drum, violin, piano, guitar, mum	It's a (red) (pencil). ten books Let's (jump). What's this? Very good!
3 My family	family, dad, brother, sister, friend photo happy, sad, zoo seal, zebra doctor, pilot, teacher, vet	This is my (brother). He's/She's (one). It's fun. He's/She's (happy). He's a (doctor).
4 My body	body, arms, legs, hands, head, feet, toes, fingers, face wings, tail, soap wiggle, click hippo, game, gorilla ice cream, clean, dirty	I've got a (red) (head). I've got (eight) (toes). I've got an idea. You've got (yellow) (hands). I've got (dirty) (hands). I've got a (clean) (face). Wash your (hands).
5 My pets	dog, cat, parrot, mouse, tortoise, frog, kitten, puppy, chick, pet big, small boy, girl, hat baby, cold, hot	It's a (small) (cat). He's got a (cat). The (dog)'s got a (puppy).

Recycled Language (vocabulary and structures)	Pronunciation	Cross Curricular focus	Values	DVD/Online/ Posters
				ticket, blue, box, Well done!
red, yellow, blue, green 1–5	/b/ as in bee and /p/ as in panda	Science: Nature	Sharing	colours, grey, tree, lake, river, painting, card, album boxes, flags
Colours, Numbers It's a (pencil). It's (red).	/r/ as in rabbit and /l/ as in lamb	Music: Instruments	Importance of classroom rules	desk, teacher, backpack, table, music, hair
mum, Numbers	/s/ as in seal and /z/ as in zebra	Social Science: Jobs	Making friends	mother (not mum), father (not dad), grandfather, grandmother, baby, me, cook, artist, farmer, dentist, ice cream, baby, love
clap, stamp, Actions, Colours, Numbers, guitar	/h/ as in hippo and /g/ as in gorilla	Social Science: Cleanliness	Importance of cleanliness	apple, clown, sing, panda eye, ear, shoulders, neck, knee, elbow, toy factory, teddy bear
rabbit, bird, butterfly, flower, Colours, drum, doctor, ten, two, egg It's a (dog). I've got a (dog). It's (big). He's (cold).	/d/ as in doctor and /t/ as in tortoise	Science: Animals and their young	Caring for pets	turtle, bird, horse, tall, short, thin, fat, young, old, pet show, poster, medal

Scope and sequence

Unit	New Vocabulary	New Structures
6 My house	house, bedroom, kitchen, living room, bathroom, door, window, bed, bath, garden, path, shed vulture, wave, walrus Cool! Hi shop, park, café, library	This is the (living room). Where's my (dad)? He's in the (bathroom). Where's the (mouse)? It's in the (garden).
7 Food	Yes/No meat, fruit, bread, cheese, milk, yoghurt, juice, food honey, jelly, salad, chocolate yak, jellyfish good, bad	I like (fruit). I don't like (yoghurt). Do you like (cheese)? It's (good) for me. Home time!
8 I'm excited	hungry, thirsty, tired, scared, excited, angry torch eat, drink shark, cheetah, shell, shadow	I'm (excited). He's/She's (tired). Let's have fun. It's a (big) shadow.
Goodbye		Wave goodbye. Don't be sad.
Festivals **Halloween**	witch, pumpkin, monster, bat	Pass the pumpkin.
Festivals **Christmas**	Santa, present, reindeer, sleigh, Christmas Day	Happy Christmas!
Festivals **Easter**	bunny, hop	Happy Easter! Can you see the (chicks)? Find the (bunny).

Recycled Language (vocabulary and structures)	Pronunciation	Cross Curricular focus	Values	DVD/Online/ Posters
mouse, vet, violin	/w/ as in walrus and /v/ as in vulture	Geography: Places	Caring for our environment	cooker, refrigerator, TV, clock, sofa, tub (not bath), lamp, zoo, homework, true, false, stickers, sticker book
bees, yellow, big, small, fish, cake, Animals, Colours I've got (cheese).	/ʤ/ as in jellyfish /j/ as in yak	Science: Healthy Eating	Importance of a healthy diet	rice, banana, spelling: yogurt, label [v], lunch box, hungry pizza, tomatoes
cheese, chocolate, chair, happy, sad, small, big, clean, dirty, Actions, Animals, Classroom objects, Colours, Food, Numbers, Rooms	/ʃ/ as in shark and /ʧ/ as in cheetah	Science: Shadows	Being aware of others' feelings	orange juice, strawberries, toast hot, bored, sick, hurt, slide, ice lolly, plaster, binoculars, cave
bed, blanket, book, egg, milk, mouse, photo, soap, torch Where's the (egg)? I've got the (torch).				
cat I'm a (monster).				
Colours, Numbers				
chick, egg, Animals, Colours, Numbers				

Welcome

Lesson 1

Lesson aims
To present and practise new vocabulary

Target language
blue, green, red, yellow. Hello, I'm (name).

Receptive language
egg. What's your name? What colour is it?

Materials
Audio CD; Flashcards (Colours); Word cards (Colours); a coin or a small piece of paper for each pupil

Starting the lesson

- Say *Hello, I'm (name).* Ask pupils *What's your name? Hello, I'm (name).*
- Go around the class and pupils introduce themselves. Create a rhythmic chant with clapping. *Hello, I'm (name)* (clap, clap, clap).

PB pages 2–3

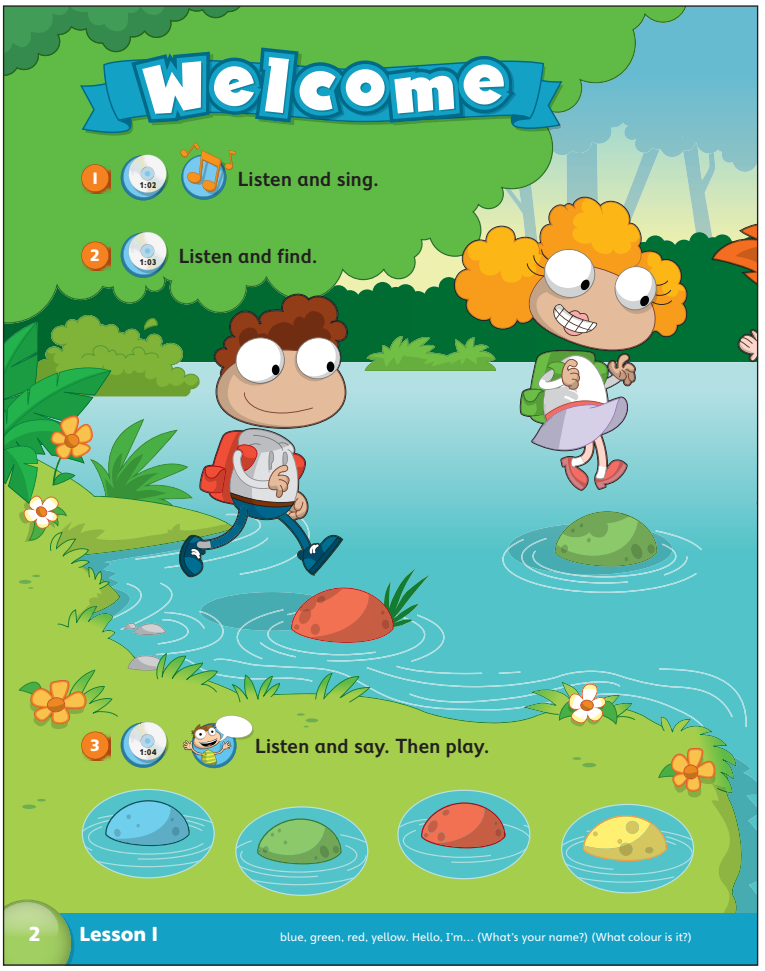
1 Listen and sing.

- Ask questions (L1) about the main illustration and encourage pupils to talk about who they think the characters are, where they are and what they are doing. Explain that the characters all live together on a special island called Family Island and that they are out exploring. Tell pupils the four characters are called (from left to right) Oscar, Millie, Rita and Zak. Point to the characters; say the names and pupils repeat. Explain that Zak and Rita are brother and sister and the other two are their friends.
- Play the song CD1:02. Pupils listen and point to each character as they hear their name mentioned.

Z = ZAK R = RITA M = MILLIE O = OSCAR **1:02**

Z	Hello, I'm Zak.
R, M, O	Hello Zak.
R	Hello, I'm Rita.
Z, M, O	Hello Rita.
M	Hello, I'm Millie.
Z, R, O	Hello Millie.
O	Hello, I'm Oscar.
Z, R, M	Hello Oscar.

- Pupils listen again and join in. They then sing along to the karaoke version CD3:40 substituting their own name. One pupil sings the first line *Hello, I'm (name)* and the class chorus *Hello (name).*



Pairwork

- Invite two pupils to the front of the class. They say *Hello, I'm (name)* to each other. Pupils continue in pairs saying *Hello, I'm (name). Hello, I'm (name).*

2 Listen and find.

- Point to the egg (to the right of Zak) and ask pupils (L1) what they think it could be. Say the word *egg* several times. Pupils guess what might hatch out of the egg. Encourage guesses at this stage (bird, dragon, dinosaur). Tell pupils they will find out the answer later in the book (Waldo the dragon will hatch out of the egg in Unit 1).
- Play CD1:03. Pupils point to the rocks from left to right as they hear the colours and then point to the egg.

O = OSCAR M = MILLIE R = RITA Z = ZAK **1:03**

O	Red
M	Green
R	Yellow
Z	Blue
Z	Oh! Rita, Millie, Oscar. Look!
R	What is it?
Z	It's an egg!



Presentation

- Teach the colours *red, green, yellow* and *blue* by pointing to each stepping stone and saying the colour. Reinforce the colours using objects in the classroom, e.g. coloured pens. Hold up objects and ask *What colour is it? (red)*

3 Listen and say. Then play.

- Point to the colour of each stepping stone and ask *What colour is it? (blue)*
- Play CD1:04. Pupils listen, point to the stepping stones and repeat the words. Then pupils say the missing word(s) in each line until at the end they are saying all the words. Each word is associated with a sound to indicate when the pupil should say the word. The association of word and sound will also help them to memorise the words. Encourage them to use the pictures at the bottom of PB p. 2 for reference.

blue ★ green ★ red ★ yellow ★ **1:04**
blue, green, red, yellow

Now listen and say the missing words.
blue, green, red, ★
blue, green, ★ ★
blue, ★ ★ ★
★ ★ ★ ★

- Pupils play a game in pairs. One pupil turns away while his/her partner covers up one of the stepping stones with a coin or small piece of paper. His/her partner has to say which colour is covered up. Pupils take turns, covering up more stepping stones each time to make it more difficult.

Practice

- Call on a pupil to choose a colour. Now show the flashcards (colours) one by one. Pupils stand up and clap when you show the correct colour.

AB page 2

1 Match and trace.

- Pupils match the characters to their silhouettes and name them. *(Hello, I'm (Zak).)* They then trace over the names and read them to a partner.

Key 1 Oscar, **2** Zak, **3** Rita, **4** Millie

2 Trace. Then colour.

- Pupils trace over the colour words and colour each egg appropriately.

Ending the lesson

- Use the word cards (colours) or write the words *red, green, yellow* and *blue* on the board. Point to each word and read it. Then point to each colour word and ask pupils to show you something of that colour in the classroom.

OPTIONAL ACTIVITIES

Drawing activity
Pupils draw themselves on a piece of A4 paper. They come to the front of the class, present their drawings and say *Hello, I'm (name)*. Make a display in the classroom with the drawings.

Flashcard game
Play Correct order see p. 22.

NOTES

Lesson 2

Lesson aims
To revise the Lesson 1 vocabulary with a chant

Target language
egg, 1–5

Recycled language
blue, green, red, yellow

Receptive language
Come with us. Look for (an egg).

Materials
Audio CD; Flashcards (Colours, Numbers); Quest sticker

Optional materials
Homemade number word cards

Starting the lesson

- Remind pupils of the characters' names and play the song CD1:02 from Lesson 1.
- Play a game to revise colours. Divide the class into two teams. Say *red.* One member from each team finds something red in the classroom. Alternatively, stick the flashcards (colours) on the board. Call out a colour and pupils point to the correct flashcard and win a point for his/her team. Point to one of the stepping stones on the page and ask *What colour is it?* Continue with the remaining colours.

PB pages 2–3

Presentation

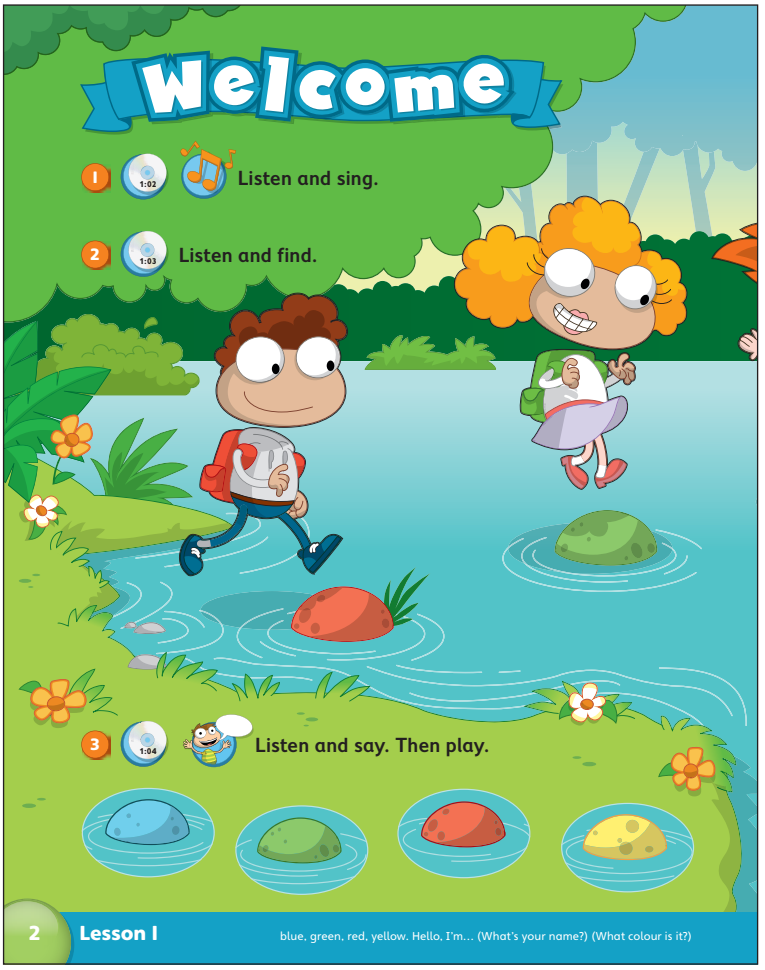
- Teach numbers 1–5 using your fingers. Count to five. Pupils join in when ready and count on their own fingers.
- Write the numbers in order on the board. Point to each, say the number and pupils repeat. Now point to the numbers in mixed order and pupils say the number.

4 Listen and chant.

- Ask pupils to count the stepping stones across the stream, including the egg. Count from 1 to 5.
- Play CD1:05. Pupils listen and point to the stepping stones as they hear the numbers.

Z = ZAK R = RITA M = MILLIE O = OSCAR **1:05**

Z	One
R	Two
M	Three
O	Four
ALL	Five
ALL	One, two, three, four, five!



Practice

- Play CD1:05 again and pupils join in saying the numbers. Invite one or two pupils to come to the front of the class making the right number of jumps across the classroom for each line of the chant. Alternatively, pupils jump across imaginary stepping stones on their desks using their fingers.

5 Listen and sing.

- Point to the egg. Remind pupils (L1) about their guesses as to what this could be and what they think will hatch out of it. Focus on the bottle in the water and ask pupils (L1) what they think is in the note. Talk about the items on the inside of the note (bottom section of page 3). Encourage pupils' guesses about what the note could be (it's a note showing pupils how to look after the baby creature that will hatch out of the egg). Tell pupils that they will have to find all these items in the course of the book. Point to the items and say the word in L1 or mime each in turn.
- Point to the egg and say *It's an egg.* Explain that this is the egg that a baby creature is going to hatch out of.
- Say (L1) that Zak and his friends are singing a song about their quest to find the items. Play CD1:06.



Come with us, come on a quest. **1:06**
Come on a quest today.
Come with us, come on a quest.
Look for an egg today.
An egg, an egg,
Look for an egg today.

- Pupils find the sticker of the egg in the back of their Pupil's Book (PB) and stick it on top of the grey egg next to Zak on PB p. 3. Explain that in later units pupils will add the new quest item when they sing the Quest song.
- Listen to the Quest song again and pupils try to sing along.

AB page 3

3 Trace. Then count and match.

- Pupils trace over each number and then match to the correct number of eggs in each nest.

4 Colour and say. Then trace and match.

- Pupils colour the shapes containing a dot to find the numbers in the picture. Then they point to the numbers in turn and say them to a partner. Pupils then trace over the number words and match the numbers to the correct written words.

Ending the lesson

- Write the numbers *1–5* on the board, then under each write the words *one, two, three, four* and *five*; or use the flashcards (numbers). Read the words and pupils repeat. Then rub out the numbers and point to the written words. Pupils read the number words.

OPTIONAL ACTIVITIES

Numbers game

Divide the class into two teams. Draw a line down the middle of the board. Call a pupil from each team to stand near the board. Now call out a number from 1–5 and the first pupil to write the correct number wins a point for his or her team. Alternatively, use homemade number word cards rather than calling out numbers.

Draw the dots

Give pupils a half sheet of paper and tell them to draw lines on it to divide it into six sections. Show a number word card and pupils draw that number of dots in one of the sections of the paper. Count to three and pupils hold up their papers at the same time to check their answers. Continue with the remaining numbers.

NOTES

1 My birthday

Lesson 1

Lesson aims
To present and practise new vocabulary

Target language
black, brown, dragon, orange, pink, purple, white

Recycled language
blue, green, red, yellow

Receptive language
What's your name? What colour is it? It's my birthday.

Materials
Audio CD; Flashcards (Colours); Word cards (Colours); a coin or small piece of paper for each pupil

Starting the lesson

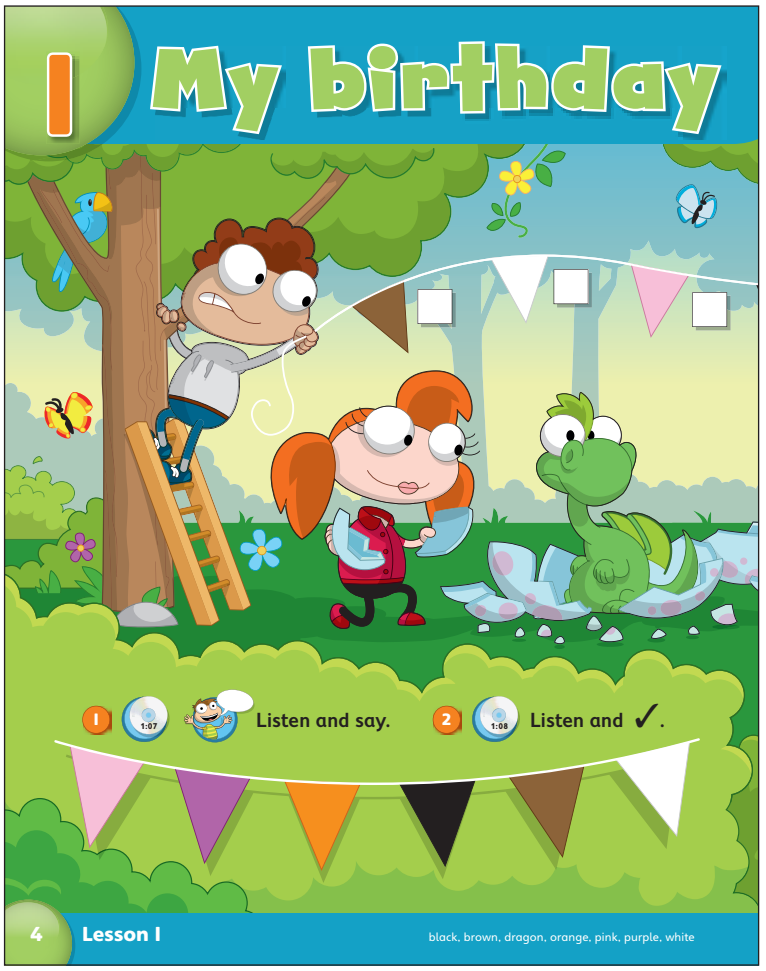
- Play the Hello song CD1:02 from the Welcome Unit. Divide the class into four groups and give each group a character's name *Rita, Zak, Oscar, Millie.* Alternatively, ask pupils to choose a character they wish to be. Play the recording again and pupils stand up and sing their chosen character's lines when appropriate.
- Revise *red, green, yellow* and *blue* by pointing at various objects and asking *What colour is it?*

PB pages 4–5

- Ask pupils (L1) if they can remember the Family Island characters' names and what the characters found in the previous lessons (an egg). Ask again for predictions as to what creature could be inside the egg. Ask pupils to remember some of the items on the note the characters found in the Welcome Unit. Point to the dragon that's hatched from the egg and say *It's a dragon.* Explain that the dragon's name is *Waldo.*
- Now focus on the title of the unit *My birthday.* Explain (L1) the meaning of the word *birthday.* Ask pupils to guess whose birthday they think it might be.

Presentation

- Present the new colours (*black, brown, orange, pink, purple* and *white*) by using things in the classroom or flashcards (colours). Point to each and say *It's (pink).* Repeat the colour words several times.
- Write the colour words on the board and invite pupils to stick the flashcards next to the correct words.



1 Listen and say.

- Pupils look at the flags at the bottom of the page and say the colours.
- Play CD1:07. Pupils listen, point to the flags and repeat the words. Then pupils say the missing word(s) in each line until at the end they are saying all the words. Each word is associated with a sound to indicate when the pupil should say the word. The association of word and sound will also help them to memorise the words. Encourage them to use the picrtures at the bottom of PB p. 4 reference.

pink ★ purple ★ orange ★ black ★ brown ★ white ★ **1:07**
pink, purple, orange, black, brown, white

Listen and say the missing words.
pink, purple, orange, black, brown, ★
pink, purple, orange, black, ★ ★
pink, purple, orange, ★ ★ ★
pink, purple, ★ ★ ★ ★
pink, ★ ★ ★ ★ ★
★ ★ ★ ★ ★ ★



Pairwork

- Pupils play a game in pairs. One pupil turns away while his/her partner covers up one colour with a coin or small piece of paper. His/her partner has to say which colour is covered up. Pupils take turns, covering up more colours each time to make it more difficult.

2 Listen and ✓.

- Play CD1:08. Pupils listen and tick the flags in the main illustration when they hear the new colour words. Check the activity by pointing at each flag and asking *What colour is it? Is it (pink)?* as you point at the items. Teach the words *yes* and *no* so that pupils can answer.

Z = ZAK M = MILLIE W = WALDO **1:08**

Z Hello! What's your name?
I'm Zak. It's my birthday.
M Look at the flags. Orange, pink, black, white, purple, brown.
W Hello, I'm Waldo. I'm a dragon.

- Ask pupils (L1) whose birthday it is. (It's Zak's.) Point to Waldo, the dragon, and ask (L1) what colour he is *(green).* Ask the pupils what Waldo is (L1) and say the word *dragon* in L1 and then English.
- Hand out the ten word cards (colours) and ten flashcards (colours) to the class – one or more card to individuals or pairs, depending on the number in your class. Ask pupils to keep their cards secret. Say *Go!* Pupils walk around the classroom showing their cards to each other until the pupil with the (red) flashcard finds the pupil with the (red) word card.

AB page 4

1 Trace and colour.

- Pupils trace over the colour words and colour each flag appropriately. Pupils check their answers in pairs.

Ending the lesson

- Write the new colour words on the board (or use word cards). Point to each word and read it. Then point to each word and ask pupils to hold up the correct coloured pencil or find the colour on any particular page in their books.

OPTIONAL ACTIVITIES

Colour race
Divide the class into groups. Say a colour *(purple).* One pupil from each group races to be the first to touch something (purple) in the classroom. Then do the same activity showing flashcards or word cards.

Guessing game
Hold an item behind your back. Pupils guess what colour it is (*pink?).* Answer with *yes* or *no* until they guess the correct colour. You may challenge stronger pupils to guess what the item is.

NOTES

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Lesson 2

Lesson aims
To revise the Lesson 1 vocabulary with a chant; to present the new structure

Target language
blanket, 6–10. (Five) (pink) flowers.

Recycled language
1–5

Receptive language
How many? What colour is it? What colour is the (blanket)?

Materials
Audio CD; Flashcards (Colours); Quest sticker; homemade number flashcards

Optional materials
Buttons, sequins, beans or other small items that stick easily to paper; A4 paper (or card), colouring pencils/crayons

Starting the lesson

- Show the flashcards (colours) in turn. Show the red flashcard and say *red.* Now show the blue flashcard and say *green.* Pupils clap when you say the correct colour and stamp their feet when you make a mistake.

Presentation

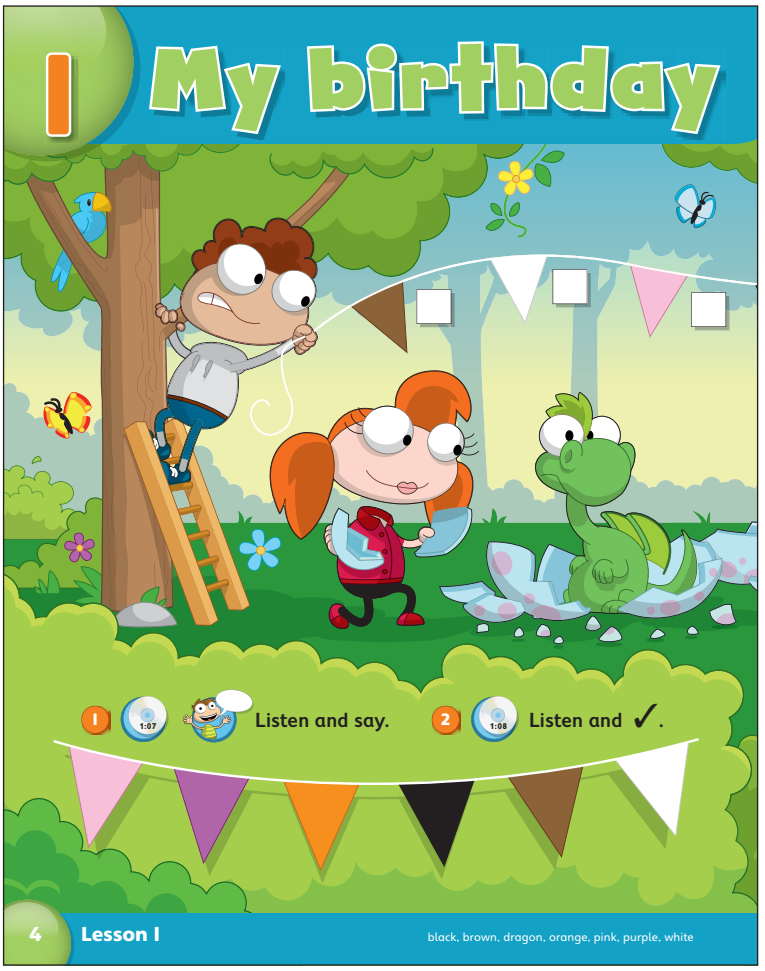
- Revise numbers 1–5 by showing different numbers of fingers/objects in the classroom e.g. pencils, books, etc. Ask *How many?*
- Teach numbers 6–10 with homemade number flashcards. Stick the cards on the board in a row. Point to each in turn, say the number and clap the appropriate number of beats. Pupils repeat. Hold up (5) fingers and ask *How many?* Now say *6* and pupils show the correct number of fingers.

PB pages 4–5

3 Listen and chant. Then find.

- Draw a flower on the board and say *It's a flower.* Draw several more and ask *How many flowers?* Continue until you've drawn ten flowers.
- Now play CD1:09. Pupils find and count the flowers in the main illustration as they listen.

How many flowers? **1:09**
One, two, three, four, five,
Six, seven, eight, nine, ten.
Now count again.
One, two, three, four, five,
Six, seven, eight, nine, ten.



- Ask pupils how many flowers they found (10). Point to each flower and ask *What colour is it? (purple).* Say *a (purple) flower.*
- Play the chant again. Pupils touch the correct number of objects in the classroom. Play the chant a third time. Pupils say the words as they listen. They could also replicate the chant substituting objects of different colours which they have in their own school bags/on their tables.

4 Count. Then listen and say.

- Point to the flowers in Picture 1. Ask *How many? (5).* Pupils write the correct number in the box under each cluster of flowers.
- Play CD1:10. Pupils listen and repeat.

1.10
1 One, two, three, four, five.
Five pink flowers.
2 One, two, three, four, five, six, seven.
Seven orange flowers.
3 One, two, three, four, five, six, seven, eight, nine.
Nine white flowers.



Pairwork

- Pupils use two pencils as drumsticks. Explain that their desks (or books) are a drum. Call out a number and pupils tap their 'drums' the correct number of beats. Call on individual pupils to come up with interesting rhythmic patterns. Pupils continue in pairs.

Quest sticker and song

- Ask pupils (L1) to remember the Quest items from the Welcome Unit, which the characters have to find for the dragon. Ask them to guess which item could be found here (the blanket). Point to the blanket and say *It's a blanket.* Explain (L1) that this is Waldo's comfort blanket.
- Play the Quest song CD1:11. Pupils find the sticker of the blanket at the back of their PB and stick it into the correct place on page 5, over the grey blanket next to Zak. Ask *What colour is the blanket? (yellow).*

Come with us, come on a quest. **1.11**
Come on a quest today.
Come with us, come on a quest.
Look for a blanket today.
An egg and ★ a blanket!
Look for a blanket today.

AB page 5

2 Trace and match. Then say.

- Pupils trace over the number words, count the items in each group and match each number word to the corresponding group of objects.

3 Join the dots.

- Pupils join the dots to reveal the image of the dragon, saying the numbers 1–10 as they do so. Pupils then colour the dragon if they wish.

Ending the lesson

- Hand out homemade number flashcards to ten pupils. They come to the front of the class and form a line from 1–10. Tell pupils to close their eyes and then remove one or more pupils from the line. Pupils open their eyes and say which numbers are missing.

OPTIONAL ACTIVITIES

Number chart
Pupils create number charts by drawing items in various quantities on a piece of A4 paper or card. Pupils then write the correct number below each item. You may also use buttons, sequins, beans or other small items that stick easily to paper.

TPR game
Play Drawing race see p. 24.

NOTES

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Lesson 3

Lesson aims
To extend the unit vocabulary set; to practise the vocabulary with a song

Target language
clap, jump, stamp. Happy Birthday! I'm (six).

Recycled language
Numbers

Receptive language
How many (balloons)? How old are you?

Materials
Audio CD; homemade number flashcards

Starting the lesson

- Play the chant from Lesson 2 CD1:09. Pupils listen and join in.
- Write the numbers on the board. Point to each and pupils say the number. Then rub out some numbers and pupils say which are missing.
- Draw a cake outline on the board next to a simple drawing of a child. Draw five candles on the cake. Now draw a blank speech bubble next to the child. Ask pupils (L1) what the occasion is and what they think the child is saying. Point to the child and say *It's my birthday.* Count the candles and say *I'm five.* Write these sentences in the speech bubble if you wish. Ask several pupils *How old are you? (I'm six.)*

PB page 6

Presentation

- Teach *clap, jump* and *stamp* by miming the actions. Also teach a mime to *Hip, Hip, Hurray* e.g. waving hands in the air.
- Pupils play a game in pairs. One pupil calls out an action, then a number from 1–10. His/her partner does the action that specific number of times, e.g. *jump, six* (he/she jumps six times).

Practice

5 Listen and find. Then sing.

- Tell pupils (L1) they are going to listen to a song about a birthday and ask them how they celebrate their own birthday, e.g. a party. Explain that the children in the picture are all having a birthday party. Ask questions about the picture. Point to the candles on the cake and ask *How many? (7).* Point to a balloon and ask *What colour is it? (blue);* etc.
- Say *I'm (eight).* Ask pupils to point to the corresponding child (according to the number they can find on their party clothes). Play the song about the birthday party CD1:12. Pupils listen and point at each child as they hear him/her mentioned in the song.

1.12

It's my birthday.
Hip, hip, hurrray! Happy Birthday!
Clap, clap, clap.
I'm six today!

It's my birthday.
Hip, hip, hurrray! Happy Birthday!
Stamp, stamp, stamp.
I'm seven today!

It's my birthday.
Hip, hip, hurrray! Happy Birthday!
Jump, jump, jump.
I'm eight today!

Happy Birthday! Happy Birthday!

- Play the song again and pupils sing along.
- Give each pupil a number from 1–10. Call out the numbers in turn and say an action. Say *10 Clap! 8 Stamp! 6 Jump!* Play the song again and pupils add actions as they sing.
- You could also play the karaoke version of the song CD 3:41. Pupils sing verses with the ages and actions of their choice.

6 Find and draw. Then say.

- Pupils find the children in the main illustration and find the clues to how old they are. Pupils then draw the appropriate number of candles on their birthday cake and say, e.g. for picture 1 *I'm (six.)* Check the activity by asking *How old are you? (I'm six.)* pointing at the various pictures. Invite several pupils to the board and ask *How old are you? (I'm seven.)*

AB page 6

4 Listen and match. Then trace.

- Play CD1:13. Pupils match each child to their balloon. Pause the recording each time to allow pupils time to do this. Pupils then trace the numbers in the balloons.

1:13

1 How old are you?
I'm two.
2 How old are you?
I'm four.
3 How old are you?
I'm ten.
4 How old are you?
I'm seven.

5 Read and circle.

- Pupils find each child's age by searching for clues in the pictures and circle the appropriate number word.

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5 1:12 Listen and find. Then sing.

SONG



6 Find and draw. Then say.



Ending the lesson

- Play CD1:13 again. Divide the class into three groups and ask each group to write a 2, 4, 10 and 7 on a piece of paper. Pupils hold up their number when they hear it .

OPTIONAL ACTIVITIES

Drawing activity

Pupils draw a picture of themselves holding a balloon with their age inside. They could also include speech bubbles: *Hello, I'm (name). I'm (six).*

Flashcard game

Play Guess the card see p. 22.

Lesson 4

Lesson aims
To develop literacy skills; phonics: /b/ /p/

Target language
balloon, bee, panda. It's (blue).

Recycled language
Colours, Numbers. I'm (six).

Materials
Audio CD; Flashcards (Colours); homemade number flashcards; A4 paper and a stapler to make Sounds Fun notebooks

Starting the lesson

- Start the lesson by singing the song from Lesson 3 CD1:12 and doing the actions to revise *clap, stamp* and *jump.*
- Play a game to remind pupils of colours and numbers. Stick the homemade number flashcards and the flashcards (colours) around the classroom. Divide the class into teams. Ask two pupils from each team to come to the front of the class. Say a colour or a number and pupils race to touch the correct card first.
- Point at objects in the classroom, e.g. chair, table, and ask *What colour is it?* Say *It's (red).* Point at other items and repeat. Then have pupils point at items in the classroom and tell their partner *It's (red),* etc.

PB page 7

7 Colour and say.

- Pupils look at the picture. Ask *How many balloons? (4)* Tell pupils to colour the balloons whichever colour they like and to write a number on the girl's party badge to indicate how old she is. Pupils then compare with a partner, pointing at the balloons and saying *It's (yellow)* and *I'm (six)* about the girl's age.

Presentation

- Remind pupils of the words *purple* and *pink* by pointing at the colours in the book or finding objects of these colours in the classroom. Ask pupils which sound they hear in both words. Say the /p/ sound and ask pupils to repeat after you. Now do the same for the /b/ sound using *blue* and *black.*

8 Listen and say.

- Play CD1:14. Pause after the first two lines. Ask pupils in L1 which sounds they can hear (/p/ and /b/). Play the first two lines again and pupils repeat.
- Introduce the two mascots by pointing and saying *This is Buzzy Bee. This is Polly Panda.* Ask pupils which colours they can see beginning with the /p/ sound *(purple* and *pink*). Then ask which colours they can see beginning with the /b/ sound *(black, blue* and *brown).* Focus on the letter next to each character. Say the sound and ask pupils to trace over each letter.
- Play the whole recording and pupils point at the pictures as they hear the words. Play it again and pupils repeat after each line.

1:14
b ★ b ★ p ★ p ★
b, b, b, ★
p, p, p, ★
b, p, b, p, b, p, ★
Buzzy Bee, Buzzy Bee,
black, blue, brown,
Buzzy Bee! ★
Polly Panda, Polly Panda,
purple, pink,
Polly Panda! ★

- Ask pupils which other words they know with the /b/ and /p/ sounds. Remind them of *birthday* and *blanket.* Ask if there are any pupils in the classroom with names beginning with these sounds.

AB page 7

6 Trace. Then listen and colour.

- Pupils trace the letters b and p.
- Play CD1:15 and pupils colour the spaces on Buzzy Bee's and Polly Panda's paint palettes as instructed.

1:15
Buzzy Bee. Blue.
Polly Panda. Pink.
Buzzy Bee. Black.
Polly Panda. Purple.
Buzzy Bee. Brown.

7 Colour. Then play Bingo.

- Pupils read the words and colour the circles on the Bingo grid. They can colour the final square any of the five colours. Call out colour words beginning with the sounds /b/ or /p/. *It's blue.* Pupils cross out the colours on their grid as they are called. The first pupil to cross out all their squares shouts Bingo! This game can also be played in pairs or small groups.

Practice

- Pupils create a Sounds Fun notebook (see p. 8). Pupils write the letter /b/ on one page and /p/ on a separate page. Pupils draw pictures of things beginning with the /b/ and /p/ sounds on the appropriate pages (*blue, black, brown, bee, blanket, balloons, pink, purple, panda*). Encourage stronger pupils to write the words next to each picture.

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SKILLS

7 Colour and say.



SOUNDS FUN!

8 1:14 Listen and say.



Lesson 4 balloon, bee, panda. It's (blue). *Colours*, *Numbers*. *I'm six*. Sounds: /b/ /p/ 7

Ending the lesson

- Draw two circles. Write b and the word or draw a bee in one and p and a panda in the other.
- Pupils draw pictures or write words beginning with the same sounds.

OPTIONAL ACTIVITIES

Team game
Play Phonics race see p. 24.

Team game
Play Unscramble see p. 24.

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Lesson 5

Lesson aims
To consolidate the unit language with a story

Values
Sharing

Target language
cakes. Thank you. Two green cakes for (Oscar).

Recycled language
Colours, Numbers

Materials
Audio CD; Unit 1 Story cards; paper with drawn coloured flowers and cakes

Optional materials
A4 paper

Starting the lesson

- Play the song CD1:02 from the Welcome Unit. Look back at PB pages 2 and 3 to remind pupils of the characters and their names.
- Draw a pink flower on a piece of paper. Ask pupils *What's this? (It's a flower).* Ask *What colour is it? (pink)* Say *It's a pink flower.* Continue with flowers in other colours.

PB page 8

- Teach the word *cake* by drawing a picture on the board or showing a picture you've brought to class. On a sheet of paper draw two green cakes. On another sheet of paper draw three purple cakes. You may wish to prepare these before class. Hand the drawings to different pupils and say *Two green cakes for (name). Three purple cakes for (name).* Now ask the two pupils to give the drawings to other pupils and repeat your sentences.
- Allow pupils a few minutes to study the pictures from the story. Point to the characters in turn and ask *Who's this?* (In picture 1, from left to right, they are Oscar, Rita, Millie and Zak.) Point to the cakes in various pictures and ask *How many cakes?* Point to specific cakes and ask *What colour is it?* Ask pupils to guess what they think is going to happen in the story.

9 Listen and look. Then act.

- Show the story cards in turn and ask the questions from the 'Before listening to the story' section written on the back of each card. Now play CD1:16 and pupils follow along in their books.

R = RITA O = OSCAR W = WALDO Z = ZAK **1:16**

1 R Look! One, two, three, four, five, six, seven, eight cakes!
2 R Two green cakes for Oscar.
O Hurray!
W Mmm ...
3 R Two purple cakes for Millie ...
4 R Two orange cakes for Zak. And two pink cakes for me!
W Mmm ...
5 R What?
Z Oh!
6 R The cakes! Waldo!
W Mmm ... Nice cakes! Thank you!

- Play the recording again. Pause after each line and ask pupils to repeat.
- Check pupils' understanding of the story by asking the questions from the 'After listening to the story' section on the back of the story cards.
- Choose four pupils to act out the roles of Rita, Oscar, Waldo and Zak. Invite them to the front of the class. Play the recording while pupils act it out or say the lines and pupils repeat. Encourage stronger classes to say the lines from memory using prompts. Use props that you've brought to class if you wish.

Values

- Have a discussion (L1) about sharing. Explain the meaning of the word and ask how the characters are sharing in the story. Talk about (L1) the importance of sharing in our everyday lives.

AB page 8

8 Listen and colour.

- Play CD1:17. Pupils listen and colour the cakes accordingly. Check the answers by asking *What colour for Rita? (pink).*

1	**RITA**	Mmm, two pink cakes for me.	**1:17**
2	**OSCAR**	Mmm, two green cakes for me.	
3	**ZAK**	Mmm, two orange cakes for me.	
4	**MILLIE**	Mmm, two purple cakes for me.	

9 Count and write. Then say.

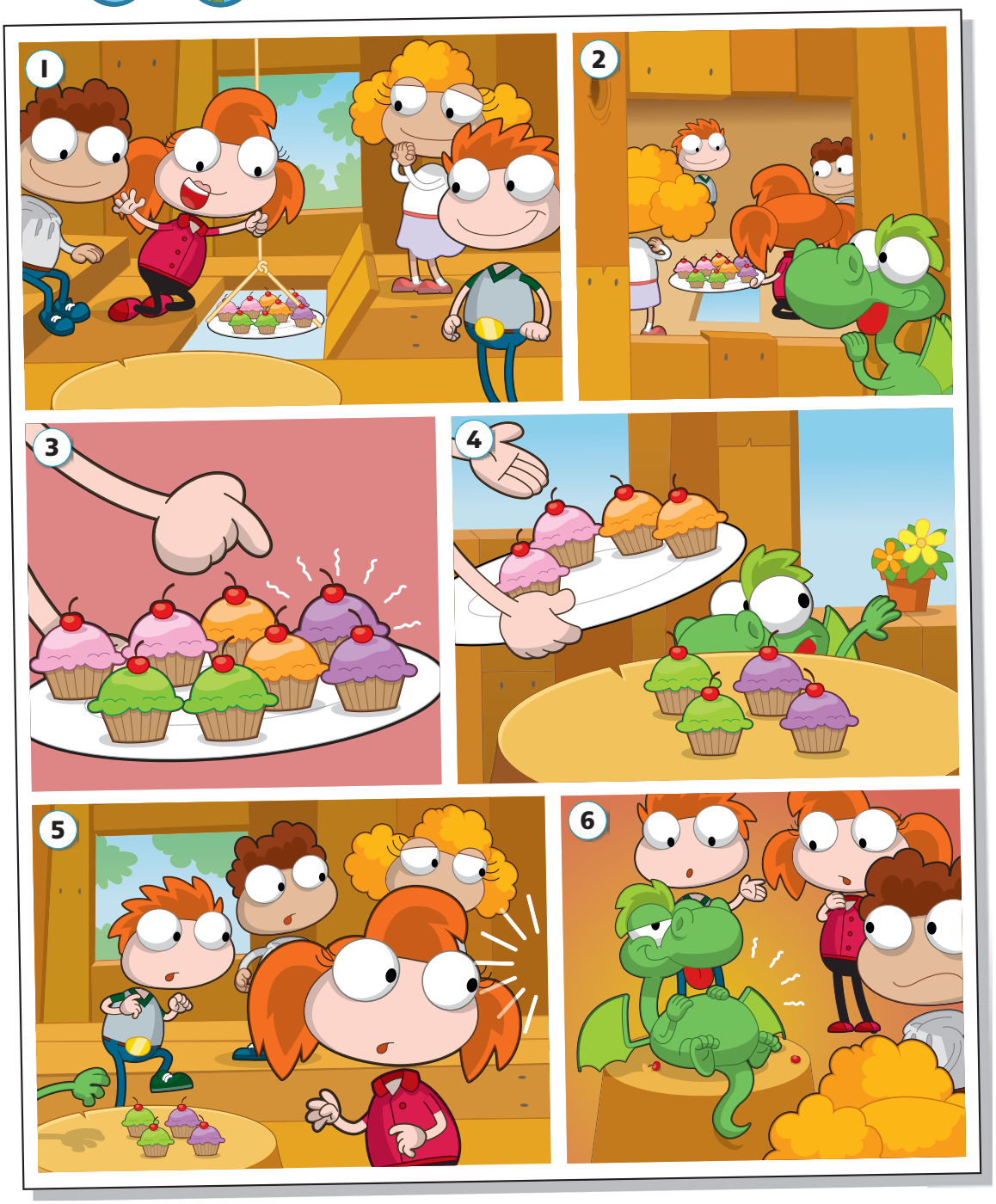
- Pupils count the number of cakes on each plate and write the number in the box provided. They then check their answers with a partner.

For the next lesson

- Pupils could bring in photos they have cut out of magazines showing various pictures of birds, butterflies, leaves, frogs, flowers and fish of different colours to make a collage.

9 1:16 Listen and look. Then act.

STORY



cakes. Thank you. Two green cakes for... *Colours*, *Numbers*

Ending the lesson

- Hold up the story cards in turn and pupils recite the dialogue from memory. You may do this in groups or teams if you prefer.

OPTIONAL ACTIVITIES

Story add-on

Pupils draw a final picture or series of pictures to show what happens next. You may also add a bit of dialogue for stronger classes/pupils.

My favourite story character

Pupils draw their favourite character.

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Lesson 6

Lesson aims
To integrate other areas of the curriculum into the English class; to develop the cross-curricular topic through a short project

Cross-Curricular focus
Science – Colours in nature

Target language
bird, butterfly, fish, flower, leaf. A yellow flower. It's a (butterfly).

Recycled language
It's (orange).

Receptive language
Is it a (bird)?

Materials
Audio CD; Poster 2; Flashcards (Colours); photos of natural environments e.g. a desert, coral reef, garden, forest; pupils' pictures of birds, butterflies, flowers, leaves or fish; homemade flashcards of bird, butterfly, fish and leaf

Starting the lesson

- Ask pupils to remember the story from the previous lesson. Show the story cards and listen to CD1:16.
- Stick the ten colour flashcards on the board. Write a number between 1 and 10 below each. Call out a number and pupils say the colour. Then call out a colour and pupils say the number.
- Tell pupils (L1) that they are going to think about the different colours in nature in this lesson. Ask them to close their eyes and imagine they are in: a desert, a coral reef, a beautiful garden, a forest, etc. What colours do they see? Show pupils photos of these environments for support.

PB page 9

Presentation

- Teach the new words *bird, butterfly, fish* and *leaf* by drawing on the board or using homemade flashcards. Ask which words begin with the same sound as *blue*. Ask *What colour is a leaf? (green).* Then talk (L1) about the change in colour of autumn leaves.
- Discuss (L1) the number of different types of butterflies or fish in the world. Ask pupils to make guesses about the numbers. (There are between 15,000 to 20,000 butterfly species in the world and over 25,000 species of fish.) Ask pupils which butterflies or fish they know.
- Use Poster 2 see p. 21.

10 Listen and number.

- Point to the photos and ask pupils to identify the animals, then their colours. Ask *What is it? What colour is it?* Say *It's a fish. It's orange.* Ask pupils to point to the correct photo.
- Play CD1:18 and pupils number the photos 1–5.

1 It's a fish. It's orange. An orange fish. **1:18**
2 It's a butterfly. It's blue. A blue butterfly.
3 It's a flower. It's pink. A pink flower.
4 It's a leaf. It's green. A green leaf.
5 It's a bird. It's brown. A brown bird.

- In pairs, one pupil says *It's (blue)* and the other points and says the object *(a butterfly).*

11 Complete the pictures. Then say.

- Point to the photos and say, e.g. for number 1 *A yellow flower.* Ask the pupils to repeat after you. Then have them point to the other photos and say, e.g. for number 2 *An orange fish.*
- Ask pupils (L1) to think of other things in the natural world which are *red, green, yellow, blue, pink, purple, orange, brown, white* and *black*. Pupils finish each picture following the dotted lines, then colour them to match the photo. In pairs, pupils talk about their pictures (*a blue and red butterfly).*

AB page 9

10 Match. Then trace.

- Pupils match the halves of the animals/objects together to make complete pictures. They then match each of these to the correct word on the right hand side. Pupils trace over each word and read it.

11 Colour. Then circle.

- Pupils colour the spaces containing a dot to reveal the pictures. They then read the words under each picture and circle the word that corresponds with the picture.

Mini project

- Pupils make a collage using the pictures of birds, butterflies, leaves, flowers and fish they brought to class. Give pupils some drawing time if they forgot their pictures. Pupils describe their collages to the class. *It's a butterfly. It's purple.*



Pupils can now go online to Family Island and find the butterfly that Waldo is holding on the PB page. It is on a painting near the cake stand. Once pupils click on the butterfly they are taken to a supplementary language game based on the vocabulary in this unit.

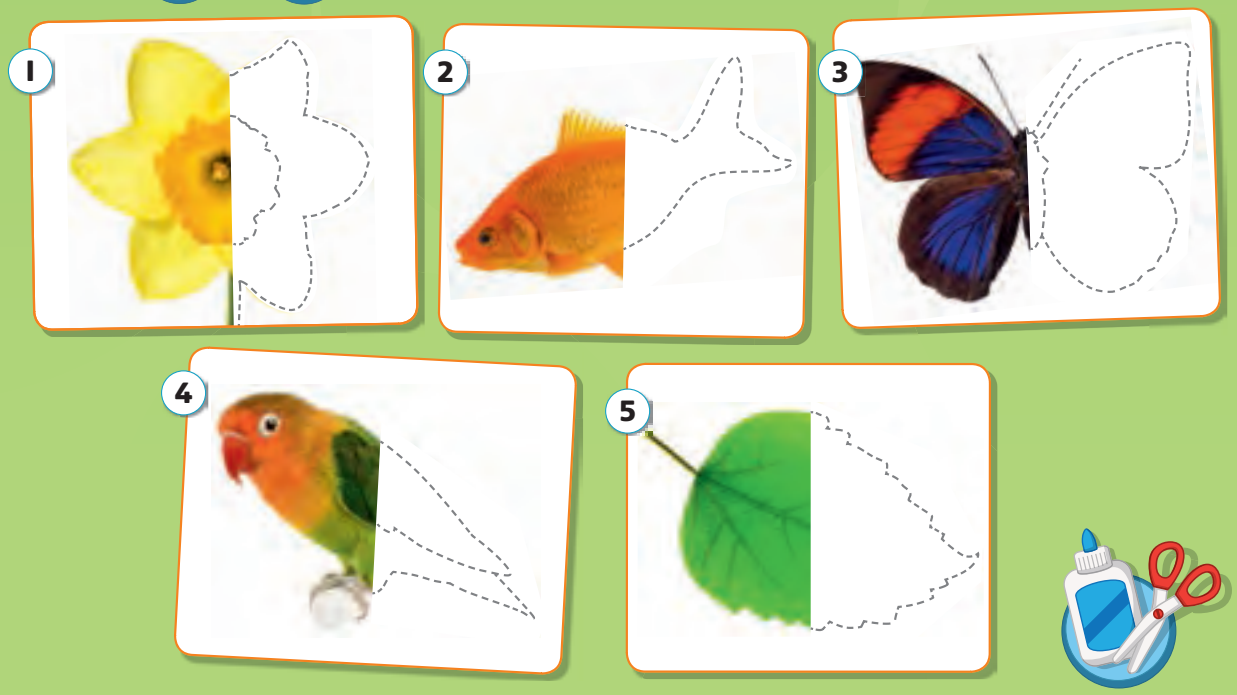
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SCIENCE

10 1:18 Listen and number.



11 Complete the pictures. Then say.



Lesson 6 bird, butterfly, fish, flower, leaf. A yellow flower. It's a… *It's (orange).* (Is it a…?)

Ending the lesson

- Write and say the words *bird, butterfly, leaf, fish* and *flower* on the board. Point to the words and pupils read them. Ask individual pupils to come and draw an object next to the correct word.

OPTIONAL ACTIVITIES

Miming game

In pairs, pupils play a miming game being one of the animals/plants that they have learnt so far.

Flashcard game

Play Correct order see p. 22.

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Lesson 7

Lesson aims
To review the unit language with a game

Recycled language
bird, butterfly, fish, flower, leaf, Colours, Numbers. It's a (butterfly). It's (yellow).

Receptive language
What colour is it? What is it?

Materials
Audio CD; Poster 1; Flashcards (Colours); a spinner for each pair of pupils (see template at the back of the book); counters; a piece of paper for each pupil; Worksheet 1

Starting the lesson

- Play the chant CD1:09 from Lesson 2. Remind pupils of all the numbers and colours they have learnt in the unit. Point to various objects and ask *What colour is it?*
- Use Poster 1 see p. 20.

PB page 10

12 Listen. Then play.

- Teach the word *game*. Indicate the board game in the PB and say *Let's play a game!* Point to various objects along the path of the game and ask *What colour is it? (It's pink) What is it? (It's a flower) What's the number? (ten).*
- Give each pair of pupils a spinner. If you don't have spinners, photocopy spinner templates onto card before class. Give each pair a template to cut out and colour, then help them to stick a short pencil into the centre of the spinner. Each pupil will also need a counter (or a small piece of paper or coin).
- Explain (L1) how to play the game. In pairs, pupils take turns to spin the spinner then move the appropriate number of squares, starting at the pink flower. They say what they have landed on, e.g. for square 1 *It's pink. It's a flower*; or for square 3 *seven.* If a pupil can't say the word(s) correctly he/she goes back to the beginning. Pupils have to land exactly on the final square to finish the game. The winner is the first to land on the final square of the game.
- Play CD1:19 as an example of the language pupils may find helpful while playing the game.

4. 1, 2, 3, 4. It's orange. It's a butterfly! **1:19**

- Pupils play the game in pairs. Monitor each pair to help with pronunciation. Collect up the spinners at the end of the game for use in future lessons.

Game

- Play the Number groups game see p. 24. Explain (L1) how to play the game before you begin. Start with numbers from 2–5, then move on to numbers 6–10 when pupils feel confident.

13 Listen and do.

- Play CD1:20 and pupils follow the instructions. You may wish to vary the order of commands and the speed of delivery by reading the actions after listening to the recording at least once.

Clap 1, 2, 3 **1:20**
Jump 1, 2
Clap 1, Stamp 1
Stamp 1, 2, 3, 4, 5

Pairwork

- Pupils do the actions in pairs. One pupil calls out an action and a number and his or her partner does the action that number of times. Pupils then switch roles.

Practice

- Pupils can now complete Worksheet 1.

1 Trace. Then count and write a ✓ or ✗.

- Pupils read the sentences below each birthday cake. They then count the number of candles on top of the cake and write a tick in the box if the sentence corresponds with the number of candles and a cross if it doesn't.

2 Find and colour.

- Point to each of the items and ask pupils *What's this?* Pupils follow the path from each colour word to the pictures and colour them accordingly. Pupils check their answers in pairs by saying *It's a fish. It's orange.*

Pupils teach their parents the three actions they have learnt in the TPR activity: *clap*, *jump* and *stamp*. Pupils can draw and colour their actions and bring them to class. Stronger pupils can label their pictures. Or, as an alternative, brief pupils (L1) to show their parents the board game from the Round-up page and tell them three new words they've learnt. Pupils play the board game at home. Ask them to keep score on a separate sheet of paper and bring their scores to the next lesson.

12 1:19 Listen. Then play.

ROUND-UP



13 1:20 TPR Listen and do.

Ending the lesson

- Play a counting game. Shout out a number and ask pupils to clap that many times. Clap out a beat in varying speeds and rhythms. Pupils say the number.

OPTIONAL ACTIVITIES

Drawing activity

Pupils colour an animal from this unit. Then label their drawings *It's a fish. It's purple.* Count the number of each animal and ask *How many (fish)?*

Flashcard game

Play Collect the cards see p. 22.

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Lesson 8

Lesson aims
To personalise the unit language; to provide an opportunity for self-evaluation

Recycled language
Colours, Numbers. It's (green). I'm six.

Receptive language
How many ...?

Materials
Audio CD; Unit 1 Stickers; Word cards (Numbers, Colours); Flashcards (Colours); Poster 1; Evaluation sheet 1

Starting the lesson

- Start the lesson by playing the song CD1:12 from Lesson 3. Write numbers from 1–10 on small pieces of paper and hand them out to the class. Explain (L1) that these represent an age. Ask various pupils *How old are you? (I'm five.)*
- Pupils use the same numbers you handed out in the previous activity. Call out numbers and say an action (e.g. Number 2, clap). Pupils holding that number do the correct action. Say two or three numbers at once to make the game more interesting.

PB page 11

14 Listen, stick, then trace.

- Indicate the balloons and ask *How many? (ten)* Ask pupils (L1) what colour they think the balloons might be. Explain (L1) that there are stickers of the balloons in the back of the PB.
- Play CD1:21. Pupils read the colour words under each balloon as they listen and stick the correct stickers in the correct balloon outlines. They then trace over the colour words.

1:21

1 It's pink.
2 It's brown.
3 It's blue.
4 It's green.
5 It's purple.
6 It's yellow.
7 It's white.
8 It's red.
9 It's black.
10 It's orange.

Practice

- Stick the flashcards (colours) on the board. Point to each card and call on individual pupils to say the colour. Encourage pupils to use full sentences (e.g. *It's blue).* You may wish to ask stronger pupils to write the colour words/sentences below each flashcard.

15 Draw and say.

- Ask individual pupils *How old are you? (I'm six.)* Point to the frame to the right of the birthday cake and tell pupils (L1) that they are going to draw a picture of themselves holding a birthday cake, with the correct number of candles to show their age. Pupils show their drawing to a partner and tell their partner how old they are *(I'm six).*

AB page 10

12 Read and colour. Then write.

- Look at the colour words at the top right of the activity and help pupils to read the words. Say *Two.* Pupils tell you the colour *(brown).* Pupils then colour the objects in the picture according to the key. Point to the butterfly and ask *What colour is it? (pink)* Pupils read the sentence at the top of the activity and complete it with the word *pink.*

13 Find and stick.

- Pupils stick in the Look! Box speech bubble sticker at the back of the PB in the correct place to complete the picture. They read the sentence on the sticker.
- Ask pupils (L1) to colour in the stars at the bottom of the page to correspond with how well they think they completed the unit. Pupils can then colour the picture if they wish.

AB page 60

- Pupils colour the colour and number pictures in the Picture Dictionary. They can then play a game in pairs. They take turns to say a number or colour, and their partner points at the correct picture. Stronger pupils may wish to cover the written words below each picture and try writing the words themselves.

Evaluation

You can check your pupils' progress using Evaluation sheet 1. See also Teacher's notes p. 176.

Pupils can now go online to Family Island and enjoy the fun and games. Use Poster 1 to talk about the different parts of the island. See the notes on p. 20.

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14 1:21 **Listen, stick, then trace.**

I CAN DO IT!

1 2 3 4 5

pink brown blue green purple

6 7 8 9 10

yellow white red black orange

Stick

15 **Draw and say.**



Me

Now go to Family Island.

Lesson 8

Colours, Numbers. It's (green). I'm six. (How many...?)

Ending the lesson

- Write the word *Colours* on the board and draw a large circle around it. Do the same with the word *Numbers*. Call pupils to the board and give them either a number or a colour word card. Pupils stick the cards inside the correct circle saying *number* or *colour* as they do this.

OPTIONAL ACTIVITIES

Colourful numbers

Do a number dictation with colours. Call out numbers in various colours: *Number (6). It's (blue).* Pupils draw a blue six.

Flashcard game

Play Memory see p. 22.

2 At school

Lesson 1

Lesson aims
To present and practise new vocabulary

Target language
book, chair, pen, pencil, rubber, ruler, school, table

Recycled language
It's a (red) (pencil).

Receptive language
What's this?

Materials
Audio CD; Flashcards (Classroom objects); Word cards (Numbers, Classroom objects); small piece of paper or a coin

Optional materials
Word cards (Colours)

Starting the lesson

- Play the Hello song CD1:02 from the Welcome Unit.
- Write the number words on the board or use the number word cards. Pupils write the numbers below each card.

PB pages 12–13

Presentation

- Introduce classroom objects. Hold up a *pencil* or show the pencil flashcard and say *It's a pencil.* Pupils find a pencil, hold it up and repeat. Continue with *pen*, *book*, *ruler*, *rubber*, *table* and *chair*. Now show each in turn and ask *What's this? It's a (pen).* Repeat the words several times.
- Talk (L1) about the characters in the main illustration and where they are and what's happening. (Zak and his friends have taken Waldo to school.) Teach the word *school* in English. Waldo is exploring and finding strange uses for some of the classroom objects.
- Pupils identify the key vocabulary in the picture. Point to the classroom objects and ask *What's this? (It's a pencil.)* Ask *What colour is it? (It's yellow.)*

1 Listen and say.

- Point to the objects at the bottom of the page and ask *What's this? (It's a pencil.)*
- Play CD1:22. Pupils listen, point to the classroom objects and repeat the words. Then pupils say the missing word(s) in each line until at the end they are saying all the words. Each word is associated with a sound to indicate when the pupil should say the word. The association of word and sound will also help them to memorise the words. Encourage them to use the pictures at the bottom of PB p. 12 for reference.



pen ★ pencil ★ ruler ★ rubber ★ book ★ table ★ chair ★ **1:22**
pen, pencil, ruler, rubber, book, table, chair

Listen and say the missing words.
pen, pencil, ruler, rubber, book, table, ★
pen, pencil, ruler, rubber, book, ★ ★
pen, pencil, ruler, rubber, ★ ★ ★
pen, pencil, ruler, ★ ★ ★ ★
pen, pencil, ★ ★ ★ ★ ★
pen, ★ ★ ★ ★ ★ ★
★ ★ ★ ★ ★ ★ ★

Game

- Show the word cards (classroom objects) in turn and pupils read the words. Now stick the flashcards (classroom objects) on the board. Pupils stick the word cards next to the correct flashcards.

Pairwork

- Pupils play a game in pairs. One pupil covers up one picture from the activity with a coin or piece of paper.



His/her partner has to say which word is covered up. They take turns, covering up more pictures each time to make it more difficult.

2 Listen and ✓.

- Play a recording of Waldo asking Zak about the items in the classroom CD1:23. Pupils listen and put a tick next to each item in the main illustration as it is mentioned.

W = WALDO Z = ZAK O = OSCAR M = MILLIE **1:23**

W What's this? Huh?
Z Waldo! Look! This is a book.
W Huh? What's this?
Z It's a table.
W Huh? What's this?
Z It's a chair.
O And look! Here's a pen ...
M And a rubber
O And a ruler.
W Hmmm ...
Z No! Waldo!
W Huh!
Z It's a pencil!

Game

- Stick the flashcards (classroom objects) on the board. Point to the objects in turn and make true and false statements about each. Point to the rubber and say *It's a pen.* Pupils jump when it's true and stamp their feet when it's false. Invite pupils to take over leading the class.
- Call out various classroom objects. Pupils hold up or touch the items as you mention them.

AB page 11

1 Draw. Then trace.

- Pupils trace over the dotted lines to find out what each object is. They then trace over and read the words. Pupils colour the objects if they wish, then check their answers in pairs. One pupil says a colour and his/her partner says the object.
- Pupils who finish early may wish to draw the classroom objects on a piece of paper, colour and label them, e.g. *It's a red pencil.* Give them time at the end of the lesson to present their drawings to the class.

Ending the lesson

- Write the words for the target vocabulary on the board. Read them out loud. Then point to each word and ask pupils to point to or hold up the correct classroom object (pointing to the table/chair).

OPTIONAL ACTIVITIES

Collecting colours
Stick four word cards (colours) on four different tables. Pupils work in teams collecting classroom objects of different colours and putting them on the correct table. Pupils then count the number of each of the items (6 pencils, 4 pens, etc).

TPR game
Play Guess the object see p. 24, with classroom objects.

NOTES

Lesson 2

Lesson aims
To revise Lesson 1 vocabulary with a chant; to present the new structure

Target language
It's a (red) (pencil).

Recycled language
Classroom objects, Colours

Receptive language
Can you find a (blue) (pen)?

Materials
Audio CD; Word cards (Classroom objects); Quest sticker, small piece of paper or a coin

Optional materials
Flashcards (Classroom objects, Colours)

Starting the lesson

- Put a selection of classroom objects in various colours on your table. Invite a few pupils to pick them up one by one and say *It's a (rubber).* Then ask pupils to close their eyes, while you remove one or two. Pupils open their eyes and say what's missing.

Presentation

- Hold up the objects in turn and say *It's a (pencil).* Then ask *What colour is it? (blue).* Say *It's a pencil. It's blue. It's a blue pencil.* Pupils repeat. Continue with other objects, encouraging pupils to answer in full sentences.

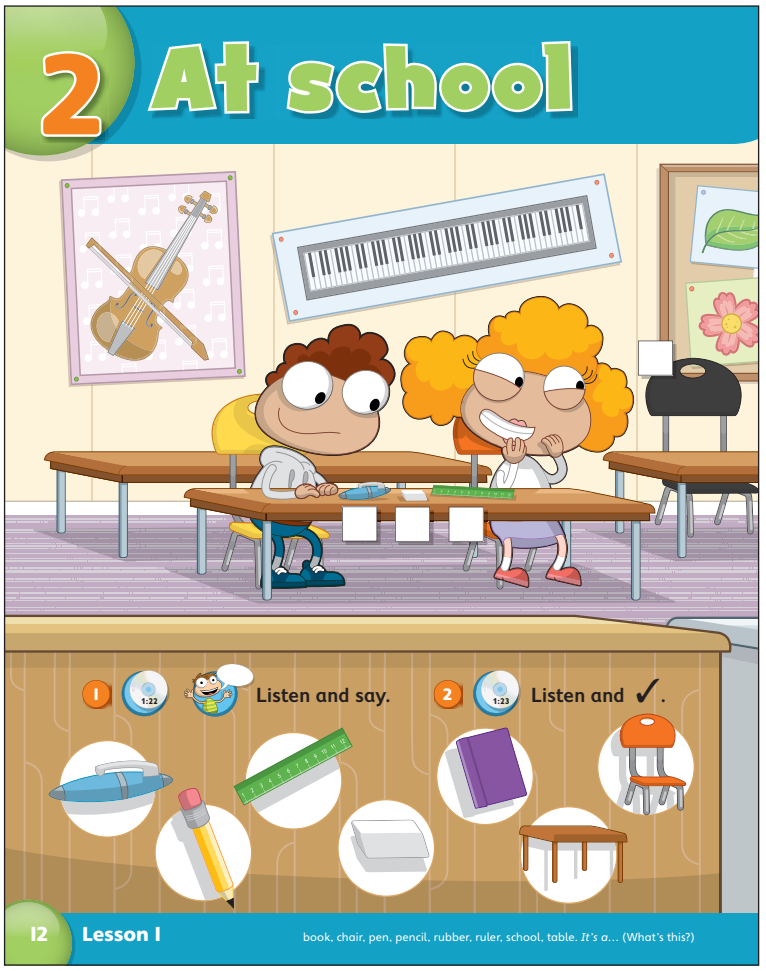
PB pages 12–13

3 Listen and chant. Then find.

- Say *Look! Look!* Make a gesture to emphasise the meaning of the word. Then ask *Can you find a (blue) (pen)?* Pupils point to the blue pen in the main illustration.
- Play CD1:24. Pupils listen and point to the objects in the main illustration as they hear them.

A yellow pencil and a blue pen **1:24**
A brown table and an orange chair
A green ruler and a white rubber
A purple book, look, look, look!

- Play the chant again and pupils join in. Pupils touch the correct objects in the classroom or they can replicate the chant substituting objects of different colours which they have in their own school bags/on their tables.



Practice

- Pupils play a game in pairs using the main illustration from the PB. One pupil says *a red ...* and his/her partner says *pencil.*

4 Listen and circle. Then say.

- Play CD1:25. Pupils listen and circle the appropriate item in each pair. Pupils then point to each in turn and say *It's a (red) (pencil)* to a partner.

1 It's a red pencil. **1:25**
2 It's a pink pen.
3 It's a white ruler.
4 It's a green rubber.

Pairwork

- Point out the numbers written at the top of the main illustration in the PB. In pairs, one pupil covers a number with a small piece of paper or coin and his/her partner guesses which number is covered.



Quest sticker and song

- Remind pupils (L1) of the Quest items on the Welcome spread. Play the recording of the Quest song CD1:26. Ask pupils to listen for the item they will find on the page.

Come with us, come on a quest. **1:26**
Come on a quest today.
Come with us, come on a quest.
Look for a book today.
An egg, a blanket and ★ a book!
Look for a book today.

- Pupils find the item they can collect on this page (the book). Pupils find the sticker of the Dragons book in the back of their PB and stick it in place in the bookcase on the right of the main illustration. Ask *What is it? (It's a yellow book.)*

AB page 12

2 Find and circle.

- Pupils find the object each character is hiding and then find the matching item in the row and circle it. Pupils say *It's a pencil/table.*

3 Read and colour.

- Remind pupils of the classroom and colour words by using word cards or writing them on the board. Write *a red pen* on the board. Ask pupils to hold up the item. Continue with other items and colours. Pupils then read the words in their books and colour the objects accordingly.

Ending the lesson

- Play a game with the word cards and/or classroom objects. Hold up a word card and pupils point to the correct classroom object. Alternatively, draw the classroom objects on the board and pupils stick the correct word card next to each.

OPTIONAL ACTIVITIES

Flashcard game
Pupils play a flashcard game. Stick all the flashcards (colours, classroom objects) in random order on the board. Invite pupils to the board individually or in teams. Say *a blue rubber*. Pupils find the blue flashcard and the flashcard of the rubber. This could also be played with word cards or a combination of flashcards and word cards.

Drawing dictation
Pupils dictate classroom objects in various colours to a partner, who draws and colours them on blank paper.

NOTES

Lesson 3

Lesson aims
To extend the unit vocabulary set; to practise the vocabulary with a song.

Target language
climb, jump, play, Plurals. Let's (jump).

Recycled language
Classroom objects, Numbers.

Receptive language
How many (books)?

Materials
Audio CD; Flashcards (Classroom objects)

Starting the lesson

- Play the chant CD1:24 from Lesson 2. Ask pupils to point to the items in the PB as they are mentioned in the chant.

PB page 14

Presentation

- Hold up a book and ask *What's this? (It's a book.)* Then pick up another book and ask *How many books?* Count with the pupils. Say *one book, two books*, stressing the plural 's' sound. Then do the same with various numbers of pencils and pens. Each time, hold up one and elicit the singular, then hold up more than one and elicit the plural, e.g. *one pencil, five pencils; one pen, three pens*. Do the same for *rubber, ruler, table, chair*. Stress the plural 'z' sound each time.
- Ask pupils (L1) what's happening in the picture (the mice are using the classroom objects as a playground). Point to various objects in the picture and ask *What's this? What colour is it? How many (books)?* Indicate the mice and say *Look at the mice!* Ask *How many mice?* Teach the word '*mice*' if necessary.
- Teach the words *climb, jump* and *play* using the picture, mime or L1 translation. Point to the mouse doing the action or mime the action and say the word several times.

5 Listen and find. Then sing.

- Play CD1:27. Pupils find the objects in the picture as they hear them in the song. Play the song again and pupils mime jumping and climbing when they hear the words. They join in with the song as well as they can.
- There is a karaoke version CD3:42. Pupils can sing along and substitute other classroom objects of their choice.

Rulers, rulers **1:27**
How many rulers?
How many rulers can you see?
Hurray! Let's play! Let's jump and climb.
Books, books
How many books?
How many books can you see?
Hurray! Let's play! Let's jump and climb.
Pencils, pencils
How many pencils?
How many pencils can you see?
Hurray! Let's play! Let's jump and climb.
Pens, pens
How many pens?
How many pens can you see?
Hurray! Let's play! Let's jump and climb.
Rubbers, rubbers,
How many rubbers?
How many rubbers can you see?
Hurray! Let's play! Let's jump and climb.

6 Count and write. Then say.

- Pupils name the items at the bottom of the page. They count the number of items in the song illustration (Activity 5) and say the words, using the plural form (e.g. *five books*). Pupils check their answers with a partner by saying the answers, e.g. *ten pencils.*

KEY pencils 10, rubbers 4, rulers 3, books 5, pens 6

AB page 13

4 Listen and draw.

- Play CD1:28. Pupils listen and draw the appropriate numbers of classroom objects.

1:28
1 One ruler
2 Five pencils
3 Four rubbers
4 Three pens

5 Find and count. Then trace and write.

- Write the word *pencil* on the board and ask pupils to read the word and show you a pencil. Then hold up two pencils and write an 's' at the end of the word in a different colour if possible. Do the same for other classroom objects.
- Pupils find how many different objects are in the grid, trace the words and write the numbers.
- Complete the activity by doing a colour dictation as a class or in pairs. Say *Colour the pens yellow,* etc.

KEY pencils 7, rulers 3, books 2

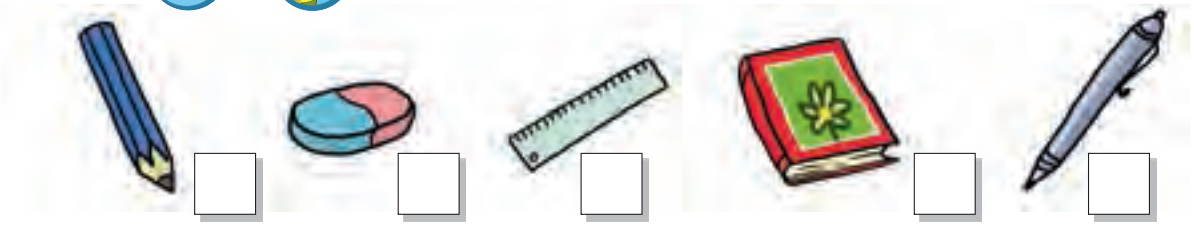
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5 1:27 Listen and find. Then sing.

SONG



6 Count and write. Then say.



Ending the lesson

- Play a counting game. Say *Hold up a book.* Pupils hold up one book. Say *Hold up two pencils*, etc. Pupils hold up the correct number of objects each time. You can also do this as a team game.

OPTIONAL ACTIVITIES

TPR game

Play Drawing game see p. 24.

Team game

Play Chair race see p. 24.

Lesson 4

Lesson aims
To develop literacy skills; phonics: /r/ /l/

Target language
lamb, look, rabbit

Recycled language
leaf, rubber, ruler, Classroom objects. It's a (pink) (ruler).

Materials
Audio CD, Cut outs PB p. 73; Sounds Fun notebooks

Starting the lesson

- Start the lesson by singing the song CD1:27 from Lesson 3.

PB page 15

7 Listen and ✓.

- Ask pupils questions about the photos. *What's this? (It's a pen.) What colour is it? (It's red.)* Say *It's a red pen.* Tell pupils (L1) that the children in the photos are playing Snap! and teach them the word in English. Explain the aim of the game. Play CD1:29 and pupils tick the box where the players say *Snap!*

A = BOY A B = BOY B **1:29**
1 **A** It's a pink ruler.
B It's a pink ruler. Snap! Two rulers.
2 **A** It's a brown table.
B It's a red pen.
A Try again.

- Play the recording again for pupils to learn some useful expressions they may need while playing the game. Explain (L1) the meaning of *Try again.*

Now make and play (page 73).

- Pupils cut out the classroom object cards from the back of their books. Say *It's a blue book* and pupils hold up the correct picture. Pupils now play a game of Snap! in pairs. Play with a pupil to demonstrate. Each time the players lay down their cards they must also describe them as in the recording, e.g. *It's a pink ruler.*

Presentation

8 Listen and say.

- Play CD1:30. Pause after the first two lines. Ask pupils which sounds they can hear (/r/ and /l/). Play the first two lines again and pupils repeat.
- Remind pupils of the words *ruler* and *rubber.* Say the /r/ sound and ask pupils to repeat after you. Mime listening and looking. Remind pupils of the word *leaf.* Say the /l/ sound several times and pupils repeat. Introduce the two mascots by pointing to them in turn and saying *This is Ricky Rabbit. This is Lucy Lamb.* Then point to Ricky's ruler and rubber and Lucy's leaf and pointing finger (to indicate she's looking) and say the words.
- Play the whole recording and pupils point to the pictures as they hear the words. Play it again and pupils repeat after each line.

r ★ r ★ l ★ l ★ **1:30**
r, r, r, ★
l, l, l, ★
r, l, r, l, r, l ★
Ricky Rabbit, Ricky Rabbit, ruler, rubber, red,
Ricky Rabbit! ★
Lucy Lamb, Lucy Lamb, look, leaf,
Lucy Lamb! ★

AB page 14

6 Trace. Then listen, match and colour.

- Pupils trace the letters r and l. Pupils look at the various objects scattered across the field. Some of these belong to Ricky Rabbit. Others belong to Lucy Lamb. Play CD1:31 and pupils draw a line to connect together all the 'r' words and colour them red. Pupils then draw a line to connect the 'l' words and colour them yellow.

Ricky Rabbit **1:31**
r
rubber rabbit
Lucy Lamb
l
leaf lamb

7 Join the dots. Then trace and say.

- Pupils join the dots and find the images. They then trace over the words and say the sentences below each of the animals.

Practice

- Pupils write the new sounds /r/ and /l/ on separate pages of their Sounds Fun notebook. Pupils draw pictures of things beginning with these sounds on the appropriate pages (*leaf*, *lamb*, *rubber*, *ruler*, *red*, *rabbit*). Stronger pupils write the words next to each picture. Pupils add *book*, *pen* and *pencil* to the previous pages.

Encourage pupils to play Snap! at home with their parents, using the cards from the lesson.

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SKILLS

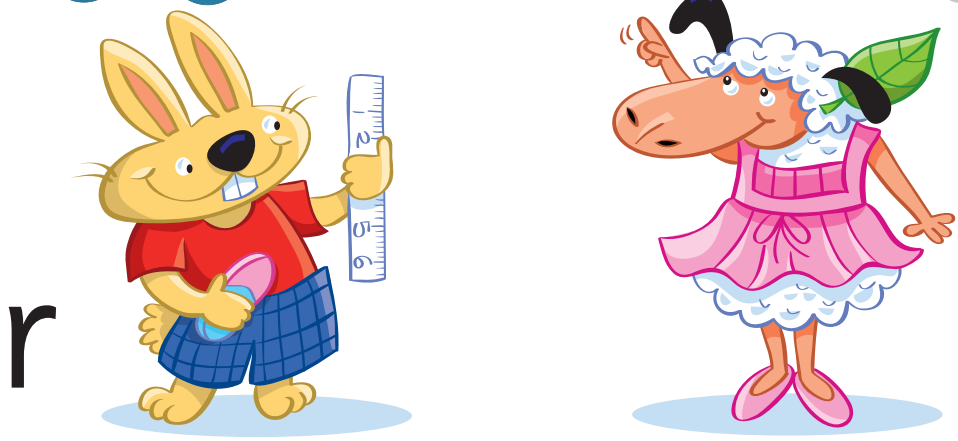
7 1:29 Listen and ✓.



Now make and play (page 73).

SOUNDS FUN!

8 1:30 Listen and say.



Lesson 4 lamb, look, rabbit, *leaf, rubber, ruler, Classroom objects. It's a (pink) (ruler). Sounds: /r/ /l/*

Ending the lesson

- Pupils make lists of words with the /b/, /p/, /r/ and /l/ sounds. Make this a race to see which group can write the most words within a specific time frame.

OPTIONAL ACTIVITIES

Team game

Play Unscramble see p. 24.

Memory

Use the cut outs from PB p. 73 in pairs. Pupils combine their cards and turn them face down. They flip over two cards at a time and find matching pairs.

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Lesson 5

Lesson aims
To consolidate the unit language with a story

Values
Importance of classroom rules

Target language
drum, mum, violin. What's this? Very good!

Recycled language
It's a (drum).

Materials
Audio CD; Unit 2 Story cards; props for acting out the story e.g. a drum, a box big enough for a child to hide in, a book with a dragon picture

Optional materials
A4 paper

Starting the lesson

- Ask pupils to recall the story from the previous unit. Ask questions (L1) about the story. Who was the story about? What were the characters eating? What did Waldo do at the end of the story? Use the questions on the back of the Unit 1 story cards for prompts if necessary.
- Remind pupils of the words *boys* and *girls*. Say *girls*, then call out an action *(clap).* All the girls clap. Then say *boys* and call out a different action *(climb).* All the boys mime climbing.

PB page 16

- Remind pupils of the Family Island characters. Look at the story pictures and talk (L1) about the characters and where they are (in a classroom). Say *Find Zak* (on the left in picture 1); *Find a teacher* (on the left in picture 2); *Find Waldo* (in the bag in picture 4) etc. Ask about classroom objects in the picture. *What's this? (It's a chair.) What colour is it? (It's yellow.)* Ask pupils to predict what happens in the story.
- Pre-teach the words *violin* and *drum*. Point to the instruments in the story and say the words several times. Ask individual pupils to say the words and other pupils mime playing the appropriate instruments.

9 Listen and look. Then act.

- Show the story cards in turn and ask the questions from the 'Before listening to the story' section written on the back of each card. Now play CD1:32 and pupils follow along in their books.
- Listen to the story again. Then play each line of the recording one by one, stopping after each. Encourage pupils to repeat the words of each character.

B = BOY Z = ZAK T = TEACHER M = MILLIE W = WALDO **1:32**

1 B What's this?
2 T OK, boys and girls. What's this?
M It's a violin.
3 T Good. What's this? Zak?
Z It's a drum.
4 T Very good!
T Hmmm. What's this?
5 Z It's a book.
6 W Mum! Mum!

- Check pupils' understanding of the story by asking the questions from 'After listening to the story' on the back of the story cards.
- Choose five pupils from the class to act out the roles of the boy, the teacher, Zak, Millie and Waldo. Invite them to the front of the class to act out the story. Play the recording while pupils act it out, or say the lines and pupils repeat. Encourage stronger classes to say the lines from memory using prompts. Use props that you've brought to class if you wish.

Values

- Have a discussion (L1) about the importance of classroom rules. Talk about (L1) what the classroom rules are and why rules are important.

AB page 15

8 Listen and number.

- Play CD1:33. Pupils listen and number the pictures accordingly.

1:33

1 What's this?
It's a violin.
2 What's this?
It's a drum.
3 What's this?
It's a book.
4 Arrgh! What's this?
It's a dragon.

9 Match and trace. Then say.

- Pupils match the words to the correct pictures, then trace the word *mum*. They check their answers in pairs by saying the words and the sentence to their partner.

9 1:32 Listen and look. Then act.

STORY



drum, mum, violin. What's this? Very good! *It's a...*

Ending the lesson

- Assign each role in the story to a different group of pupils. Repeat the story as a class, with prompts as necessary. You could then ask pupils to say the story in pairs.

OPTIONAL ACTIVITIES

Story add-on
Pupils draw pictures to show what happens next. Add dialogue for stronger classes/pupils.

Draw
Pupils draw a picture of what they think Waldo's family might look like.

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Lesson 6

Lesson aims
To integrate other areas of the curriculum into the English class; to develop the cross-curricular topic through a short project

Cross-Curricular focus
Music – Musical instruments

Target language
guitar, piano

Recycled language
drum, violin. It's a (drum).

Materials
Audio CD; Poster 1; materials to make musical instruments (for the mini project)

Starting the lesson

- Play the story CD1:32 from Lesson 5 again. Ask pupils (L1) which musical instruments were featured in the story and ask if anyone in the class plays a musical instrument. Tell pupils they are going to learn about musical instruments and the sounds they make.

PB page 17

Presentation

- Teach the musical instruments by pointing to the *piano, guitar, violin* and *drum* in the PB and saying the words several times each. Say *It's a (piano).*
- Mime playing the piano and ask *What's this? (It's a piano.)* Continue with the other instruments.

10 Listen and point. Then mime.

- Play CD1:34. Pupils listen to the sound of each instrument and point to it in their books. Play the recording a second time and pupils mime the instruments as they hear them mentioned.

It's a drum. **1:34**
It's a guitar.
It's a violin.
It's a piano.

Pairwork

- In pairs, pupils mime and guess the instruments *(It's a violin).*

11 Listen and number. Then play and say.

- Play the recording of music from the various instruments CD1:35. Say *Listen to the music.* Stop the recording after each instrument and ask *What is it? (It's a drum.)* Play the recording again and pupils number the photos according to each excerpt of music.

1 (guitar music) **1:35**
2 (piano music)
3 (drum music)
4 (violin music)

- At the end of the activity, ask pupils (L1) which music was their favourite.
- Write the musical instrument words on the board. Point to them in turn and read them out loud. Ask pupils to repeat. Divide the class into two teams. Choose two pupils from each team to stand a few metres from the board. Play CD1:35 again and pause after the guitar music. Pupils race to the board to touch the word guitar. The first pupil to touch the word wins a point for his/her team. Play the music in random order to make the game more challenging.
- Use Poster 1 see p. 20.

AB page 16

10 Match and trace. Then say.

- Write the words for the four instruments on the board and read them aloud. Point to each word and ask pupils to read it.
- Pupils match each of the characters to their missing musical instruments and trace over the words. Say *(One)* and pupils say *It's a (guitar).*

11 Read and circle.

- Pupils look at the close-up pictures of the instruments and guess what each of the instruments are. They circle the correct word below it. Ask which instrument is not shown (a violin).

Mini project

- Pupils make their own musical instruments, e.g. a guitar made from an empty tissue box/shoe box (covered with tissue paper or coloured to make it look attractive) with some elastic bands strung around it and an 'arm' made of a piece of cardboard; or a drum made from an empty metal tin with the top of the drum made of several sheets of greaseproof paper stuck together and attached over the top of the drum with an elastic band, and a couple of chopsticks to use as drumsticks. Find other creative ideas by searching on the internet.

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10 1:34 Listen and point. Then mime.



11 1:35 Listen and number. Then play and say.



Lesson 6

guitar, piano, *drum*, *violin*. *It's a...*

17

Ending the lesson

- Write the musical instrument words on the board and pupils draw the correct instrument next to each.

OPTIONAL ACTIVITIES

Musical instruments

Pupils use the musical instruments they made in this lesson to create music in groups.

Flashcard game

Play What's missing? see p. 22.

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Lesson 7

Lesson aims
To review the unit language with a game

Recycled language
Actions, Classroom objects, Musical instruments, Plurals. It's a (brown) (chair).

Receptive language
Pick up (a book).

Materials
Audio CD; Flashcards (Classroom objects); a spinner for each pair of pupils; homemade musical instrument word cards; Worksheet 2

Starting the lesson

- Pick up objects around the classroom and pupils say what they are *(It's a pen).* Also revise colours by pointing to different items in the classroom and asking *What colour is it? It's (blue)* and *It's a (blue) (pencil).* Pick up different numbers of pencils and ask *How many (pencils)? (Six) (pencils).*
- Revise the musical instruments from the previous lesson by miming them to the class. Pupils guess by saying *It's a (violin).* Alternatively, hand out several sets of homemade musical wordcards. Play the recording from Activity 11 CD1:35 from Lesson 6 and pupils hold up the correct word card for each piece of music.

PB page 18

12 Listen. Then colour and play.

- Say *Let's play a game!* Point to the colours at the top of the page and ask *What colour is it?* Point to various items in the game and ask *What's this? (It's a book.)* Pupils randomly colour the items on the game board using the colours in the coloured boxes.
- Put pupils into pairs, and give each pair a spinner.
- Explain (L1) what pupils have to do. Pupil A spins the spinner and moves the appropriate number of squares on his/her board, and then makes a sentence describing the picture. (*It's a blue rubber!)* If the sentence is correct, the pupil can tick the board item. Pupil B then has a turn. Pupils can go round until all items are ticked. Encourage stronger pupils to ask *What colour is it?* before their partner answers.
- Play CD1:36 to give pupils an idea of the language needed to play the game. They then play the game in pairs.

5. 1,2,3,4,5. It's a brown chair. **1:36**

13 Listen and do.

- Teach 'pick up' by saying *Pick up a pencil* and demonstrating the action. Repeat *pick up* several times. Practise by asking pupils to pick up other classroom objects: *Pick up a (rubber).*
- Play CD1:37 and pupils follow the instructions. You may wish to vary the order of commands and the speed of delivery by reading the actions.

Clap, clap, clap, 1, 2, 3. **1:37**
Stamp, stamp, stamp, 1, 2, 3.
Jump, jump, 1, 2.
Climb.
Pick up three pencils.
Pick up two pens.
Pick up a book.

Practice

- Pupils can now complete Worksheet 2.

1 Look. Then draw and colour.

- Pupils read the classroom object words and draw them in the boxes. Then say *It's a (red) (pencil).* Pupils colour the pencil red. The colouring instructions could also be done in pairs or small groups.

2 Find and count. Then write.

- Pupils find the classroom objects in the picture and count them. They then write the number of objects next to the appropriate word. Ask *How many (pencils)? (Eight pencils).*

KEY 1 table, 4 rubbers, 2 rulers, 8 pencils, 5 books, 3 pens



Pupils can now go online to Family Island and find the bell that Waldo is holding on the PB page. It is by the door inside the main entrance to the school. Once pupils click on the bell they are taken to a supplementary language game based on the vocabulary in this unit.

For the next lesson

- If you want pupils to make the collage in the optional activity in Lesson 8, ask them to bring in pictures of musical instruments to the next lesson. These could be cut out from magazines, printed off the internet, or pupils' own drawings.

ROUND-UP

12 1:36 Listen.
Then colour and play.



13 1:37 TPR Listen and do.



Ending the lesson

- Play a game of Teacher says see p. 24, using the actions from Activity 13.

OPTIONAL ACTIVITIES

Team game
Play Unscramble see p. 24, using the vocabulary in this unit.

TPR game
Play Ball throw see p. 24.

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Lesson 8

Lesson aims
To personalise the unit language; to provide an opportunity for self-evaluation

Recycled language
Classroom objects. It's a (blue)(pencil).

Materials
Audio CD; Flashcards (Classroom objects); Word cards (Classroom objects); Unit 2 Stickers; DVD; Evaluation sheet 2

Optional materials
Pupils' pictures of musical instruments

Starting the lesson

- Play the song CD1:27 from Lesson 3. Pupils create actions to go along with the song.
- Show the pupils each flashcard (classroom objects) in turn, then stick it on the board face down. Tell pupils (L1) to try to remember the position of each card. Call a pupil to the front of the class to choose one of the cards. Ask him/her not to show it to the class. Pupils guess which card he/she chose. Make this more difficult by adding another group of flashcards (e.g. numbers or colours).

PB page 19

14 Listen, stick, then trace.

- Pupils read the word labels on the page, then look at the stickers in their PB and name them. Play CD1:38 and pupils stick the stickers in place and trace the words below each.

1:38

1 It's a purple pen.
2 It's a yellow ruler.
3 It's a blue pencil.
4 It's a white rubber.
5 It's a red book.
6 It's an orange chair.
7 It's a brown table.

- Pupils make a sentence about each item in pairs. *(It's a blue pencil.)* Check the activity by asking *What colour is the (pen)?*

Game

- Play the game Name it! see p. 22. Use the flashcards (classroom objects) to play the game. Stick the word flashcards on the board before beginning. Divide the class into two teams and award points for correct answers. Award an additional point if pupils can stick the flashcard next to the correct word card on the board.

15 Draw and say.

- Pupils draw and colour classroom objects they have learnt in the frame and say *It's a (blue) (pencil).* Invite pupils to the front of the classroom to share their drawings with the class.

Game

- Play a memory game in teams. Put eight classroom objects of different colours on a tray or desk and let all the pupils have a good look for one minute. Then take all the objects away so that pupils can't see them. Say classroom objects, e.g. *a blue rubber.* In teams, pupils have to decide if that object was on the tray and say *Yes* or *No.* Continue until you have mentioned everything on the tray and several other objects. Teams get a point for each correct answer.

AB page 17

12 Look and write.

- Pupils read the words in the word bank and find the corresponding items. Pupils then label the items using the words in the word bank.

13 Find and stick. Then colour.

- Pupils stick in the Look! Box speech bubble sticker at the back of the PB in the correct place to complete the picture, and colour Waldo's book accordingly (blue). Pupils then colour the stars to complete the evaluation section to show how well they think they did in the unit.

AB page 60

- Pupils colour the classroom objects in the Picture Dictionary. They can then play a game in pairs. They take turns to say a word and their partner points to the correct picture. Alternatively, pupils do a colour dictation in pairs. One pupil says *It's a (brown) chair.* His/her partner colours the chair brown.

Now watch the DVD.

Evaluation

You can check your pupils' progress using Evaluation sheet 2. See also Teacher's notes p. 176.

Pupils can now go online to Family Island and enjoy the fun and games.

14 1:38 Listen, stick, then trace.



1 pen



2 ruler



3 pencil



4 rubber



6 chair



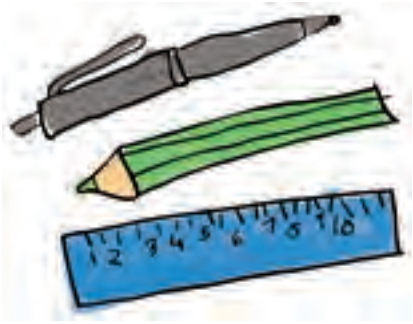
7 table



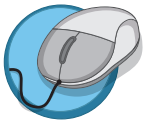
5 book

Stick

15 Draw and say.



At school



Now go to Family Island.

Ending the lesson

- Pupils hold up classroom objects of various colours. Pupils call out *It's a (pink) (pencil).* Alternatively, pupils hold up objects in different numbers (e.g. *four pencils*) and pupils call out *(four pencils).*

OPTIONAL ACTIVITIES

Flashcard game

Play Snap see p. 22.

Make a collage

Pupils make a collage with pictures they've brought in of musical instruments or pictures they've drawn. Pupils label the pictures and display them in the classroom.

3 My family

Lesson 1

Lesson aims
To present and practise new vocabulary

Target language
brother, dad, family, friend, sister

Recycled language
mum

Receptive language
This is my (mum). Who's this?

Materials
Audio CD; Flashcards (Family); Word cards (Family); paper or large coin

Starting the lesson

- Play the Hello song CD1:02 from the Welcome Unit.
- Ask pupils to remember the new words they learnt in Unit 2. Write the words on the board as they are said. Now give pupils a few minutes to look through Unit 3 and ask them what they think they'll learn. Teach the word *family.*

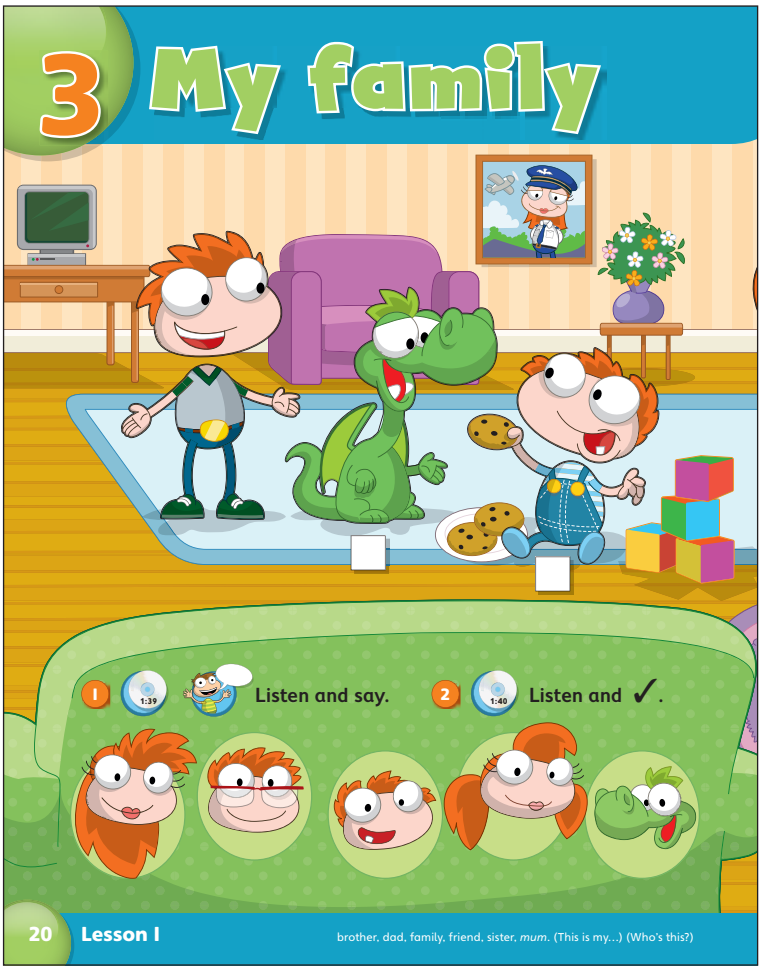
PB pages 20–21

Presentation

- Use flashcards (family), a family photo or a photo from a magazine to present the new vocabulary. Say *This is my family.* Point to the people in turn and say *mum, dad*, etc. Now point to each in turn and ask *Who's this? (brother).*
- Say a family member (*mum*) and flip through the flashcards one by one. Pupils shout *family* or clap when they see the flashcard of mum.

1 Listen and say.

- Play CD1:39. Pupils listen, point to the family members and repeat the words. Then pupils say the missing word(s) in each line until at the end they are saying all the words. Each word is associated with a sound to indicate when the pupil should say the word. The association of word and sound will also help them to memorise the words. Encourage them to use the pictures at the bottom of PB p. 20 for reference.



mum ★ dad ★ brother ★ sister ★ friend ★ **1:39**
mum, dad, brother, sister, friend

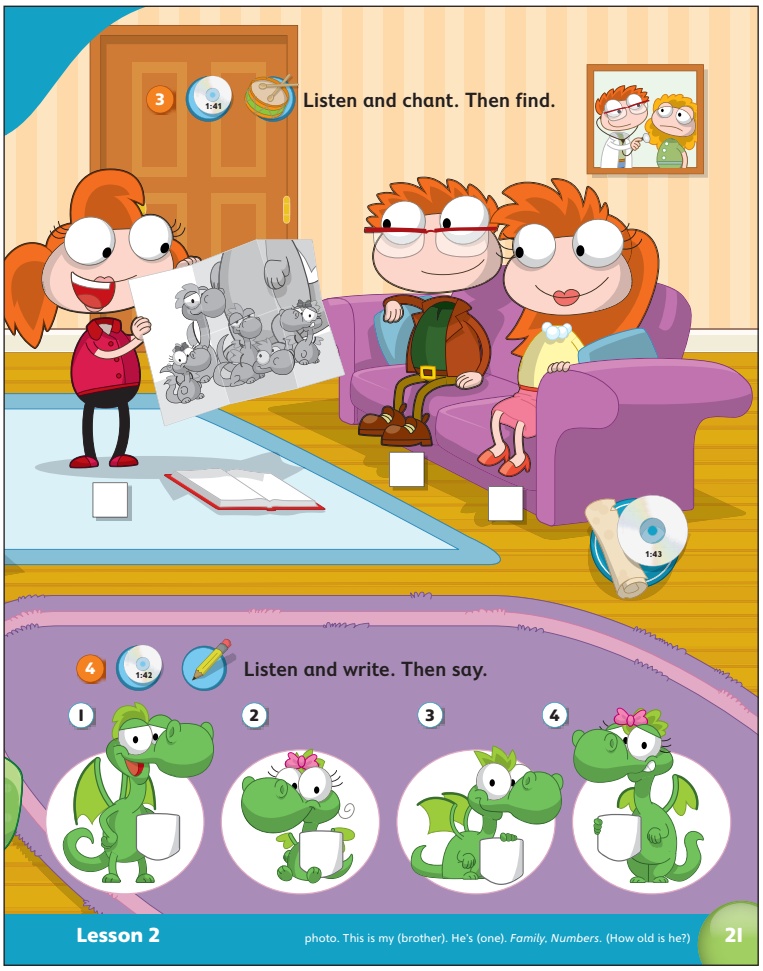
Listen and say the missing words.
mum, dad, brother, sister, ★
mum, dad, brother, ★ ★
mum, dad, ★ ★ ★
mum, ★ ★ ★ ★
★ ★ ★ ★ ★

Pairwork

- Pupils play a game in pairs. One pupil turns away while his/her partner covers up one of the pictures with a coin or piece of paper. His/her partner says which word is covered up. Pupils take turns, covering up more pictures each time to make it more difficult.

Game

- Choose a pupil to hold a flashcard over his/her head so he/she can't see it. He/She tries to guess the card (*mum? dad?*). Pupils wave their hands, stand up or clap when he/she guesses correctly.



2 Listen and ✓.

- Talk about the characters (L1) and what's happening in the main illustration (Zak is introducing Waldo to his family for the first time and Vava is trying to make friends with Waldo). Ask questions about the picture e.g. *What's this? What colour is it?* Point to Rita and Zak's mum and dad and ask *Who's this? (mum).* Pupils guess who the other characters are (*dad, brother, sister, friend*).
- Play CD1:40. Pupils listen and tick the character in the main illustration as they hear the relevant words.

Z = ZAK DAD = MR VOOM MUM = MRS VOOM **1:40**
W = WALDO

Z Waldo, this is my family. This is my brother, Vava. He's one. This is my sister, Rita. This is my dad. And this is my mum. Dad, Mum, this is my friend, Waldo. He's a dragon!
DAD Hello!
MUM Hello Waldo.
W Roarrr.

Practice

- Stick the flashcards (family) on the board. Show the word cards (family) in turn and pupils read them aloud. Stick each word card next to its corresponding flashcard. Now stick the word cards next to the wrong flashcards (e.g. stick the word *mum* next to the *dad* flashcard). Call pupils to the board to correct your 'mistakes'.

AB page 18

1 Trace. Then match.

- Pupils match the family words to the numbered characters. Pupils then read and trace the family words.

KEY 1 dad, 2 mum, 3 sister, 4 brother, 5 friend

For the next lesson

- Pupils could bring photos of their families to class. If you want pupils to make the collage in the optional activity in Lesson 2, ask the parents for permission to use the photos in this way.

Ending the lesson

- Show the flashcards in turn. Say *This is my (dad).* Make intentional mistakes and encourage the pupils to call out *Yes/No* as appropriate. Call on pupils to take over as teacher.

OPTIONAL ACTIVITIES

Drawing activity
Pupils draw a picture of their families. Invite pupils to the board to present their drawings to the class. Encourage stronger pupils to speak in full sentences (e.g. *This is my mum, dad*, etc).

Team game
Play Unscramble see p. 24.

NOTES

Lesson 2

Lesson aims
To revise the Lesson 1 vocabulary with a chant; to present the new structure

Target language
photo. This is my (brother). He's (one).

Recycled language
Family, Numbers

Receptive language
How old is (he)?

Materials
Audio CD; Flashcards (Family); Word cards (Family); Quest sticker; Pupils' family photos

Optional materials
Pupils' family photos

Starting the lesson

- Play the chant from Unit 1 CD1:09. Revise numbers by pointing to different numbers of objects in the classroom. Pupils count from 1–10 in pairs.
- Walk around the classroom and ask various pupils *How old are you?*

PB pages 20–21

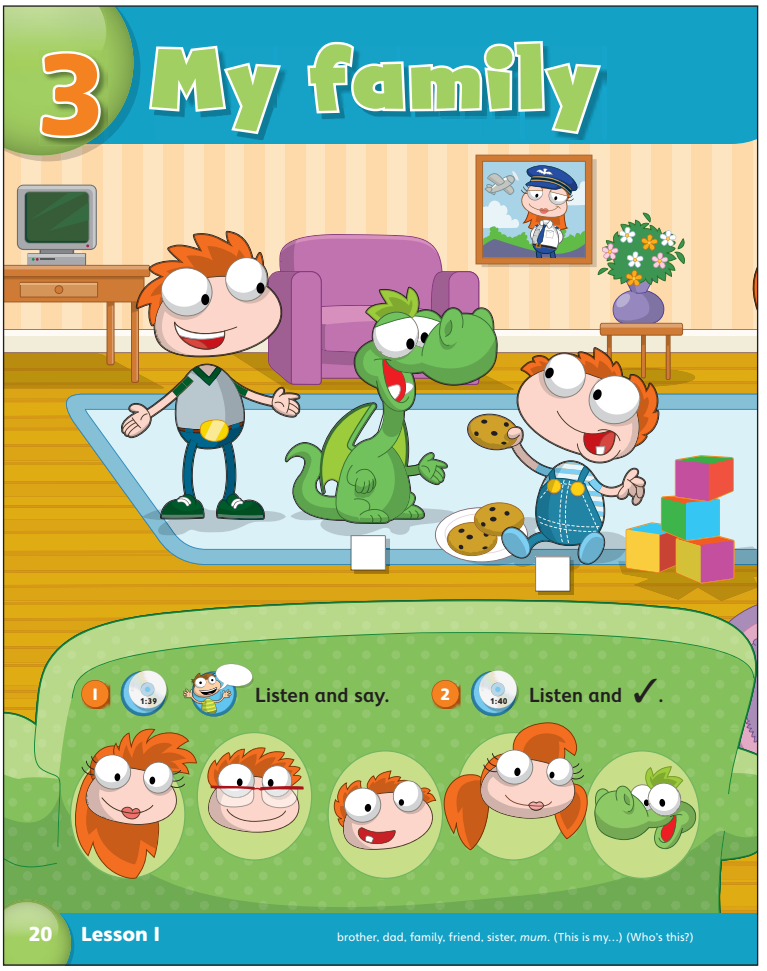
Presentation

- Revise family words using flashcards or photos. Pupils show their family photos to the class and say *This is my (mum).*
- Teach *photo* by holding up a photo and saying *This is a photo.* Then hold up various photos and illustrations and say each time *This is a photo.* Pupils say *Yes* or *No.*
- Invite two girls and two boys to the board. Ask each *How old are you? (six).* Then say *He/She's (six).* Now point to the pupils in turn and ask *How old is he/she? (He/She's six).* Emphasise the words *he* and *she* each time you say the sentences.

3 Listen and chant. Then find.

- Ask questions about the picture. *Who's this? What's this?* Point to Vava and ask *How old is he? (one).* Ask pupils if they can guess how old Zak and Rita are. Point to Zak and say *He's six.* Point to Rita and say *She's eight.*
- Play CD1:41. Pupils point to the characters as they are mentioned.

ZAK This is me. I'm six. Six, six, six! **1:41**
This is my brother. He's one. One, one, one!
This is my sister. She's eight. Eight, eight, eight!



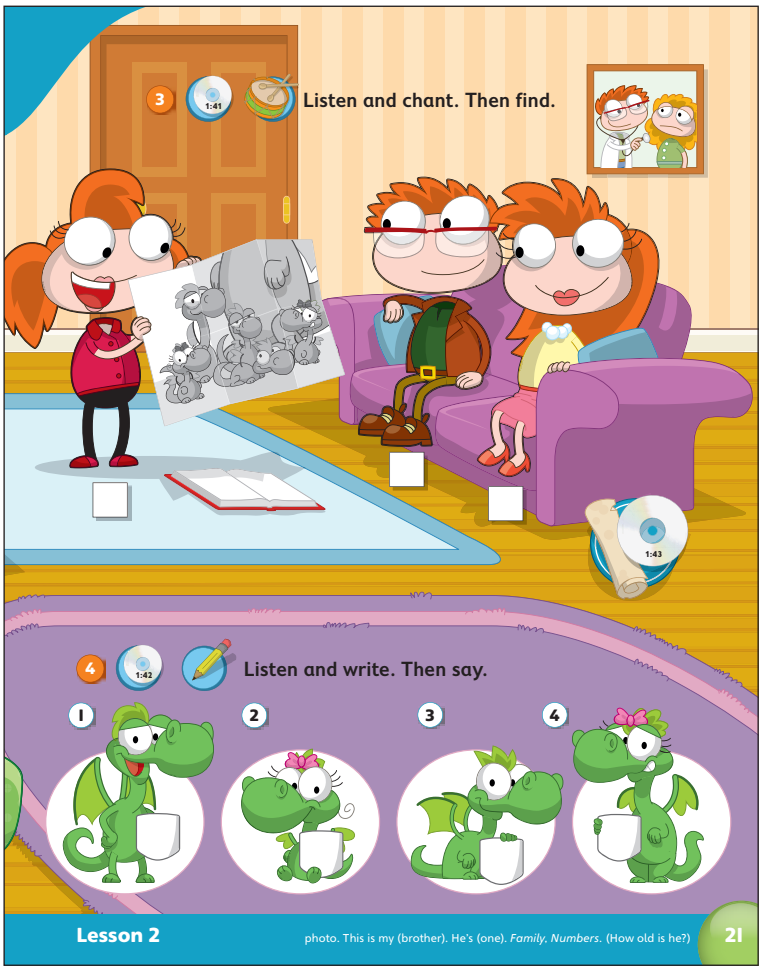
- Ask questions about the recording. Ask *Who's six? Who's one? Who's eight?* Then play CD1:41 again. Ask pupils to hold up the correct number of fingers to show the age of each character as they listen. Play the chant a third time. Pupils say the words as they listen.
- Ask (L1) who has got a brother/sister. Ask *How old is he/she?* Help with numbers above ten, if necessary. Pupils say the chant again, pointing to the photos of their family that they brought to class and substituting the correct age.

4 Listen and write. Then say.

- Look at the pictures of Waldo's brothers and sisters. Pupils listen to CD1:42 and write the characters' ages on their badges.

1 **WALDO** This is my brother. He's ten. **1:42**
2 **WALDO** This is my sister. She's two.
3 **WALDO** This is my brother. He's four.
4 **WALDO** This is my sister. She's eight.

- Pupils point to the pictures and say *He's (ten).* Stronger pupils can say *This is my (brother)* as well.



Quest sticker and song

- Remind pupils (L1) of the Quest items on the Welcome spread and the items they have found. Play the recording of the Quest song CD1:43. Ask pupils to listen for the item they will find on the page.

Come with us, come on a quest. **1:43**
Come on a quest today.
Come with us. Come on a quest.
Look for a photo today.
An egg, a blanket, a book and ★ a photo!
Look for a photo today.

- Pupils find the item they can collect on this page (the photo). Pupils find the sticker in the back of their PB and stick it in place in the main illustration. Ask *What is it? (It's a photo.)*
- Play CD1:43 again and pupils sing the Quest song.

AB page 19

2 Find and colour. Then circle.

- Pupils find the hidden numbers in the puzzles and colour them. Pupils then choose the correct word in each sentence and circle it.

3 Look and write. Then say.

- Pupils look at the numbers on the children's T-shirts and write their age, copying the words from the word bank as appropriate. Pupils check their answers in pairs.

Ending the lesson

- Say the ages of the Family Island characters and pupils guess who it is. Say *She's eight. Who is it? (Rita).*

OPTIONAL ACTIVITIES

Faces game

Draw four silly faces on the board. Write a made-up name below each (two girls and two boys). Introduce each in turn. *This is (name). He's my brother. He's seven.* Now point to them one by one and say *This is (name). How old is he?* Pupils remember the age *(He's seven).* Alternatively, you could ask pupils to come out and write the number on the board.

Family photo collage

Pupils use the family photos that they brought to class to make a collage with labels. They could include ages of their brothers and sisters, too *(He's/She's eight).* Pupils describe their collages to the class (*This is my mum, dad,* etc).

NOTES

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Lesson 3

Lesson aims
To extend the unit vocabulary set; to practise the vocabulary with a song

Target language
happy, sad, zoo. It's fun. He's (happy).

Recycled language
brother, dad, family, mum, sister

Receptive language
Is she (happy)?

Materials
Audio CD; Flashcards (Family)

Starting the lesson

- Revise the family vocabulary by sticking the flashcards (family) around the classroom. Call out the words in turn and pupils point to the correct card.
- Play the chant from Lesson 2 CD1:41. Pupils hold up the correct number of fingers as they hear the numbers. Ask *How old is (Rita)? (She's eight).*

PB page 22

Presentation

- Teach the words *happy* and *sad* by miming the actions. Say *I'm happy/sad* as you do so. Then say *happy/sad* and ask the class to mime the actions. Choose a girl to mime being happy and say *She's happy.* Do the same with a boy and say *He's happy.* Ask various pupils to mime and ask *Is he/she happy/sad?*
- Teach the word *zoo.* Use L1 if necessary or point to the illustration of the zoo in the PB.

5 Listen and find. Then sing.

- Ask pupils (L1) what's happening in the picture. Recycle the family vocabulary by pointing to the characters in turn. Ask *Who's this? (mum, dad,* etc.) *Is he/she happy/sad?* Ask other questions about the picture, e.g. *What colour is it?*
- Explain (L1) that the boy on the left is singing a song. Play CD1:44. Pupils listen and find the family members as they are mentioned. At the end of the song ask *Is mum sad? Is dad sad? (No, he's happy.)* Point to the brother and say *Is he happy? (No, he's sad.)*

I'm at the zoo with my family, **1:44**
Brother, sister, dad and mum.
It's fun, fun, fun.
This is my mum. She's happy.
My dad is happy, too.
This is my sister. She's happy,
But my brother is sad. Boo hoo!
I'm at the zoo with my family,
Brother, sister, dad and mum.
It's fun, fun, fun.
It's fun, fun, fun. (x3)

- Play CD1:44 again. Pupils put up their hands when they hear a family word and mime being happy or sad as they hear the words. Teach the meaning of *It's fun!* and *boo-hoo!* Pupils clap their hands when they hear *fun* and mime crying when they hear *boo hoo.*
- Play CD1:44 one last time. Pupils join in with the song as well as they can. You could also play the karaoke version of the song CD3:43 for pupils to sing along to.

Pairwork

- In pairs, pupils find the family members who are happy or sad in the picture. One pupil says the name of the family member and his/her partner says *He's (happy).*

6 Find. Then draw and say.

- Pupils look at the faces and then find the children in the main song illustration. They draw a happy or sad mouth on each face according to whether the character is happy or sad in the main illustration. Pupils then say *He/She's happy/sad.* They compare with a partner.

AB page 20

4 Listen and ✓ or ✗.

- Point to each of the children in turn and ask *Is he/she (happy)?* Play CD1:45. Pupils write a tick or cross in the box depending on whether the description of each child is correct or incorrect.

1:45
1 She's sad.
2 He's happy.
3 He's sad.
4 She's happy.

5 Trace. Then find and circle in green or blue.

- Pupils read the sentences at the top of the activity and trace over the words *happy* and *sad.* They then circle the happy face next to the first sentence green and the sad face next to the second sentence blue. Pupils circle the happy faces green and the sad faces blue in the main picture and say *He's/She's happy/sad* accordingly.

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5 1:44 Listen and find. Then sing.

SONG



6 Find. Then draw and say.



happy, sad, zoo. It's fun. He's (happy). *brother, dad, family, mum, sister.* (Is she happy?)

Ending the lesson

- Pupils look through the PB and find pictures of characters that are happy or sad. They show the pictures to the class and say *He/She's happy/sad.*

OPTIONAL ACTIVITIES

Drawing activity

Pupils draw a picture of a friend with a happy or sad face. Pupils share their drawings with the class (*This is (name). He's happy/sad*).

Flashcard game

Play Pass the flashcards see p. 22.

Lesson 4

Lesson aims
To develop literacy skills; phonics: /s/ /z/

Target language
seal, zebra

Recycled language
zoo, Colours, Family. She's sad.

Materials
Audio CD; Flashcards (Family); Sounds Fun notebooks

Starting the lesson

- Ask pupils *How old are you? I'm (six).* Pupils write their age on a piece of paper and hold the paper up. Ask around the class *How old is he/she? (He's/She's ...).*

PB page 23

7 Point and say.

- Ask questions about the photos. *Who's this? Is he/she (happy)?* Focus on the number badges worn by the children and ask *How old is he/she?* Discuss (L1) why the children are happy/sad.
- Divide the class into pairs. Pupils find and point to differences in Photo 2. Pupils take turns making sentences about each difference, e.g. *She's seven/eight. He's happy/sad. It's red/blue. It's a guitar/book.* Pupils then play a game in which their partner guesses which photo they are talking about. One pupil says, e.g. *This is my (sister). She's (seven)*, and his or her partner points to Photo 1.

Practice

- Invite one boy and one girl to the front of the class. Stick a number badge representing an age on each. Secretly ask one pupil to pretend to be happy and the other sad. Ask pupils to find the differences between the pupils. Accept single word answers for colours of clothes, hair, etc. and for girl/boy.

Presentation

8 Listen and say.

- Play CD1:46. Pause after the first two lines. Ask pupils which sounds they can hear (*/s/* and */z/*). Play the first two lines again and pupils repeat.
- Remind pupils of the words *six* and *seven.* Ask which sound they can hear (*/s/*). Then say *zoo* and *Zak* and ask again which sound they can hear (*/z/*). Introduce the mascots on the page by saying *This is Sally Seal. This is Zippy Zebra.* Say alternately *seal* and *zebra* several times emphasising the sounds */s/* and */z/.* Pupils repeat and point to the correct mascot. Now focus on the letter next to each character. Say the sound and ask pupils to trace over each letter.
- Play the whole recording and pupils point to the pictures as they hear the words. Play it again and pupils repeat after each line. Then ask pupils (L1) to recall other words they know that start with these sounds (e.g. *sister, school, zoo*).

s ★ s ★ z ★ z ★ **1:46**
s, s, s, ★
z, z, z, ★
s, z, s, z, s, z, ★
Sally Seal, Sally Seal, sad, six, Sally Seal ★
Zippy Zebra, Zippy Zebra, zoo, Zippy Zebra ★

Practice

- Say the words *sad* and *seven.* Say a long sss sound and draw an s in the air as you do so. Say *Zak* then a long zzz sound and draw a z in the air. Pupils repeat.

AB page 21

6 Trace. Then listen and match.

- Pupils trace the letters s and z. Point to the number 7 and say *seven.* Follow the line with your finger from the 7 to the seal mascot and say the */s/* sound.
- Play CD1:47. Pupils match the pictures in the circle to the mascots with the same sound.

s, z **1:47**
seven
zoo
six
sad
sister
zebra

7 Count. Then write and trace.

- Point to one of the seals and ask *What's this?* Do the same with one of the zebras. Pupils count the number of seals and zebras and write the number in the box, then trace the words *zebras* and *seals.* Ask *How many zebras? How many seals?* (*six* and *seven*). Say *six seals, seven zebras* stressing the *s* and *z* sounds.

Practice

- Pupils write the new sounds /s/ and /z/ on separate pages of their Sounds Fun notebook. Pupils draw pictures of things beginning with the /s/ and /z/ sounds on the appropriate pages (*seven, zoo, six, sad, sister, zebra*). Encourage stronger pupils to write the words next to each picture. Pupils also add *brother* to the /b/ page.

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SKILLS

7 Point and say.



SOUNDS FUN!

8 1:46 Listen and say.



S



Z

Lesson 4

seal, zebra, *zoo*, *Colours*, *Family*. *She's (sad)*. Sounds: /s/ /z/

Ending the lesson

- Say the word *zebra*. Alternate saying words beginning with the /s/ and /z/ sounds. Pupils shout *zebra* when they hear a word with the /z/ sound. Do the same with the /s/ sound and the word *seal*.

OPTIONAL ACTIVITIES

Team Game

Play Phonics race see p. 24.

Flashcard game

Play Memory see p. 22.

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Lesson 5

Lesson aims
To consolidate the unit language with a story

Values
Making friends

Target language
He's a doctor. She's a pilot.

Recycled language
Family. This is my (mum). He's (six).

Materials
Audio CD; Unit 3 Story cards; props for acting out the story, e.g. white coat, tie, pilot's hat

Starting the lesson

- Ask pupils (L1) to remember the story from Unit 2. Ask which characters were in the story and what happened. Ask where Zak was (at school). Ask where Waldo was hiding (in Zak's bag). Ask who Waldo thought he saw in the book (his mum). Ask if Waldo was happy or sad at the end of the story.

PB page 24

9 Listen and look. Then act.

- Give pupils a few minutes to look at the story pictures. Show the story cards in turn and ask the questions from the 'Before listening to the story' section written on the back of each card.
- Now play CD1:48 and pupils follow along in their books. Listen to the story again. Then play each line of the recording one by one, stopping after each. Encourage pupils to repeat the words of each character.

V = VAVA W = WALDO **1:48**

1 V My family.
This is my dad. He's a doctor.
2 V This is my mum. She's a pilot.
3 V This is my brother. He's six.
4 V This is my sister. She's eight.
5 V And this is my friend ...
6 V Waldo.
W Huh?!?

- Check pupils' understanding of the story by asking the questions from the 'After listening to the story' section at the back of the story cards.
- Choose six pupils from the class to act out the roles of Vava, dad, mum, Zak, Rita and Waldo. Invite them to the front of the class to act out the story. Play CD1:48 while pupils act it out or say the lines and pupils repeat. Encourage stronger classes to say the lines from memory using prompts. Use props that you've brought to class if you wish.

Practice

- Pupils create a new story similar to the one in the PB. Choose pupils and give them different roles to act out. The rest of the class may suggest names/ages, etc. Give them time to practise their story before presenting it to the class.

Game

- Divide the class into five groups. Give each group a family word (*mum, dad, sister, brother, friend*). Play CD1:48 again and pupils stand and wave their arms when their word is mentioned. Alternatively, create actions to go with each word, e.g. putting on lipstick for *mum* or hugging a friend for the word *friend*. Pupils do the actions in groups or as a class when they hear the family words.

Values

- Discuss (L1) the importance of making friends. Ask pupils what they find important in a friend. Talk about the things pupils enjoy doing with their friends and what they can do to be a good friend to others.

AB page 22

8 Read. Then circle.

- Pupils read the example in number 1 (*This is my mum*). Point to the circled picture of Vava's mum and say *This is my mum*. Pupils read the sentences and circle the correct picture.

9 Find and write. Then say.

- Pupils read the sentences below each character which tell the character's age. They then follow the lines to the boxes on the opposite side of the page and write the character's ages in the box.

9 1:48 Listen and look. Then act.

STORY



He's a doctor. She's a pilot. *Family. This is my (mum). He's (six).*

Ending the lesson

- Divide the class into pairs. Invite pupils to the front of the class to introduce their friends. *This is my friend, (name). He's seven.*

OPTIONAL ACTIVITIES

Story actions

Create actions for the key words from the story, e.g. clap your hands for *sister*. Play CD 1:48 and pupils do the actions as they listen.

Flashcard game

Play Collect the cards see p. 22.

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Lesson 6

Lesson aims
To integrate other areas of the curriculum into the English class; to develop the cross-curricular topic through a short project

Cross-curricular focus
Social Science – Jobs

Target language
teacher, vet

Recycled language
doctor, pilot. He's a (teacher).

Receptive language
Is she a vet?

Materials
Audio CD; homemade flashcards of jobs (teacher, vet, doctor, pilot)

Starting the lesson

- Play the story again from Lesson 5 CD1:48. Ask pupils (L1) to recall the job that Zak and Rita's mum does. Say *She's a pilot.*
- Ask (L1) what other jobs they can think of and what jobs their parents do.

PB page 25

Presentation

- Teach the words *teacher*, *doctor*, *pilot* and *vet*. If you made flashcards, show them one by one, say the word and ask pupils to repeat. Hide one of the flashcards behind your back and pupils guess which one it is (*teacher? doctor?*).
- Ask pupils (L1) to imagine the world with no doctors. How would life be different? What problems would there be? Do the same with other jobs. Which job do pupils think is the most important?

10 Listen and ✓.

- Point to the pictures of the professions in turn and ask *Is he/she a (vet)?* Pupils identify the pictures of the professions from the PB. Play CD1:49 and pupils tick the photos as they hear them.

This is my dad. He's a doctor. **1:49**
This is my mum. She's a pilot.
This is my mum. She's a vet.
This is my dad. He's a teacher.

Practice

- Choose one of the jobs from Activity 10. Cover it with a small piece of paper and ask pupils to guess which job you've chosen *(a doctor, a vet?).* Pupils continue in pairs.

11 Draw and say.

- Pupils draw and match the items (on the left) to each of the pictures of jobs (on the right). They then talk about the pictures, e.g. *She's a (teacher).*

Pairwork

- Divide the class into pairs. Pupils point to a picture in the PB and his/her partner says the job, e.g. *He/She's a (vet).*

AB page 23

10 Listen and number.

- Point to the people in turn and ask *Is he/she a (doctor)?*
- Play CD1:50. Pupils number the children in the picture.

1 She's a pilot. **1:50**
2 He's a doctor.
3 She's a teacher.
4 He's a vet.

11 Match. Then read and trace.

- Pupils match the two halves of the pictures to the sentences by drawing lines. Pupils then trace each word and read the sentences.

Mini project

- Pupils draw a picture of someone they know or someone on TV or in a book who is a teacher, doctor, vet or pilot. The person should be dressed for work and doing his/her job. Invite pupils to the front of the class to share their artwork. Encourage them to talk about their drawings *(This is my mum. She's a teacher).*

Pupils can now go online to Family Island and find the chips that Waldo is holding on the PB page. They are in the fast food restaurant on the top floor of the shopping centre. Once pupils click on the chips they are taken to a supplementary language game based on the vocabulary in this unit.

10 1:49 Listen and ✓.

SOCIAL SCIENCE



11 Draw and say.



Ending the lesson

- Pupils mime one of the jobs from the lesson. Pupils guess the job by saying *He/She's a (teacher).*

OPTIONAL ACTIVITIES

Matching game
Write the four job words on the board. Pupils stick homemade flashcards of jobs next to the correct word.

TPR game
Play Pass the ball see p. 24.

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Lesson 7

Lesson aims
To review the unit language with a game

Recycled language
Family. He's sad. This is my (mum). She's a (pilot).

Receptive language
Is he/she a (doctor)?

Materials
Audio CD; Word cards (Units 1–3); Flashcards (Family); homemade flashcards (Jobs); Worksheet 3

Starting the lesson

- Show the homemade flashcards (jobs) one by one. Ask *Is he/she a (vet)? (Yes/No.)* Revise the jobs from the previous lesson by playing a miming game.
- Mix the word cards from this and previous units together. Hand them out to the class so each pupil has one card. Walk around the classroom and collect the flashcards one by one. Pupils say the word on the card as he/she hands it to you. Encourage stronger pupils to create a sentence or sentences about the card *(It's blue,* etc).

PB page 26

12 Listen. Then play Os and Xs .

- Point to the pictures and ask *Who's this? Is she a (pilot)? Is she (happy)?*
- Divide the class into pairs for a game of noughts and crosses. Each pupil aims to achieve a line of three consecutive squares either across, down or diagonally on the board. Explain the game (L1) as you play a simple game of noughts and crosses on the board with a volunteer. In pairs the pupils decide who will be noughts (O) and who crosses (X). Be sure pupils use a pencil when writing on their game boards so they can play more than once. The first player chooses a square and makes a sentence, e.g. square 7 *She's a pilot.* If they make a correct sentence they mark the tick box with a nought or a cross (depending on what they have chosen). If they give an incorrect answer, they do not write an X or an O on the board. Their partner then chooses a square to try to block their partner's path across the board. If they can make a correct sentence about the square, they mark it with a nought or cross. The game ends when one player has a line of three horizontally, vertically or diagonally across the board. The pupils can then rub out the noughts/crosses and play again (or play in the other partner's book).
- Play CD1:51 to give pupils an idea of the language needed to play the game. Then pupils play the game in pairs.

5 She's happy. **1:51**
7 She's a pilot.

13 Listen and mime.

- Play CD1:52 and pupils mime. You may wish to vary the order of commands and the speed of delivery by reading the sentences.

She's a pilot. **1:52**
He's happy.
He's a teacher.
She's sad.
He's a vet.
She's a doctor.

- Pupils continue the activity in pairs or small groups.

Practice

- Pupils create a monster/alien family. They give each member a name and an age and present their drawings to the class. *This is (Bozo). He's my (brother). He's (three).*
- Stick the word cards (family) on the board along with the flashcards (family) in mixed order. Pupils put the word card next to the correct flashcard.

Practice

- Pupils can now complete Worksheet 3.

1 Read and find. Then circle and write.

- Pupils read the sentences and find the family member they describe. They then circle *He's* or *She's* accordingly and complete the sentences by writing *happy* or *sad.*

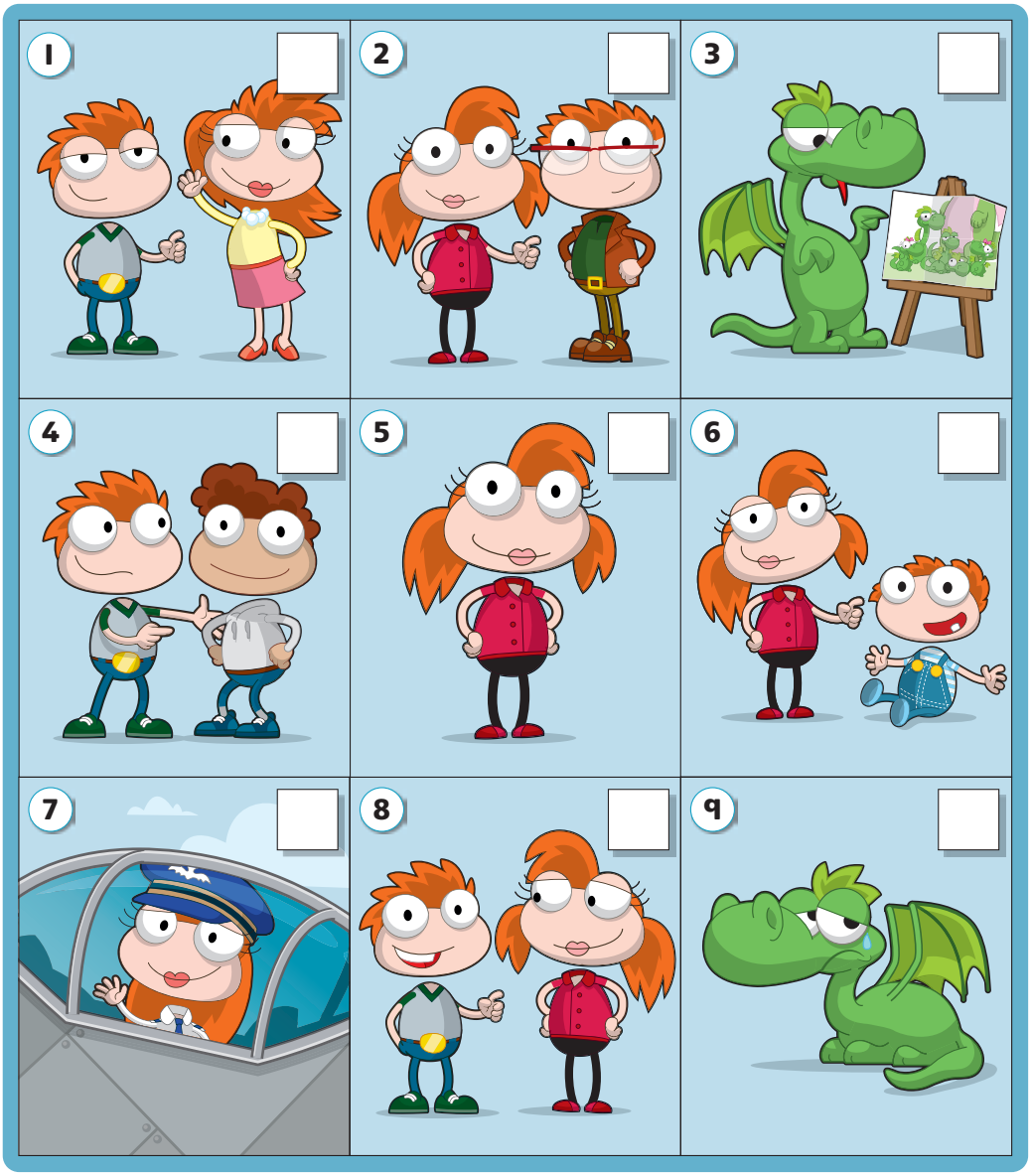
2 Read. Then write *Yes* or *No.*

- Pupils read the sentences and decide whether they're true or false according to the picture. They then write *Yes* if it's true and *No* if it's false.

Tell pupils to mime the four jobs to their parents at home and get them to guess them (in L1 or English). Ask pupils to draw a picture of each of the four jobs and label them.

12 1:51 Listen. Then play Os and Xs.

ROUND-UP



13 1:52 TPR Listen and mime.

Ending the lesson

- Play a word game using the vocabulary learnt so far. Call out a word from a specific category (e.g. *mum* for family). Pupils call out other words from the same category. Do this as a team game and award points.

OPTIONAL ACTIVITIES

Flashcard game

Play Who's the fastest? see p. 22, with the flashcards (family).

TPR

Play Ball throw see p. 24.

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Lesson 8

Lesson aims
To personalise the unit language; to provide an opportunity for self-evaluation

Recycled language
Family, Numbers. This is my (dad).

Receptive language
How old is she?

Materials
Audio CD; Unit 3 Stickers; Flashcards (Family); Word cards (Family); Evaluation sheet 3

Optional materials
Poster 2 (this poster can also be used later to revise Rooms and Furniture)

Starting the lesson

- Draw a stick-figure family on the board. Invite pupils to describe the family. *(This is my sister. She's eight.)* Alternatively, pupils draw an imaginary family or their real family on the board and describe.
- Call out a category (e.g. Colours). Now write the word *six* on the board. Pupils make a thumbs down motion. Rub out the word *six* and write *green*. Pupils make a thumbs up motion. Continue with other words and other categories.

PB page 27

14 Listen, stick, then trace.

- Revise family vocabulary by showing a photo of a family. Pupils point to the various family members. Ask *Have you got a (sister)? How old is (she)?*
- Play CD1:53. Pupils listen and find the correct stickers at the back of their PB and stick them in place. They then trace the words near the stickers.

1:53

1 This is my friend. She's eight.
2 This is my sister. She's five.
3 This is my dad. He's a teacher.
4 This is my mum. She's a doctor.
5 This is my brother. He's ten.

Game

- Pupils stand in a large circle. Hand out the flashcards (family) to pupils standing in different places. Play the song from this unit CD1:44. Pupils pass the cards around the circle. Stop the music and say one of the family words (*dad*). The pupil holding the 'dad' flashcard sits down. Continue until there is one pupil remaining.

15 Draw and say.

- Pupils draw their own family in the frame. They talk to a partner about the picture, e.g. *This is my (mum). This is my (sister). She's (eight).* They could also draw their family members looking happy/sad if they wish or include their ages and draw something relating to their jobs.

Game

- Stick or pin a flashcard or word card (family) on two pupils' backs. You may also wish to use something cut out from a magazine or a picture you've drawn in advance. Pupils face each other. Say *Go!* Pupils try to see the other's flashcard. The first one to say the correct family member on the other pupil's back wins. Continue with other pupils.

AB page 24

12 Read and write.

- Pupils find Zak's family members in the picture. They read the words in the word bank and complete the sentences by writing the words in the gap with the corresponding number.

13 Find and stick.

- Pupils stick in the Look! Box speech bubble stickers at the back of the PB and read the sentences. They then colour the stars at the bottom of the page to correspond with how well they think they completed the unit.

AB page 60

- Pupils colour the family and friends pictures in the Picture Dictionary. They can then play a game in pairs. They take turns to say a word, and their partner points at the correct picture.

Evaluation

You can check your pupils' progress using Evaluation sheet 3. See also Teacher's notes p. 176

Pupils can now go online to Family Island and enjoy the fun and games.

14 1:53 Listen, stick, then trace.

I CAN DO IT!



15 Draw and say.



My family

Now go to Family Island.

Ending the lesson

- Divide the class into teams. Stick the flashcards (family) on the board. Say a family member. One member from each team races to the board. The first to touch the correct card wins a point

OPTIONAL ACTITIVIES

Poster activity

Use Poster 2 to revise Family see p. 21.

This is my family!

Divide the class into family groups. Pupils create a name and an age for themselves. Pupils introduce each 'family' to the class. *This is (name). She's my ...*

4 My body

Lesson 1

Lesson aims
To present and practise new vocabulary

Target language
arms, body, feet, hands, head, legs

Recycled language
Colours

Receptive language
Look at (the picture). What colour is/are ...?

Materials
Audio CD; Word cards (Body parts); paper or a coin

Starting the lesson

- Play the song from Lesson 3 CD1:44 of Unit 3. Ask various pupils *How old are you? (I'm (six).*

PB pages 28–29

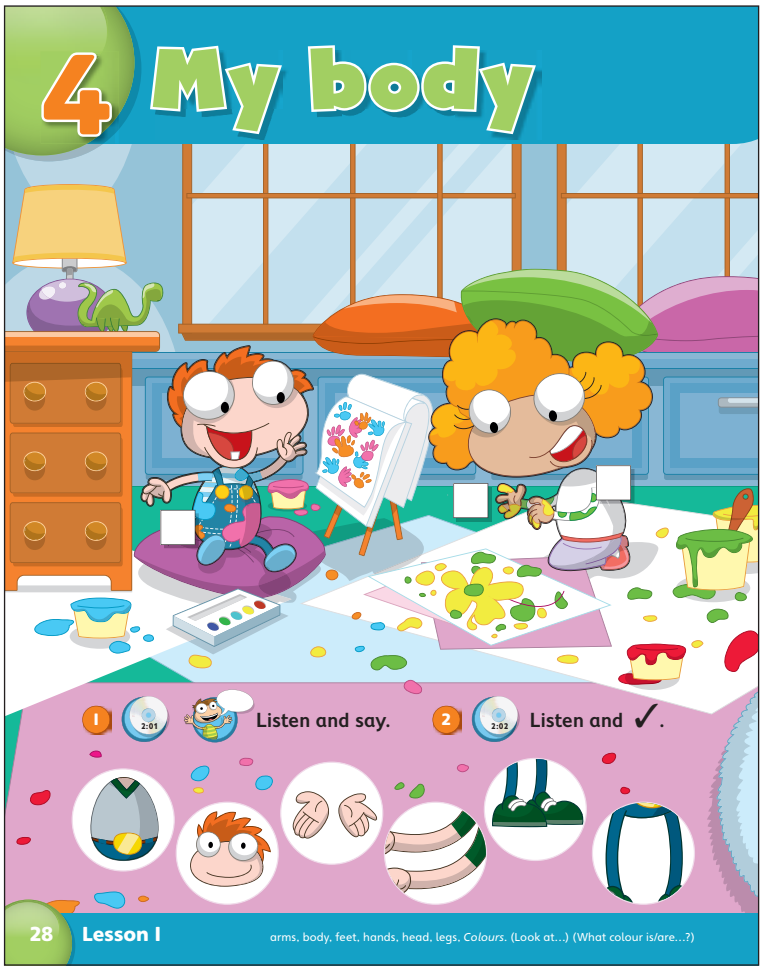
- Ask pupils (L1) to describe what is happening in the main illustration (Vava, Millie and Zak are doing some painting and getting very messy). Ask some questions about the picture *Who's this? What is it? What colour is it?* Say *Point to Zak.* Ask *Is Waldo happy? (No, he's sad).* Ask pupils (L1) why they think Waldo is sad.
- Recycle colours using the main illustration. Call out various colours and pupils find them on the page, or hold up your book, point to a colour and ask *Is it (blue)?*

Presentation

- Give pupils a few minutes to look through Unit 4 and ask them (L1) what they think they'll learn about (parts of the body).
- Indicate your body and say *This is my body.* Point to your head and say *my head.* Then show your hands and say *my hands.* Continue with arms, legs and feet. Now say the words and ask pupils to point to the appropriate part of their own body.
- Ask pupils to find Millie on the page. Point to her hands. Ask *What colour are Millie's hands? (yellow).* Ask *What colour is Waldo's head? (red).*

1 Listen and say.

- Focus on the pictures of Zak at the bottom of the page and identify the body parts.



- Play CD2:01. Pupils listen, point to the parts of the body and repeat the words. Then pupils say the missing word(s) in each line until at the end they are saying all the words. Each word is associated with a sound to indicate when the pupil should say the word. The association of word and sound will also help them to memorise the words. Encourage them to use the pictures at the bottom of PB p. 28 for reference.

body ★ head ★ hands ★ arms ★ feet ★ legs ★ **2:01**
body, head, hands, arms, feet, legs

Listen and say the missing words.
body, head, hands, arms, feet, ★
body, head, hands, arms, ★ ★
body, head, hands, ★ ★ ★
body, head, ★ ★ ★ ★
body, ★ ★ ★ ★ ★
★ ★ ★ ★ ★ ★



Pairwork

- Pupils now play a game in pairs. One pupil turns away while his/her partner covers up one picture with a coin or piece of paper. His/her partner has to say which word is covered up. Pupils take turns, covering up more pictures each time to make it more difficult.
- Call out a part of the body (e.g. *legs*). Pupils move their legs. Continue with body, head, arms, hands and feet. You can do this to music and turn the activity into a kind of dance routine!

2 Listen and ✓.

- Play CD2:02. Pupils listen and tick each box in the main illustration when they hear the corresponding body word. Check the activity by saying the body words and asking pupils to point to them.

M = MILLIE Z = ZAK W = WALDO **2:02**

M Oh dear! Look at my arms. And hands.
Z Ha, ha! Look at my feet. And my legs.
M Vava! Look at your body!
W Look at my head!

- Play CD2:02 again. Pause after each line and pupils repeat. Challenge them to shout out the name of the character who says each line.

Practice

- Draw the outline of a body on the board. Ask pupils to name the body parts as you point to them and stick the correct word card next to each one. Read each word and encourage pupils to repeat after you.

AB page 25

1 Trace. Then number.

- Pupils read the text labels and say the body parts, then trace over the words. Pupils then write the correct number next to each silhouette that corresponds with each part of the body. Check pupils' answers by calling out a number and pupils say the part of the body that corresponds with it.

Ending the lesson

- Say some true or false statements. Pupils clap when you make correct statements. Touch your arms and say *My arms!* Pupils clap. Now touch your legs and say *My feet.* Pupils remain silent. Invite pupils to the board to lead the class.

OPTIONAL ACTIVITIES

Drawing activity
Pupils draw an outline of their own bodies and label the parts. Invite pupils to the board to describe their drawings (e.g. *my arms*, etc).

Flashcard game
Play Basketball see p. 22.

NOTES

Lesson 2

Lesson aims
To revise the Lesson 1 vocabulary with a chant; to present the new structure

Target language
soap, tail, wings. I've got a (red) (head).

Recycled language
Body parts, Colours

Receptive language
Touch (your feet).

Materials
Audio CD; Quest sticker; sheet of A3 paper

Starting the lesson

- Play a game to remind pupils of the parts of the body. Say *Touch your (feet).* Pupils touch the correct part of their bodies as you say the words. Pupils can also do this in pairs. Do this slowly at first and then quickly to make it more fun.

PB pages 28–29

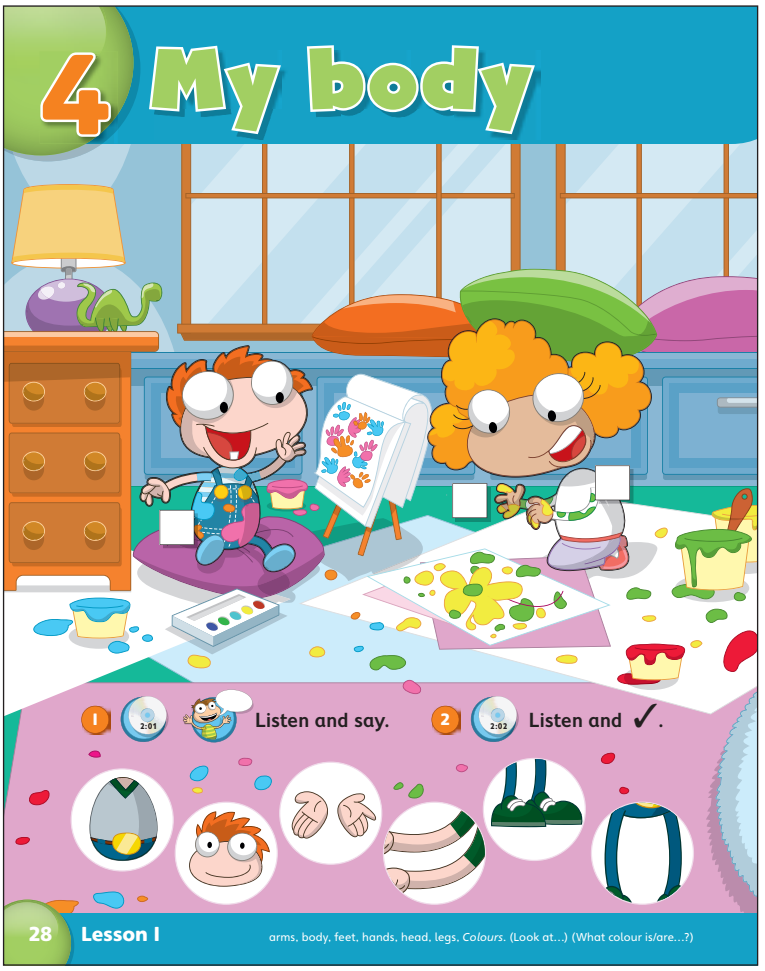
Presentation

- Show pupils your hands and say *I've got hands.* Continue with other parts of your body and pupils repeat.
- Draw a make-believe creature on the board. You will need to do this in colour, so you may wish to stick a large sheet of paper (A3) on the board and use coloured markers to do this. Give your creature a zany name (i.e. Zazaboo). Say *I'm a (Zazaboo).* Start by drawing a (blue) head and say *I've got a (blue) head.* Continue with various parts of the body. Describe each part in first person as you draw it, saying *I've got (yellow) (arms).*
- Now add wings and a tail and label them. Point to the words and say them each several times. Ask pupils which Family Island character has got wings and a tail (Waldo).

3 Listen and chant. Then find.

- Tell pupils (L1) they are going to listen to a chant said by one of the characters. Play CD2:03. Pupils listen and find the character who is saying the chant (Waldo).

WALDO I've got green arms. **2:03**
I've got green hands.
I've got green legs.
I've got green feet.
I've got green wings.
I've got a green tail.
I've got a green head.
But now it's red!



- Play the chant again. Pupils pretend they are Waldo and touch the parts of their bodies and point to an imaginary tail and flap their imaginary wings as they listen. Play the chant a third time. Pupils say the words as they listen.

Practice

- Say *Look at Zak's feet. What colour are they? (red).* Say *red feet.* Now say sentences about characters in the main illustration and ask pupils to guess the correct character. Say *I've got yellow hands. Who am I?* Pupils continue in pairs.

4 Listen and number. Then say.

- Pupils look at Waldo and name the parts of his body.
- Play CD2:04 and pupils number the body parts in the order they hear them.

1 **WALDO** I've got a red head. **2:04**
2 **WALDO** I've got a yellow tail.
3 **WALDO** I've got orange hands.
4 **WALDO** I've got purple feet.
5 **WALDO** I've got pink wings.



Quest sticker and song

- Ask pupils to remember the Quest items they've found so far. Ask them to show you the item they can collect on this page (the soap). Play the Quest song CD2:05, then teach the word *soap*.

Come with us, come on a quest. **2:05**
Come on a quest today.
Come with us, come on a quest.
Look for soap today!
An egg, a blanket, a book, a photo and ★ soap!
Look for soap today.

- Ask pupils to find the sticker at the back of their PB and stick it in place in the main illustration on page 29 on the sink. Ask *What is it? (It's soap).* Ask pupils which other words they know that begin with the /s/ sound.
- Play CD2:05 again and pupils sing the Quest song.

AB page 26

2 Trace. Then find and circle.

- Pupils trace over the words in their books and circle the correct drawing in each line.

3 Read and colour.

- Pupils read the descriptions of Zak and Oscar and colour the body parts accordingly.

Ending the lesson

- Write the word (*arm*) on the board. Pupils read the word silently and touch or move that part of their body. You may wish to do this with word cards and flip through them at varying speeds to make it more challenging.

OPTIONAL ACTIVITIES

Drawing dictation

Pupils draw make-believe creatures on a piece of paper. Say *I've got (red) legs.* Continue with other parts of the body. This may also be done in pairs. Pupils dictate the colours/parts of the body to a partner.

Flashcard game

Play Countdown see p. 22.

NOTES

Lesson 3

Lesson aims
To extend the unit vocabulary set; to practise the vocabulary with a song

Target language
click, fingers, toes, wiggle. I've got (eight) (toes).

Recycled language
clap, feet, hands, stamp

Receptive language
How many (feet)?

Materials
Audio CD; Flashcards (Body parts); spinner

Starting the lesson

- Play the chant from Lesson 2 CD2:03. Pupils point to their bodies as they say the words.
- Draw an outline of a monster(s) on the board or use the coloured monsters you created from the previous lesson. Pupils say sentences about the monsters (e.g. *I've got red hands).*

PB page 30

Presentation

- Introduce the words *finger(s)* and *toe(s)*. Show or move one of your fingers and say *I've got one finger.* Now show or move all ten fingers and say *I've got ten fingers*, emphasising the /z/ sound at the end of the word. Now indicate your toes and say *I've got ten toes.*
- Continue with other parts of your body. Say *I've got two (legs).* Pupils repeat and show or move their (legs).
- Ask pupils questions about the monsters in the picture. *How many monsters?* Point to individual monsters and ask *How many (hands/fingers/toes/feet) has it got? What colour is it? Has it got (blue) hands?*
- Do a TPR activity to remind pupils of the words *clap* and *stamp.* Say *Clap your hands. Stamp your feet.* Introduce the words *click* and *wiggle* by saying *click your fingers* and *wiggle your toes.* Do the appropriate actions as you say them and pupils follow your lead.

5 Listen and find. Then sing.

- Play the song CD2:06. Pupils listen to each verse and find each monster in the picture that it describes. Play CD2:06 again. Stop after each verse and ask *Who is it?* Pupils point to the correct monster.
- Play CD2:06 again. Pupils sing along and do the actions: holding up the right parts of the body, and clapping, stamping, clicking and wiggling.

I've got two hands. Clap, clap, clap. **2:06**
Clap your hands. Clap your hands.
I've got two feet. Stamp, stamp, stamp.
Stamp your feet. Stamp your feet.
Clap, stamp, clap, stamp.
Clap your hands and stamp your feet.
Clap, stamp, clap, stamp.
Clap your hands and stamp your feet.
I've got eight fingers. Click, click, click.
Click your fingers. Click your fingers.
I've got eight toes. Wiggle, wiggle, wiggle.
Wiggle your toes. Wiggle your toes.
Click, wiggle, click, wiggle.
Click your fingers and wiggle your toes.
Click, wiggle, click, wiggle.
Click your fingers and wiggle your toes.

- You could also play the karaoke version of the song CD3:44. Pupils can make up their own verses with the numbers and body parts of their choice.

6 Match and count. Then say.

- Pupils match the two halves of the monsters. Then they count the number of different body parts each monster has and make sentences, e.g. *I've got (three) (feet).*
- Pupils play a game in pairs. One pupil makes a sentence and the other points to the correct monster. They can include colour as well as number of body parts, e.g. *I've got (orange) (toes).*

AB page 27

4 Count and trace. Then say.

- Remind pupils of the written form of the body words. Write *fingers* and *toes* on the board and read them aloud. Ask pupils to read them and point to their fingers and toes as they do so.
- In pairs, pupils count up the number of body parts and write the numbers in the boxes at the side of the page. Pupils then trace over the words.

KEY 8 fingers, 2 arms, 3 legs, 6 toes, 3 feet

5 Listen and say *Yes* or *No.*

- Play the recording about the monster in Activity 4 CD2:07. Pupils listen then say *Yes* or *No* if the sentence is true or false.

I've got eight fingers. **2:07**
I've got four arms.
I've got three legs.
I've got seven toes.
I've got three feet.

KEY 1 Yes, 2 No, 3 Yes, 4 No, 5 Yes

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5 2:06 Listen and find. Then sing.

SONG



6 Match and count. Then say.



click, fingers, toes, wiggle. I've got (eight) (toes). *clap, feet, hands, stamp.* (How many...?)

Ending the lesson

- Spinner game – Pupil A chooses a flashcard (body parts) from a bag without looking (*head*). Pupil B spins the spinner (6). Pupils create sentences, e.g. *I've got (six heads).* Repeat with other numbers/body parts. If necessary, explain that we say *one foot* (not *feet*).

OPTIONAL ACTIVITIES

TPR game

Play Teacher says see p. 24.

Drawing game (in groups)

On A4 paper folded into four horizontally, pupils draw part of a creature, cover it and pass onto the next pupil who draws another part of the body.

Lesson 4

Lesson aims
To develop literacy skills; phonics: /h/ /g/

Target language
hippo, game, gorilla

Recycled language
guitar, Body parts, Numbers. I've got (one) (head).

Receptive language
How many hands has it got?

Materials
Audio CD; Cut outs PB p. 75; Sounds Fun notebooks

Starting the lesson

- Do a drawing dictation on the board. Say *I've got (two) heads.* Invite pupils to the board to draw the correct number of body parts.

PB page 31

7 Listen and number.

- Ask pupils questions about the monsters in the photo. *How many (legs)? What colour is it/are they?* Play CD2:08 to learn the language they may need while playing the game. Pupils number which creature they hear being described.

1 I've got one head, two arms and six fingers. I've got wings. I've got four legs, four feet and eight toes. **2:08**
2 I've got two heads, four arms and eight fingers. I've got three legs, three feet and nine toes.

Now make and play (page 75).

- Direct pupils to the cut outs on PB p. 75. Pupils cut the page into nine as indicated by the dotted lines, then say *I've got one head, five arms and six legs.* Ask pupils to put together the correct monster. Do this again with a different description. Pupils continue in pairs. Each pupil combines three of their cut out pieces to make a monster, without letting their partner see it. Pupils then describe their monsters to their partner. *(I've got ...).* Their partner has to make the same monster.

Presentation

8 Listen and say.

- Play CD2:09. Pause after the first two lines. Ask pupils which sounds they can hear (/h/ and /g/). Play the first two lines again and pupils repeat.
- Remind pupils of the words *hand* and *head* by pointing at them and saying the words. Ask which sound they can hear (/h/). Say *I've got two hands,* emphasising the /g/ sound in *got.* Say the /g/ sound and ask pupils to repeat. Ask pupils (L1) to recall other words they know that start with these sounds (e.g. *happy, green*).
- Introduce the mascots on the page by saying *This is Harry Hippo. This is Gaby Gorilla.* Say alternately /h/ and /g/ and pupils point to the correct mascot. Then point at Harry's head and hands and say the words, stressing the /h/ sound. Do the same for Gabby's guitar and game. Pupils trace over each letter.
- Play the whole recording and pupils point to the pictures as they hear the words.

h ★ h ★ g ★ g ★ **2:09**
h, h, h, ★ g, g, g, ★
h, g, h, g, h, g, ★
Harry Hippo, Harry Hippo, head, hands,
Harry Hippo! ★
Gaby Gorilla, Gaby Gorilla, guitar, game,
Gaby Gorilla! ★

AB page 28

6 Trace. Then listen and circle.

- Pupils trace over the letters h and g. Then they look at the pictures on each character's card and listen to the words. They circle the words that start with the same initial sound as the mascot (/h/ hippo, /g/ gorilla).

Circle the 'h' words. **2:10**
/h/
head fingers hands arms

Circle the 'g' words.
/g/
legs guitar feet game

7 Draw. Then trace and say.

- Pupils draw over the items and say the words, then trace over the words.

Practice

- Pupils write the new sounds /h/ and /g/ on separate pages of their Sounds Fun notebook. Pupils draw pictures of things beginning with these sounds (*head, hands, happy, hippo, guitar, gorilla, green, game*). Stronger pupils write the words next to each picture. Pupils add *body* and *legs* to previous pages.

Ask pupils to draw a scary monster at home, then to tell a parent about the monster, e.g. *I've got (three heads).* Ask pupils to bring in their monster pictures and describe their monsters to the class.

SKILLS

7 2:08 Listen and number.



Now make and play (page 75).

SOUNDS FUN!

8 2:09 Listen and say.



Lesson 4 hippo, game, gorilla, *guitar, Body parts, Numbers. I've got...* Sounds: /h/ /g/ 31

Ending the lesson

- Divide the class into groups. Give each group a sound from this lesson /h/ or /g/. Say words, some with and some without the new sounds. Pupils stand when they hear their sound.

OPTIONAL ACTIVITIES

Team game
Play Phonics race see p. 24.

TPR game
Play Pass the ball see p. 24, using words starting with /h/, /g/, /b/, /p/, /l/ and /r/ as the categories.

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Lesson 5

Lesson aims
To consolidate the unit language with a story

Values
Importance of cleanliness to good health

Target language
clean, ice cream. You've got (yellow) (hands). I've got an idea.

Recycled language
Body parts, Colours

Materials
Audio CD; Unit 4 Story cards; props for acting out the story, e.g. a hose, pretend ice creams, 'paint splash' shapes of coloured paper

Optional materials
Finger paint or other washable paint

Starting the lesson

- Ask pupils to remember (L1) what happened in the story from Unit 3 (we were introduced to Vava's family and learnt their occupations). Ask pupils *Is Vava's dad a pilot? (No.) Is Vava's dad a doctor? (Yes.) Is Vava's mum a pilot? (Yes.) Who's Vava's brother? (Zak) How old is he? (He's six.) Who's Vava's sister? (Rita.) How old is she? (She's eight.)*

PB page 32

- Look at the story pictures and talk (L1) about the characters, where they are and what they are doing. Ask some questions about the pictures. *Who's this? What colour is it?* Ask pupils to predict what happens in the story.

Presentation

- Teach the word *ice cream* by pointing to the ice cream in picture 2 of the story and asking *What's this?* Say *It's ice cream!* Also teach the word *clean* by pointing to Waldo in picture 4 and saying *He's got a red head*; then pointing to him in picture 6 and saying *He's clean.*

9 Listen and look. Then act.

- Show the story cards in turn and ask the questions from the 'Before listening to the story' section written on the back of each card. Now play CD2:11 and pupils follow along in their books.

MUM = MRS VOOM Z = ZAK M = MILLIE W = WALDO DAD = MR VOOM **2:11**

1 **MUM** Children! Ice cream!
Z, M Hurray! Ice cream!
2 **M** Ice cream, please.
MAN You've got yellow hands!
3 **MUM** Look at your feet!
Z Yes, they're red!
4 **MUM** Vava's got blue feet and a pink body.
W And I've got a red head.
5 **MUM** Hmm. I've got an idea.
6 **DAD** Now you've got clean feet, Zak!

- Listen to the story again. Then play each line of the recording one by one, stopping after each. Encourage pupils to repeat the words of each character.
- Check pupils' understanding of the story by asking the 'After listening to the story' questions from the back of the story cards.
- Choose six pupils from the class to act out the roles of Mrs Voom, Zak, Vava, Millie, the man and Waldo. Invite them to the front of the class to act out the story. Play the recording while pupils act it out, or say the lines and pupils repeat. Encourage stronger classes to say the lines from memory using prompts. Use props that you've brought to class if you wish.

AB page 29

8 Listen and colour.

- Pupils listen to CD2:12 and colour the character's body parts accordingly.

1 **MILLIE** I've got yellow hands. **2:12**
2 **ZAK** I've got red feet.
3 **VAVA** I've got a pink body.

9 Draw and match. Then say.

- Pupils complete the pictures by drawing the missing parts of each character's body. They then match the word to the part of the body they've drawn. Pupils check their answers with a partner.

Values

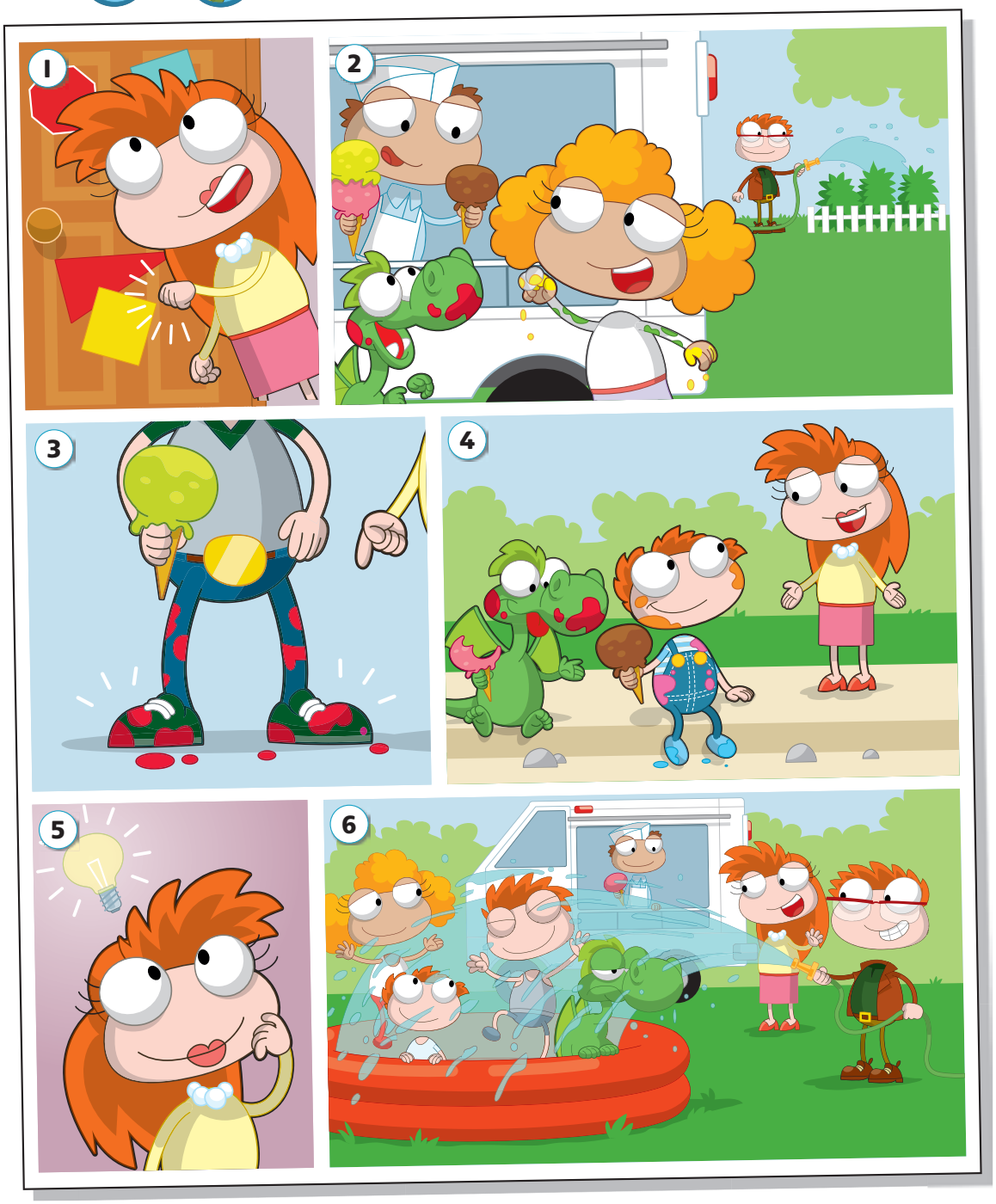
- Discuss (L1) the importance of cleanliness. Think about when we get dirty (playing sports, painting, cooking) and why it's important to get clean.

For the next lesson

- Explain (L1) that the next lesson will be about personal hygiene. Ask pupils to bring to the next lesson a picture or actual item relating to personal hygiene (e.g. a bar of soap, shampoo, etc).

9 2:11 Listen and look. Then act.

STORY



clean, ice cream. You've got... I've got an idea. *Body parts, Colours*

Ending the lesson

- Divide the class into groups. Give each group a word from the story e.g. *ice cream, hand, feet, body, head, clean.* Pupils listen to the story and stand up, turn around and sit down when they hear their word.

OPTIONAL ACTIVITIES

Flashcard game

Play Correct order see p. 22.

Colourful hands

Pupils make colourful handprints using finger paints or trace their hands on card and cut them out. Stronger pupils may write *I've got (yellow) hands.*

Lesson 6

Lesson aims
To integrate other areas of the curriculum into the English class; to develop the cross-curricular topic through a short project

Cross-curricular focus
Social Science – Personal hygiene

Target language
dirty, face. I've got a (clean) face. Wash your (hands).

Recycled language
clean, feet, hands, Colours.

Receptive language
good

Materials
Audio CD; paper or other materials to make posters; pictures you brought from home of children with clean/dirty hands, feet, faces, etc; two small pieces of paper for each pupil

Starting the lesson

- Start the lesson by playing the chant CD2:03 from Lesson 2. Encourage pupils to join in. Then say *I've got (eight hands). I've got (two feet).* Pupils stand up and wiggle that body part when a sentence is incorrect and sit down when it's correct.
- Remind pupils of the word *clean.* Focus on the story from the previous lesson. Ask pupils to find whose hands/feet/faces are clean. Focus their attention on picture 2 and ask *Are Millie's hands clean? (No)* Do the same with pictures 3 and 4.

PB page 33

Presentation

- Ask pupils if they have brought in any pictures or objects related to personal hygiene. Use them to talk (L1) about the topic. Discuss the importance of brushing teeth, keeping clean, etc, and ask when it's necessary to wash their hands/feet, e.g. hands: before/after dinner, after playing outside, going to the toilet; feet: before coming into the house/going to bed, etc.
- Point to your face and say *This is my face.* Point to various body parts of pupils and ask *Is it your face?* Pupils say *Yes* or *No.*
- Teach the word *dirty.* Draw or show a picture of a child with a dirty face or hands and one with a clean face or hands. Say *I've got dirty (hands). I've got clean (hands).* Mime washing your hands under the tap and say *Wash your hands.*

10 Listen and number.

- Ask questions (L1) about the photos. *Has he got (clean) hands?* Point to each photo and pupils say whether the child is clean or dirty in each.
- Pupils listen to CD2:13 and look at the photos. Then play CD2:13 again. Pupils listen and number the photos.

1	BOY	I've got dirty hands.	2:13
2	BOY	And I've got a dirty face!	
3	WOMAN	Wash your hands! Wash your face!	
4	BOY	I've got clean hands. And I've got a clean face!	
	WOMAN	Good!	

11 Point and say. Then act.

- Pupils look at the picture at the bottom of the page and say (L1) what is happening (the children are cooking and getting themselves and the kitchen dirty). Ask questions about the picture. *What's this? What colour is it? Has he got a dirty face? Has he got dirty hands?* Then tell pupils to point to the parts of the children that are dirty and say *I've got a dirty (face).*
- Pupils choose a child from the picture and work in pairs to act out a dialogue following the example in CD2:13 from Activity 10.

AB page 30

10 Look and circle.

- Pupils read the speech bubbles and circle the correct word in each sentence.

11 Listen and check.

- Play CD2:14. Pupils listen and check their answers for Activity 10. Then pupils read the sentences in groups of three (one pupil for each part: the boy, the girl and the mum).

1	BOY	I've got dirty hands!	2.14
2	GIRL	I've got dirty feet!	
3	MUM	Wash your feet!	
4	MUM	Wash your hands!	
5	BOY	I've got clean hands.	
6	GIRL	I've got clean feet.	

Mini project

- Discuss (L1) things we use on a daily basis relating to personal hygiene (e.g. soap, toothbrush, sink, shower, etc). Pupils draw pictures to make a collage about personal hygiene. Pupils may wish to make their collages into posters advocating good personal hygiene by writing *Clean hands! Clean faces!* etc. Hang the collages/posters round the classroom or the school.

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SOCIAL SCIENCE

10 2:13 Listen and number.



11 Point and say. Then act.



Ending the lesson

- Bring in pictures of children with clean/dirty hands, faces, feet, etc. Give each pupil two pieces of paper and ask them to write the word *clean* on one and *dirty* on the other. Show the pictures and pupils hold up the correct word. Elicit sentences *(I've got dirty hands).*

OPTIONAL ACTIVITIES

Drawing activity

Do a drawing dictation using the words *clean* and *dirty*. Say *I've got clean hands* or *I've got a dirty face*. Pupils draw the correct pictures.

Flashcard game

Play What's missing? see p. 22.

Lesson 7

Lesson aims
To review the unit language with a game

Recycled language
clean, dirty, Actions, Body parts. I've got (dirty) (hands).

Receptive language
Have you got (a tail)? Wave goodbye.

Materials
Audio CD; spinners and counters; Flashcards (Body parts, Colours); Word cards (Numbers); A4 paper for each pupil; Worksheet 4

Starting the lesson

- Play the recording CD2:06 of the song from Lesson 3. Encourage pupils to do the actions and sing along with the song.
- Recycle parts of the body by saying *touch your (arms), wiggle your (toes).* Ask *How many (hands) have you got?* Ask *Have you got a (tail)?* Play a game in teams. Ask these questions quickly and pupils answer immediately to get a point for his/her team.

PB page 34

12 Listen. Then play.

- Point to several of the illustrations along the path of the game and ask *Who's this? What's this?* Ask *Who's got dirty feet? Who's got clean hands?*
- Explain (L1) the game to the class. Pupils work in pairs, moving from top left to bottom right of the game, using the spinner. When a pupil lands on a square he/she makes a sentence about it, e.g. *I've got (dirty) (hands), I've got (two) (hands), I've got a (tail),* etc. If the sentence is correct, he/she gets a point. If the sentence is wrong, he/she loses a point.
- Play CD2:15 to give pupils an idea of the language they can use while playing the game.

2. 1, 2. I've got two hands. **2:15**

- Pupils play the game. Walk around the classroom to help pupils who may still be having difficulty creating these sentences.

Game

- The aim of the game is for pupils to draw a monster by using flashcards/word cards.
- Give each pupil a sheet of A4 paper. Put the word cards (numbers) and flashcards (body parts and colours) in three separate piles. Invite pupils to the board to choose one card from each pile (e.g. *four, legs* and *blue*) Pupils draw four blue legs on their monster. Then choose pupils to say sentences about the part of the body they've just drawn *(I've got four legs. I've got blue legs).* Continue until all the flashcards (body parts) have been used.

13 Listen and do.

- Revise actions from the unit (*clap your hands, click your fingers, wiggle your toes, stamp your feet, touch (your head),* and *wash your (hands).* Also revise actions from previous units (*jump, climb*) and teach *wave goodbye.*
- Play CD2:16 and tell pupils to listen and follow the instructions with you. Then play the recording again until pupils are confident with the routine. In very confident classes, you could then ask individual pupils to call out instructions for the rest of the class to follow.

Clap your hands. ★ **2:16**
Touch your head. ★
Wiggle your toes. ★
Touch your legs. ★
Stamp your feet. ★
Click your fingers. ★
Wash your hands. ★
Jump. ★
Wave goodbye. ★

Practice

- Pupils can now complete Worksheet 4.

1 Draw and write. Then say.

- Pupils dictate a monster to a partner who draws it in the box. They can use the parts of the body written on the right side of the page as a guide. Pupils then count the number of heads, legs, arms, etc. and write the correct number next to the corresponding word.

2 Read. Then find and write.

- Pupils read the sentences below the monsters. They find the monster that the sentence describes and write the correct number in the box. In pairs, pupils take turns to make sentences about a monster, e.g. *I've got one head,* and guess which monster their partner's sentence refers to (monster 1).



Pupils can now go online to Family Island and find the sink that Waldo is holding on the PB page. It's upstairs in the toy factory, near the door. Once pupils click on the sink they are taken to a supplementary language game based on the vocabulary in this unit.

12 2:15 Listen. Then play.

ROUND-UP



13 2:16 TPR Listen and do.

Ending the lesson

- Play a game of statues. Play the song CD2:06. Ask pupils to dance. Stop the music and pupils stand completely still. Any pupils that move have to perform an action of your choice. They are out of the game if they don't perform the action correctly.

OPTIONAL ACTIVITIES

Action mime

Pupils play a miming game in pairs. One pupil says an action and his/her partner performs the action.

Flashcard game

Play Noughts and crosses see p. 22.

Lesson 8

Lesson aims
To personalise the unit language; to provide an opportunity for self-evaluation

Recycled language
Body parts, Numbers. I've got (two) (arms).

Materials
Audio CD; Flashcards (Body parts); Word cards (Body parts); Unit 4 Stickers; DVD; Evaluation sheet 4

Optional materials
Large sheets of paper

Starting the lesson

- Hand out the flashcards (body parts) to several pupils in different parts of the classroom. Hold up word cards (body parts) one by one, and pupils point to the corresponding flashcard.

PB page 35

14 Listen, stick, then trace.

- Pupils read the word labels on the page, then find the stickers in the back of their PB and name them.
- Play CD2:17 and pupils stick the stickers in place and trace the words near each one.

2:17

1 I've got a head.
2 I've got two arms.
3 I've got two hands.
4 I've got two legs.
5 I've got two feet.

Pairwork

- Pupils make a sentence about each item in pairs, e.g. *I've got two hands.*

Practice

- Call pupils to the board to draw two monsters that you dictate. Make one male and one female if you wish. Say *I've got three legs. I've got a tail,* etc. Add colours if you have access to coloured chalk/board markers (e.g. *I've got blue hands).* Also add *clean/dirty hands/feet* if you wish. Ask pupils to name the monsters and write the names above each.
- Now say sentences about the monsters and pupils say which monster you're describing by saying its name. Say *I've got (three) legs. I've got (dirty) feet.*
- Encourage stronger pupils to come to the front of the class and take over as teacher. Don't erase the monsters as you'll use one of them for a later activity.

15 Draw and say.

- Pupils draw their own bodies inside the frame. They then point and say *I've got two (hands)* etc. Pupils may wish to draw dirty or clean hands/feet or colour parts of their body as if they have been painting and make sentences such as *I've got (dirty) (feet), and I've got (red) hands.*

AB page 31

12 Draw. Then read and write.

- Remind pupils of the written form of the body words. Write them on the board and, pointing to each word, ask pupils to touch that part of their body. Pupils then read the words in the word bank at the top of the activity. Pupils draw the remaining half of the creature. They then write the correct words in each gap, using the words in the word bank as models.

KEY four arms, four hands, eight fingers, three legs, three feet, six toes

13 Find and stick. Then colour.

- Pupils stick in the Look! Box speech bubble sticker from the back of their PB, read the sentence and colour Millie's body. They then colour the stars at the bottom of the page to correspond with how well they think they completed the unit.

AB page 60

- Pupils colour the body pictures in the Picture Dictionary. They can then play a game in pairs. They take turns to say a word, and their partner points at the correct picture.

Now watch the DVD.

Evaluation

You can check your pupils' progress using Evaluation sheet 4. See also Teacher's notes p. 176.

Pupils can now go online to Family Island and enjoy the fun and games.

14 2:17 Listen, stick, then trace.



15 Draw and say.



My body

Now go to Family Island.

Ending the lesson

- Divide the class into groups of six . Give a blank sheet of paper to the pupil at the front of each line/group. Explain *big* in L1, Say *I've got a big body.* Pupils draw and pass the paper to the pupil behind. Now say *I've got three heads.* Pupils continue drawing (arms, legs, feet and toes) and passing the paper until it reaches the last pupil.

OPTIONAL ACTIVITIES

Body tracing

Pupils draw around each other, then write labels for the various body parts.

Flashcard game

Play Snap see p. 22.

5 My pets

Lesson 1

Lesson aims
To present and practise new vocabulary

Target language
cat, dog, frog, mouse, parrot, pet, tortoise

Recycled language
rabbit. I've got a (dog).

Receptive language
Is it a dog?

Materials
Audio CD; Flashcards (Animals); Word cards (Animals); a coin or small piece of paper for each pupil

Starting the lesson

- Play the song CD2:06 from Lesson 3 of Unit 4. Ask individual pupils *How many (legs) have you got? (I've got two legs.)* Repeat for other parts of the body.
- Play a game to recycle numbers. Clap out a rhythm of five beats. Pupils repeat and say the number *(5).* Continue with other numbers to 10.

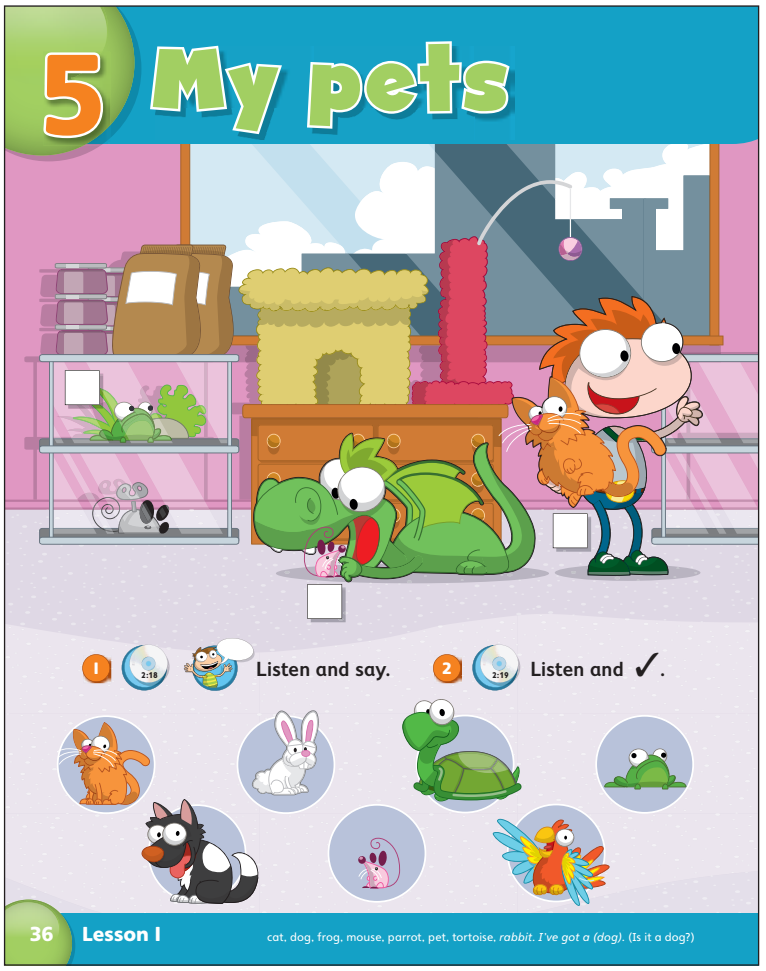
PB pages 36–37

Presentation

- Present the new vocabulary with the flashcards (animals). Show the cards in turn and say the words. Stick the flashcards on the board, then point to various flashcards and ask *Is it a (dog)? (Yes/No.)* Now indicate all the animals and say *My pets.* Ask pupils (L1) which pets they have at home or which pet they would like to have.
- Talk about the characters (L1) and ask where they are (a pet shop). Teach the word *pet shop* in English. Ask pupils which animals they can see. Point to the tortoise and ask *What's this? (a tortoise).* Ask *What colour is it? (It's green.)* Now say *It's a green tortoise.* Do the same for the other animals. Point to the characters and ask *Who's this?*

1 Listen and say.

- Point to the animals in turn and ask *What's this? (It's a cat.)* Play CD2:18. Pupils listen, point to the pets and repeat the words. Then pupils say the missing word(s) in each line until at the end they are saying all the words. Each word is associated with a sound to indicate when the pupil should say the word. The association of word and sound will also help them to memorise the words. Encourage them to use the pictures at the bottom of PB p. 36 for reference.



cat ★ dog ★ rabbit ★ mouse ★ tortoise ★ parrot ★ frog ★ **2:18**
cat, dog, rabbit, mouse, tortoise, parrot, frog

Listen and say the missing words.
cat, dog, rabbit, mouse, tortoise, parrot, ★
cat, dog, rabbit, mouse, tortoise, ★ ★
cat, dog, rabbit, mouse, ★ ★ ★
cat, dog, rabbit, ★ ★ ★ ★
cat, dog, ★ ★ ★ ★ ★
cat, ★ ★ ★ ★ ★ ★
★ ★ ★ ★ ★ ★ ★

Pairwork

- Pupils now play a game in pairs. First they say all the animal words together. Then one pupil turns away while his/her partner covers up one picture with a coin or piece of paper. Their partner has to say which word is covered up. They take turns, covering up more pictures each time to make it more difficult.



Game

- Play a guessing game. To introduce it, say *I've got a tail.* Pupils name all the animals with tails, including Waldo. Now say *I've got wings.* Continue with other parts of the body.
- Now choose a specific animal from the main illustration in the PB and describe it for pupils to guess. Say *I've got four legs. I've got a tail. I'm orange. (a cat)* Pupils continue the game in pairs or small groups.

2 Listen and ✓.

- Play CD2:19. Pupils listen and tick the boxes in the main illustration as they hear each animal mentioned.

Z = ZAK R = RITA W = WALDO **2:19**

Z Look at the pets! A dog ...
R ... a tortoise ...
Z ... a parrot ...
R ... a frog ...
Z I've got a cat.
R And I've got a rabbit. Waldo? What have you got?
W mmh!
Z Oh no! A mouse ...

- Ask (L1) which animal each character's got. *What's (Zak) got? (a cat) What's Rita got? (a rabbit).*
- Stick the word cards (animals) on the board. Point to each in turn and pupils read the words aloud. Now stick the flashcards (animals) next to the word cards one by one. Make intentional mistakes (e.g. stick the rabbit flashcard next to the mouse word card). Pupils stamp their feet when the cards don't correspond. Now stick the rabbit flashcard next to the correct word card. Pupils stand up and say *Animals* when the cards match.

AB page 32

1 Find. Then trace.

- Pupils guess which animal is in each picture. They then trace over the words and read them. Pupils take turns in pairs to point and say *It's a (parrot).*

Ending the lesson

- Mime an animal and ask pupils to tell you what it is. *It's a (cat).* Pupils continue in pairs.

OPTIONAL ACTIVITIES

Drawing game
Pupils draw an animal from this lesson on a small piece of paper but keep it secret. Pupils guess the animals in pairs. Stick all the animals on the board and ask *How many (cats)*?

Finger drawing
Pupils draw animals with their fingers on a partner's back. Partners try to guess which animal it is *(a cat?).*

NOTES

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Lesson 2

Lesson aims
To revise the Lesson 1 vocabulary with a chant; to present the new structure

Target language
big, small. It's a (big) (tortoise).

Recycled language
Animals

Receptive language
Is it (big)?

Materials
Audio CD; Flashcards (Animals), Quest sticker

Optional materials
Flashcards (Animals); Word cards (Animals); pupils' pictures of big/small items

Starting the lesson

- Stick the flashcards (animals) around the classroom. Say them in turn and pupils find them and point to them. Vary your speed and tone to make it more challenging. Then ask for each *What colour is it?*

PB pages 36–37

Presentation

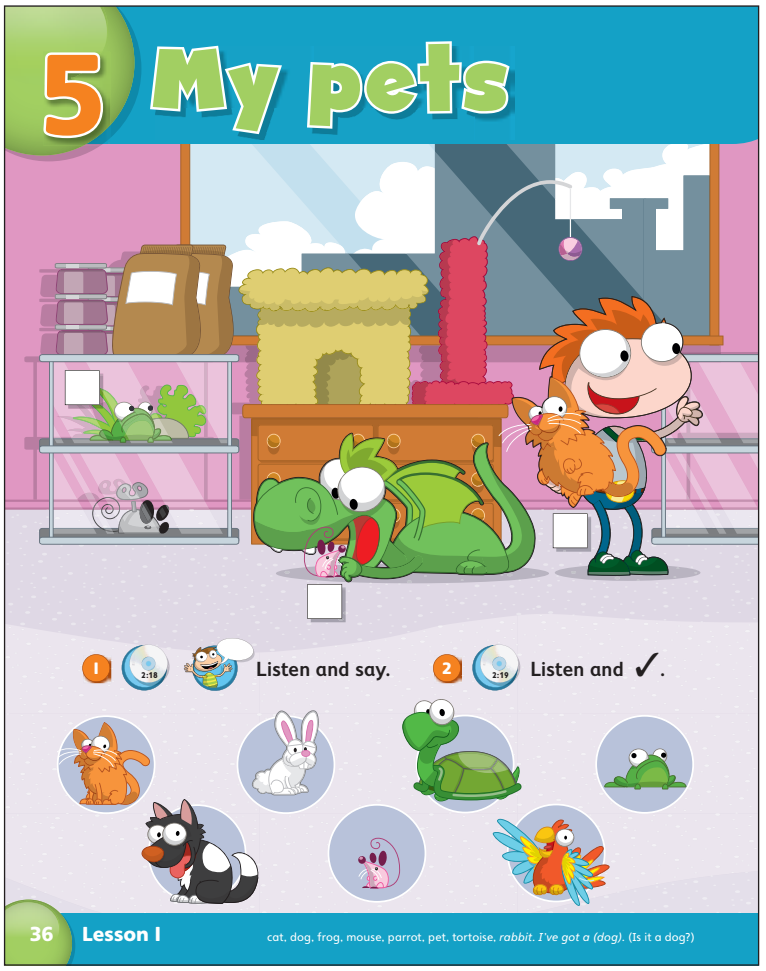
- With books closed, ask which animals they can remember seeing in the pet shop and what colour they are. Pupils open their books to check their answers.
- Teach *big* and *small*. Point to the dog in the pet shop and say *It's big.* Point to the frog in the pet shop and say *It's small.* Use gestures to establish the meaning of *big/small* and repeat the words. Point to various animals in the picture and ask *Is it big/small? (Yes/No.)* Each time pupils answer say *Yes, it's big. It's a big (dog).*

3 Listen and chant. Then do.

- Play the chant CD2:20 about big/small animals. Pupils mime *big/small* as they listen.

Z = ZAK R = RITA **2:20**

Z, R Pets, pets,
Big and small,
Come and listen to them all.
Z A big cat.
Z A small mouse.
R A big parrot.
R A small rabbit.
Z A big tortoise.
Z A small frog.
Z A big dog.



- Play the chant a second time. Pupils say the words and make the animal noises.

Game

- Pupils play a guessing game in pairs using the main illustration from the PB. One pupil describes an animal, e.g. *It's big. It's green.* His/her partner says which animal it is *(It's a tortoise).*

4 Listen and ✓ or ✗. Then say.

- Play CD2:21. Pupils listen and tick or cross depending on whether the sentence is true or false. In pairs, pupils then point and say sentences about each animal *(It's a small cat).*

2:21

1 It's a big cat.
2 It's a big tortoise.
3 It's a small frog.
4 It's a small rabbit.

KEY 1 x, 2 ✓, 3 x, 4 ✓



Quest sticker and song

- Remind pupils of the Quest items on the Welcome spread and which items they collected in the previous units (see items in fifth line of song). Ask pupils to show you the item they can collect on this page (the toy mouse under the frog in the main illustration). Play the recording of the Quest song CD2:22, recapping all the previous items and adding the new Quest item – *a mouse*.

Come with us, come on a quest. **2.22**
Come on a quest today.
Come with us, come on a quest.
Look for a mouse today.
An egg, a blanket, a book, a photo, soap and ★ a mouse!
Look for a mouse today.

- Then ask pupils to find the sticker in the back of their PB and stick the toy mouse sticker in place. Ask *What is it? (It's a mouse.)* Play the recording again and pupils sing the Quest song.

AB page 33

2 Trace and match. Then say.

- Pupils trace over the words *big* and *small*. Then they draw matching lines from each animal to the word labels depending on whether the animal is big or small. Pupils then say *It's a (big) (mouse).*

3 Find and circle the odd one out.

- Pupils find the odd animal out in each row, i.e. the animal which is a different size to the other animals and say *It's a small rabbit.*

For the next lesson

- Pupils could bring in a photo of their pets to make a collage. For pupils that don't have pets, they could bring in photos or pictures of any other animal.

Ending the lesson

- Play a miming game. Say *It's big/small* and pupils either stand up with arms spread out to be 'big', or curl up into a small ball. Add other actions from previous units, e.g. *climb*, *jump*, and also animals.

OPTIONAL ACTIVITIES

Word card game
Stick the flashcards (animals) on the board. Spread out the word cards (animals) near the board. Pupils stick the correct word card next to each animal. Then stick the word cards next to the incorrect animals and pupils correct your mistakes.

Collage
Pupils make a collage of big and small items. Use classroom objects, animals or parts of the body. Pupils stick a big (pencil) next to a small (pencil) and label them *big* and *small*. Alternatively, label one large piece of coloured card *Big* and another *Small*. Pupils stick or draw appropriate pictures on each.

NOTE

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Lesson 3

Lesson aims
To extend the unit vocabulary set; to practise the vocabulary with a song

Target language
boy, girl, hat. He's got a (cat).

Recycled language
big, bird, butterfly, flower, small, Animals, Colours

Materials
Audio CD; Flashcards (Animals); photo or magazine pictures of pets

Optional materials
Classroom objects

Starting the lesson

- Play the chant (CD2:20) from Lesson 2 to recycle animal words.
- Show a photo of your pet (or a photo from a magazine) and say *I've got a (cat).* Invite several pupils who have brought a photo of their pets to the front of the class. Be sure to have a combination of boys and girls. Ask pupils who have got photos *Have you got a (dog)? (Yes, I've got a dog.)* Now indicate the same pupil and say *He/She's got a (dog).* Alternatively, give the flashcards (animals) to an equal number of boys and girls and point to each and say *He/She's got a (cat).*

PB page 38

Presentation

- Ask pupils (L1) what is happening in the picture (the children are taking their pets for a walk in the park). Point to each animal in turn and ask *What's this?* Be sure to include *butterfly, frog, fish* and *bird.* Then ask questions about the picture, e.g. *How many (flowers) can you see?* Teach *boy* and *girl* by pointing to the pictures. Also teach *hat* by indicating the hat. Ask *What has he/she got? (He/She's got a dog/cat.)*
- Point to the dog and ask *Is it (big)? (yes)* Say *It's very big.* Stress *very* and show the meaning by gesture. Do the same for the other animals.

5 Listen and find. Then sing.

- Play the song about the children and animals in the picture CD2:23. Pupils listen and find the animals in the picture as they hear them.

The boy's got a dog, **2:23**
A very big dog.
He's got a dog. Woof, woof!
The dog's got a frog,
A very small frog.
The dog's got a frog. Ribbet, ribbet!
The girl's got a cat,
A very big cat.
She's got a cat. Miaow!
The cat's got a hat,
A very big hat.
The cat's got a hat. Miaow!
He's got a dog.
The dog's got a frog.
She's got a cat.
And the cat's got a hat.

- Listen a second time and pupils sing along and join in with the animal noises. You could also play the karaoke version of the song CD3:45 for pupils to sing along to.

6 Find and match. Then colour and say.

- Pupils look at the song illustration and find the children in it. They then draw lines to match each child to his/her animal. Pupils then colour the animals to match the song illustration. Alternatively they can choose their own colours. They say *He/She's got a (brown dog).*

AB page 34

4 Listen and circle.

- Play CD2:24 and pupils circle the animals as they are mentioned in the recording.

He's got a dog. **2:24**
She's got a mouse.
He's got a rabbit.
She's got a parrot.
He's got a frog.

5 Trace. Then read and number.

- Pupils trace over the words and then read the sentences. They identify the animals in silhouette in the pictures and write the correct number next to each picture.

Get pupils to learn the song in class and then go home and sing it to their parents. Have pupils draw a park scene with a parent, showing children with their pets. Ask them to bring the drawing to class to share with their friends.

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5 2:23 Listen and find. Then sing.

SONG



6 Find and match. Then colour and say.



boy, girl, hat. He's got... *big, bird, butterfly, flower, small, Animals, Colours*

Ending the lesson

- Play a miming game. Pupils mime having/holding an animal, e.g. stroking a cat or taking a dog for a walk. The class makes sentences *He/She's got a (dog).*

OPTIONAL ACTIVITIES

He's got/She's got

Pupils each choose a classroom object and keep it secret. In small groups, pupils guess what each other has got, e.g. *He/She's got a pencil,* etc.

Flashcard game

Play Alternative Bingo see p. 23.

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Lesson 4

Lesson aims
To develop literacy skills; phonics: /d/ /t/

Recycled language
doctor, drum, ten, two, Animals. He's got a (cat). It's (small). It's (brown).

Receptive language
Point to a (girl).

Materials
Audio CD; Sounds Fun notebooks

Starting the lesson

- Sing the song CD2:23 from Lesson 3. Then ask questions about the song picture on PB p. 38. *What has (the boy) got? Is it big/small?* Say *He's got a big dog. She's got a small (cat).*

PB page 39

7 Listen and point. Then play.

- Say *Point to the boy.* Ask *What pet has he got?* Now say *Point to the girl.* Ask *What pet has she got?* Encourage pupils to guess. Then play the model dialogue on CD2:25 and ask pupils to point to the animal. Pupils have to take it in turns to choose a pet for the boy and the girl and their partner has to guess which it is. Pupil A says *It's small. It's red and green.* Pupil B says *He's got a parrot.*

2:25

MAN What pet has he got? It's small. It's brown.
GIRL He's got a tortoise.
BOY Yes.
MAN What pet has she got? It's big. It's black and white.
BOY She's got a dog!
GIRL Yes.

- Pupils then play the same game in pairs, choosing a pet each time and describing it using *It's big/small* and *It's (colour).* His/her partner guesses and says *He's/she's got a (rabbit).*

Presentation

8 Listen and say.

- Play CD2:26. Pause after the first two lines. Ask pupils which sounds they can hear (/d/ and /t/). Play the first two lines again and pupils repeat.
- Remind pupils of the words *dog* and *tortoise* by pointing to them on the page and saying the words. Say /d/ *dog* and ask pupils to repeat. Now say /t/ *tortoise* and pupils repeat. Ask pupils (L1) to recall other words they know that start with these sounds e.g. *dog, drum, toes, two, ten.*
- Introduce the mascots on the page by saying *This is Danny Dog. This is Tina Tortoise.* Say alternately /d/ and /t/ and pupils point to the correct mascot. Then point at Danny Dog's drum and say *drum* stressing the /d/ sound. Do the same for Tina Tortoise's rosettes with the numbers *two* and *ten.* Focus on the letter next to each character. Say the sounds, /d/ and /t/ and ask pupils to trace over each letter.
- Play the whole recording and pupils point to the pictures as they hear the words.

2:26

d ★ d ★ t ★ t ★
d, d, d, ★
t, t, t, ★
d, t, d, t, d, t, ★
Danny Dog, Danny Dog, ★ doctor, drum, ★
Danny Dog. ★
Tina Tortoise, Tina Tortoise, ★ ten, two, ★
Tina Tortoise! ★

AB page 35

6 Trace. Then listen and ✓.

- Pupils say the initial /t/ or /d/ sound. They then trace the letters. Point to each of the pictures in turn and ask for each *What's this?* Play CD2:27. Pupils tick the items that start with the same sound as the letter.

2:27

Danny Dog	Tina Tortoise
d	t
dog tortoise doctor	teacher ten drum

7 Trace. Then circle in green or blue and say.

- Pupils read the words and trace them. Pupils then find the objects in the picture and circle all the words beginning with /d/ sound in green and all the words beginning with the /t/ sound in blue. Pupils then match the words to the correct objects in the picture. Point to objects in the picture and pupils say the words.

Practice

- Pupils write the new sounds /d/ and /t/ on separate pages of their Sounds Fun notebook. Pupils draw pictures of things beginning with these sounds on the appropriate pages (*doctor, dog, drum, tortoise, two, ten*). Stronger pupils write the words next to each picture. Pupils also add *parrot, rabbit* and *big* to the previous pages.

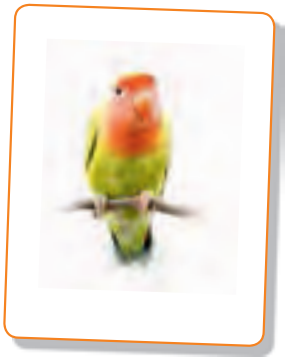
SKILLS

7 2:25 **Listen and point. Then play.**










SOUNDS FUN!

8 2:26 **Listen and say.**

d




t

Lesson 4 *doctor, drum, ten, two, Animals. He's got a... It's...* Sounds: /d/ /t/ (Point to a...) 39

Ending the lesson

- Draw letter sounds (d and t) in two circles on the board. Stick a flashcard in each, e.g. dog, tortoise. Pupils stick other flashcards of words beginning with the same sounds. Alternatively, pupils draw pictures or write the words.

OPTIONAL ACTIVITIES

Team game
Play Phonics race see p. 24.

Flashcard game
Play Animal farm see p. 22.

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Lesson 5

Lesson aims
To consolidate the unit language with a story

Target language
baby, cold, hot

Recycled language
small, wings, Body parts. He's got (small) (wings). He's (cold).

Materials
Audio CD; Unit 5 Story cards; props for acting out the story, e.g. phone, empty medicine bottle, medicine spoon, white coat

Starting the lesson

- Ask pupils (L1) to remember what happened in the previous story episode from Unit 4 (Zak, Waldo and Millie were eating ice cream and got very dirty; then Dad (Mr Voom) sprayed them with water in the garden to clean them). Play the recording of the story CD2:11 again if you wish. Pupils look at the pictures from that story. Ask *Who's got yellow hands? Who's got blue feet?* Point to the ice cream and ask *What's this?*

PB page 40

- Look at the story pictures and talk (L1) about the characters and where they are. Ask some questions about the pictures. *Who's this? (Waldo) What colour is he? (He's green).* Ask *Is Waldo happy? (No, he's sad.)* Ask pupils (L1) to predict what happens in the story.

Presentation

- Teach the words *hot* and *cold*. Pretend you're shivering and say *I'm cold.* Now pretend it's very hot and you're fanning yourself. Say *I'm hot.* Ask pupils to tell you (L1) examples of things that are hot and cold (tea, ice cream, fire, etc). Also pre-teach the word *baby.*

Practice

- Invite pupils to the front of the class to mime *hot* and *cold.* They may mime being hot or cold or perhaps eating or drinking something hot or cold. Pupils continue the game in pairs.

9 Listen and look. Then act.

- Look at the story frame by frame and ask the questions from the 'Before listening to the story' section on the back of the story cards. Play the recording of the story CD2:28. Pupils follow in their books. Then play each line of the recording one by one, stopping after each one. Encourage pupils to repeat the words of each character.

V = VET R = RITA W=WALDO **2:28**

1 V What's his name?
R Waldo.
R He's got two arms and two legs.
2 R And he's got two wings.
3 R He's small and he's green.
V How old is he?
R He's a baby.
4 (Sound of a child's scooter, zooming along outside)
5 R He's cold.
V This is hot!
6 W Oh yes! Roar!
R Waldo!

- Check pupils' understanding of the story by asking the questions from the 'After listening to the story' section on the back of the story cards.
- Choose three pupils from the class to act out the roles of the vet, Rita and Waldo. Invite them to the front of the class to act out the story. Play the recording while pupils act it out, or say the lines and pupils repeat. Encourage stronger classes to say the lines from memory using prompts. Use props that you've brought to class if you wish.

Practice

- Stick the story cards on the board in mixed order. Write a number below each card in consecutive order. Play the recording of the story CD2:28 and pause after each line or read the recording from the Teacher's Book. Pupils say the number below the corresponding card.

AB page 36

8 Listen and number.

- Play CD2:29. Pupils listen and number the boxes according to the order they hear them.

1 He's got two arms. **2:29**
2 He's got wings.
3 He's a baby. He's small.
4 He's got two legs.

9 Read and draw. Then say.

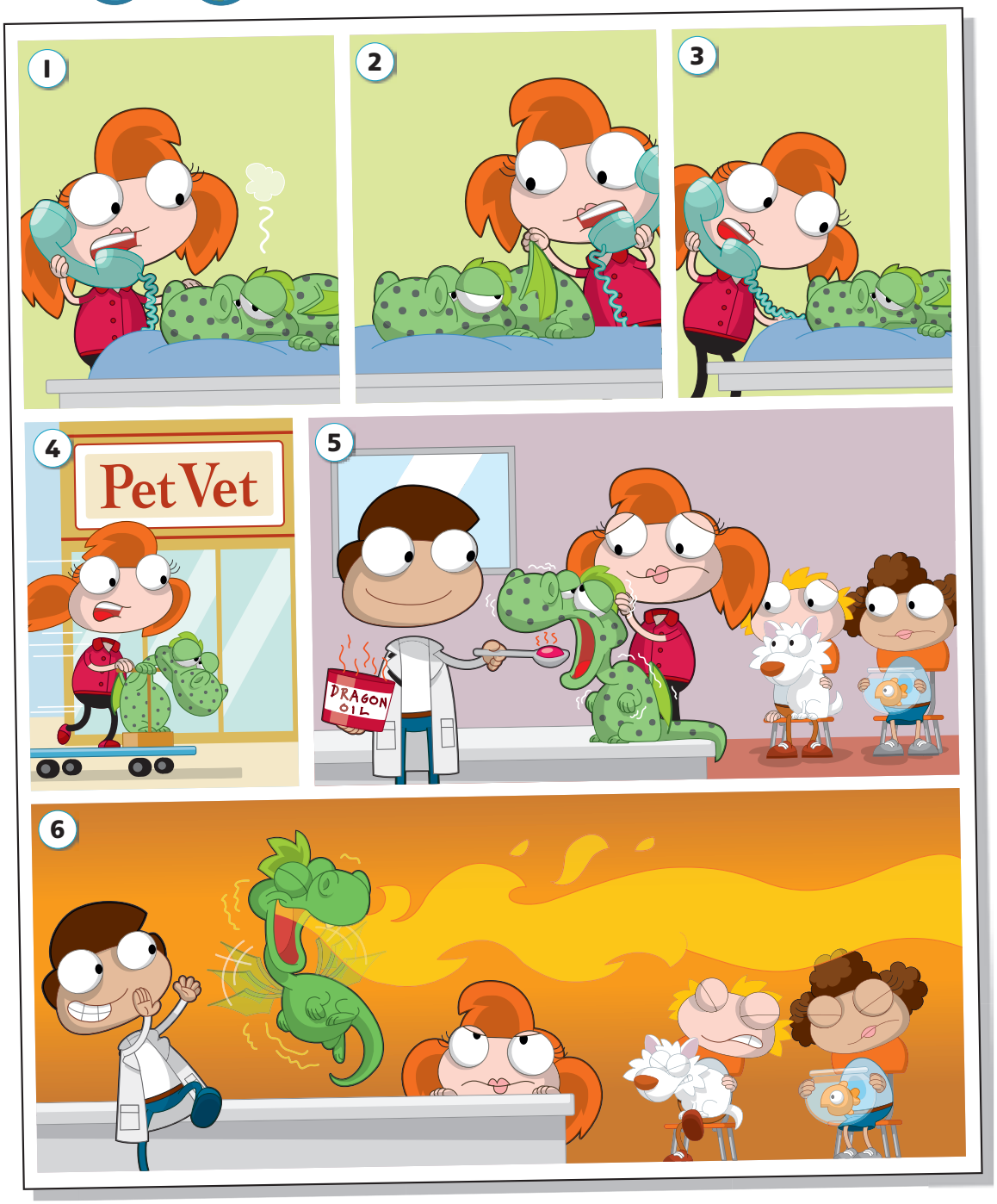
- Pupils read the sentences written below the characters. They then trace the animals and say the two sentences at the bottom of the page.

For the next lesson

- Ask pupils to bring in pictures from home of baby animals. Explain that they will learn about animals and their babies and make a collage.

9 2:28 Listen and look. Then act.

STORY



baby, cold, hot, *small, wings, Body parts. He's got... He's...*

Ending the lesson

- Discuss (L1) what happens next. Make suggestions, e.g. perhaps Waldo's fiery breath burns the sofa or Rita's bed, or everyone is happy to see Waldo again and he's happy now. Pupils draw what they think happens next.

OPTIONAL ACTIVITIES

Story card listening game

Read the story. Make mistakes and ask pupils to put up their hands when they hear a mistake and correct it (e.g. for Picture 1 say *He's got two heads and two tails*).

Flashcard game

Play Name it see p. 22.

Lesson 6

Lesson aims
To integrate other areas of the curriculum into the English class; to develop the cross-curricular topic through a short project

Cross-curricular focus
Science – Animals and their young

Target language
chick, kitten, puppy. The (dog)'s got a (puppy).

Recycled language
bird, cat, dog, egg. It's (an egg).

Materials
Audio CD; Flashcards (Animals); homemade flashcards of puppy, chick and kitten; pictures to present mini lesson on life cycle of frogs and butterflies

Starting the lesson

- Start by listening again to the story CD2:28 from Lesson 5. Remind pupils of the story (L1) and ask questions about the pictures. Remind pupils of the words *baby, hot* and *cold.*

Presentation

- Tell pupils they are going to find out about animals and their babies. Talk (L1) about this topic, asking pupils if they know what the babies of cats, dogs, and birds are called, and elicit any information they know. Stick the *dog*, *cat* and *bird* flashcards on the board. Use pictures you've brought to class or flashcards you've made to teach the new vocabulary. Show a picture of a *puppy* and say *This is a puppy.* Stick the picture below the dog flashcard and say *The dog's got a puppy.* Continue with *kitten* and *chick*. For each baby animal ask *Is it big/small?*

PB page 41

10 Match. Then listen and say.

- Elicit the names of the mother animals on the page and tell pupils to match each mother with her baby. Play CD2:30 and say the name of each baby animal. Listen again, pausing after each sentence, and pupils repeat. Say the words of the mother and baby animals and pupils point. They then continue saying and pointing in pairs,

1 The cat's got a kitten. **2:30**
2 The dog's got a puppy.
3 The bird's got a chick.

11 Number. Then listen and say.

- Ask pupils (L1) what they know about the life cycle of a bird. Ask questions about the pictures. *What's this? (It's an egg, a bird, a chick). What colour is it? Is it big or small?* Pupils number the pictures in the correct order for the development of the bird. Play CD2:31 to check pupil's answers.

1 It's an egg. **2:31**
2 It's a chick.
3 It's a big bird.

AB page 37

10 Trace. Then match.

- Pupils match the baby animals to the correct outline in the picture. Pupils then read the labels, trace over the words and say them.

11 Join the dots. Then circle and say.

- Pupils complete the dot to dot drawing to reveal a chick and a puppy. Pupils then circle the correct word below the drawing and say *It's a chick. It's a puppy.*

Mini project

- Pupils make a collage/poster for the classroom wall. This could be an opportunity to learn other animal baby names if pupils are interested. Or if they have any pictures of their own pets with their babies they can bring them in to show.

Cross-curricular extension

Teach pupils about the life cycles of butterflies and frogs. Bring pictures to class. Teach the words *(egg, caterpillar, cocoon, butterfly and egg, tadpole, frog)* and ask (L1) which ones pupils have ever seen. Explain (L1) that butterflies start as eggs and become caterpillars and cocoons before they become butterflies. Ask what comes out of a frog's egg (a tadpole, which later transforms into a frog). Describe a life stage and pupils guess the word, e.g. *It's got wings! (butterfly) It's small and green. Wiggle! Wiggle! (tadpole) It's green. Jump! Jump! (frog).* Give groups of pupils a complete set of life stage pictures, either for frogs or for butterflies. Groups have to put them in the right order, from baby to adult.



Pupils can now go online to Family Island and find the cat that Waldo is holding on the PB page. It is on the wall outside the pet show area. Once pupils click on the cat they are taken to a supplementary language game based on the vocabulary in this unit.

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SCIENCE

10 2:30 Match. Then listen and say.







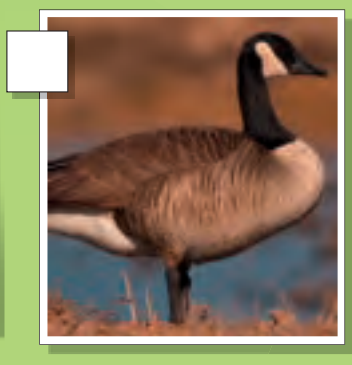






11 2:31 Number. Then listen and say.







Lesson 6 chick, kitten, puppy. The (dog)'s got a... *bird, cat, dog, egg. It's (an egg).*

Ending the lesson

- Show a flashcard of an animal and pupils say the name of the baby animal.

OPTIONAL ACTIVITIES

TPR game
Play Drawing game see p. 24.

Team game
Play Unscramble see p. 24.

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Lesson 7

Lesson aims
To review the unit language with a game

Values
Caring for pets

Recycled language
Animals, Colours. She's got a (tortoise). It's (green).

Materials
Audio CD; Flashcards (Animals); Word cards (Animals); Worksheet 5

Starting the lesson

- Play the chant CD2:20 from Lesson 2. Pupils play a miming game to revise animals. Divide the class into teams. One person from one team chooses an animal from the chant and mimes it for the other team. Each team is allowed one or two guesses. Award points when a team guesses correctly.
- Give the flashcards (animals) to seven children. Each one holds up their flashcard. Say *He's got a (parrot).* Pupils name the child holding the parrot flashcard. Then play as a team game, with other pupils making a sentence about each child with a flashcard, e.g. *He/She's got a (mouse).*

PB page 42

12 Listen. Then play.

- Point to various animals on the page and ask *What's this? Is it a (cat/kitten)?* Tell pupils (L1) they have to help Rita and Zak find their way out of the maze and 'collect' animals along the way. They may play individually or in pairs. Explain (L1) that they have to trace each character's route through the maze and say the name of any animals they find. Pupils may wish to draw their route with a pencil or follow it with their finger. Pupils then tick the appropriate boxes in the grid under the game and make sentences about each character. *She's got a rabbit. It's brown.* Play CD2:32 to give pupils an idea of the language they will need to play the game.

She's got a tortoise. It's green. **2:32**

Game

- Explain (L1) that you're going to act out being the owner of a pet shop and you want pupils to guess the animals in your shop. Invite several pupils to the board. Show each pupil a word card (animals) or whisper an animal name to each. Ask them to simultaneously mime the animals without making any noise. Say *This is my pet shop! Look at my animals.* Ask pupils to guess the animals by saying sentences about which animals you've got in your 'Pet Shop' *(She's got a cat. She's got a dog,* etc*).*
- Invite a new group of pupils to the board and give one the role of pet shop owner. The owner says the name of the animal each pupil will mime in secret. The class continues guessing the animals in each group.
- Make this more difficult by adding multiple numbers of cats, dogs, etc. Pupils then say *He's got two cats,* etc.

13 Listen and do.

- Pre-teach how animal noises are said in English and compare the differences (L1). Play the recording of the animal noises CD2:33. Pupils listen, say the animal names and mime the animal.

CAT	Miaow! ★	**2:33**
DOG	Woof! Woof! ★	
TORTOISE	Munch, munch ★	
FROG	Ribbet, ribbet ★	
MOUSE	Squeak, squeak ★	
RABBIT	Munch, munch ★	
PARROT	Squawk! Squawk! ★	

Values

- Ask (L1) how many pupils have pets at home. Ask them to share with the class how they care for their pets (e.g. feeding them, playing with them, brushing them, etc). Ask pupils how different pets need to be cared for in different ways. Discuss (L1) any unusual things that their pets eat. Pupils who haven't got pets may talk about their friend's or other family member's pet.

Practice

- Pupils can now complete Worksheet 5.

1 Draw. Then write.

- Pupils draw an animal next to the child in each box. They then complete the sentence by writing the name of the animal they've drawn.

2 Read and find. Then write.

- Pupils read the sentences below the picture. They find the animal the sentence describes and write *big* or *small* in the gap.

12 2:32 Listen. Then play.

ROUND-UP



13 2:33 TPR Listen and do.

Ending the lesson

- Invite a pupil to the board. Give him/her a word card (animals) in secret. He/she makes the animal's noise and pupils guess the name of the animal. Alternatively, play this as a team game. Pupils make animal noises for other pupils in his/her team to guess and get a point if they guess correctly.

OPTIONAL ACTIVITIES

TPR game

Play Ball throw see p. 24.

Draw

Pupils draw their own pet shops. They show their partner and say *I've got (four) cats* etc. They label their drawings with the animal names.

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Lesson 8

Lesson aims
To personalise the unit language; to provide an opportunity for self-evaluation

Recycled language
Animals, Colours. She's got a (rabbit). I've got a (dog).

Materials
Audio CD; Flashcards (Animals); Unit 5 Stickers; outline of a pet shop drawn on paper for each pupil; Evaluation sheet 5

Optional materials
Seven small slips of paper for each pupil

Starting the lesson

- Play the song CD2:23 from Lesson 3.
- Show the flashcards (animals) in turn and pupils describe the animals *It's big/small. It's (green).*

PB page 43

14 Listen, stick, then trace.

- Pupils identify which animals are in the picture. Pupils then find the stickers in the back of their PB. Play CD2:34 and pupils stick the stickers in place. Pupils then trace the animal words. They then make sentences about the boy and girl, saying *He's got a (dog). She's got a (cat).*

2:34

1 He's got a dog.
2 He's got a tortoise.
3 She's got a mouse.
4 He's got a parrot.
5 He's got a frog.
6 She's got a rabbit.
7 She's got a cat.

15 Draw and say.

- Pupils draw their own pet in the frame (or if they don't have a pet they could draw the pet they would like to have or a friend's/family member's pet). They talk to their partner about the picture, saying *I've got a (rabbit)* etc. Pupils then report to the class about the picture their partner has drawn by saying a sentence aloud about their own picture and their partner's, e.g. *I've got a (cat). He/She's got a (rabbit).* They could report in groups of four if you prefer.

AB page 38

12 Read and write.

- Pupils look at the two pictures. Ask various questions *What's this? Is it a (cat)? Is it big/small?* Pupils read the words in the word bank and use each one to complete the sentences about the pictures. NB: the word *cat* is used twice.

Practice

- Draw an outline of a pet shop on a sheet of paper and photocopy one for each pupil. Alternatively, draw the outline on the board. Do a drawing dictation, dictating what animals are in the pet shop. Say *It's a big cat. It's brown. It's got a kitten.* Recycle as many words and structures as possible.

13 Find and stick.

- Recycle the main sentence structures from this unit. Hold up a flashcard (animals) and say sentences about it. Say *It's a cat. It's red.* Now hand the flashcard to a pupil and say *He's got a cat.* Continue with the other flashcards.
- Pupils stick in the Look! Box speech bubble sticker and read the sentence. They then colour the stars at the bottom of the page to correspond with how well they think they completed the unit.

AB page 61

- Pupils colour the animal pictures in the Picture Dictionary. They can then play a game in pairs. They take turns to say a word and their partner points to the correct picture. Alternatively, pupils can do a colour dictation in pairs (e.g. *It's a tortoise. It's green.*)

Evaluation

You can check your pupils' progress using Evaluation sheet 5. See also Teacher's notes p. 176.

Pupils can now go online to Family Island and enjoy the fun and games.

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I CAN DO IT!

14 2:34 Listen, stick, then trace.

1 2 3







tortoise

mouse

dog





7



4



5



6



cat

parrot

frog

rabbit

Stick

15 Draw and say.



My pet

Now go to Family Island.

Ending the lesson

- Invite several pupils to stand in a line. Hold up one of the flashcards (animals) to first pupil *(mouse)*. Pupil says *I've got a (mouse).* Hold up the next flashcard to second pupil (*parrot).* Pupil says *He/She's got a mouse. I've got a (parrot).* Hold up the next flashcard to third pupil *(tortoise).* Pupil says *He/She's got a (mouse). He/She's got a (parrot). I've got a (tortoise)* etc.

OPTIONAL ACTIVITIES

Flashcard game

Play Who's got it? see p. 22.

Animal noises

Pupils write animal names on small slips of paper. Play CD2:33 and pupils hold up the paper with the correct animal name written on it.

6 My house

Lesson I

Lesson aims
To present and practise new vocabulary

Target language
bathroom, bedroom, door, house, kitchen, living room, window

Receptive language
This is the kitchen.

Materials
Audio CD; Flashcards (In the house); a coin or small piece of paper for each pupil

Optional materials
Word cards (In the house)

Starting the lesson

- Play the Hello song CD1:02 from the Welcome Unit. Walk round the classroom and ask pupils general questions from the previous units. *What's your name? How old are you?* Pick up a pencil and ask *What's this? What colour is it? How many (hands) have you got?* etc.

PB pages 44–45

Presentation

- Using the flashcards (in the house), teach the new vocabulary: *house, door, window, living room, bedroom, kitchen* and *bathroom*. Show the cards in turn and say the words several times. Pupils repeat. Draw a simple outline of a house on the board and say *This is my house.*
- Ask pupils to name the characters and briefly revise the family relationships, e.g. mum, dad, brother, sister. Hold up the house flashcard and say *This is a house.* Use the main illustration to point to various items and ask questions. *Who's this? What's this?* Then consolidate the new vocabulary *house, bedroom, kitchen, living room, bathroom, door* and *window* by pointing at the relevant parts of the picture and saying the words. Ask *How many doors/windows?*

1 Listen and say.

- Pupils look at the pictures at the bottom of the page and identify the following: *door, window, bedroom, bathroom, kitchen, living room, house.* Play CD2:35. Pupils listen, point to the in the house pictures and repeat the words. Then pupils say the missing word(s) in each line until at the end they are saying all the words. Each word is associated with a sound to indicate when the pupil should say the word. The association of word and sound will also help them to memorise the words. Encourage them to use the pictures at the bottom of PB p. 44 for reference.



house ★ living room ★ kitchen ★ bedroom ★ **2:35**
bathroom ★ window ★ door ★
house, living room, kitchen, bedroom, bathroom, window, door

Listen and say the missing words.
house, living room, kitchen, bedroom, bathroom, window, ★
house, living room, kitchen, bedroom, bathroom, ★ ★
house, living room, kitchen, bedroom, ★ ★ ★
house, living room, kitchen, ★ ★ ★ ★
house, living room, ★ ★ ★ ★ ★
house, ★ ★ ★ ★ ★ ★
★ ★ ★ ★ ★ ★ ★

Pairwork

- Pupils now play a game in pairs. They first say all the words from Activity 1 together. Then one pupil turns away while his/her partner covers up one picture with a coin or piece of paper. His/her partner has to say which word is covered up. Pupils take turns, covering up more pictures each time to make it more difficult.



2 Listen and ✓.

- Play CD2:36. Pupils listen and tick the boxes in the main illustration as each item is mentioned. Stop after each sound effect to see if pupils can guess which room is being described, then play each sentence to confirm.

ZAK This is my house. Please come in. **2:36**
This is the living room.
This is the kitchen.
This is the bathroom.
This is a window.
This is a door.
And this is the bedroom.

AB page 39

1 Draw. Then trace.

- Pupils look at Oscar's house in the picture and trace over the dotted lines to find out what each object is. They then trace over the words and read them.
- Write the house words or stick the word cards (in the house) on the board and read them out. Then point to the words and ask pupils to read them. They can then colour the picture if they wish.

Ending the lesson

- Round off the lesson by playing a flashcard game. Flash a flashcard (in the house) very quickly, or show only a small part of it, and challenge pupils to say what it is.

OPTIONAL ACTIVITIES

Word cards

Draw a cross-section of a very large house on the board with four rooms. Explain in (L1) that pupils will draw the appropriate items in each room (e.g. a sofa, a fridge, a bath). Note that pupils do not need to know the words for everything they're drawing at this point. Hand out the word cards of the *living room*, *kitchen*, *bathroom* and *bedroom*. Pupils stick them in any room they wish. Then call on pupils to draw appropriate items in each room. Point to each room in turn and pupils say *This is the (bedroom)*.

Hide from the monster

Put the word cards for the four rooms in a bag, and stick the four room flashcards on the wall in different parts of the classroom. Choose one pupil to be the monster. Everyone else has to hide from the monster in one of the 'rooms', while you and the monster count to 10. The monster then takes a word card from the bag and visits that room. Everyone in that room loses a life. Play several times with different pupils as the monster.

NOTES

Lesson 2

Lesson aims
To revise the Lesson 1 vocabulary with a chant; to present the new structure

Target language
bed. Where's my (dad)? He's in the (bathroom).

Recycled language
Rooms

Receptive language
Is he in the bedroom?

Materials
Audio CD; Flashcards (In the house); Flashcards (Family); Quest sticker

Optional materials
A4 paper for each pupil

Starting the lesson

- Ask pupils to point to different colours and objects around the classroom. Say *Point to something red. Point to a pencil.* Then say *Point to a window/door.*
- Revise the house words from Lesson 1 by drawing a house outline on the board. Slowly draw one piece of furniture in each room and pupils guess which room you're drawing.

PB page 44–45

Presentation

- Point to the various rooms in the main illustration and ask pupils to name them. Then ask pupils to point to each of Zak's family members. Say *Point to (dad).* Mime the activities that the family members are doing.
- Then say *Where's mum? Is she in the (bathroom)? (Yes/No.)* Then say *She's in the living room.* Do the same for the other family members, including Waldo, saying the answer each time. Encourage pupils to point to the people and rooms as you say the question and answer. Teach the word *bed* by pointing to the bed where Vava and Waldo are sleeping.

3 Listen and chant. Then find.

- Play the recording of the chant about the people in the house CD2:37. Pupils listen and find the people in the house. Ask (L1) who is talking in the recording (Zak).



Z = ZAK C = CHORUS **2:37**
Z Where's my mum?
C She's in the living room. She's in the living room.
Z Where's my dad?
C He's in the bathroom. He's in the bathroom.
Z Where's my sister?
C She's in the kitchen. She's in the kitchen.
Z Where's Waldo?
C He's in the bedroom. He's in the bedroom.

- Ask which family words pupils heard in the chant *(mum, sister, dad).* Listen again and pupils point to the people in Zak's house as he mentions them. Then divide the class into two groups and ask them to listen again and say the chant, one group asking the questions *(Where's my mum)?* and the other group saying the answers *(She's in the living room).*

4 Listen and ✓ or ✗. Then say.

- Point to the first image of Waldo and ask *Where's Waldo? (He's in the bathroom.)* Play CD2:38 and pupils write a tick or a cross in the box below each picture according to whether the answer on the recording is true or not.



1 Where's Waldo? **2:38**
He's in the kitchen.
2 Where's Waldo?
He's in the living room.
3 Where's Waldo?
He's in the bathroom.
4 Where's Waldo?
He's in the bedroom.

KEY 1 ✗, 2 ✓, 3 ✗, 4 ✓

Pairwork

- Divide the class into pairs. One pupil mimes being in a room (e.g. cooking, having a bath, etc.) and the other guesses the room.

Quest sticker and song

- Remind pupils (L1) of the Quest items in the Welcome Unit and ask them to show you the item they can collect on this page (a bed, on the floor next to Waldo). Play the recording of the Quest song CD2:39, recapping all the previous items and adding the new Quest item – *a bed*.

Come with us, come on a quest. **2:39**
Come on a quest today.
Come with us, come on a quest.
Look for a bed today.
An egg, a blanket, a book, a photo, soap, a mouse
and ★ a bed!
Look for a bed today.

- Pupils then find the sticker in the back of their PB and stick it in place. Ask *What is it? (It's a bed).* Play CD2:39 again and pupils sing the Quest song.

AB page 40

2 Read and match.

- Ask pupils to identify the family members and say which room they are in. They then read the sentences and match each sentence to one of the pictures. Pupils can colour the characters and room if they wish.

3 Join the dots. Then circle and say.

- Pupils join the dots to reveal Waldo watching TV in the living room. They read the sentence above the picture and circle the correct word. Ask *Where's Waldo? (He's in the living room.)*

Ending the lesson

- Draw a large cross-section of a house on the board, labelling four rooms (bedroom, bathroom living room, kitchen). Play the chant CD2:37 again and pupils stick the flashcards (family) in the correct rooms.

OPTIONAL ACTIVITIES

Draw a house

Pupils draw a cross-section of a house on a piece of paper showing their family members in different rooms. In pairs, pupils ask each other *Where's my mum? (She's in the bathroom.)*

Flashcard game

Play Guess the card see p. 22.

NOTES

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Lesson 3

Lesson aims
To extend the unit vocabulary set; to practise the vocabulary with a song

Target language
bath, garden, path, shed. Where's the (mouse)? It's in the (garden).

Recycled language
bed, mouse, Rooms

Materials
Audio CD; Flashcards (In the house); homemade word cards of the words garden, shed, path, bath and bed

Starting the lesson

- Play the chant CD2:37 from Lesson 2. Create actions to go with the rooms (e.g. making a cake for the kitchen or watching TV for the living room). Play the chant again and pupils do the actions when they hear the rooms.
- Mime doing actions in various rooms in the house and ask *Where am I? (in the kitchen).*

PB page 46

- Point and ask questions about the picture. *What's this? (hippo, house, mouse, chair, flower, bed, bedroom, bathroom,* etc). *What colour is it? Is it (big/small)?* Talk (L1) about why pupils think the hippo is standing on a chair (it's scared of a mouse which is running round the garden and house).

Presentation

- Before class, draw a house on the board with a garden and a path leading to a small shed. Draw a bath in the bathroom, and a bed in the bedroom. Draw a mouse in the garden, one in the bath and one in the bed.
- Teach the words *garden, shed, path* and *bath* by pointing to the words, saying them several times while pupils repeat. Also remind pupils of the word *bed.*
- Point to the mouse in the garden. Ask *Where's the mouse? (It's in the garden.)* Now point to the mouse in the bed and ask *Where's the mouse? (It's in the bed.)* Do the same for *in the bath/shed.* Continue until pupils are confident with these new sentences.

5 Listen and find. Then sing.

- Play the recording of the song CD2:40. Pupils listen and find the mouse in each instance. After pupils have listened, point to each of the hippo's thought bubble pictures and ask *Where's the mouse? (It's in the bedroom.)* Ask further questions, e.g. *Is it in the bed? (Yes) What colour is the bed? (yellow, green, purple and red). Has it got a flower? (Yes.) How many flowers are in the garden? (eight).*

Where's the mouse? **2:40**
Where's the mouse?
Is it in the garden?
Or is it in the house?
Look! It's in the garden,
Running up the path.
Now it's in the bathroom
Oh no! It's in the bath!
Where's the mouse?
Where's the mouse?
Is it in the garden?
Or is it in the house?
Look! It's in the garden,
Hiding in the shed.
Now it's in the bedroom.
Oh no! It's in my bed!

- Play the song again and point to the various thought bubbles as they are mentioned. Pupils then listen a third time and sing along. You could also play the karaoke version of the song CD3:46 for pupils to sing along to.

6 Match and say.

- Pupils look at the jigsaw pieces and see if they can guess from each one where the mouse is. Ask *Where's the mouse? (It's in the shed.)* Pupils then match together the pairs and make a sentence about each one, e.g. *It's in the shed.*

AB page 41

4 Find and count.

- Pupils read the captions in the box and find the number of mice in each position in the main picture, e.g. *in the garden (4),* etc. They find the mice and write the number in the correct box.

5 Read and draw.

- Pupils read the captions and complete the pictures by drawing a flower to indicate a garden, a bed, or a bath according to each caption.



Pupils can now go online to Family Island and find the bag that Waldo is holding on the PB page. It's hanging in Rita's bedroom, on the top floor of the house. Once pupils click on the bag they are taken to a supplementary language game based on the vocabulary in this unit.

5 2:40 Listen and find. Then sing.

SONG



6 Match and say.



Ending the lesson

- Hold up homemade word cards of the new words and ask pupils to read them out. Invite pupils to the board to stick them next to the corresponding pictures.

OPTIONAL ACTIVITIES

Guessing game

In pairs, pupils draw and cut out a mouse. Using the picture on PB p. 46, one pupil puts the mouse on one of the pictures and asks *Where's the mouse? (It's ...)*

TPR game

Play Ball throw see p. 24.

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Lesson 4

Lesson aims
To develop literacy skills; phonics: /w//v/

Target language
vulture, walrus, wave

Recycled language
Animals, Rooms. Where's ...? It's in the ...

Materials
Audio CD; Cut outs PB p. 77; Sounds Fun notebooks

Starting the lesson

- Play the song CD2:40 from Lesson 3. Pupils sing along, miming looking for the mouse and acting scared for the *Oh no! It's in the bath/in my bed* lines.

PB page 47

7 Listen and say.

- Pupils look at the girl's house in the photo and identify the rooms and the garden. Pupils cut out the cards and the house from p. 77 of the PB.
- Play CD2:41. Explain (L1) that this is an example of the language pupils use to play the game. Pause after each set of questions and answers so pupils can put the card in the correct room.

1 Where's the cat? **2:41**
It's in the kitchen.
2 Where's the dog?
It's in the garden.

Now make and play (page 77).

- Pupils play a game in pairs using the cut outs. Pupil A positions his/her animals/objects in various places in the house without Pupil B seeing (e.g. in the garden, in the kitchen). Pupil B then asks questions *Where's the (dog)?* Pupil A answers *It's in the (garden).* Pupil B then positions his/her dog in the garden in his/her own book. At the end of the activity pupils compare pictures to see that all the animals/objects are in the correct places. Then pupils swap roles.

Presentation

8 Listen and say.

- Play CD2:42. Pause after the first two lines. Ask pupils which sounds they can hear (/w/ and /v/). Play the first two lines again and pupils repeat.
- Point to a window or draw one on the board and elicit the word. Say the /w/ sound and pupils repeat. Ask what Zak's baby brother is called (Vava). Say the /v/ sound and pupils repeat. Ask pupils if they can think of any other words they know which start with these sounds *(Waldo, wave, where, wing, violin, vet).*
- Introduce the mascots by saying *This is Wendy Walrus. This is Victor Vulture.* Say alternately /w/ and /v/ and pupils point to the correct mascot. Then point to Wendy Walrus and say *wave.* Make a waving motion to emphasise the meaning of the word. Then point to Victor Vulture and say *He's a vet. Look at the violin.* Now focus on the letter next to each character. Say the sound and ask pupils to trace over each letter.
- Play the whole recording and pupils point to the pictures as they hear the words.

w ★ w ★ v ★ v ★ **2:42**
w, w, w, ★ v, v, v, ★ w, v, w, v, w, v, ★
Wendy Walrus, Wendy Walrus, ★ window , wave, ★
Wendy Walrus! ★
Victor Vulture, Victor Vulture, ★ violin, vet, ★
Victor Vulture! ★

AB page 42

6 Trace. Then listen and circle.

- Pupils trace over the letters. Play CD2:43. Pupils listen and circle the pictures with the same sounds as the letters on the left.

1 Victor Vulture **2:43** 2 Wendy Walrus
v w
drum garden violin guitar window door

7 Find and colour in green or blue.

- Pupils find the objects beginning with the /v/ sound and colour them green (*vet*, *violin*), then find the objects beginning with the /w/ sound and colour them blue (*wing*, *window*).

Practice

- Pupils write the new sounds /v/ and /w/ in their Sounds Fun notebook. Pupils draw pictures or stick cut outs from magazines of things beginning with these sounds *(walrus, wave, window, vet, vulture, violin).* They also add the other new words learnt.

Pupils make cards at home (e.g. animals or house items) for the game in PB Activity 7. Ask them to bring their cards to class and play the game.

SKILLS

7 2:41 Listen and say.



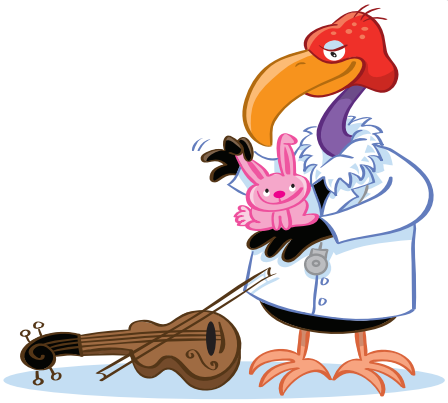
Now make and play (page 77).

SOUNDS FUN!

8 2:42 Listen and say.



W



V

Ending the lesson

- Divide the class into two teams. Give each team a sound from this lesson /v/ and /w/. Say words, some with and some without the new sounds. Pupils stand when they hear their sound.

OPTIONAL ACTIVITIES

Sounds fun

In groups, pupils make lists of words with the /v/, /w/, /d/ and /t/ sounds. Make this a race to see which group can write the most words.

Team game

Play Drawing race see p. 24.

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Lesson 5

Lesson aims
To consolidate the unit language with a story

Target language
Cool! Come in. This is my bedroom. Hi.

Recycled language
Rooms. Where's (dad)? He's in the (kitchen).

Materials
Audio CD; Unit 6 Story cards; props for acting out the story, e.g. a kitchen bowl and wooden spoon, a teddy

Starting the lesson

- Start the lesson by playing a game to recycle rooms of the house. Draw an outline of a house on the board and draw a cat in one of the rooms. Ask *Where's the cat? It's in the (kitchen).*
- Remind pupils of the Voom family. Ask pupils (L1) to remember the story from Unit 5. What was wrong with Waldo? (He was unwell.) Where did Rita take Waldo? (To the vet). What happened to Waldo at the end of the story? (He took some medicine, was well again, and breathed fire.)

PB page 48

Presentation

- Look at the story pictures and talk (L1) about the characters and where they are. Ask some questions about the pictures *Who's this? What colour is it? Where is he/she?* Ask pupils to briefly tell you (L1) what they think happens in the story (Millie comes to visit Rita). Teach *Cool!* and *Hi.*

9 Listen and look. Then act.

- Show the story cards in turn and ask the questions from the 'Before reading the story' section written on the back of each card. Now play CD2:44 and pupils follow along in their books. Listen to the story again. Then play each line of the recording one by one, stopping after each. Encourage pupils to repeat the words of each character.
- Check pupils' understanding of the story by asking the 'After reading the story' questions from the back of the story cards.

R = RITA M = MILLIE DAD = MR VOOM **2:44**
MUM = MRS VOOM

1	R	Hi! Come in.
2	M	Hello Mr Voom.
	DAD	Hello Millie.
3	M	Where's Zak?
	R	Oh. He's in the kitchen.
	MUM	Hello.
4	R	And this is my bedroom.
	M	Cool!
5	M	Where's Vava? And where's Waldo?
6	R	Er, Vava's in the bathroom ... with Waldo.
	M	Wow!

- Choose seven pupils from the class to act out the roles of Mum, Dad, Rita, Zak, Millie, Vava and Waldo. Invite them to the front of the class to act out the story. Play CD2:44 while pupils act it out, or say the lines and pupils repeat. Encourage stronger classes to say the lines from memory using prompts. Use props that you've brought to class if you wish.
- Hand out the story cards to six pupils. Invite them to the front of the classroom and ask them to put themselves in order according to the story. Play CD2:44 again and pupils hold up the appropriate card as their frame is being told.

AB page 43

8 Listen and match.

- Remind the pupils that this is the Voom family and Mum is Mrs Voom and Dad is Mr Voom. Play CD2:45. Pupils listen and match the characters to the correct item representing each room.

2:45

1 Where's Mr Voom?
He's in the living room.
2 Where's Mrs Voom?
She's in the kitchen.
3 Where's Rita Voom?
She's in the bedroom.
4 Where's Vava Voom?
He's in the bathroom.

9 Read and ✓ or ✗.

- Pupils read the sentences below the pictures of Waldo. They then write a tick if the sentence is correct and a cross if it's incorrect.

For the next lesson

- Explain (L1) that in the next lesson pupils are going to talk about their favourite places. Ask pupils to bring something associated with their favourite place (e.g. a book from the library showing a photo of the place or a shell from the beach).

9 2:44 Listen and look. Then act.

STORY



Cool! Come in. This is my bedroom. Hi, *Rooms. Where's...? He's in the (kitchen).*

Ending the lesson

- Invite six pupils to the board. Give them each a frame from the story. Read out a random line from the story and the pupil with the correct frame holds it up. Alternatively, photocopy the story cards and have two teams, so that the first team to hold up the correct card wins a point.

OPTIONAL ACTIVITIES

Flashcard game

Play Pass the flashcards see p. 22.

Team game

Play Board game see p. 24, asking questions about the story.

Lesson 6

Lesson aims
To integrate other areas of the curriculum into the English class; to develop the cross-curricular topic through a short project

Cross-curricular focus
Geography

Target language
café, library, park, shop

Recycled language
Where's (dad)? He's in the (library).

Receptive language
Is he in the (shop)?

Materials
Audio CD; pupils' objects from their favourite places; pupils' photos of buildings/places in their town

Starting the lesson

- Start the lesson by listening to the story CD2:44 from Lesson 5. Ask some questions about the story, in English (or L1).

PB page 49

Presentation

- Tell pupils (L1) they are going to talk about their favourite buildings and places in the local area. Then ask them what buildings or places are in the area they live in and what people use these buildings for. Ask pupils to show the objects they brought to class from their favourite places. Use some of these, if relevant, to teach the new vocabulary for this lesson. Teach *park, shop, library, café* by using photos and miming what you can do in each place, e.g. mime drinking a cup of tea/reading a book/paying for something/feeding the ducks. Show the photos/pictures in turn and ask *Where am I? (In the park).*

10 Listen. Then number.

- Point to the photos at the top of the page and ask *Where's the (shop)?* Pupils find the shop. Play the recording of sounds from the different places CD2:46. Stop the recording after each line and ask pupils to say which place it is. Pupils then number the photos accordingly.

1 It's a park. **2:46**
2 It's a shop.
3 It's a library.
4 It's a café.

11 Find and say.

- Look at the photos and ask pupils to say what the places are. Then they look at the pictures of the children. Ask pupils to guess where they think each child is. Pupils follow the lines to lead each child to one of the places and make sentences about the photos, e.g. *He's in a (café).* Ask questions to check the activity. *Where is he/she? Is he/she in a (cafe)? (Yes, he/she's in a café.)*

AB page 44

10 Trace. Then listen and draw.

- Write the new words on the board and read them aloud. Then point to the words and pupils read them.
- Pupils trace over the words on the map. Then they draw a line from one place to another, starting at the house, while listening to CD2:47.

This is my house. **2:47**
Go to the park.
Go to the shop.
Go to the library.
Go to the café.

11 Find and circle. Then say.

- Pupils find the girl, the cat and the boy in the pictures. They read the sentences below each picture and circle the correct word to complete the sentences.

Mini project

- Show pupils a map of the streets around the school. Ask them (L1) to point out buildings and other places they know on the map, or show them the places and explain how the map can help people to find them. Pupils then draw a map of their own local area on a piece of paper (e.g. a few streets around their house). They draw key buildings on it (e.g. their house, school, a shop, a café, etc.) or use photos brought from home. Pupils can do this in class or at home and present their maps in the next lesson. Pupils share their maps with the class saying *This is the shop.* The maps can then be displayed in the classroom.
- Alternatively, if you have permission from parents, take the pupils round the local areas near the school with another responsible adult. Have the pupils look and take in what's around them. They should name and describe in English the buildings/places they can see. Then come back to class and draw the local area.

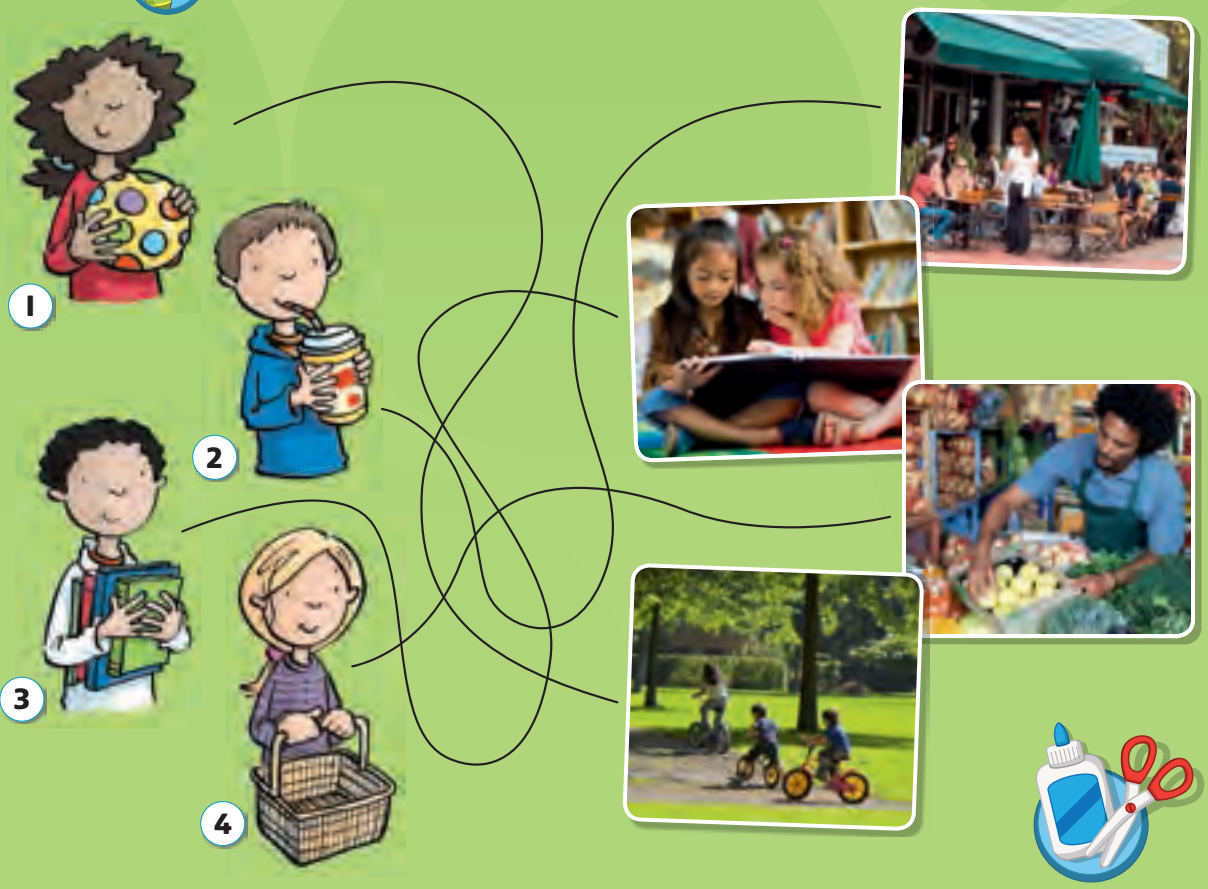
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GEOGRAPHY

10 2:46 Listen. Then number.



11 Find and say.



Lesson 6 café, library, park, shop. *Where's...? He's in the (library).* (Is he in the...?)

Ending the lesson

- Hold up the pupils' photos or items that are from a shop, a library, a park or a café. Show each in turn and say *Shop.* Pupils clap when it's true and stamp their feet when it's false.

OPTIONAL ACTIVITIES

Team game

Play Stop! see p. 24.

Miming game

In pairs, pupils mime actions indicating they are in one of the buildings learnt in this lesson . They ask *Where am I? (In the library).*

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Lesson 7

Lesson aims
To review the unit language with a game

Recycled language
café, library, park, shop, Animals, Rooms. Where's the (rabbit)? She's/He's/It's in the (garden).

Receptive language
You're in the (garden).

Materials
Audio CD; Flashcards (Animals, In the house); Word cards (Family, Animals); Posters 1 and 2; Worksheet 6

Starting the lesson

- Play the chant CD2:37 from Lesson 2 and encourage pupils to join in. Divide the class in two. One half of the class says the question part of the chant and the other half the answers.
- Play a miming game to revise the words pupils need to play the game in this lesson. Mime things you do in a shop, park, library and café. Also recycle animals and rooms of the house by drawing a large cross section of a house on the board. Write the name of a room in each square, then stick a flashcard (animals) in each room. Ask *Where's the (rabbit)? It's in the (living room).*
- Use Poster 1 see p. 21.

PB page 50

12 Listen. Then ✓ and say.

- Explain (L1) that the picture represents Zak and Rita's local area. Point to and ask pupils to identify the buildings and rooms. Ask *Where's the (dog)? It's in the (park).* Point out the characters at the bottom of the page and ask pupils to name them (from left to right, Zak, Mum (Mrs Voom), Dad (Mr Voom), Millie, Oscar, Waldo). Explain that the members of the Voom family and their friends are hiding in the scene, and that the pupils are going to race against a partner to find the characters. Play CD2:48 to give pupils an idea of the language they will use to play the game.

Where's Zak? **2:48**
He's in the kitchen.

- Divide the class into pairs. Ask pupils to close their books but keep a finger in at the right page. Point to Zak and say *Where's Zak? Go!* Pupils open their books and find him as quickly as possible. If they beat their partner, they get a point. Ask *Where's Zak?* and pupils say *He's in the kitchen.* Pupils close their books again. Do the same for the other characters, in random order.
- Pupils then do the question and answers in pairs. One pupil points to a character at the bottom of the page and asks *Where's (Mum)? She's in the (garden).* Pupils tick the boxes next to the characters when they answer correctly.

Practice

- Stick flashcards/word cards of the places or rooms from this unit (some will need to be homemade) around the classroom. Now give a word card (family) to several pupils and ask them to stand near one of the places. Ask *Where's (Dad)? He's in the (bedroom).*

13 Listen and do.

- Mime being in a library (e.g. reading a book). Say *I'm in the library.* Then choose a pupil and say *You're in the library.* Ask him/her to mime the action. Play CD2:49 and pupils mime the actions for each room/place.

You're in the shop. **2:49**
You're in the living room.
You're in the library.
You're in the park.
You're in the bedroom.
You're in the bath.
You're in the garden.
You're in the kitchen.

- Draw a café, park, library and shop on the board or on a large sheet of paper and stick it on the board. Give a pupil one of the flashcards (animals) and invite him/her to the board to stick it next to one of the places. He/she then says *The dog is in the café.* Continue with other pupils.
- Use Poster 2 see p. 21.

Practice

- Pupils can now complete Worksheet 6.

I Read and draw.

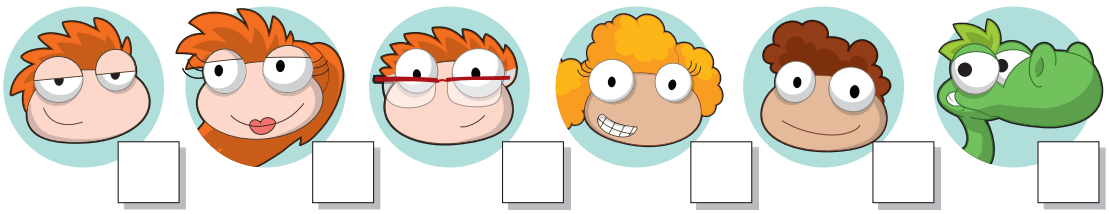
- Pupils read the sentences and draw the people in the correct rooms of the house. Then pupils cover up the sentences at the bottom of the activity and ask a partner *Where's my (dad)? (He's in the living room.)*

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12 2:48 Listen. Then ✓ and say.

ROUND-UP





13 2:49 TPR Listen and do.

Ending the lesson

- Play the recording CD2:49 from Activity 13 again. Read the audioscript from the TB and vary your speed and tone to make it more challenging.

OPTIONAL ACTIVITIES

Categories

Divide the class into groups. Call out categories from each unit, e.g. Animals. Pupils write as many words in each as they can remember.

Team game

Play Spinner game see p. 24.

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Lesson 8

Lesson aims
To personalise the unit language; to provide an opportunity for self-evaluation

Values
Caring for our environment

Recycled language
Rooms. This is my house.

Materials
Audio CD; Flashcards (In the house); Word cards (In the house, Animals, Family); Unit 6 Stickers; DVD; homemade flashcards of a park, café, library, shop; Evaluation sheet 6

Starting the lesson

- Revise the house words by using the pictures from Lesson 3 on PB p. 46. Point to various pictures and ask *Where's the mouse? It's in the (shed).*

PB page 51

14 Listen, stick, then trace.

- Pupils look at the photos of the house. Ask which they think the different rooms could be. Pupils find the stickers in the back of their PB and say the words. Play CD2:50 and pupils position the stickers according to the numbers on the page. They then trace over the word labels and read the words.

2:50

1 This is the bedroom.
2 This is the window.
3 This is the bathroom.
4 This is the living room.
5 This is the door.
6 This is the kitchen.

Game

- Invite nine pupils to the board. Give each pupil a flashcard of a room (bathroom, kitchen, living room, bedroom and house) or a homemade flashcard of a café, park, library or shop. Now hand out nine word cards (these may be of family members, animals or a combination of both) to nine other pupils. Say a sentence, e.g. *The dog is in the bedroom.* The pupil holding the dog word card finds the pupil holding the bedroom flashcard and stands in front of him/her. Continue saying other sentences until all the flashcards and word cards have been used.

15 Draw and say.

- Pupils draw their own house or their favourite room in their house (e.g. their bedroom) in the frame. Pupils then compare their drawings with a partner or share their drawings with the class saying *This is my house. This is the living room,* etc.

Values

- Discuss (L1) ways that we can better care for our environment or our homes. Talk about things that we can do to keep our parks and public places clean (e.g. picking up rubbish, etc). Ask pupils if they are familiar with recycling and if they recycle at home. Ask them to give examples of things they recycle. Talk about ways we can conserve water and electricity and give examples if necessary (e.g. turn out lights when we leave a room, etc). For stronger classes, teach simple phrases like *Pick up your rubbish* or *Turn off the lights.*

AB page 45

12 Read and write.

- Stick the word cards (in the house) on the board. Point to them in turn and pupils read them out loud. Ask pupils to mime something they do in each room after they read the word card.
- Pupils read the words in the word bank. They then identify where Vava is in each picture and complete each sentence with a word from the word bank.

13 Find and stick.

- Pupils stick in the Look! Box speech bubble sticker and read the sentence. They then colour the stars at the bottom of the page to correspond with how well they think they completed the unit. You may ask pupils (L1) what they found most difficult in this unit. You may wish to revise any topics pupils found they had difficulty with.

AB page 61

- Pupils colour the pictures (in the house) in the Picture Dictionary. Pupils play a game in pairs. One pupil chooses a picture and keeps it secret. His or her partner guesses the picture. *(door?)*

Now watch the DVD.

Evaluation

You can check your pupils' progress using Evaluation sheet 6. See also Teacher's notes p. 176.

Pupils can now go online to Family Island and enjoy the fun and games.

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I CAN DO IT!

14 2:50 Listen, stick, then trace.

1 

bedroom

2 

window

3 

bathroom

4 

living room

5 

door

6 

kitchen

Stick

15 Draw and say.

My house



Now go to Family Island.

Ending the lesson

- Pupils choose their favourite song or chant from this or any of the previous units. Play the recording and pupils join in.

OPTIONAL ACTIVITIES

Flashcard game

Play What's missing? see p.22.

Song game

Divide the class into groups. Give each group a word from the song CD2:40 (e.g. mouse, garden). Pupils clap when they hear their group's word.

7 Food

Lesson I

Lesson aims
To present and practise new vocabulary

Target language
bread, cheese, food, fruit, juice, meat, milk, yoghurt

Recycled language
I've got (cheese).

Materials
Audio CD; Flashcards (Food and drink); Word cards (Food and drink); a coin or small piece of paper for each pupil

Optional materials
Flashcards (Food and drink)

Starting the lesson

- Play the Hello song CD1:02 from the Welcome Unit. Revise numbers 1–10 by flashing different numbers of fingers. Pupils say how many fingers.
- Hold up a pencil and say *I've got a (blue) pencil.* Make intentional mistakes and pupils stand up when you say correct sentences and clap when you say incorrect sentences. Call on pupils to hold up other items and say what they've got.

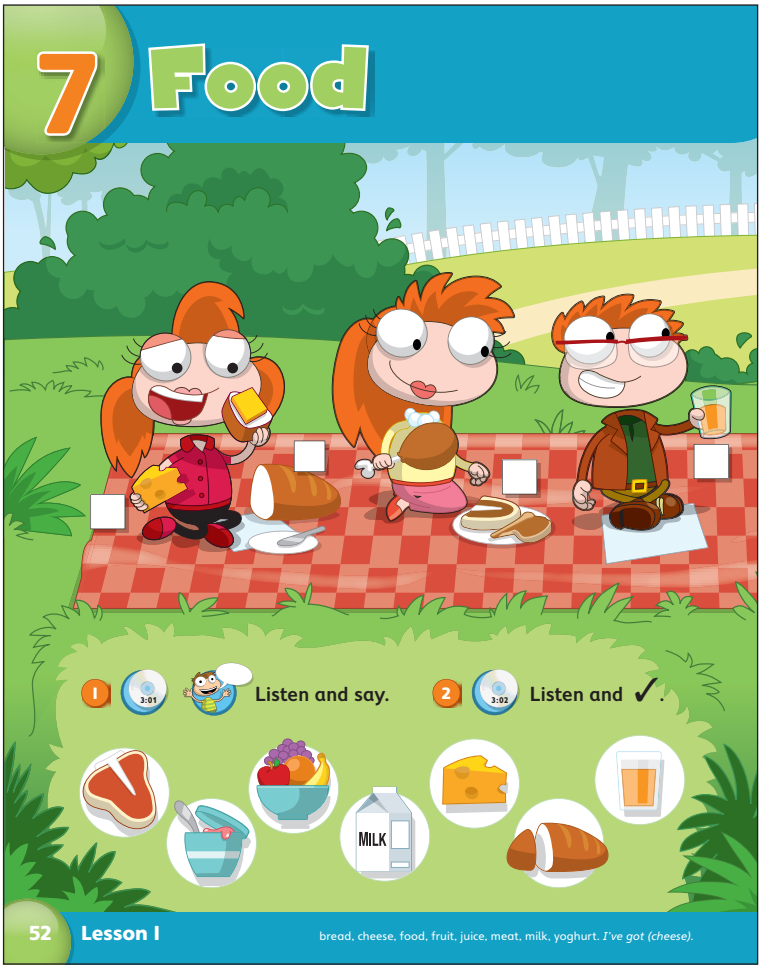
PB pages 52–53

Presentation

- Using the flashcards (food and drink) or drawings on the board, teach the new vocabulary (*meat, fruit, bread, cheese, juice, milk, yoghurt).* Say the words and pupils repeat. Stick all the flashcards on the board and say *food.*
- Ask questions about the main illustration. *Who's this? Is he happy or sad?* Also use the picture to revise any other vocabulary such as colours, etc. Call out the food items and pupils find them on the page and point to them.

1 Listen and say.

- Point to the food at the bottom of PB p. 52 and ask for each *What's this?* Pupils tell you the item each time.
- Play CD3:01. Pupils listen, point to the food and repeat the words. Then pupils say the missing word(s) in each line until at the end they are saying all the words. Each word is associated with a sound to indicate when the pupil should say the word. The association of word and sound will also help them to memorise the words. Encourage them to use the pictures at the bottom of PB p. 52 for reference.



meat ★ yoghurt ★ fruit ★ milk ★ cheese ★ **3:01**
bread ★ juice ★
meat, yoghurt, fruit, milk, cheese, bread, juice

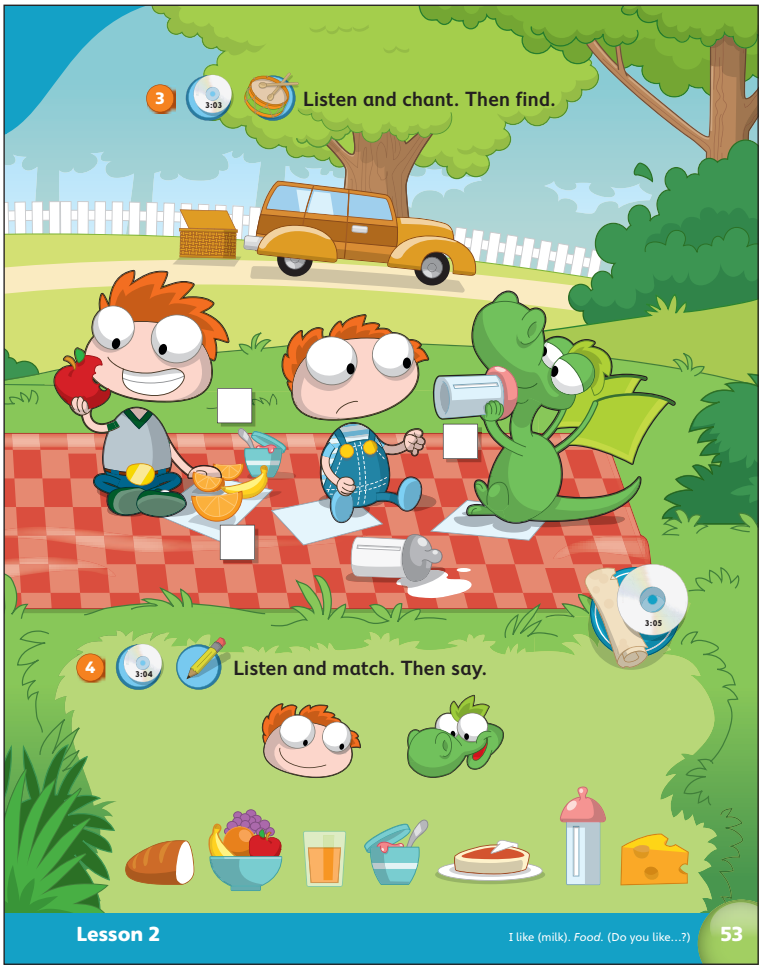
Listen and say the missing words.
meat, yoghurt, fruit, milk, cheese, bread, ★
meat, yoghurt, fruit, milk, cheese, ★ ★
meat, yoghurt, fruit, milk, ★ ★ ★
meat, yoghurt, fruit, ★ ★ ★ ★
meat, yoghurt, ★ ★ ★ ★ ★
meat, ★ ★ ★ ★ ★ ★
★ ★ ★ ★ ★ ★ ★

Pairwork

- Pupils now play a game in pairs. First pupils say all the words from Activity 1 together. Then one pupil turns away while his/her partner covers up one picture with a coin or piece of paper. Their partner has to say which word is covered up. They take turns, covering up more pictures each time to make it more difficult.

2 Listen and ✓.

- Play CD3:02 and pupils tick the boxes in the main illustration as they hear the words.



DAD = MR VOOM Z = ZAK R = RITA **3:02**
MUM = MRS VOOM W = WALDO V = VAVA

DAD I've got some juice! Mmm ...
Z I've got fruit and yoghurt.
R What have you got, Mum?
MUM I've got meat. Yum.
R I've got bread and cheese.
W I've got milk.
V Milk. Milk. MILK!

Game

- Show the word cards (food and drink) to the class one by one. After pupils read the words, stick the cards on the board. Say three of the words (e.g. *bread, cheese, fruit*). Pupils name the words you didn't say (*meat, milk, yoghurt).* Continue by varying the number of words you say each time.

AB page 46

1 Draw. Then trace.

- Write the food words on the board and read them aloud. Then point to the words and pupils read them. Pupils look at the characters and guess what food each one has. Pupils then draw over the dotted lines to reveal the food and trace over the words. Pupils can colour the food items if they wish.

Pairwork

- Divide the class into pairs or small groups. Pupils choose one of the foods from the Activity Book and mime eating it. His/her partner guesses which food it is.

Ending the lesson

- Stick flashcards (food and drink) on the board. Ask pupils to close their eyes, then remove one of the cards. Ask *What's missing?* Pupils say which flashcard you've taken away.

OPTIONAL ACTIVITIES

Guessing game
Hold a flashcard (food and drink) behind your back and pupils try to guess what it is. *Is it (cheese)?* Give the flashcards to the pupils who guess the food and invite them to the front of the class. Ask the pupils to stand in a row and show their flashcards. Ask *Who's got (bread)?*

Picture dictation
Dictate pictures of food for pupils to draw. Then pupils do a colour dictation in pairs. One pupil says *brown bread* and his/her partner colours the bread brown.

NOTES

Lesson 2

Lesson aims
To revise the Lesson 1 vocabulary with a chant; to present the new structure

Target language
I like (milk).

Recycled language
Food

Receptive language
Do you like (milk)?

Materials
Audio CD; Flashcards (Food and drink); Quest sticker

Optional materials
Flashcards and Word cards (Food and drink)

Starting the lesson

- Hand out the flashcards (food and drink) to several pupils but ask them to keep them secret. Explain (L1) that each pupil is going to say a sentence about the card he/she is holding but it may or may not be true. Without showing the card, the pupil says *I've got milk*. Pupils stand up if they think it's true and remain seated if they think it's false. The pupil then shows the card. Play this game in teams and award points to the team with the most pupils who guess correctly.

PB pages 52–53

Presentation

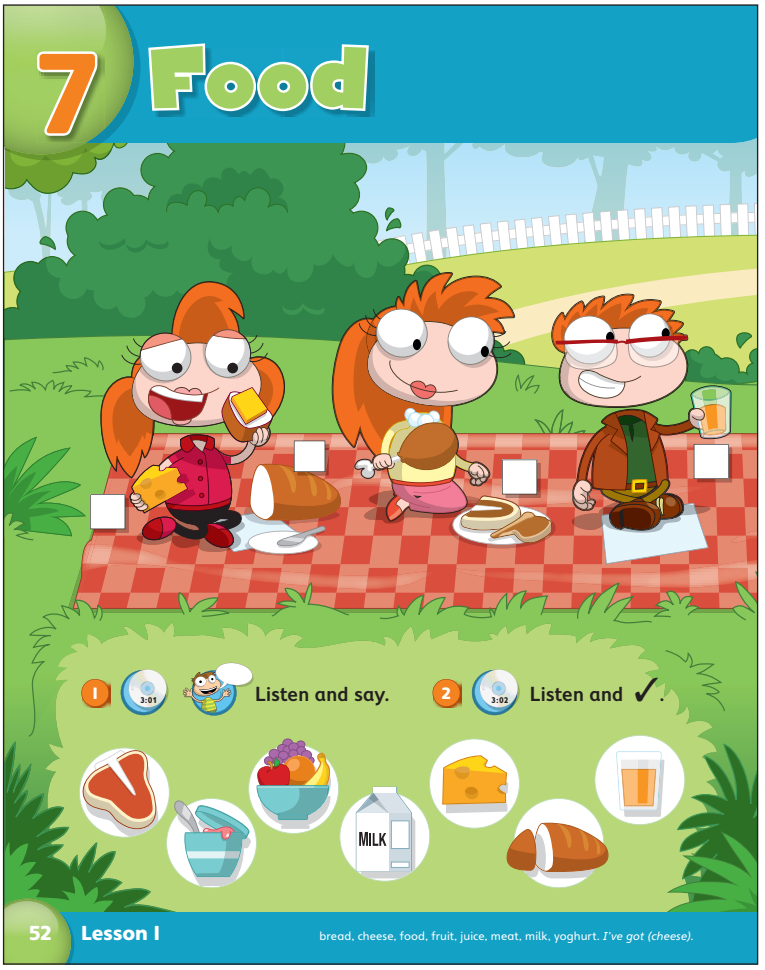
- Point to the food in the main illustration one by one and ask pupils to name the items (e.g. bread, milk, cheese, etc).
- Show the cheese flashcard and say *Mmm. I like cheese*, miming the idea of like by licking your lips, etc. Do the same with other food flashcards. Ask *Do you like (cheese)? (Yes/No.)*

3 Listen and chant. Then find.

- Play the recording about food CD3:03. Pupils listen and find the food they hear mentioned in the chant.

RITA I like fruit and yoghurt. **3:03**
I like meat and cheese.
I like bread and milk and juice.
Can I have some, please?

I like fruit and yoghurt.
I like meat and cheese.
I like bread and milk and juice.
Can I have some, please?



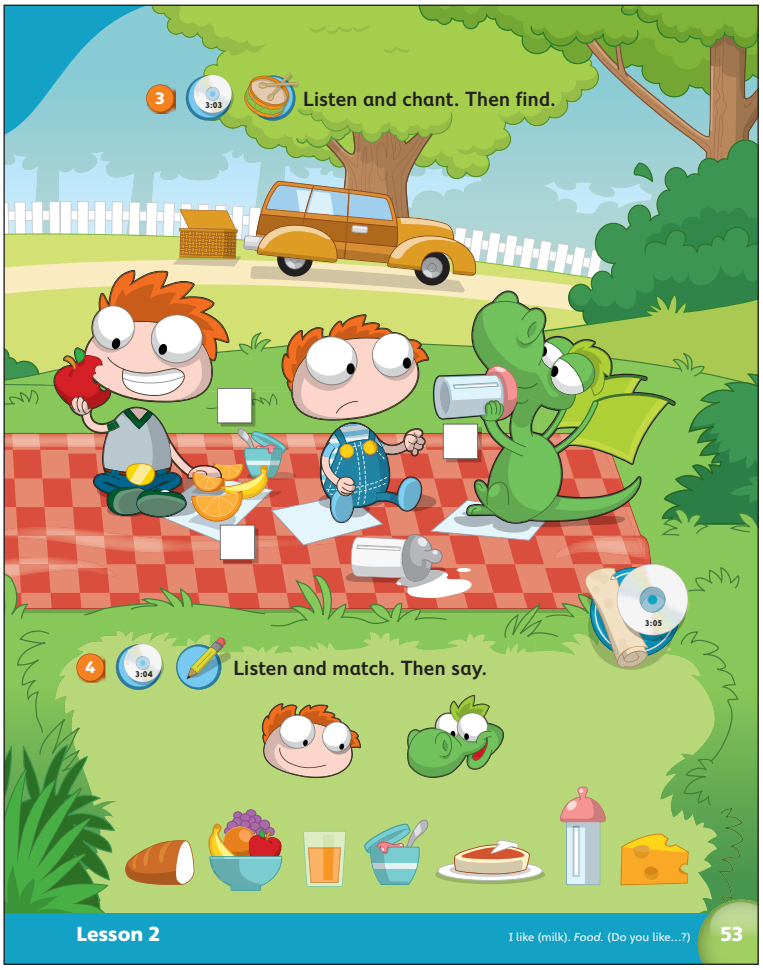
- Ask pupils which food they heard in the chant. Play CD3:03 again and pupils point to the food in their books as they chant along. Explain (L1) the expression *Can I have some, please?*

Practice

- Divide the class into seven groups. Give out a flashcard (food and drink) to each group. Play CD3:03 again. Pupils stand up when they hear the food on their group's flashcard.

4 Listen and match. Then say.

- Point to the food at the bottom of PB p. 53 and ask *What's this?* Ask *Do you like (cheese)?* Tell pupils (L1) that Waldo and Vava are talking about what food they like.
- Play CD3:04 and pupils draw lines from the foods to Waldo or to Vava depending on who likes it. Then they say, e.g. *I'm Vava. I like cheese. I like fruit. I like yoghurt. I like juice.*



V = VAVA W = WALDO **3:04**

V I like cheese.
W I like cheese AND meat.
V I like fruit.
W I like fruit AND bread.
V I like yoghurt.
W I like yoghurt AND milk.
V And I like juice!
W I like juice, too!

Quest sticker and song

- Remind pupils (L1) of the Quest items in the Welcome Unit and ask them to show you the item they can collect on this page (the milk bottle in front of Vava in the main illustration). Play the recording of the Quest song CD3:05, recapping all the previous items and adding the new Quest item – *milk*.

Come with us, come on a quest. **3:05**
Come on a quest today.
Come with us, come on a quest.
Look for milk today.
An egg, a blanket, a book, a photo, soap, a mouse, a bed and ★ milk.
Look for milk today.

- Pupils then find the sticker in the back of their PB and stick it in place on the spread. Ask *What is it? It's milk.* Play the recording again and pupils sing the Quest song.

AB page 47

2 Find and colour. Then read and ✓.

- Pupils colour the shapes with dots to find food that Mr Voom likes. They then read the words in the box on the right and tick the ones they found *(meat, yoghurt, cheese, bread).*

3 Read and draw.

- Pupils read the sentences in the speech bubbles and draw the food on the plates. Pupils draw one food item on each plate and the juice in the glass.

Practice

- Pupils draw a picture of themselves with a plate of food full of things they like to eat. Pupils present their drawings to the class and say *I like (bread, cheese and milk).*

Ending the lesson

- Hold up each flashcard (food and drink) in turn and ask individual pupils *Do you like (meat)? (Yes/No.)*

OPTIONAL ACTIVITIES

Survey
Do a survey about food. Ask the class *Do you like (cheese)?* Pupils raise their hands if they do. Stick the cheese flashcard or word card on the board and write the number of pupils that like cheese next to it. Pupils then make a class collage of the class's top three foods.

Flashcard game
Play Sponge throw see p. 22.

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Lesson 3

Lesson aims
To extend the unit vocabulary set; to practise the vocabulary with a song

Target language
honey, jelly. I don't like (cheese).

Recycled language
bees. I like (fruit).

Receptive language
Does he like (milk)?

Materials
Audio CD; Flashcards and Word cards (Food and drink)

Starting the lesson

- Put the flashcards (food and drink) in a pile. Choose a random card and say *I like (cheese).* Pupils that like cheese clap their hands and repeat the sentence. Continue with the other foods.

PB page 54

Presentation

- Draw a picture of a bear on the board. Ask (L1) what bears like to eat (elicit the fact that they like sweet things and like eating people's food). Draw some bees on the board and a pot of honey/honeycomb. Teach the word *honey* and remind pupils of the word *bees.* Teach the word *jelly* in the same way.
- Draw a happy and sad face at the top of the board. Say *Yum! I like (honey).* Mime to show the meaning of *like* and draw a pot of honey below the happy face. Then make a horrible face and say *Ugh! I don't like (cheese).* Draw some cheese below the sad face. Alternatively, use the flashcards (food and drink). Ask individual pupils *Do you like (honey)? (Yes/No.)*

5 Listen and find. Then sing.

- Ask pupils which food they can see in the picture. Ask *Where's the bear? (It's in the garden/park.)* Play the song about a bear at a picnic CD3:06. Pupils listen to the song and put their hands up when they hear a food word. Then play CD3:06 again and pupils sing along.

I like jelly. It's nice and sweet! **3:06**
I like fruit. It's good to eat!
I like yoghurt. But I don't like cheese.
I like honey. But I don't like bees!
Yes, I like honey. But I don't like bees.
Yes, I like honey. But I don't like bees.
Yes, I like honey. But I don't like bees.

- Ask pupils which food words they heard in the song. Say the words and pupils point to the food items in the picture. Ask *Does he like (honey)? (Yes.) Does he like bees? (No.)* Ask similar questions about other food from the song.
- You could also play the karaoke version of the song CD3:47. Pupils might like to write their own version of the song by changing the food words.

6 Draw and say.

- Play CD3:06 again and pause after each line. Pupils draw a happy face or a sad face to record what the bear likes and doesn't like. Pupils then do the same for themselves.

Pairwork

- Pupils tell each other which of the foods they like/don't like in pairs. They can use the table they completed in Activity 6. *I like (honey). I don't like (cheese).*

AB page 48

4 Circle the odd one out. Then listen and check.

- Pupils circle the odd picture out in each row and make a sentence about each picture (e.g. *I like honey/I don't like honey).* Pupils then listen to CD3:07 to check their answers:

1	WOMAN	I like jelly.	**3:07**
		I don't like jelly.	
		I like jelly.	
	GIRL	Yuck! I don't like jelly.	
2	WOMAN	I don't like honey.	
		I don't like honey.	
		I like honey.	
	BOY	Yum! I like honey.	

- Ask pupils *Do you like honey?* Pupils raise their hands if they like honey. Do the same with jelly.

5 Read and trace. Then number.

- Pupils read the sentences and trace the words. Pupils then number each bear in the picture accordingly.

Get pupils to learn the song in class and then go home and sing it to their parents. Have pupils draw a picnic scene with a parent, showing food they like and don't like. Ask them to bring the drawing to class to share with their friends. Stronger pupils could draw speech bubbles and write *I like (cheese.) I don't like juice.*

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5 3:06 Listen and find. Then sing.

SONG



6 Draw and say.

	☺	☹				
Me						

honey, jelly. I don't like (cheese). *bees. I like (fruit).* (Does he like...?)

Ending the lesson

- Write the food and drink words on the board (or use word cards). Pupils stand if they like a food item and stay sitting if they don't.

OPTIONAL ACTIVITIES

Flashcard game

Play Who's got it? see p. 22, with the flashcards (food and drink).

Team game

Play Drawing race see p. 24.

Lesson 4

Lesson aims
To develop literacy skills; phonics: /ʤ/ /j/

Target language
jellyfish, yak

Recycled language
big, small, Animals, Colours, Food. I like/don't like (milk).

Materials
Audio CD; coins; Sounds Fun notebooks

Starting the lesson

- Play the song CD3:06 from Lesson 3, encouraging pupils to mime *I like* and *I don't like*.

PB page 55

7 Listen and guess. Then play.

- Pupils name the animals to the left in the activity and the food items to the right. Play CD3:08 and pupils guess which animal is being described after each pause.

3:08

MOUSE I like cheese. I like bread.
I don't like meat. I'm small. I'm brown.
Who am I? Yes, I'm a mouse.

CAT I like milk. I like meat. I don't like bread.
I'm small. I'm black and white.
Who am I? Yes, I'm a cat

DOG I like meat. I don't like fruit.
I'm big. I'm black.
Who am I? Yes, I'm a dog.

BIRD I like bread. I don't like cheese.
I'm small. I'm yellow.
Who am I? Yes, I'm a bird.

- Pupils play the game in pairs. One pupil points to the food pictures and says *I like meat. I don't like fruit.* His/her partner says which animal he/she is talking about (*the dog*) and points to the relevant picture.

Presentation

8 Listen and say.

- Play CD3:09. Pause after the first two lines. Ask pupils which sounds they can hear (/ʤ/and /j/). Play the first two lines again and pupils repeat.
- Remind pupils of the words *juice* and *yoghurt* by showing the flashcards and saying the words. Say the /ʤ/ sound and pupils repeat. Do the same for the /j/ sound. Ask pupils if they can think of any other words they know which start with j or y (*yellow, yes, yum, juice, jump, jelly,* etc).
- Introduce the mascots by pointing at the jellyfish and the yak and saying *This is Jonny Jellyfish. This is Yasmin Yak.* Then point to Jonny's jelly and Yasmin's yoghurt and say the words several times, stressing the focus sounds. Now focus on the letter next to each character. Say the sound and ask pupils to trace over each letter.
- Play the whole recording and pupils point at the pictures as they hear the words.

3:09

j ★ j ★ y ★ y ★
j, j, j, ★ y, y, y, ★ j, y, j, y, j, y, ★
Jonny Jellyfish, Jonny Jellyfish, ★ juice, jelly, ★
Jonny Jellyfish! ★
Yasmin Yak, Yasmin Yak, ★ yoghurt, yellow, ★
Yasmin Yak! ★

AB page 49

6 Trace. Then listen and play Bingo.

- Pupils name all the items in the grid. Encourage them to think about the /ʤ/ and /j/ sounds at the beginning of each word. Pupils trace over each letter. Play the first two sentences of CD3:10. Pupils listen and repeat, then trace over the words *jelly* and *yoghurt* in the speech bubbles.
- Pupils cover up one square on their grid with a piece of paper or a coin. Play the rest of CD3:10 and pupils tick off the pictures as they hear them. The first pupil to tick their five uncovered squares is the winner.

3:10

I like jelly. I like yoghurt.
j juice y yak j jellyfish y yoghurt j jelly j jump

7 Trace and colour.

- Pupils trace over the words on each domino and read the word. They then colour the picture that matches.

Practice

- Pupils write the new sounds /ʤ/ and /j/ on separate pages of their Sounds Fun notebook. Pupils draw pictures of things beginning with the /ʤ/ and /j/ sounds on the appropriate pages *(jellyfish, jelly, juice, jump, yellow, yoghurt, yak).* Stronger pupils write the words next to each picture. Pupils add the new words learnt in this unit.



Pupils can now go online to Family Island and find the tomatoes that Waldo is holding on the PB page. They are on the first stall in the Farmers' Market. Once pupils click on the tomatoes they are taken to a supplementary language game based on the vocabulary in this unit.

SKILLS

7 3:08 Listen and guess. Then play.












SOUNDS FUN!

8 3:09 Listen and say.




j y

Ending the lesson

- Divide the class into two teams. Give each team a sound from this lesson /ʤ/ and /j/. Say words, some with and some without the new sounds. Pupils stand when they hear their sound.

OPTIONAL ACTIVITIES

Team game
Play Phonics race see p. 24.

TPR game
Play Pass the ball see p. 24.

Lesson 5

Lesson aims
To consolidate the unit language with a story

Target language
Home time! Do you like (cheese)?

Recycled language
fish, Food. I like/I don't like (cheese).

Materials
Audio CD; Unit 7 Story cards; Flashcards (Food and drink); props for acting out the story, e.g. pretend food; Poster 1

Optional materials
Unit 7 Story cards

Starting the lesson

- Play a game to recycle food from the unit, using drawings on the board or flashcards. Draw a (piece of cheese). Ask *What's this? Do you like (cheese)? (Yes/No.)* or use Poster 1 see p. 21.
- Ask pupils to remember the story from Unit 6. Ask them (L1) to tell you what happened in the story. Ask *Where is Zak? (in the kitchen) Is he clean or dirty?(dirty) Where are Vava and Waldo?(in the bathroom).* Ask (L1) what Waldo was doing to the bath. (He was heating it by blowing fire from his mouth.)

PB page 56

- Look at the story pictures and talk (L1) about the characters and where they are. Ask some questions about the pictures. Where are the characters? What's Waldo doing? Point to the characters and ask *Who's this?* Ask what happens at the end of the story.

9 Listen and look. Then act.

- Look at the story and ask the 'Before listening to the story' questions on the back of the story cards. Then play the recording of the story CD3:11. Pupils follow in their books. Play the recording again, stopping after each line. Encourage pupils to repeat the words of each character.
- Check pupils' understanding of the story by asking the 'After listening to the story' questions from the back of the story cards.

DAD = MR VOOM MUM = MRS VOOM R = RITA **3:11**
V = VAVA Z = ZAK W = WALDO

1	DAD	Home time!
2	MUM	I like fish and fruit.
3	R	Vava, I like fish. Do you like fish?
4	V	Yuck! I don't like fish. I like cakes and milk and ice cream.
5	Z	Hurray! Cakes!
	R	Bread and cheese!
	V	And ice cream!
6	R	Waldo! No!
	W	I like food!

- Choose six pupils from the class to act out the roles of Mum (Mrs Voom), Dad (Mr Voom), Zak, Rita, Vava and Waldo. Invite them to the front of the class to act out the story. Play CD3:11 while pupils act it out or say the lines and pupils repeat. Encourage stronger classes to say the lines from memory using prompts.

Game

- Create actions to go with some of the words, e.g. holding and licking an ice cream for *ice cream*, eating an apple for *fruit*, miming swimming for *fish*, etc. Play the recording of the story CD3:11 again. Pupils do the actions as a class when they hear the words. Alternatively, divide the class into groups and give each group one word. They do the action when they hear their word.
- Use Poster 1 see p. 21.

AB page 50

8 Listen and ✓ or ✗.

- Point to each of the foods and ask *What's this? (cakes) Do you like (cakes)? (Yes/No.)* Play the recording about the food Vava likes and dislikes CD3:12. Pupils write a tick or a cross in each box accordingly.

3:12

1	VAVA	Mmm. I like cake.
2	VAVA	I like ice cream.
3	VAVA	Yuck! No, I don't like fish.
4	VAVA	Mmm, yes, I like milk.

9 Read and match. Then say.

- Point to the words surrounding the picture of Waldo and pupils read them out aloud. They then draw lines from the words to the correct food item. Pupils then point to the food items and say the words in pairs.

For the next lesson

- Tell pupils (L1) that in the next lesson they will be talking about healthy/unhealthy food. Pupils could bring in any pictures/photos/other objects which represent healthy/unhealthy food for the next lesson.

9 3:11 Listen and look. Then act.

STORY



Ending the lesson

- Recycle the action words. Say *Jump! Wiggle your toes!* Now say *Clap your hands if you like cheese. Stamp your feet if you don't like meat*, etc. Continue with other actions and food.

OPTIONAL ACTIVITIES

Match

Write the dialogue for each picture of the story on a piece of paper. Stick the story cards on the board and pupils stick the correct dialogue below each card.

Flashcard game

Play Countdown see p. 22.

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Lesson 6

Lesson aims
To integrate other areas of the curriculum into the English class; to develop the cross-curricular topic through a short project

Cross-curricular focus
Science – Healthy eating

Target language
bad, chocolate, good, salad. It's (good) for me.

Recycled language
cake, Food. I like ...

Receptive language
Is it (bad) for me?

Materials
Audio CD; Flashcards (Food and drink); Word cards (Food and drink); pupils' pictures of healthy/unhealthy food

Starting the lesson

- Play a game to recycle food and other vocabulary from previous lessons or by singing the song CD3:06 from Lesson 3. Pupils mime eating the food as they hear each food word.

PB page 57

- Ask pupils if they have brought in any pictures of healthy/unhealthy food. If they have, use them to talk (L1) about the topic. Discuss the benefits of eating healthy food and what can happen if we eat too much unhealthy food.

Presentation

- Show pupils pictures of food they already know and say *It's good/bad for me!* Hold your thumb up or down to indicate good or bad. Ask pupils to repeat the phrases several times.
- Use pictures/drawings to teach the new words *chocolate* and *salad*. Point to each picture; say the word and pupils repeat.

10 Listen and number.

- Look at the photos at the top of the page and ask questions. *What's this? What's he/she got? What colour is it? Do you like (cake)?* Then say the new words and ask pupils to point to the correct photo.
- Play CD3:13 and pupils number the boxes. Play the recording again, pausing after each line for pupils to repeat.

1 Mm! I like salad. It's good for me. **3:13**
2 Mm! I like cake. But it's bad for me.
3 Mm! I like chocolate. But it's bad for me.

Practice

- Show the word cards (food and drink) one by one. Ask pupils to say *It's good for me* or *It's bad for me* for each word card.

11 Draw and say.

- Pupils name the food items in the photographs. Ask *Do you like (chocolate)?* Then ask (L1) whether the foods are healthy or unhealthy. Ask *Is salad good for me?* Show thumbs up or other appropriate gesture to convey the meaning. Now ask *Is chocolate good for me?* Show thumbs down/other gesture. *Yes, it's good for me/No, it's bad for me.* Ask pupils to point to each photo with a partner and say whether they like it and whether it's good for them (e.g. *I like/don't like (salad). It's good/bad for me).* Pupils can give a thumbs up/down sign as they say the words.
- Pupils colour the heart next to the healthy foods and cross out the heart next to unhealthy foods. Then compare answers with the whole class, pointing to each picture and asking *Is (salad) good for me? (Yes/No.)* Discuss (L1) the fact that some foods (e.g. cheese, meat, are good for you but in small quantities).

AB page 51

10 Find and trace.

- Write *chocolate, cake* and *salad* on the board and read them aloud. Point to each word and ask pupils to read it aloud. Pupils identify the pictures and follow the lines to each word. Pupils then trace the words and read them.

11 Read and ✓. Then draw.

- Explain (L1) that pupils need to decide which foods are good for them. Pupils read the words, then write a tick next to the healthy foods. They then draw the healthy food on the plate. Encourage pupils to make sentences. (*Salad is good for me.)*

Mini project

- Pupils use the pictures of food they've brought to class to make a collage with two sections, healthy food and unhealthy food. They draw a heart if the food is healthy or a heart with a cross through it if it's unhealthy. Stronger pupils may write *(Milk) is good for me! (Chocolate) is bad for me!* Display the collages in the classroom.

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SCIENCE

10 3:13 Listen and number.



11 Draw and say.



Ending the lesson

- Call out food words, write the words on the board or show word cards one by one. Pupils stand up if the food is healthy and stay sitting if it's unhealthy.

OPTIONAL ACTIVITIES

Flashcard game

Play Easy or difficult see p. 23.

Team game

Play Chair race see p. 24.

Lesson 7

Lesson aims
To review the unit language with a game

Values
The importance of a healthy diet

Recycled language
Food. I like/don't like (cheese).

Receptive language
Do you like (cheese)? Does he like (cheese)?

Materials
Audio CD; Flashcards and Word cards (Food and drink); spinners and counters; Poster 3; Worksheet 7

Starting the lesson

- Use Poster 3 see p. 21.
- Draw a heart and a heart with a cross through it on the board (similar to PB p. 57). Give some flashcards/word cards (food and drink) to several pupils. Call out the food words and pupils decide where to stick them, under the heart if they are healthy or under the crossed out heart if they are unhealthy. You could play this game in teams and award points.

PB page 58

12 Listen. Then play.

- Demonstrate the food game first by playing a game on the board. Draw two plates on the board with some cheese on one and an apple and banana on the other. Then draw a happy face next to the cheese, and a sad face next to the fruit. Mime eating a piece of cheese and enjoying it. Say *I like (cheese).* Mime eating an apple and not enjoying it. Say *I don't like (fruit).* Then ask individual pupils *Do you like (fruit)?* Ask pupils to mime eating fruit, showing that they like or dislike it. Pupils say *I like/don't like (fruit).*
- Tell pupils they are going to play a game in pairs. Look at the game and identify all the food items and characters by asking *Who's this? What's this? Does he/she like (bread)?* Then explain (L1) how to play the game. Each pupil spins the spinner, moves along the board with a counter and makes a sentence about the character they land on, e.g. on square 3 *I don't like jelly.* Pupils draw a happy/sad face next to each character to show that they have landed on that square. Each player plays in their own book but they play together, taking turns. The end of the game is when one player has filled in all the faces. Pupils that have finished quickly can then point to the various food items and tell each other about their likes and dislikes (*I don't like jelly. I like chocolate.*)
- Play CD3:14 to give pupils an idea of the language they will use while playing the game.

3. 1, 2, 3. I don't like jelly. **3:14**

- Pupils play the game. If they have finished successfully, they could draw and label all the food/drink they like. Stronger pupils could write sentences below their drawings *(I like bread.)*

13 Listen and mime.

- Play CD3:15 and pupils mime eating or drinking the food/drinks and *like/don't like.*

I like cheese. **3:15**
I don't like milk.
I like cake.
I don't like meat.
I like honey.
I don't like yoghurt.
I like chocolate.

Values

- Discuss (L1) the importance of healthy eating. Ask why we need to eat healthily (for energy, for strong bones, etc).

Practice

- Pupils can now complete Worksheet 7.

1 Read and colour.

- Pupils read the colour written on the sign being held by each child. They colour the food they like red and the food they don't like blue. Pupils make sentences in pairs, e.g. *I like jelly. I don't like juice.*

2 Ask and answer. Then ✓ or ✗.

- Pupils write the food words below each food in the first column. Pupils first answer the questions for themselves by putting a ✓ or ✗ in the boxes below 'Me'. Pupils then choose two friends and write their names on the lines in the boxes next to the word 'Me' and ask *Do you like (milk)?* Pupils record their friends' responses.

12 3:14 Listen. Then play.

ROUND-UP



13 3:15 TPR Listen and mime.

Ending the lesson

- Draw a happy and sad face at the top of the board. Hand out the flashcards (food and drink) to several pupils. Say *I like (jelly).* The pupil with the jelly flashcard sticks it below the happy face. Now say *I don't like (juice).* The pupil with the juice flashcards sticks it below the sad face, etc.

OPTIONAL ACTIVITIES

Flashcard game

Play Who's the fastest? see p. 22.

Team game

Play Spinner game see p. 24.

Lesson 8

Lesson aims
To personalise the unit language; to provide an opportunity for self-evaluation

Recycled language
Food. I like/don't like (juice).

Receptive language
What's this? Do you like (cheese)?

Materials
Audio CD; Flashcards (Food and drink); Unit 7 Stickers; Word cards (several categories); Evaluation sheet 7; plastic or real food

Starting the lesson

- Start the lesson by playing a chain game of *I like (cheese).* The first pupil says *I like (cheese).* The next student repeats the first sentence and adds another food word. *I like (cheese and meat).* The chain continues until they've run out of food words.

PB page 59

14 Listen, stick, then trace.

- Pupils name the foods they can see on the page. Ask pupils to find the stickers at the back of their PB. Play CD3:16 and pupils stick the stickers in place, saying the words as they do so. Point to various parts of the completed picture and ask questions. *What's this? Do you like (meat)?*

3:16

1 I like bread.
2 I don't like cheese.
3 I don't like yoghurt.
4 I like milk.
5 I don't like meat.
6 I like juice.
7 I like fruit.

15 Draw and say.

- Draw two large plates on the board. Draw a happy face next to one and a sad face next to the other. Say *I like honey* and draw a jar of honey on the plate next to the happy face. Continue by saying *I like salad* and draw a bowl of salad next to the honey. Now say *I don't like chocolate* and draw a bar of chocolate on the plate next to the sad face. Alternatively, say the sentences and ask pupils to come to the board and draw the food on the correct plate.
- Now focus on the plates in Activity 15. Pupils draw food they like and dislike on the plates. Pupils make sentences about the food they have drawn. *I like (cheese), I don't like (meat)* and exchange information in pairs.

AB page 52

12 Find. Then read and write.

- Remind pupils of the written form of the food words by writing them on the board and reading them. Pupils look at the pictures in the activity and find the matching words in the word bank. They then write the words in the correct order, from 1 to 7, in the appropriate lists.

13 Find and stick.

- Pupils stick in the Look! Box speech bubble sticker and read the sentence. They then colour the stars at the bottom of the page to correspond with how well they think they completed the unit.

AB page 61

- Pupils colour the food and drink pictures in the Picture Dictionary. Pupils could also play a game in pairs (e.g. find and point, a colour dictation, or have one pupil cover one of the pictures and the other guesses the words).

Evaluation

You can check your pupils' progress using Evaluation sheet 7. See also Teacher's notes p. 176.

Pupils can now go online to Family Island and enjoy the fun and games.

14 3:16 Listen, stick, then trace.

I CAN DO IT!

1 bread

2 cheese

3 yoghurt

4 milk

5 meat

6 juice

7 fruit

Stick

15 Draw and say.

My food

Now go to Family Island.

Ending the lesson

- Pupils act out shopping. Bring play food to class or use flashcards. Pupils make a list of things they like and don't like. They go to the 'shop' and ask for the items on the list, e.g. *(Bread), please* and the cashier hands over bread. Print out play money to add to the fun!

OPTIONAL ACTIVITIES

Flashcard game

Play Noughts and crosses see p. 22.

Team game

Play Stop! see p. 24.

8 I'm excited

Lesson 1

Lesson aims
To present and practise new vocabulary

Target language
excited, hungry, scared, thirsty, tired.

Receptive language
shadow. I'm scared. Is he tired?

Materials
Audio CD; Flashcards (Emotions/Feelings); a coin or small piece of paper for each pupil

Optional materials
Word cards (Emotions/Feelings); Flashcards (Emotions/Feelings)

Starting the lesson

- Revise adjectives that pupils know from previous units. Ask pupils to mime *happy/sad/dirty/clean/big/small.* Ask *Is he/she (happy)?*
- Pupils look at PB pp. 4–5. Say a name of one of the characters and pupils point to that character in the book (from left to right, Oscar, Rita, Waldo, Zak, Millie). Then say *Zak is (Rita's dad). Oscar is (Zak's friend).* etc. Pupils clap their hands for a correct sentence and stamp their feet for an incorrect sentence.

PB pages 60–61

Presentation

- Teach the words *hungry, thirsty, tired, scared* and *excited* by miming (or using the flashcards). Mime each adjective and say the word. Pupils repeat the words several times. Then say the words and pupils mime the feelings.
- Ask questions (L1) about the main picture. Where are the characters and what are they doing? (They are camping out in their forest den.) Ask which food items pupils can see in the picture (bread and cheese). Point to the fire and ask *Is it hot? (Yes.)* Then ask *Who's this? What's this? What's he/she got? Do you like (bread)?* Ask *Is Waldo happy? Is (Rita) scared/tired/hungry/thirsty?* In this way identify what each character is feeling (Zak's hungry, Oscar's tired, Rita's thirsty, Millie's scared and Waldo's excited). Ask (L1) pupils to guess why they think each character is feeling this way.
- Teach the word *shadow* by creating a shadow with a torch or light, if possible. Point to Waldo and ask pupils to find the shadow he's created with his torch.



1 Listen and say.

- Pupils look at the pictures at the bottom of PB p. 60 and identify the feelings. Play CD3:17. Pupils listen, point to the feelings and repeat the words. Then pupils say the missing word(s) in each line until at the end they are saying all the words. Each word is associated with a sound to indicate when the pupil should say the word. The association of word and sound will also help them to memorise the words. Encourage them to use the pictures at the bottom of PB p. 60 for reference.

hungry ★ thirsty ★ tired ★ scared ★ excited ★ **3:17**
hungry, thirsty, tired, scared, excited

Listen and say the missing words.
hungry, thirsty, tired, scared, ★
hungry, thirsty, tired, ★ ★
hungry, thirsty, ★ ★ ★
hungry, ★ ★ ★ ★
★ ★ ★ ★ ★



Pairwork

- Pupils now play a game in pairs. They first say all the feelings words together. Then one pupil turns away while his/her partner covers up one picture with a coin or piece of paper. His/her partner has to say which word is covered up. Pupils take turns, covering up more pictures each time to make it more difficult.

2 Listen and ✓.

- Play CD3:18. Pupils listen and tick the boxes in the main illustration next to the characters displaying different feelings.

Z = ZAK O = OSCAR R = RITA M = MILLIE W = WALDO **3:18**

Z I'm hungry.
O I'm tired.
R I'm thirsty.
M What's that? I'm scared.
R Look! What's that shadow? Waldo?
W What's that? Is it ...? Is it ...? I'm excited!
Z Come on. Let's go ...!

Practice

- Choose a character from the main illustration in the Pupil's Book. Describe him/her by saying *He's hungry.* Pupils respond with the name of the character. *(Zak?)*

AB page 53

1 Trace and number.

- Write the feelings words on the board. Point to the words in turn and pupils read them aloud. Pupils then identify each character on the page. Ask pupils (L1) what each character is doing and where they are. Elicit relevant English words that they know, e.g. *bedroom, kitchen.* Pupils trace over the words under each character. Then they match each character to one of the pictures at the bottom of the page by writing the correct number in the box. Pupils can colour the characters if they like.
- Fast finishers could draw a picture of how they feel and write *I'm (tired)* below the drawing.

For the next lesson

- Ask children to bring to the next lesson some pictures printed off the internet or cut from magazines of people showing different feelings.

Ending the lesson

- Play a miming game. Ask a pupil to mime one of the feelings and ask him/her *Are you (angry)? (Yes, I'm angry* or *No).* Keep asking questions until you guess the feeling.

OPTIONAL ACTIVITIES

Word cards
Stick the Word cards (feelings) on the board and pupils stick the correct flashcard next to each. Alternatively, stick the wrong flashcard next to each word card and pupils correct your mistakes.

Act
Play CD3:18 from Activity 2 several times. Write the dialogue from the TB on the board. Call several pupils to the front of the class to act out the dialogue.

NOTES

Lesson 2

Lesson aims
To revise the Lesson 1 vocabulary with a chant; to present the new structure

Target language
torch

Recycled language
Emotions. He's (thirsty).

Receptive language
Is he excited?

Materials
Audio CD; Flashcards (Emotions/Feelings); Word cards (Emotions/Feelings) Quest sticker; torch

Optional materials
Pupils' pictures of people showing different feelings

Starting the lesson

- Place the flashcards (feelings) in different spots around the class. Pupils stand in the middle. Call out a feeling and pupils run and touch the correct card.

PB pages 60–61

Presentation

- Invite five pupils to the front of the class. Mime being scared and say *I'm scared.* Then ask a pupil to mime being scared and say *He's/She's scared.* Continue asking pupils to mime feelings and ask the class make sentences *He/She's (tired).*
- Point to the characters in the main illustration one by one and ask pupils to say how they are feeling. Ask *Is he/she (tired),* etc. Teach the word *torch* by bringing a torch to class, if possible.

3 Listen and chant. Then find.

- Play the recording of the chant CD3:19. Ask pupils to listen and mime the adjectives they hear. The first time you play the chant, stop after the first part of each line (*He's hungry).* Pupils point to the correct character (Zak) in the main illustration. Continue the recording until all the characters have been found.

He's hungry. **3:19**
Zak
She's thirsty.
Rita
He's tired.
Oscar
She's scared.
Millie
He's excited!
Waldo.



- Divide the class into two halves and play the chant again. One half say the first half of each line (*He's hungry).* The other half call out the name of the character (Zak). Swap the groups around and play the chant again.

4 Listen and number. Then say.

- Pupils name each character and say *He/she's (scared).* Play CD3:20 and pupils listen to the sound effects. Pause after each one and encourage pupils to guess which character each sound refers to. After the pause, pupils listen to the sentence to confirm their guess and write the appropriate number in the box.

1 She's excited. **3:20**
2 He's hungry.
3 She's tired.
4 He's scared.
5 He's thirsty.

Practice

- Hand out the word cards (feelings) to seven pupils. Now invite seven different pupils to the board. Tell them each secretly to mime a different feeling. The



first pupil mimes *happy*. The pupil holding the *happy* word card stands up and says *happy!* Continue with the other feelings.

Quest sticker and song

- Remind pupils of the Quest items in the Welcome Unit and ask them to show you the item they can collect on this page (*a torch*). Play the recording of the Quest song CD3:21, recapping all the previous items and adding the new Quest item – *a torch*.

Come with us, come on a quest. **3:21**
Come on a quest today.
Come with us, come on a quest.
Look for a torch today.
An egg, a blanket, a book, a photo, soap, a mouse, a bed, milk and ★ a torch.
Look for a torch today.

- Pupils then find the sticker in the back of their PB and stick it in place on the spread. Ask *What is it? It's a torch.* Play the recording again and pupils sing the Quest song.

AB page 54

2 Listen and ✓ or ✗.

- Point to the first character and say *Who's this? Dad (Mr Voom).* Then say *Is he scared? Yes.*
- Play CD3:22. Pupils listen to the recording to see if what they hear is correct or not and write a tick or a cross in each box.

1 He's scared. **3:22**
2 She's thirsty.
3 He's excited.
4 She's tired.

3 Find. Then read and circle.

- Point to the cake, the bed, etc. and ask *What's this?* You may need to teach the word *spider* in L1. Pupils follow each character's path to find the picture as a clue to how the character is feeling. They read the sentences and circle the correct word that describes each character.

Ending the lesson

- Invite five to ten pupils to the board (a mix of boys and girls). Tell each pupil to mime a different feeling. Say *He's (scared). Who is it?* Pupils say the correct name.

OPTIONAL ACTIVITIES

Make a collage

Display the pictures that pupils brought to class of people showing feelings. Show them in turn and ask *Is she (tired)?* Hand out the pictures to the class. Pupils make a collage in groups with the pictures and write descriptions: *He/She's (tired)* etc.

Flashcard game

Play Noughts and crosses see p. 22.

NOTES

Lesson 3

Lesson aims
To extend the unit vocabulary set; to practise the vocabulary with a song

Target language
drink, eat. Let's have fun!

Recycled language
Actions, Emotions, Food, Numbers. I'm (happy).

Receptive language
Turn around.

Materials
Audio CD; Flashcards (Emotions/Feelings)

Starting the lesson

- Play the chant CD3:19 from Lesson 2. Pupils mime the feelings.
- Also revise parts of the body. Say *Show me your hands, feet, fingers, toes, arms.* Challenge pupils to remember an action associated with each of these parts of the body from previous units (*clap, stamp, wiggle, click*, etc). Write the actions on the board to help pupils remember.

PB page 62

Presentation

- Teach the new action *turn around* by demonstrating and asking pupils to copy you. Now jump a few times and say *Jump up and down!* Say the actions several times and pupils do the actions and say the words.
- Tell pupils (L1) they are going to listen to a song about some people at a party. Discuss things you can do at a party (eat, drink, play games). Help pupils by miming if necessary. Ask pupils what they can eat and drink at a party (*cake, jelly, juice, salad*, etc). Look at the picture for some clues. Ask pupils what feelings they feel at a party (*happy, excited).*
- Ask questions about the picture. *Which food can you see? Which animal? Is he (happy)? Do you like (jelly)? What colour is it? How many boys/girls?* Ask pupils to point to various members of the family. Say *Point to Dad.* Ask *What's he got?* Elicit the food that each family member has got.

5 Listen and find. Then sing.

- Play CD3:23 and pupils join in with the actions if they can. Say various actions (e.g. *clap your hands)* and ask pupils to point to the children in the picture who are doing them. Do the same for *hungry, thirsty, tired, excited.*

5, 4, 3, 2, 1 **3:23**
I'm happy and excited.
Let's have fun!
Clap your hands.
Stamp your feet.
Click your fingers.
Drink and eat.
5, 4, 3, 2, 1
I'm happy and excited.
Let's have fun!
Wiggle your toes.
Jump up and down.
Jump, jump, jump.
Now turn around.
5, 4, 3, 2, 1
Now, I'm tired. I'm tired.
Good night!

- Revise the numbers 1–5. Pupils count on their fingers with you. Then count backwards together with the pupils from 5–1. Play CD3:23 again and pupils sing along and mime the actions. You could also play the karaoke version of the song CD3:48 for pupils to sing along to.

6 Match. Then say.

- Say *eat*, mime eating and ask pupils to tell you foods that can be eaten, e.g. *meat, fruit, bread, cheese.* Say *drink* and ask pupils to tell you things that can be drunk, e.g. *milk, juice.*
- Pupils name the family members. They find them in the main picture and match them with the food/drink they are eating/drinking. They name the food each time.

Pairwork

- One pupil points to one of the foods/drinks in the activity and says the word, e.g. *juice.* His/her partner answers *eat* or *drink* and mimes the action. They can also play this as a class game in teams. A pupil from one team calls out a type of food or drink and the other team have to call back as quickly as possible with *eat* or *drink.*

AB page 55

4 Match.

- Pupils identify the actions the children are doing and say the words. They then match each child to the silhouette that shows the same action.

5 Trace. Then circle in green or blue.

- Write the words *eat* and *drink* on the board. Read them aloud and then encourage pupils to read them as you point at the words. Pupils trace over the words and circle the things you eat in green and the things you drink in blue.

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5 3:23 Listen and find. Then sing.

SONG



6 Match. Then say.



drink, eat. Let's have fun. *Actions, Emotions, Food, Numbers. I'm (happy).*

Ending the lesson

- Play a miming game. Ask pupils to mime one of the actions from the lesson, e.g. *turn around, jump, eat* or *drink*, and the others guess. Or say various actions and pupils do the actions. This could be a team game.

OPTIONAL ACTIVITIES

Flashcard game

Play Name it! see p. 22.

Team game

Play Number spin see p. 25.

Lesson 4

Lesson aims
To develop literacy skills; phonics: /ʃ/ /ʧ/

Target language
cheetah, shadow, shark, shell

Recycled language
chair, cheese, chocolate, Emotions.

Materials
Audio CD; Cut outs PB p. 79; Sounds Fun notebooks

Starting the lesson

- As revision, mime adjectives *happy, sad, dirty, clean, scared, thirsty, hungry, tired* and *excited* for pupils to guess. Invite pupils to the front to do the same.

PB page 63

7 Listen and number.

- Ask (L1) what the children are doing in the photos (playing a game finding matching pairs – Pelmanism). Pupils look at the two photos and identify the upturned cards *(She's hungry She's happy/He's scared).* Play CD3:24 to give pupils an example of the language they need to play the game. Ask them to listen to the recording and number the photos accordingly.

3:24
1 My turn!
He's scared.
She's happy. Your turn!
2 She's hungry.
She's hungry. Yes, it's a pair!

Now make and play (page 79).

- Pupils cut out the cards on PB p. 79 and play the game in pairs. Pupils combine their two sets of cards. They arrange the cards on the table face down so that the pictures can't be seen. Pupils take turns to turn over two cards. They make a sentence about each card (*He's dirty/She's happy)* or (*He's dirty/He's dirty).* If the two upturned cards match, the player says *It's a pair* and keeps the pair. If they don't match, the player turns them back over, remembering where they are for his/her next turn. The winner is the player with the most matching pairs.

Presentation

8 Listen and say.

- Play CD3:25. Pause after the first two lines. Ask pupils which sounds they can hear (/ʃ/ and /ʧ/). Play the first two lines again and pupils repeat.
- Remind pupils of the words *chair, chocolate* and *cheese* by drawing or using flashcards. Say the /ʧ/ sound and pupils repeat. Then ask pupils to remember what Waldo saw in the forest in Lesson 1 (*a shadow*). Say the /ʃ/ sound (putting your finger to your lips as if asking pupils to be quiet) and pupils repeat after you. Ask pupils of other words they know which start with these sounds *(shop, shed, she, chick).*
- Introduce the mascots on the page by saying *This is Sharon Shark. This is Charlie Cheetah.* Say alternately /ʃ/ and /ʧ/sounds and pupils point to the correct mascot. Then point to Charlie's chair and Sharon's shadow and say the words *chair* and *shadow.* Point to Sharon's necklace to teach the word *shell.*
- Play the whole recording and pupils point at the pictures as they hear the words.

3:25
sh ★ sh ★ ch ★ ch ★
sh, sh, sh, ★ ch, ch, ch ★ sh, ch, sh, ch, sh, ch, ★
Sharon Shark, Sharon Shark, ★ shadow, shell, ★
Sharon Shark! ★
Charlie Cheetah, Charlie Cheetah, ★ chair,
chocolate, cheese, ★ Charlie Cheetah! ★

AB page 56

6 Trace and colour.

- Pupils trace over the letters. They then colour all the items next to each mascot or in their bags blue if the items begin with /ʃ/ or green if they begin with /ʧ/.

7 Circle the odd one out. Then listen and check.

- Pupils read the words below each image and circle the one that starts with a different sound. Play CD3:26 so pupils can check their answers.

3:26
1 **A** ch, chocolate, shadow, chair
B shadow
2 **A** sh, cheese, shell, shark
B cheese

Practice

- Pupils write the new sounds /ʃ/ and /ʧ/ on separate pages of their Sounds Fun notebook. Pupils draw pictures of things beginning with these sounds on the appropriate pages *(shark, shell, shop, shed, chair, cheetah, chick, chocolate, cheese).* Pupils add the new words learnt in this unit to the previous pages.

Pupils make pairs of cards using the new words *cheetah, shark* and *shell* and words from other units, then play a game of Pelmanism with their parents.

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SKILLS

7 3:24 Listen and number.





Now make and play (page 79).

SOUNDS FUN!

8 3:25 Listen and say.



sh



ch

Ending the lesson

- Divide the class into two teams. Give each team a sound from this lesson /ʃ/ or /tʃ/. Say words, some with and some without the new sounds. Pupils stand when they hear their sound.

OPTIONAL ACTIVITIES

Team game

Play Phonics race see p. 22.

Flashcard game

Play Flashcard mime see p. 23.

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Lesson 5

Lesson aims
To consolidate the unit language with a story

Target language
angry

Recycled language
Emotions. I'm (thirsty).

Receptive Language
Is he happy?

Materials
Audio CD; Unit 8 Story cards; Flashcards (Emotions/Feelings); props for acting out the story, e.g. a torch, a dinosaur mask or outfit

Starting the lesson

- Ask pupils (L1) to remember the story from Unit 7. Which foods do the characters like? Does Vava like ice cream? What happened to Waldo at the end of the story?
- Then talk (L1) about the main illustration at the start of this unit. Where was Waldo? (in a forest). Who was he with? (Zak, Millie, Rita and Oscar). Ask *Is he/she (happy)?* about the different characters. How did he feel? (*excited*). Ask pupils to guess why.

PB page 64

- Look at the story pictures and talk (L1) about the characters and where they are. Ask some questions about the pictures. *Who's this? (Waldo). What colour is he? (green).* Ask (L1) where Waldo is now (he's in the forest). Who do they think the dragon at the end of the story is? (Waldo's mum). Ask pupils to briefly tell you what they think happens in the story. Mime and teach the word *angry*.

9 Listen and look. Then act.

- Look at the story frame by frame and ask the 'Before listening to the story' questions on the back of the story cards. Play the recording of the story (CD3:27). Pupils follow in their books. Then play each line of the recording, stopping after each one. Encourage pupils to repeat the lines of each character.
- Check pupils' understanding of the story by asking the 'After listening to the story' questions from the back of the story cards.
- Choose three pupils from the class to act out the roles of the dinosaur, Waldo's mum and Waldo. Invite them to the front of the class to act out the story. Play CD3:27 while pupils act it out or say the lines and pupils repeat. Encourage stronger classes to say the lines from memory using prompts. Use props that you've brought to class if you wish.

W = WALDO D = DINOSAUR **3:27**
MUM = WALDO'S MUM

1	W	I'm excited!
2	W	Phew! I'm thirsty.
3	W	And I'm tired.
4	D	Yum! I'm hungry!
	W	Now I'm scared!
5	MUM	I'M ANGRY!
	D	Oops! I'm scared!
6	MUM	My baby!
	W	My mum!

- Discuss (L1) the stories from different units. Ask pupils to name their favourite characters or their favourite story. Ask pupils to raise their hands if they liked the ending of this story. Give each pupil a piece of paper and ask them to draw their favourite characters. Write the names of the characters on the board and help pupils label the characters in their drawings.

Practice

- Point to each of the pictures one by one and ask *Is he sad? (Yes* or *No, he's (excited).)* Now say sentences about Waldo's feelings and pupils say the picture number, e.g. *Waldo's scared (4).*
- Hand out the story cards to six pupils. Invite them to the front of the classroom and ask them to put themselves in order according to the story. Ask the class to check that they're in the right order by comparing to their books. Play CD3:27 again and pupils hold up the appropriate card as their frame is being told.

AB page 57

8 Listen and number.

- Point to each picture of Waldo and ask *Is he (tired)? (Yes/No.)* Elicit how Waldo is feeling in each picture. Play CD3:28 and pupils number the boxes accordingly.

3:28

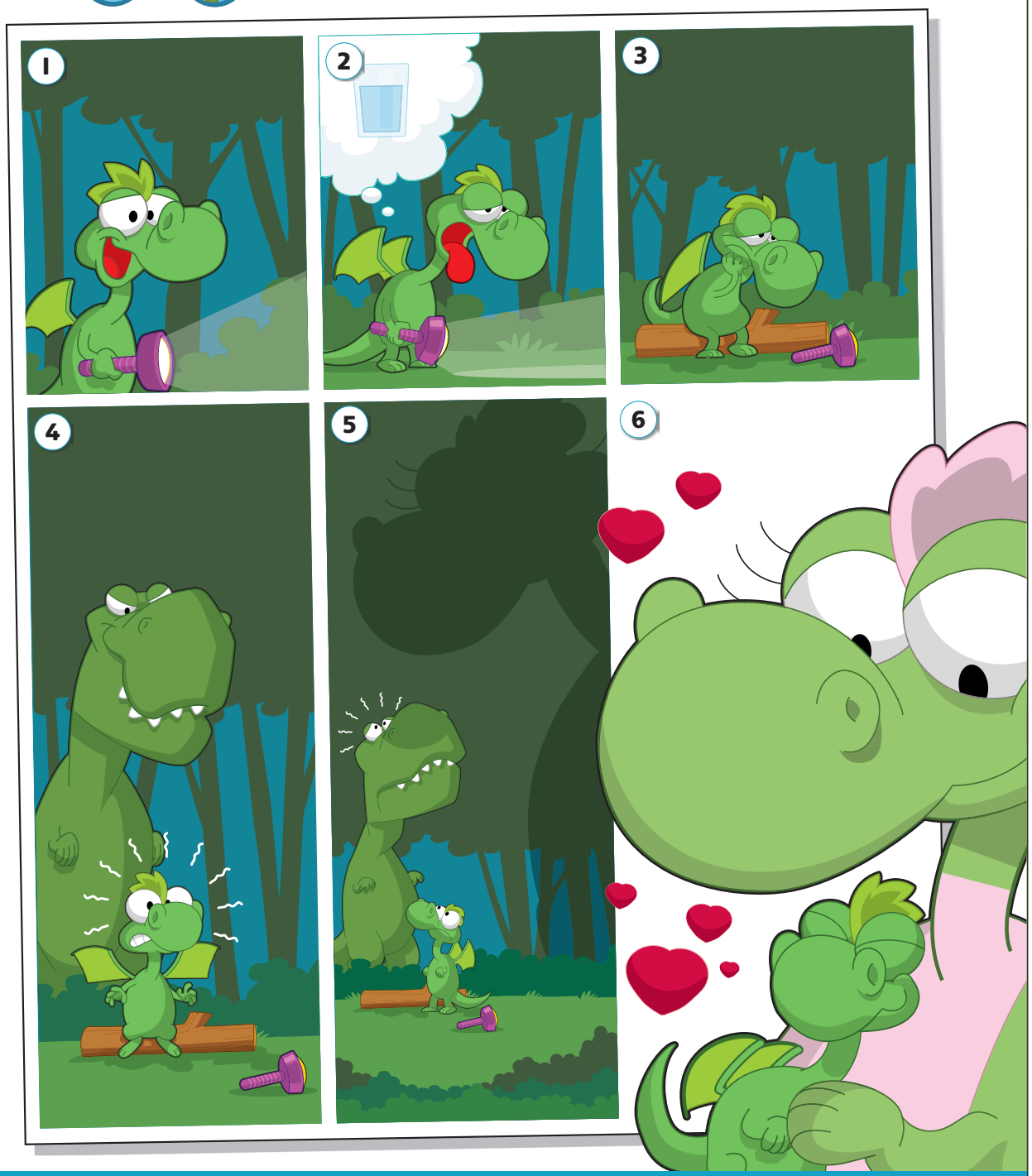
1	WALDO	I'm thirsty.
2	WALDO	I'm tired.
3	WALDO	I'm scared.
4	WALDO	I'm excited.

9 Draw and trace. Then say.

- Pupils trace the dotted lines to form a picture of Waldo and his mum. They then trace the words *mum* and *happy* and say who they can now see in the picture (Waldo and his mum).

9 3:27 Listen and look. Then act.

STORY



angry, *Emotions. I'm (thirsty).* (Is he happy?)

Ending the lesson

- Make true and false statements about the pictures. Hold up a story card and say *Waldo is (excited).* Pupils make a 'thumbs up' or 'thumbs down' motion according to whether true or false.

OPTIONAL ACTIVITIES

TPR game

Play Pass the ball see p. 24.

Flashcard game

Play Collect the cards see p. 22.

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Lesson 6

Lesson aims
To integrate other areas of the curriculum into the English class; to develop the cross-curricular topic through a short project

Cross-curricular focus
Science – Light and shadow

Target language
It's a (big) shadow.

Recycled language
small, Colours

Materials
Audio CD; torches; card and straws to make shadow puppets

Optional materials
Poster 3

Starting the lesson

- Revise adjectives pupils know, including *big, small* and the feelings adjectives from this unit. Mime or draw on the board, then make true/false sentences, e.g. *She's happy. It's a big flower. I'm excited.* Pupils clap their hands for a true sentence and stamp their feet for a false one.

PB page 65

Presentation

- Introduce the theme of 'shadows' by asking a pupil to stand with the sun behind him/her (or another light source, e.g. a torch or a lamp), so that a shadow is formed. Remind pupils of the word *shadow* and talk (L1) about how shadows are formed when an object blocks the light. If it's not possible to see shadows within the classroom, look at examples of shadows in the PB. You could also ask pupils (L1) if they can think of sources of light that would give shadows if you stand in front of them (light bulb, lamp, star, torch, fire, candle, etc).
- Take the class to the playground to look at shadows. Ask pupils *Is your shadow big? (Yes/No.)* Ask (L1) if shadows are always the same size. (No. They are long in early morning and late afternoon/evening, when the sun is low in the sky, and short in the middle of the day, when the sun is high in the sky.) Do they always point in the same direction? (No, it depends on the position of the sun.) Pupils play the playground game of Jump on my shadow. One pupil tries to jump on the other's shadow on the ground. His/her partner tries to move away in time to avoid this.

10 Listen. Then point and say.

- If you have a torch, ask a pupil to hold this and make a shadow shape of a rabbit on the wall with your hands. Say *Look at the shadow. What's this? (A rabbit).* Repeat with another shadow picture (e.g. a bird). Then ask pupils to look at the examples in their books.
- Play CD3:29. Pupils listen and point to the photo described. Play the recording again, pausing after each line for pupils to repeat.

GIRL Look at my shadow. It's a small shadow. **3:29**
BOY Look at my shadow. It's a big shadow.

11 Match. Then say.

- Ask pupils to identify each of the pictures on the right side of the page *(cheese, a book, a flower, a violin).* Pupils match each of the items to its shadow on the left side of the page. Ask *What's this? Is it (big)?*

Practice

- Pupils draw around each other's shadows or the shadows of classroom objects and make shadow drawings. They will need a light source, e.g. a torch and a piece of paper. Pupils then position a pencil in front of the light source and draw around its shadow on a piece of paper. They can experiment with different positions and see what happens when the light source is moved nearer/further from the object (shadow gets bigger or smaller). Pupils practise saying *It's big/small. It's a (big) (rabbit)* etc.

AB page 58

10 Read and ✓ or ✗. Then say.

- Pupils read the sentences. If the sentence is true, pupils put a tick, and if it is false, they put a cross. Pupils then say *It's a big/small shadow.*

11 Read and circle.

- Pupils read the sentences and circle the word that corresponds with the image to complete the sentences.

Mini project

- Pupils make shadow puppets. Prepare a few templates of animals or people using card. Give each pupil a piece of card. Pupils trace around your template, cut out their own puppets and attach a rod or straw to the back.
- Pupils hold their puppets in front of a light source to cast a shadow on a wall or flat surface. Pupils can create simple dialogues to use with their puppets (e.g. *Hello, I'm (name). I'm a (mouse),* etc).

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SCIENCE

10 3:29 Listen. Then point and say.





11 Match. Then say.

1



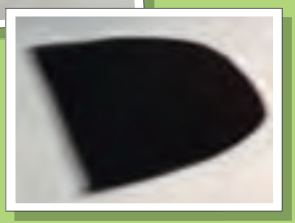
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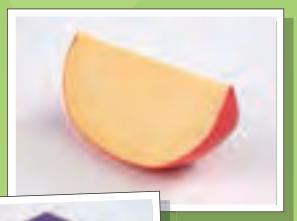


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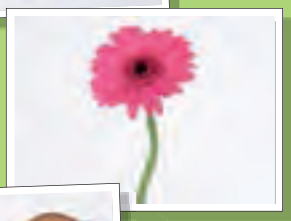


4













Lesson 6

It's a (big) shadow. *small, Colours*

Ending the lesson

- Pupils make their own shadow pictures, experimenting with their hands and asking their partner to guess what the shadows are.

OPTIONAL ACTIVITIES

Poster activity

Use Poster 3 for revision see p. 21.

Team game

Play Board game see p. 24.

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Lesson 7

Lesson aims
To review the unit language with a game

Values
Being aware of others' feelings

Recycled language
clean, dirty, Actions, Animals, Classroom objects, Emotions, Food, Rooms. He's (sad).

Materials
Audio CD; Flashcards (Animals, Rooms, Food and drink); a spinner and two counters or coins for each pair; Worksheet 8; Poster 3

Starting the lesson

- Revise classroom objects. Say the items and pupils find them and hold them up. Try saying multiple items to make this more challenging. Say *A pencil, a ruler, a rubber.* You may also ask pupils to show you items in specific colours (e.g. *a pink* or *white rubber* or *a red pen).*
- Write the words Rooms, Food/Drink and Animals on the board as headings. Now mix the flashcards (rooms, food/drink and animals) together and hold them up one by one. Ask *What's this?* Pupils say the word on the flashcard and then its category. Stick the card below the correct category heading on the board.

PB page 66

12 Listen. Then play.

- Point to various characters on the game board and ask *Who's this?* Explain (L1) how to play the game. In pairs, pupils take turns to spin the spinner and move a counter (or coin) round the board, starting from the top left corner. Each square has a challenge to complete, and most have a tick box. If the pupil completes the challenge successfully, he/she ticks the box in the colour of his/her choice.
- If pupils land on a square with a character in it, they make a sentence about the character, e.g. *He's (thirsty). He's got dirty (feet).*
- If they land on the question mark (?) square, their partner asks them to name any item they have learnt in the book.
- If they land on one of the two shadow squares, they say who it is (*It's Rita. It's Waldo.*).
- If they land on a square that has already been ticked, they do nothing and wait for their next turn.
- If they land on a corner square, they go to the same-coloured card in the middle of the board. They look at the picture for thirty seconds then cover it and try to remember all the items in the picture. (Alternatively, they could just point and name the objects.) This task can be done more than once.
- The game finishes when all the twelve main squares on the board have been ticked. The winner is the player with the most ticks in their colour.
- Play CD3:30 to give pupils an idea of the language they will need to play the game. Then they play the game in pairs. Walk around the classroom as they play, giving help where necessary.

BOY 4. 1, 2, 3, 4. This is my bedroom. **3:30**

13 Listen and do.

- Revise the actions learnt in this book by calling them out in turn. Do the actions together with the pupils. Play CD3:31 and pupils do the actions as instructed.

Wiggle your toes. **3:31**
Clap your hands.
Jump up.
Turn around.
Click your fingers.
Stamp your feet.
Wave goodbye.

Values

- Discuss (L1) the importance of being aware of others' feelings. Ask the pupils to list the feelings they know in English (*sad, happy, excited, hungry, tired, thirsty, angry* and *scared*). Discuss (L1) what we can do when our friends and family are experiencing these feelings. (When your Mum/ Dad is tired, help them around the house.)

Practice

- Pupils can now complete Worksheet 8.

1 Match. Then say.

- Pupils match the pictures of the children to the correct feelings and then say the words.

2 Read. Then find and write.

- Pupils read each sentence, then find the child in the picture that it describes and write the correct number in the box.



Pupils can now go online to Family Island and find the bird that Waldo is holding on the PB page. It is in the trees, high up in the Treetops Adventure Park. Once pupils click on the bird they are taken to a supplementary language game based on the vocabulary in this unit.

12 3:30 Listen. Then play.

ROUND-UP



13 3:31 TPR Listen and do.



Ending the lesson

- Use Poster 3 see p. 21.
- Recycle all actions learnt in this course as a class. Use the actions from this lesson and add some miming of animals, feelings, pointing/touching items in the classroom (e.g. *touch something purple, point to the window/door*, etc).

OPTIONAL ACTIVITIES

Flashcard game

Play Memory see p. 22.

TPR

Play Teacher says see p. 24.

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Lesson 8

Lesson aims
To personalise the unit language; to provide an opportunity for self-evaluation

Recycled language
Emotions. I'm (excited).

Receptive language
Is he tired?

Materials
Audio CD; Word cards (Emotions/Feelings); Unit 8 Stickers; DVD; paper; Evaluation sheet 8; End of year evaluation sheet

Starting the lesson

- Divide the class into teams. Invite a pupil from one team to the front of the class and pin a word card (feelings) to his/her back without him/her seeing it. The pupil turns to show the class, then guesses the word *(tired?)*. When the pupil guesses correctly, he/she must mime the word. The pupil wins a point for his/her team if he/she mimes correctly.

PB page 67

14 Listen, stick, then trace.

- Tell pupils (L1) that they will find stickers of children with different feelings at the back of their PB and they are going to stick them in the correct place on the page. Encourage them to guess by the picture how the child might be feeling, e.g. *He's/She's (hungry)*, etc.
- Play CD3:32 and pupils stick the stickers in the correct place and say, *He's (hungry).* Point to individual pictures and ask questions. *Is she (scared)?*

3:32

1 He's hungry.
2 She's thirsty.
3 She's tired.
4 He's excited.
5 She's scared.

Practice

- Give each pupil a piece of paper. Explain (L1) that pupils should draw a scene showing a friend doing something that makes him/her have a certain feeling (e.g. a child is tired because he's just finished swimming, or he's excited because it's his birthday). Pupils share their drawings with a friend and say *He's tired.*

15 Draw and say.

- Inside the frame pupils draw themselves looking either *hungry/tired/scared/excited/thirsty*, etc. Pupils may look at the drawings next to the frame as an example. They then tell a partner *I'm (scared).* Do a show and tell around the class, encouraging pupils to look at other pupils' pictures and say *He's/she's (excited).*

AB page 59

12 Find. Then read and write.

- Remind pupils of the written form of the feelings words. Stick the word cards (feelings) on the board, then point to them in turn and pupils read them aloud. You may wish to have pupils stick the flashcards (feelings) next to the correct word card.
- Pupils look at the pictures and identify how each character is feeling. They then read the words in the word bank and use each one to complete the sentences beside the pictures.

13 Find and stick.

- Point to the Family Island character on the page and ask *Who's this? (It's Rita).* Ask pupils (L1) how she's feeling *(she's excited/happy)* and what she's doing. Ask pupils to give their opinions of why she's feeling that way. Ask them to guess what's in the box (a teddy bear).
- Pupils stick the Look! Box speech bubble sticker into their books and read the sentence. They then colour the stars at the bottom of the page to correspond with how well they think they completed the unit.
- Ask pupils (L1) what they found easy or difficult in this unit. Ask them to recite as many of the words from this unit as possible. Write them on the board or invite pupils to write them for you.

AB page 61

- Pupils colour the feelings pictures in the Picture Dictionary. They can then play a game in pairs. They take turns to say a word and their partner points at the correct picture; or one chooses a word and their partner has to guess what it is.

Evaluation

You can check your pupils' progress using Evaluation sheet 8 and give them the End of year evaluation sheet. See also Teacher's notes p. 176.

Now watch the DVD.

Pupils can now go online to Family Island and enjoy the fun and games.

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14 3:32 Listen, stick, then trace.

I CAN DO IT!

1 hungry

2 thirsty

3 tired

4 excited

5 scared

Stick

15 Draw and say.



Me

Now go to Family Island.

Ending the lesson

- Write categories, e.g. *red, kitchen, tortoise*, etc. on the board. Put all the flashcards in a pile. Pupils take a flashcard and stick it in the correct category. You could also do this with word cards. Add some of the words from Lessons 4 and 6 to make this more challenging.

OPTIONAL ACTIVITIES

TPR game

Play Number groups see p. 24.

Flashcard game

Play Spin the spinner see p. 23.

Goodbye

Lesson aims
To consolidate the vocabulary of the Quest items

Target language
Wave goodbye. Don't be sad.

Recycled language
bed, blanket, book, egg, milk, mouse, photo, soap, torch. Where's the (egg)? I've got the (torch).

Materials
Audio CD; a coin or a small piece of paper for each pupil; glitter, sequins, stickers, etc. to decorate a certificate

Optional materials
Large coloured paper to make a Quest collage

Starting the lesson

- Play the Quest song CD3:21 from Unit 8.
- Do a TPR activity to practise the actions learnt throughout the course. Say *Clap your hands, please.* Pupils only perform the action when you say *please.*

PB pages 68–69

1 Listen and find.

- Talk about (L1) the characters and what's happening. (Waldo is reunited with his family and they will now go home to their dragon house. The others are giving him a present and waving goodbye.) Ask questions about the picture, e.g. *Who's this? Is he happy/sad? What's this? What colour is it?* etc. Remind pupils again of the Quest items they have found in Units 1–8. Ask them to tell you what they are (*an egg, a blanket, a book, a photo, soap, a mouse, a bed, milk and a torch*). Use mime to help if necessary. Tell pupils (L1) that all the Quest items are hidden in the spread and the characters must find them all to give to Waldo before he goes home.
- Play CD3:33 and pupils find the Quest items in the main illustration.

ZAK	Come on! Let's find Waldo's things.	**3:33**
	Where's the egg?	
	Where's the blanket?	
	Where's the book?	
	Where's the photo?	
	Where's the soap?	
	Where's the mouse?	
	Where's the bed?	
	Where's the milk?	
	Where's the torch?	



2 Listen and number. Then play.

- Play CD3:34. Pupils number each item as they hear it, as a sort of checklist.

1	**ZAK**	I've got the egg!	**3:34**
2	**MILLIE**	I've got the photo!	
3	**OSCAR**	I've got the mouse!	
4	**RITA**	I've got the blanket!	
5	**MILLIE**	I've got the bed!	
6	**OSCAR**	I've got the book!	
7	**ZAK**	I've got the torch.	
8	**RITA**	I've got the soap!	
9	**ZAK**	I've got the milk!	
	ALL	We've got them all!	

- Pupils then play a miming game in pairs. One pupil mimes one of the items, e.g. reading a book/drinking milk/sleeping in the bed, and says *I've got the ...* His/her partner has to guess the item, point to it in the activity and say the word to finish his/her partner's sentence. Alternatively, pupils point to all the pictures and say all the words together. Then one pupil turns away while his/her partner covers up one picture on the page with a coin or piece of paper. His/her partner has to say which word is covered up. They take turns, covering up more pictures each time to make it more difficult.



3 Listen and sing.

- Play the final version of the Quest song (CD3:35). Pupils point to the items in Activity 2 as they hear them.

Come with us, come on a quest. **3:35**
Come on a quest today.
Come with us, come on a quest.
Come on a quest today.
An egg, a blanket, a book, a photo, soap, a mouse,
a bed, milk and a torch ...
We've got them all today.
Waldo's with his mum and dad.
Wave goodbye. Don't be sad.
Waldo's with his mum and dad.
Wave goodbye. Don't be sad.
Goodbye, goodbye, goodbye,
Goodbye, goodbye, goodbye.

- Listen to the song again and pupils try to sing along. You could also play the karaoke version of the song CD3:50 for pupils to sing along to.

4 Draw and colour. Then trace.

- Remind pupils of the present being given to Waldo by the Voom family. Ask them to guess what it might be. Accept all suggestions. Pupils then draw a present for Waldo in the space provided and colour it in. Pupils then trace over the word *Goodbye*.

Ending the lesson

- Photocopy the certificate see p. 173. Give each pupil a copy to colour and congratulate them for completing the course. Pupils write their names on their certificates. Pupils may use glitter, sequins, etc. to decorate their certificates.

OPTIONAL ACTIVITIES

Make a poster
Pupils make a poster of all the Quest items by drawing them on a large piece of coloured paper. They could work individually or in small groups.

Memory game
Pupils play a game, trying to remember a list of Quest items. The first pupil says *I've got (an egg)*. The second pupil says *I've got (an egg) and (a blanket)*. The third pupil says I've got (an egg), *(a blanket) and (milk)*. Can they list all nine items before someone makes a mistake? Use the karaoke version of the Quest song CD3:49 to help.

NOTES

Halloween

Lesson aims
To learn vocabulary relating to Halloween; to learn about British culture

Target language
bat, monster, pumpkin, witch. Pass the pumpkin.

Recycled language
cat. I'm a (monster).

Materials
Audio CD; photocopiable cut out of a pumpkin at the back of the book

Optional materials
Pictures related to Halloween; straws, rods or clothes hangers and paper to make a mobile

Starting the lesson

- Draw a pumpkin on the board and ask pupils (L1) what it makes them think of (Halloween). Talk about when the festival is (31st October), what it represents and how it is celebrated in their country. In particular, talk about any games or activities that pupils play at Halloween, e.g. apple bobbing, doughnut eating, making a pumpkin lantern, etc.
- Explain (L1) that in Britain children often dress up as witches and monsters at Halloween and knock on the doors of their neighbours and friends. When they open the doors, the children say 'Trick or treat!' Usually the neighbours and friends then give each child a sweet. If they don't, some naughty children play a 'trick' on the neighbours, e.g. they throw flour or eggs at the door.

Presentation

- Teach the words *bat, monster, witch* and *pumpkin*. Draw them on the board and then point to the pictures and pupils repeat. Revise the word *cat* and draw a cat on the board.
- Play a game by telling pupils to close their eyes. Rub out one of the images and pupils tell you which one is missing. Continue until all the images have been rubbed out and pupils can tell you all of the Halloween words.

PB page 70

1 Listen and chant.

- Ask pupils to identify the new vocabulary in the picture. Ask (L1) what is happening in the picture. (Children are playing a game of pass the pumpkin at a Halloween party. This is an adaptation of pass the parcel. Children pass the pumpkin around while the music is playing and, when the music stops, the child who has the pumpkin reaches inside to get a sweet.) Ask other questions about the picture, e.g. *What's this? Is it a ...? What colour is it? How many ...?*
- Play the recording of the chant about Halloween CD3:36. Pupils listen and point to the characters as they hear them mentioned in the chant. Play CD3:36 again and pupils mime being the different characters and make the sounds. Play the chant a third time. Pupils say the words as they listen.

It's Halloween, it's Halloween. **3:36**
Pass the pumpkin, 1, 2, 3.
Pass the pumpkin to me!
I'm a monster.
I'm a bat.
I'm a pumpkin.
I'm a witch. Ha, ha ha!
And I've got a cat.
It's Halloween, it's Halloween.
Pass the pumpkin, 1, 2, 3.
Pass the pumpkin to me!

2 Make and play.

- Pupils now play a game of 'pass the pumpkin' in class. Ask pupils to look at the photos at the bottom of the page and ask questions, e.g. *What's this? (a pumpkin) What colour is it? (orange).* Elicit what the children are saying to each other in the second photo. *(Pass the pumpkin 1, 2, 3. Pass the pumpkin to me.)*
- Help pupils make a pumpkin cut out of paper using the photocopied template. Pupils then play pass the pumpkin using one or several paper pumpkins. Pupils chant the chorus part of the chant *(Pass the pumpkin, 1, 2, 3. Pass the pumpkin to me.)* as they pass the pumpkin around a circle. When they finish chanting the chorus, the pupil who has the pumpkin in their hand has to say *I'm a (bat),* naming one of the Halloween characters they have learnt and miming. They then continue to pass the pumpkin until everyone has had a go.

AB page 62

1 Match. Then trace.

- Pupils match the silhouettes to the pictures at the bottom of the activity and name them. They then trace over the words and read them.

2 Join the dots. Then circle.

- Pupils join the dots to reveal the picture of the witch. They then circle the correct word in the sentence.

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Halloween

1 3:36 Listen and chant.



2 Make and play.





bat, monster, pumpkin, witch. Pass the pumpkin. *cat. I'm a...*

Ending the lesson

- Play a miming game. Mime being one of the Halloween characters and pupils guess what you are. Pupils continue in small groups or pairs.

OPTIONAL ACTIVITIES

Make a mobile

Pupils draw and cut out Halloween pictures. Add string to each picture and attach it to a rod or clothes hanger to make mobiles.

Flashcard game

Play Where is it? see p. 23.

Christmas

Lesson aims
To learn vocabulary relating to Christmas; to learn about British culture

Target language
Christmas Day, present, reindeer, Santa, sleigh. Happy Christmas.

Recycled language
Colours, Numbers

Materials
Audio CD; photocopiable cut out of a Christmas card at the back of the book

Optional materials
Paper and other materials to make Christmas tree decorations and presents

Starting the lesson

- Start the lesson by drawing a picture of Santa's face and hat on the board and ask *Who's this?* (*Santa).* Talk about (L1) what Santa does (brings presents), when he comes (Christmas Day) and how he travels (sleigh pulled by reindeer).

Presentation

- Teach the words *present, sleigh, reindeer* and *Christmas Day.* Elicit what people say to each other on Christmas Day *(Happy Christmas!)* and talk about what pupils do on Christmas Day in their country.
- Explain that in Britain, people put presents under a Christmas tree in their home, and open the presents on Christmas Day. They usually have a big meal with their family, too.

PB page 71

1 Listen and sing.

- Point to the new vocabulary items in the picture *(presents, reindeer, Santa, sleigh)* and ask *What's this? Who's this?* Ask other questions about the picture, e.g. *How many (presents, reindeer)? What colour is it?* etc.
- Play the recording of the song about Christmas CD3:37. Pupils listen and put up their hands when they hear *Santa* mentioned.
- Listen to CD3:37 again and ask pupils to point to the items in the picture. The third time they listen, encourage pupils to join in with the words if they can. You could also play the karaoke version of the song CD3:50 for pupils to sing along to.

It's Christmas Day. It's Christmas Day. **3:37**
Here comes Santa in his sleigh!
It's Christmas Day. It's Christmas Day.
Santa's on his way!
Look at the reindeer, one, two, three.
Look at the presents. Can you see
Red, yellow, green and blue,
Orange, pink and purple, too!
It's Christmas Day. It's Christmas Day.
Here comes Santa in his sleigh!
It's Christmas Day. It's Christmas Day.
Santa's on his way! Happy Christmas!

2 Make and say.

- Ask questions about the picture of the Christmas tree on the cards, e.g. *What's this? What colour is it?* Then ask pupils what the two children in the right-hand photo could be saying *(Happy Christmas!).*
- Pupils make their own Christmas card using the photocopiable template or by copying the pictures in the PB. They fold the card in half and then colour and write in it. Show pupils how to write *To (name of recipient)* and *From (their name)* inside the card.
- They then give their card to a friend and say *Happy Christmas!* Alternatively, pupils could put all their cards into a class Christmas post box. Cards can be kept without names so that everyone is sure to get one.

AB page 63

1 Trace and match. Then listen and colour.

- Write the new words on the board and read them aloud. Point to the words and ask pupils to read them. Pupils then trace over the words and match them to the picture.
- Play CD3:38 and pupils colour the picture accordingly.

The reindeer is brown. **3:38**
The sleigh is purple.
Santa is red.
Present 1 is blue.
Present 2 is pink.
Present 3 is yellow.
Present 4 is orange.

2 Draw and say. Then write and trace.

- Pupils draw a present they would like to give to a friend at Christmas inside the present shape, and write his/her friend's name after the word *To.* They complete the label by tracing over the rest of the words.

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Christmas

1 3:37 Listen and sing.



2 Make and say.





Festival Christmas Day, present, reindeer, Santa, sleigh. Happy Christmas. *Colours*, *Numbers*

Ending the lesson

- Pupils fold some paper in half and decorate the outside to look like wrapping paper on a present. Pupils then draw a picture of what they would like to give to a friend for Christmas inside the 'present'. Choose a day for pupils to exchange their presents. Draw names from a box to be sure everyone receives one.

OPTIONAL ACTIVITIES

TPR game

Play Drawing game see p. 24.

Make a Christmas tree decoration

Pupils draw and cut out decorations. Make a Christmas tree out of green paper and stick the pupils' decorations on the tree.

Easter

Lesson aims
To learn vocabulary relating to Easter; to learn about British culture

Target language
bunny, hop. Happy Easter.

Recycled language
Animals, Colours, Numbers

Materials
Audio CD; small pieces of paper; photocopiable cut out of an egg at the back of the book

Optional materials
Hard-boiled eggs

Starting the lesson

- Start the lesson by playing a TPR game. Give pupils instructions and they do the actions, e.g. *Clap your hands, stamp your feet, jump up,* etc. Teach the word *hop* by demonstrating and encourage pupils to do the action. Ask pupils (L1) what animal hops (a rabbit).

Presentation

- Draw a rabbit, an Easter egg and a chick on the board and ask *What's this?* Ask what festival they associate with these pictures (Easter). Tell pupils that the special Easter rabbit is called an *Easter bunny* and he brings eggs. Talk about (L1) how Easter is celebrated in their country.
- Tell pupils (L1) that one tradition in Britain is to have an Easter egg hunt where chocolate or hard-boiled eggs are hidden and children have to 'hunt' them and find them.
- Teach or revise the words *garden, chick, flower, butterfly* and *leaf* by drawing a simple outline of each on the board. Write the words below each drawing.

PB page 72

1 Find and circle. Then sing.

- Point to various things in the picture and ask *What's this? (a butterfly, bunny,* etc). Ask *What colour is it? How many (bunnies/chicks)? Where's the boy/girl (in the garden).*
- Explain that the boy and girl are looking for eggs in the garden. Pupils find and circle the eggs in the picture. Then ask *How many eggs? (ten).* Point to each one and ask *What colour is it?*
- Play CD3:39. Pupils listen and point to the appropriate images.

It's Easter time, **3:39**
Time for fun.
Can you see the chicks
Go cheep, cheep, cheep?
Can you see the bunny
Go hop, hop, hop?
Can you see the eggs
for you and me, you and me?
Find, find, find, find the chicks.
Find, find, find, find the bunny.
Find, find, find, find the eggs.
It's Easter time,
Time for Fun.
Happy Easter everyone.

- Play CD3:39 again. Encourage pupils to mime being a chick or a bunny when you hear the words in the song. Play it a third time and pupils join in with the words. You could also play the karaoke version of the song CD3:51 for pupils to sing along to.

2 Make and play.

- Look at the photos and ask questions, e.g. *What's this? What colour is it?* In the second photo elicit what the child who has found the egg would say, e.g. *I've got an egg!*
- Give each pupil an egg template. Pupils cut out his/her egg and colour it in.
- Play a game of 'hunt the egg'. Two children leave the room and the other pupils hide six paper eggs. The pupils come back in the room and look for the eggs. Other pupils can help them by saying e.g. *Look at the window, book, desk,* etc. As each pupil finds an egg they say *I've got an egg.* The one who finds the most eggs is the winner. Swap so that other children have a turn.

AB page 64

1 Trace. Then colour and write.

- Pupils trace the words at the top of the activity. Pupils then colour the shapes which have dots in them to reveal the egg. Finally, they complete the sentence by writing the word *egg.*

2 Look and draw.

- Ask pupils *What is it?* for each picture in number 1. Ask (L1) what's next in the sequence (a chick). Pupils complete each sequence of drawings by drawing the missing picture. They then point to each picture in the sequence and say the words.

Ending the lesson

- On the board, draw a 5 by 5 grid of squares. Label the rows 1–5 and the columns 6–10. Pupils copy the

Easter

1 3:39 Find and circle. Then sing.



2 Make and play.





bunny, hop. Happy Easter. *Animals*, *Colours*, *Numbers*

grid and draw five Easter eggs. In pairs, they try to find their partner's eggs. They take turns, e.g. If a pupil says *five*, *ten* his/her partner says *Yes* or *No* depending on whether he/she has an egg in that square. They continue until one of them has found all their partner's eggs.

OPTIONAL ACTIVITIES

Flashcard game

Play Alternative Bingo see p. 23.

Paint Easter eggs

Bring some hard-boiled eggs to class and allow pupils to paint them. Take the class into the garden and conduct a proper egg hunt.

Word cards

red
yellow
green
blue
pink
purple
orange
brown
black
white

one
two
three
four
five
six
seven
eight
nine
ten

pen
pencil
book
ruler
rubber
table
chair

mum
dad
brother
sister
friend

head
body
arms
hands
fingers
legs
feet
toes

dog
cat
rabbit
parrot
mouse
tortoise
frog
big
small

house
garden
kitchen
living room
bedroom
bathroom
door
window

meat
cheese
yoghurt
fruit
bread
milk
juice

hungry
thirsty
tired
scared
excited
happy
sad
angry

Flash cards

red
yellow
green
blue
pink
purple
orange
brown
black
white

pen
pencil
book
ruler
rubber
table
chair

family
mum
dad
brother
sister
friend

head
body
arms
hands
fingers
legs
feet
toes

dog
cat
rabbit
parrot
mouse
tortoise
frog
big
small

house
garden
kitchen
living room
bedroom
bathroom
door
window

meat
cheese
yoghurt
fruit
bread
milk
juice

hungry
thirsty
tired
scared
excited
happy
sad



Well Done!

_____

_____

Family Island

Evaluation

Evaluation can be described as an attempt to analyse the learning that a child has achieved over a period of time as a result of the classroom teaching/learning situation. It plays an integral part in the teaching and learning process.

The evaluation material included in *Our Discovery Island* has been designed to analyse pupils' progress with the aim of reinforcing the positive aspects and identifying areas for improvement.

There are five main reasons for evaluation:

Formative – to increase motivation by making evaluation a part of the continuous learning process.

Summative – to give pupils feedback on their progress or achievement at a particular point in time, often formally through tests.

Informative – to give pupils and parents feedback on progress or achievements.

Diagnostic – to monitor individual pupils' needs and help identify pupils who need special support.

Evaluative – to identify pupils' level of achievement and select or order pupils according to merit, to check effectiveness of teaching methods, teaching materials and teachers.

Our Discovery Island provides eight photocopiable evaluations for use at the end of each unit and a further end of year evaluation. A photocopiable evaluation chart to record pupils' progress can be found on p. 175 and a photocopiable certificate can be found on p. 173 for the children to take home to their parents.

Our Discovery Island also encourages self-evaluation at the end of each unit in the Activity Books, giving the pupils an important opportunity to express their own opinion of their progress.

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	EVALUATION CHART								
PUPIL'S NAME	1	2	3	4	5	6	7	8	E-o-Y

MARKING CRITERIA ★ 1 – 3 = Still developing ★★ 4 – 6 = Progressing well ★★★ 7 – 10 = Excellent

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Evaluation teaching notes

Evaluation sheet 1



Listen and colour.

- Read the script. Pupils listen and colour the numbers accordingly.

Teacher script

1 Colour number 2 black.
2 Colour number 8 blue.
3 Colour number 5 orange.
4 Colour number 9 pink.
5 Colour number 3 red.
6 Colour number 6 brown.
7 Colour number 1 green.
8 Colour number 10 purple.



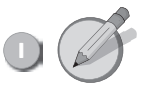
Listen and write.

- Read the script. Pupils listen and write a number in each balloon that corresponds with the child's age.

Teacher script

1 Hello. I'm Mary. I'm 6.
2 Hello. I'm Tom. I'm 8.
3 Hello. I'm Tara. I'm 5.
4 Hello. I'm Michael. I'm 7.

Evaluation sheet 2

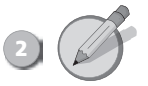


Listen. Then find and number.

- Read the script. Pupils find the classroom object and write the correct number in the boxes.

Teacher script

1 It's a pencil.
2 It's a ruler.
3 It's a book.
4 It's a rubber.
5 It's a chair.
6 It's a pen.
7 It's a table.



Listen and circle.

- Read the script. Pupils circle the correct item/items in each row.

Teacher script

1 Two rulers
2 Three books
3 One table
4 Four pencils
5 Two rubbers

Evaluation sheet 3

1 Listen and number.

- Read the script. Pupils find the correct person and write the correct number in the box near the corresponding person.

Teacher script

1 This is my friend.
2 This is my sister.
3 This is my mum.
4 This is my brother.
5 This is my dad.

2 Listen and circle.

- Read the script. Pupils circle the child showing the emotion described. Allow 2 points for each correct answer.

Teacher script

1 She's happy.
2 He's happy
3 She's sad.
4 He's sad.

Evaluation sheet 4

1 Listen and draw.

- Read the script. Pupils draw the missing parts of the monsters accordingly.

Teacher script

1 I've got three legs.
2 I've got five feet.
3 I've got two hands.
4 I've got six arms.

2 Listen and colour.

- Read the script. Pupils colour the monster's body parts accordingly.

Teacher script

1 I've got black hands.
2 I've got red arms.
3 I've got a blue head.
4 I've got pink legs.
5 I've got green feet.
6 I've got orange wings.
7 I've got purple tails.
8 I've got a yellow body.

Evaluation sheet 5

1 Listen and ✓ or ✗.

- Read the script. Pupils write a tick or a cross depending on whether the animal is in the picture.

Teacher script

1 She's got a cat.
2 She's got a tortoise.
3 She's got a rabbit.
4 She's got a parrot.
5 She's got a mouse.
6 She's got a dog.
7 She's got a frog.

2 Listen. Then find and colour.

- Read the script. Pupils find the animals mentioned and colour them accordingly.

Teacher script

1 It's a small mouse. Colour it black.
2 It's a big tortoise. Colour it green.
3 It's a small frog. Colour it yellow.
4 It's a big rabbit. Colour it pink.

Evaluation sheet 6

1 Listen and number.

- Read the script. Pupils write the correct number in the boxes.

Teacher script

1 kitchen
2 living room
3 bedroom
4 bathroom
5 garden
6 a door
7 a window

2 Listen and match.

- Read the script. Pupils draw lines matching each person to the room he/she is in.

Teacher script

1 Where's my dad?
He's in the bathroom.
2 Where's my sister?
She's in the living room.
3 Where's my dog?
It's in the garden.
4 Where's my mum?
She's in the bedroom.
5 Where's my brother?
He's in the kitchen.

Evaluation sheet 7

1 Listen and circle. Then write.

- Read the script. Pupils listen and circle the correct food in each row. Then write the food word. Allow 2 points for every correct answer.

Teacher script

1 bread
2 yoghurt
3 honey
4 jelly

2 Listen and ✓ or ✗.

- Read the script. Pupils write a tick for the food each person likes and a cross for the food he/she doesn't like.

Teacher script

1 Hello. I'm John. I like fruit. I don't like meat. I like milk.
2 Hello. I'm Alice. I don't like fruit. I like meat. I like milk.
3 Hello. I'm Bill. I like fruit. I like meat. I don't like milk.
4 Hello. I'm Amy. I like fruit. I don't like meat. I don't like milk.
5 Hello. I'm Tom. I don't like fruit. I like meat. I don't like milk.

Evaluation sheet 8

1 Listen and number.

- Read the script. Pupils find the children showing the emotions described and write the number in the boxes.

Teacher script

1 She's happy.
2 He's scared.
3 She's hungry.
4 She's tired.
5 He's thirsty.
6 She's sad.
7 He's excited.

2 Listen. Then write.

- Read the script. Pupils write the sentences using words from the word bank depending on the emotion expressed by each child.

Teacher script

1 She's thirsty.
2 He's sad.
3 She's excited.
4 He's tired.
5 She's scared.

End of year evaluation sheet

1 Listen and circle.

- Read the script. Pupils listen and circle the correct image.

Teacher script

1 Number 7
2 This is my sister.
3 It's a pencil.
4 It's a rabbit.
5 She's scared.
6 I like cheese

2 Read, find and write.

- Pupils read the sentences and write a number in the correct boxes.

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Evaluation sheet 1

Name: ..... Class: .....

1 Listen and colour.

3 1 4 2 5

8 6 9 10 7

2 Listen and write.

1



2



3



4



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1 7 points 2 3 points Total

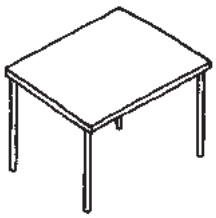
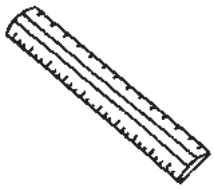
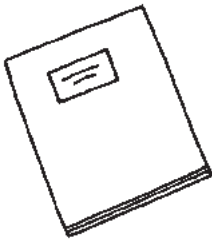
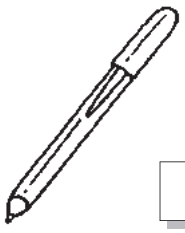
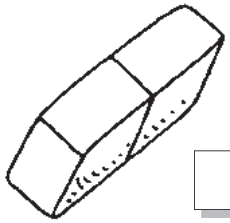
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Evaluation sheet 2

Name: ..... Class: .....

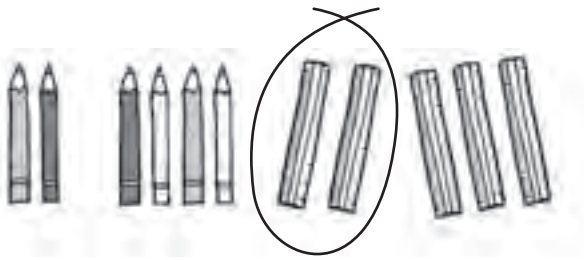
1 Listen. Then find and number.



2 Listen and circle.

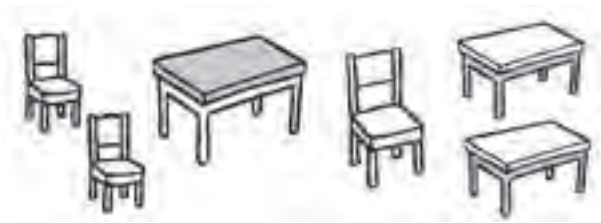
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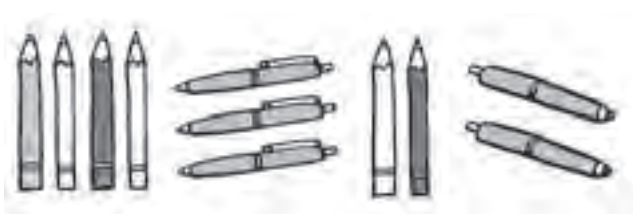
2



3



4



5



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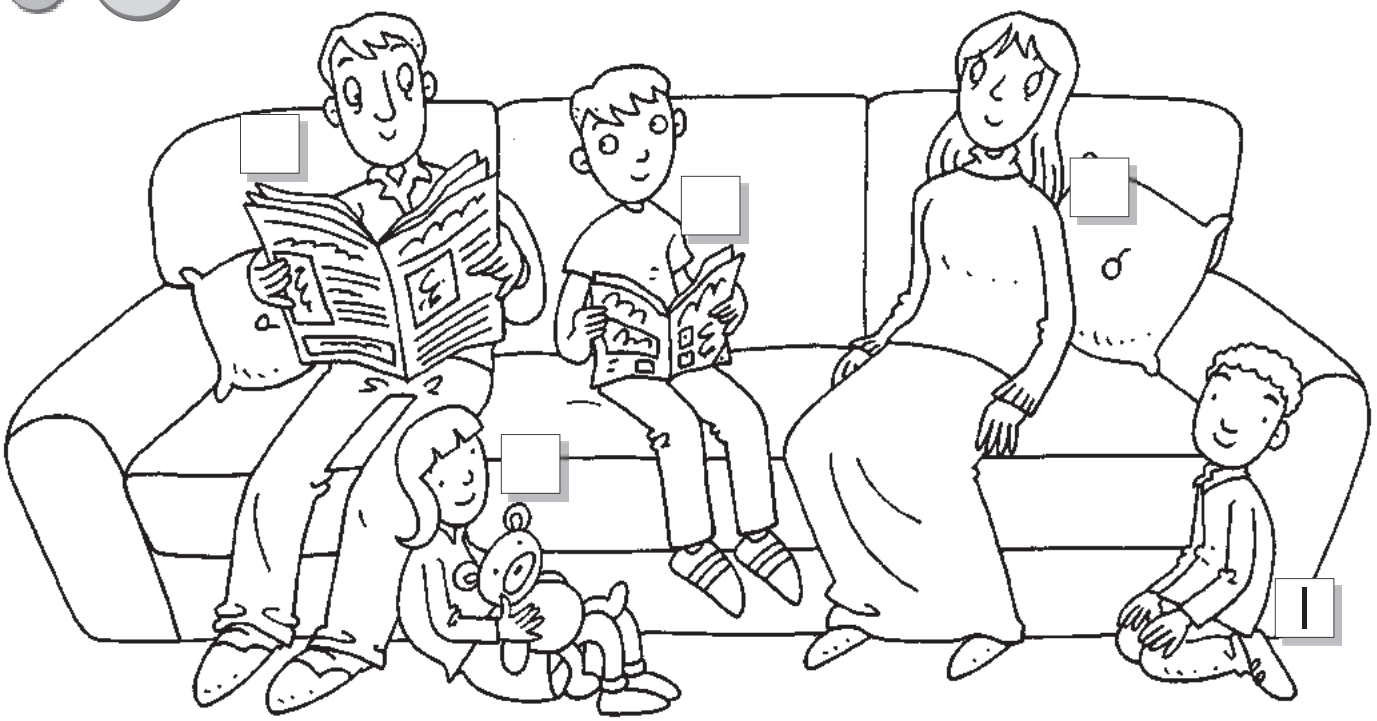
1 6 points 2 4 points Total

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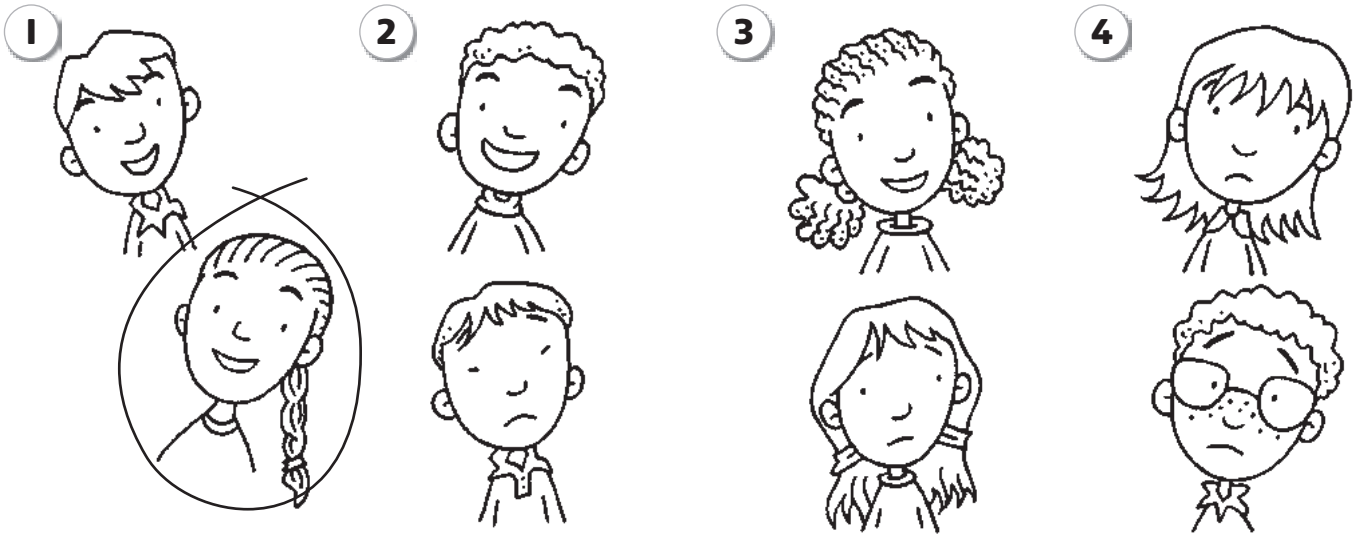
Evaluation sheet 3

Name: ..... Class: .....

1 Listen and number.



2 Listen and circle.



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1 4 points 2 6 points Total

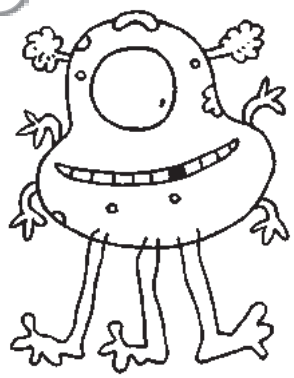
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Evaluation sheet 4

Name: ..... Class: .....

1 Listen and draw.

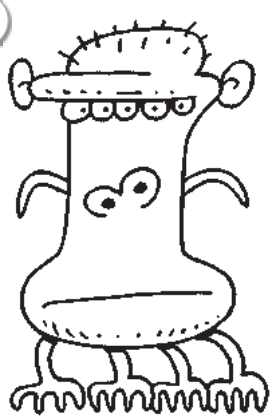
1



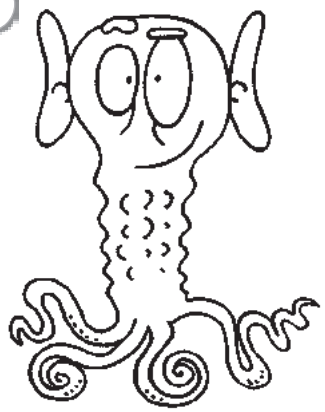
2



3



4



2 Listen and colour.



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1 3 points 2 7 points Total

5 My pets

Evaluation sheet 5

Name: ..... Class: .....

1 Listen and ✓ or ✗.



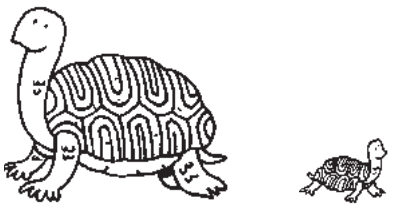
1 ✓ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐

2 Listen. Then find and colour.

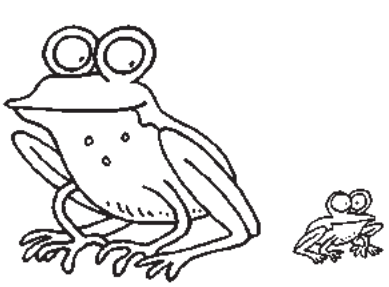
1



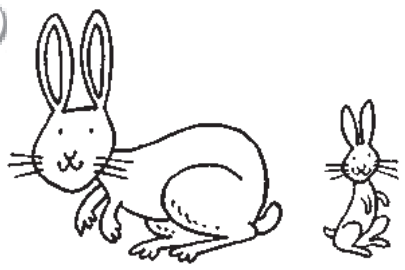
2



3



4



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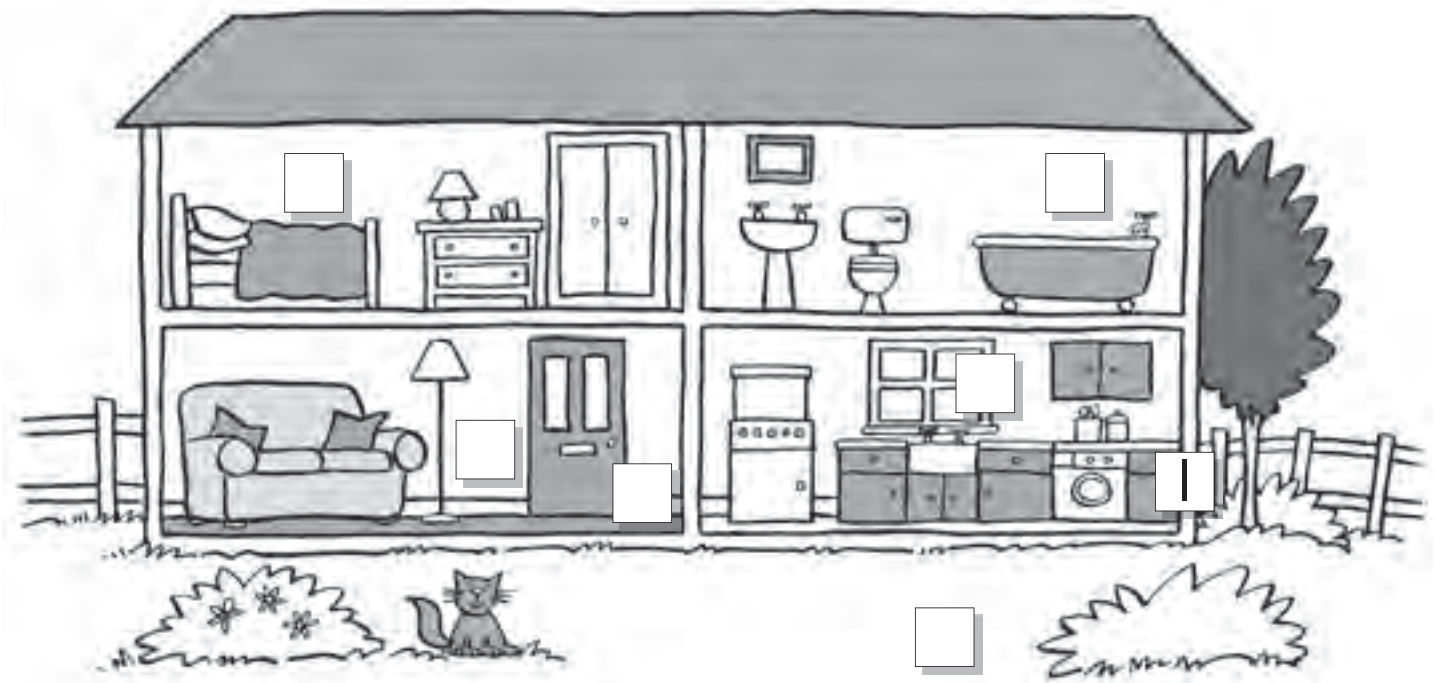
1 6 points 2 4 points Total

6 My house

Evaluation sheet 6

Name: ..... **Class:** .....

1 Listen and number.



2 Listen and match.



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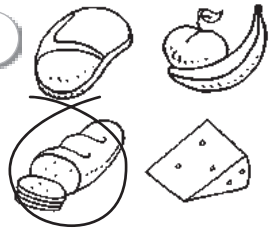
1 6 points 2 4 points Total

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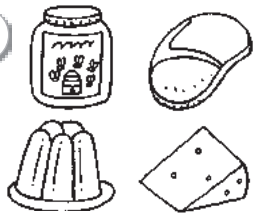
Evaluation sheet 7

Name: ..... Class: .....

1 Listen and circle. Then write.

1  bread

2  _____

3  _____

4  _____

2 Listen and ✓ or ✗.

	fruit	meat	milk
John 	✓	✗	✓
Alice 			
Bill 			
Amy 			
Tom 			

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1 6 points 2 4 points Total

8 I'm excited

Evaluation sheet 8

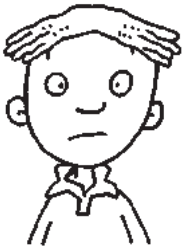
Name: ..... Class: .....

1 Listen and number.



2 Listen. Then write.

1 

2 

3 

She's thirsty. _____ _____

4 

5 

_____ _____

He's	She's	~~thirsty~~	excited	tired	scared	sad

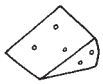
1 6 points 2 4 points Total

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End of year evaluation sheet

Name: ..... **Class:** .....

1 Listen and circle.

1	5	7	9	3
2				
3				
4				
5				
6				

2 Read, find and write.

1 [2] She's got a cat.

2 [ ] He's sad.

3 [ ] He likes fruit.

4 [ ] She's 8.

5 [ ] He's in the kitchen.

6 [ ] He's got a mouse.



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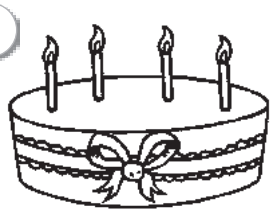
1 5 points 2 5 points Total

1 My birthday

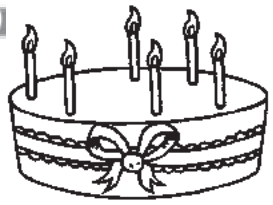
Worksheet 1

Name: ..... Class: .....

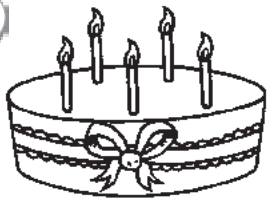
1 Trace. Then count and write ✓ or ✗.

1 

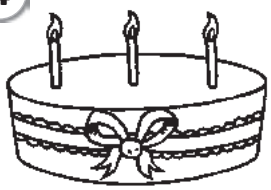
I'm four . ✓

2 

I'm six . ☐

3 

I'm five . ☐

4 

I'm three . ☐

5 

I'm nine . ☐

2 Find and colour.

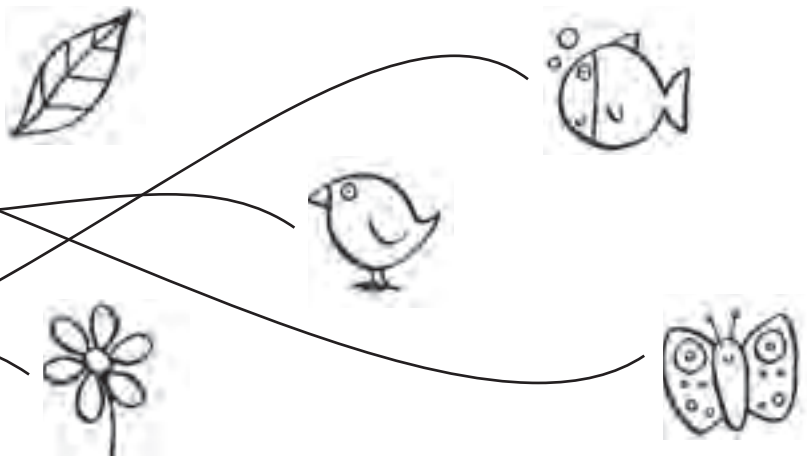
red

blue

green

yellow

orange



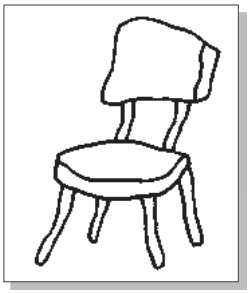
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2 At school

Worksheet 2

Name: ..... Class: .....

1 Look. Then draw and colour.



chair ruler pencil book rubber

2 Find and count. Then write.



1 two tables 2 _____ pencils 3 _____ rubbers

4 _____ rulers 5 _____ books 6 _____ pens

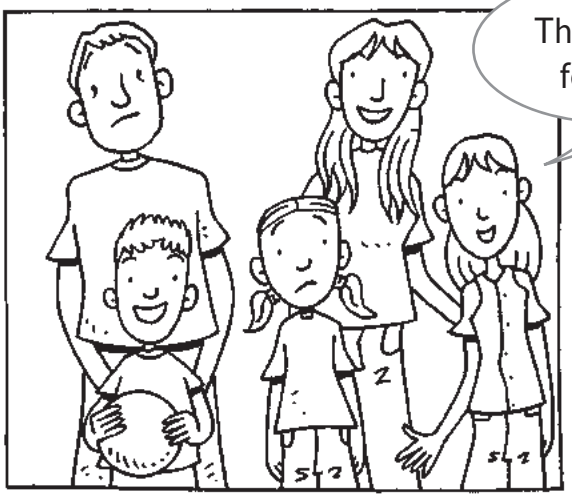
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3 My family

Worksheet 3

Name: ..... **Class:** .....

1 Read and find. Then circle and write.



happy sad

1 This is my dad. (He's) / She's sad .

2 This is my mum. He's / She's _____ .

3 This is my sister. He's / She's _____ .

4 This is my brother. He's / She's _____ .

2 Read. Then write *Yes* or *No*.

1 

This is my dad. No

2 

This is my sister. ____

3 

This is my brother. ____

4 

This is my mum. ____

5 

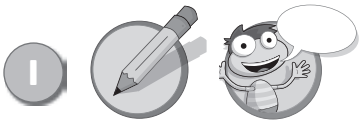
This is my friend. ____

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4 My body

Worksheet 4

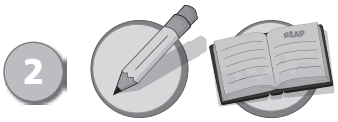
Name: ..... **Class:** .....



1 **Draw and write. Then say.**

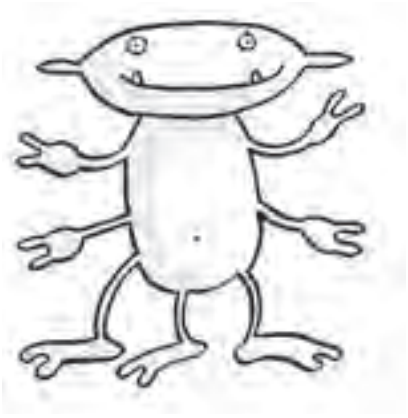
I've got ...

1	body	___	hands
___	heads	___	feet
___	arms	___	wings
___	legs	___	tails

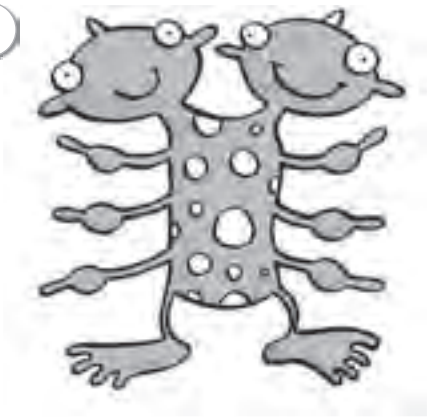


2 **Read. Then find and write.**

1



2



1 I've got four arms. 1

2 I've got eight toes. ☐

3 I've got two heads. ☐

4 I've got eight fingers. ☐

5 I've got six hands. ☐

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5 My pets

Worksheet 5

Name: ..... **Class:** .....

1 Draw. Then write.





1 This is a boy. He's got a _____ .

2 This is a girl. She's got a _____ .

2 Read and find. Then write.

big small



1 She's got a mouse. It's small .

2 She's got a tortoise. It's _____.

3 She's got a dog. It's _____.

4 She's got a frog. It's _____.

5 She's got a parrot. It's _____.

6 She's got a rabbit. It's _____.

7 She's got a cat. It's _____.

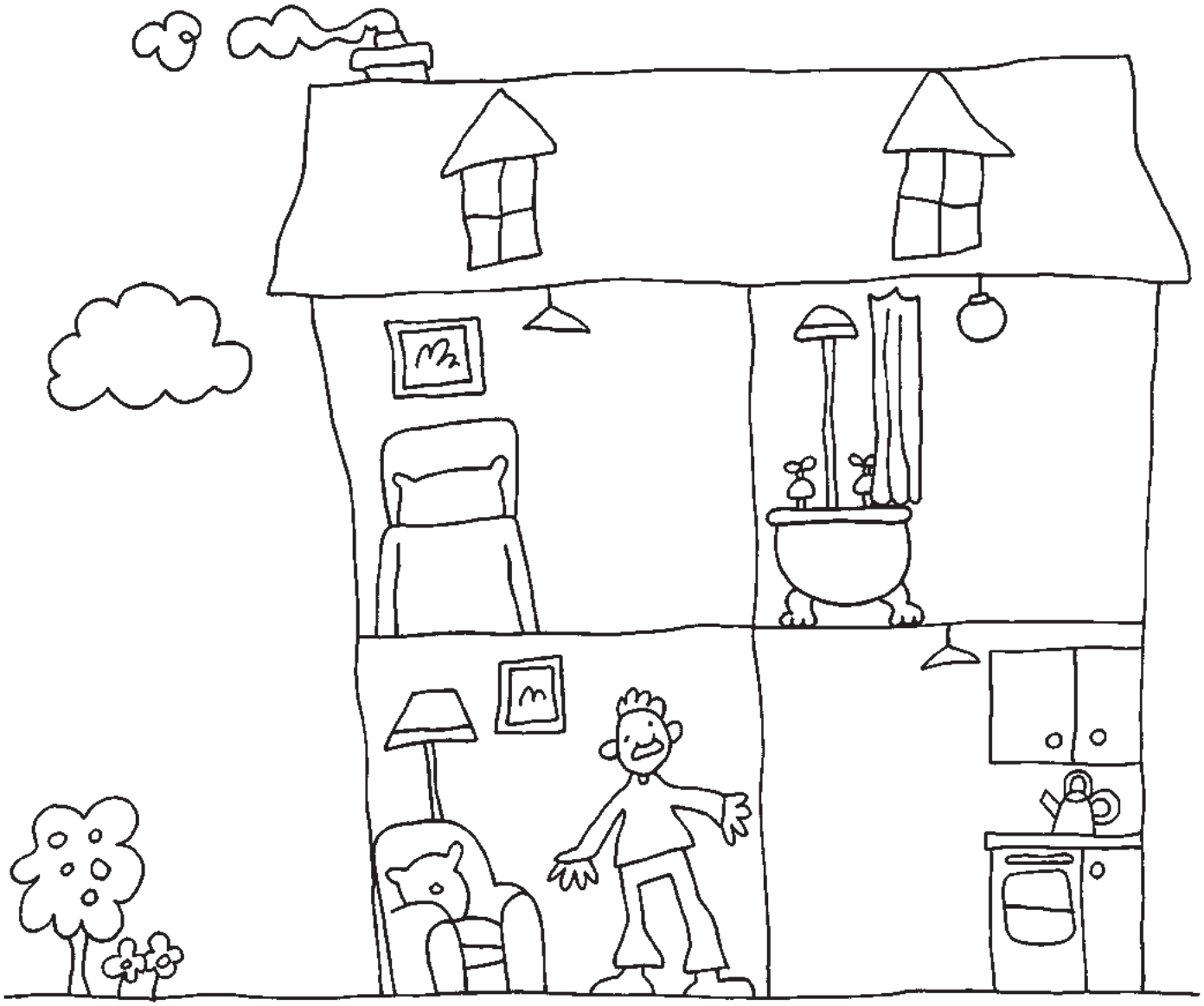
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6 My house

Worksheet 6

Name: ..... **Class:** .....

1 **Read and draw.**



1 My dad's in the living room.

2 My mum's in the bathroom.

3 My brother's in the kitchen.

4 My sister's in the bedroom.

5 My friend's in the garden.

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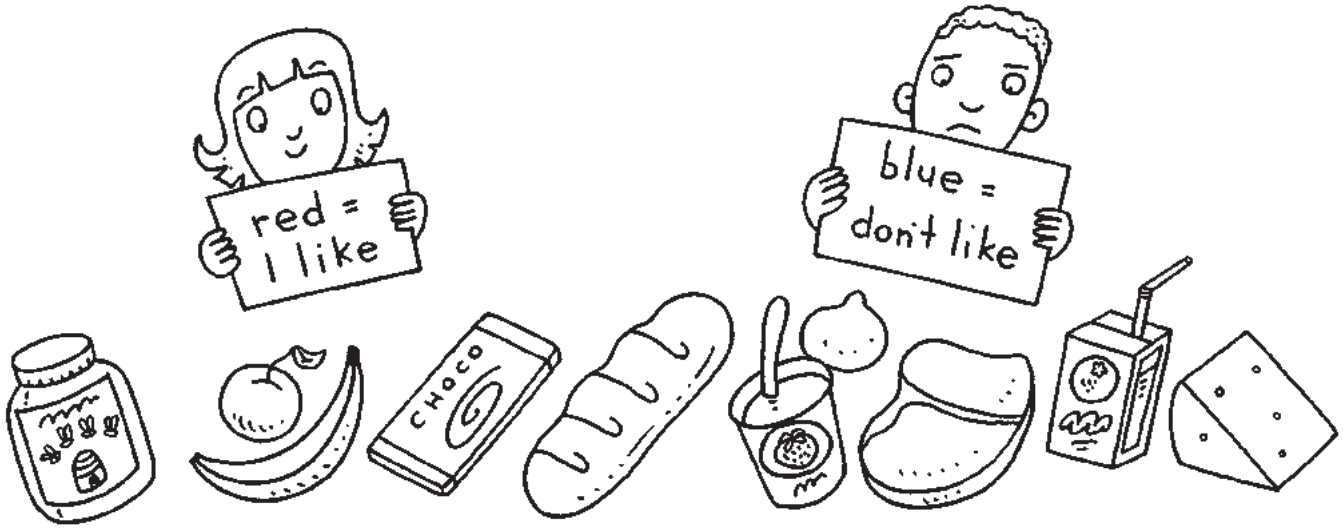
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Worksheet 7

Name: ..... Class: .....



1 Read and colour.





2 Ask and answer. Then ✓ or ✗.

Do you like ...?	Me		
 milk	✓		
 _____	☐		
 _____	☐		
 _____	☐		
 _____	☐		

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8 I'm excited

Worksheet 8

Name: ..... **Class:** .....

1 Match. Then say.



tired scared hungry thirsty excited

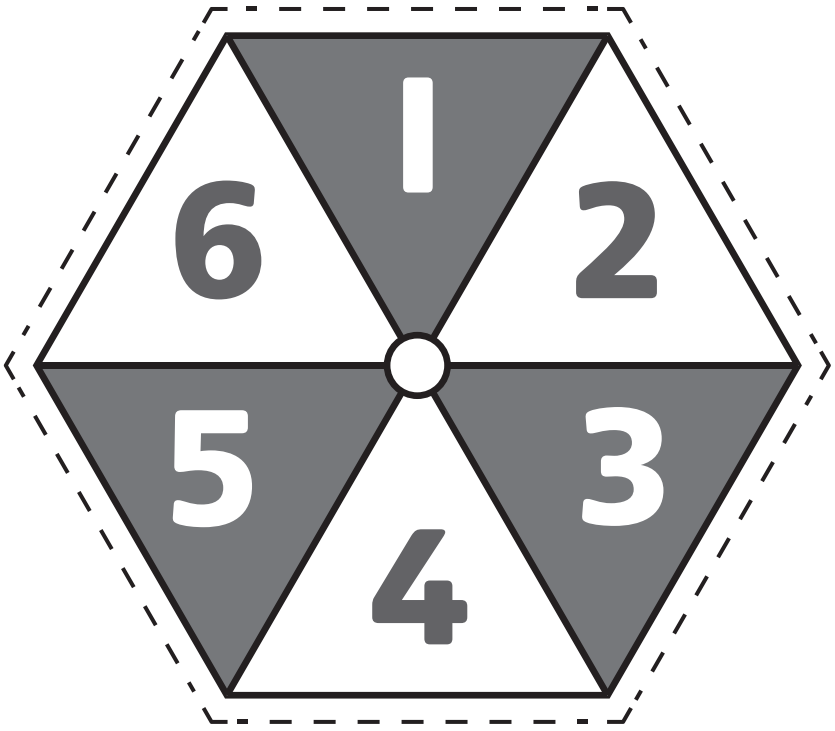
2 Read. Then find and write.

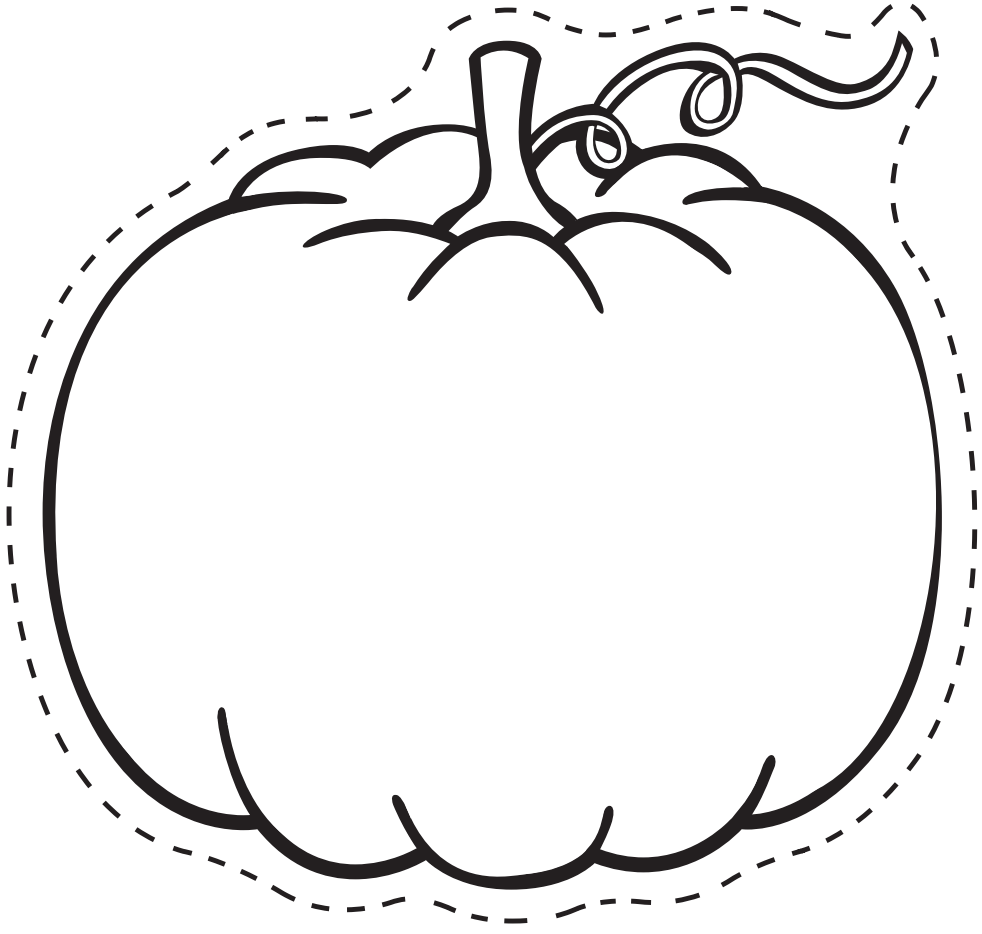


She's tired. ☐ Clap! ☐ He's scared. ☐

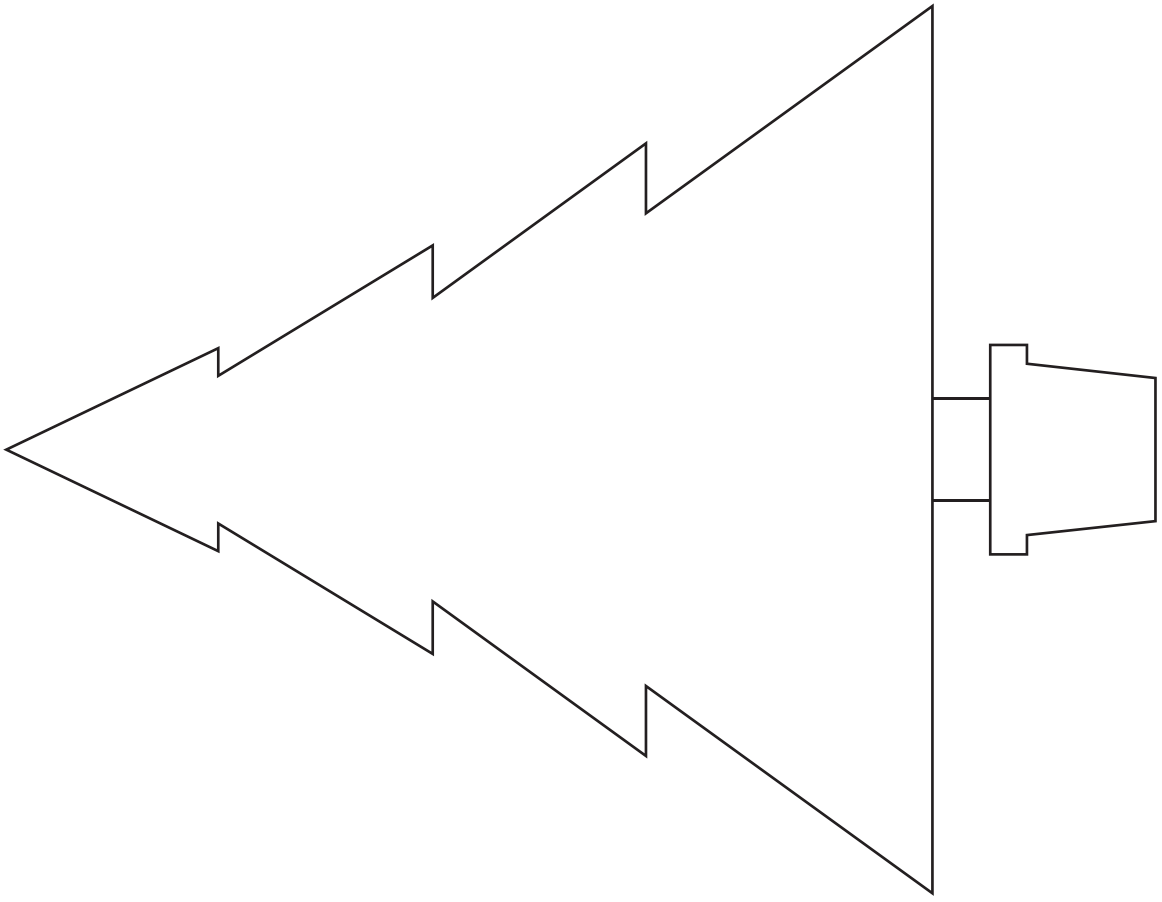
Stamp! ☐ He's thirsty. ☐ Jump! 1

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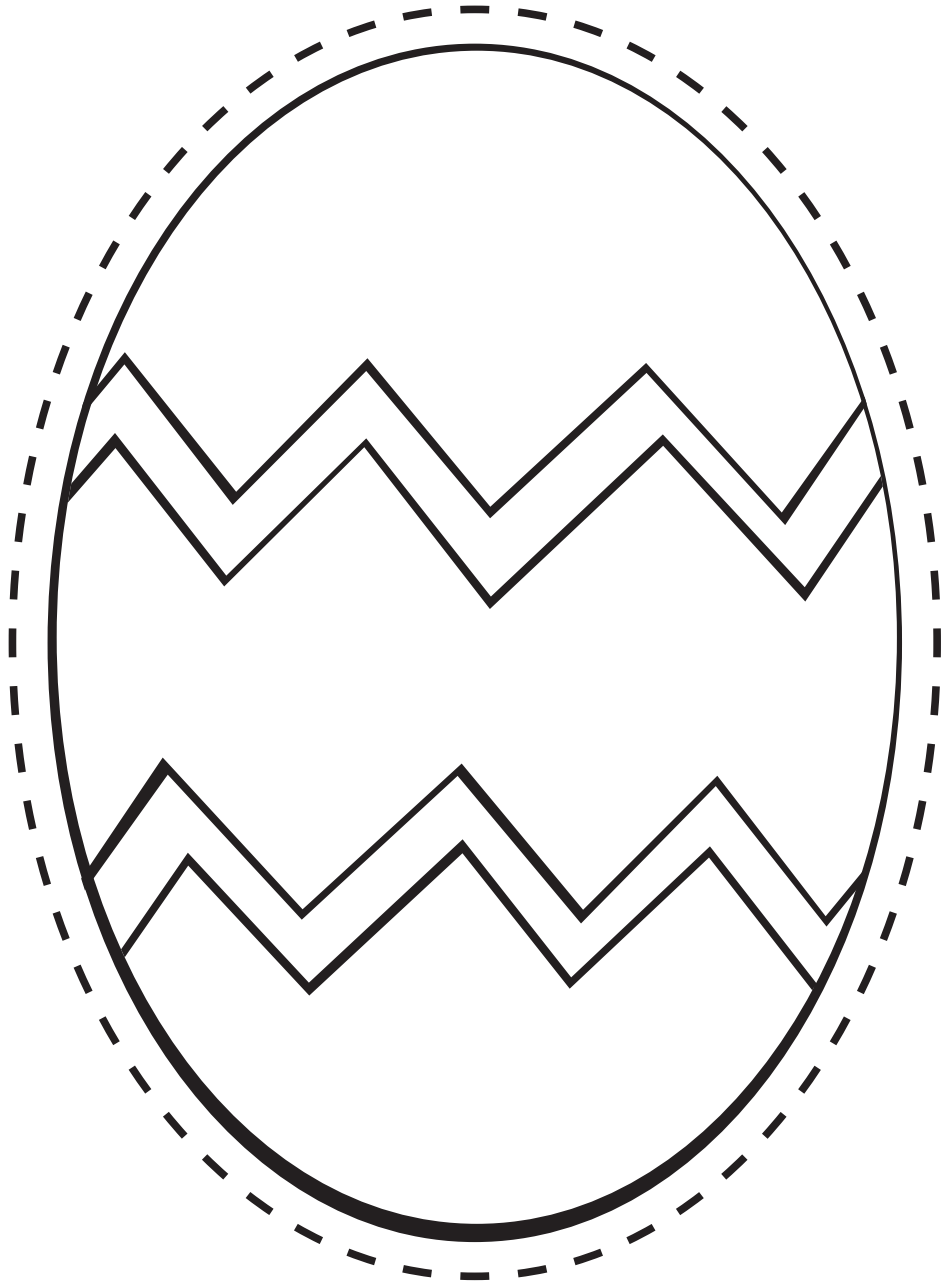


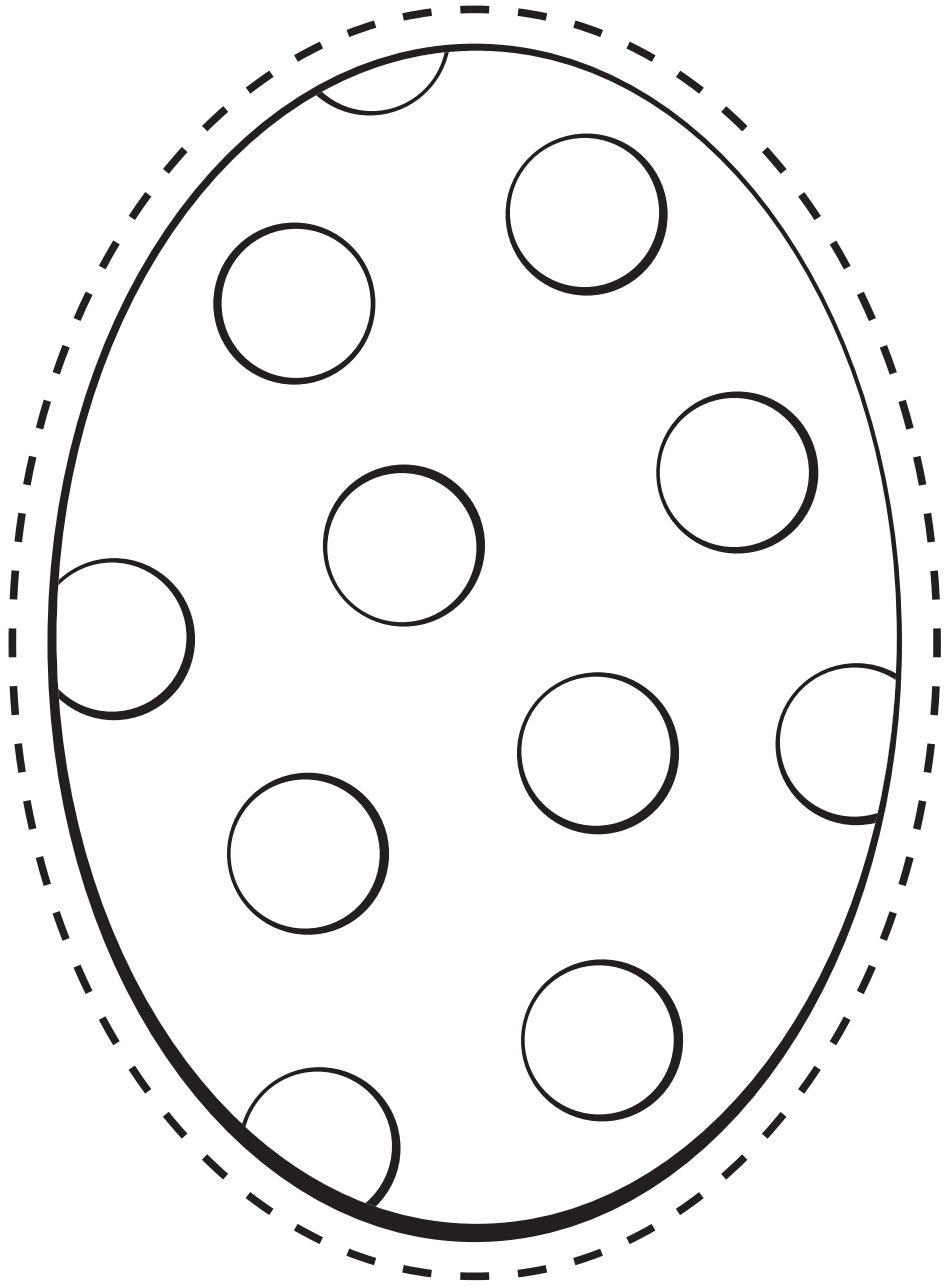
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Fold

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orange	blue	red
brown	pink	yellow
black	purple	green

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six	three	white
seven	four	one
eight	five	two

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rubber	pencil	nine
table	book	ten
chair	ruler	pen

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body	sister	mum
arms	friend	dad
hands	head	brother

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rabbit	toes	fingers
parrot	dog	legs
mouse	cat	feet

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kitchen	small	tortoise
living room	house	frog
bedroom	garden	big

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fruit	meat	bathroom
bread	cheese	door
milk	yoghurt	window

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scared	hungry	juice
excited	thirsty	sad
happy	tired	angry

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Our Discovery Island

ACCESS CODE

Family Island

You will find your unique access code to register for Our Discovery Island in the box below. You need to register this code to gain access to your island.

The access code can only be used once. Don't buy this book if the protective coating has been scratched off.

To register your code:

- Go to www.ourdiscoveryisland.com
- Click on the **'New user'** button.
- Follow the on-screen instructions and fill in the registration form.
- Write your user name and password somewhere safe, then click **'Register'** to activate your account.
- You are now ready to start.

You can use the same log in details to access the Progress Review System at www.ourdiscoveryisland.com/teachers. Here you can obtain a 'Class ID' for your pupils and monitor their progress online.

Need help?

If you need technical support, please visit http://pearsonsupport.helpserve.com