

Our Discovery Island

2

TEACHER'S BOOK



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Pearson Education Limited
Edinburgh Gate
Harlow
Essex CM20 2JE
England
and Associated Companies throughout the world.

Our Discovery Island™

www.ourdiscoveryisland.com

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First published 2011
ISBN: 978-1-4082-3865-3

Set in Futellar 10.5/12pt
Printed in China
CTPSC/01

Illustrated by Mark Ruffe (The Organisation) and Lee Gosgrove



Space Island

TEACHER'S BOOK

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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 also 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 Space Island, the spaceship crashed on landing and needs to be repaired. Professor Bloom compiles a list of objects that Harry and Rose need to collect for the repair. The pupils follow the children on their quest (meeting alien friends along the way) and help them to find the objects, repair the spaceship and return home to Earth.

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 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
- Four Review spreads (two of which are board games) at the end of alternate units
- Four Wider World spreads focusing on a real-life topic from an international perspective, at the end of alternate units
- Two Festival lessons at the back of the book for use at Christmas and Easter
- Pictorial mini cards (72) at the back of the book for pupils to play card games.

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



ACTIVITY BOOK

The Activity Book provides reinforcement and consolidation of the language presented in the Pupil's Book. It contains controlled and free 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 eight lessons for use after the corresponding Pupil's Book page

ONLINE ISLAND

Our Discovery Island includes a unique Online Island component. This provides a safe, engaging, highly motivating environment where the 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!



- Two Festival lessons at the back of the book for use at 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.



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 Island and the posters can be best exploited in class.

ONLINE ISLAND

Teachers have special access to the Online Island using the Access code provided in the Teacher's Book. This takes them into *Space Island Online* with the 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 login 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 pp. 10–14.

butterfly	cat	fish
fish	rabbit	snake
parrot	tortoise	hamster

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
- Consolidation and extension worksheets
- Word cards

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



AUDIO CD

The CDs contain all the charts, 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, focusing 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 *Space Island* characters. Teachers will find further information on pp. 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 Book 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 *Space 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 p. 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 pp. 20–21.



Methodology and organisation

METHODOLOGY

Our Discovery Island Level 2 takes a 'SP' 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* 'SP' 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 reading and 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.

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 p. 8) in which pupils can make a record of the sounds learnt and identify words containing those sounds to aid memory.

ORGANISATION

At Level 2, there is an introductory unit (Welcome) followed by eight main teaching units, divided into eight lessons. The two Festival lessons can be used at Christmas and Easter. There are pictorial mini cards (72) at the back of the Pupil's Book covering the main target vocabulary of the units. Pupils use these to play card games in Skills Lesson 4 and elsewhere, consolidating the language learnt in the units.

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 reading, listening and associating the vocabulary with repetitive sounds. Pupils produce all the vocabulary before moving 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 along with further practice of the new language. A Look! box highlights the target language of the lesson and there is a listening comprehension for further practice. A speaking activity follows which often involves personalisation. Then pupils sing the quest song and find the quest item in the main illustration.

Lesson 3

Song. Vocabulary and language structure 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 Look! box highlights the target language of the lesson and there is a speaking activity based on the language presented in the song.

A Home-School link to encourage parental involvement appears in this lesson with full details of use in the teaching notes.

The mascot, Hoopla, appears in this lesson or Lessons 6 or 8, depending on the content of the unit. Hoopla has a picture of an item from *Space 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 all four skills: listening, speaking, reading and writing across the Pupil's Book and Activity Book.

Sounds Fun! This pronunciation feature with audio support presents English sounds with comic characters and tongue twisters.

The mini card games provide opportunity for interaction and speaking and consolidate the main target vocabulary for the unit.

Lesson 5

Story. The story is presented with speech bubbles for reading and audio support. It recycles vocabulary and structures from previous lessons and introduces some new language. The lesson ends with a link to show teachers when to take pupils to *Space Island Online*.

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 new language.

Lesson 7

Round-up and I can do it! in the Activity Book consolidate the vocabulary and language structure of the unit, adding opportunities for personalisation and interaction. Pupils self-evaluate how well they feel they have done in this unit by colouring in the stars in the Activity Book.

Lesson 8

In alternating units this lesson is either a Review spread (two of which are board games), consolidating the language of the previous two units or a Wider World spread focusing on a real-life topic from an international perspective which also consolidates the language of the previous two units and introduces some new topic-related language.

LITERACY

In Level 2, reading is introduced in the Pupil's Book and Activity Book in the form of short paragraphs. In the Activity Book pupils practise writing short sentences to practise the new language.

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 learned 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 eight 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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Pronunciation table

Consonants		Vowels		
Symbol	Keyword		Symbol	Keyword
p	pen	short	ɪ	bit
b	back		e	bed
t	ten		æ	cat
d	day		ʊ	dog
k	key		ʌ	cut
g	get		u	put
f	fat		ə	about
v	view		i	happy
θ	thing		u	actuality
ð	then		long	ɛː
s	soon	ɑː		father
z	zero	ɔː		four
ʃ	ship	uː		boot
ʒ	pleasure	ɪː		bird
h	hot	diphthongs		eɪ
x	loch		aɪ	lie
tʃ	cheer		ɔɪ	boy
dʒ	jump		aʊ	note
m	sum		aʊ	now
n	sun		ɪə	real
ŋ	sung		eə	hair
w	wet		ʊə	sure
l	let		ɪə	actual
r	red		ɪə	peculiar
j	yet			

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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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(7), 7–68.

Kneis, 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, customisation, 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.

SPACE ISLAND ONLINE

Space Island Online is set on a fun island in space where the pupils visit a park, a sports arena and the inside of a spaceship among other locations. The aliens from the Pupil's Book, Hip and Hop have been captured by some cheeky Space Tricksters. The main goal is to catch all the Space Tricksters (eight) who are causing havoc on Space Island, rescue Hip and Hop and help return Space Island to normal.

As they move around Space Island they will bump into and be able to interact with characters they recognise from the books, such as Professor Bloom, Harry and Rose.

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. The pupils can return to the chatroom at any stage during the adventure to test their mastery of the language.

The pupil then progresses 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 Hoopla, the alien pet. 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.

Space Island Unit 1 lesson plan

Space Island Online can be used safely by children at home, if they have a computer and internet access or the Space Island CD-ROM. If you wish to incorporate Space 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 items from nature (rock, pond, bird, flower, tree, insect, worm, spider, mushroom) and to understand questions and answers with *How many...?* (*How many trees are there? There are ten trees.*)
- Carry this out as part of Lesson 5, after the pupils have completed the Pupil's Book activities. Pupils may have already found the book/online link item that Hoopla is holding up on the Pupil's Book page at the end of Lesson 8 (frog) and may have therefore completed the supplementary language activity based on the vocabulary in this unit. If not, the teacher can 'walk' the pupils through this after entering the turnstile for the entrance to the park. The frog is sitting on a grey rock near the big (blue) pond.
- Online: Using the IWB or a computer screen visible to the class, go to Space Island Online and access Scene 1, the park.
- Walk pupils through the first part of the scene. Find and talk to the tourist, who is standing by the entrance to the park. Click on him. He will ask you to help him label the poster correctly. Call individual pupils to the computer to take over the mouse and drag the correct labels to where the blank labels are on the poster. Alternatively, ask pupils to call out the correct answers while you drag the labels.
- Next, enter the park through the turnstile and talk to the park keeper, who will ask you to look at a photo of the park before the Yellow Trickster stole all the colours and count the number of birds, insects, etc. within the park. Choose one pupil at a time to operate the mouse. They should move the mouse back and forth slowly across the screen, allowing the other pupils in the class to count the number of each item.

This may take some time as there are a lot of things to count. When everyone agrees on the answer, the pupil should exit the photo view, click on the park keeper again and select the correct answer. Repeat until all questions are answered correctly.

- Professor Bloom will now appear to ask some questions. Have the pupils agree on the answers before selecting them. When the report is complete, choose a pupil to read it aloud to the class. This can be found on the Mission Log card in the inventory bag at the top right of the screen. Click on Examine to read the report.

- Pupils can then talk to the supplementary character in this scene – the Insect Inspector, wearing a bee costume. Ask the class (LT) if they know why she is wearing this costume. (So she blends in and doesn't frighten the insects.) After the conversation she will give the pupils a watering can card which they can pick up and carry or put down.
- 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.



How to use the DVD

Episode	Target language
1	Parts of the body. Colours. I've got...
2	What's this? What's that? He/He's... It/It's... Where is he? Where are they?
3	sing, jump, sit, run, read, dance, paint, play football, ride a bicycle, can/can't
4	flying, swimming, dancing, eating, riding a bicycle, touching, making, cleaning, Food

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 *Space Island*. Each episode also contains a Last Word – a short focus on one language point.

• SONG

The pupils watch, listen and follow the actions. As they grow more confident, they can join in with the song.

• STORY

Watch the story. Ask the 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 the pupils to act out the story. Assign the roles of Professor Bloom, Harry, Rose and Hip 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 the pupils can use the DVD player controls to answer questions.

Episode 1

Song – I've got brown eyes

JACK Hello, Sally! Hello, Albert!
 SALLY Hello, Jack! Hello, Albert!
 ALBERT Hello, Jack! Hello, Sally!
 JACK Hello, my name is Jack. And I've got brown eyes.
 SALLY Hello, my name is Sally. And I've got blue eyes.
 ALBERT She's got one, two blue eyes. I've got one, two brown eyes.
 SALLY He's got two brown eyes. I've got two blue eyes.
 JACK I've got black hair. She's got blond hair.
 SALLY I've got blond hair. He's got black hair.
 JACK I've got short hair.

SALLY He's got short hair.
 ALBERT He's got short, black hair. She's got short, blond hair.
 JACK I've got long, brown hair.
 SALLY I've got long, blond hair.
 JACK I've got short, blond hair.
 SALLY I've got short, brown hair.
 JACK I've got long, black hair.
 SALLY I've got short, black hair.
 JACK I've got long, blond hair.
 SALLY I've got long, brown hair.
 ALBERT He's got pink hair.
 SALLY Has he got brown hair?
 ALBERT No!
 SALLY He hasn't got brown hair! Has he got blond hair?
 ALBERT No!
 SALLY He hasn't got blond hair! Has he got pink hair?
 ALBERT Yes!
 SALLY He's got pink hair!
 JACK I've got pink hair!
 SALLY I've got red hair!
 ALBERT I've got green hair!
 SALLY I've got green eyes.
 ALBERT I've got blue eyes.
 SALLY I've got brown eyes.
 ALBERT I've got one brown eye and one blue eye!
 SALLY And I've got red hair!
 ALBERT He's got red hair. I've got blond hair.
 JACK He's got red hair. I've got black hair.
 SALLY AND JACK What colour is your hair?

Extra activity

Seat the pupils in a circle with enough chairs for all except one to sit down. The pupil without a seat stands in the middle of the circle and chooses an eye or hair colour, e.g. blue eyes or blond hair. Anyone who has hair or eyes of the colour chosen must stand up and exchange seats with someone else across the other side of the circle. So, for example, if the pupil in the middle

says blue eyes, everyone with blue eyes stands up and changes seats with someone else with blue eyes. The pupil in the middle then tries to sit down on one of the vacant seats, leaving another pupil in the middle without a seat. That pupil chooses the next category. If the pupil says pink hair, everyone changes seats.

Story – Colours

ROSE Look, Harry, there are flowers!
 HARRY How many flowers are there?
 ROSE There are five flowers.
 HARRY Ah!
 HEP Hello, Rose! Hello, Harry!
 HARRY Hello, Hip!
 HEP You've got blond hair. Look. There's a pond. I've got red hair.
 HARRY My face is pink. Your face is red.
 ROSE You're red!
 HARRY Cool! I'm red!
 ROSE Oh no!
 HARRY Woah! What was that?
 PROF BLOOM Oh dear! Oh dear! The wheel!
 HARRY What is it, Professor?
 PROF BLOOM Where's Harry?
 HARRY I'm here. It's me, Harry!
 PROF BLOOM Harry?
 ROSE Hip! Show him.
 HEP Here, Professor Bloom, your wheel.
 PROF BLOOM There's the wheel! Goodness! Thank you!

The Last Word – Flying man

ALBERT The Adventures of Flying Man.
 FLYING MAN I'm flying.
 ALBERT Argh! A monster!
 FLYING MAN Argh! An alien!
 ALBERT Ah! A rabbit!

Episode 2

Song – It's a skateboard

JACK Hello! Albert!
 ALBERT Hello, Jack!
 JACK Wow! An MP3 player! Cool!
 SALLY Ahem!
 JACK Yes?
 SALLY That's my MP3 player. Albert! That's my MP3 player!
 JACK Can I listen to it?
 SALLY No.
 JACK Albert?
 JACK What's that? What's that?
 SALLY What's this? What's this? It's a new skateboard! Wow, it's great!

JACK What's that? What's that?
 SALLY What's this? What's this? It's a big teddy bear.
 JACK What's that? What's that?
 SALLY What's this? What's this? It's a cool computer game. Woah!
 SALLY What's that? What's that?
 JACK What's this? What's this? It's a bicycle!
 SALLY Help! I can't ride!
 JACK Can I help?
 SALLY Yes, please!
 SALLY Do you want to ride?
 JACK Yes, please!
 SALLY It's good to share!

Story – Looking for things

HEP Where is he? Where is he?
 PROF BLOOM Where are they? Where are they?
 HEP Oh, hello, Professor.
 PROF BLOOM Oh, hello, Hip. I can't find my glasses.
 HEP Oh, I can't find my pet!
 PROF BLOOM What does he look like? Has he got a long nose?
 HEP No, he hasn't.
 PROF BLOOM Has he got long hair?
 HEP No, he hasn't. He's got short hair. And he's purple.
 PROF BLOOM Let's look for him.
 HEP Let's go this way.
 PROF BLOOM Yes, let's go this way.
 HEP Hoopla! Where are you?
 PROF BLOOM Is he on the sofa? No, he isn't on the sofa.
 HEP Is he under the table? No, he isn't under the table.
 HEP Hey! My glasses! Thank you, Hip!
 PROF BLOOM Oh! Goodness! You aren't Hip!
 HEP Professor! You've got him!
 PROF BLOOM What have I got?
 HEP You've got Hoopla!
 PROF BLOOM Ah ha!

Extra activity

Choose an item that the pupils can identify and place it in various positions around the classroom. Ask *Where is it? Is it on the table? Is it under the chair?* etc. Do the same for either an item such as a pair of glasses or two items, such as two pens or two books, in order to practise *Where are they? Are they on the chair? Are they under the table?* etc.

The Last Word – Blond hair, black hair Responses depend on what the viewer clicks on.

NARRATOR Who's got blond hair? Is it Jack, Sally or Albert?

NARRATOR That's right, Sally's got blond hair.

NARRATOR No, Jack's got black hair. Try again.

NARRATOR No, Albert's got green hair. Try again.

Episode 3

Song – I can jump

SALLY Jack! Jack, where are you? It's time to sing. Hello, Albert. It's time to sing, but Jack isn't here.

ALBERT No Jack!

SALLY No Jack!

SALLY 1 Hello!

SALLY 2 Hello!

SALLY 1 Ready to sing?

SALLY 2 Yes!

SALLY 1 I can jump. I can jump. I can jump in the air.

SALLY 2 I can sit. I can sit. I can sit in a chair.

SALLY 1 I can run. I can jump. I can run and jump.

SALLY 2 I can sit. I can read. I can sit and read.

SALLY 1 I can run. I can jump. I can dance.

SALLY 2 I can sit. I can read. I can paint.

SALLY 1 I can run. I can jump. I can dance. I can play football!

SALLY 2 I can sit. I can read. I can paint. I can sing!
Looooooooooooooooooooo!

ALBERT Can you jump?

SALLY 2 Yes, I can.

ALBERT Can you read?

SALLY 1 Yes, I can.

SALLY 1 Can you run?

ALBERT Yes, I can. Can you paint?

SALLY 1 Yes, I can. Can you dance?

SALLY 2 Yes, I can.

SALLY 1 You can't play football.

SALLY 2 You can't sing!

JACK And I can ride my bicycle!

Extra activity

Throw a bean bag or soft ball to a confident pupil and ask *Can you dance?* When this pupil has answered, get him/her to throw the bean bag to another pupil and ask another *Can you ...?* question. That pupil answers and then throws to another pupil and asks another *Can you ...?* question, etc.

Story – Gardening

PROF BLOOM Today is Gardening Day!
ROSE AND HARRY Gardening Day? Yippee! Come on!

ROSE I like tomatoes. Yummy!

ROSE Oh no, I haven't got a spade.

HARRY Oh no, I haven't got water.

HARRY Rose, what's wrong?

ROSE I haven't got a spade.

HARRY I haven't got water. Rose, can we share the water?

ROSE Yes, we can share the water.

HARRY Harry, can we share the spade?

HARRY Yes, we can share the spade.

ROSE Rose, I can dig! Can you dig?

ROSE Yes, I can dig.

HARRY Thank you, Rose!

ROSE Harry, can you water?

HARRY Yes, I can water.

ROSE Hmm. I can water!

PROF BLOOM Hello! Tomatoes! Very good.

PROF BLOOM Strawberries! Very good.

PROF BLOOM We have a winner!

HARRY AND ROSE Who?

PROF BLOOM Harry and Rose! You can share the prize!

The Last Word – Can you dance?

ALBERT Can you dance?

STICK MAN Yes, I can dance.

ALBERT Show me.

ALBERT Can you run?

STICK MAN Yes, I can run.

ALBERT Show me.

ALBERT Can you play football?

STICK MAN Yes, I can play football.

ALBERT Show me.

ALBERT Hey!

Episode 4

Song – What are you doing?

JACK Hello! It's time for a song! What's wrong? You can't sing? Oh no! I know!

JACK You show me the actions and I'll sing.
What are you doing? Are you flying?
What are you doing? Are you swimming?
Yes, you're swimming!
What are you doing? Are you dancing?
What are you doing? Are you eating?

Yes, you're eating!

What are you doing? Are you flying?

What are you doing? Are you riding a bicycle?

Yes, you're riding a bicycle!

Have you got one more?

What are you doing? Are you walking?

What are you doing? I know! You're going home.

Wait! Come back!

I'm going, too. Bye!

Wait for me!

Extra activity

Play the same game in the class, with the pupils taking turns to mime actions and the others guessing what they are doing. Make sure the miming pupil asks the question *What am I doing?* each time and that the pupils making guesses use the structure *You're ...ing.*

Story – The machine

PROF BLOOM Rose! Hold this, please. But don't touch this button!

ROSE Yes, Professor.

HARRY AND HEP Hi, Rose!

ROSE Hi, Harry! Hi, Hep!

HEP What are you doing?

ROSE I'm holding this. But I'm not touching this button!

HEP What's this?

ROSE It's a new machine.

HARRY What's it doing?

ROSE I don't know. Don't touch that ... button!

HEP It's making strawberries!

HEP Mmm, strawberries! This is my favourite food.

HARRY Can I press the button?

ROSE Well ...

HARRY Great! It's making ice cream!

ROSE Mmm, ice cream!

ROSE My turn! Wow! It's making cake!

HARRY Cool! My turn!

HEP My turn!

HARRY Listen!

HEP Look! What's it making?

ROSE Oh no! It's making smoke!

HARRY Oh! Smoke!

PROF BLOOM What's this?

ROSE The machine is ... broken.

PROF BLOOM I'm very angry!

ROSE, HARRY AND HEP Sorry, Professor.

PROF BLOOM Hold this, please.

HEP What's this?

HARRY What are we doing?

PROF BLOOM You're cleaning!

Extra activity

Tell the pupils to imagine that they have got one of Professor Bloom's machines in the classroom. If possible, make a model of the device with the button that Rose is asked to hold at the beginning of the story. Use a box to represent the machine. Ask the pupils to come up in turn and touch the button. Then, they look at the box and tell the class what they want the machine to make, using *It's making .../ Mmm, ... is my favourite food!* Give help with vocabulary where necessary.

The Last Word – Cat, egg and fish

ALBERT A cat with a hat.

Eggs with legs.

A fish in a dish.

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 5cm 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. *I can run. I'm wearing a green T-shirt. Where am I?*
- 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 hat? What colour is it?*
- By pointing to an object and making a statement, e.g. *This is a purple bike*, pupils can reply *Yes* or *No*, depending on whether the information is correct or incorrect.
- In teams or with their partners, pupils can write down as many words (or sentences) as possible for the items in each poster.

Poster 1 Space Island map

This is a visual representation of the online world for Level 2. It can be used to check the pupils' progress through the online world, 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 *Space Island* as they meet with 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 spaceship
- the park
- the Space tourist bus and landing pad
- the zoo
- Fid's house
- the launderette
- the sports arena
- the food factory and Beemaway
- the apartment block

New vocabulary: basketball hoop, climbing rope, football, tennis racket.

Recycled vocabulary: in, on, under, box, lamp, sofa, TV, Clothes, Nature, Sports, How many...? I'm wearing... I (can play tennis). The (TV) is under the box.

- At the beginning of each lesson, unit or term ask pupils to show you where they are in the online world by pointing to the map. This allows instant feedback as to which pupils are engaging with the online world 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 (blue).*

Specific poster activities

Unit 1 lesson 7

- Focus the pupils' attention on the park area. Ask the pupils *What can you see?* (trees, a pond, rocks, mushrooms, birds and flowers). Ask *How many birds?* (six) *How many ponds?* (one) *How many mushrooms?* (two) *How many purple trees?* (three) *How many pink flowers?* (five).
- Play a Find a ... game. Ask *Can you find a man?* (a pilot in the cockpit of the tourist bus). *Can you find a TV?* (near Fid's house). *Can you find a cloud?*

Unit 5 lesson 7

- Ask the pupils to look at the map for one minute and with a partner to write down all the clothes they can see at the launderette.

Unit 6 lesson 7

- Ask *What sports are there?* Suggest looking at the equipment in the sports arena (basketball, climbing, tennis, football and riding a bike).

- In teams of three, pupils are given three minutes to look at the map and create a sentence based on what they see, using the vocabulary. Repeat once all the sentences have been read out so that a sentence is produced each time. In order to make it more of a game, the time could be slightly reduced each time. Possible answers are: *I can play basketball. The lamp is on the box. I'm wearing a pair of shorts. There are two blue and yellow mushrooms.*

Poster 2 Sports arena

This is a sports arena with characters from the book doing different sports.

New vocabulary: baseball, trampoline, crazy golf

Recycled vocabulary: climb a tree, play tennis/football, run, skateboard, swim, climbing, jumping, playing football, playing tennis, raining, swimming, Clothes, can/can't, He's got (red hair). He's wearing (a blue hat).

Unit 1 lesson 7

- Ask pupils to identify and find the six main characters: Professor Bloom, Rose, Harry, Hop, Hip and Hoopla.
- Put the class into two teams and ask quick questions. *How many trees are there?* (four) *How many hats?* (five including the cycling helmets) *How many balls?* (six – golf, football, baseball and tennis balls) *How many bikes?* (four)

Unit 5 lesson 7

- Pupils write brief descriptions of two characters, describing their physical features and the clothes they are wearing. Split the class into two teams and then, in turn, ask pupils to the front to read out their descriptions and other pupils can come to the front to point to the correct aliens. An example sentence could be: *He's got red hair. He's wearing a black T-shirt and blue shorts.* (The skateboarding boy coming into the park.) Ask stronger pupils to stick on (with Blu-Tack or similar) the word cards for the clothes they can see in the poster. Please note, there are lots of possibilities for some items of clothing.

Unit 6 lesson 7

- Check pupils know and remember the action words: run, ride a bike, play tennis, jump, swim, play football, climb a tree. Mime the actions or play Teacher says see p. 24.
- Ask pupils to look at the poster for one minute and then try to write down all the words for the sports they can see. Then repeat the process for all the clothes items they can see. Repeat a further time for any other words they know (tree, bag, drinking, skateboard). You can repeat this further by asking pupils to look in their books and in pairs find sports

and clothes that are in the book but aren't on the poster (basketball or jeans, sandals, shirt, socks, sweatshirt).

- Point to a character and say a sentence missing out the word can or can't. Ask pupils to provide the missing word. Point to Professor Bloom and say *I ... swim.*

Poster 3 Weather chart

This poster can be used throughout the course to practise talking about the weather each day. It contains an interactive strip of photos to be placed on the chart.

Recycled vocabulary: Days of the week, Weather. *What day is it today?* It's (Monday). It's (sunny). I like (sunny) days.

Welcome unit lesson 2

- Check whether pupils remember the days of the week from the previous lesson. Ask the question *What day is it?* whilst pointing to one of the days on the chart. Ask pupils to answer *It's (Tuesday).*
- Pupils can practise saying the days of the week in order, taking turns with their partner. They can then practise saying them in reverse order. When pupils are confident they can come to the front of the class to show the others.
- Introduce the practice of asking the question *What day is it today?* at the beginning of each lesson. Pupils can take it in turns to come and choose a photo to place on the chart.
- Ask pupils to look for other photos of weather to bring in. These can also be used on the chart.

Unit 5 lesson 7

- Ask pupils to write a description of what they are wearing. In L1 help them to imagine what they'd wear in different seasons and weather types. Use the photos to prompt ideas together and then ask pupils to write imaginary descriptions. These can also be added to the chart.
- Bring in photos from magazines and ask pupils to match the outfits to the relevant weather types. Ask pupils to create their own weather or season poster of different clothes.

Unit 8 lesson 7

- Play an association game, asking pupils to work in pairs to write down words that they associate with the different weather types. They can then share with other pairs and help improve each other's range of vocabulary.
- Pupils can pick a weather type and imagine they are on holiday. Ask them to write a postcard home, describing the weather and also what they are doing. This can be set for homework.

Playing games is an essential part of growing up and learning as children experiment, discover and interact with their environment.

However, it is essential that you are clear about what you expect of the children. Consider the children's active and passive language knowledge in relation to the response the game requires. The personal characteristics of the group of children is also important; whether they are very active and energetic or better with more static activities; if their attention span is short or long; what the boy-girl ratio is; if the boys will be prepared to hold hands with the girls, etc.

There are times when a L1 explanation of the activity can be helpful, especially if you want to use a game which includes concepts and procedures the children have not yet learnt or if the procedure is somewhat complicated. If you start explaining a game in English and realise the class does not understand, a short prompt in L1 will help you. If you stick to English regardless of the situation, children will become impatient and it might mean trouble for classroom management.

USEFUL TERMS

Here are some phrases which are essential to playing games. Demonstrate the meaning of phrases while saying them. Before you start any game, let each child have a turn at saying the relevant phrase. If you remind them the following time you play the game, the phrases will eventually come back quickly.

It's my/your/his/her turn.
Whose turn is it?
You're out.
Shuffle the cards.
Deal the cards.
Don't look.
No cheating.
Make a circle.
Line up.
Turn around.
Shut your eyes.
Pass the (ball/cup).
Spin the (bottle/arrow).

FLASHCARD GAMES

The ball: Pass a flashcard around a circle of pupils. Ring a bell or blow a whistle. The pupil holding the flashcard must answer a question or make a sentence with it.

Flashcard act out: Choose one or more pupils to come to the front. Show a flashcard or whisper a word and have the pupils act it out. This can be used with many subjects, e.g. sports, actions, verbs, animals, etc.

Flashcard relay: Put all the Unit 1 and 3 flashcards face up at one end of the classroom and the corresponding Unit 1 and 3 word cards at the other, all in jumbled order. Divide the class into two or four teams, depending on the size of your class (there should be no more than eight pupils in a team). Two teams stand in a line. When you say go, the first member of each team runs to the word cards, takes one, then runs to the other end of the room to find the corresponding flashcard. Then he/she runs back to the second member of the team, who does the same. The first team to collect eight pairs of cards is the winner. If you have two more teams, they then play the game. You could also have a final between the two winning teams to find a class champion.

Hot seat: A pupil sits with his/her back to the board or to the teacher. The teacher displays a flashcard. Other pupils describe what is on the card (e.g. *It's small and red*) so that the pupil guesses what it is.

Jumping the line: Put a piece of tape across the middle of the floor or draw an imaginary line dividing the room. Designate one side as 'true' and the other as 'false'. Line up the pupils on the line. Then hold up a flashcard and say a word. If it matches the flashcard, pupils jump to the 'true' side, otherwise they jump to the 'false' side. Pupils who make a mistake miss a go.

Make a sentence: Display the flashcards on the board and divide the class into two teams. One pupil from each team chooses a vocabulary item and uses it correctly in a sentence. Teams can repeat items but they cannot repeat the sentence. Give a point for each correct sentence.

Memory buzz: This game can be played mixing flashcards of target vocabulary in any unit. Display flashcards around the room. Have the pupils sit in a circle and start building a sentence. Pupil 1 says: *In the classroom, I see a rock.* Pupil 2 says: *In the classroom, I see a rock and a map.* Pupil 3 says: *In the classroom I see a rock, a map and a chair,* etc. If played with mini cards, divide the class into small groups and proceed in the same way. For a variation, see Question chain p. 25.

Picture guess: Have a pupil come up to the front and show him/her a flashcard. That pupil should draw it on the board. The first pupil to guess the picture gets a point. This can also be played in teams.

Race to touch: Lay the flashcards on the floor at one end of the room and have pupils line up in teams at the other end of the room. Call out a flashcard and have the first pupil in each team race to grab the card. Those pupils then go to the back and the next pupils race to grab the next flashcard the teacher calls.

Run and get it: Divide the class into two teams and have them stand in two lines facing each other. Assign each team member a number. Place a few flashcards in the middle of the two teams. Call a number and a flashcard, e.g. *Pupil three - rabbit.* The pupils assigned that number must run into the centre, touch the flashcard and shout the word. The pupil who touches and calls first can take the flashcard for their team.

MINI CARD GAMES

Memory master: Pupils work in pairs with two sets of mini cards spread out face down on the table. They take turns flipping over two cards and saying the vocabulary. If the cards are a match, the pupil keeps the cards. If they are different, they remain face down. The pupil with the most pairs is the winner. This can also be played with one set of mini cards and one cut-up photocopy of the corresponding word cards.

Quick peek: Divide the class into pairs. They each need a set of mini cards. Pupil A takes a mini card and shows it very quickly so that Pupil B gets just a quick peek. If Pupil B guesses it correctly, he/she wins the card. If not, Pupil A keeps the card.

Tic tac toe: Divide the class into pairs. Pupils draw a grid on a sheet of paper (two horizontal lines and two vertical lines, to make nine sections each the size of a mini card) and use two different sets of mini cards to play. They take it in turns to put the mini cards on the grid and say the word. The first pupil to get three cards of the same type, e.g. three items of clothing, in a row, either vertically, horizontally or diagonally, is the winner.

What's missing?: Pupils work in pairs. They scatter mini cards face up on the table. Pupil A looks at them, then closes his/her eyes and Pupil B takes away one card. Pupil A opens his/her eyes and guesses what's missing. They then swap roles. Pupils get a point for each correct guess.

TPR GAMES

Alphabet line-up: Give each pupil a card with a different letter of the alphabet on it. They move around the room to music. When the music stops, they line up in order. The last person in the line is out. Continue in the same way. Keep a quick pace to make the game exciting.

Aye, aye, Captain! You are the captain. Give orders to the class. This is a useful tool to review Actions, Body parts, Colours, Numbers and Classroom objects. Say *Jump three times, Touch your (head), Turn around,* etc. Children say *Aye, aye, Captain!* and carry out the order. Model a few times and then invite pupils to be the captain.

Basketball: Ask a pupil a question that practises the language you have been teaching. If he/she answers correctly, he/she takes a soft ball or small bean bag and tries to throw it into a basket, box or waste paper bin. If the pupil gets the ball in the basket, he/she wins 2 points. If he/she misses the basket, he/she gets 1 point. The pupil who gets the most points is the winner. This can also be played in teams.

Can you actions: Divide the class into two groups. Ask a group, e.g. *Can you jump three times?* If the group replies *Yes, I can,* say *OK, go!* They do the action and get a point. If the group says *No, I can't,* say *Too bad* and they get no points. Proceed to the next group.

Category spin: Pupils sit in a circle. Choose a category. Spin a bottle or an arrow. The pupil that the arrow points to is first. The pupil says a word from that category. Spin again. The next pupil will say that word plus his/her own and so on until it gets to a pupil who fails.

Clothes race: Bring into school some old clothes, or ask pupils to do so. You will also need a spinner. Write on the board, e.g. *jumper 1, spot 2, shoes 3, hat 4, scarf 5 and skirt 6,* depending on the clothes available. Organise the class into two teams. Each team stands in a line, one pupil behind the other. A short distance away from each team, place a pile of clothes corresponding to the items on the board. Spin the spinner and call out, e.g. *Six!* The first pupil from each team looks on the board and identifies the item of clothing they need to find (e.g. a skirt). They then run to the pile of clothes, put on the garment and run back to their team. The first one to arrive scores a point for their team. If they choose the wrong garment a point should be deducted. They return the clothes to the pile before you spin for the next member of the team.

Mr Crocodile: You are Mr Crocodile and the children have to cross your 'river' (the classroom or an area of the playground). Ask a question, e.g. *Have you got long hair?* Everyone answers *Yes, I have* or *No, I haven't*. Those children that answer yes are allowed to cross the river. Those that answer no have to run across without you catching them. If you catch someone, they are Mr Crocodile for the next round.

Teacher says: Give the class orders but explain that they should only do as told when you say *Teacher says ...*, e.g. *Teacher says touch your head*. When pupils have got the idea, introduce the rule that they must sit out until the next round if they make a mistake.

TEAM GAMES

The ball 2: Throw a bean bag or soft ball to a pupil and ask a question. The pupil answers and throws the ball to another pupil asking the same question, e.g. *Can you ...? Yes, I can./No, I can't. Are you ...?*

Ball/Bean bag toss: Say a word from a lexical set, e.g. *Wednesday* (Days of the week). Throw a soft ball or bean bag to a pupil. He/She says another day, e.g. *Friday* and throws the ball to another pupil. This continues until somebody makes a mistake. Play this game to practise any lexical set as a class or in groups if the class is large.

Bingo: Bingo can be used with any topic. Ask pupils to draw the bingo grids. Then they write or draw in the boxes the vocabulary items you wish to review. Say words from that category and pupils cross out any of those words that are in their boxes. The winner is the first pupil to cross out all the words in their grid. Don't use more than 8 squares in the grid, otherwise it will take too long to play.

Category writing game: Divide the class into two or three groups. Each group chooses a captain. The teacher writes on the board a word like *FRUIT* or *COLOURS*. Each group tells their captain to write down as many words as they can which belong to that category. They have 1 or 2 minutes. Each group takes 1 point for each word. Correct spelling is very important.

Charades: This is an acting game. Divide the class into two groups and ask one pupil to act out a word or phrase. The pupils of that group guess the word or phrase.

Conversation relay: Line up the pupils in two teams and have the last one in each team tap the shoulder of the pupil in front and have a conversation, e.g. *What's your name?* The pupil in front answers, e.g. *My name's Lucy* and then has a conversation with the pupil in front, and so on. When the conversation reaches the front, the pupils at the front must run to the back and continue the procedure. The first team to get all the pupils back in their original positions wins.

Draw it relay: Divide the pupils into two teams. Whisper a word to the first member of each team and have them draw the word as fast as possible for their team. (Give them different words from the same category so they are not drawing the same word at the same time.) When their team has guessed the word, they send the second member of the team to tell you and be given another word to draw. The winning team is the first to draw all your words, or the one who draws the most words within the time limit. Using a stopwatch to count down to the end of the game can provide some added excitement.

Famous pairs: Prepare sets of cards with names of famous pairs, e.g. *Batman/Robin*, *Mickey Mouse/Minnie*, *Asterix/Obelix*, *Beauty/Beast*, *Tom/Jerry*, *Lilo/Stich*, *Spongebob/Patrick*. You can prepare the cards in class, asking pupils to suggest famous partnerships to write on them. Write one name on each card. Give each pupil a card. They circulate, asking *What's your name?* until they find their match. This is a good game to do as an ice-breaker or to encourage more interaction between pupils.

Give me an A: Think of a word that the class has learnt. Say *Give me a(n) ...* (the first letter of the word). The class says the letter. Continue with the other letters until the word has been spelled out. Then ask: *What is it?* The pupils say the word. The first pupil to call out the word correctly takes up your role. After two or three rounds, divide the class into groups of four to continue playing. This game can be played with any vocabulary set.

Hungry shark: Choose a word and write the appropriate number of spaces on the board. Draw a wavy line for the sea with two or three shark fins in it and a stick man standing on a cliff nearby. Pupils guess a letter one by one. If they guess correctly, write that letter in the space and give the student another turn. If the pupils guess incorrectly write a mark on the board, e.g. a cross, a shark fin. Decide how many wrong guesses pupils can make. If the pupils guess incorrectly, e.g. five times, the stick man 'falls' into the water. You can draw the stick figure falling towards the sharks. Let the first student to guess the word take your place.

I spy: Say *I spy with my little eye something beginning with (G)*. Pupils guess the object. If you are revising colours rather than letters, say *I spy with my little eye something (green)*. Pupils guess words starting with that letter (or that colour). The first to guess correctly takes over your role.

Letter mess: Write a selection of letters on the board. Explain to the class that they have to make up as many words as possible from the given letters. Model one or two examples on the board for them. Give them a time limit.

Lexical chains: Say a word, e.g. *dad*. Point at a pupil. He/She repeats *dad* and adds another word in the same lexical set, e.g. *mum*. This pupil points at another, who says, e.g. *dad, mum, sister*. Continue until all pupils have taken part in the chain or until someone makes a mistake or can think of no more words in the set. Keep a fast pace to maintain interest.

Odd one out: Write four words or stick four flashcards on the board – three from the same lexical set and one different. Pupils find the odd one out. Then divide the class into small groups. They write or draw their own sets of four words, then test the other groups. You can also play this game to practise phonics: using three words with the same sound and one different.

Pass the secret: Tell the pupils to sit in a circle. Show them that they have to whisper to the person next to them. Start the secret by whispering it to the pupil next to you, e.g. *I've got a yellow hat*. The pupils pass the secret around the circle. The last pupil says the secret out loud. Compare how close it is to the original secret. If necessary, write the original secret on the board at the end of the game.

Picture dictation: Divide the class into pairs. Pupil A describes a picture to pupil B. Pupil B draws. Then they swap roles. This game can be played with any lexical set.

Question chain: Pupils sit in a circle. Start by asking the pupil on the right a question, e.g. *What's your name? Can you play football? Do you like beans? Are you wearing shorts?* etc. depending on the type of question you want the class to practise. He/She answers and asks another question to the next pupil. Go on until somebody makes a mistake.

Spelling bee: This can be done as a whole class competition or in teams. If you're playing a team game, the first player on team 1 is given a word to spell orally. If he/she spells it correctly, the team gets a point. Continue with each member of each team. If you do it as a class competition, line the pupils up and give them

words one by one. When they make a mistake they must sit down. The last pupil standing is the winner.

Stop the bus: Write a letter on the board and shout *Start the bus!* Pupils write as many words beginning with this letter as they can think of. When one pupil shouts out *Stop the bus!* everyone stops writing. Pupils get one point for each word. This can be played individually, in pairs or larger teams.

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 (John)?

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 ...
Listen and read.
Listen and read the speech bubbles.
Listen and repeat after me/the recording.
Write the answer on the board/in your book.
Let's check the answers.
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.

Pairwork/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.
Shuffle the cards.
Deal the cards.
Pick up a card.
Put down a card.
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.
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.

Unit	New vocabulary	New structures	Recycled language (vocabulary and structures)	Pronunciation	Cross-curricular focus	Values	Pre- / Review / Progress
Welcome	pen, Alphabet, 20–50	Where are we? I'm scared! It's nice/lovely. Oh dear! We've got a problem. It's important! Hi, I'm (Harry). I'm (nine). How old are you? Come with us. Look around everywhere. Where's the (pen)? Let's find the (pen). What day is it today? How do you spell (chair)?	Hello, Hi!, 1–20, Days of the week My name's (Rose). What's your name? Come on a quest today!				danger
1 Nature	rock, plant, insects, mushrooms, trees, clouds, alien, park, candles, party, pinata, sweets, seaweed soup, banchan	There is (a blue pond). There are (blue birds). I'm from (the USA).	flowers, animal, birds, horse, cat, ball, plus, minus, equals, legs, big, small, sheep, dog, butterfly, duck, birthday, cake, presents, Numbers, Colours How many (birds) are there? There are (seven birds). There's (one pond). Hello! I'm (Hip). I like (your mushrooms).	/t/ as in tree	Maths: Sums and riddles	Respecting small animals and plants	ant, butterfly, rose, spider, worm, sky, wind, label, report, watering can, insect
2 Me	blond hair, small glasses, short beard, black moustache, neck, teeth, man, woman, new, spaceship, monster, lovely, feathers, tail, emu, kangaroo, pouch, koala, fur, Australia/Australian	(My mum's) got (blond hair). I haven't got (glasses). He/She/It hasn't got (glasses). Have you got (a long neck)? Yes, I have./No, I haven't. Has he got (ten eyes)?	(brown) eyes, (red) hair, long nose, rock, friend, horrible, parrot, Appearance, Family, Numbers, Body, Colours I've got (black hair). He's/She's got (brown eyes). It's got (a small head).	/ʃ/ as in short	Science: Australian animals	Respecting differences in physical appearance	chin, cheek, nails, stomach, throat, wrist, bus, police officer, hide, test, astronaut, famous, play tricks
3 Pets	rabbit, snake, pet, tortoise, hamster, tarantula, rat, caterpillars, cocoons, butterflies, tadpoles, pretty, ugly, water, hamster wheel, fruit, iguana, spider	Has it got (a tail)? Yes, it has./No, it hasn't. Have they got (a cat)? Yes, they have./No, they haven't. First... then... finally...	cat, frog, fish, parrot, dog, glasses, cake, young, favourite, Appearance, Pets, Colours, Food It's got (pretty eyes). Is it a (rabbit)? Yes, it is. He likes/doesn't like (apples).	/æ/ as in cat and /es/ as in snake	Science: Life cycles	Looking after pets	paws, tail, bat, whiskers, claws, fins, horns, wings, beak, trunk, spots, stripes, zoo keeper
4 Home	TV, cooker, cupboard, bed, shower, sofa, bath, lamp, on, under, school, cool, pool, mosaic, tiles, stones, glass	Is the (bed) in the (bedroom)? Yes, it is./No, it isn't. Where's the (frog)? It's (in the bath). It's good fun!	kitchen, bathroom, bedroom, living room, house, in, hamster wheel, hot, shapes, triangles, squares, circles, rectangles, Furniture, Animals, Colours My hamster's got (a TV). How many (circles) are there?	/ə/ as in hot and /tʃ/ as in pool	Art: Mosaics	Being tidy	skateboard, MP3 player, computer game, bicycle, paint, locked, roof, building

Unit	New vocabulary	New structures	Recycled language (vocabulary and structures)	Pronunciation	Cross-curricular focus	Values	Pre- / Online / Post-test
5 Clothes	trainers, jeans, tracksuit, shorts, scarf, sweatshirt, pirate, down, sky, skipper, lay the table, tidy the bedroom, make the bed, wash the dishes, wash the car, make a cake, school uniforms, jacket, sandals	What are you wearing? What's he wearing? He's wearing (my trainers). Is he wearing (my scarf)? Yes, he is./No, he isn't. We've got/We haven't got (uniforms).	lamp, sister, brother, bedroom, garden, favourite, Clothes, Colours, Days of the week I'm wearing (jeans). Do you like (my T-shirt)?	/sk/ as in sky and /ʃ/ as in shirt	Social Science: Household chores	Helping at home	letter, boots, sweater, dress, launderette, washing machine, broken, fix, button, lever, push, pull, turn off, turn on, fashionable
6 Sports	run, ride a bike, play tennis, play football, play basketball, climb a tree, catch a ball, strong (hands), dolphins, hoops, monkeys	I/He can (run). I/He can't (swim). I can't swim but I can jump. Can you/he (play basketball)? Yes, I/he can. No, I/he can't. Don't be silly! Stretch your arms up. Bend your knees down. Twist your body to the left/right.	jump, swim, shorts, Appearance, Actions, Days of the week	/k/ as in kitchen	PE: Keeping fit	The importance of doing exercise and team sports	read, dig, spade, tomatoes, winner, prize, dance, sing, play baseball, play volleyball, team, join, play, training, competing, good (at)
7 Food	peas, beans, tomatoes, cucumbers, plums, strawberries, carrots, peaches, potatoes, ice cream, barbecue, snacks, meals, astronaut, space, yuck, healthy, vegetables, fats, sugar, dairy, protein, grains, esada, alfajores, pastries, jerk chicken, patty, such as	He likes/doesn't like (peas). Does he like (carrots)? Yes, he does./No, he doesn't. Do you like (plums)? What's your favourite (food)?	bike, yum, breakfast, lunch, dinner, Food, Colours I can/can't (eat that). I like/don't like (strawberries).	/b/ as in beans and /p/ as in peas	Sciences: Healthy eating	The importance of a healthy lifestyle	plums, oranges, mangoes, broccoli, cabbage, cherries, lettuce, pears, watermelon, papaya, sandwiches, air, catch, delivery
8 Things we do	sleeping, reading, eating, drinking, cleaning, making a machine/rocket, jumping, walking, running, swimming, sky, park, grass, water park, beach, swan, amazing, quickly, time, Earth, sandwich, hot-air-balloon, flying, pilot, wing, round	What are you doing? Are you (running)? Yes, I am./No, I'm not. What's he doing? Is the machine working? Where are you going? We're going home.	water, pool, cool, hot, astronauts, space, tall Actions, Family He is (sleeping). I'm (reading).	/tʃ/ as in swimming	Science: Flying machines	Helping others	hold, smoke, playing the piano/trumpet/violin/flute, X-ray vision, key card, flats/apartments, machine, engine, electricity, robot, cool
Festivals Christmas	lights	It's Christmas Day today!	Santa, Christmas tree, stockings, presents, sweets, cards Has Dad got (a book)? Are there (sweets) in (the Christmas stockings)?				
Festivals Mother's Day	ribbon, Easter basket, Easter egg, tied, treat [n], hiding		Easter bunny, chocolate, in, on, under, Colours				

Lesson aims

To introduce the characters; to present the story

Recycled language

Hello, Hi!

Materials

Audio CD; Space Island Story cards

Optional materials

Props for acting out the story, e.g. orange T-shirt, green T-shirt, glasses, empty teapot or jug, cup; Character Story cards

Starting the lesson

- Greet pupils, saying Hello/Welcome as they come into the classroom. Introduce yourself, saying, e.g. I'm (name) or I'm Miss/Mrs/Mr (surname), depending on school culture.
- Point to a pupil and ask What's your name? Pupil answers. Turn to another pupil and repeat. Continue until all the pupils have introduced themselves. If there are new pupils in the class, introduce them in a special way, e.g. Children, this is (name), a new friend. Say hello to (name).

PE pages 2-3

Presentation

- Ask pupils to look at the pictures on pp. 2-3 and encourage them to guess (L1) what the story is about. They can look at other pages in the book to get ideas.
- Ask the class (L1) what other things they can find in space. Pupils answer (L1), e.g. planets, satellites, stars, etc.

1 Listen and read.

- Point to the characters in frame 2 and say their names (from left to right, Harry, Professor Bloom and Rose). Write them on the board. Ask and mime *Is Rose happy?* (Yes) *Is Harry happy?* (No) Tell pupils (L1) to pay attention to the faces of the children in the pictures.
- Show the story cards one by one and ask the Before listening to the story questions. Pupils answer.
- Play CD1:02. Pupils listen and check if their predictions were correct. Then ask the After listening to the story questions.
- Play the recording again. Pupils listen and follow in their books. Encourage pupils to mime and make the noises and sound effects as they listen.



- Check pupils understand (L1) that Professor Bloom spilled his tea while he was admiring the two suns and that this damaged the equipment on the spaceship and caused it to crash. He has now given the children a list of things to find that will help them to get the spaceship working again.

Practice

- Divide the class into three groups and assign a character to each one. Groups read their parts as a class from their seats.
- Ask pupils who would like to take the parts of Harry, Rose and Professor Bloom. Invite volunteers to the front of the class to act out the story. Use props that you've brought to class if you wish. Encourage tone of voice and expressions to match those in the pictures.
- Shuffle the story cards and put them in random order on the board. With books closed, ask pupils to put them in the correct order. Point to each story card in turn and ask pupils to call out its number in the story sequence. At the end, pupils open their books and check.



- Make sentences about the story, some true and some false, e.g. *Rose and Harry are on Space Island. Harry's happy. It's rainy. Professor Bloom can see three suns. When pupils hear a false sentence, they stand up and correct it.*

Ending the lesson

- Discuss with pupils (L1) who their favourite character is and why. Encourage them to predict what is going to happen in the story. What things does the Professor want to find and what is he going to do with them?

OPTIONAL ACTIVITIES

Action game

Stick the character story cards of Professor Bloom, Harry and Rose in different parts of the classroom. Play Teacher says see p. 24 with actions the pupils know. Include *Jump to Rose. Teacher says run to Professor Bloom*, etc.

Drawing activity

Pupils draw a picture of the story characters flying through space in their spaceship. They label the characters.

NOTES

COPY

Lesson 1

Lesson aims

To present and practise new vocabulary

Target language

pen, Alphabet. Hi, I'm (name). I'm (age). How old are you?

Recycled language

Hello. My name's... What's your name?

Materials

Audio CD; a soft ball or small bean bag

Optional materials

Squares of card

Starting the lesson

- Say Hello, my name's (name). What's your name? Check meaning and elicit some answers.
- Play a game. With a small class, sit in a circle on the floor and have pupils throw a ball or bean bag to each other. With a larger class, keep the usual seating arrangement and ask pupils to stand up and give the ball to each other. Explain (L1) that pupils should ask 'What's your name?' when they throw or give the ball to another pupil. When a pupil catches or receives the ball they should call out 'I'm (name) or My name's (name) before passing the ball to the next person. The game continues around the class until everyone has introduced themselves.

AB page 4

- Tell pupils (L1) they are going to meet the characters from the spaceship in the story. Ask them what they say when they meet new friends. Elicit Hi, Hello, I'm (name), I'm (age), What's your name?
- Ask pupils to look at the characters in the picture and try to remember the story so far. Ask Who are they? Where are they? What's the problem? Pupils answer in L1.

1 Listen, find and say.

- Play CD1:03. Pupils listen and find the characters in the picture. Play it again and ask the class to say who's speaking and follow the words in the speech bubbles. Play it a third time, pausing after each line for pupils to repeat. Check meaning of How old are you?

Practice

- Choose three pupils and assign a character from p. 4 to each. Ask them to read their parts. Repeat with the rest of the class until all pupils have had an opportunity to read.

Welcome

Listen, find and say.

Hi I'm Harry. I'm nine. How old are you?

Hello. My name's Pen. What's your name?

And I'm Professor Bloom.

Sing the quest song and find the pen.

Hey boys! Hey girls!
Come with us, come on a quest today!
Look up, down, left, then
Look around everywhere.
Where's the pen?
Come on, come on, come on a quest!
Let's find the pen!

Listen and chant.

a A, b B, c C, d D, e E, f F, g G, h H, i I, j J,
k K, l L, m M, n N, o O, p P, q Q, r R, s S,
t T, u U, v V, w W, x X, y Y, z Z

2 Sing the quest song and find the pen.

- Explain (L1) what a quest is and remind pupils that Professor Bloom has a list of things he wants the children to find, to help them to get the spaceship working again. Play CD1:04 for pupils to listen and follow in their books. Mime the appropriate actions (up, down, etc.) to make the meaning of the song clear. Play the song again, asking pupils to mime with you.
- Ask the class (L1) what they need to find (a pen). They look at the picture carefully and find the pen. (It's in Professor Bloom's pocket.) Play the song again and ask the class to sing along.

Presentation

- Write the alphabet on the board. Read out the letters one by one and ask pupils to repeat. Then do the same with strings of three or four letters. Then point at the letters in order, from A to Z, and ask individual pupils to say the letter.

3 Listen and chant.

- Play CD1:05 for pupils to listen and follow in their books. Play it again, asking the class to say the chant together.

4 Listen and chant.

1 one	9 nine	17 seventeen	25 twenty-five
2 two	10 ten	18 eighteen	26 twenty-six
3 three	11 eleven	19 nineteen	27 twenty-seven
4 four	12 twelve	20 twenty	28 twenty-eight
5 five	13 thirteen	21 twenty-one	29 twenty-nine
6 six	14 fourteen	22 twenty-two	30 thirty
7 seven	15 fifteen	23 twenty-three	40 forty
8 eight	16 sixteen	24 twenty-four	50 fifty

5 Listen and say.

Monday
Thursday
Sunday

Tuesday
Friday

Wednesday
Saturday

What day is it today?

How do you spell it?

Lesson 2

a, b, c, d, e, f, g,
h, i, j, k,
l, m, n, o, p,
q, r, s, t,
u, v, w, x, y, z
(x2)

1:05

- Play CD1:05 again. Divide the class into groups and explain (L1) that they will take turns to chant different sections. You act as a conductor, pointing to the group that sings each section. In this way, all groups must pay attention to what is being said.

AB page 2

1 Match.

- Pupils look at the pictures and speech bubbles. Point to Harry and ask Who is it? Then look at the example answer and match it to the speech bubble. Pupils match the other characters to their speech bubbles.
- Check answers as a class. Point to each character and ask, e.g. What does (Harry) say?

KEY 2 c, 3 a

2 Draw and write about yourself.

- Ask pupils to complete the badge and draw a picture of themselves on the screen. When they have finished they show their work to the class.

Ending the lesson

- Play CD1:04 and sing the quest song. Divide the class into two groups and ask each group to sing alternate lines, miming the words as they sing.
- Give pupils a sheet of paper with all the letters of the alphabet written down the left-hand side. Set a time limit and see how many words they can write beginning with each letter.

OPTIONAL ACTIVITIES

Name game

Play Famous pairs see p. 24.

Alphabet activity

Play Alphabet line-up see p. 23.

NOTES

COPY

Lesson 2

Lesson aims

To present and practise new vocabulary

Target language

20–50, table, computer, chair, bag. What day is it today? It's (Monday). How do you spell (chair)?

Recycled language

1–20, Days of the week

Materials

Audio CD; homemade number cards; soft ball or small bean bag; bag or hat

Optional materials

A big calendar in English; pictures of a chair, table, computer and bag. Poster 3

Starting the lesson

- Write 1 on the board and ask pupils to say the number: one. Continue with numbers 2–10, writing the numbers in random order on the board as you say them. Alternatively, put up cards with the numbers written on them. Point at each number and ask pupils to say the word: two, nine, four, etc. Then say Put the numbers in the correct order. Repeat with numbers 11–20.
- Ask two or three individual pupils *How old are you?* Pupils then ask each other and answer.

PE page 5

Presentation

- Show homemade cards for numbers 21–30 in order. Say each number a few times for pupils to repeat after you. Show the cards again. Pupils say the numbers without help. Show the cards in random order and ask *Which number?* Pupils answer.
- Show homemade cards for 40 and 50 and say the words. Write, e.g. 45 on the board and ask students to guess the word *forty-five*. Continue with other numbers from 31 to 50.

Listen and chant.

- Play CD1:06 for pupils to listen. Play the chant again: pupils clap, following the rhythm. Play it a third time for pupils to join in. Chant along with them to help them remember the words.

Welcome

Listen, find and say.

Hi I'm Harry. I'm nine. How old are you?

Hello. My name's Pook. What's your name?

And I'm Professor Bloom.

Sing the quest song and find the pen.

Hey boys! Hey girls! Come with us, come on a quest today! Look up, down, left, then Look around everywhere. Where's the pen? Come on, come on, come on a quest! Let's find the pen!

Listen and chant.

a A, b B, c C, d D, e E, f F, g G, h H, i I, j J, k K, l L, m M, n N, o O, p P, q Q, r R, s S, t T, u U, v V, w W, x X, y Y, z Z

1, 2, 3, 4, 5. Clap clap clap. 1:06
6, 7, 8, 9, 10. Clap clap clap.
11, 12, 13, 14, 15. Clap clap clap.
16, 17, 18, 19, 20. Clap clap clap.
21, 22, 23, 24, 25. Clap clap clap.
26, 27, 28, 29, 30. Clap clap clap.
40, clap clap clap.
50, clap clap clap.

- Divide the class into two or three groups and chant.

Game

- Play Give me an A see p. 24 to revise number spellings.

Listen and say.

- If possible, show the class a calendar in English (alternatively, draw a rough sketch on the board). Point at Monday and say the word a few times for pupils to repeat. Continue with the other days. Point at the days again and ask *What day is it today?* Pupils answer.
- Play CD1:07 for pupils to repeat as a class. Play it again and ask individual pupils to repeat in turn.

Listen and chant.

1 one	9 nine	17 seventeen	25 twenty-five
2 two	10 ten	18 eighteen	26 twenty-six
3 three	11 eleven	19 nineteen	27 twenty-seven
4 four	12 twelve	20 twenty	28 twenty-eight
5 five	13 thirteen	21 twenty-one	29 twenty-nine
6 six	14 fourteen	22 twenty-two	30 thirty
7 seven	15 fifteen	23 twenty-three	40 forty
8 eight	16 sixteen	24 twenty-four	50 fifty

Listen and say.

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

What day is it today?

How do you spell it?

Game

- Play Ball/Bean bag toss to practise days of the week see p. 24.

Presentation

- Point to objects in the classroom or show pictures to present *table, chair, bag and computer*. Say the words several times and pupils repeat. Then write the words on the board and read them out. Point to the words and pupils point to the objects or pictures in the classroom.

How do you spell it?

- Ask pupils to look at the pictures. Ask *What is it? What colour is it?* Divide the class into pairs. Pupils take turns to look at the words on the board and spell them for their partner to write down. When they have had time to spell all the words, rub them off the board and pupils spell them from memory, looking at the pictures on the page.

Practice

- Ask all the pupils to think of an English word and write it on a piece of paper. Put the papers in a bag/hat. One pupil chooses a word, reads it and asks for volunteers to spell it.

All page 3

Listen, join the dots and write.

- Play CD1:08. Pupils listen and follow the numbers with a pencil. Play it again. Pupils join the dots and complete the missing words. Ask pupils (L1) what the picture is (a spaceship).

1, 2, 3, 4, 5, 6, 7, 8, 9, 10. 1:08
11, 12, 13, 14, 15, 16, 17, 18, 19, 20.
21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34,
35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48,
49 and 50.

KEY

five, ten, fifteen, twenty-four, thirty, thirty-four, thirty-eight, forty-six, fifty

Circle and write the days of the week.

- Focus on the wordsearch and explain (L1) that pupils will find words horizontally and vertically. Pupils circle the words and write them in the correct order at the side. Then they complete the sentences.

KEY

Across: Monday, Sunday, Friday, Saturday, Tuesday
Down: Wednesday, Thursday

Ending the lesson

- Play Spelling bee see p. 25 to practise spelling numbers, days of the week and the new class objects vocabulary.

OPTIONAL ACTIVITIES

Team game

Play Conversation relay to revise questions and answers learnt so far see p. 24. *What's your name? How old are you? What day is it today? How do you spell (number)?*

Poster activity

See the notes on Poster 3, p. 21.

Lesson 1

Lesson aims

To present and practise new vocabulary

Values

Respecting small animals and plants

Target language

rock, pond, insects

Recycled language

flowers, birds, animal

Materials

Audio CD; Flashcards (Nature); Character Story cards; A4 paper

Optional materials

Photos of nature or natural objects; Word cards (Nature)

Starting the lesson

- Play the numbers chant CD1:06 from the Welcome unit to revise numbers 1–50. Listen first then play the recording again and chant together. When pupils are confident, divide the class into two and ask each group to chant a section in turn, with everyone joining in with the clapping.

PS page 8

Presentation

- Present the vocabulary (flowers, rock, pond, birds, insects) using the appropriate flashcards. To teach animals, draw a few simple line drawings of animals on the board. Hold up the flashcards in turn and say the words for pupils to repeat. Hold them up again, asking individual pupils to say the words. Then show the cards in random order and ask *What is it/are they?* (a rock).
- Ask the class to look outside the classroom for things they can see in nature. They point and say what they are. If conditions permit, take the children outside to do this activity.
- If possible, show photos or objects and ask the class to describe what they see.

Game

- Choose one of the new words and whisper it to the pupil next to you. They whisper it to another pupil. They go on passing the secret word around the class. The last pupil goes to the board and draws the secret word. Compare how close it is to the original word. If necessary, write the original word on the board.

1 Listen, point and say.

flowers, rock, pond, birds, animal

2 Listen, find and say what's missing.

Lesson 1

1 Listen, point and say.

- Hold up character story cards of Professor Bloom, Rose and Harry and ask *Who's this?* Ask questions (L1) about the story so far: where the characters were (a spaceship), what they were looking for (a pen), etc. Discuss what they might be doing in this illustration.
- Tell pupils they are going to hear a recording of what they can see in the pictures. Play CD1:09, pausing after each word to give pupils time to find the picture. Play it again and ask pupils to say the words. Repeat. Ask individual pupils to say the words for the class.

Practice

- Ask questions about the vocabulary items, e.g. *What's number (two)? How do you spell number (three)?*
- Display the flashcards on one side of the board and write the corresponding words or put up word cards see p. 200 on the other side. Pupils come to the front and match the pictures to the words. Once correctly matched, they say the word before returning to their seats.

3 Chant.

There's a pond, a blue pond.
There's a rock, a brown rock.
There's an animal, a purple animal.
There are birds, blue birds.
There are insects, pink insects.
There are flowers, yellow flowers.

LOOK!

There is a blue pond.
There is a blue pond.
There are pink insects.

4 Listen and answer. True or false?

- There are blue birds.
- There are green insects.
- There's a purple animal.

5 Play a memory game.

There's a purple animal. There are ...

6 Sing the quest song and find the ball.

Lesson 2

2 Listen, find and say what's missing.

- Tell pupils (L1) they are going to hear a recording describing what they can see in the pictures in Activity 1, but that one vocabulary item won't be mentioned. Play CD1:10 as far as *What is it?* Give pupils time to find the items mentioned. Play the recording again as far as *What's missing?* Ask them (L1) what's missing. (birds)

R = ROSE H = HARRY PB = PROFESSOR BLOOM 1:10

R Look! There are flowers. Mmmm

PB There's a pond ... and ...

H Look! There's a rock. Ooh look, there are insects!

PB There's an animal.

H What is it?

What's missing?

H & R Birds!

Values

- Talk with pupils (L1) about the importance of being respectful to nature. Ask them why it is important to look after plants and animals. Discuss the importance of small creatures like insects (pollination, food source for bigger animals), and of trees and flowers (produce oxygen for us to breathe, help to reduce global warming).
- Ask pupils to work with a partner to draw a picture of their favourite things in nature. Display the pictures around the class.

AB page 4

1 Match.

- Pupils draw lines to join the words to the pictures. Ask individual children to show their work and check the answers.

2 Now colour.

- Ask pupils to colour the picture as they choose. When they have finished they show their pictures to the class.

Ending the lesson

- Play CD1:05 from the Welcome unit and sing the Alphabet song.

OPTIONAL ACTIVITIES

Memory game

Use the flashcards (nature) to play Memory buzz see p. 22.

Drawing activity

Divide the class into two teams to play Draw it relay see p. 24 using nature words.

NOTES

Lesson 2

Lesson aims

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

Target language

There is (a pond). There are (birds).

Recycled language

big, small, ball, Nature, Colours, Numbers

Materials

Audio CD; Flashcards (Nature); colouring pencils.

Starting the lesson

- Hold up the flashcards (nature) in turn and ask individual pupils to come and write the words on the board. Pupils say all the words.
- Revise colours and the words big and small, by pointing to objects in the classroom (door, pencil, chair, etc.) and asking *What colour is it? Is it big?*

PB page 2

- Describe the main illustration, making some obvious mistakes, e.g. *There is a red animal.* If the sentence is true, pupils clap; if it is false, pupils stand up.

Chant.

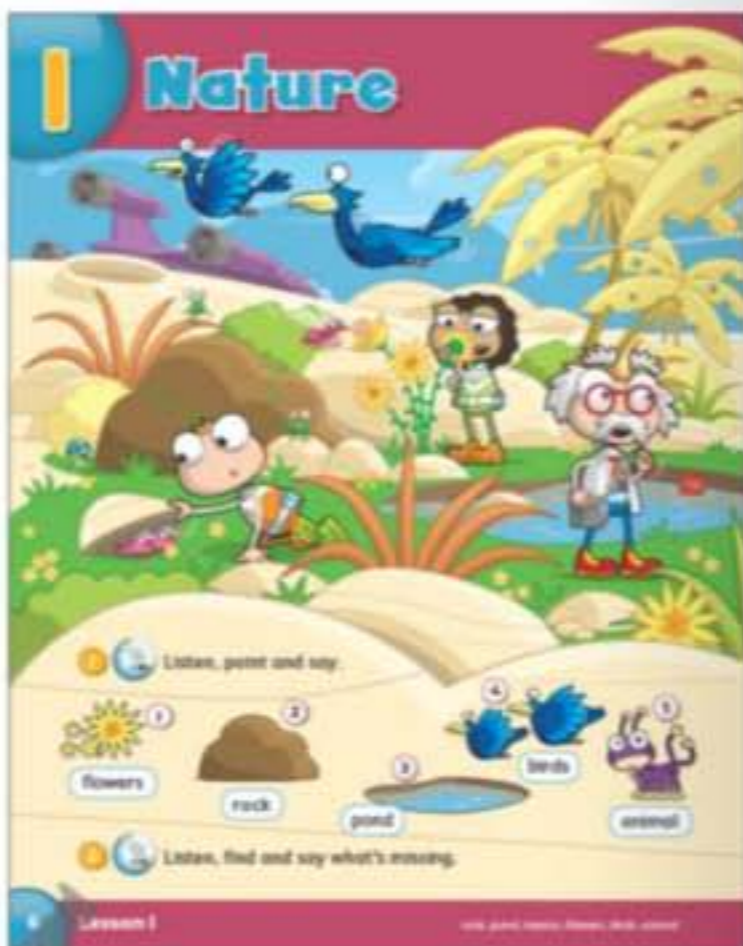
- Play CD1:11. Pupils listen and follow the words. Play it again, pausing after each line for pupils to repeat. Play it a third time for pupils to say together. Use the flashcards as prompts if necessary.
- Divide the class into two groups. Play the chant again with the groups chanting alternate lines.

Presentation

- Ask pupils to read the first two sentences in the Look! box. Point out the highlighted words (*There is ... There's ...*). Explain (L1) that both forms are correct. Ask what is different about the last sentence (there are two or more insects, but only one pond). Help pupils create a simple rule, e.g. *There is one. There are two, three, four.* Write it on the board.
- Pupils look around the room and give more examples, e.g. *There are twelve chairs.* Write the examples on the board then pupils copy them into their notebooks.

Listen and answer. True or false?

- Play CD1:12. Pupils close their books and listen. They then open their books and look at the main illustration. Play the recording a second time, pausing after each speaker to give the class time to answer.



PB = PROFESSOR BLOOM H = HARRY R = ROSE 1:12

PB Look, there are blue birds. They're big!

H And look, there are pink insects. They're big!

R Yes and there's a purple animal - help!

KEY

1 true, 2 false (there are pink insects), 3 true

Play a memory game.

- Divide the class into two teams. Pupils look at the main illustration carefully for a minute then close their books. Alternating between the teams, pupils take turns to say what is in the picture. Give a point for correct sentences and each correct detail.

Sing the quest song and find the ball.

- Ask pupils (L1) if they remember why the characters are looking for things (Professor Bloom will use them to get the spaceship working again) and what they had to look for in the Welcome unit (pen). Play CD1:13 once with pupils listening, then again for the class to sing along. Pupils look for a ball in the main illustration and say where it is (in the pond).



Chant.

There's a pond, a blue pond.
There's a rock, a brown rock.
There's an animal, a purple animal.
There are birds, blue birds.
There are insects, pink insects.
There are flowers, yellow flowers.

LOOK!

There is a blue pond.
There's a blue pond.
There are pink insects.

Listen and answer. True or false?

- There are blue birds.
- There are green insects.
- There's a purple animal.

Play a memory game.



Sing the quest song and find the ball.

Hey boys! Hey girls!
Come with us, come on a quest today!
Look up, down, here, there,
Look around everywhere.
Where's the ball?
We've got the pen.
Come on, come on, come on a quest!
Let's find the ball!

AB page 2

Listen, draw and colour.

- Explain that pupils are going to hear a description of the picture and must draw and colour it following the instructions. Play CD1:14 once for pupils to listen, then again, pausing after each line for pupils to complete and colour the picture. Play it a third time so pupils can check they have followed the instructions correctly.

There's a blue pond. Draw the pond and colour. * 1:14
There are blue birds. Colour the birds. *
There's a brown rock. Colour the rock. *
There are pink insects. Colour the insects. *
There's a purple animal. Colour the animal. *
There are yellow flowers. Draw the flowers and colour.

Look and write.

- Ask pupils to read the examples *There's a blue pond. There are yellow flowers.* Remind them about the rule they made for *is* and *are*. Pupils complete the remaining sentences and read them to the class.

KEY

3 There's, 4 There's, 5 There are, 6 There are

Ending the lesson

- Play CD1:11 and say the chant. Divide the class into three groups. Group A chants *There's* and *There are* in every line. Group B chants the noun in each line, e.g. a pond. Group C chants the last words of each line, e.g. a blue pond. Repeat the chant, swapping groups so that every group has a chance to say all the words.

OPTIONAL ACTIVITIES

Guessing game

Play *Hot seat* see p. 22 using the flashcards (nature).

Spelling game

Play *Letter mess* see p. 25 using colours and nature vocabulary.

NOTES

Lesson 3

Lesson aims

To extend the unit vocabulary set and structure; to practise the unit language with a song

Target language

mushrooms, trees, clouds

Recycled language

stamp, clap, jump, cat, sheep, dog, horse, Nature, Numbers, Colours. *How many (ponds) are there? There are (seven birds). There's (one pond).*

Materials

Audio CD; Flashcards (Nature)

Optional materials

Old magazines or animal cut-outs; poster paper or A3 sheets

Starting the lesson

- Show pupils a nature picture and play *I spy* to revise nature words and colours see p. 25
- Brainstorm with the class other animal words they have learnt, including cat, sheep, dog and horse

PS page 8

Presentation

- Use the appropriate flashcards to teach the new vocabulary: trees, clouds and mushrooms. Hold up each flashcard in turn and say the word for pupils to repeat. Hold up the flashcards again, asking individual pupils to say the words. Then show all the nature flashcards in random order and ask *What is it/are they? (a rock) What colour is it/are they? (black)*.
- Now point to the different elements in the picture and say *There's a (horse). There are (birds)*. Ask the class to continue the description.

Listen and sing.

- Say and mime the actions in the song (stamp, clap, jump, splash) to make the meaning clear. Say the verbs in random order and ask the class to mime.
- Play CD1:15. Pupils listen and follow the words. Play the song again for pupils to join in. Practise the song until the class can sing and do the actions without their books.

Practice

- Divide the class into three groups. The whole class sings the question and verb lines (e.g. *Stamp stamp stamp!*). Group A sings the first set of intervening lines, Group B sings the second and Group C sings the third. Sing the song with each group singing their own lines. Swap groups and sing the song again. Repeat as often as necessary.

- Play the karaoke version of the song CD3:42 and pupils sing the song with different nature words and numbers.

Presentation

- Focus on the sentences in the Look! box. Ask pupils (L1) to read the questions and answers, paying attention to the highlighted words. Ask them what is different in each case. (The first answer is about one thing, a pond; the second answer is about many things, seven birds.)
- Point at the birds in the picture and ask *How many birds are there?* Repeat with other elements then ask the class to ask their own questions and give answers. Write two questions on the board, one with a singular answer, the other with a plural answer. Pupils copy the sentences into their notebooks.

Ask and answer.

- Pupils work in pairs. Everyone covers their books and asks and answers questions about the picture using *How many (birds) are there?* For extra practice, you may wish to follow with questions about colour.

AS page 6

Write.

- Pupils look at the picture and complete the sentences using the correct form of the verb and the correct number.

KEY

- There are six mushrooms.
- There are five rocks.
- There are four animals.
- There are three trees.
- There are two clouds.
- There is one pond.

Tell the class.

- Following the previous exercise, pupils take turns to come to the front of the class to ask and answer questions about the picture.



Brief the class to teach the song to their parents at home, using the lyrics in their book and CD so that their parents can learn how to pronounce the words. They should sing the song together.

Listen and sing.

SONG

How many birds are there?
There are seven birds.
There are six mushrooms.
There are five rocks.
Seven, six, five,
Stamp stamp stamp!
How many animals are there?
There are four animals.
There are three trees.

There are two clouds.
Four, three, two,
Clap, clap, clap!
How many ponds are there?
There's one pond.
One blue pond,
Only one blue pond,
Jump, jump, splash!

trees

mushrooms

clouds

LOOK!

How many ponds are there?
There's one pond.
How many birds are there?
There are seven birds.

Ask and answer.



How many birds are there?

There are seven birds.

8 Lesson 3

mushrooms, trees, clouds, Numbers, Colours, How many...? There is/are...

Ending the lesson

- Play *Hungry shark* to revise unit vocabulary see p. 24.

OPTIONAL ACTIVITIES

Drawing activity

Pupils work in pairs to make nature posters then describe them to the class.

Flashcard game

Play *Jumping the line* see p. 22 with the flashcards (nature).

Lesson 4

Lesson aims

To develop reading, writing, listening and speaking skills; phonics /t/

Recycled language

butterfly, ball, duck, Numbers, Colours, Nature
There is/are... How many ... are there?

Materials

Audio CD; Flashcards (Nature); Unit 1 Mini cards
PB p. 73

Starting the lesson

- Play CD1:15 and sing the song from Lesson 3.
- Draw or mime animals/birds/insects that pupils have learnt, including butterfly and duck. Pupils guess the words. Pupils then take over your role, miming or drawing for their classmates.

PB page 1

1 Look, read and say the title.

- This activity introduces pupils to the skill of identifying main ideas by using text and illustrations. Ask them (L1) to cover the right-hand side of the page and to look at the text and picture on the book. Ask them to find the butterfly, trees and birds in the picture. Ask them to suggest a suitable title for this book. Pupils uncover the three titles and read the sentences. They compare these with their suggestions and choose the best title.

2 Now listen and check.

- Tell the pupils (L1) that you are going to play the recording and they are going to hear the correct title for the book. Listen to CD1:16 and pupils follow the words in their books. Ask Which is the answer? Ask pupils who answered correctly why they chose that title (L1).

There's a butterfly.
There are black birds.
There are 3 trees.
They are green.
The book is ...
3 green trees!

1:16

3 Listen and say.

- Explain to the class (L1) what a tongue twister is. Ask pupils if they know any tongue twisters in L1.
- Pupils look at the tongue twister and say which sound the pink letters make. Play CD1:17 to check. Say the sound /t/ in isolation a few times and pupils repeat.
- Play the recording again. Stop after each line to give pupils time to repeat. Pupils practise saying the tongue twister as a class. See how fast they can say it before they get lost or start laughing.

4 Play the game.

- Pupils work in pairs. Ask pupils to cut out their mini cards from PB p. 73 and put both sets in a single pile face down on their desks. Explain (L1) that one pupil chooses a card but doesn't show it to their partner. The other pupil guesses what it is. If the guess is correct he/she wins the card. If it's incorrect, the card goes back to the bottom of the pile. Pupils swap roles and repeat. They continue until all the cards have been won.

PB page 7

5 Look, match and write.

- Ask pupils to look at the book covers and the three titles. They choose a title for each book and write it.

KEY

- 1 The white horse
3 The flower and the mushroom

6 Listen and tick (✓).

- Ask pupils (L1) to look carefully at the pairs of pictures. Explain that they are going to listen to a recording and they have to tick the picture that is described. Play CD1:18 once so that pupils can listen to the descriptions. Play it a second time for pupils to choose and tick. Play it again so pupils can check their choices.

- 1 There's a tree. There are 4 flowers. 1:18
2 There's a cloud. There are 5 birds.
3 There's a mushroom. There are 3 insects.
4 There's a horse. There are 2 cats.

KEY

- 2 picture 1, 3 picture 2, 4 picture 1

7 Listen, write and say.

- Play CD1:17 to remind pupils of the tongue twister. Pupils complete the gap-fill exercise. Play a second time so pupils can check their work.

SKILLS

1 Look, read and say the title.



1 Three big ducks

2 Three red balls

3 Three green trees

10 Now listen and check.



SOUNDS FUN!

Trees, trees, trees.
Green, green trees.
Three green trees.
Lee sees
Three green trees.

12 Play the game.



Lesson 4

Numbers, Colours, Nature. There is/are... Sound: /t/

9

Ending the lesson

- Ask the class to say the tongue twister in PB Activity 11 as fast as they can.

OPTIONAL ACTIVITIES

Flashcard game

Play Race to touch with the flashcards (nature) see p. 23.

Drawing game

Play Picture dictation see p. 25, using There is/are and nature vocabulary.

Lesson 5

Lesson aims

To consolidate the unit language with a story

Target language
alien

Recycled language

Nature, Numbers, There's (a mushroom), Hello, I'm (name), I like (your mushrooms).

Materials

Audio CD; Unit 1 Story cards; Character Story cards

Optional materials

Unit 1 Mini cards; props for acting out the story, e.g. an orange T-shirt, green T-shirt, three pairs of alien antennae, A4 paper

Starting the lesson

- Ask questions about the main illustration in Lesson 1. How many (trees) are there? (There are three trees.)
- Ask pupils (LT) what they remember about the characters' adventures so far. Elicit that their spaceship has crashed on an alien planet.

AB page 8

Listen and read. Then act.

- Show the story cards one at a time and ask the Before listening to the story questions for each of them. Pupils predict what happens in the story. Play CD1:20 for pupils to listen as they follow the story in their books, then ask if their predictions were correct. Ask the After listening to the story questions.

Practice

- Divide the class into three groups and assign a character to each one. Groups read their parts as a class.
- Ask pupils (LT) who would like to take the parts of Rose, Harry, Hip, Hop and Hoopla. Ask the volunteers to the front of the class to act out the story. Encourage tone of voice and expressions to match those in the pictures. Use the props that you've brought to class if you wish.
- Shuffle the story cards and put them in random order on the board. With books closed, pupils put them in the correct order. Point to each story card in turn and ask pupils to call out its number in the story sequence. At the end, pupils open their books and check.

AB page 8

Look and correct the mistakes.

- Pupils look at the sentences and picture. They read the sentences carefully and correct the mistakes.

KEY

- 2 There's one bird. 3 There are eight flowers.
4 There's one insect. 5 There are four rocks.

Look at the code and write the message.

- Ask the class (LT) what they think Professor Bloom is doing. Echo the answers in English, saying, e.g. Yes, he's writing a message (point at the message) using a code (point at the code). Explain (LT) how the code works. Each letter A–U is represented by a symbol. Pupils have to replace each symbol in the message with the correct letter. Ask the class to break the code and write the hidden message.

KEY

Hello, Hip and Hop.

Write a message for your friend in the code.

- Pupils use the same code to write a message for a friend in the class. Ask them to write it on a piece of paper so they can exchange messages with their friend and decode them. Allow enough time for pupils to think about the English message they want to write. When pupils have finished, they read their messages to the class and copy them into their AB.

Practice

- Put the story cards on a table. Pick each story card in turn and retell the episode, passing to encourage pupils to provide the missing part, e.g. Hip is an ... (pupils say Space Island). Point at the mushrooms in frame 1 and say There are ... (pupils count and say four mushrooms).

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

Listen and read. Then act.

STORY



Now go to Space Island.

10 Lesson 5

alien, Nature, Numbers, There's (a mushroom), Hello, I'm... I like...

Ending the lesson

- Display the character story cards around the room. Then describe a character for pupils to guess, e.g. I'm green and I'm an alien. Who am I? Pupils point to the correct card and say the name (Hop). Continue with other characters, perhaps allowing more confident pupils to give the descriptions.

OPTIONAL ACTIVITIES

Guessing game

Play Quick peek see p. 23 with the Unit 1 mini cards.

Drawing activity

Ask pupils to draw and colour a new alien character for the story and give it a name. Pupils present their drawings and names to the class.

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
Maths – number riddles

Recycled language

plus, minus, equals, legs, birds, horse, insects, cat, Numbers

Materials

Audio CD

Optional materials
Unit 1 Mini cards

Starting the lesson

- Write a few numbers on the board and ask pupils to say them. Ask individual pupils to come to the board and write the words.

PB page 11

- Explain to the class (L1) that they are going to do some Maths exercises in English. Write the symbols +, -, and = on the board and ask 'What's this?' Pupils answer in L1. Provide the equivalents in English (plus, minus and equals) and write them on the board as a reference for pupils. Ask the class to say the words after you.

Listen and complete. Then listen and say.

- Explain (L1) that pupils have to listen to the recording and complete the sums and subtractions. Play CD1:21 once so pupils can write the answers. Play it again so they can check them. Then play a third time, pausing after each sum so that pupils can repeat the words.

- 3 trees plus 2 trees equals 5
- 7 flowers minus 3 flowers equals 4
- 5 birds plus 3 birds equals 8
- 6 rocks minus 3 rocks equals 3

1:21

KEY
2 4, 3 8, 4 3

Listen and say the number riddles. Then answer.

- Explain (L1) what a riddle is. Ask pupils if they know any riddles and encourage them to say and solve them in class.

- Play CD1:22 up to the first pause. Pupils follow in their books. Play the first riddle again as far as the pause, pausing after each line so pupils can repeat the words. Ask them to read the first riddle in their books and to solve it. Elicit the answer. Play the first riddle again to the end so they can check.
- Repeat with the second riddle.

1 I'm the number of legs on three birds, plus the number of legs on a horse. What number am I? 1:22

•

10

2 I'm the number of legs on two insects, minus the number of legs on a cat. What number am I?

•

8

AB page 9

Draw and write.

- Pupils look at the pictures and answers. They draw the missing items to get the correct results, then complete the sentences below. Ask individual pupils to read his/her sentences to the class.

KEY

2 three mushrooms, 3 three clouds, 4 four flowers

Solve the riddle.

- Ask pupils to read the riddle and work out the answer. Then they read out the riddle and the solution.

KEY

$10 + 8 = 18$

Complete the sums.

- Pupils find the missing numbers in the sums. When they have finished, ask individual pupils to come to the board to write while others dictate the sums to them.

KEY

$11 + 2, 20 - 7, 12 + 1, 18 - 5$

Mini project

- Divide the class into pairs or groups of three. Ask pupils to write a similar riddle for the class, illustrating it in the same way as the examples in the PB. When they have finished, each pair or group reads their riddle to the class, who try to solve it.



MATHS



Listen and complete. Then listen and say.



+ plus



- minus

= equals

1  +  = 5

2  -  =

3  +  =

4  -  =

Listen and say the number riddles. Then answer.

I'm the number of legs on two insects, minus the number of legs on a cat. What number am I?

I'm the number of legs on three birds, plus the number of legs on a horse. What number am I?



Lesson 6

plus, minus, equals, legs, birds, horse, insects, cat, Numbers

Ending the lesson

- Display the riddles around the room and vote for the most difficult/funniest/best drawn.

OPTIONAL ACTIVITIES

Maths contest

Working in groups, pupils write four sums with a missing number. Groups swap and solve the sums.

Mini card game

Pupils play Memory master see p. 23 with the Unit 1 mini cards. Encourage them to make full sentences.

Lesson 7

Lesson aims

To review and personalise the unit language, to provide an opportunity for self-evaluation

Recycled language

Nature, Numbers. There's (one tree). There are (five rocks).

Materials

Posters 1 and 2; Flashcards (Nature); A4 paper; a bag or a box; Evaluation sheet 1

Optional materials

A3 sheets or poster paper, watercolours, assorted elements to make a collage, homemade number cards; Word cards (Nature)

Starting the lesson

- Ask pupils to vote whether they prefer the chant CD1:11 or the song CD1:15 they have learnt in this unit. Play both again if the pupils need to be reminded. Chant or sing together the one that they choose.

All pages 10–11

1 Complete the crossword.

- Ask pupils (L1) if they have ever done a crossword puzzle and elicit/explain how to do one. Pupils solve the puzzle individually or in pairs. Check as a class, asking, e.g. What's number (two)? Pupils answer.

KEY

2 clouds, 3 flowers, 4 birds, 5 insects, 6 mushrooms, 7 rock, 8 pond

2 Look and write.

- Pupils look at the picture and count the items to complete the sentences. When they have finished, ask individual pupils to read out their answers.

KEY

2 five, 3 are nine, 4 is one, 5 are three, 6 are four, 7 are six

1 Complete the crossword.

ROUND-UP

2 Look and write.

- There's 3 one tree.
- There are 5 five rocks.
- There are 9 nine insects.
- There is 1 one bird.
- There are 3 three clouds.
- There are 4 four mushrooms.
- There are 6 six flowers.
- There are 8 eight ponds.

10 Round-up

3 Draw and colour your favourite park.

- Explain (L1) that the frame is for a picture pupils are going to draw. Ask them to think about a real park they like very much or, alternatively, an imaginary park. The picture should include the things they can see in the park, including animals and plants. Tell them to draw and colour their park in the picture frame. When they have finished, pupils can describe it to a friend and compare pictures.

4 Write about your favourite park.

- Ask one pupil to show his/her picture to the class. Elicit a description of it using the framework given in the book (There's ... and There are ...). Then ask pupils to write a description of their own picture.

5 Now tell the class.

- Ask individual pupils to show their picture and describe it to the class. Encourage stronger pupils to ask questions about the park and help pupils answer them.

1 Draw and colour your favourite park.

I CAN DO IT!

2 Write about your favourite park.

There's _____

There are _____

3 Now tell the class.

1 I can do it!

Self-evaluation

- Focus on the self-assessment stars at the bottom of the page. Tell the pupils (L1) that they have to colour the appropriate number of stars depending on how well they think they completed the unit.

Pairwork

- Pupils work in pairs. Give each pupil a sheet of A4 paper and ask them to fold it into two. In one section, they draw a picture of a garden or park containing elements they can describe. When they have finished, Pupil A dictates the elements of their picture to Pupil B, who then draws the picture from dictation. They swap roles and compare their pictures.

All pages 20

- Pupils play a game in pairs using the Nature pictures in the picture dictionary. They take turns to say a word and their partner points at the correct picture.
- Use Posters 1 and 2, see pp. 20–21.

Evaluation

You can check your pupils' progress using Evaluation sheet 1. See also teacher's notes p. 172.

Ending the lesson

- Put the flashcards (nature) in the bag or box. Begin to take one out very slowly. The class guesses what picture it is. The first pupil to make a correct guess takes your role.

OPTIONAL ACTIVITY

Make a poster

Working in pairs or small groups, pupils draw and colour a poster or make a collage of a park or a garden. Then they write the description. Display the posters around the room and ask pupils to read their descriptions to the class. Alternatively, ask groups to draw different elements for one giant collage, e.g. one group draws different flowers, another draws different trees, etc. When they have finished, they assemble their drawings to make a class collage. Each group can describe the element they provided.

Word card activity

Explain to pupils that they are going to draw a park according to the instructions they are given. Put the Unit 1 word cards and some homemade number cards (1–10) in two separate piles, face down on your desk. Individual pupils come to the front of the class, pick up one card from each pile and make a sentence, e.g. *There are three ponds.* Everyone draws (three ponds) in their park. When all the word cards have been used, ask *How many (ponds) are there?* Pupils look at their pictures and answer. Ask individual pupils to ask more *How many ...?* questions for their classmates to answer.

NOTES

COPY

Lesson 8

Lesson aims

To learn about other cultures and respect cultural differences; to compare celebrations in other countries

Target language

candles, piñata, banchan, seaweed soup, party, sweets

Recycled language

birthday, cake, presents, Numbers. There's (a big piñata). There are (nine candles). How old are you?

Materials

Audio CD; a map of the world or a globe; Consolidation and extension worksheet 1; Poster 1

Optional materials

Card, coloured pencils and pens, glue and assorted materials to decorate a birthday party invitation

Starting the lesson

- Play Letter mess to revise numbers (see p. 25). Ask pupils to make up as many number words as possible.

PS pages 42–43

- Ask pupils (L1) when their birthday is. Ask if they celebrate birthdays in the family and if they have any special traditions.

Presentation

- Ask pupils (L1) if they can find anything familiar in the pictures.
- Point to the cake, the candles, the piñata and the seaweed soup in turn. Say the words and ask pupils to repeat them.
- Ask pupils to look quickly at the texts to find the names of the children. Write the names on the board and pupils practise saying them.

Listen and read.

- Tell pupils (L1) they are going to hear how the children celebrate their birthdays. Play CD1:23 once for pupils to follow in their books. Then play each part separately and ask questions to check comprehension, e.g. *What's his name? How old is he?*
- Pupils find the names of the three countries and locate them on the map of the world or globe. Say *Where's (Korea)? Look, it's here.*
- Discuss (L1) with the class which child's birthday is most similar to theirs and which is most different.

Wider World

Birthdays around the world

Listen and read.

Hi, I'm Lucy. I'm from the USA. Today is my birthday. I'm nine. Look at my birthday cake. There are nine candles. My friends and family sing 'Happy birthday' and I blow out the candles. I love birthdays!



My name's Diego and I'm eight. I'm from Mexico. Look! It's my birthday party. There's a big piñata with sweets inside. They fall down and we love them.

Practice

- Pupils work in pairs to read the three texts again. Pupils read aloud to their partner, taking it in turns with each text. Ask pupils to read the texts aloud to the class.
- Read and answer. True or false?
 - Pupils read the texts and decide if the sentences are true or false. You may wish to ask them to correct the false ones.

KEY

- False (Diego and Yoonji are eight but Lucy is nine).
- False (She's got a piñata with nine candles).
- True.
- True.

Pairwork

- Pupils work in pairs to write one more sentence (true or false) for Activity 17. Write their sentences on the board and answer as a class. Alternatively, pairs can swap their sentences to solve them.



Hello, I'm Yoonji and I'm from Korea. I'm eight today. For my birthday I have a big breakfast in the morning with seaweed soup and banchan. These are side dishes. Yum!



Read and answer. True or false?

- Lucy, Diego and Yoonji are eight.
- Lucy has got a cake with twelve candles.
- Diego has got a piñata.
- Yoonji likes seaweed soup.

Talk about birthdays.

- How old are you?
- Is there a cake at your birthday party?
- Are there candles?
- Are there presents?
- Are there sweets?
- Is there a piñata?

Write about your birthday party.

Talk about birthdays.

- Use the questions to have a class conversation about their birthdays. Supply any additional vocabulary necessary.

Write about your birthday party.

- Pupils write a few lines about their birthday party, using the questions in Activity 18 as a guide to organise their text. Help with any additional vocabulary. They read their descriptions to the class.



Pupils can now go online to Space Island and find the frog that Hoopla is holding. It is sitting on a rock by the pond in the park. Once pupils click on the frog they are taken to a supplementary language game based on the vocabulary in this unit. Use Poster 1 to talk about the different parts of the island. See the notes on pp. 20–21.

Consolidation and extension worksheet 1

Pupils complete the Consolidation and extension activities on worksheet 1. See also teacher's notes p. 188.

Ending the lesson

- Sing Happy Birthday. Invite a pupil to come to the front and pretend it is their birthday. The class sings for them.

OPTIONAL ACTIVITIES

Drawing activity

Give pupils pieces of card to design an invitation to their birthday party. Write model sentences on the board, e.g. *Hello, I'm (name). Please come to my birthday party.* Pupils copy the words and decorate their invitation.

Team game

Pupils play Stop the bus! see p. 25 in teams of three or four.

NOTES

COPY

Lesson 1

Lesson aims

To present and practise new vocabulary

Target language

blond hair, small glasses, short beard, black moustache

Recycled language

brown eyes, red hair, Family, Colours

Values

Respecting differences in physical appearance

Materials

Audio CD: Flashcards (Appearance)

Optional materials

Word cards (Appearance); magazine pictures of people of different ethnicities, famous and otherwise

Starting the lesson

- Revise family words by saying *granny* and asking pupils to say other words in the same category. Do the same with colours.
- Say a variety of words that pupils know, including family and colour words. Pupils jump if it's a family word, turn around if it's a colour word and do nothing if it's in neither category. When everyone understands what to do, allow individual pupils to take over your role.

PS page 14

Presentation

- Hold up the flashcards (appearance) one at a time and say the words for pupils to repeat. Hold up the flashcards again and ask individual pupils to say the words.
- Point to the characters in the main illustration. Ask *Who's this?* (from left to right, Hop, Hip, Professor Bloom and Rose). Ask (L1) where pupils think the characters are and what Professor Bloom is doing. (They're on the spaceship and Professor Bloom is using a special gadget to project a photo onto the wall.)

Listen, point and say.

- Tell pupils (L1) they are going to hear a recording of the physical features shown in Activity 1. Play CD1:24, pausing after each line. Pupils find the picture, point and say the words. Play the recording again and pupils repeat. Ask some pupils to say the words for the class.

2 Me

Lesson 1

Listen, point and say.

Listen, find and say what's missing.

Flashcards: brown eyes, blond hair, small glasses, red hair, short beard.

Practice

- Ask *What colour hair and eyes have you got?* Listen to the answers of individual pupils: (brown) hair and (blue) eyes.
 - Display the flashcards on one side of the board and write the corresponding words or put up word cards see p. 201 on the other side. Pupils come to the front, read out the words and match them to the pictures.
- Listen, find and say what's missing.**
- Tell pupils (L1) they are going to listen to a recording about Rose's friend, Peter, and his family shown in the 'photo' with the green background in the main illustration. They have to look at the pictures in Activity 1, listen to the recording and work out which picture isn't mentioned. Play CD1:25 once, up to *What's missing?* Point to the Activity 1 pictures in turn and ask *What's this?* (brown eyes). *Who has got (brown eyes)?* Pupils look at the 'photo' in the main illustration and answer (*Granny and Dad*).
 - Play the recording again. Stop at *What's missing?* and ask pupils to decide which picture isn't mentioned, and who in the 'photo' has this feature. Pupils answer. Play the rest of the recording for pupils to check if they were right.

2 Me

Lesson 2

Chat

I've got black hair.
I've got brown eyes.
I haven't got glasses.
Look, it's Dad!

She's got brown hair.
She's got brown eyes.
She hasn't got glasses!
Look, it's granny!

LOOK!

I've got brown eyes.
I haven't got glasses.
He/She's got brown hair.
He/She hasn't got glasses.

Listen and answer. True or false?

- Mum's got blond hair.
- Grandad's got blue eyes.
- Jane's got red hair.

Talk about your family. Tell your friend.

My mum's got long hair. She's got small glasses.

Sing the quest song and find the rock.

Flashcards: black moustache.

R = ROSE

1:25

- R This is my friend, Peter.
He's got a granny, a grandad, a mum, a dad and a sister, Jane.
Granny has got brown hair and she's got brown eyes.
Grandad's got a short beard. He's got small glasses.
Dad has got a black moustache.
The twins, Peter and Jane, have got red hair.
What's missing?
- R Blond hair.

Values

- Explain to pupils (L1) that it is important to respect difference in the physical appearance of others.
- Look at photos of people of different ethnicities (celebrities perhaps) and describe them with pupils, using only positive language.

All page 12

Listen and colour. Then match.

- Tell pupils (L1) they are going to hear a description of some of Peter's family members. They must colour the pictures according to the descriptions. Play CD1:26, pausing after each sentence so pupils can colour the pictures.
- Pupils draw lines to match the words and the pictures. Explain (L1) that some phrases will have more than one match.

Grandad has got a short beard and a white moustache. He's got green eyes and small glasses. Mum's got blond hair. Peter's got red hair. Mum and Peter have got blue eyes. **1:26**

KEY

Grandad short beard, white moustache, green eyes, small glasses
Mum blond hair, blue eyes
Peter red hair, blue eyes

Write the sentences.

- Revise the words with the flashcards (appearance). Pupils look at their coloured-in picture in Activity 1 and complete the sentences using words in the word bank.

KEY

1 beard, moustache, green, small, 2 blond, 3 hair, 4 eyes

Ending the lesson

- Play *Guess who?* Describe a member of Peter's family or a pupil. Pupils have to guess who it is. The pupil that answers correctly describes someone else.

OPTIONAL ACTIVITIES

Picture quiz

Bring in magazine pictures of famous people. Point to a picture and ask questions for pupils to answer, e.g. *Has he got a beard?* At the end, ask *Who is it?*

TPR game

Play *Race to touch* to revise parts of the face and the body see p. 23.

Lesson 2

Lesson aims

To review the vocabulary of Lesson 1 with a chant; to present the new structure

Target language

My mum's got (blond hair). She hasn't got (glasses).
I haven't got (brown eyes).

Recycled language

long, Appearance, Family, I've got (brown eyes),
She's got (brown hair).

Materials

Audio CD; Flashcards (Appearance)

Optional Materials

A4 paper; a bell or whistle

Starting the lesson

- Ask pupils to look at the picture of Peter's family in Lesson 1. Review family words.
- Play Lexical chains with family words see p. 25.
- Use the flashcards to revise the Lesson 1 vocabulary. Hold up the flashcards in turn for pupils to say the words. Ask individual pupils to come to the front and write the words on the board. Hold up the blond hair flashcard and ask Long hair or short hair? Point to various pupils and ask the same question.

PB page 15

Chant.

- Pupils look at the chant. Play CD1:27 for pupils to listen and follow the words. Play the chant again, pausing after each line for pupils to repeat. Play once more for pupils to say together. Use the flashcards to help prompt the words if necessary.

Practice

- Pupils read the chant. Ask them to identify and say the appearance words and then the family words.
- Divide the class into two groups. They read the chant as a class. One group stands up when they say a family word and the other when they say an appearance word. Reverse the groups and repeat.

Presentation

- Pupils read the sentences in the Look! box. Focus on the affirmative and negative forms of have/has got. Help them create a simple rule, e.g. Use 've got and haven't got with I. Use 's got and hasn't got with he, she and it. Write it on the board. Pupils copy in their notebooks.

2 Me

Lesson 1

Listen, point and say.

Listen, find and say what's missing.

Listen and answer. True or false?

1 Mum's got blond hair.
2 Grandad's got blue eyes.
3 Jane's got red hair.

Flashcards: brown eyes, small glasses, short beard, blond hair, red hair.

Listen and answer. True or false?

- Pupils look at the three sentences. Tell the class that they are going to listen to Rose describing people in the 'photo' in the main illustration. Play CD1:28, pausing after the description of each person so pupils can write True or False. They don't need to refer to the sentences on the page. Play the recording again for them to check their answers.

- 1 Mum's got blond hair.
She's got blue eyes.
She hasn't got glasses.
- 2 Grandad's got blue eyes.
He's got a long beard.
He hasn't got white hair.
- 3 Jane's got red hair.
She's got blue eyes.
She hasn't got glasses.
- 1:28

KEY

1 True, 2 False, 3 True

Lesson 2

Chant.

I've got black hair.
I've got brown eyes.
I haven't got glasses.
Look, it's dead!

She's got brown hair.
She's got brown eyes.
She hasn't got glasses!
Look, it's granny!

Look!

I've got brown eyes.
I haven't got glasses.
He's/She's got brown hair.
He/She hasn't got glasses.

Listen and answer. True or false?

1 Mum's got blond hair.
2 Grandad's got blue eyes.
3 Jane's got red hair.

Talk about your family.
Tell your friend.

My mum's got long hair.
She's got glasses.

Sing the quest song and find the rock.

Flashcards: black moustache, My mum's got long hair, She's got glasses.

Pairwork

- Pupils write more true or false sentences about people in Peter's family. They then work in pairs, taking turns to read a sentence to their partner, who decides True or False. Ask some pupils to share their sentences with the class.

Talk about your family. Tell your friend.

- Ask two pupils to model the examples for the class. Working in pairs, pupils take it in turns to talk about their family. Go round the class helping where necessary.

Sing the quest song and find the rock.

- Ask pupils (L1) if they remember why the characters are looking for things (Professor Bloom will use them to get the spaceship working again) and what quest items they have already found (pen, ball). Play CD1:29, miming to make the meaning clear. Pupils identify the quest item in the song (rock). Then they look at the main illustration and find the rock (on some papers at the bottom of the picture). Play the song again. Ask pupils to sing along and mime.

Hey boys! Hey girls!

Come with us, come on a quest today!
Look up, down, here, there.
Look around everywhere.
Where's the rock?
We've got the pen and the ball.
Come on, come on, come on a quest!
Let's find the rock!

1:29

AB page 13

Choose, draw and write.

- Pupils look at the face and the elements on the left. Explain that they can choose as many elements as they like to use in their drawing. When they have finished, they complete the description. Ask individual pupils to read their descriptions to the class.

Look and write.

- Pupils look at the pictures of the two people and read the sentences. They choose phrases from the word bank to complete them correctly. Ask individual pupils to read the answers to the class.

KEY

2 He's got, 3 He hasn't got, 4 He's got,
6 She's got, 7 She hasn't got, 8 She hasn't got

Ending the lesson

- On the board, write the first letter and spaces for the missing letters of one of the vocabulary words, e.g. b _ _ _ _ (beard). Pupils call out letters in order to guess the word.

OPTIONAL ACTIVITIES

Drawing activity

Pupils choose a partner to play Picture dictation see p. 25. They use the unit vocabulary to describe and draw a head.

Vocabulary game

Play The ball see p. 22 using the flashcards (appearance).

NOTES

Lesson 3

Lesson aims

To extend the unit vocabulary set and structure; to practise the unit language with a song

Target language

neck, teeth. Have you got (long hair)? Yes, I have./ No, I haven't.

Recycled language

long, small, nose, big, Appearance

Materials

Audio CD, Flashcards (Appearance)

Starting the lesson

- Play CD1:27 and say the chant from Lesson 2. Divide the class into two groups. Group A says verse 1, Group B says verse 2, then they swap over.
- Revise the vocabulary learnt so far. Point at yourself and say false sentences, e.g. I've got (green) hair. Pupils correct you.

PB page 18

- Introduce the new vocabulary (neck, teeth) and revise nose using the flashcards. Hold up the flashcards in turn and say the words. Pupils repeat. Hold up the flashcards again. Ask individual pupils to say the words.

Listen and sing.

- Play CD1:30. Pupils listen and follow the words. Ask pupils to identify the correct alien in the song (b). Play the song again for pupils to join in.
- Divide the class into three groups. Each group sings a different verse and they all sing the 'Who is it?' lines together. While one group is singing, the others stand up and touch the parts of the body mentioned. Sing the song twice more, swapping groups so each group sings each verse.
- Play the karaoke version of the song CD3:43. Pupils sing a new version of the song with different descriptions.

Presentation

- Focus on the Look! box. Go through the questions and short answers with the class. Pupils ask and answer individually. Elicit more examples and write them on the board.

Ask and answer.

- Ask pupils questions about their physical appearance, e.g. Have you got three eyes? Pupils answer. Then pupils work in pairs to ask and answer questions about their physical appearance.

Practice

- Write the key words from the song on the board: long hair, small nose, red hair, green eyes, long neck, big teeth. Point to them in turn. Pupils ask you a question using the vocabulary and 'Have you got ...?' Give a false answer. Pupils correct you. (No, you haven't. You've got ...)

AB page 14

Listen and draw.

- Explain (L1) that pupils are going to hear a description of Zog and they have to draw what they hear. Play CD1:31 at least twice so the class has time to draw.

ZIG	Have you got big teeth?	1:31
ZOG	Yes, I have.	
ZIG	Have you got 3 eyes?	
ZOG	No, I haven't. I've got 4 eyes.	
ZIG	Have you got a long neck?	
ZOG	Yes, I have.	
ZIG	Have you got a small nose?	
ZOG	No, I haven't. I've got a very big nose!	

Write about the aliens.

- When the class has finished drawing, they write descriptions of the two aliens. Ask a few pupils to read their sentences to the class.

KEY (sample answer)

Zog has got big teeth, four eyes, a long neck and a big nose.
Zog hasn't got five eyes.
Zig has got four arms, two legs and a short neck.



Pupils can now go online to Space Island and find the satellite dish that Hoopla is holding. It is on the balcony of the hotel, above the Space tour bus. Once pupils click on the satellite dish they are taken to a supplementary language game based on the vocabulary in this unit.



Ask pupils to describe themselves to their parents at home. Then they teach their parents how to describe themselves.

Listen and sing.

SONG

Who is it? Who is it?
Who is it?

Have you got long hair?
Yes, I have. Yes, I have.
Have you got a small nose?
Yes, I have.
Have you got red hair?
No, I haven't. No, I haven't.
Have you got green eyes?
Yes, I have.
Have you got a long neck?
Yes, I have. Yes, I have!
Have you got big teeth?
Yes, I have.

teeth

neck

nose

LOOK!

Have you got a long neck?
Yes, I have.
Have you got a big nose?
No, I haven't.

Ask and answer.

Have you got long hair?

No, I haven't.

16 Lesson 3

neck, teeth. Have you got ...? Yes, I have. No, I haven't. Appearance

Ending the lesson

- Write a jumbled question on the board, e.g. got short you beard a have? The first pupil to work out the question nominates a pupil and asks him/her the question. They answer. Continue with different questions.

OPTIONAL ACTIVITIES

Word game

Play Bingo see p. 24 with appearance, colours and body parts vocabulary.

TPR game

Play Mr Crocodile see p. 24.

Lesson 4

Lesson aims

To develop reading, writing, listening and speaking skills; phonics /ʃ/

Target language

man, woman; use of capital letters and full stops

Recycled language

Appearance. He's got (blue eyes). She hasn't got (glasses). I haven't got (red hair).

Materials

Audio CD; Flashcards (Appearance); Unit 2 Mini cards PB p. 75

Starting the lesson

- Tell pupils that you are going to describe a pupil without saying who it is. Pupils guess who is being described. The first to guess correctly takes over your role.

PB page 17

Presentation

- Say *I'm a man/woman*. Then talk about other teachers or famous people, saying *(Male name) is a man. (Female name) is a woman*. Model the words clearly and pupils repeat. Then write the words on the board. Say some names of adults that pupils know and they answer *Man!* or *Woman!*

1 Look, read and match.

- Pupils read the descriptions and match them to the pictures. Pupils then give the answers and justify their choice, e.g. *Sharon is a woman. She's number 2.*

KEY

1 Bob, 2 Sharon, 3 Mike

2 Listen and say. Who is it? Then write.

- Explain (L1) that pupils are going to listen to one of the people from Activity 9 describing himself/herself. Play CD1:32 up to *Who is it?* Ask *Who is it?* Pupils answer and justify their opinion, e.g. *It isn't Mike. Mike's got long hair.* Play the end of the recording to check.

I haven't got long hair.
I haven't got brown eyes.
I haven't got brown hair.
I haven't got glasses.

Who is it? *

It's Bob! Bob is number 1!

Now write the sentences using capital letters and full stops.

1:32

- Pupils look at the capital letters and full stops in the sentences in Activity 9. Explain (L1) that capital letters are used for the first letter of a new sentence or a name. We use a full stop at the end of a sentence.
- Play the recording again, pausing after each line. Pupils write the sentences, checking carefully that they have used full stops and capital letters correctly.

3 Listen and say.

- Pupils look at the tongue twister and say which sound the pink letters make. Play CD1:33 to check. Say the sound /ʃ/ in isolation a few times and pupils repeat.
- Play CD1:33 again so pupils can repeat.

4 Play the game.

- Pupils work in pairs. Ask pupils to cut out their mini cards from PB p. 75. One pupil chooses three cards and describes a person with those features. Their partner draws. Pupils swap roles and repeat.

All page 15

5 Listen, tick (✓) and find the girl.

- Pupils listen to a description and identify the correct picture. Play CD1:34, pausing after each line so pupils can tick the appropriate boxes next to the pictures. Stop the recording after glasses. Play as far as glasses again for pupils to check their ticks then give their answer. Play the end of the recording to check.

She's got short black hair. *
She's got a small nose. *
She's got big teeth. *
She hasn't got glasses. * She's Laura!

1:34

6 Now write about the girl.

- Pupils complete with words from the word bank.

KEY

2 nose, 3 She's, 4 teeth, 5 She, 6 glasses, 7 Laura

7 Rewrite with capital letters and full stops.

- Ask pupils to punctuate the sentences correctly.

8 Listen and circle the sound that's different.

- Say the words as a class. Play CD1:35. Pupils circle the sound that's different.

1 Sharon (chair) sheep
2 (hair) shoe shope
3 she ship they
4 shell (small) short

1:35

1 Look, read and match.



Mike



Bob



Sharon

1 It's a man. He's got short red hair and blue eyes.

2 It's a woman. She's got short brown hair and blue eyes. She's got glasses.

3 It's a man. He's got brown eyes and long black hair. He's got glasses.

10 Listen and say. Who is it? Then write.



Listen and say.



SOUNDS FUN!

Sharon's got short hair.
She's got short, short hair.

12 Play the game.



Lesson 4

man, woman, I haven't got... He's got... Appearance, Sound, /ʃ/

17

Ending the lesson

- Play CD1:30 and sing the song from Lesson 3.

OPTIONAL ACTIVITIES

Tongue-twister relay

Choose nine pupils and give each a word from the tongue twister in PB Activity 11. Each pupil says their word in sequence, as fast and clearly as possible.

Pairwork game

Play What's missing? see p. 23 with Unit 2 mini cards.

Lesson 5

Lesson aims

To consolidate the unit language with a story

Target language

new, spaceship, monster, lovely. Has he got (ten eyes)?

Recycled language

friend, horrible, Appearance, Numbers. Hip's got (a new friend).

Materials

Audio CD: Unit 2 Story cards, Character Story cards

Optional materials

Props for acting out the story, e.g. four pairs of alien antennae, or two red hats and two green hats, an orange T-shirt, binoculars

Starting the lesson

- Hold up each character story card in turn and pupils describe the characters, e.g. He's Professor Bloom. He's got a white moustache and glasses. Then ask pupils (L1) what we know about each character in the story so far.

18 page 18

Listen and read. Then act.

- Show the first five story cards one at a time and ask the Before listening to the story questions. (Don't show story card 6 yet.) Pupils predict what happens in the story. Then show story card 6 and ask the Before listening to the story question on the back.
- Play CD1:36. Pupils listen as they follow the story in their books. Ask if their predictions were correct. Then ask the After listening to the story questions.

Practice

- Divide the class into four groups and assign a character to each group. Groups read their parts as a class from their seats.
- Ask pupils (L1) who would like to take the parts of Hip and the alien children. Invite volunteers to the front of the class to act out the story. Encourage tone of voice and expressions to match those in the pictures. Use props that you've brought to class if you wish.

- Shuffle the story cards and put them in random order on the board. With books closed, pupils put them in the correct order. Point to each story card in turn and ask pupils to call out its number in the story sequence. At the end, pupils open their books and check.
- Divide the class into two groups. Retell the story, making some deliberate mistakes. Every time they spot a mistake, pupils put up their hands and correct it. Groups get points for each correction made by a group member.

AB page 16

Look, read and match.

- Pupils look at the sentences and match them with the correct character. Then they share their answers with the class.

KEY

(from left to right) 3, 4, 1, 2

Draw and write.

- Pupils read the description of the alien in the thought bubble and look at its picture. Then they draw their own alien in the empty space and write the description below. Encourage the correct use of capital letters and full stops. Stronger pupils could describe his/her alien to the class and have someone draw it on the board.

Look at the code on page 8 and write the message.

- Pupils look at the code used in Unit 1 on AB p. 8 and decode this message. Then they write it.

KEY

Hip likes Harry.

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

Practice

- Pupils use the code on AB p. 8 to replace the vowels in a message to their partner. Give pupils a few minutes to think of and write a message. Pupils then exchange messages and decode them, then read the messages to the class.



Listen and read. Then act.

STORY



Now go to Space Island.

Ending the lesson

- Play Guess who? Ask individual pupils to mime the actions of a character in the story and the class guesses who they are.

OPTIONAL ACTIVITIES

Story writing

Pupils create a new frame for the story by writing the alien children's reaction to Hip's new friend.

Game

Play Hungry shark with the new vocabulary/characters' names, etc. see p. 24.

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 – Australian animals

Target language

feathers, tail, emu, kangaroo, pouch, koala, fur

Recycled language

parrot, Appearance, Body: It's got (a long tail).

Materials

Map of the world or globe; reference books or the internet

Starting the lesson

- Brainstorm animals pupils have learnt. Write the words on the board and classify them into Pets and Farm animals. Ask *Is it long/short? big/small/black/white?* etc.
- Draw a cow on the board and ask pupils to describe it for you. Write the sentences on the board.

PR page 18

Presentation

- Point to the animals in Activity 14 and pupils guess (L1) the name of each animal.
- Point at the kangaroo and say *Look! There's a baby in the pouch.* Mime to make the meaning clear. Proceed in a similar way to introduce the new words *tail* and *feathers*.
- Ask (L1) if pupils know where the animals live. Show where Australia is on the map/globe.

Read and match.

- Ask the class to read the three descriptions and match them with the correct pictures. Point to each animal and elicit its name in English.

KEY

(pictures from left to right) kangaroo – right-hand text, parrot – left-hand text, emu – middle text

Practice

- Draw a chart on the board with the headings *2 legs, Feathers, Pouch, Tail, Fur.* Ask pupils to come to the board and write an animal or animals with that feature under each heading.

Listen and answer. True or false?

- Pupils listen carefully and say if the descriptions of the animals in the pictures are true or false. Play CD1:37, pausing after each sentence. Play the recording again then check answers.

- The kangaroo hasn't got a pouch. 1:37
- The parrot has got feathers.
- The emu has got a pouch.
- The kangaroo has got small ears.
- The parrot has got a long tail.
- The emu has got two long legs.

KEY

1 False, 2 True, 3 False, 4 False, 5 True, 6 True

Pairwork

- Pupils work in pairs. Pupil A thinks of an animal and makes a sentence about it. Pupil B tries to guess what the animal is. If he/she guesses correctly, pupils swap and continue playing.

Describe this animal to your friend.

- Elicit sentences to describe the koala using the words given, checking that pupils say *The koala has got a pouch* but *The koala has got fur/small eyes*, etc. (without *a*).
- Divide the class into pairs. Pupils take it in turns to say a sentence to describe the koala to their partner.

Activity 17

Complete the diagram.

- Pupils look at the diagram and the pictures of the animals. Explain (L1) how a Venn diagram works. Point to where the circles overlap. Show pupils where to write the information that is common to two animals and where to write information that is common to three animals. Pupils complete the diagram, using the words in the word bank.

Invent an animal. Draw and write.

- Point to the example pictures and ask pupils to invent an unusual animal. Pupils draw a picture of their animal and complete the description. Ask some pupils to read their descriptions to the class.

Mini project

- Brainstorm other exotic animals. Write the names on the board. Pupils look for information about their favourite(s) in books or on the internet, draw a picture of each animal and write sentences about it.
- Display the finished projects around the class.



Read and match.

SCIENCE

Australian animals



pouch



tail



feathers

The parrot has got feathers and a small body. It's got two short legs and a long tail. It's got a small head, small eyes and a short neck.

The emu has got long feathers and a big body. It's got two long legs and a small head. It's got a long neck and big eyes.

The kangaroo has got a pouch and a big body. It's got two long legs and two short arms. It's got a small head and a short neck. It's got big ears and small eyes.



Listen and answer. True or false?



Describe this animal to your friend.

Lesson 6

feathers, tail, emu, kangaroo, pouch, koala, fur, parrot, Appearance, It's got...

Ending the lesson

- Write the alphabet on the board, getting the class to say the letters as you write. Point at a letter. Pupils say names of animals beginning with that letter.

OPTIONAL ACTIVITIES

Guessing game

Play *What am I?* Pupil A chooses an animal and Pupil B asks questions (*Has it got a tail?* etc.) to guess it.

Make a poster

In groups pupils find out about Australia (cities, famous people, weather, etc.) and make a poster.

Lesson 7

Lesson aims

To review and personalise the unit language; to provide an opportunity for self-evaluation

Recycled language

koala, pouch, feathers, tail. Parts of the body

Materials

Flashcards (Appearance); Evaluation sheet 2

Optional materials

Unit 2 Mini cards; Word cards (Nature and Appearance); Flashcards (Nature and Appearance)

Starting the lesson

- Ask pupils to name the three animals they learnt about in the previous lesson. Ask them to say two sentences about each one.
- Quickly revise appearance vocabulary, then play Make a sentence see p. 22 with the flashcards (appearance).

All pages 18-19

Circle and write the words.

- Ask pupils to find eight words in the wordsearch. Explain (L1) that they appear horizontally and vertically. Once they have found a word, pupils circle it and write it next to the corresponding picture.

KEY

(from top to bottom) hair, eyes, teeth, glasses, nose, beard, moustache, neck.

t	e	e	t	h	p	s	b	s
u	m	o	u	s	t	a	e	c
g	l	a	s	s	e	s	a	a
i	n	o	p	e	m	n	r	r
a	s	r	a	c	s	o	d	e
p	a	t	a	p	i	s	a	y
h	a	i	r	h	e	e	e	e
c	a	r	b	n	e	c	k	s
m	o	u	s	t	a	c	h	e

Game

- Say a sentence, e.g. *I've got long hair.* Ask a pupil to repeat the sentence, adding another element, e.g. *I've got long hair and a short beard.* Continue in the same way around the class until someone makes a mistake or forgets the words in the chain.

Circle and write the words.

ROUND-UP

t	e	e	t	h	p	s	b	s
u	m	o	u	s	t	a	e	c
g	l	a	s	s	e	s	a	a
i	n	o	p	e	m	n	r	r
a	s	r	a	c	s	o	d	e
p	a	t	a	p	i	s	a	y
h	a	i	r	h	e	e	e	e
c	a	r	b	n	e	c	k	s
m	o	u	s	t	a	c	h	e

Read and circle four errors. Then write.



Kenny's got _____
He hasn't got _____

18 Round-up

Read and circle four errors. Then write.

- Ask pupils to read the description of the koala and find the mistakes. Pupils rewrite the sentences with the correct information.

KEY

Kenny is a koala. He's got big eyes and small ears. He hasn't got a pouch. He's got feathers and a tail. Kenny's got small eyes and big ears. He's got a pouch. He hasn't got feathers or a tail.

Game

- Think of an animal the children know the name of in English. Pupils ask questions to find out what animal you have thought of. You can only answer Yes or No and they can only ask ten questions. The pupil that guesses correctly takes your role. You can turn this activity into a competition by dividing the class into two teams and have one team ask questions of one pupil from the other team.

Draw yourself.



Write about yourself.

I've got _____ hair and _____ eyes.

I haven't got _____.

Now tell the class.



19 I can do it!

Draw yourself.

- Pupils draw and colour a picture of themselves. Collect the pictures and put them around the class. Pupils take it in turns to point to a picture and say who it is.

Write about yourself.

- Pupils write some positive and negative sentences to describe themselves, e.g. *I've got red hair and blue eyes. I haven't got glasses.* Pupils read their descriptions to the class.

Now tell the class.

- Ask individual pupils to show his/her picture and describe it to the class.

Self-evaluation

- Focus on the self-assessment stars at the bottom of the page. Tell the pupils (L1) that they have to colour the appropriate number of stars depending on how well they think they completed the unit.

All page 20

- Pupils play a game in pairs using the Me pictures in the picture dictionary. 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 2. See also teacher's notes p. 172.

Ending the lesson

- Play Picture guess using the vocabulary of this unit see p. 23.

OPTIONAL ACTIVITIES

Mini card game

Play Memory master see p. 23 using the Unit 2 mini cards.

Flashcard relay

Put all the Unit 1 and 2 flashcards face up at one end of the classroom and the corresponding Unit 1 and 2 word cards at the other, all in jumbled order. Divide the class into two or four teams, depending on the size of your class (there should be no more than eight pupils in a team). Two teams stand in a line. When you say go, the first member of each team runs to the word cards, takes one, then runs to the other end of the room to find the corresponding flashcard. Then he/she runs back to the second member of the team, who does the same. The first team to collect eight pairs of cards is the winner. If you have two more teams, they then play the game. You could also have a final between the two winning teams to find a class champion.

NOTES

Lesson 8

Lesson aims

To review the language of the previous two units.

Recycled language

Appearance, Nature, He/She's got (red hair). There's (a pond). There are (three clouds).

Materials

Spinners and coloured counters; Unit 1 and 2 Mini cards; DVD; Consolidation and extension worksheet 2; magazines with pictures of famous people

Optional materials

Flashcards (Nature and Appearance)

Starting the lesson

- Tell pupils you are going to draw an alien pet and they are going to help you. Ask a pupil *Has he got (six eyes)?* Encourage them to say *No. He's got (three eyes).* Ask another pupil *Has he got (long hair)?* Continue asking and drawing the alien pet according to their answers.

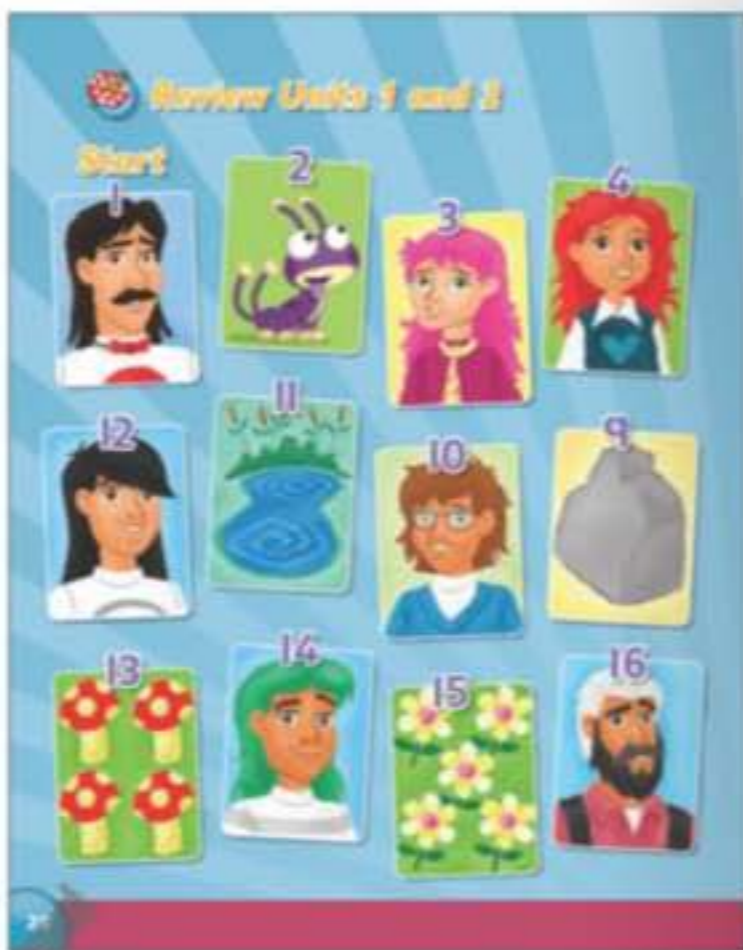
PE pages 20–21

Play the game

- Divide the class into pairs. Explain (L1) the rules of the board game. Each pupil has a spinner and coloured counter. Pupil A spins and moves the number of squares shown. If they land on a person, they describe that person, e.g. (square 6) *He's got red hair and blue eyes.* If they land on a nature object, they describe it, e.g. (square 5) *There are three (white) clouds.* Describing colour is optional. If correct, they stay on the square. If incorrect, they go back to the square they were on before spinning. If they are at the start point they stay there. It is then Pupil B's turn. The first to reach the end wins.

Game

- Divide the class into two teams. A pupil from Team 1 comes to the front of the class to draw. A pupil from Team 2 whispers a word from Unit 1 or 2. The Team 1 pupil draws a picture of the word. If Team 1 can guess it correctly, they win a point. Now it's Team 2's turn to draw.



Pairwork

Working in pairs, pupils write four sentences to describe themselves, e.g. *I've got long hair.* One of the sentences must be untrue. Remind pupils to write a mixture of positive and negative sentences. Pupils take it in turns to read their sentences to their partner. Their partner must identify the untrue sentence.

Game

- Show the class some magazine pictures of famous people. Choose one of these people without telling pupils. The class asks questions to find out who you have chosen. You can only answer *Yes* or *No*. The first person to guess takes over your role.



Practice

- In pairs, pupils put their Unit 1 and 2 mini cards face down on the table. They take it in turns to choose five cards each. If they have repeated cards, they pick another. They each draw a picture based on the cards and write a short description. They read their descriptions to the class.

Now watch the DVD.

Consolidation and extension worksheet 2

Pupils complete the Consolidation and extension activities on worksheet 2. See also teacher's notes p. 188.

Ending the lesson

- Play CD1:30 and sing the song the class learnt in Lesson 3.

OPTIONAL ACTIVITIES

Flashcard game

Play *Jumping the line* see p. 22 using the Unit 1 and 2 flashcards. Put a piece of tape across the middle of the floor or draw an imaginary line dividing the room. Designate one side as 'true' and the other as 'false'. Line up the pupils on the line. Then hold up a flashcard and say a word. If it matches the flashcard, pupils jump to the 'true' side, otherwise they jump to the 'false' side. Pupils who make a mistake miss a round.

Mini card game

Play *Tic tac toe* see p. 23 using the Unit 1 and 2 mini cards. Divide the class into pairs. Pupils draw a grid on a sheet of paper (two horizontal lines and two vertical lines, to make nine sections that are big enough to take nine mini cards) and use two different sets of mini cards to play. They take it in turns to put the mini cards on the grid and say the word. The first pupil to get three cards of the same type, e.g. three items of clothing, in a row, either vertically, horizontally or diagonally, is the winner.

NOTES

Lesson 1

Lesson aims

To present and practise new vocabulary

Target language

rabbit, snake

Recycled language

cat, frog, fish, parrot, dog, Colours

Materials

Audio CD; Flashcards (Animals)

Optional materials

Word cards (Animals)

Starting the lesson

- Play a guessing game to revise the animals learnt in Unit 2 (kangaroo, koala, parrot, emu). Think of an animal and have pupils ask questions, e.g. Is it big/small? Has it got four legs? to guess what animal it is. The pupil who guesses correctly comes to the front, thinks of another animal and takes on your role.

PB page 22

Presentation

- Use the flashcards (animals) to teach rabbit and snake and revise cat, frog, fish, parrot, dog. Hold up the appropriate flashcards in turn and say the words for pupils to repeat. Hold up the flashcards again, this time asking individual pupils to say the words.
- Put the animal flashcards on the board and take one away. Ask pupils What's missing? Pupils answer. Repeat, removing another flashcard. Try removing two flashcards and see if pupils can still remember what's missing.
- Point to the characters in the main illustration. Ask Who's this? (from left to right, Professor Bloom, Hoopla, Hip and Hop).

Listen, point and say.

- Tell pupils they are going to hear a recording of the animals they can see in Activity 1. Play CD1:38, pausing after each word. Give pupils time to find the picture, point and say the words. Play the recording again and pupils repeat.

Game

- Divide the class into two groups. Show an animal flashcard to the first member of both teams and have them draw the word on the board as fast as possible. Their teams guess the word. Award points to the fastest team.

3 Pets

1 Listen, point and say.

2 Listen, find and say what's missing.

Lesson 1

Practice

- Display the animal flashcards on one side of the board and write the corresponding words or put up word cards see p. 202 on the other side. Pupils come to the front, read out the words and match them to the pictures.
- Shuffle the flashcards and choose one. Hold it up and say two sentences about it. It's a/an (animal). It's (colour). Pupils take turns to choose a flashcard and say two sentences.

Listen, find and say what's missing.

- Point to the animals in the main illustration and ask What's this? Pupils answer.
- Tell pupils (L1) they are going to hear a recording describing what they can see in the main illustration, but that something won't be mentioned. Play CD1:39 as far as Oh no! One's missing ... What is it? Give pupils time to find the items mentioned. Play the recording again as far as What is it? Pupils decide what's missing. Play the rest of the recording for pupils to check their answer.

3 Pets

1 Chart.

2 Listen, look and answer.

3 Ask and answer.

4 Sing the quest song and find the glasses.

Lesson 2

PB = PROFESSOR BLOOM

1:39
PB Right, OK, we've got a dog, a rabbit and a fish. Then we've got a frog, a snake, a cat and ... Oh no! One's missing ... What is it?
Oh! Here it is!
We've got a parrot!

- Point to the animals again in turn. Pupils say the name of the animal and what it looks like, e.g. It's a dog. It's brown.

Game

- Divide the class into two groups. A pupil from one group mimes an animal and imitates its sound. The other group guesses the animal.

AB page 20

Match.

- Pupils match the animals in the picture to the words and write the correct letter in the box. Go through the answers with the class: call out letters at random so they can name the animals.

KEY

2 d, 3 e, 4 b, 5 a, 6 c

Listen and write.

- Play CD1:40, pausing after the animal noises. Pupils identify the animals that Harry's got and write them in the spaces. Continue for Rose's animals. Play the recording a second time for pupils to check their answers. Ask individual pupils to read their answers to the class.

H = HARRY R = ROSE

1:40

H We've got a cat and a snake. We haven't got a dog.
R We've got a frog, a rabbit and a parrot. We haven't got a fish.

KEY

Harry's animals: cat, snake

Rose's animals: frog, rabbit, parrot

Ending the lesson

- Play a game of Hungry shark see p. 24 using animal words from the lesson. If the class enjoys the game, extend the word choice to include any animal vocabulary they know.

OPTIONAL ACTIVITIES

Word map

Make an animal word map with the class. Explain (L1) that this is a very useful way of revising vocabulary. Draw a big circle on the board and write Animals inside. From there, draw smaller circles and write the following subcategories: Pets, Exotic, Farm and Insects. Brainstorm with the class as many examples for each category as they can possibly remember. Ask pupils to come to the board and write the words in the corresponding category. When they have finished, they copy the word map in their notebooks.

Drawing activity

Play Draw it relay see p. 24 using animal vocabulary.

NOTES

Lesson 2

Lesson aims

To review the Lesson 1 vocabulary with a chant; to present the new structure.

Target language

Has it got (four legs)? Yes, it has./No, it hasn't.

Recycled language

glasses, Appearance, Pets

Materials

Audio CD; Flashcards (Animals); a soft ball or small bean bag

Optional materials

Poster paper

Starting the lesson

- Display the flashcards (animals) learnt in Lesson 1 around the room and play I spy see p. 25. Then ask individual pupils to come and write the words on the board.

PB page 23

Chant.

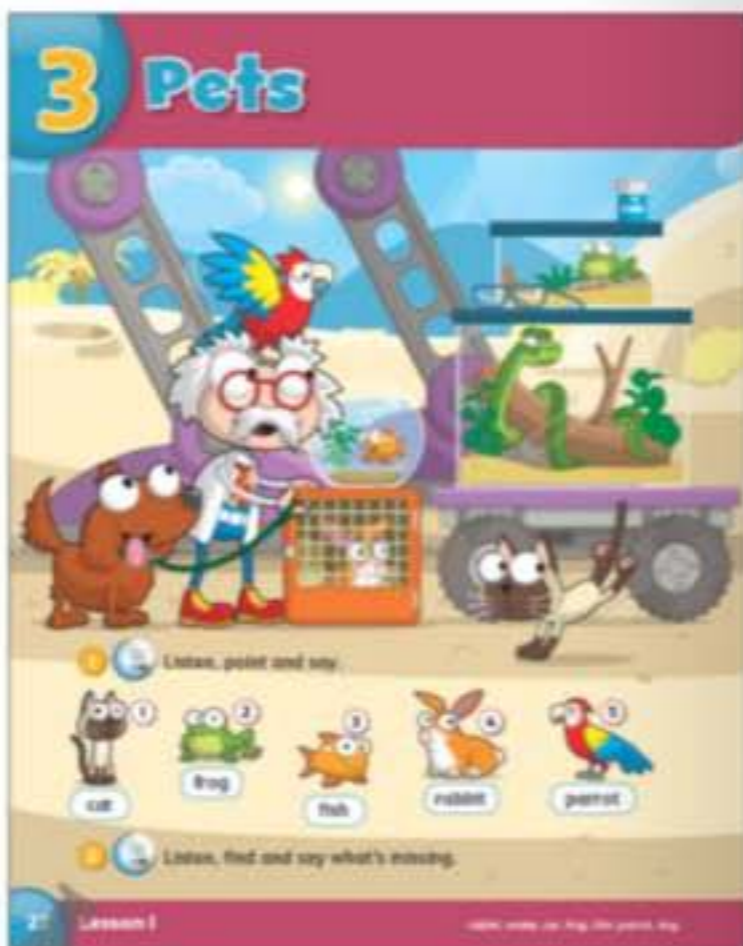
- Play CD1:41. Pupils listen and follow the words. Play the chant again, pausing after each line for pupils to repeat. Play once more for pupils to say together. Gesture to parts of your body (including an imaginary tail) to help prompt the words if necessary.
- Play again and pupils can stand while saying the chant and point to their two eyes, legs, pretend tail and hands, and jump around like a fish for the last part.

Presentation

- Pupils read the sentences in the Look! box, focusing on the order of words in the question. Ask pupils to give more examples and write them on the board, e.g. Has it got two eyes? Yes, it has. Has it got four legs? No, it hasn't. etc. Pupils copy them in their notebooks.

Listen, look and answer.

- Play CD1:42. Pupils look at the main illustration and listen. Read out each of the three questions from the PB and elicit initial answers. Play the recording again for pupils to listen and write their answers, then a third time for pupils to check their answers. Ask individual pupils to give answers to the questions.



HI = HIP PB = PROF BLOOM HO = HOP 1:42

HI Look! It's green. It's got 4 legs and a big mouth. What is it?

PB It's a frog.

HO What's this?

PB It's a snake.

HO Has it got legs?

PB No, it hasn't but it's got 2 eyes and a mouth.

HO Is that a frog? It's got 4 legs and a big mouth.

PB No, it's a dog. Come here, Rex.

HO I don't like dogs!

HI & HO Help!

KEY

1 No, it hasn't. 2 No, it hasn't. 3 Yes, it has.

Practice

- Play CD1:42 once more. Working in pairs, pupils write one more question for the activity, e.g. Has the frog got four legs? Has the snake got two eyes? Collect the questions on the board and solve them as a class.



Ask and answer.

- Divide the class into pairs. Pupils take turns to think of an animal and the other asks questions to find what animal his/her partner is thinking of.

Sing the quest song and find the glasses.

- Ask pupils to say the quest items they have already found (pen, ball, rock). Play CD1:43, miming to make the meaning clear. Pupils identify the quest item in the song (glasses). Then they look at the main illustration and find the glasses (in front of the frog). Play the song again. Ask pupils to sing along and mime.

Hey boys! Hey girls!
Come with us. Come on a quest today!
Look up, down, here, there,
Look around everywhere.
Where are the glasses?
We've got the pen, the ball and the rock.
Come on, come on, come on a quest!
Let's find the glasses!

AB page 21

Look and write.

- Pupils look at the pictures of the two animals and answer the questions. Ask individual pupils to read their answers to the class.

KEY

1 Yes, it has. No, it hasn't. It's a frog.
2 No, it hasn't. Yes, it has. It's a snake.

Answer the questions.

- Ask pupils to look at the animals in the picture. Then they read the questions and answer them.

KEY

2 Yes, it has. 3 No, it hasn't. 4 Yes, it has.
5 Yes, it has. 6 No, it hasn't.

Write a description of an animal.

- Pupils think of an animal they like and write a description of it, filling in the gaps in the sentences. They read the description to the class without saying what animal it is. The class guesses the animal.

Ending the lesson

- Play Ball/Bean bag toss see p. 24. Pupils can use any animal words they know from this or previous units.

OPTIONAL ACTIVITIES

Young Poets

Divide the class into pairs. Each pair writes a chant based on an animal of their choice, following the model in the lesson. Then they draw the animal. Collect the chants and say them as a class. You may wish to glue the chants and drawings to a large sheet of poster paper and display it in the classroom.

Flashcard game

Play Flashcard act out see p. 22 using the animal vocabulary learnt so far.

NOTES

Lesson 3

Lesson aims

To extend the unit vocabulary set and structure; to practise the unit language with a song

Target language

pet, tortoise, pretty, ugly, hamster. Have they got (a cat)? Yes, they have./No, they haven't.

Recycled language

cat, dog, snake, fish, parrot, rabbit, frog. Appearance, Colours

Materials

Audio CD; Flashcards (Animals); magazine pictures of pretty and ugly animals; poster paper

Optional materials

Soft ball or small bean bag and basket or bin

Starting the lesson

- Revise the vocabulary learnt so far. Show flashcards of animals and describe them. Make some mistakes. Pupils correct you.
- Revise animal words. Describe a pet, e.g. I've got a pet. It's got big ears and a small nose. It's white. Pupils guess what animal it is. Ask the pupil who guessed correctly to describe another animal.

PB page 24

Presentation

- Introduce the words *tortoise* and *hamster* using the flashcards. Hold them up and say the words for pupils to repeat. Ask individual pupils to say the words.
- Say *I'm pretty* and flutter your eyelashes and smile. Then make a horrible expression and say *I'm ugly*. Ask pupils to repeat. Show some magazine pictures of various animals and pupils say *pretty* or *ugly*.

Listen and sing.

- Pupils look at the picture. Explain (L1) that this is a pet shop. Say *There are seven pets*. Check meaning of the word *pets* and ask pupils to repeat.
- Play CD1:44. Pupils listen and follow the words. Play the song again and pupils point to the corresponding body parts of the pets. Play it a third time for pupils to join in. You could also play the karaoke version of the song CD3:44 for pupils to sing along to.

Presentation

- Focus on the Look! box. Read the question and answer with the class. Write more example questions on the board. Pupils copy them in their notebooks and answer about the pet shop in the picture.

Ask and answer.

- Divide the class into pairs. Pupils ask and answer questions about the pets in the pet shop.
- Ask pupils about their pets, e.g. *Have you got a (hamster)?* Pupils answer.

All page 22

Listen and draw.

- Ask pupils to name the animals in the pictures. Then play CD1:45. Pupils listen to the instructions in the recording and draw what's missing. Pause after each instruction to give the class time to draw. Play the recording again so pupils can listen and check.

The snakes are pretty but they haven't got eyes. **1:45**
Draw the eyes! ✨
The hamsters are pretty but they haven't got teeth. Draw the teeth! ✨
The cats are pretty but they haven't got noses. Draw the noses! ✨
The tortoises are pretty but they haven't got legs. Draw the legs! ✨

Complete the questions. Then answer.

- Look at the example question. Explain (L1) that pupils have to unscramble the letters to write the words that complete the questions. Then ask and answer as a class.

KEY

1 noses/Yes, they have. 4 tails/Yes, they have.
2 legs/No, they haven't. 5 teeth/No, they haven't.
3 pretty/Yes, they have. 6 ugly/No, they haven't.



Pupils can now go online to Space Island and find the bird house that Hoopla is holding. It is in the middle of the zoo, next to one of the animal pens. Once pupils click on the bird house, they are taken to a supplementary language game based on the vocabulary in this unit.



Pupils teach their families three animal words they have learnt. Pupils can draw and colour the animals and bring them to class. Stranger pupils can label their pictures.

Listen and sing.

SONG

Pets, pets, pets are great fun!
There's a pet for everyone!

Have they got a tortoise?
Yes, they have!
It's got pretty eyes
and ugly legs.
It's great fun!

Have they got a cat?
No, they haven't.
Have they got a dog?
No, they haven't.

Have they got a hamster?
Yes, they have!
It's got pretty eyes and
a small nose.
It's great fun!



Ask and answer.

Have they got a fish?

Yes, they have.

It's got pretty eyes and a tail.

Ending the lesson

- Pupils draw a pet they like and give it a name. They draw a few things they need to have or do to look after the pet, e.g. a tin of special food, a 'house', toiletries, etc. Collect and glue the pictures on the poster paper. Write *Pet shop* at the top.

OPTIONAL ACTIVITIES

TPR Ask and answer game

Play Basketball see p. 23 with *Has it got...?* questions about pets.

Flashcard activity

Pupils play Picture guess see p. 23

Lesson 4

Lesson aims

To develop reading, writing, listening and speaking skills; phonics /æ/ /eɪ/

Target language

tarantula, rat

Recycled language

legs, hair, ugly, cake. Has it got...? Yes, it has./No, it hasn't.

Materials

Audio CD; Unit 3 Mini cards PB p. 77; map of the USA or a map of the world

Optional materials

Flashcards (Animals); pictures of insects cut out from magazines; poster paper or A3 sheets; glue

Starting the lesson

- Play CD1:41 and say the chart from Lesson 2.

PB page 25

Presentation

1 Look and read.

- Pupils look at the text and the photo. Ask the class if they know what the animal is. Ask (LT) if they would like to have one as a pet. Discuss what other unusual pets people may have, e.g. snakes, lizards, etc.
- Ask the class to read the text carefully. Explain where Arizona is. Say *Arizona is in the United States. Look! Locate it on a map.*

2 Listen and answer.

- Explain (LT) that you are going to play a recording about Boris. Pupils have to answer the questions they hear. Play CD1:46, pausing after the first question. Ask *What is the answer?* The class check their answer with the text and say *No, he hasn't. He's got eight legs.* Repeat with the remaining questions.

- 1 Has Boris got 4 legs? 1:46
 2 How old is Boris?
 3 Has Boris got a tail?
 4 Is Boris pretty?

KEY

1 No, he hasn't. He's got eight legs. 2 He's three years old. 3 No, he hasn't. 4 No, he's ugly!

3 Listen and say.

- Ask pupils to look at the pictures and identify the animals. Teach *rat* and elicit the word *cake*. Pupils then read the tongue twister and say which two different sounds the pink letters make. Play CD1:47 to check. Say the sounds /æ/ and /eɪ/ in isolation a few times and pupils repeat.
- Play the tongue twister again, pausing after each sentence for the class to repeat. Pupils then practise saying the tongue twister in pairs.

4 Play the game.

- Divide the class into pairs. Ask pupils to cut out the mini cards from PB p. 77 and put them face down on their table in a pile. Pupil A picks up a card and keeps it secret. He/She says *It's got (long) (ears)*. Pupil B tries to guess what it is (a rabbit). Pupils swap roles and repeat. Limit the number of questions to make the game more challenging.

All page 23

5 Listen and circle.

- Pupils read the text. Explain (LT) that they are going to hear a description of a pet and must choose the correct words from each category. Play CD1:48. Pupils circle the words. Play the recording again so they can check their choices.

Hello, I'm Sophie and I've got a pet. 1:48
 It's a parrot. Its name is Lily and it's from South America. It's 8 years old. It hasn't got 4 legs, it's got 2 legs. It's very pretty. It likes apples.

6 Read and write.

- Ask the class to complete Sophie's description of her pet using words from the word bank. Ask individual pupils to read a sentence each.

KEY

2 Lily, 3 South America, 4 eight, 5 legs, 6 two, 7 pretty, 8 apples

7 Listen and write the words in the correct column.

- Play CD1:49 once for pupils to write the words in the correct column according to the sounds. Play the recording again so they can check their answers.

KEY

bat: cat, rat, hat
 make: snake, cake, lake

1 Look and read.

Animal: Tarantula
 Name: Boris
 Home: Arizona
 Age: 3 years old
 Legs: Brown, 8 legs. Hair. Ugly
 Food: Likes insects



Hi, I'm Alex and I've got a pet. It's a tarantula. Its name is Boris and it's from Arizona. It's three years old. It's brown. It hasn't got a tail. It's got eight legs and hair. It's really ugly and it likes insects!

10 Listen and answer.

11 Listen and say.



The cat looks at the rat.
 The rat looks at the snake.
 The snake looks at the cake.

12 Play the game.



Lesson 4

tarantula, It hasn't got... It's got... Appearance, Sounds, /æ/ /eɪ/

Ending the lesson

- Tell the class to say the tongue twister from Activity 11 as fast as they can.

OPTIONAL ACTIVITIES

Flashcard game

Play Run and get it see p. 23 with animal flashcards.

Insect poster

Divide the class into groups. Give each group a picture of insects. Groups find information, then make a mini poster.

Lesson 5

Lesson aims

To consolidate the unit language with a story

Recycled language

Appearance, Colours. *Is it a (frog)? It's got (four legs). Yes, it is.*

Materials

Audio CD; Units 1–3 Story cards

Optional materials

Props for acting out the story, e.g. four pairs of alien antennae (or one red hat, two green hats and a purple hat), an orange T-shirt, a green T-shirt, glasses, newspaper, Flashcards (Animals)

Starting the lesson

- Ask pupils (L1) what they can remember about the story so far. Use Unit 1 and 2 story cards as prompts.

PB page 26

Listen and read. Then act.

- Show Unit 3 story cards 1–5 one at a time and ask the Before listening to the story questions. (Don't show story card 6 yet.) Pupils predict what happens in the story. Then show story card 6 and ask the Before listening to the story question on the back.
- Play CD1:50. Pupils listen as they follow the story in their books. Ask if their predictions were correct. Then ask the After listening to the story questions.

Practice

- Divide the class into three groups and assign a character to each group: teacher, Rose and Hop. Groups read their parts as a class from their seats.
- Ask pupils who would like to take the parts of Rose, Harry, the alien children, the alien teacher and Hoopla. Invite volunteers to the front of the class to act out the story. Encourage tone of voice and expressions to match those in the pictures. Use props that you've brought to class if you wish.
- Shuffle the story cards and put them in random order on the board. With books closed, pupils put them in the correct order. Point to each story card in turn and ask pupils to call out its number in the story sequence. At the end, pupils open their books and check.

- Divide the class into two groups. Retell the story, making some deliberate mistakes. Every time groups spot a mistake, pupils put up their hands and correct it. Pupils gain points for their team with correct answers.

AB page 24

Listen and write.

- Pupils look at the pictures. Ask a pupil to read the example text for Picture 1. Tell the class (L1) that you are going to play a recording and they have to listen and complete the sentences. Play CD1:51 once for pupils to listen. Play the recording again, pausing after each description to allow them time to write. Play the recording a third time so pupils can check their answers.

- This animal has got 4 legs and long ears. It's a **rabbit!** 1:51
- This animal has got feathers and a tail. It's a **parrot!**
- This animal has got 2 eyes. It hasn't got legs. It's a **snake!**
- This animal has got fur, a long tail and 4 legs. It's a **dog!**

Look at the code on AB page 8 and write the message.

- Pupils look at the code on AB p. 8 and decode this message. Then they write it.

KEY

Hoopla has got glasses.

Pairwork

- Remind the class of the code on AB p. 8. Write a coded message on the board, e.g. *A snake hasn't got legs.* The class breaks the code.
- Divide the class into pairs. They write a coded message. Ask pairs to exchange messages and decode them. Then they read the messages to the class.

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



Listen and read. Then act.

STORY



Now go to Space Island.

Ending the lesson

- Play Guess who? to revise what happens in the story. One pupil mimes the actions of one of the story characters and the class guesses who they are. You may turn this activity into a game by dividing the class into two teams and asking one pupil from each team to mime while the other team guesses.

OPTIONAL ACTIVITIES

Spelling game

Play Category writing game see p. 24 using nature, animals, appearance and colours vocabulary.

Flashcard activity

Play Flashcard act out 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 – Life cycles

Target language

caterpillars, cocoons, butterflies, tadpoles, water, first, ... then, ... finally, ...

Recycled language

egg, legs, ugly, pretty, this, young, frogs. They've got (long tails).

Materials

Audio CD; Flashcards (Animals); reference books or the internet; A4 sheets

Optional materials

Thin card, scissors, materials to decorate a butterfly; a plastic bottle

Starting the lesson

- Ask pupils to stand up. Show flashcards of animals and say the words, making some mistakes. If you say the right word, pupils say Yes and turn around. If you make a mistake, they say No and sit down.
- Talk (L1) about the human life cycle. Where are you before you're born? What do you look like when you're first born? How do you change as you get older?
- Explain (L1) the sequencing with First, ... then, ... finally, ... and things happening on a time line. Explain as humans First, we are babies, then, we grow into children and teenagers, and finally, we are adults.

PB page 27

Presentation

14 Read and match.

- With books closed, ask pupils to tell you (L1) what they know about the life cycle of a butterfly.
- Focus on the four pictures and ask What's this? Say the words and ask pupils to repeat after you.
- Pupils read the sentences and match them to the pictures. Individual pupils then read the sentences aloud and show their choices.

KEY

1 eggs, 2 caterpillars, 3 cocoons, 4 butterflies

- Ask questions about each picture, e.g. What colour are the butterflies? How many eggs are there?

15 Look and read. Then listen and answer.

- Ask pupils what they see in the picture. Read out the four texts while the class follows on the page.
- Play CD1:52. Stop after each question. Allow pupils time to read and think, then elicit answers.
- Play the questions again. Ask individual pupils to write the questions and answers on the board. Then pupils copy in their notebooks.

- 1 Have tadpoles got 4 legs? **1:52**
2 Have frogs got a long tail?
3 Have frogs got big eyes?
4 Are tadpoles ugly or pretty?

KEY

1 No, they haven't. 2 No, they haven't.
3 Yes, they have. 4 They're (pretty/ugly).

AB page 25

16 Look and write.

- Pupils look at the pictures and the word bank. Ask them to match the words to the correct picture and then write the words. Check as a class.

KEY

1 eggs, 2 caterpillars, 3 cocoons, 4 butterflies
2 tadpoles, 3 big tadpoles, 4 frogs

17 Answer the questions.

- Pupils write answers to the questions. Check as a class by asking individual pupils to read their answers.

KEY

2 Yes, they have. 3 Yes, they have.
4 Yes, they have. 5 No, they haven't.

18 Describe the frog.

- Ask pupils to write a description of the frog. Then they read their descriptions to the class.

KEY (sample answer)

The frog has got a big mouth. It's got big eyes and four legs.

Mini project

- Pupils find out about the life cycle of a snake. Working in small groups, they look for information in books or on the internet. Groups write the information on A4 sheets and draw pictures to illustrate it. Display the projects around the class.

14 Read and match.

- 1 First, there are small eggs.
2 Then, there are caterpillars.
They've got a lot of legs.
Are they ugly or pretty?
- 3 Then, there are cocoons.
4 Finally, there are butterflies.
Are they ugly or pretty?



15 Look and read. Then listen and answer.

1 First, there are small eggs in the water.

2 Then, there are small tadpoles. They've got long tails. They haven't got legs. Are they ugly or pretty?

3 Then, the tadpoles are big. They've got two legs now and long tails.

4 Finally, there are young frogs. They've got four legs now. They've got big eyes and big mouths. Are they ugly or pretty?

PROJECT
Find out about the life cycle of a snake.

Lesson 6

caterpillars, cocoons, butterflies, water, tadpoles, first, ... then, ... finally, ...

Ending the lesson

- Divide the class into four groups. Each group mimes a different stage of the butterfly's life cycle: eggs, cocoons, caterpillars or butterflies. Call out, e.g. cocoons. The first group mimes, by curling themselves into a ball. Swap groups so pupils mime all the stages.

OPTIONAL ACTIVITIES

Quiz game

Play Category spin see p. 23 about life cycles.

Make a butterfly

Pupils fold a piece of card in half and draw half a butterfly shape on it. They cut out their shape, open it up and decorate it.

Lesson 7

Lesson aims

To review and personalise the unit language, to provide an opportunity for self-evaluation

Recycled language

legs, tail, mouth, eyes, young, favourite, Animals, It's got/It hasn't got (legs).

Materials

Flashcards (Animals); Unit 3 Mini cards; Evaluation sheet 3

Starting the lesson

- Revise the vocabulary from this unit by playing Memory buzz see p. 22 with the animal flashcards. You could introduce colours, too, to make the game more challenging.

AB pages 26-27

Look and write.

- Pupils find nine words in the word snake and circle them. Then they write the words on the lines provided. Check the answers as a class.

KEY

cat, hamster, tortoise, frog, fish, snake, rabbit, parrot, dog

Game

- Pupils play Memory master see p. 23 with the Unit 3 mini cards.

Listen and tick (✓).

- Ask pupils (L1) to look at the chart. Play CD1:53 once for pupils to tick the boxes that match the descriptions they hear. Then play it again so they can check their answers.
- Check as a class. Draw the chart on the board and ask individual pupils to come to the front to fill in the answers. Then ask questions, e.g. *Has the hamster got four legs?*

There are 3 pets in this classroom. **1:53**
They've got a hamster, a tortoise and a frog.
The hamster has got 4 legs and a short tail.
The tortoise has got 4 legs, a short tail and big eyes.
The frog has got 4 legs, big eyes and a big mouth.
They are young.

Look and write.

ROUND-UP



Listen and tick (✓).

	four legs	short tail	big mouth	big eyes	young
hamster	✓				
tortoise					
frog					

Write.

The hamster _____

The tortoise _____

The frog _____

26 Round-up

Write.

- Ask the class (L1) to look at the chart in Activity 17 and then to complete the sentences. Ask individual pupils to read the sentences to the class.

KEY

The hamster has got four legs and a short tail. It's young.
The tortoise has got four legs, a short tail and big eyes. It's young.
The frog has got four legs, big eyes and a big mouth. It's young.

Practice

- Divide the class into pairs and ask them to write three sentences with *hasn't got* about the animals. Give an example: *The hamster hasn't got big eyes.* Ask individual pupils to read out their sentences to the class.

Draw and colour your favourite pet.

I CAN DO IT!



Write about your favourite pet.

My favourite pet is a _____

It's _____

Now tell the class.



I can do it! 27

Draw and colour your favourite pet.

- Focus on the picture frame. Ask pupils to name the animals they can see. Then ask the class about their favourite pets. Pupils draw their favourite pet in the picture frame and colour it.

Write about your favourite pet.

- Ask one pupil to show his/her picture to the class. Elicit a description of it using the framework given in the book. Then ask pupils to write a description of their own pet.

Now tell the class.

- Ask individual pupils to show their picture and describe it to the class.

Self-evaluation

- Focus on the self-assessment stars at the bottom of the page. Tell the pupils (L1) that they have to colour the appropriate number of stars depending on how well they think they completed the unit.

AB page 70

- Pupils play a game in pairs using the Animals pictures in the picture dictionary. They take turns to say a word and their partner points at the correct picture.

Game

- Pupils play Drawing race. Divide the class into two teams and invite a pupil from each team to the front of the class. Show a flashcard or 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.

Evaluation

You can check your pupils' progress using Evaluation sheet 3. See also teacher's notes p. 173.

Ending the lesson

- Play CD1:44. Divide the class into groups. Each group has a pet shop owner and the other pupils are the animals and the pet shop customers. Customers ask *Have you got a (rabbit)?* Pet shop owner answers.

OPTIONAL ACTIVITIES

Communication game

Play Pass the secret see p. 25 about pets.

Spelling game

Play Spelling bee see p. 25 with animal vocabulary. You could also revise words from earlier units.

NOTES

COPY

Lesson 8

Lesson aims

To learn about other cultures and respect cultural differences; to learn about pets in other countries

Values

Looking after pets

Target language

hamster wheel, iguana, spider, fruit

Recycled language

favourite, Animals, Appearance, Food, I've/He's got (a pet cat). He likes/doesn't like (apples).

Materials

Audio CD; Consolidation and extension worksheet 3; poster paper, glue

Optional materials

A map of the world or a globe

Starting the lesson

- Ask pupils to recall the names of the animals they have learnt about in Units 2 and 3, including kangaroo, koala, tarantula, butterfly. Revise other animal words they know, including duck. Write the words on the board.
- Draw one of these animals very slowly on the board. The class guesses which one it is and describes it. Individual pupils describe the other animals listed on the board.

PS pages 28–29

- Ask pupils to name the animals shown in the photographs (rabbit, hamster, cat, tortoise). Then ask them (L1) which countries the children come from (China, Japan, the UK, Australia). Pupils scan the texts to find the names of the countries. If you have a map or globe, ask pupils to locate the countries. Say *Where's (China)? Look, it's here.*

Listen and read.

- Tell pupils they are going to listen to a recording about the children and their pets. Play CD1:54. Pupils follow in their books.
- Play the recording again. Stop after each description and ask a few questions, e.g. *Does the rabbit like pizza? (No, he likes apples and salad.) What's the hamster's name? (Mama) How old is Bruno? (Fifty years old.)*

Wider World

Do you like pets?

Listen and read.

Hello, my name's Da Gang. I'm from China. I've got a pet rabbit. His name is Bao Bao. He's white and he's got long ears. He doesn't like cheese or pizza. He likes apples and salad. I love my pet rabbit.



My name's Riko and I'm from Japan. I've got a pet hamster. Her name is Mama. She's two years old. She's brown and she's got small ears and a small head. She likes apples and nuts and her hamster wheel. She's got pretty eyes. I love hamsters!

Read and find the pets and the pet food.

tortoise cheese nuts rabbit
fruit hamster fish apples
cat

Read and find the pets and the pet food.

- Pupils read the coloured words. Check meaning of any words they don't know, e.g. fruit. Ask the class to read the texts again and match the pets to the pet food they like to eat.

KEY

rabbit – apples, hamster – apples and nuts, cat – fish and cheese, tortoise – apples

Practice

- Draw a five-column chart on the board with the headings Name, Animal, How old, then pictures of a smiling face and a frowning face for the things they like and don't like.
- Pupils read each text in turn and come to the board to fill in the chart. Help by asking questions, e.g. *What's this? What's its name? Continue until the chart is complete.*



I'm Jane and I'm from Australia. I've got a pet tortoise. His name is Bruno. He's got a small head and four strong legs. He's fifty years old. He's old! He likes apples and salad. I love my pet.



Hi, I'm Peter and I'm from the UK. I've got a pet cat. Her name is Lily and she's nine years old. She's white. She's got green eyes and a pink nose. She likes fish and cheese but she doesn't like fruit. I love Lily.

Look and say.



- What's your favourite pet?
- Do you like these pets?

Write about other pets in your class.

Look and say.

- Pupils look at the photos. Say the words parrot, iguana, duck, spider and pupils repeat. Ask the questions and discuss the answers as a class.

Values

- Ask pupils about their pets, e.g. *Have you got a hamster?*
- Talk with pupils (L1) about the importance of looking after pets. Ask pupils what they do to look after their pets. Talk about going to the vet, vaccines, suitable food and drink, exercise, etc.

Write about other pets in your class.

- Pupils choose a pet they like and write about it, including the pet food it likes and doesn't like.

Consolidation and extension worksheet 3

Pupils complete the Consolidation and extension activities on worksheet 3. See also teacher's notes p. 189.

Ending the lesson

- Make an Our pets poster. In pairs, pupils read the texts from Activity 16 again and draw the pets and the food they like and don't like. Collect the pictures and make a big poster to display in class.

OPTIONAL ACTIVITIES

Team game

Pupils play Stop the bus! see p. 25 in teams of three or four.

Pet survey

Pupils suggest questions to ask about pets, e.g. *Have you got a pet? What is it? What colour is it? What's your favourite pet? Write the questions on the board. Make sure there are questions that someone with no pet can answer. Then divide the class into groups. Pupils ask each person in their group the questions then report back to the class, e.g. (Four) pupils have got (rabbits). Work out the strangest/oldest/most popular pet in the class.*

NOTES

COPY

Lesson 1

Lesson aims

To present and practise new vocabulary

Target language

TV, cooker, cupboard, bed, shower, sofa

Recycled language

bedroom, bathroom, living room, kitchen, in, Colours

Materials

Audio CD; Flashcards (Furniture); pictures of rooms in a house; Home magazines

Optional materials

Word cards (Furniture)

Starting the lesson

- Choose 'true' and 'false' parts of the classroom. Say some sentences. Pupils decide if they are true or false and run to the correct part of the room. The sentences could be about you (*I've got red hair*), about the pupils (*Andrew has got a dog*), about the story characters (*Professor Bloom is an alien*), about flashcards that you show them (*There are six flowers!*). If pupils go to the wrong part of the room, they lose a life. Allow stronger pupils to take over your role.

PE page 30

Presentation

- Use the flashcards and pictures to teach/revise the furniture and rooms vocabulary. Hold up the pictures in turn and say the words for pupils to repeat. Hold up the pictures again, this time asking individual pupils to say the words.
- Check for correct pronunciation, especially of the word *bathroom* as it may be difficult to pronounce correctly.
- Point at the characters in the main illustration and ask *Who's this? Is this Harry?* Ask (L1) where pupils think Professor Bloom and the children are (in Hip and Hop's house).
- Point at the rooms in the main illustration. Say (*Hip and Harry*) are in the (living room). Repeat the name of the room for pupils to repeat after you.

1 Listen, point and say.

- Play CD2:01, pausing after each word. Pupils find the item of furniture in Activity 1 or the room in the main illustration, point to it and say the word. Play the recording again and pupils repeat. Then ask individual pupils to say the words for the class.



Practice

- Display the relevant furniture flashcards and room pictures on one side of the board and write the corresponding words or put up word cards see p. 203 on the other side. Pupils come to the front, read out the words and match them to the pictures.
 - Shuffle the flashcards (furniture) and room pictures and choose one. Hold it up and say *I've got a (red) (sofa)*. Pupils take turns to choose a flashcard or picture and say a sentence.
- 2 Listen, find and say what's missing.
- Tell pupils they are going to listen to a recording about Hip's house. Play CD2:02 once as far as *Are you hungry?*, pausing at the end of each line to allow pupils to find the items of furniture in Activity 1.
 - Play the recording again as far as *What's missing?* Ask pupils which of the six items of furniture is missing. Pupils answer. Play the end of the recording to check.



HI = HIP H = HARRY R = ROSE

2:02

HI Well, here we are Harry. This is my house.
The TV and the sofa are in the living room.
The bed is in the bedroom.
The shower is in the bathroom.
The cooker is in the kitchen.
Are you hungry?
What's missing?
H & R Cupboard!

Practice

- Point at individual items of furniture in the main illustration and ask *What's this? What colour is it? Is it big?*
- Say *The (cooker) is in ...* and ask pupils to complete the sentence with the correct room. Pupils then repeat the whole sentence.

Game

- Ask the class to look at the picture carefully for a minute or two. Then they shut their books. Ask *Where's (the cupboard)?* Pupils answer using complete sentences, e.g. *The cupboard is in the bedroom.*

Group work

- Divide the class into small groups and give them some old Home magazines. Pupils look for pictures of rooms in the house and cut them out. They show their pictures to the class and describe them, e.g. *There is a (green) (sofa) in the (living room).*

PE page 30

1 Match.

- Pupils look at the picture and the words in the word bank. They match the words to the items in the picture, following the example. Ask individual pupils to show their work.

2 Complete the word map.

- Explain to pupils (L1) that they have to complete the word map with words for the furniture they can see in the rooms in the picture. Point at the example (*bedroom*) and ask them to write the other word.
- When they have finished, copy the skeleton word map on the board and ask individual pupils to complete it for the class to check.

Ending the lesson

- Put the furniture flashcards and room pictures around the classroom and play *I spy* to review the new vocabulary see p. 25.

OPTIONAL ACTIVITIES

Guess the room

Explain (L1) that you are going to mime an action and the class has to guess which room you are in. Do a mime, e.g. *sleeping*, and ask *Where am I?* Pupils say *The bedroom!* After a couple of examples, invite individual pupils to take your role. You can turn this activity into a competition by dividing the class into two teams.

Vocabulary game

Play Bingo see p. 24 using a grid of six squares and the new vocabulary from the lesson.

NOTES

Lesson 2

Lesson aims

To review the vocabulary of Lesson 1 with a chant; to present the new structure

Target language

Is the (bed) in the (bedroom)? Yes, it is./No, it isn't.

Recycled language

hamster wheel, Furniture, Rooms

Materials

Audio CD; Flashcards (Furniture); pictures of rooms

Optional materials

Soft ball or small bear bag and basket or bin

Starting the lesson

- Look at the main illustration and review the new vocabulary with pupils. Ask, e.g. 'What's this? Is it a (sofa)? Pupils answer Yes or No, it is/isn't.
- Play Lexical chains see p. 25 with rooms and furniture words.

PB page 11

Chant.

- Play CD2:03. Pupils listen and follow the words. Play the chant again, pausing after each line for pupils to repeat. Play once more for pupils to say together. Use the flashcards and room pictures to help prompt the words if necessary.
- Divide the class into two groups. One group chants the questions and the other chants the answers. Then swap roles.

Presentation

- Pupils read the question and answers in the Look! box. Focus on the order of the highlighted words. Ask pupils to give more examples and write them on the board. Pupils copy in their notebooks.

Listen and answer.

- Tell the class (L1) that they are going to hear sounds in a house. Play CD2:04 Part 1, pausing after each sound. Pupils listen and say which room it is. Continue the recording after each pause to hear the answer and the next sound.



[Part 1] 2:04

- kitchen
- living room
- bedroom
- bathroom

[Part 2]

- Is the cooker in the kitchen?
- Is the TV in the bathroom?
- Is the bed in the bedroom?
- Is the shower in the living room?

- Play CD2:04 Part 2, pausing after each question. Pupils listen and repeat. Play CD2:04 Part 2 again, pausing so pupils can say the answers.

Ask and answer.

- Ask two pupils to read out the example question and answer. Then divide the class into pairs. Pupils look at the main illustration and ask and answer questions about the furniture in the rooms.

Chant.

Is the cooker in the kitchen?
Yes, it is. Yes, it is.
Is the sofa in the bedroom?
No, it isn't. No, no, no.
Is the shower in the bathroom?
Yes, it is. Yes, it is.
Is the bed in the living room?
No, it isn't. No, no, no.

LOOK!

Is the cooker in the kitchen?
Yes, it is./No, it isn't.

Listen and answer.

- Is the cooker in the kitchen? Yes, it is.
- Is the TV in the bathroom? No, it isn't.
- Is the bed in the bedroom? Yes, it is.
- Is the shower in the living room? No, it isn't.

Ask and answer.

Is the sofa in the bedroom?
No, it isn't.

Sing the quest song and find the hamster wheel.

Sing the quest song and find the hamster wheel.

- Ask pupils to say the quest items they have already found (pen, ball, rock, glasses). Play CD2:05, miming to make the meaning clear. Pupils identify the quest item in the song (hamster wheel). Then they look at the main illustration and find the hamster wheel. Ask 'Where's the hamster wheel?' Pupils answer 'In the bedroom!' Play the song again and ask pupils to sing along and mime.

Hey boys! Hey girls!
Come with us. Come on a quest today!
Look up, down, here, there,
Look around everywhere.
Where's the hamster wheel?
We've got the pen, the ball, the rock and
The glasses.
Come on, come on, come on a quest!
Let's find the hamster wheel!

AB page 29

Look and circle.

- Pupils look at the pictures of the rooms. Then they read the questions and choose the right answers. Read the example question to the class and ask them to answer. Check the completed answers as a class.

KEY

2 No, it isn't. 3 Yes, it is. 4 No, it isn't.

Draw and answer.

- Ask pupils to look at the picture in Activity 3 and say what's missing (the TV and the cupboard). Pupils draw each item in the correct room. They answer the questions using the words in the word bank.

KEY

1 Yes, it is. 2 No, it isn't.

Ending the lesson

- Say the chant CD2:03 as a class, dividing pupils into two groups to ask and answer the questions, as before. Swap the groups round so each one takes each line, then chant again with the whole class saying all the lines together.

OPTIONAL ACTIVITIES

Young chant writers

Ask the class to help you write a new chant. Change the first line, e.g. 'Is the cooker in the bedroom?' Pupils answer 'No, it isn't. No, it isn't.' Write it on the board. Divide the class into three groups and ask each group to provide a new question and answer, following the example. Write the new lines on the board and when you have four new questions and answers, chant as a class.

Ask and answer game

Play Basketball see p. 23 with questions about furniture and rooms.

NOTES

Lesson 3

Lesson aims

To extend the unit vocabulary set and structure; to practise the unit language with a song

Values

Being tidy

Target language

bath, on, under, lamp. Where's the (frog)? It's (in the bath).

Recycled language

chair, hat, in, Animals, Furniture, Actions

Materials

Audio CD; Flashcards (Furniture); A4 paper

Optional materials

Toy animals

Starting the lesson

- Play CD2:03 from Lesson 2 and chant as a class.
- Play a game of Teacher says see p. 24. Include the actions turn around, jump, stamp, etc.

PB page 32

Presentation

- Brainstorm the room and furniture words learnt so far, including table, chair and box. Write the words on the board.
- Introduce lamp and bath using the flashcards. Hold up the flashcards in turn and say the words for pupils to repeat. Hold them up again and ask individual pupils to say the words.

Listen and sing.

- Play CD2:06 for pupils to listen and follow the words. Play the song again for pupils to join in.
- Divide the class into three groups. Group A sings verse 1, Group B sings verse 2 and Group C sings verse 3. All the groups sing the chorus. Then swap groups.
- Play the karaoke version of the song CD3:45. Pupils sing the song about different pets.

Presentation

- Focus on the Look! box. Read the question and answer with the class.
- Explore (L1) the meanings of in, on and under, then point at the other animals in the picture and ask pupils to suggest questions and answers for them. Revise *hot* if necessary. Write the questions and answers on the board for pupils to copy in their notebooks.

Ask and answer.

- Divide the class into pairs. Pupils ask and answer questions about the animals in the picture.

Values

- Talk with pupils (L1) about the importance of keeping their bedroom tidy. Ask them if they help their parents at home and if they are tidy.
- Give pupils a sheet of A4 paper and ask them to divide it in two. On one half they draw a tidy room and on the other, a messy room. Pupils show their pictures, say where things are and discuss (L1) which one they prefer.

AB page 30

Where's the frog?

- Pupils look at the pictures of the frog and the words in the word bank. Read the example sentence together, then ask pupils to write the missing words. Ask two pupils to read their answers to the class.

KEY

under the lamp, on the chair

Look and answer. Then listen and check.

- Pupils look at the picture, then read the questions about the animals and write their answers.
- Play CD2:07. Pupils listen and check their answers.

- 1 Where's the frog? • It's on the bed. 2:07
- 2 Where's the tortoise? • It's in the bath.
- 3 Where's the snake? • It's under the chair.
- 4 Where's the hamster? • It's under the lamp.
- 5 Where's the parrot? • It's on the lamp.
- 6 Where's the rabbit? • It's under the hat.

Pupils can now go online to Space Island and find the bike helmet that Hoopla is holding. It is on a shelf under the stairs inside the alien's house. Once pupils click on the bike helmet they are taken to a supplementary language game based on the vocabulary in this unit.

Pupils make door signs for their rooms at home by drawing appropriate furniture, e.g. a bed and a lamp for the bedroom, and then writing the correct room word. They ask their parents to put the signs on the doors of the rooms.

Listen and sing.

Animals, animals everywhere,
With animals here and animals there,
In, on, under, there.
Animals, animals everywhere.

Where's the frog?
It's in the bath.
In the bath?
That's a laugh!

Where's the snake?
It's on the chair.
On the chair?
Oh! Take care!

Where's the hamster?
It's under the lamp.
Under the lamp?
Turn, jump, stamp!



LOOK!

Where's the frog?
It's in the bath.

Ask and answer.

Where's the snake?

It's on the chair.

32 Lesson 3

bath, on, under, lamp. Where's the (frog)? It's (in the bath). Animals, Furniture

Ending the lesson

- Sing the song CD2:06. Divide the class into four groups and ask them to sing one line of each verse, with everyone singing the chorus.

OPTIONAL ACTIVITIES

Say where!

Pupils take turns to put a toy animal somewhere in the classroom and describe where it is.

Action game

Play Aye, aye, Captain! see p. 23, saying Put (your hands) (under) (the table), etc.

Lesson 4

Lesson aims

To develop reading, writing, listening and speaking skills; phonic /t/ /tʃ/

Target language

pool, cool, school. Use of exclamation marks and question marks

Recycled language

house, bed, bedroom, big, in, on, under, hot

Materials

Audio CD; Flashcards (Furniture); Unit 4 Mini cards PB p. 79

PB page 33

Starting the lesson

- Play Quick peek, using the furniture flashcards see p. 23.

Presentation

- Write a question on the board without the question mark, e.g. Where's the bath. Read it aloud and ask the class what's missing (L1). When they answer, give the name in English. Do the same with an exclamation mark, e.g. Happy Birthday.

Look and read.

- Pupils read the text, noticing the punctuation marks.
- Divide the class into two groups. Pupils in one group write a question mark on a piece of paper and the other group an exclamation mark. Read out the text. When you say a question or exclamation, the correct group stands up and holds up their punctuation mark.

Listen and answer.

- Point to the frog bed in Activity 9 and tell pupils they're going to answer some questions about it. Play CD2:08, pausing after each question to give the class time to answer.

- 1 What is it? 2:08
- 2 Where's the new bed?
- 3 What colour is it?
- 4 Where's the frog?
- 5 Is it cool?
- 6 Do you like it?

KEY

- 1 It's a new bed. 2 It's in the bedroom. 3 It's green.
- 4 It's in the pool. 5 Yes, it is. 6 Yes/No.

Listen and say.

- Look at the pictures. Ask questions, e.g. Is the dog hot? Where is he? (at school). Pupils then read the tongue twister and say which two different sounds the pink letters make. Play CD2:09 to check. Say the sounds /t/ and /tʃ/ a few times and pupils repeat.
- Play CD2:09 again up to It's hot! Ask the class to repeat. Play the rest of the recording. Pupils repeat the second section.
- Ask pupils to try to say the complete tongue twister. Pupils practise in pairs.

Play the game.

- Pupils cut out the mini cards on PB p. 79. They work in pairs. Pupil A puts a row of four cards face down on the table, and a card face up on top of each face-down card. Pupil B asks questions to try to guess which card is under each face-up card. Pupils swap roles and repeat.

PB page 31

Listen and write punctuation marks.

- Write *It's my new bed* on the board, without punctuation. Say it, once as an ordinary sentence and once as an exclamation, and ask pupils to add the full stop or exclamation mark as appropriate. Then write *Where's my new bed* and ask pupils to add the question mark.
- Pupils look at the text. Explain (L1) that they have to listen to the recording and write the missing full stops, question marks and exclamation marks. Play CD2:10 a few times so that pupils have enough time to write.

I'm very happy. ★ I've got a great new air chair! ★ It's cool! ★ Where's the chair? ★ In my bedroom. ★ It's fantastic! ★ It's grey and it's got a hamster on it. ★ Where's the hamster? ★ It's on the ball. ★ The chair is fun! ★ Do you like it? 2:10

- Ask pupils to come to the board and write a sentence with the correct punctuation mark.

Listen and circle the sound that's different.

- Pupils look at the example. Explain (L1) that they will listen to a recording and circle the word that sounds different.
- Play CD2:11 once for pupils to choose. Play it again so they can check their answers.

1 hot	dog	school	2:11
2 cool	frog	pool	
3 frog	cool	dog	
4 school	pool	hot	

Look and read.



Listen and answer.

Listen and say.



Play the game.



Lesson 4

cool, school, pool, house, bed, bedroom, big, in, on, under. Sounds /t/ /tʃ/

Ending the lesson

- Ask the class to think of as many words that have /t/ and /tʃ/ sounds in them as possible and write them on the board.

OPTIONAL ACTIVITIES

Write a tongue twister

In groups, pupils make up and perform tongue twisters using words with the /t/ and /tʃ/ sounds.

Phonics game

Play Odd one out see p. 25 with phonics /b/, /f/, /æ/, /eɪ/, /oʊ/ and /u:/.

Lesson 5

Lesson aims

To consolidate the unit language with a story

Target language

It's good fun!

Recycled language

hamster wheel, Furniture, My hamster's got (a TV).

Materials

Audio CD, Unit 3 and 4 Story cards, Flashcards (Animals)

Optional materials

Props for acting out the story, e.g. a pair of alien antennae, an orange T-shirt, a purple T-shirt, a piece of paper

Starting the lesson

- Ask pupils (L1) what they can remember about the story from the previous episode. Use the story cards from Unit 3 as prompts. Ask what else they remember about the Professor's and the children's adventures so far.

PB page 34

Listen and read. Then act.

- Show Unit 4 story cards 1–4 one at a time and ask the Before listening to the story questions. Pupils predict what happens in the story. Then show story card 5 and ask the After listening to the story questions.
- Play CD2:12 for pupils to listen as they follow the story in their books. Ask if their predictions were correct. Then ask the After listening to the story questions.

Practice

- Divide the class into two groups, perhaps boys and girls. From their seats, the girls read Hip's part and the boys read Harry's. The whole class reads the cheering at the end.
- Ask pupils (L1) who would like to take the parts of Hip and Harry. Invite volunteers to the front of the class to act out the story. Encourage tone of voice and expressions to match those in the pictures. Use props that you've brought to class if you wish.
- Shuffle the story cards for Units 3 and 4 and put them in random order on the board. With books closed, ask pupils to put them in the correct order. Point to each story card in turn and ask pupils to call out its number in the story sequence. At the end, pupils open their books and check.

- Retell one of the episodes, making some deliberate mistakes. Every time they spot a mistake, pupils put up their hands and correct it.

AB page 32

Look and complete.

- Pupils look at the pictures and complete the sentences using words in the word bank. Individual pupils read their answers to the class.

KEY

2 under the bed, 3 on the sofa, 4 in the pond, 5 under the chair, 6 under the lamp

Look at the code on page 8 and write the message.

- Remind the class of the coded messages they wrote in Unit 3. Ask them to use the code on AB p. 8 to decode this message. Call a pupil to the board to write it.

KEY

Hip's got a pet hamster.

Pairwork

- Play Spies. Tell pupils (L1) to pretend they are spies and have to send a secret message to another spy in their organisation. Pupils use the code on AB p. 8 to write a secret message to their partner. They exchange messages and decode them. Then they whisper their messages to another pupil who says the message to the whole class. Is it the same?

Practice

- Draw a cross-section of a house on the board with a bedroom, bathroom, living room and kitchen. Dictate sentences, e.g. There's a bed in the bedroom. Pupils come up and draw the furniture.
- Put the animal flashcards on your table. Invite pupils to choose a flashcard and stick it on the board. Then they say where the animal is, e.g. There's a hamster on the bed.
- Pupils draw the house and write sentences about it in their notebooks.



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



Listen and read. Then act.

STORY



Now go to Space Island.

34 Lesson 5

hamster wheel, Furniture, My hamster's got...

Ending the lesson

- Play Guess who? Ask individual pupils to mime the actions of a character in the story and the class guesses who they are.

OPTIONAL ACTIVITIES

Drawing activity

Pupils draw a new frame for the story showing Hoopla or the hamster doing a new activity.

Spelling game

Play Give me an A see p. 24 using furniture and room vocabulary.

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
Art – Mosaics

Target language

mosaic, tiles, stones, glass

Recycled language

triangles, squares, circles, rectangles. How many...?

Materials

Audio CD

Optional materials

Enough paper shapes for several groups; card in several colours, blank paper, scissors, glue; reference books with pictures of mosaics or the internet

Starting the lesson

- Revise colours. Say *Show me a (red) pencil.* Pupils show the corresponding pencil. Ask individual pupils to come to the board and write the colour word.

PB page 35

Presentation

- Focus on the picture of the mosaic and ask *What's this? (mosaic)* Say the word and ask pupils to repeat. Then look at the materials and ask pupils to repeat the words *tiles, stones, glass.* Explain (L1) that mosaics were a way of decorating rich houses in ancient times.
- Draw shapes (a triangle, square, circle and rectangle) on the board and say the names for pupils to repeat.

14 Look and read.

- Pupils read the text to themselves. Ask them *Do you like mosaics?* Pupils answer.

15 Listen and answer.

- Play CD2:13. Pupils listen. Play it again, pausing after each question so pupils can write their answers. Play again, if necessary, so they can finish their answers and check. Ask pupils to read their answers to the class.

- 1 What is a mosaic?
- 2 Is this a picture of a flower?
- 3 Has it got glass circles?
- 4 Has it got stone squares?
- 5 Is it pretty?

2:13

KEY 1 It's a picture with small stones, tiles or glass. **2** No, it's a picture of a fish. **3** Yes, it has. **4** Yes, it has. **5** Yes, it is./No, it isn't.

16 Find and count the shapes. Then answer.

- Ask individual pupils to read the questions to the class. Pupils count the shapes and write the answers individually. Check as a class.

KEY 1 There are eight. **2** There are sixteen. **3** There are nine. **4** There are sixteen.

AB page 33

17 Draw the next four shapes on the frame. Then colour.

- Ask pupils to complete the sequence of shapes by adding one more shape on each side of the picture frame. Then they colour the frame and the mosaic.

KEY left rectangle, top square, right triangle, bottom circle

18 Write the words. Then draw a mosaic animal.

- Pupils write the words for each shape given. Then they draw their animal using the shapes.

KEY rectangle, circle, triangle

19 Count, answer and write.

- Pupils count the number of each shape they have used in their mosaic animal drawings and write the numbers in the boxes. Then they complete the sentences, describing the number of each shape used.

Mini project

- Divide the class into groups of three or four. Give each group some paper and ask them to draw as many things as possible using the shapes from the lesson (e.g. a house using a square and a triangle as the roof). Alternatively, give groups sets of cut-out shapes for them to glue to paper. Count to see who has the most drawings. Display the projects around the room.

ART

14 Look and read.

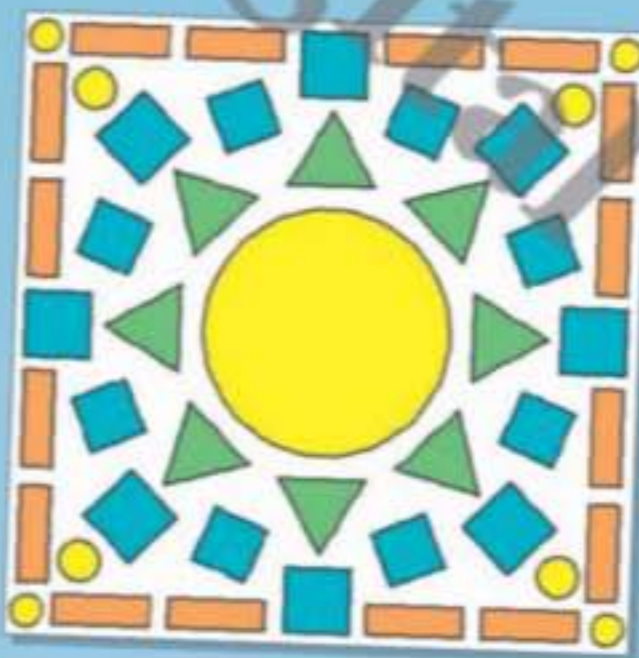


This is a mosaic. A mosaic is a picture with small tiles, stones or glass. They are very pretty. This is a picture of a fish. It's got squares, circles, rectangles and triangles in a lot of colours. Do you like mosaics?



15 Listen and answer.

16 Find and count the shapes. Then answer.



- 1 How many triangles are there?
- 2 How many squares are there?
- 3 How many circles are there?
- 4 How many rectangles are there?

PROJECT

In groups, how many things can you make with shapes?

Lesson 6

mosaic, tiles, stones, glass, squares, circles, rectangles, triangles. How many...?

35

Ending the lesson

- Each pupil draws a sequence of shapes like the ones on the frame in AB Activity 11. They give it to a partner to say the names of the shapes and draw the next shape in the sequence.

OPTIONAL ACTIVITIES

Research

Pupils find pictures of ancient mosaics in books or on the internet to show to the class.

Make a mosaic

Pupils cut out shapes from coloured card and glue them to paper to create a mosaic.

Lesson 7

Lesson aims

To review and personalise the unit language; to provide an opportunity for self-evaluation

Recycled language

On, in, under, Furniture, Rooms, There is/are... Has got...

Materials

Flashcards (Furniture and Animals); photos of rooms from magazines, Evaluation sheet 4

Starting the lesson

- Put up furniture flashcards and photos of rooms on the board. Pupils say the words. Ask pupils to close their eyes while you take away one picture or flashcard and rearrange them. Pupils guess which one is missing. The first to guess correctly comes to the board to take a different picture away.

All pages 34–35

Think and write the words.

- Ask pupils to unscramble the words for each picture and write them on the lines provided. Check as a class.

KEY

2 cupboard, 3 shower, 4 bath, 5 lamp
6 chair

Practice

- Divide the class into small groups. Each group chooses four words from this unit and writes the letters in scrambled order. Groups swap words and unscramble them. Then they read them to the class. You may turn this activity into a class competition by setting a time limit and awarding points.

Game

- Say a sentence, e.g. *There's a lamp.* Ask a pupil to repeat the sentence adding another element, e.g. *There's a lamp and a chair.* Continue in the same way until someone makes a mistake or forgets the words in the chain.

ROUND-UP

1 Think and write the words.

1 kitchen _____ 4 bath _____

2 bathroom _____ 5 lamp _____

3 chair _____ 6 chair _____

2 Read and draw. Then write.

The cooker and the chair are in the kitchen. There is a frog under the chair. The TV, the sofa and the lamp are in the living room. The lamp is on the table. The bath and the shower are in the bathroom. The bed and the cupboard are in the bedroom. There are books under the bed.

1 The cooker and the chair are _____ in _____ the kitchen.
2 The frog is _____ the chair.
3 The lamp is _____ the table.
4 The bath and shower are _____ the bathroom.
5 The bed is _____ the bedroom.
6 There are books _____ the bed.

34 Round-up

Read and draw. Then write.

- Teach/reviser book if necessary. Ask the class to read the text and draw the missing elements in each of the four pictures. When they have finished, they complete the sentences. Check as a class.

KEY 2 under, 3 on, 4 in, 5 in, 6 under

Pairwork

- Divide the class into pairs. Pupils write a description of a room in a house without showing it to their partner. Then they take turns to dictate the description to their partner, who draws. When they have finished, they compare their pictures to the descriptions to see if they are correct.

Draw and colour your bedroom.

- Ask the class about their bedrooms. Invite a few pupils to describe their bedroom to the class. Pupils draw a picture of their bedroom in the frame and colour it.

ICAN DO IT!

1 Draw and colour your bedroom.

2 Write about your bedroom.

My favourite room is my bedroom. It's got a bed, a cupboard, a table and a lamp. There are books in the cupboard. The lamp is on the table.

My bedroom has got _____

There are _____

3 Now tell the class.

4 I can do it!

Write about your bedroom.

- Ask pupils to read the description of a bedroom. Then ask questions about it, e.g. *Has he got a lamp? Where are the books?* Ask the class (L1) to write a description of their bedroom, following the model. When they have finished, individual pupils read their descriptions to the class.

Now tell the class.

- Ask individual pupils to show his/her picture and describe it to the class.

Self-evaluation

- Focus on the self-assessment stars at the bottom of the page. Tell the pupils (L1) that they have to colour the appropriate number of stars depending on how well they think they completed the unit.

All page 71

- Pupils play a game in pairs using the Home pictures in the picture dictionary. They take turns to say a word and their partner points at the correct picture.

Practice

- Display flashcards (furniture and animals) around the room, together with any magazine pictures of rooms. Students sit in a circle and start building a sentence. (If the class is too large, they can follow the seating arrangement.) Pupil 1 says *In the classroom, I see a hamster.* Pupil 2 adds another word *In the classroom, I see a hamster and a chair.* Continue until someone makes a mistake.

Evaluation

You can check your pupils' progress using Evaluation sheet 4. See also teacher's notes p. 173.

Ending the lesson

- Play Picture guess using the furniture flashcards see p. 23. Divide the class into two teams and secretly show their representatives different flashcards to draw on the board. Their team members have to guess the word. The team with the most correct guesses wins.

OPTIONAL ACTIVITIES

Action game

Play Mr Crocodile see p. 24. Ask questions about pupils' homes, e.g. *Have you got a (cupboard) in your (bedroom)?*

Word game

Play Letter mess see p. 25, using animal and furniture vocabulary. Divide the class into groups of four or five pupils and see which group can make the most words.

NOTES

Lesson 8

Lesson aims

To review the language of the previous two units

Recycled language

in, on, under, Animals, Appearance, Rooms, Furniture, I've got...

Materials

Flashcards (Animals and Furniture); Word cards (Animals and Furniture); DVD; Consolidation and extension worksheet 4

Starting the lesson

- Tell pupils (L1) that you need help to draw a pet. Ask a pupil *Has it got two legs?* Encourage them to say *No, it hasn't. It's got ...* Ask another pupil *Has it got long hair?* Continue asking questions and draw the pet according to their answers.
- Put the animal flashcards face down on your table. One pupil picks a card and says any letter of the word. The class guesses what it is. If the first guess is wrong, the pupil says another letter. Continue until pupils guess or the pupil spells out the word. Repeat with other pupils, varying between animal and furniture flashcards.

FB pages 36–37

Listen and find.

- Ask pupils questions about the animal pictures, e.g. *What colour is the (cat)? Has it got (big) (ears)?* Play CD2:14 twice. Pupils listen to the description and choose which pet it is.

I've got a pet. It's small and white. It's got 4 short legs and small ears. It's got big teeth. It's got a small head. It's got pretty black eyes. It's cool! Can you see it? **2:14**

KEY 3 the hamster

Practice

- Describe one of the remaining two animals following the model of the recording. Ask the class to guess which pet it is.

Review Units 3 and 4

Listen and find.



Ask and answer.



Is the frog in the bath?

Yes, it is.

Ask and answer.

- Divide the class into pairs. Pupils take turns to ask and answer questions about pictures 1–6. Ask stronger pupils to come to the front of the class to model the questions and answers.

Look, read and find five mistakes.

- Pupils look at the picture and read the text to find five differences. They write them in their notebooks.

Now listen and check.

- Play CD2:15. Pupils listen to the description of the picture in Activity 19 and check they have found the five differences.

This is my bedroom. It's got a bed, a cupboard and a lamp. There are 2 tables. The lamp is on the table. There are 4 books on the table and there are 3 cars on the cupboard. I've got a snake. It's on the table. It's cool! **2:15**

Look, read and find five mistakes.

This is my bedroom. It's got a bed, a cupboard, a chair, a TV and a lamp. There are two tables. The lamp is on the table. There are four books under the table and three cars on the cupboard. I've got a snake. It's on the table. It's cool!

Now listen and check.

Look and answer. True or false?

- The cupboard is in the living room.
- The sofa is in the kitchen.
- The TV is in the kitchen.
- The lamp is in the living room.
- The cup is in the kitchen.
- The lamp is in the kitchen.

KEY

This is my bedroom. It's got a bed, a cupboard, a chair, a TV and a lamp. There are two tables. The lamp is on the table. There are four books on the table and there are three cars on the cupboard. I've got a snake. It's on the table. It's cool!

Look and answer. True or false?

- Pupils look at the picture and decide whether the sentences are true or false. They share their answers with the class. If the sentences are false, ask pupils to correct them.

KEY 1 True, 2 False. The sofa is in the living room. 3 False. The TV is in the living room. 4 True, 5 True, 6 False. The lamp is in the living room.

Now watch the DVD.

Consolidation and extension worksheet 4

Pupils complete the Consolidation and extension activities on worksheet 4. See also teacher's notes p. 189.

Ending the lesson

- Play CD2:06 and sing the song from Lesson 3. Divide the class into two groups and ask one group to sing the questions, the other group the answers. They all sing the chorus together.

OPTIONAL ACTIVITIES

Flashcard game

Play The ball see p. 22 with furniture and animal flashcards.

Flashcard relay

Put all the Unit 3 and 4 flashcards face up at one end of the classroom and the corresponding Unit 3 and 4 word cards at the other, all in jumbled order. Divide the class into two or four teams, depending on the size of your class (there should be no more than eight pupils in a team). Two teams stand in a line. When you say go, the first member of each team runs to the word cards, takes one, then runs to the other end of the room to find the corresponding flashcard. Then he/she runs back to the second member of the team, who does the same. The first team to collect eight pairs of cards is the winner. If you have two more teams, they then play the game. You could also have a final between the two winning teams to find a class champion.

NOTES

COPY

Lesson 1

Lesson aims

To present and practise new vocabulary

Target language

trainers, jeans, tracksuit, shorts, sweatshirt

Recycled language

shirt, hat, Colours

Materials

Audio CD; Flashcards (Clothes)

Optional materials

Word cards (Clothes); magazine pictures of clothes

Starting the lesson

- Play I spy see p. 25 to revise colours.
- If your class already knows some clothes vocabulary, describe your clothes: *I'm wearing a red shirt.* Ask pupils if they can remember any clothes words from previous lessons. Write their suggestions on the board.

PR page 38

Presentation

- Use the flashcards (clothes) to teach the vocabulary. Hold up the flashcards in turn and say the words for pupils to repeat. Hold up the flashcards again, this time asking individual pupils to say the words.
- Point to the children in the main illustration and ask *Who are they?* (from left to right, Rose, Hip and Harry). *Where are they?* (in the spaceship). Point at the clothes and ask *What's this? What colour is it/ are they?*

1 Listen, point and say.

- Play CD2:16, pausing after each word. Pupils find the item of clothing in the Activity 1 pictures, point to it and say the word. Play the recording again and repeat. Then ask individual pupils to say the words for the class.

Practice

- Display the relevant clothes flashcards on one side of the board and write the corresponding words or put up word cards see p. 204 on the other side. Pupils come to the front, read out the words and match them to the pictures.

5 Clothes

1 Listen, point and say.

2 Listen, find and say what's missing.

Lesson 1

- Ask individual pupils to come to the board. Say *Draw a long shirt.* Draw big trainers. When the pupil has finished, ask questions, e.g. *Have you got a long shirt?* so that both affirmative and negative answers are given. If the pupil answers correctly, they take your role. You may divide the class into two groups and turn this activity into a class competition.

2 Listen, find and say what's missing.

- Play CD2:17 as far as *they're shorts.* Pause after the different speakers to ask *Who's this?* Pupils look in the main illustration to answer.
- Play the recording again, as far as *What's missing?* Pause after the different speakers to allow pupils to find the items of clothing in Activity 1.
- Play the recording a third time, as far as *What's missing?* Ask pupils to decide what's missing. Play to the end so pupils can check if they were right.

5 Clothes

3 Listen and answer. True or false?

4 Listen and match.

5 Listen and tick (✓). Then write.

6 Listen and match.

7 Listen and write.

8 Listen and write.

9 Listen and write.

10 Listen and write.

11 Listen and write.

12 Listen and write.

13 Listen and write.

14 Listen and write.

15 Listen and write.

16 Listen and write.

17 Listen and write.

18 Listen and write.

19 Listen and write.

20 Listen and write.

21 Listen and write.

22 Listen and write.

23 Listen and write.

24 Listen and write.

25 Listen and write.

26 Listen and write.

27 Listen and write.

28 Listen and write.

29 Listen and write.

30 Listen and write.

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100 Listen and write.

Lesson 2

- R = ROSE HI = HIP H = HARRY
- R I'm wearing my favourite trainers, my sweatshirt and my favourite jeans.
- HI They're cool!
- H I love my tracksuit and my trainers.
- HI They're great!
- R Do you like my hat?
- HI Yes, and look at my hat!
- R & H No, Hip!
- H That's not a hat, they're shorts!
What's missing?
Shirt!
- 2:17

AB page 38

1 Match.

- Pupils look at the words a–g and match them to the correct picture.

KEY b 3, c 5, d 2, e 6, f 1, g 7

1 Listen and tick (✓). Then write.

- Pupils look at the pictures. Explain (L1) that there are three pictures (a–c) of each character wearing different items of clothing. Pupils must listen and decide which of the three pictures is described in the recording. Play CD2:18, pausing after Professor Bloom to look at the example. Continue, playing the recording a few times to allow the class to look at the pictures of Harry and Rose and make their choices. When they have decided, check as a class. Then they write the sentences.

PB = PROF BLOOM H = HARRY R = ROSE 2:18

PB I'm wearing a shirt, shorts, trainers and a hat. It's my favourite hat. I love it!

H I'm wearing jeans, trainers and a sweatshirt. I really like these trainers.

R I'm wearing a tracksuit, a T-shirt, trainers and a hat.

KEY H c, R a

Ending the lesson

- Play Pass the secret see p. 25 using the vocabulary of this lesson.

OPTIONAL ACTIVITIES

Play Hide and seek

Collect pictures of clothes and cut them in halves. Put one set of halves on your table and hide the other set around the classroom. Explain to pupils (L1) that they have to find the missing halves, match them to the ones on your table and say what they are, e.g. *It's a hat.* You may like to turn the activity into a competition: hand out the same number of picture halves to two groups and ask them to find the matching pictures; the team who finds their set of pictures first and describes them correctly wins.

Miming competition

Mime putting on an item of clothing and admiring it in the mirror. The class guesses what it is. Then divide the class into two teams and have a competition. Whisper an item of clothing to a pupil to mime. His/her own team has to guess the item within a twenty second time limit. Then do the same for the other team. Teams win a point for every correct guess.

Lesson 2

Lesson aims

To review the vocabulary of Lesson 1 with a chant; to present the new structure

Target language

What are you wearing?

Recycled language

kmp. Clothes. I'm wearing (jeans).

Materials

Audio CD; Flashcards (Clothes)

Starting the lesson

- Pupils look back at the pictures in Activity 1 and the main illustration and name the clothes. Invite individual pupils to write them on the board.
- Play Lexical chains using clothes vocabulary see p. 25.

All page 29

1 Chant.

- Play CD2:19. Pupils listen and follow the words. Play the chant again, pausing after each line for pupils to repeat. Play once more for pupils to say together. Use the flashcards to help prompt the words if necessary.

Presentation

- Pupils read the sentences in the Look! box. Focus on the highlighted words in the question and answer. Look together at the word order in the question. Write another question and answer example on the board.
- Ask pupils to look at themselves and give more examples of what they are wearing. Write some of them on the board. Pupils copy in their notebooks.

2 Listen and answer. True or false?

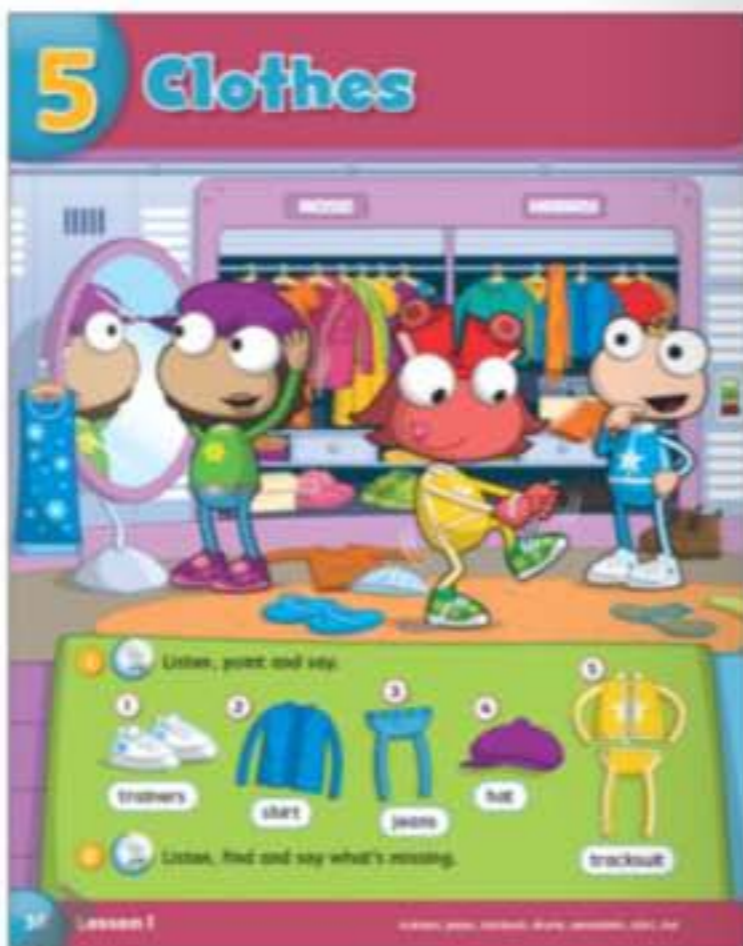
- Focus on the three sentences and identify each of the characters. Then play CD2:20 for pupils to listen and decide whether the sentences are true or false. Play the recording again for pupils to check their answers.

R = ROSE H = HARRY HI = HIP

2:20

- R What are you wearing, Harry?
H I'm wearing trainers. I love my trainers.
- H What are you wearing, Rose?
R I'm wearing jeans. They're my favourite jeans.
- R What are you wearing, Hip?
HI I'm wearing a tracksuit. I love my tracksuit.

KEY 1 True, 2 False, 3 True



Practice

- Divide the class into pairs. Play CD2:20 once more. Pupils write one more sentence (true or false) for the activity. Collect the sentences on the board and solve as a class.

3 In pairs, talk about your clothes.

- Pupils work in pairs to ask and answer questions about the clothes they are wearing. Alternatively, they may sit back to back so that they can't see each other's clothes.

4 Sing the quest song and find the lamp.

- Ask pupils to say the quest items they have already found (pen, ball, rock, glasses, hamster wheel). Play CD2:21, miming to make the meaning clear. Pupils identify the quest items in the song (lamp). Then they look at the main illustration and find the lamp. Ask Where's the lamp? (It's on the table.) Play the song again. Ask pupils to sing along and mime.



1 Chant.

Hi, Hi! What are you wearing?
I'm wearing trainers.
Hi, Hi! What are you wearing?
I'm wearing a tracksuit.
Hi, Hi! What are you wearing?
I'm wearing a hat.
A hat?
That isn't a hat. They're shorts!

LOOK!

What are you wearing?
I'm wearing trainers.

2 Listen and answer. True or false?

- I'm wearing trainers.
 - I'm wearing shorts.
 - I'm wearing a tracksuit.
 - In pairs, talk about your clothes.
- What are you wearing?
I'm wearing jeans and a sweatshirt!
- 3 Sing the quest song and find the lamp.

Hey boys! Hey girls!

2:21

Come with us! Come on a quest today!
Look up, down, here, there,
Look around everywhere.
Where's the lamp?
We've got the pen, the ball, the rock,
The glasses and the hamster wheel.
Come on, come on, come on a quest!
Let's find the lamp!

All page 30

3 Listen and draw. Then colour.

- Play CD2:22. Pupils listen to Harry describing what he's wearing and draw his clothes. Play the recording a few times to give pupils time to draw. When they have finished, they colour the picture.

H = HARRY

2:22

- What are you wearing, Harry?
H I'm wearing shorts.
What are you wearing, Harry?
H I'm wearing a shirt.
What are you wearing, Harry?
H I'm wearing trainers.
What are you wearing, Harry?
H I'm wearing a hat.

Now write about Harry.

- Ask the class to complete the description of what Harry is wearing, including the colours. Then they read their descriptions to the class and show their pictures.

Ending the lesson

- On the board, write one of the vocabulary items with some gapped letters, e.g. t _ _ _ k _ _ _ t (tracksuit). Pupils call out letters in order to guess the word. The pupil who guesses correctly comes to the board and repeats with another word.

OPTIONAL ACTIVITY

Young chant writers

Divide the class into pairs and ask them to write a new chant, changing the clothes words. When they have finished, ask pairs to chant their new verses to the class.

Drawing activity

Play Picture dictation see p. 25 using I'm wearing ...

NOTES

COPY

Lesson 3

Lesson aims

To extend the unit vocabulary set and structure; to practise the unit language with a song

Target language

scarf. What's he wearing? He's/She's wearing (socks). Is he wearing (my scarf)? Yes, he is./No, he isn't.

Recycled language

Clothes, Colours

Materials

Audio CD. Flashcards (Clothes); pictures of famous and ordinary people cut out from magazines or old magazines

Starting the lesson

- Play the chant from Lesson 2 CD2:19. Divide the class into two groups: one group asks the questions, the other gives the answers.
- Revise the clothes vocabulary learnt so far, including T-shirt and shoes. Describe what you are wearing, making mistakes. Pupils correct you.

PB page 40

Presentation

- Point at the children in the pictures and ask *Is he/she wearing a (sweatshirt)?* Pupils answer *Yes/No*. Echo the answer, saying *Yes, he/she is./No, he/she isn't*. Pupils repeat. When pupils give a negative answer, ask *What's he/she wearing?* Model the answer, introducing the new vocabulary (*scarf*) and revising *coat* and *socks*. Pupils repeat after you.

Listen and sing.

- Play CD2:23. Pupils listen and follow the words, identifying the clothes in the song.
- Play the song again so pupils can join in and sing together.

Practice

- Divide the class into two groups. Group A sings verse 1, Group B sings verse 2 and the whole class sings the chorus. Swap groups and sing the song again.
- Play the karaoke version of the song CD 3:46. Pupils sing the song with different clothes words.

Presentation

- Focus on the Look! box. Go through the questions and short answers with the class. Explain (L1) that when a negative answer is given, they ask the *What* question to ask for the correct information.
- Elicit more examples and write them on the board.

Ask and answer.

- Divide the class into pairs. Pupils point at one of the children in the pictures in Activity 7 and ask questions, following the examples in the Look! box. His/Her partner answers.

Pairwork

- Divide the class into pairs. Give each pair a few pictures of people cut out from magazines. Pupils ask and answer questions about the clothes the people are wearing in their pictures.

All page 38

Listen and colour.

- Play CD2:24. Pupils listen to the recording and colour the clothes. Play the recording a few times, pausing after each sentence so that pupils have enough time to colour.

- 1 He's wearing blue jeans. 2:24
- 2 He's wearing yellow trainers.
- 3 He's wearing a green T-shirt.
- 4 She's wearing a pink coat.
- 5 She's wearing a red scarf.
- 6 She's wearing black shoes.
- 7 She's wearing blue socks.

Read and answer.

- Once they have finished colouring the picture, pupils look at the picture and write answers to the questions using the phrases in the word bank. Ask pairs of pupils to read the questions and answers.

KEY 2 Yes, he is. 3 No, he isn't. 4 No, she isn't.
5 Yes, she is. 6 No, she isn't. 7 Yes, she is.



Ask pupils to describe their clothes to their parents. Pupils then teach their parents to describe the clothes they are wearing.

Listen and sing.

SONG

Where's my red scarf?
Where's my red scarf?
I've got my old blue jeans, my coat and my T-shirt,
But not my red scarf!
Not my red scarf!

My sister's in the bedroom.
What's she wearing?
She's wearing my socks.
Is she wearing my scarf?
No, she isn't, no, no, no!

My brother's in the garden.
What's he wearing?
He's wearing my trainers.
Is he wearing my scarf?
Yes, he is. Yes, yes, yes!



Ask and answer.

Is he wearing white trainers?

Yes, he is.

Look!
Is he/she wearing my scarf?
Yes, he/she is./No, he/she isn't.
What's he/she wearing?
He's/She's wearing socks.

40 Lesson 3

scarf. What's he wearing? Is he wearing...? Yes, he is./No, he isn't. Clothes, Colours

Ending the lesson

- Divide the class into four groups and give each group either the questions or answers in one of the verses of the song to sing. The class sings the chorus all together.

OPTIONAL ACTIVITIES

Who is it?

Think of a pupil. The class asks *Is he/she wearing...?* questions to work out who it is.

Drawing activity

Pupils draw a picture of a family member or friend, then describe their clothes to the class.

Lesson 4

Lesson aims

To develop reading, writing, listening and speaking skills; phonics /sk/ /s/

Target language

pirate, clown, sky, skipper

Recycled language

Clothes, Colours. I'm wearing (jeans). This is... These are...

Materials

Audio CD: Unit 5 Mini cards PB p. 81

Optional materials

Unit 2 Mini cards; a plastic bottle

Starting the lesson

- Play Teacher says see p. 24 including instructions for clothes mimes, e.g. Teacher says pat on your shoes.

PB page 41

1 Look and read.

- Focus on the pictures and explain (L1) what a fancy dress show is (where everyone dresses up).
- Ask pupils to read the text. Then ask them questions, e.g. Is Hilda wearing a long skirt? Pupils answer.
- Ask pupils to find the sentences with the word favourite in and write them on the board. (This is my favourite skirt. These are my favourite shoes.) Explain that This is refers to one thing (a skirt); These are refers to many things (two shoes).

2 Listen and answer. True or false?

- Play CD2:25. Pupils listen to sentences about Hilda and Ben and say whether they are true or false.

- Hilda is wearing a pink skirt. 2:25
- It's her favourite skirt.
- She's wearing a green shirt.
- Ben is wearing his favourite shoes.
- He's wearing a blue hat.
- He's wearing a yellow T-shirt.

KEY 1 False, 2 True, 3 False, 4 True, 5 False, 6 True

3 Listen and say.

- Pupils read the tongue twister and say which two different sounds the pink letters make. Play CD2:26 to check. Say the sounds /sk/ and /s/ in isolation a few times and pupils repeat.

- Say sky and point to the sky. Pupils repeat. Explain (L1) that a skipper is a captain of a boat or spaceship.
- Ask pupils to try to say the complete tongue twister. Pupils practise in pairs.

4 Play the game.

- Divide the class into groups of three. Pupils cut out the mini cards on PB p. 81 and put all three sets face down in one pile on the table. Pupils take turns to take a card from the top of the pile. The aim is to make a complete outfit. They can't have more than one item of clothing for one part of the body, so if they pick up a shirt when they already have a sweatshirt, they put the shirt card at the bottom of the pile and wait for their next turn. The first pupil to finish says: I'm wearing (jeans, a sweatshirt, trainers and a hat).

All page 29

5 Listen and tick (✓).

- Play CD2:27. Pupils look at the picture and listen to the recording, then tick the correct clothes. Play the recording twice so they can complete their choices.

HILDA Hi, I'm Hilda. I'm wearing a small shirt and a long skirt. This is my favourite skirt. It's very pretty. I'm wearing shoes, too. They are my favourite shoes. They are small. I'm wearing a big hat. I'm a pirate! 2:27

KEY small shoes, big hat, long skirt

6 What is Hilda wearing? Write.

- Pupils complete the first sentence using the information in Activity 7. Then play CD2:27 again. Pupils complete the other two sentences.

KEY Hilda is wearing a small shirt, a long skirt, small shoes and a big hat. This is her favourite skirt. These are her favourite shoes.

7 Listen and write. Then put the words in the correct column.

- Pupils look at the scrambled words. Play CD2:28 a few times for pupils to unscramble them.

1 short 2 sky 3 shower 4 skipper 2:28
5 shirt 6 skirt

- Pupils copy the words into the correct column, according to the sounds. Play CD2:28 to check.

KEY sh: shower, shirt, sk: sky, skipper, skirt

1 Look and read.

SKILLS

Fancy dress show



Hi, I'm Hilda. I'm a pirate! I'm wearing a black and red skirt. This is my favourite skirt. I'm wearing a white shirt, white socks and black shoes. These are my favourite shoes. Do you like my hat?

I'm Ben. I'm a clown! I'm wearing a big, yellow T-shirt and big, blue trousers. These are my favourite shoes. They are big and red. Do you like my orange hair?



10 Listen and answer. True or false?

11 Listen and say.



SOUNDS FUN!

Sky Skipper is wearing a short shirt and a short skirt.

12 Play the game.



Lesson 4

pirate, clown, Clothes, Colours. I'm wearing... This is... These are... Sounds /sk/ /s/

Ending the lesson

- Tell the class to say the tongue twister from Activity 11 as fast as they can.

OPTIONAL ACTIVITIES

Mini card game

Play Tic tac toe see p. 23 with Unit 2 and 5 mini cards. Every time pupils put down a card, they say I'm wearing (a skirt) or I've got (a moustache).

Game

Play Category spin see p. 23 with clothes vocabulary.

Lesson 5

Lesson aims

To consolidate the unit language with a story

Recycled language

favourite, these, Clothes, I'm wearing... Do you like...?

Materials

Audio CD; Unit 4 and 5 Story cards; Unit 5 Mini cards

Optional materials

Props for acting out the story, e.g. a pair of alien antennae, trainers, T-shirt, shirt, coat and shorts; spinner, old clothes (pupils can help by bringing some from home)

Starting the lesson

- Ask pupils (L1) what they can remember about the story from the previous episode. Use the Unit 4 story cards as prompts.

PB page 42

Listen and read. Then act.

- Show story cards 1–5 one at a time and ask the Before listening to the story questions. Pupils predict what happens in the story. Then show story card 6 and ask the After listening to the story questions.
- Play CD2:29. Pupils listen as they follow the story in their books. Ask if their predictions were correct. Ask the After listening to the story questions.

Practice

- Divide the class into two groups, one for Hop and the other for Harry. Each group reads the part from their seats.
- When they have finished, ask the class (L1) who would like to take the parts of Hop and Harry. Invite volunteers to the front of the class to act out. Encourage tone of voice and expressions to match those in the pictures. Use props that you've brought to class if you wish.

Game

- Shuffle all the story cards for Units 4 and 5 and put them in random order on the board. With books closed, ask pupils to put them in the correct order. Point to each story card in turn and ask pupils to call out its number in the story sequence. At the end, pupils open their books and check.

- Retell one of the episodes making some deliberate mistakes. Every time pupils spot a mistake, they stand up and correct it.

AB page 40

Read and circle five errors. Then write.

- Point to the different characters in the picture and ask Who's this? (from left to right, Hop, Harry, Rose and Hoopla). Explain (L1) that pupils have to look at the picture carefully, then read the text and find five mistakes. Then they write the text correctly on the lines below.
- When they have finished, ask individual pupils to read one sentence each to the class.

KEY Harry is wearing his favourite shorts and a T-shirt. Hop is wearing a long coat and his favourite hat. Rose is wearing jeans. Hoopla is wearing glasses and a scarf!

Listen, colour and write.

- Pupils listen to a description of Rose and Hip and colour the pictures accordingly. Play CD2:30 a few times, pausing to give the class time to colour.
- When they have finished, they complete the descriptions.

R = ROSE HE = HEP **2.30**
R Hip is wearing a yellow and white tracksuit. She's wearing green trainers.
HE Rose is wearing an orange scarf, a red sweatshirt and a pink skirt. She's wearing purple trainers.

Look at the code on page 8 and write the message.

- Remind the class of the coded messages they wrote in Unit 4. Ask them to look at the code on AB p. 8 and decode this message. The pupil that decodes it first comes to the board and writes a new secret message for the class, using characters and clothing from this unit.

KEY Hop is wearing a hat.

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

Listen and read. Then act.

STORY



Now go to Space Island.

42 Lesson 5

favourite, Clothes, I'm wearing... Do you like...?

Ending the lesson

- Play What's missing see p. 23 using the Unit 5 mini cards.

OPTIONAL ACTIVITIES

Story writing

In pairs, pupils rewrite the story by changing some of the words in the speech bubbles. They practise reading their new stories then act them out.

Dressing up game

Play Clothes race see p. 23.

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 – Household chores

Values

Helping at home

Target language

lay the table, tidy the bedroom, make the bed, wash the dishes, wash the car, make a cake

Recycled language

Days of the week

Materials

Audio CD; A3 sheets of paper or poster paper, markers, old magazines or pictures of people doing chores at home

Optional materials

Word cards Units 1–5

Starting the lesson

- Play Give me an A to revise the days of the week see p. 24.

PB page 43

Presentation

- Look at the pictures, one at a time, and say the words. Ask the class to repeat after you. Then ask What's (number one)? The class answers Lay the table. Repeat with the other pictures.

Listen, say and mime.

- Play CD2:31, pausing after each phrase. Pupils listen and repeat the words. Play the recording a second time for pupils to repeat and mime the actions.

1 lay the table	4 wash the dishes	2:31
2 tidy the bedroom	5 wash the car	
3 make the bed	6 make a cake	

Listen and find what's missing.

- Pupils look at the photo and speech bubbles and explain the situation (L1). (The mum wants her daughter to tidy her room; the girl is busy.)
- Play CD2:32 as far as Let's make a cake! Pupils listen and point to the chores in Activity 14 as they are mentioned. Play the recording again as far as What's missing? Pupils say which chore is missing (wash the car). Play the recording to the end to check.

M = MUM A = AMY

2:32

M It's Monday. Tidy your bedroom, Amy.

A I'm sorry. I'm busy, Mum.

M Please, Amy, lay the table. It's Tuesday!

A I'm sorry. I'm busy, Mum.

M Amy, it's Wednesday. Make your bed.

A I'm sorry. I'm busy, Mum.

M Please, Amy. It's Thursday today. Wash the dishes.

A Sorry, Mum!

M Amy, it's Friday. Tidy your bedroom, please. Wow! Thank you, Amy. A tidy bedroom! Let's make a cake!

What's missing?

Wash the car!

Values

- Ask the class what chores they do at home. Point at a picture and a pupil and ask Do you (lay the table)? (Yes/No.)
- Talk (L1) with the class about cooperation in the home, sharing chores with the family and being responsible for doing things like tidying their bedroom.

page 41

Tick (✓) the chores you like.

- Pupils look at the pictures and tick the chores they like doing. Then they tell the class what they have ticked. Keep a record of their choices and see which chores are the most/least popular.

Write your chore list.

- Ask pupils to write a list of their chores for the week. Then they read their list to the class.

Mini project

- In small groups, pupils make a poster of the chores they do at home. On A3 or poster paper, they draw or stick magazine cut outs of people doing chores at home, then write the phrases under the pictures. Display the finished posters around the room.



Pupils can now go online to Space Island and find the ladder that Hoopla is holding. It is inside the Space Island launderette, next to the washing machine. Once pupils click on the ladder they are taken to a supplementary language game based on the vocabulary in this unit.

SOCIAL SCIENCE

14 Listen, say and mime.



lay the table



tidy the bedroom



make the bed



wash the dishes



wash the car



make a cake

15 Listen and find what's missing.



Lesson 6

lay the table, tidy the bedroom, make the bed, wash the dishes, wash the car, make a cake

43

Ending the lesson

- Play Aye, aye, Captain! see p. 23, using the new actions in this lesson.

OPTIONAL ACTIVITIES

Word card tidy up

Scatter all the word cards around the room. Pupils pick up a card, read it out and put it in the correct category pile.

Speaking game

Play Question chain see p. 25 asking about clothes.

Lesson 7

Lesson aims

To review and personalise the unit language; to provide an opportunity for self-evaluation

Recycled language

Clothes. What are you wearing? He's/She's wearing (my trainers).

Materials

Flashcards (Clothes); Poster 1; Evaluation sheet 5; clothes for the Spinner game, such as a jumper, jacket, shoes, hat, scarf and skirt

Optional materials

Posters 2 and 3

Starting the lesson

- Play CD2:23. Pupils sing along.
- Write the clothes words from the song on the board. Point to the words in turn. Pupils ask questions about people in the class using the words, e.g. Is anyone wearing blue jeans? Yes, he/she is. No, he/she isn't. Give a wrong answer so pupils call out the correct one.

AB pages 42-43

Circle and write the words.

- Read out the question, then point at the pictures and ask pupils to say the words. Explain (L1) that they have to find the words in the word search and circle them. Then they write the words on the lines provided.
- Ask individual pupils to say the words they have found. Copy them on the board so that they can check their answers more easily.

KEY

s	g	z	u	o	s	t	e	k	s
w	c	s	s	c	a	r	f	j	h
e	c	h	i	d	c	a	z	i	o
a	c	i	t	c	l	i	j	i	r
t	f	r	y	o	j	n	e	o	t
s	a	t	h	a	s	e	a	e	s
h	a	t	d	t	o	r	n	e	w
i	f	e	u	z	c	s	g	e	
r	t	r	a	c	k	s	u	i	t
t	s	h	o	e	s	b	v	q	n

Game

- Divide the class into small groups. Each group writes three clothes words in scrambled order on a piece of paper. The groups exchange papers and unscramble the words.

ROUND-UP

Circle and write the words.

What are you wearing?



x	g	z	u	o	s	t	e	k	s
w	c	s	s	c	a	r	f	j	h
e	c	h	i	d	c	a	z	i	o
a	c	i	t	c	l	i	j	i	r
t	f	r	y	o	j	n	e	o	t
s	a	t	h	a	s	e	a	e	s
h	a	t	d	t	o	r	n	e	w
i	f	e	u	z	c	s	g	e	
r	t	r	a	c	k	s	u	i	t
t	s	h	o	e	s	b	v	q	n

trainers _____

Correct the sentences.



- 1 He is wearing a sweatshirt.
He is wearing a T-shirt.
- 2 He is wearing trousers.

- 3 He is wearing shoes.

Round-up

Correct the sentences.

- Ask pupils to look at the picture, then read the example. Pupils read the remaining sentences and correct the mistakes. Then they read them aloud.

KEY

2 He is wearing shorts. 3 He is wearing trainers.

Game

- Say a sentence, e.g. He's wearing trainers. Ask a pupil to repeat the sentence adding another element, e.g. He's wearing trainers and a hat. Continue in the same way until someone makes a mistake or forgets the words in the chain.

Draw and colour your favourite clothes.

- Ask the class about their favourite clothes. A few pupils describe their favourite clothes to the class.
- Ask pupils to draw their favourite clothes in the photo frame and colour them.

Write about your favourite clothes.

- Pupils read the gapped sentences. Ask (L1) what words can go in the first sentence (hat, shirt, scarf, etc.) and what words can go in the second sentence

5

Draw and colour your favourite clothes.



Write about your favourite clothes.

This is my favourite _____

These are my favourite _____

Now tell the class.



I can do it!

(jeans, shorts, socks, etc.). Pupils then complete the sentences about two of the items they have drawn.

Now tell the class.

- Ask individual pupils to show his/her picture and read his/her sentences to the class.

Self-evaluation

- Focus on the self-assessment stars at the bottom of the page. Tell the pupils (L1) that they have to colour the appropriate number of stars depending on how well they think they completed the unit.

AB page 71

- Pupils play a game in pairs using the Clothes pictures in the picture dictionary. They take turns to say a word and their partner points at the correct picture.

Pairwork

- Divide the class into pairs. Without showing it to his/her partner, pupils write a description of a person and their clothes. When they have finished, one pupil dictates their description to his/her partner, who draws. Then they swap roles.
- Pupils compare their pictures to the written descriptions to see if they are correct.

- Use Poster 1 see p. 20.

Evaluation

You can check your pupils' progress using Evaluation sheet 5. See also teacher's notes p. 174.

For the next lesson

- You may want to ask children to bring in from home some photos of themselves in their school clothes and also some old clothes (labelled with pupils' names) for a funny fashion show in the next lesson.

Ending the lesson

- Play the Spinner game. Write on the board, e.g. jumper 1, jacket 2, shoes 3, hat 4, scarf 5 and skirt 6. Organise the class into two teams, with pupils lined up one behind the other. Place corresponding clothing a short distance away and spin the spinner. The first pupil from each team identifies the item of clothing they need to find, according to the number on the spinner, runs to the pile of clothes and puts on the garment, then runs back to their team. The first one to arrive scores a point for their team. If they choose the wrong garment a point should be deducted. They return the clothes before you spin for the next member of the team.

OPTIONAL ACTIVITIES

Word game

Play Bingo, using vocabulary for clothes and appearance see p. 24.

Poster activities

See the notes on Posters 2 and 3 p. 21.

NOTES

Lesson 8

Lesson aims

To learn about other cultures and respect cultural differences; to learn about school clothes in other countries

Target language

school uniforms, jacket, sandals. We've got/We haven't got (uniforms).

Recycled language

Clothes, Colours, I'm wearing (black trousers).

Materials

Audio CD; a map of the world or a globe; A4 paper, poster paper; Consolidation and extension worksheet 5

Optional materials

Photographs of pupils in their school clothes (brought from home); old clothes for a fashion show

Starting the lesson

- Discuss uniforms with the class (LT). Do they ever wear uniforms? When? What other people wear uniforms? In which countries do they think pupils wear uniforms at school?

FB pages 44-45

Presentation

- Ask pupils (LT) to look at the texts and say where the children come from. Write the names of the countries on the board (Spain, England, Canada and China) then ask the class to help you locate them on the map or globe. Ask what other countries they have read about in the book.

Listen and read.

- Play CD2:33. Pupils listen to the children speaking about their clothes and follow the texts in their books.
- Play the recording again, stopping after each text. Ask a few comprehension questions, e.g. What's his/her name? Where is he/she from?

Read and answer. True or false?

- Read out the sentences for each of the children in turn. Ask the class to reread the texts and decide whether they are true or false. If a sentence is false, ask individual pupils to correct it.

Wider World

School uniforms

Listen and read.



1 Hi, my name's Clara and I'm from Spain. In my school we haven't got uniforms. Here I'm wearing black trousers, a red T-shirt and my favourite trainers. They're black, too.



2 I'm Scott and I'm from England. In my school we have got uniforms. I'm wearing trousers, a blue shirt and a blue jacket. I'm wearing black shoes. They're cool!

Read and answer. True or false?

- Clara is wearing a school uniform.
- Clara is wearing her favourite shirt.
- Scott is wearing a school uniform.
- Scott is wearing a blue jacket.
- Emma is wearing a hat and scarf.
- Jie Ming is wearing blue shorts.

KEY

- False (In her school they haven't got uniforms.)
- False (She's wearing her favourite trainers.)
- True.
- True.
- False (She's wearing jeans and a pink shirt.)
- True.

Practice

- Divide the class into groups. Each group writes two new sentences to add to the activity. Collect the sentences on the board and decide if they are true or false as a class.
- Talk about school uniforms.
 - Ask individual pupils to read out the questions and talk about them as a class.



3 Hello, I'm Emma and I'm from Canada. I'm not wearing a uniform. I'm wearing my favourite jeans and a pink shirt. I love my pink shirt!



4 My name's Jie Ming. I'm from China. I'm with my friends. We've got uniforms in my school. I'm wearing blue shorts, a white shirt, grey socks and sandals.

Talk about school uniforms.

- Are you wearing a school uniform?
- Do you like school uniforms?
- Has your school got a uniform?

Write about clothes you wear to school.

Game

- If your pupils don't wear a uniform to school, ask them to find a classmate who has the same item of clothing or the same colour clothing. Then they say, e.g. We've got a ...

Write about clothes you wear to school.

- Write a framework for the writing task on the board. I'm at school. OR I'm in my physical education class. I'm wearing _____ and _____. I like/don't like/love my _____. My _____ is/are _____.
- Ask pupils to suggest what words could go in the gaps. On A4 paper, they write a description of the clothes they wear to school, for normal classes and/or PE classes, using the texts about the four children and the framework on the board to help them. You might like them to add a drawing or stick in a photo of themselves in their school clothes that they've brought from home.
- Collect all the texts and pictures from Activity 19 and glue them together on poster paper. Write a title, e.g. Our clothes. Allow pupils time to read and admire each other's work.

Consolidation and extension worksheet 5

Pupils complete the Consolidation and extension activities on worksheet 5. See also teacher's notes p. 190.

Ending the lesson

- Play What's different? Ask three pupils to come to the front of the class. Ask a fourth pupil to look at their clothes carefully then go out of the classroom. While the fourth pupil is outside, one of the three pupils puts on an extra item of clothing, or two pupils swap items of clothing. The fourth pupil returns to the classroom and guesses what's different. (He's/She's wearing a red jumper!) Continue the game in groups of four or five.

OPTIONAL ACTIVITIES

Funny fashion show

Collect together a variety of old clothes that pupils can name and ask them to bring in old clothes from home. In small groups, pupils then choose clothes and dress up for the fashion show. Arrange the class so that there is a 'catwalk' for the 'models'. As each group performs their fashion show, they describe their own clothes or the clothes of other members of the group (I'm/He's/She's wearing ...). The class votes for the funniest model.

Word game

Play Hungry shark see p. 24, starting with clothes vocabulary and then revising words from other lexical sets. When they guess a word correctly, ask pupils to say other words from the same set.

NOTES

Lesson 1

Lesson aims

To present and practise new vocabulary

Target language

run, ride a bike, play tennis, play football

Recycled language

jump, swim

Materials

Audio CD; Flashcards (Sports)

Optional materials

Words cards (Sports)

Starting the lesson

- Make some sentences about the story characters, some true and some false, e.g. Rose has got green hair. Hip likes Harry. Harry is an alien, etc. Pupils stand up if they think the sentence is true and sit down if they think it's false.

PB page 46

Presentation

- Use the flashcards (sports) to teach the vocabulary. Hold up the flashcards in turn and say the words for pupils to repeat. Hold up the flashcards again, this time asking individual pupils to say the words.
- Pupils look at the main illustration and identify the characters they know. Ask *Who's this? Is this Rose?* Ask (L1) where pupils think Professor Bloom and the children are (a park on the alien island). Point at the characters and say the actions. Pupils repeat after you.
- Shuffle the flashcards and choose one. Hold it up and pupils say and mime the action, e.g. *Swim!* Pupils take turns to choose a flashcard and say the action to the class.

1 Listen, point and say.

- Play CD2:34, pausing after each word. Give pupils time to point to the action in the Activity 1 pictures and say the words. Play the recording again and repeat. Then ask some pupils to say the words for the class.

Practice

- Display the relevant flashcards on one side of the board and write the corresponding words or put up word cards see p. 205 on the other side. Pupils come to the front, read out the words and match them to the pictures.

6 Sports

1 Listen, point and say.

1 run 2 ride a bike 3 play tennis 4 jump 5 swim

2 Listen, find and say what's missing.

Lesson 1

- Ask *What's number (three)?* Pupils look at the pictures in Activity 1 and answer.

3 Listen, find and say what's missing.

- Play CD2:35 as far as *Oooohh, but I can't ride a bike!* Pupils listen and point to the sports in the Activity 1 pictures as they are mentioned. Play a second time as far as *What's missing?* and ask pupils to answer. Then play to the end to check their answer.

H = HARRY R = ROSE HS = HIP PB = PROF 2:35

BLOOM HO = HOP

H Yippee! I love sports! I can do a lot of sports.

R Can you play tennis?

H Yes, I can play tennis.

HS Can you run?

H Oh yes, I can run.

PB And can you swim?

H Yes, I can swim.

HO Can you play football?

H Yes, yes, yes. I can play football!

Oooohh, but I can't ride a bike!

What's missing?

Jump!

6 Sports

1 Listen and answer. True or false?

1 Professor Bloom can't swim.
2 Hip can run very fast.
3 Harry can ride a bike.
4 Harry can't play football.
5 Harry can't play tennis.

2 Say what you can or can't do.

I can run and I can play football.
I can't jump but I can swim.

3 Sing the quest song and find the sports.

Lesson 2

Practice

- Explain that Harry is answering all the questions. Play CD2:35 again while pupils look at the main illustration, and pause after each line to ask the class to identify who's asking the questions. Ask *Who's this?*

Game

- Play *Mime and guess*. Divide the class into two groups. Each group takes it in turns to choose a character from the main illustration. They mime what he/she is doing and the other group guesses who it is.

AB page 44

5 Match and say.

- Pupils look at the pictures and then read the words in the word bank. They match the words to the correct picture.

KEY 2 d, 3 a, 4 e, 5 f, 6 b

7 Read and circle.

- Pupils look at the wordsnake. They find five more sports and circle them. Check the answers as a class.

KEY jump, run, ride a bike, swim, play football, play tennis

Game

- Explain (L1) that you are going to draw on the board and the class has to guess the sport. Draw a sport or piece of equipment, e.g. a racket. Pupils say *Play tennis!* After a couple of examples, invite individual pupils to take your role. You can turn this game into a competition by dividing the class into two teams. In this case, ask one member from each team to the board to draw an object for their team to guess. The team which draws and guesses the most sports wins.

Ending the lesson

- Play *Give me an A* to revise the spelling of the sports vocabulary in this lesson see p. 24.

OPTIONAL ACTIVITIES

Sports word map

Make a word map with the class. Draw a circle on the board and write *Sports* in it. Brainstorm with the class the words for sports they have learnt in this lesson. Then brainstorm other sports they may know, e.g. *play rugby, volleyball, basketball, hockey*. Write them on the board. Pupils copy in their notebooks.

Flashcard game

Play *Jumping the line* see p. 22 using the flashcards (sports) to revise the lesson's vocabulary.

NOTES

Lesson 2

Lesson aims

To review the vocabulary of Lesson 1 with a chant; to present the new structure

Target language

I can't (swim) but I can (jump). He/She can/can't (swim).

Recycled language

Sports

Materials

Audio CD, Flashcards (Sports)

Optional materials

A4 sheets of paper; sports equipment, e.g. tennis racket, football, swimming goggles

Starting the lesson

- Show a flashcard from Lesson 1. Say a sentence about yourself, e.g. *I can swim*. Pupils say Yes if your sentence corresponds to the flashcard and No if it doesn't.

PB page 47

Chant.

- Play CD2:36, pausing after each line for pupils to repeat. Play the chant once more for pupils to chant. Use the flashcards to help prompt the words, if necessary.

Presentation

- Pupils read the sentences in the Look! box. Explain (L1) the use of *can* and *can't*, translating but if necessary. Ask pupils to give more examples and write them on the board. Model the sentences a few times and pupils repeat, paying attention to the different way that *a* is pronounced in *can* /kæn/ and *can't* /kɑːnt/. Pupils copy in their notebooks.

Listen and answer. True or false?

- Play CD2:37 for pupils to listen. Ask the class to identify the speakers. Play it again for pupils to listen and write the answers. Check as a class.

HI = HIP PB = PROF BLOOM H = HARRY 2:37
 HI Professor Bloom can swim very well.
 PB Thank you, Hip. You can run very fast.
 HI Yes, I can run ... but Harry can't ride a bike!
 H OK. I can't ride a bike but I can play football and I can play tennis.

6 Sports

Lesson 1

1 Listen, point and say.

1 run 2 ride a bike 3 play tennis 4 swim

2 Listen, find and say what's missing.

1 jump

KEY 1 False, 2 True, 3 False, 4 False, 5 True

Say what you can or can't do.

- Say what sports you can or can't do, e.g. *I can swim and play tennis but I can't play football*. Ask individual pupils to speak about themselves in a similar way.

Sing the quest song and find the shorts.

- Ask pupils to say the quest items they have already found (pen, ball, rock, glasses, hamster, wheel, lamp). Play CD2:38, miming to make the meaning clear. Pupils identify the quest items in the song (shorts). Then they look at the main illustration and find the shorts (on the edge of the pool, next to Hop). Play the song. Ask pupils to sing along and mime.

Hey boys! Hey girls!
 Come with us, come on a quest today!
 Look up, down, here, there,
 Look around everywhere.
 Where are the shorts?
 We've got the pen, the ball, the rock,
 The glasses, the hamster wheel and the lamp.
 Come on, come on, come on a quest!
 Let's find the shorts! 2:38

6 Sports

Lesson 2

1 Chant.

I can't swim
 But I can jump!
 Jump, jump, jump!
 I can jump so high!
 Hip can run
 But she can't swim!
 Run, run, run!
 She can run so fast!

LOOK!

I can't swim but I can jump.
 She can run but she can't swim.

2 Listen and answer. True or false?

1 Professor Bloom can't swim.
 2 Hip can run very fast.
 3 Harry can ride a bike.
 4 Harry can't play football.
 5 Harry can play tennis.

3 Say what you can or can't do.

I can run and I can play football.
 I can't jump but I can swim.

4 Sing the quest song and find the shorts.

AB page 45

Listen and tick (✓) or cross (X).

- Play CD2:39. Pupils listen and put a tick or a cross, depending on what each character can or can't do.

H = HARRY A = ALIEN 2:39
 H Hi, I'm Harry. You can play football very well.
 A Thanks. Yes, I can. My name's Jax.
 H Hi, Jax. This is Professor Bloom. He can swim but he can't jump.
 A And Rose?
 H Rose can play tennis but she can't play football.
 A What about Hip?
 H She can run but she can't swim.
 A Hop can play tennis and he can jump.
 H Well, I can play football but I can't ride a bike.
 A Do you like Space Park?
 H It's great!

KEY

Professor Bloom – can swim/can't jump, Rose – can play tennis/can't play football, Hip – can run/can't swim, Hop – can play tennis and jump, Harry – can play football/can't ride a bike

Write.

- Pupils look at the sentences and complete them using *can* or *can't* according to the information in the chart in Activity 3.

KEY

- I can't jump but I can swim.
- I can play tennis but I can't play football.
- I can run but I can't swim.
- I can play tennis and I can jump.
- I can play football but I can't ride a bike.

Ending the lesson

- Divide the class into two groups to say the chant from this lesson. Each group chants two lines. Then they swap lines and say the chant again.

OPTIONAL ACTIVITIES

Drawing activity

Give each pupil a sheet of A4 paper. They draw a sport they can do and another they can't. Then they write sentences using *can*, *can't* and *but*. Display the mini posters around the room.

Miming game

Take some sports equipment and mime using it either correctly or incorrectly. Pupils guess the sentence. For example, mime kicking a football for the sentence *I can play football*. Pick up the football and bounce it to indicate *I can't play football*. When pupils get the idea of the game, they can take over your role. This would be a good game for the sports hall or playground.

NOTES

COPY

Lesson 3

Lesson aims

To extend the unit vocabulary set and structure; to practise the unit language with a song

Target language

play basketball, strong, catch a ball, climb a tree.
Can he play (basketball)? Yes, he can. No, he can't.

Recycled material

run, ride a bike, play tennis, jump, swim, play football

Materials

Audio CD, Flashcards (Sports)

Optional materials

A3 or poster paper, pictures of sports cut out from magazines, glue

Starting the lesson

- Play the chant from Lesson 2 (CD2:36). Divide the class into four groups so each group chants two lines. Then groups swap until everybody has read the whole chant.

PB page 48

Presentation

- Present the new vocabulary with flashcards (sports) and mime. Say *I can (climb a tree)*. Ask individual pupils *Can you (play basketball)?* They answer *Yes/No*.

1 Listen and sing.

- Play CD2:40 with books closed and mime the actions to make the meaning clear. Play the song again. The class mimes with you as they listen.
- Play the song again with open books. The class follows the words and does the actions. Play it again and ask pupils to sing along. You could also play the karaoke version CD 3:47 for pupils to sing along to.

Presentation

- Focus on the Look! box. Go through the questions and short answers with the class. Ask pupils to give you more example questions and answers, and write them on the board. Pupils copy the examples into their notebooks.

2 Ask and answer.

- In pairs, pupils ask and answer questions about the girl and boy in the song.

Group work

- Draw a grid on the board to make a survey of actions. (You can model the grid on the chart on AB p. 45.) Pupils choose which actions to include and copy the grid on a sheet of paper.

- Working in groups, pupils ask and answer questions to find who can/can't do the actions. Pupils then write their names at the side and tick or cross the columns.
- Count the number of pupils who can do the different actions and write the number in the correct column on the board. Ask pupils to say the sentences aloud, e.g. *Twenty pupils can catch a ball.*

AB page 46

3 Listen and tick (✓) or cross (X).

- Pupils look at the pictures. Play CD2:41 for pupils to listen and decide whether the characters can or can't do the activities. Play again for pupils to check their answers.

P1 = PRESENTER 1 P2 = PRESENTER 2 2:41

- P1 Is she tall?
P2 Yes, she's very tall.
P1 Can she play basketball?
P2 Yes, she can.
- P1 Has he got strong legs?
P2 Yes, very strong legs.
P1 Can he climb the tree?
P2 Oh no, he can't!
- P1 Let's come back to the girl.
Can she play tennis?
P2 No, she can't.
- P1 And the boy? Can he jump?
P2 Yes, he can. He's very good!

KEY 2 X 3 X 4 ✓

4 Complete.

- Ask the class to complete the questions and answers according to the pictures in Activity 5.

KEY

1 play basketball? 3 No, she can't.
2 climb the tree? 4 Yes, he can.



Pupils can now go online to Space Island and find the exercise bike that Hoopla is holding. It is inside the sports arena, on the second floor. Once pupils click on the exercise bike they are taken to a supplementary language game based on the vocabulary in this unit.



Ask pupils to tell their parents what one of their friends can do, e.g. *My friend (name) can climb a tree*. Then pupils teach their parents how to say what they can and can't do.

7 Listen and sing.

SONG

She's very tall, very tall.
Can she play basketball?
Can she? Can she? Can she?
Yes, she can.
Oh yes, she can.
Yes, she can.
She's got strong hands,
Can she catch a ball? (x2)
Can she? Can she? Can she?
Yes, she can.
Oh yes, she can. (x3)

He's got strong legs.
Can he climb a tree?
Can he? Can he? Can he? (x2)
Yes, he can.
Oh yes, he can ...
Oh no, he can't.
No, he can't.



8 Ask and answer.

Can she play basketball?

Yes, she can.

Ending the lesson

- Play Conversation relay see p. 24 to revise all the questions the class has learnt so far.

OPTIONAL ACTIVITIES

Sports poster

In groups, pupils stick magazine cut outs of different sports on A3 or poster paper and label them.

Action game

Play *Aye, aye, Captain!* see p. 23 using action vocabulary.

Lesson 4

Lesson aims

To develop reading, writing, listening and speaking skills; phonics /k/

Target language

dolphins, monkeys, hoops. Can you (play basketball)? Yes, I can./No, I can't. Use of and and but

Recycled language

Appearance, Sports

Materials

Audio CD: Unit 6 Mini cards PB p. 83

Optional materials

Pictures of animals

Starting the lesson

- Review animals by miming some for pupils to guess. Using mime or pictures, teach dolphin and monkey.
- Review parts of the body and talk with pupils about animals' appearance. Ask *Has a monkey got (a long tail)?* Then ask about what different animals can do. *Can a kangaroo jump?* etc. Write the animal on the board and pupils describe its appearance and say what it can do.

PB page 49

1 Look and read.

- Pupils look at the pictures and describe (L1) what they see. Ask them to read the text, paying special attention to the words *and* and *but*. Explain the meanings (L1) and what they are used for.

2 Listen and correct the sentences.

- Play CD2:42. Pupils listen to the sentences about the text in Activity 9. Play the sentences again, pausing after each one. Pupils correct them.

- Dolphins can walk.
- They can't jump out of the water.
- They can't swim.
- They can climb trees.
- They can't catch a ball.
- They can play football.

2:42

KEY

- Dolphins can't walk.
- They can jump out of the water.
- They can swim.
- They can't climb trees.
- They can catch a ball.
- They can't play football.

3 Listen and say.

- Ask pupils to say any tongue twisters they remember.
- Pupils read the new tongue twister and look at the pink letters. Ask if all the pink letters make the same sound or different sounds? Check meaning and play CD2:43 a few times for pupils to repeat. Then pupils practise saying the tongue twister in pairs.

4 Play the game.

- Divide the class into pairs. Pupils cut out the mini cards on p. 83 and put them face down on their table. They take turns to choose one, put it face up and ask *Can you ...?* Pupil B answers *Yes, I can./No, I can't.*

All page 87

5 Listen and tick (✓) can or cross (X) can't.

- Pupils look at the monkey doing different activities. Play CD2:44. Pupils listen and put a tick or a cross in the boxes. Play again to check answers.

Monkeys can run and jump
but they can't ride a bike.
They can swim and climb trees
but they can't play tennis.
They can catch a ball
but they can't play football.

2:44

KEY 2 ✓, 3 X, 4 ✓, 5 ✓, 6 X, 7 ✓, 8 X

6 Write and or but.

- Pupils read the sentences and complete them using *and* or *but*. Check as a class.

KEY 2 but, 3 and, 4 but, 5 but

7 Listen and write the words in the correct column.

- Play CD2:45. Pupils listen to the words and point at the pictures. Play a second time for pupils to write the words in the correct column, according to the letter that makes the /k/ sound. Check as a class.

monkey	book
cake	kitchen
kangaroo	cat
cloud	car

2:45

KEY

K monkey, kangaroo, book, kitchen
C cake, cloud, cat, car

1 Look and read.

SKILLS

Dolphins have got a tail, a big nose and a mouth with big teeth but they haven't got legs. Can they walk? No, they can't walk or ride a bike.



Can they swim? Yes, dolphins can swim and jump out of the water but they can't climb trees. They can jump through hoops and catch a ball but they can't play football. I love dolphins!



10 Listen and correct the sentences.

11 Listen and say.



Ken the kangaroo can catch cakes in the kitchen.



SOUNDS FUN!



12 Play the game.

Can you swim?

Yes, I can.



Lesson 4

dolphins, hoops, Can you...? Yes, I can./No, I can't. Appearance, Sports, Sound, /k/

49

Ending the lesson

- Sing the song in Lesson 3 CD2:40.

OPTIONAL ACTIVITIES

Young writers

Ask the class to think of more words beginning with the sound /k/. In small groups, pupils write a new tongue twister using some of the words.

Action game

Play Can you actions see p. 23.

Lesson 5

Lesson aims

To consolidate the unit language with a story

Target language

Don't be silly!

Recycled language

Actions. He can (run). He can't (swim). Can he (swim)? No, he can't.

Materials

Audio CD: Unit 5 and 6 Story cards

Optional materials

Props for acting out the story, e.g. two pairs of alien antennae, green shirt, scarf, hat, trainers

Starting the lesson

- Ask pupils (L1) what they can remember about the story from the previous episode. Use the Unit 5 story cards as prompts.

PB page 50

Listen and read. Then act.

- Show Unit 6 story cards 1–4 one at a time and ask the Before listening to the story questions. Pupils predict what happens in the story. Then show story cards 5 and 6 and ask the After listening to the story questions.
- Play CD2:46 for pupils to listen as they follow the story in their books. Ask if their predictions were correct. Ask the After listening to the story questions.

Practice

- Divide the class into four groups and assign a character to each one. Groups read their parts as a class from their seats.
- Ask pupils who would like to take the parts of Hip, Hop, Harry and Hoopla. Invite volunteers to the front of the class to act out. Encourage tone of voice and expressions to match those in the pictures. Use props that you've brought to class if you wish.
- Shuffle the story cards and put them in random order on the board. With books closed, ask pupils to put them in the correct order. Point to each story card in turn and ask pupils to call out its number in the story sequence. At the end, pupils open their books and check.
- Retell the story, making some deliberate mistakes. Every time they spot a mistake, pupils put up their hands and correct it.

AB page 48

Listen and number.

- Pupils look at the pictures of Hoopla and identify the activities. Play CD2:47. Pupils look at the pictures and listen. Play a second time and pupils number the picture pairs 1–4.

R = ROSE HO = HOP HE = HEP H = HARRY 2:47

- 1 R Look, can Hoopla ride a bike?
Oh no, Hoopla! Is he OK?
HO Yes, he's fine. Silly Hoopla! Hoopla can't ride a bike but he can jump. He can jump very high.
- 2 HE I can play tennis, look!
H Great! Let's play tennis. Where's Hoopla?
HE Hoopla's in the tree. He can't play tennis but he can climb trees.
- 3 R Poor Hoopla. He can't swim, he doesn't like water!
HO No, Hoopla can't swim.
R But look at him run! He's fast!
HO Yes, he can run very fast.
- 4 H Let's play football. Can you play football, Hoopla?
HE Hoopla can't play football. He likes reading.
H Oh yes! Hoopla can read. What's this book, Hoopla?
Oh look! It's about football.

KEY a 3, c 2, d 4

Look, colour and write.

- Ask pupils (L1) if they recognise the alien in the picture. (It's the alien footballer from the picture in Lesson 1.) Pupils read the text and colour the main picture accordingly. Then they fill in the missing words.

KEY hair, T-shirt, shorts, football, rabbit, ears, eyes

Look at the code on page 8 and write the message.

- Pupils use the code on AB p. 8 to decode the message and write the sentence.

KEY Hoopla can climb a tree but he can't swim.

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

Listen and read. Then act.

STORY



Now go to Space Island.

50 Lesson 5

Actions. He can/He can't... Can he swim? No, he can't.

Ending the lesson

- Divide the class into groups of four. Give each group a Unit 6 story card to mime; the rest of the class guesses the card. They act out the scene again, this time with the words.

OPTIONAL ACTIVITIES

Story writing

In pairs, pupils draw a picture and write speech bubbles to create a new frame for the story.

Picture dictation

Play Picture dictation using scenes from the episodes of the story see p. 25.

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
PE – Keeping fit

Values

The importance of doing exercise; the importance of team sports

Target language

stretch your arms, bend your knees, twist your body to the left/right, up, down

Recycled language

turn around, Sports

Materials

Audio CD; Flashcards (Sports)

Optional materials

Pictures of famous sportspeople

Starting the lesson

- Ask individual pupils to come to the board. Show them a flashcard (sports). They mime the action and the class guesses what it is.

PE page 51

Listen, read and do.

- Focus on the pictures and the exclamations *Keep fit! Keep healthy! Have fun!* Explain the meaning (L1).
- Play CD2:48 for pupils to follow in their books. Play a second time, so pupils can do the actions.

Stand up,
Stretch your arms up, up, up,
Bend your knees down, down, down,
Count to 10,
1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
Twist your body to the left,
Twist your body to the right,
Count to 10,
1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
Turn around,
Sit down,
Start again.

2:48

Values

- Discuss with the class (L1) the importance and health benefits of doing regular exercise, e.g. they will be able to do active things that they enjoy for longer; their body will be stronger.

- Talk about how many hours a week they devote to doing exercise, how much to watching TV or playing on a computer.
- Talk about team sports and how they can help friendships and encourage cooperation.

Practice

- Each pair writes one action they might do in a PE class (jump). Collect the contributions on the board and ask pupils to read their instructions one after the other. The class follows the instructions given.

Read and ask your friend.

- Divide the class into pairs. Pupils ask and answer questions about what they can do to keep fit. They say whether they can or can't do certain activities.

ARE page 49

Listen and number the pictures.

- Pupils look at the pictures and identify the different actions shown. Play CD2:49. Pupils match the instructions with the pictures. Play a second time to allow pupils to number the pictures, then again so they can check their answers. Check as a class.

- Stretch your arms up.
- Bend your knees down.
- Twist your body to the right.
- Twist your body to the left.
- Turn around.

2:49

KEY: (from left to right) 3, 2, 5, 4, 1

Make an exercise plan.

- Pupils read the actions in the word bank and look at the exercise plan. Explain (L1) that they have to do a little exercise every day, so they are going to organise their routine. Pupils choose an activity for each day and write it in the plan. Ask individual pupils about their plan: What can you do on Monday? (dance)

Write about your exercise plan.

- Now, they write their plan in full sentences, following the example.

Mini project

- Pupils draw the things they do to keep fit. Then they write a sentence about each one. Give help with vocabulary as necessary. They show their project to the class. They may compare projects and see who does the most/least things.

Listen, read and do.

Keep fit! Keep healthy! Have fun!

- Stretch your arms up.
- Bend your knees down.
- Twist your body to the left.
- Twist your body to the right.
- Turn around.

Read and ask your friend.

How can you keep fit?

You can ...

ride a bike. swim.
play football. run.
play basketball. jump.
play tennis. climb trees.

Can you ride a bike?

Yes, I can.



Lesson 6

stretch your arms, bend your knees, twist your body to the left/right, turn around, Sport

51

Ending the lesson

- Play Teacher says see p. 24. Include all the actions learnt in the unit.

OPTIONAL ACTIVITIES

Guessing game

Pupils choose a picture of a famous sportsman and keep it secret. The class asks ten questions to find out who it is. The answer can only be Yes or No.

Word game

Play Pass the secret see p. 25 using unit language.

Lesson 7

Lesson aims

To review and personalise the unit language; to provide an opportunity for self-evaluation

Recycled language

Sports

Materials

Units 2 and 6 Mini cards; pictures of famous sportspeople (or pupils can bring a picture of their favourite sportsperson); A3 or A4 sheets of paper; Evaluation sheet 6; Poster 1; Flashcards (Sports)

Optional materials

Poster 2

Starting the lesson

- Ask pupils to name three things they can do to keep healthy and fit. Ask pupils (L1) to put up their hands if they do any of the activities mentioned and find out how frequently.

All pages 50-51

Match.

- Pupils match the actions in the word bank to the correct picture. Check as a class.

KEY

a ride a bike 3, swim 6, b play tennis 1, play basketball 8, c climb trees 5, jump 4, d run 2, play football 7

Look and write.

- Ask the class to look at Picture a in Activity 16 and then read the example sentence. Pupils write the sentences for the remaining pictures, following the model. Ask individual pupils to read their sentences to the class.

KEY

2 Sue can play tennis but she can't play basketball.
3 Lee can't climb trees but he can jump.
4 Liz can't run but she can play football.

Game

- Play Bingo using two sets of mini cards, e.g. appearance and sports. Ask pupils to each choose five cards from their sets to play. Pick a card from your complete sets and ask a pupil to say what it is. The pupils who have that card put it face up on their tables. Repeat with the rest of the cards until a pupil has put all their mini cards on the table and calls out Bingo!

Match.

ROUND-UP

1 play tennis 3 ride a bike 5 climb trees 7 play football
2 run 4 jump 6 swim 8 play basketball

a Ted b Sue
c Lee d Liz

Look and write.

1 Ted _____ can swim but he can't ride a bike.
2 Sue _____
3 Lee _____
4 Liz _____

Round-up

Draw your favourite sport.

- Ask the class which sports are represented in the frame and find out which their favourite sports are. Then pupils draw their favourite sport in the photo frame.

Write about your favourite sport.

- When pupils have finished their pictures, ask them to read the text in the speech bubble. Pupils write a description of their favourite sport following the model. Pupils then read their descriptions to the class.

Now tell the class.

- Ask individual pupils to show their picture and read their sentences to the class.

Self-evaluation

- Focus on the self-assessment stars at the bottom of the page. Tell the pupils (L1) that they have to colour the appropriate number of stars depending on how well they think they completed the unit.

6

Draw your favourite sport.

Write about your favourite sport.

My favourite sport is _____
I can _____

Now tell the class.

My favourite sport is basketball. I can run, jump and catch a ball.

My favourite sport is _____
I can _____

Now tell the class.

I can do it!

Practice

- Bring magazines with pictures of famous sportspeople or ask pupils to bring a picture of their favourite sportsperson. Show pupils your favourite sportsperson and describe them, including their name, where they are from, a physical description, the sport they do, etc. Write the sentences on the board as a guide.
- Now ask pupils to choose a picture of a sportsperson from the magazines or to show their own picture of their favourite sportsperson. They describe him/her, following your model.
- Pupils make a mini poster of their sportsperson, with a photo and a written text. They can include more than one picture if they wish. Display the posters around the class so that everybody can read the information.

All pages 71

- Pupils play a game in pairs using the Sports pictures in the picture dictionary. They take turns to say a word and their partner points at the correct picture.

- Use Poster 1 see pp. 20-21.

Practice

- Make a word map with the class. Draw a circle on the board and write Sports in it. Brainstorm with the class the words for sports they have learnt in this unit. Then brainstorm other sports they may know, e.g. play rugby, volleyball, basketball, hockey. Write them on the board. Pupils copy in their notebooks.

Evaluation

You can check your pupils' progress using Evaluation sheet 6. See also teacher's notes p. 174.

Ending the lesson

- Play Picture guess using the vocabulary of this unit see p. 23.

OPTIONAL ACTIVITIES

Word game

Play Stop the bus! see p. 25 to revise vocabulary from different units.

Poster activity

See the notes on Poster 2 p. 21.

NOTES

COPY

Lesson 8

Lesson aims

To review the language of the previous two units

Recycled language

Clothes, Sports. Can you (play tennis)? Yes, I can./ No, I can't. Is he/she wearing (a hat)?

Materials

Unit 5 and 6 Mini cards; DVD; Consolidation and extension worksheet 6; spinner and counters

Optional materials

Flashcards (Clothes and Sports); Word cards (Clothes and Sports)

Starting the lesson

- Mime actions from Unit 6 and ask pupils to identify them. Mime, e.g. swimming and then mime not being able to swim. Encourage pupils to identify both and then invite individual pupils to the front of the class to mime other actions with can and can't.

18 pages 52-53

Pairwork

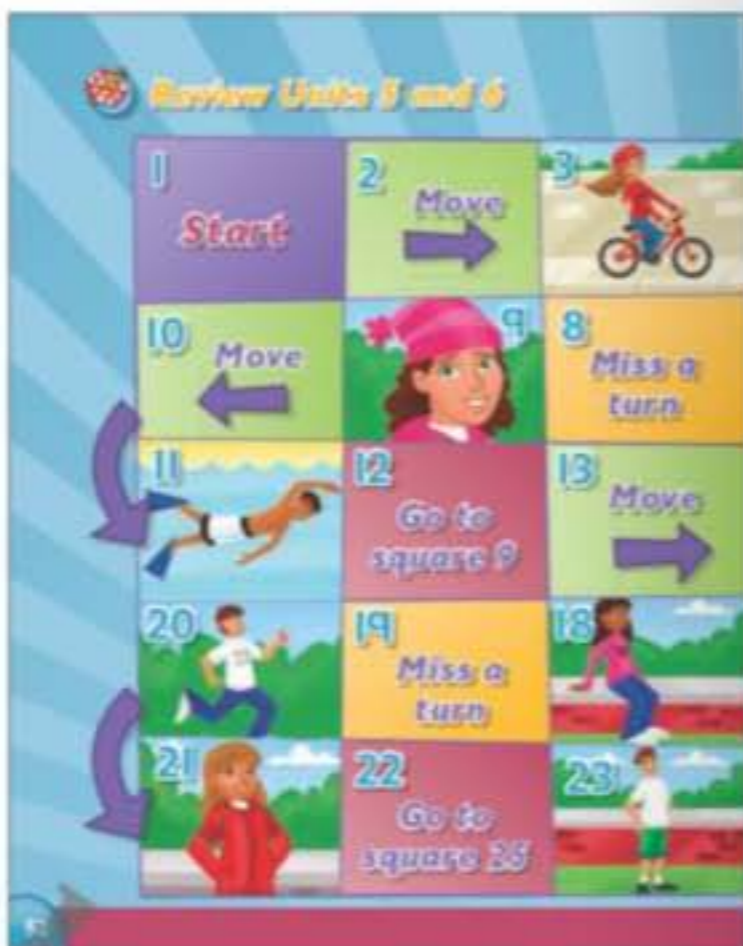
- In pairs, pupils write four sentences to describe themselves, e.g. I've got ... I'm wearing ... I can ... I can't ... They write a mixture of positive and negative sentences, one of which must be untrue. Pupils take it in turns to read their sentences to their partner. Their partner identifies the untrue sentence.

Practice

- Tell pupils (L1) you are going to draw an alien and they have to help. Ask a pupil Is it wearing a hat? Pupil answers No, it isn't. It's wearing ... Ask another pupil Has it got long hair? Continue asking and drawing the alien according to their answers.

Play the game

- Divide the class into pairs and explain how to play the game (L1). Ask two pupils to demonstrate to the class. Pupil A spins the spinner and moves the corresponding number of squares. If he/she lands on an action square, e.g. square 3, he/she asks Pupil B Can you (ride a bike)? Pupil B answers. If he/she lands on a clothes square, e.g. square 14, he/she asks Is (he) wearing (a



T-shirt)? Pupil B answers. If the question is incorrect, Pupil A moves back to the square he/she was on before spinning. Then Pupil B plays. They take turns to play until one of them finishes. Walk around the class as pupils play, giving help where necessary.

Pairwork

- Pupils write four to six sentences describing the squares on the board. They give the sentences to their partner to read. Partners check them for grammar and spelling, and correct any mistakes.

Game

- Divide the class into two teams. A pupil from Team A comes to the front of the class and a pupil from Team B whispers a word to them. The pupil from Team A draws a picture of the word on the board for their team to guess. Then they swap roles.



Practice

- In pairs, pupils put their two sets of clothes and sports mini cards face down on the table. They choose five cards each. If they have repeated cards, they pick another. Each pupil draws a picture based on the cards and writes a short description. They read their description to the class.

Now watch the DVD.

Consolidation and extension worksheet 6

Pupils complete the Consolidation and extension activities on worksheet 6. See also teacher's notes p. 190.

Ending the lesson

- The class sings the song from Lesson 3 CD2:40. Divide the class into two groups and ask one group to sing the first three lines of each verse, and the other group to sing the rest.

OPTIONAL ACTIVITIES

Flashcard relay

Put all the Unit 5 and 6 flashcards face up at one end of the classroom and the corresponding Unit 5 and 6 word cards at the other, all in jumbled order. Divide the class into two or four teams, depending on the size of your class (there should be no more than seven pupils in a team). Two teams stand in a line. When you say go, the first member of each team runs to the word cards, takes one, then runs to the other end of the room to find the corresponding flashcard. Then he/she runs back to the second member of the team, who does the same. The first team to collect seven pairs of cards is the winner. If you have two more teams, they then play the game. You could also have a final between the two winning teams to find a class champion.

Revision game

Play Question chain see p. 25. If your class is small, play as a whole class. Alternatively, play in groups of 6-8 pupils and write some questions on the board for them to ask. The person who has just answered a question asks the next question.

NOTES

COPY

Lesson 1

Lesson aims

To present and practise new vocabulary; to present the new structure

Target language

peas, beans, tomatoes, cucumbers, plums, strawberries

Recycled language

I like (peas). I don't like (strawberries).

Materials

Audio CD; Flashcards (Food)

Optional materials

Word cards (Food); A4 paper; magazine pictures of food; glue

Starting the lesson

- Brainstorm food words with the class. Write words they know on the board.
- Ask the class about the foods on the board: *Do you like (pizza)?* Pupils answer by standing up if they like the food and sitting down if they don't like the food. Alternatively, they could run to opposite sides of the classroom depending on their answer.

PB page 54

Presentation

- Use the flashcards (food) to teach the vocabulary. Hold up the flashcards in turn and say the words for pupils to repeat. Hold up the flashcards again, this time asking individual pupils to say the words.
- Point at the fruit and vegetables in the illustrations and ask *What's this? What colour is it/are they?* Ask pupils to identify the characters in the main illustration. Ask *Who are they? Where are they?* Pupils can answer in L1 if necessary.

Listen, point and say.

- Play CD3:01, pausing after each word. Pupils point at the pictures in Activity 1 and say the words. Play the recording again and repeat. Then ask individual pupils to say the words for the class.

Practice

- Ask *What's number (three)?* Pupils look at the pictures and answer.
- Ask individual pupils to come to the board. Say, e.g. *Draw a red tomato. Draw a big cucumber.* Ask questions beginning *Have you got a ...?* so that both affirmative and negative answers are given. If a

7 Food

1 Listen, point and say.

2 Listen, find and say what's missing.

peas, beans, tomatoes, cucumbers, plums

Lesson 1

pupil answers correctly, they take your role and ask another pupil to draw.

- Display the relevant food flashcards on one side of the board and write the corresponding words or put up word cards see p. 206 on the other side. Pupils come to the front, read out the words and match them to the pictures.

Listen, find and say what's missing.

- Play CD3:02 as far as *I love strawberries!* Pupils listen and point to the food in the Activity 1 pictures as it is mentioned. Play a second time as for *What's missing?* and ask them to answer. Then play to the end to check their answer.

PB = PROF BLOOM HI = HIP HO = HOP 3:02

R = ROSE

PB We've got peas, plums, tomatoes, cucumbers and strawberries.

Do you like strawberries, Hip?

HI Mmm, Yes, I do.

PB Do you like strawberries, Hop?

HO Strawberries, yuck! No, I don't. I like peas. Yum!

HI Rose, do you like strawberries?

R Oh yes, I love strawberries!

What's missing?

Beans!

7 Food

1 Listen and answer. True or false?

2 Listen and say.

3 Listen and say.

4 Listen and say.

strawberries, cucumbers, plums

Lesson 2

Practice

- Tell pupils (L1) that they are going to listen again to find out what food Hip, Hop and Rose like. Play CD3:02 again, pausing after *Yes, I do. Say (Hip) likes ...* and encourage pupils to complete the sentence. Continue in the same way for the other characters.

Game

- Divide the class into two groups and play *Mime and guess*. The groups take turns to choose a character from the picture. They mime what the character is doing in the main illustration and the other group guesses who it is.

Presentation

- Hold up a flashcard of a food you like and say, e.g. *Yum, strawberries! I like strawberries.* Give some more examples. Ask the class to say what they like in the same way.
- Show a food you don't like and, with a disgusted face, say, e.g. *Yuck! Cucumbers! I don't like cucumbers!* Pupils do the same with food they don't like.

Practice

- Draw two columns on the board and write *I Like* and *I Don't Like* with a happy and unhappy face at the top. Ask pupils to come to the board in turn and write an item of food they like and they don't like in each column. They say the corresponding sentence, e.g. *I like tomatoes but I don't like rice.*

All page 52

Match.

- Look at the example with the class. Pupils then read the words on the left and match them to the correct pictures on the right.

KEY 2 (, 3 b, 4 a, 5 c, 6 e

Write about the food you like.

- Ask pupils to complete the sentences beginning *I like* and *I don't like*. Then individual pupils read their sentences to the class. Collect the results on the board to see which food is the most popular.

Ending the lesson

- Play *Spelling bee* to revise food vocabulary see p. 25.

OPTIONAL ACTIVITIES

Make a food mini poster

Give pupils an A4 sheet of paper. They write *I like* and *I don't like* and draw or stick magazine cut outs of the food underneath. They write a sentence for each.

Word game

Play *Race to touch* see p. 23 using flashcards from this unit.

NOTES

Lesson 2

Lesson aims

To review the vocabulary of Lesson 1 with a chant; to present the new structure

Target language

He likes (plums). She doesn't like (strawberries).

Recycled language

bike, Food

Materials

Audio CD; Flashcards (Food)

Optional materials

A bell or whistle

Starting the lesson

- Use the flashcards (Food) to revise the vocabulary from the previous lesson. Hold up the flashcards in turn. Pupils say the words and come to the front to write the words on the board.

3:03

Chant.

- Play CD3:03. Pupils listen and follow in their books. Play the chant again, pausing after each line for pupils to repeat. Play a third time for pupils to say together.
- Divide the class into two groups. Ask one group to say the first two lines of each verse and the other group to say the last two lines. Then swap groups.

Presentation

- Pupils read the sentences in the Look! box. Ask them to focus on the highlighted words and encourage them to work out the rule. Explain (L1) that for he/she pupils add s to like when it's a positive sentence. To make a negative sentence, they use doesn't and there is no s after the like.
- Ask pupils to give a few more examples. Write them on the board. Pupils copy into their notebooks.

Listen and answer. True or false?

- Ask pupils to read the four sentences. Play CD3:04 and ask pupils to listen and decide whether the sentences are true or false. Play the recording again for pupils to check their answers.

HI = HIP HO = HOP

3:04

HI Hop likes bears.

HO And peas! I love peas!

HI Yes, and he likes cucumbers, too but he doesn't like plums.

HO Hip likes tomatoes.

HI And strawberries but I don't like peas. Yuck!

7 Food

1 Listen, point and say.

2 Listen, find and say what's missing.

peas, beans, tomatoes, plums, cucumbers

Lesson 1

KEY 1 F, 2 F, 3 T, 4 T

3:05 Look and say.

- Ask pupils to look at the thought bubbles. Explain (L1) that the ticks mean likes and the crosses mean doesn't like. Working in pairs, pupils take turns to say what food Hip and Hop like and doesn't like.

Practice

- Divide the class into pairs. Play CD3:05 again. Pupils write one more sentence for the activity using Hip/Hop likes/doesn't like ... It can be true or false. Collect the sentences on the board and solve as a class.

Pairwork

- Working in pairs, pupils take turns to dictate to each other sentences about what Hip and Hop like and don't like. Pupil A closes his/her book and writes, while Pupil B dictates. Then they swap roles.

7 Food

1 Chant.

2 Listen and answer. True or false?

3 Listen and say what's missing.

4 Sing the quest song and find the bike.

He likes peas. He doesn't like plums. Oh no, no. He doesn't like plums.

She likes strawberries. She doesn't like beans. Oh no, no. She doesn't like beans.

LOOK! She likes strawberries. He doesn't like plums.

1 Hip doesn't like cucumbers. 2 Hop likes plums. 3 Hip likes tomatoes. 4 Hip doesn't like peas.

5 Listen and say what's missing.

He likes cucumbers. She doesn't like peas.

6 Listen and say what's missing.

Lesson 2

3:05 Sing the quest song and find the bike.

- Ask pupils to say the quest items they have already found (pen, ball, rock, glasses, hamster wheel, lamp and shorts). Play CD3:05, miming to make the meaning clear. Pupils identify the quest item in the song (bike). Then they look at the main illustration and find the bike (under the plum trees). Play the song again for pupils to sing along and mime.

Hey boys! Hey girls!

Come with us, come on a quest today!

Look up, down, here, there,

Look around everywhere.

Where's the bike?

We've got the pen, the ball, the rock,

The glasses, the hamster wheel,

The lamp and the shorts.

Come on, come on, come on a quest!

Let's find the bike!

3:05

All page 53

Listen and tick (✓) or cross (X).

- Pupils look at the picture of Harry and Rose with vegetables they like and don't like. Ask pupils if they remember what the tick and the cross stand for (likes and doesn't like).
- Play CD3:06. Pupils listen and put ticks and crosses in the boxes. Play it again so they can check their answers.

H = HARRY R = ROSE

3:06

H This is Rose. She likes strawberries. She doesn't like plums. She doesn't like peas.

R This is Harry. He likes cucumbers. He doesn't like beans. He doesn't like tomatoes.

KEY

Rose: (✓) strawberries, (X) plums and peas

Harry: (✓) cucumbers, (X) tomatoes and beans

Now write likes or doesn't like.

- Pupils complete the sentences about Rose and Harry, basing their answers on Activity 3. Check as a class.

KEY 2 doesn't like, 3 doesn't like, 4 likes, 5 doesn't like, 6 doesn't like

For the next lesson

- If you would like to make a fruit salad in the next lesson, ask pupils to bring in a piece of fruit that they like.

Ending the lesson

- Say the chant as a class CD3:03.

OPTIONAL ACTIVITIES

Young chant writers

Divide the class into pairs. Each pair writes one more verse for the chant with different food. Collect the contributions on the board and chant them together.

Flashcard game

Play The ball see p. 22 using flashcards from this unit. Before starting with a new flashcard, ask Do you like (plums)? Pupils put their hand up if they like that food. Then, when you blow the whistle, the pupil holding the flashcard makes a sentence about a classmate: (Name) doesn't like (plums).

Lesson 3

Lesson aims

To extend the unit vocabulary set and structure; to practise the unit language with a song

Target language

carrots, peaches, potatoes. Does he like (carrots)? Yes, he does./No, he doesn't.

Recycled language

Food

Materials

Audio CD; Flashcards (Food); pictures of food cut out from magazines

Optional materials

Fruit, kitchen knives (not sharp ones), spoons, chopping boards, bowls

Starting the lesson

- Play CD3:03 and say the chant from Lesson 2. Divide the class into three groups. Each group says one line of the chant in turn, with everyone chanting Oh no, no. Swap groups until everyone has chanted all the lines.

PB page 56

Presentation

- Ask pupils to look at the picture. Introduce the new vocabulary, pointing at the food in the picture and saying the words (carrots, peaches, potatoes). Pupils repeat.
- Hold up the flashcards and say the words again. Ask individual pupils to repeat.

Listen and sing.

- Play CD3:07. Pupils listen and follow the words in their books. Ask pupils (L1) to say how many people there are in the song (three) and to identify all the food in the pictures.
- Play the song again and pupils point at the relevant pictures as they hear the words. Play it a third time for pupils to sing together.

Practice

- Divide the class into three groups to sing along to CD3:07 again. Group A sings the boy's part, Group B sings the girl's part and Group C sings the chef's part. Swap groups so that everybody has a chance to sing all the verses.
- Play the karaoke version of the song CD 3:48. Pupils sing the song with different food words.

Presentation

- Focus on the Look! box. Explain (L1) how to order the words to make the question.
- Divide the class into pairs and ask pupils to write one more example of a question and answer. Write these on the board. Then pupils copy a few in their notebooks.

Ask and answer.

- Divide the class into pairs. Pupils look at the pictures in Activity 7 and ask and answer questions following the examples in the Look! box.

Group work

- Give the class some pictures of food cut out from magazines, or ask pupils to draw pictures of different foods. Include some food that they have learnt in previous years. Divide the class into groups of three. Pupils ask and answer 'Does he/she like ...?' questions about their pictures.

All page 56

Look and answer.

- Ask pupils to look at the table and the questions below it. Ask (L1) when we use he and when we use she. Pupils read the questions and write answers according to the ticks and crosses in the table. Check as a class.

KEY 2 Yes, he does. 3 No, he doesn't. 4 Yes, she does. 5 No, she doesn't. 6 No, she doesn't.

Write about Tim and Liz.

- Ask the class to write about the food that Tim and Liz like and don't like using the information in the table.

KEY

Tim likes peaches, potatoes, plums and strawberries. He doesn't like cucumbers, carrots, beans and peas. Liz likes peaches, cucumbers, plums and peas. She doesn't like potatoes, carrots, beans and strawberries.



Pupils ask their parents about the food their family likes: 'Does (name) like ...?' They teach their parents to answer 'Yes/No, he/she does/doesn't'. Pupils then make a mini poster with drawings of food they like, or with pictures cut from magazines. They label the food. Then they report back to the class.

Listen and sing.

SONG

Does she like carrots?
Yes, she does.
Yes, she does.
No, I don't! No, I don't!
Yuck, yuck, yuck.
Does she like peaches?
No, she doesn't.
No, she doesn't.
Yes, I do! Yes, I do!
Yum, yum, yum.

Does he like peas?
Yes, he does.
Yes, he does.
No, I don't! No, I don't!
Yuck, yuck, yuck.
Does he like potatoes?
No, he doesn't.
No, he doesn't.
Yes, I do! Yes, I do!
Yum, yum, yum.



LOOK!

Does he like potatoes?
Yes, he does.
Does she like carrots?
No, she doesn't.

Ask and answer.

Does she like peaches?

Yes, she does.

56 Lesson 3

carrots, peaches, potatoes. Does he like...? Yes, he does./No, he doesn't. Food

Ending the lesson

- Play CD3:07 and sing the song as a class. Divide the class into three groups. Group A sings the questions, Group B sings the Yes lines and Group C the No lines. They all sing the Yuck and Yum lines.

OPTIONAL ACTIVITIES

Make a fruit salad

Bring some real fruit into class. Pupils prepare and taste the fruit salad and say whether they like it. (Make sure no pupils have fruit allergies.)

Word game

Play Make a sentence see p. 22 with food words.

Lesson 4

Lesson aims

To develop reading, writing, listening and speaking skills; phonics /b/ /p/

Target language

astronaut, space. Do you like...?

Recycled language

breakfast, lunch, dinner, Food. Does she like (carrots)?

Materials

Audio CD; Unit 7 Mini cards PB p. 85; Flashcards (Food)

Starting the lesson

- Draw a stick person on the board and say *This is (Larry). Larry likes strawberries.* Play Lexical chains see p. 25 adding more things that Larry likes.

PB page 57

Presentation

- Focus on the picture of Lisa. Ask *Is she a teacher or a doctor?* Pupils answer. Say *She's an astronaut. Where is she?* (She's in space.)
- Hold up food flashcards for pupils to ask you *Do you like (peaches)?* Give answers and pupils repeat.

Look and read.

- Tell the class (L1) that they are going to read about Lisa. Write *breakfast, lunch and dinner* on the board. Ask (L1) what time pupils have these meals at home. Say the words and pupils repeat. Pupils read the text.

Listen and answer.

- Play CD3:08. Pupils listen to questions about the food that Lisa likes and doesn't like. Play the questions again, pausing after each one to allow time for the class to answer *Yes, she does./No, she doesn't.*

- 1 Does Lisa like bananas? 3:08
2 Does she like plums?
3 Does she like strawberries?
4 Does she like beans?
5 Does she like potatoes?

KEY

1 Yes, she does. 2 Yes, she does. 3 No, she doesn't. 4 Yes, she does. 5 No, she doesn't.

Listen and say.

- Pupils read the tongue twisters and say which two sounds the pink letters make. Play CD3:09 to check.

- Say the sounds /b/ and /p/ in isolation a few times and pupils repeat. Play the first tongue twister again and ask the class to repeat. Then repeat with the second tongue twister. Pupils practise saying the tongue twisters in pairs.

Play the game.

- Divide the class into pairs. Pupils cut out the mini cards on PB p. 85, shuffle them and put them face down in a pile on their table. They take turns to look at a card and ask their partner *Do you like (peaches)?* Their partner answers *Yes, I do* or *No, I don't.*

All page 55

Listen and draw a happy or sad face.

- Ask pupils to look at the pictures and say what they see (top left to bottom right: cereal and milk, strawberries, eggs and toast, peaches, banana, plums). Explain (L1) that you are going to play a recording and they draw a happy or sad face to show that the boy likes or doesn't like the food. Play CD3:10 a few times and check as a class.

... Good morning! 3:10
I'm hungry!
I'm in the kitchen and I've got my favourite breakfast ...
For breakfast I like cereal and milk.
What's this? I don't like strawberries. Yuck! ☹️
And I like eggs and toast. Yumm! 😊
I don't like peaches. ☹️
I like a banana, too. 😊
But I don't like plums. Yuck! ☹️

Look and write.

- Pupils look at the information in Activity 7 and complete the questions and answers. Check as a class.

KEY

2 No, he doesn't. 5 Does he like...
3 Yes, he does. 6 Does he like...
4 No, he doesn't.

Listen and write p or b.

- Play CD3:11, pausing after each word. Pupils look at the pictures and listen to the recording. They repeat the word, decide whether it begins with /p/ or /b/ and write the letter in the box. Play the recording a few times, then check as a class.

1 bananas 4 potatoes 7 beans 3:11
2 peaches 5 plums 8 peas
3 breakfast 6 bread

Look and read.



Reporter: Hello, Lisa Martin.
Do you have breakfast in space?
Lisa: Yes, I do, breakfast, lunch and dinner.
Reporter: Do you like bananas for breakfast?
Lisa: Yes, I do. Yum!
Reporter: Do you like plums and strawberries?
Lisa: I like plums, but I don't like strawberries.
Reporter: Do you like beans and potatoes for dinner?
Lisa: I like beans but I don't like potatoes. Yuck!
Reporter: Thank you, Lisa.

Listen and answer.

Listen and say.



Big Bob likes breakfast, bananas, beans and bread.
Pretty Pat likes peas, peaches and plums. Yum, yum, yum.

Play the game.



Lesson 4 astronaut, space. Do you like...? breakfast, lunch, dinner, Food, Does she like...? Sounds /b/ /p/

Ending the lesson

- Tell the class to say the tongue twisters from Activity 11 as fast as they can.

OPTIONAL ACTIVITIES

Young writers

Ask the class to think of more words beginning with /p/ and /b/. In small groups, pupils write a new tongue twister using some of the words.

Word game

Play Quick peek see p. 23 using the Unit 7 mini cards.

Lesson 5

Lesson aims

To consolidate the unit language with a story

Target language

ice cream. What's your favourite food?

Recycled language

Food. Colours. I can/can't (eat that). He doesn't like (peas). I like (strawberries). Do you like (plums)?

Materials

Audio CD; Unit 6 and 7 Story cards; A4 sheets of paper; pictures of vegetables and fruit

Optional materials

Props for acting out the story, e.g. two pairs of alien antennae, red hat, green hat, green T-shirt, knives, forks, plates, plastic food; Unit 5 Mix cards

Starting the lesson

- Ask pupils what they can remember about the story from the previous episode. Use the Unit 6 story cards as prompts.
- Ask pupils (LT) what they remember about the Professor's and the children's adventures so far.

PB page 58

Presentation

- Say *I like (cheese). Cheese is my favourite food. What's your favourite food?* Ask some individual pupils to answer. Then say the question a few times and pupils repeat.

Listen and read. Then act.

- Show the story cards one at a time and ask the Before listening to the story questions. Pupils predict what happens.
- Play CD3:12 for pupils to listen as they follow the story in their books. Ask if their predictions were correct. Then ask the After listening to the story questions.

Practice

- Divide the class into three groups and assign a character to each group. Groups read their parts as a class from their seats.

- Ask pupils who would like to take the parts of Hip, Hop and Rose. Invite volunteers to the front of the class to act out. Encourage tone of voice and expressions to match those in the pictures. Use props that you've brought to class if you wish.
- Shuffle the story cards and put them in random order on the board. With books closed, ask pupils to put them in the correct order. Point to each story card in turn and ask pupils to call out its number in the story sequence. At the end, pupils open their books and check.
- Retell the story, making some deliberate mistakes. Every time they spot a mistake, pupils put up their hand and correct it.

Group work

- In small groups, pupils write a menu for Hip, Hop or Rose based on the information in the story. They may decorate the menu with pictures of the food. Display the menus around the class and have a competition, e.g. for the most delicious or the most original menu.

AB page 58

Look and write the questions and answers.

- Ask pupils to look at the pictures and the example. Ask (LT) how they know he likes plums. (He is smiling and he's holding his knife and fork.) They write questions and answers for the remaining pictures, following the example. Check as a class.

KEY

- Does he like beans? No he doesn't.
- Does he like carrots? Yes, he does.
- Does he like peas? No, he doesn't.
- Does he like tomatoes? Yes, he does.
- Does he like cucumbers? No, he doesn't.

Look at the code on page 8 and write the message.

- Pupils use the code on ABp-8 to decode the message and write the sentence. Call a student to the board to write it out for the class.

KEY Professor Bloom likes ice cream, too!

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

Listen and read. Then act.

STORY



Now go to Space Island.

Ending the lesson

- Draw seven columns on the board, headed red, green, yellow, orange, purple, brown, white. In small teams, pupils race to write as many foods as they can of each colour on a piece of paper. Collect all their answers on the board at the end and decide on a winner.

OPTIONAL ACTIVITIES

Story writing

In pairs, pupils draw a picture and write speech bubbles to create a new frame for the story.

Game

Play Guess who? One pupil mimes the actions of a character in the story; the rest guess who it is.

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

Values

The importance of a healthy lifestyle

Target language

healthy, fats, sugar, dairy, protein, fruit, vegetables, grains

Recycled language

Food, Colours

Materials

Audio CD; coloured paper to match the food categories; poster paper; thick markers; pictures of food, food packaging and labels

Starting the lesson

- Remind pupils (L1) of the discussion you had about doing exercise (Unit 6). Explain that they are going to learn about healthy eating. Introduce *healthy = it's good for you*. Write two headings on the board, *It's healthy* and *It isn't healthy*. Give an example of food for each category. Brainstorm more examples with the class.

PS page 54

14 Look and read.

- Tell pupils (L1) they are going to read about healthy eating. Focus on the pyramid. Explain (L1) the meaning of the different-coloured food groups. Teach the words *fruit* and *vegetables* by writing them as headings on the board and eliciting some examples to write underneath.
- Elicit/Teach the words for all the foods pictured in the pyramid, including *milk*, *yoghurt*, *meat* and *pasta*.
- Pupils read the text, then look at the examples of food for each category. Brainstorm more examples for each category, supplying additional vocabulary if necessary.

15 Listen and correct the sentences.

- Play CD3:13, pausing after each sentence. Pupils listen and correct the sentences by changing the colour word. Play a second time for pupils to check their answers. Then check as a class.

- 3:13
- In the red group there are fruit and vegetables.
 - There are cakes and sweets in the orange group.
 - In the blue group there are eggs and meat.
 - The red group is very healthy.

KEY

- In the green group there are fruit and vegetables.
- There are cakes and sweets in the red group.
- In the purple group there are eggs and meat.
- The green group is very healthy.

Values

- Discuss with the class (L1) the importance of doing exercise and the benefits for their health. Talk about how eating healthy food also helps them.
- Emphasise the importance of a good breakfast (it gives them energy for the rest of the day and helps them to concentrate at school). Ask *What do you have for breakfast?* Mime to make meaning clear. Draw a plate on the board with unhealthy items and another with healthy items. Ask which they prefer.

16 Find the group.

- Divide the class into pairs and give them pieces of coloured paper that match the food categories. One pupil says a food word and his/her partner says the group it belongs to and writes the word on the correct colour paper. Then they swap roles.

All pupils

17 Choose and write five healthy snacks.

- Pupils look at the pictures and choose five healthy foods and write the words.

18 Draw three healthy meals. Use food from the food pyramid.

- Ask the class to look at the food pyramid again and draw three healthy meals.

19 Now write about your three healthy meals.

- Pupils complete the sentences, describing the meals they have drawn. Then they read them to the class.

Mini project

- Ask the class (L1) to help design a chart for a survey. Have one column for names and six others for food. Pupils choose three healthy and three less healthy items of food to include.
- Pupils circulate, asking and answering *Do you like (fish)?* and writing ticks and crosses in the correct columns. Collect the results on the board and see if healthy or unhealthy food is more popular.

14 Look and read.



SCIENCE

Do you like healthy foods? Look at the food groups. Pasta and bread are in the orange group. Cakes and sweets are in the red group. The red group isn't very healthy. In the blue group

there is cheese and yoghurt. There are eggs, meat and fish in the purple group. In the green group, there are fruit and vegetables. They are very healthy. Do you like fruit and vegetables?

Fats and sugar cakes, sweets, chocolate

Dairy milk, cheese, yoghurt

Protein eggs, meat, fish, chicken

Fruit and vegetables plums, strawberries, peaches, potatoes, peas, tomatoes, cucumbers, carrots, beans

Grains bread, pasta, rice, cereal

15 Listen and correct the sentences.

16 Find the group.

Potatoes.

Green group!

PROJECT

Do a class food survey.

Lesson 6

healthy, fats, sugar, dairy, protein, fruit, vegetables, grains, Food, Colours

Ending the lesson

- Play CD3:03 and say the chant in Lesson 2.

OPTIONAL ACTIVITIES

Make a poster

Draw a big blank pyramid on poster paper. Pupils colour the pyramid correctly and glue pictures of food, food packaging, etc. in the correct category.

Game

Play Pass the secret see p. 25 with unit language.

Lesson 7

Lesson aims

To review and personalise the unit language; to provide an opportunity for self-evaluation

Recycled language

Food. Does he/she like (carrots)? Yes, he/she does./ No, he/she doesn't.

Materials

Flashcards (Food); Evaluation sheet 7; Unit 7 Mini cards

Optional materials

Two identical sets of flashcards or pictures of food; photocopies of the Unit 7 Word cards p. 206

Starting the lesson

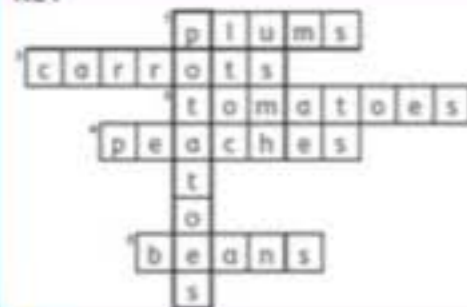
- Ask pupils to name three things they can do to keep healthy and fit.

All pages 58-59

1 Complete the crossword.

- Pupils write the words for the pictures horizontally in the crossword and find the hidden word at the centre of the grid. Check as a class. Ask, e.g. What's number (three)? Pupils answer. Alternatively, you may like to draw the crossword on the board and ask individual pupils to write in the words.

KEY



2 Look and answer.

- Pupils read the questions. Then they look at the thought bubble to identify what food the boy likes and write the answers.

KEY 2 Yes, he does. 3 No, he doesn't.
4 No, he doesn't.

3 Complete the crossword.



What word can you find? 2. _____

4 Look and answer.



5 Write.

He likes _____
He doesn't like _____

58 Round-up

6 Write.

- Pupils look at the pictures and the answers in Activity 16. Then they complete the sentences. Ask individual pupils to read the sentences and copy them on the board.

KEY

- He likes beans and carrots.
- He doesn't like potatoes and peas.

7 Draw your favourite food.

- Focus on the picture frame and the food items represented. Ask individual pupils What's your favourite food? Pupils then draw their favourite food in the picture frame and colour it.

8 Now write about your favourite food.

- When pupils have finished their pictures, ask them to read the text in the speech bubble, describing apples. Pupils write a description of the food in their picture following the model.

9 Draw your favourite food.



10 Now write about your favourite food.



I like _____

11 Now tell the class.



I can do it! 59

12 Now tell the class.

- Ask individual pupils to show their picture and read their description to the class.

Self-evaluation

- Focus on the self-assessment stars at the bottom of the page. Tell the pupils (LT) that they have to colour the appropriate number of stars depending on how well they think they completed the unit.

Game

- Ask a pupil to come to the front of the class. Secretly show them a food flashcard. The pupil draws it on the board very slowly while the class asks questions to guess what it is. The first pupil to guess correctly says a sentence with the word. If the sentence is right, they get a point and come to the front to draw the next flashcard.

All page 71

- Pupils play a game in pairs using the Food pictures in the picture dictionary. 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 7. See also teacher's notes p. 175.

Ending the lesson

- Play Memory buzz in small groups see p. 23, using the Unit 7 mini cards. Start the sentence For my dinner there are ...

OPTIONAL ACTIVITIES

Flashcard game

Assemble two identical sets of flashcards or pictures of food items. Divide the class into two teams and ask them to stand in line at one end of the room. At the other end set up two tables with the flashcards/pictures on them, face up. Give an order to the pupils, e.g. Put the peach under the table. The first pupil in each line runs to their table, carries out the instructions and returns to his/her team. The first pupil to carry out the instructions correctly and arrive back gets a point for their team.

Card game

In pairs, pupils play Memory master see p. 23 using one set of Unit 7 mini cards and a cut-up photocopy of the Unit 7 word cards.

NOTES

COPY

Lesson 8

Lesson aims

To learn about other cultures and respect cultural differences; to learn about food in other countries

Target language

asado, alfajores, pastries, such as, patty, jerk chicken

Recycled language

Food. I like (peas). I don't like (carrots).

Materials

Audio CD; map of the world or globe; magazine pictures of food; Unit 7 Mini cards; Consolidation and extension worksheet 7

Starting the lesson

- Ask pupils (L1) about the typical dishes of their country or region. Do they eat them on special occasions? Ask them if the dishes include any of the food they have learnt. What do they like or not like about them?

PB pages 80-81

Presentation

- Ask pupils to look at the texts and find the names of the countries the children come from. Write them on the board, then ask the class to help you locate them on the map or globe.
- Focus on the pictures of food and say the words. Pupils repeat after you.

Listen and read.

- Tell the class (L1) they are going to listen to the children speaking about the traditional food of their countries and food they like. Play CD3:14 for pupils to listen and follow in their books.
- Play a second time, stopping after each exchange. Ask a few comprehension questions, e.g. What's his/her name? Where is he/she from? What is his/her favourite food?

Read and find these foods.

- Focus on the new words in the activity. Say them aloud and ask pupils to repeat them. Pupils reread the texts to find these words. Ask *Where can you eat (pastries)?*
- Explain (L1) other food items mentioned in the texts, e.g. nuts, pumpkin. Ask the class to write the words in their notebooks and draw a simple picture to remember. Ask *Do you like (nuts)?* Pupils answer.

Wider World

Food

Listen and read.



I'm Andrea. I'm from Argentina. My favourite dinner is asado or barbecue at home. I don't like potatoes but I love meat. I also like alfajores or chocolate sandwiches. They aren't healthy but they are super!



My name's Zeki and I'm from Turkey. I love pastries with nuts such as pastiches, almonds and walnuts. I also like chicken and fruit but I don't like kebabs.



Read and find these foods.

asado rice and peas patty
pizza pastiche pasta alfajores
fruit jerk chicken ice cream

Read and answer.

- Pupils reread the texts to answer questions 1-4. Check their answers as a class.

KEY 1 Yes, she does. 2 Yes, he does. 3 No, she doesn't. 4 No, she doesn't.

- Ask pupils question 5. Pupils talk about their favourite food. Write their choices on the board.

Write about favourite foods in your class.

- Point to the list of favourite foods on the board and ask pupils to write about one friend's preferences. Provide an example, e.g. *(Name) is my friend. She's from (place). Her favourite food is ... She likes ... She doesn't like ...* Pupils read their texts to the class.

Hello, my name's Kay. I'm from Jamaica. My favourite lunch is jerk chicken with rice and peas. It's a traditional dish. Yum! This is a meat patty. I love it and it's healthy. I also like fruit and vegetables, but I don't like pumpkin soup. Yuck!



I'm Berta and I'm from Italy. My favourite dinner is pizza with cheese and tomatoes. I also like pasta and ice cream. Chocolate ice cream is delicious but I don't like strawberry ice cream.



Read and answer.

- Does Andrea like pasta?
- Does Zeki like pastries?
- Does Kay like pumpkin soup?
- Does Berta like strawberry ice cream?
- What's your favourite food?

Write about favourite foods in your class.



Pupils can now go online to Space Island and find the cactus that Hoopla is holding. It is inside the Space Island food factory, on a shelf above the entrance door. Once pupils click on the cactus they are taken to a supplementary language game based on the vocabulary in this unit.

Consolidation and extension worksheet 7

Pupils complete the Consolidation and extension activities on worksheet 7. See also teacher's notes p. 191.

Ending the lesson

- The class use their food mini cards and other pictures of food they know. Say, e.g. *Show me a (peach)*. If they have it, they show it and say what it is, e.g. *I've got a peach*.

OPTIONAL ACTIVITIES

Make a word map

Draw a circle and write Traditional food. Write the countries that appear in the text and the pupils' country as subcategories. As a class, pupils add food items to each category. When they have finished, they copy the word map in their notebooks. They can also add other countries they know about if they wish.

Play Hide and seek

Find magazine pictures of food from this and other lessons, and cut each picture in half. Put one set of halves on your table and hide the other set around the classroom. Explain to pupils (L1) that they have to find the missing halves, match them to the ones on your table and say what they are, e.g. *It's ice cream*. You may like to turn the activity into a competition: hand out the same number of picture halves to two groups and ask them to find the matching pictures; the team who finds them first and describes them correctly wins.

NOTES

COPY

Lesson 1

Lesson aims

To present and practise new vocabulary; to present the new structure

Target language

sleeping, reading, eating, drinking, cleaning, making a machine/rocket

Materials

Audio CD, Flashcards (Actions)

Optional materials

Word cards (Actions)

Starting the lesson

- Revise parts of the body, sports and actions the class has already learnt. Tell the class you are going to give some orders and they have to follow them. Say, e.g. Move your legs. Shake your body. Play tennis.

PB page 62

Presentation

- Use the flashcards (actions) to teach the vocabulary. Hold up the flashcards in turn and say the words for pupils to repeat. Hold up the flashcards again, this time asking individual pupils to say the words.
- Shuffle the flashcards and choose one. Hold it up for pupils to say and mime the action, e.g. I'm reading. Pupils take turns to choose a flashcard and say the action to the class.
- Point to the characters in the main illustration and ask *Who are they? Where are they? (in the spaceship).* Then elicit each character's action.

1 Listen, point and say.

- Play CD3:15, pausing after each word. Pupils point at the pictures in Activity 1 and say the word. Play the recording again and repeat. Ask individual pupils to say the words for the class.

Practice

- Focus on the Activity 1 pictures and ask *What's number (three)?* Pupils look at the pictures and answer.
- Display the relevant action flashcards on one side of the board and write the corresponding words or put up word cards see p. 207 on the other side. Pupils come to the front, read out the words and match them to the pictures.

8 Things we do



2 Listen, find and say what's missing.

- Play CD3:16 as far as *Well done!* Pupils listen and point to the actions in the Activity 1 pictures as they are mentioned. Play a second time as far as *What's missing?* Pause and ask pupils which action is missing. Pupils answer. Play the recording to the end to check their answer.

PB = PROF BLOOM R = ROSE HI = HIP HO = HOP 3:16

PB I'm making a machine, I'm making a machine. Good ... Good. Mmmm. Yes! Now, the water. Where's the water? Oh dear. Mmmm - I can't get it. Rose, can you help me?
R Sorry, Professor Bloom, I'm cleaning. It's very dirty in here.
PB Harry! What are you doing? Can you help me?
R Harry's sleeping. He's very tired.
PB Oh dear. Hip! Hop! What are you doing?
HI I'm drinking.
HO And I'm reading a book about rockets. I can't help you, sorry.
PB Oh dear.
PB Thank you, Hoopla! Good boy! Well done! What's missing?
Eating



Practice

- Divide the class into four groups and assign a character to each. Play CD3:16 again, stopping after each exchange so that the corresponding group can repeat.
- Make a word map with the class. Draw a circle on the board and write *Things we do* in it. Brainstorm with the class words for actions they have learnt in this lesson and write them on the board. Pupils copy in their notebooks.

AB page 60

3 Match the pictures with the words.

- Ask the class to read the words and look at the picture. Focus on the example, then ask pupils to match the remaining words to the correct actions in the picture.

KEY (clockwise from a) Professor Bloom b, Rose e, Hoopla d, Hop f, Hip c

4 Listen and number the sentences.

- Ask pupils to read the sentences. Play CD3:17 a few times to allow pupils time to listen and number the sentences in their ABs. Check as a class.

1 HARRY	I'm eating a sandwich.	3:17
2 ROSE	I'm drinking water.	
3 HIP	I'm sleeping on the chair.	
4 HOP	I'm making a rocket.	
5 PROF BLOOM	I'm reading.	
6 HOOPLA	Oh, I'm cleaning!	

KEY

I'm sleeping on the chair. 3
I'm drinking water. 2
I'm making a rocket. 4
I'm reading. 5
I'm eating a sandwich. 1
I'm cleaning! 6

Ending the lesson

- Play *Teacher says* see p. 24 using the language of this unit, e.g. *Teacher says you're sleeping!*

OPTIONAL ACTIVITIES

Guess the action

Explain (L1) that you are going to draw an object on the board and the class has to guess the activity. Draw, e.g. a book. Pupils say *Reading*. After a couple of examples, invite individual pupils to take your role. You can turn this into a competition by dividing the class into two teams.

Flashcard game

Play *Jumping the line* see p. 22 using the flashcards (actions) to revise the lesson's vocabulary.

NOTES

Lesson 2

Lesson aims

To review the vocabulary of Lesson 1 with a chant; to present the new structure

Target language

What are you doing?

Recycled language

water, Actions. He is sleeping. I'm reading.

Materials

Audio CD; Flashcards (Actions)

Starting the lesson

- Show the flashcards (actions) in turn and say a wrong sentence, e.g. show eating and say *I'm cleaning the room*. Pupils correct you, e.g. *No, eating!*
- Mime an action and say, e.g. *I'm drinking*. Show a flashcard (actions) for pupils to mime. Point at a pupil and ask *And you? What are you doing?* Pupil answers. Hold up the flashcards in turn and continue asking the questions.

PB page 53

Chant.

- Play CD3:18, pausing after each line for pupils to repeat. Play the chant again for pupils to join in.

Presentation

- Focus on the Look! box. Explain (L1) that to answer the question, pupils have to use *I'm* and an action ending in *-ing*. Ask pupils to give more examples. Write them on the board for pupils to copy in their notebooks.

Listen and answer. True or false?

- Play CD3:19 for pupils to listen. Ask the class to identify the speakers. Play it again for pupils to listen and write the answers. Check as a class.

H = HARRY HO = HOP HI = HIP R = ROSE 3:19

H Oh, I'm tired ... What are you doing, Hop?

HO I'm reading. I love this book.

H What are you doing, Hip?

HI I'm eating and drinking ... mmmm, yum ... and Rose is cleaning.

H What is Hoopla doing?

HO He's sleeping.

Awwwww.

R Look!

KEY 1 False, 2 True, 3 True, 4 False

8 Things we do

Lesson 1

1 Listen, point and say.

2 Listen, find and say what's missing.

3 Listen, find and say what's missing.

4 Listen, find and say what's missing.

5 Listen, find and say what's missing.

Practice

- Divide the class into pairs. Play CD3:19 once more. Pupils write one more sentence (true or false) for the activity. Collect the sentences on the board and solve as a class.
- Mime and answer.
 - Mime an action. Pupils ask *What are you doing?* You answer. Call a pupil to the board to take your role. Take advantage of this activity to revise as many different actions as possible, including sports from Unit 6.
- Sing the quest song and find the water.
 - Ask pupils to say the quest items they have already found (pen, ball, rock, glasses, hamster wheel, lamp, shorts and bike).
 - Play CD3:20, miming to make the meaning clear. Pupils identify the quest item in the song (water). Then they look at the main illustration and find the water (in a bottle on the shelf on the left). Play the song again for pupils to sing along and mime.

8 Things we do

Lesson 2

1 Chant.

2 Listen and answer. True or false?

3 Mime and answer.

4 Listen, read and match.

5 Sing the quest song and find the water.

6 Listen, read and match.

Hey boys! Hey girls!
Come with us, come on a quest today!
Look up, down, here, there,
Look around everywhere.
Where's the water?
We've got the pen, the ball, the rock,
The glasses, the hamster wheel,
The lamp, the shorts and the bike.
Come on, come on, come on a quest!
Let's find the water!

AB page 61

Listen, read and match.

- Pupils look at the sentences and pictures. Focus on the example to explain (L1) how pupils match the characters to the activities. Point to each character picture and ask *Who's this?*
- Play CD3:21 once for pupils to point to the characters. Then play a few more times so that pupils can make their choices. Check as a class.

PB = PROF BLOOM H = HARRY R = ROSE 3:21

HI = HIP HO = HOP

What are you doing, Professor Bloom?

PB I'm ... I'm eating a sandwich.

What are you doing, Harry?

H I'm sleeping.

What are you doing, Rose?

R I'm making a rocket.

What are you doing, Hip?

HI I'm drinking.

What are you doing, Hop?

HO I'm cleaning my shoes.

What is Hoopla doing?

HO He's reading.

R Oh yes! Hoopla can read!

KEY

Professor Bloom – eating/sandwich, Harry – sleeping/book, Rose – making a rocket/rocket, Hip – drinking/drink, Hop – cleaning/shoes, Hoopla – reading/book

Complete the dialogue.

- Ask the class to look at the example question and answer. Then look at question 6 and note what is different about this question. Remind pupils that a question about you has an *I'm* answer, and a question about another person has a *He's* or *She's* answer.
- Pupils complete the remaining questions and answers using the information in Activity 3. Ask individual pupils to read out the questions and answers to check.

KEY 2 I'm sleeping. 3 What are you doing. 4 I'm drinking. 5 What are you doing. ... I'm cleaning my shoes. 6 He's reading.

Ending the lesson

- Play CD3:18 and say the chant as a class. Then divide the class into two groups: one group chants the questions, the other chants the answers.

OPTIONAL ACTIVITIES

Young chant writers

Divide the class into pairs. Pupils write one more verse for the chant with a different action from this unit.

Flashcard game

Play Run and get it see p. 23. Specify the pupil number, e.g. *Pupil three!* and those pupils must ask *What are you doing?* Answer *I'm (sleeping)* and pupils must race to touch the sleeping flashcard.

Lesson 3

Lesson aims

To extend the unit vocabulary set and structure; to practise the unit language with a song

Target language

jumping, walking, running, swimming, sky, grass, park. Are you running? Yes, I am./No, I'm not.

Materials

Audio CD; Flashcards (Actions and Sports)

Optional materials

Poster paper, glue, scissors; magazine pictures of Unit 8 action vocabulary

Starting the lesson

- Play CD3:18 and say the chant from Lesson 2. Then divide the class into three groups so each group chants two lines. Groups then swap lines until they've all said all the lines.

FB page 64

Presentation

- Present the new vocabulary with flashcards or pictures and mime. Say *I'm (swimming)*. Show individual pupils a flashcard and ask *Are you (swimming)?* They just answer *Yes/No* at this stage.

Listen and sing.

- Play CD3:22 with books closed, miming the actions to make meaning clear. Play the song again and ask the class to mime with you as they listen. Play the song a third time with open books. The class follows the lines and does the actions. Play again for pupils to sing along. You could also play the karaoke version of the song CD3:49 for pupils to sing along to.

Presentation

- Focus on the Look! box. Look at the question and short answers and explain (L1) how to order the words correctly. Elicit more examples and write them on the board. Pupils copy into their notebooks.

Ask and answer.

- Divide the class into pairs. Pupil A mimes an action from the song. Pupil B asks *Are you (swimming)?* Pupil A answers *Yes, I am./No, I'm not.* They swap roles.

AB page 62

Listen and tick (✓) or cross (X).

- Play CD3:23, pausing after each question so pupils can decide if the answer should be *Yes* or *No*. They put a tick or a cross in the box accordingly. Then play

the answer for pupils to check. Play again in the same way, this time asking pupils to answer *Yes, I am* or *No, I'm not. I'm (swimming)*, before they hear the answers on the recording.

- | | |
|---|------|
| 1 Are you jumping?
Yes, I am. * | 3:23 |
| 2 Are you running?
No, I'm not. I'm swimming! * | |
| 3 Are you walking?
Yes, I am. * | |
| 4 Are you swimming?
No, I'm not. I'm drinking. * | |
| 5 Are you sleeping?
Yes, I am. * | |
| 6 Are you drinking?
No, I'm not. * | |

KEY 2 X, 3 ✓, 4 X, 5 ✓, 6 X

Write the questions. Then answer.

- Ask the class to put the words in the correct order to make the questions in Activity 5. Then they answer, according to the information in the pictures.

KEY:

- Are you running? No, I'm not.
- Are you walking? Yes, I am.
- Are you swimming? No, I'm not.
- Are you sleeping? Yes, I am.
- Are you drinking? No, I'm not.



Pupils can now go online to Space Island and find the post box that Hoopla is holding. It is outside the tall tower building to the right. Once pupils click on the post box they are taken to a supplementary language game based on the vocabulary in this unit.



Ask pupils to show their parents a picture of a friend, family member or famous person and say what he/she is doing, using sport and action vocabulary. Then pupils may teach their parents to say what they are doing. Then they report back to the class.

Listen and sing.

Are you sleeping?
No, I'm not.
Are you jumping?
Yes, I am.

I'm jumping very high,
I can touch the sky.
Are you sleeping?
No, I'm not.
Are you walking?
Yes, I am.

I'm walking in the park,
With my friend, Mark.

Are you sleeping?
No, I'm not.
Are you running?
Yes, I am.

I'm running on the grass,
Very, very fast.
Are you sleeping?
No, I'm not.
Are you swimming?
Yes, I am.

I'm swimming in a pool,
It's very, very cool.



Ask and answer.

Are you swimming?

Yes, I am.

LOOK!

Are you jumping?
Yes, I am./No, I'm not.

Ending the lesson

- Play The ball see p. 22 with *Are you ...?* questions.

OPTIONAL ACTIVITIES

Make a poster

Working in groups, pupils stick magazine cut outs of action pictures on poster paper and label them.

Game

Revise all the question forms that pupils know. Then play Conversation relay see p. 24.

Lesson 4

Lesson aims

To develop reading, writing, listening and speaking skills; phonics /tj/

Target language

water park, swan. Writing British addresses

Recycled language

Family, Actions. Are you jumping?

Materials

Audio CD; Unit 8 Mini cards PB p. 87; map of the world or globe

Optional materials

Unit 6 Mini cards

Starting the lesson

- Play CD3:22 and sing the song in two groups. One group sings the questions, the other the answers.

PB page 65

- Ask pupils (LT) if they send postcards to friends when they go on holiday. What information do they include?

Read and find four mistakes.

- Pupils look at the picture. Ask *Is it hot or cold?* (hot) *Where is it?* Pupils read the text quickly to find the answer (Málaga, Spain). Find Málaga on the map.
- Pupils read the text carefully and find the mistakes. Ask pupils to say the correct sentences.

KEY I'm eating a banana and writing a postcard. Tim is swimming in the pool and Dad is sleeping.

Presentation

- Focus on the address on the postcard in Activity 9 and explain (LT) the order: name, house number and street, town/city, postcode, country.

Listen and say. Who is it?

- Ask pupils to look at the picture in Activity 9, listen and identify the speakers. Play CD3:24, stopping after the question *Who is it?* each time. Pupils decide.

TRACY Are you drinking?
No, I'm not. I'm eating.
Who is it? *

DAD Are you jumping?
No, I'm not. I'm sleeping.
Who is it? *

TIM Are you walking?
No, I'm not. I'm swimming in the pool.
Who is it? *

Listen and say.

- Pupils read the tongue twister and say what sound the pink letters make. Check meaning and play CD3:25 a few times for pupils to repeat. Then pupils practise saying the tongue twister in pairs.

Play the game.

- Divide the class into pairs. Pupils cut out the mini cards on Pupil B p. 87 and put their own set face down in a pile. Pupil A turns over the top card in their pile and asks *Are you (sleeping)?* Pupil B turns over a card and, if it's a match, says *Yes, I am.* Pupil A wins the card pair. If it isn't a match, Pupil B answers *No, I'm not. I'm (reading),* and the cards are put at the bottom of each person's pile. The winner is the player with the most card pairs at the end.

All page 63

Listen and complete the postcard.

- Ask pupils to read the text of the postcard and guess some possible words for each gap. Play CD3:26 a few times for pupils to listen and fill in the missing words.

ADAM Hi ... 3:26
I'm in Spain, at the beach. It's great and it's hot! I'm eating a sandwich by the pool. My sister is swimming and Mum is reading. See you soon!
Bye.
Adam

Now listen and write the address.

- Explain (LT) that the lines of the address aren't in the correct order. Play CD3:27 for pupils to listen to the correct order and number the lines. Then they write the address on the postcard in Activity 7.

ADAM This postcard is for Mr and Mrs Smith. 3:27
10, Hill Street,
London,
W1G 9DQ,
England.

Listen and match.

- Ask pupils to look at the pictures and words. Play CD3:28 for pupils to listen, repeat and match the words to the pictures.

reading, walking, sleeping, eating, 3:28
drinking, swimming

KEY 2 e, 3 b, 4 d, 5 c, 6 a

SKILLS

1 Read and find four mistakes.



Dear Granny and Grandad,
Here we are in Málaga. It's sunny and hot. I'm at the water park. I'm drinking water and reading a book. Tim is sleeping and Dad is swimming in the pool. Málaga is fantastic!
Greetings from Spain.
Tracy

Mr & Mrs Jones
2 Oxford Road
Dorset
D58 3RF
England

10 Listen and say. Who is it?

11 Listen and say.



SOUNDS FUN!

The swan is swimming and eating and drinking and sleeping.

12 Play the game.



Lesson 4

water park, swan, Family, Actions, Are you jumping? Sounds, /tj/

Ending the lesson

- In small groups, pupils think of more words ending in -ing. Collect the words on the board. Groups write a tongue twister using some of the words. Write the tongue twisters on the board and ask the class to say them.

OPTIONAL ACTIVITIES

Write a postcard

Pupils write a postcard to an English friend and draw a picture for the postcard, too.

Game

Play Tic tac toe see p. 23 with Unit 6 and 8 mini cards. Pupils put down a card, saying *I'm (eating).*

Lesson 5

Lesson aims

To consolidate the unit language with a story

Values

Helping others

Target language

amazing, quickly, time, Earth, sandwich. What's he doing? Where are you going? We're going home.

Materials

Audio CD: Unit 7 and 8 Story cards

Optional materials

Props for acting out the story, e.g. three pairs of alien antennae, orange T-shirt, green T-shirt, a spanner, a toy mobile phone

Starting the lesson

- Ask pupils (L1) what they remember about the characters' adventures so far.
- Show the Unit 7 story cards and ask the class to say what happened in the previous episode.

PB page 66

Listen and read. Then act.

- Show the Unit 8 story cards one at a time and ask the Before listening to the story questions. Pupils predict what happens in the story.
- Play CD3:29 for pupils to listen as they follow the story in their books. Ask if their predictions were correct. Then ask the After listening to the story questions.

Practice

- Divide the class into five groups and assign a character to each group. Groups read their parts as a class from their seats.
- Ask pupils who would like to take the parts of the five characters. Invite volunteers to the front of the class to act out. Encourage tone of voice and expressions to match those in the pictures. Use props that you've brought to class if you wish.
- Shuffle the story cards and put them in random order on the board. With books closed, ask pupils to put them in the correct order. Point to each story card in turn and ask pupils to call out its number in the story sequence. At the end, pupils open their books and check.
- Retell the story, making some deliberate mistakes. Every time they spot a mistake, pupils stand up and correct it.

Values

- Ask the class (L1) what gave the rocket the power to take off. Who is helping to generate the power? (Hoopla, by running on his exercise wheel.) Ask whether Hoopla has already helped Professor Bloom in this unit? (Yes, he got the water when everyone else was busy.)
- Talk (L1) about the importance of helping others: how much more can be accomplished when tasks are shared; how helping one another helps to generate goodwill and cement friendships.

AB page 66

Look and complete.

- Ask pupils to look at the picture and the word bank. Teach/Elicit the meaning of sandwich. Ask questions, e.g. Who's this? Is Harry (jeating)? What's Professor Bloom doing? etc. Then tell the class to complete the sentences using words from the word bank.

KEY

2 sandwich, 3 drinking, 4 reading, 5 machines, 6 catching, 7 ball

Look and write. Then listen and check.

- Ask pupils to look at the picture and the text. They complete Hip's description using the words in the word bank. Play CD3:30 so that pupils can check their answers.

HIP Hi, Harry. I'm making a cake. Hop is cleaning and Hoopla is sleeping. 3:30

Look at the code on page 8 and write the message.

- Remind the class of the coded messages they wrote in previous units. Pupils use the code on AB p. 8 to decode the message and write the sentence. Call a student to the board to write it out for the class.

KEY Harry and Rose are home on Earth.

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

Listen and read. Then act.

STORY



Now go to Space Island.

66 Lesson 5

amazing, quickly, time, Earth. What's he doing? Where are you going? We're going home.

Ending the lesson

- Talk (L1) with pupils about their favourite characters and episodes. Ask pupils to mime their favourite character. The class guesses who it is.

OPTIONAL ACTIVITIES

Story writing

Ask pupils (L1) to write a continuation of the story. In small groups they write some dialogue and act it out for the class.

Drawing activity

Play Flashcard act out using frames from 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
Science – Flying machines

Target language

flying, hot-air balloon, pilot, wing, round

Recycled language

rocket, space, astronauts, tail

Materials

Audio CD; Flashcards (Actions); Unit 8 Mini cards; photos or pictures of flying machines (rockets, old and modern planes, hot-air balloons); reference books, internet; card or thick paper, glue, staples

Starting the lesson

- Show the pupils pictures of different flying machines old and modern, and ask them (L1) if they know what they are and what they have in common. Say *They are flying machines. Mime flying.*

PB page 67

Presentation

- Show a picture of a modern plane. Point at the wings and say *It's got two wings.* Ask *What animal has got wings? (a bird)* Point to the tail and say *This is the tail.* Explain that the person who flies a plane is a pilot.
- Ask pupils to look at the pictures. Point at the rocket and ask *What's this? Who flies this? (an astronaut)*. Focus on the balloon. Ask (L1) if they know what it is in English. Introduce *hot-air balloon*. Ask *Is it round or square?* and mime the shapes. Elicit the answer *Round*.

Listen and read.

- Play CD3:31 for pupils to listen and follow in their books. Play the recording again. Check meaning of *space*.

Read and answer.

- Ask the class to reread the texts and answer the questions, following the example in the speech bubble. Individual pupils read the answers.

KEY 2 No, it isn't. 3 Yes, there are. 4 Yes, they can.

Practice

- Each pupil writes sentences about the texts, some true and some false. Pupils read out their sentences and the rest of the class says *True or False*.

Group work

- Divide the class into small groups and ask them to look for information about planes in reference books or on the internet. Then they write a short text about planes following the models in Activity 14. They could draw a picture to illustrate their text.

AB page 65

Listen and draw.

- Tell pupils they are going to hear a description of a new flying machine, which they have to draw in the frame provided. Play CD3:32 a few times. Pupils draw what they hear. Ask a few questions to check comprehension.
- Pupils show their finished drawings to the class.

This is a new flying machine. What is it doing? 3:32
It's flying in the air. It's big and round. ✦ It's got 4 wings ✦ and 2 tails. ✦ The name of the flying machine is ATLAS. A-T-L-A-S. ✦
It's got a pilot. ✦ The pilot is flying the machine. ✦
What is he wearing? He's wearing big glasses!

Now write about your flying machine.

- Ask pupils to look at the sentences and the words in the word bank. They complete the sentences to describe the flying machine in Activity 12. Check the answers as a class.

KEY

It's big and round.
It's got four wings and two tails.
The name is ATLAS.
It's got a pilot.
He's wearing big glasses.

Mini project

- Working individually, pupils make a rocket using paper or card, glue, staples, etc. They decorate it as they wish, then write a description to attach to it. Everyone shows their project to the class and reads their description.

Listen and read.

Flying machines



This is a hot-air balloon. It's flying on hot air. It hasn't got wings, but it can fly. It's got a pilot. What's the pilot doing? He's flying the balloon.

What's this rocket doing? It's flying. It's very big but it can fly. It can fly in space. There are three astronauts flying in this rocket.

Read and answer.

No, it hasn't.

- Has the balloon got wings?
- Is the balloon flying on cold air?
- Are there astronauts in the rocket?
- Can rockets fly in space?

PROJECT

Make and describe paper rockets.

Lesson 6

flying, hot-air balloon, pilot, rocket, space, astronauts

Ending the lesson

- Play CD3:22 and sing the song from Lesson 3 as a class.

OPTIONAL ACTIVITIES

Exploring space

Talk (L1) with the class about the importance of space exploration. Show them pictures of the spaceships and discuss their purpose.

Word game

Play Pass the secret see p. 25 using unit vocabulary.

Lesson 7

Lesson aims

To review and personalise the unit language; to provide an opportunity for self-evaluation

Recycled language

Actions. *I'm (running).*

Materials

Unit 8 Mini cards; Flashcards (Sports and Actions); pictures of famous sportspeople; Evaluation sheet 8; Poster 3

Optional materials

Unit 6 Mini cards; photocopies of Word cards (Sports and Actions) pp. 205 and 207; pictures of vocabulary from any unit, cut in half

Starting the lesson

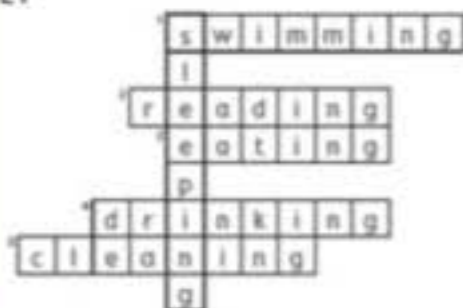
- Mime a few actions presented in Unit 8 for the class to identify. Invite pupils to the front of the class to do the same.

AB pages 66–67

1 Complete the crossword.

- Ask pupils to look at the picture clues and write the words in the crossword. Once they know the hidden word at the centre of the grid, they write it on the spaces below. Check the answers as a class by drawing the crossword on the board and asking individual pupils to fill in the words.

KEY



2 Complete the sentences.

- Focus on the example, then ask pupils to write sentences for the remaining pictures using words from the word bank. Ask individual pupils to read the sentences.

KEY *I'm swimming. I'm jumping. I'm walking.*

ROUND-UP

1 Complete the crossword.

2 What word can you find? *I*

3 Complete the sentences.

running jumping swimming walking

What are you doing?

I'm running.

4 Round-up

Pairwork

- Working in pairs, pupils lay their Unit 8 mini cards face down in a line. Pupil A points to a card and asks *What are you doing?* Pupil B tries to guess what the picture is by saying *I'm (sleeping)*. Pupil B turns the card over. If the card matches Pupil B's sentence, Pupil B keeps the card. If not, he/she turns it back over. They swap roles and continue. The winner is the pupil with the most cards at the end.

5 Draw your favourite activity.

- Ask the class to identify some of the activities represented on the picture frame. Then ask individual pupils about their favourite activity. Pupils draw themselves doing their favourite activity in the frame.

6 Write about your picture.

- Pupils describe their picture, starting with *I'm ...* Ask individual pupils to read their descriptions to the class.

7 Now tell the class.

- Ask individual pupils to show their picture and describe it to the class.

I CAN DO IT!

8 Draw your favourite activity.

9 Write about your picture.

I'm

10 Now tell the class.

11 I can do it!

Self-evaluation

- Focus on the self-assessment stars at the bottom of the page. Tell the pupils (L1) that they have to colour the appropriate number of stars depending on how well they think they completed the unit.

Game

- Play Ten questions. Put pictures of famous sportspeople face down on your table. Pick one and keep it secret. The class asks up to ten questions to find out who it is. You can only answer *Yes* or *No*. The pupil who guesses correctly takes your role. You can turn this activity into a competition by dividing the class into two teams: a pupil from one team chooses the picture, while the other team asks questions.

Game

- Divide the class into two teams. Ask a pupil to come up to the front. Show them a flashcard (sports and actions). The pupil draws it on the board very slowly. The class asks *Are you (running)?* The first pupil to guess correctly gets a point for their team and draws the next flashcard.

AB page 72

- Pupils play a game in pairs using the Things we do pictures in the picture dictionary. They take turns to say a word and their partner points at the correct picture.

- Use Poster 3 see p. 21.

Evaluation

You can check your pupils' progress using Evaluation sheet 8. See also teacher's notes p. 175.

Ending the lesson

- Divide the class into pairs. Write the categories sports, food, clothes and actions on the board. Ask pupils to write as many words as they can think of that fit the categories within a time limit. Those pupils who think of the most words win.

OPTIONAL ACTIVITIES

Memory game

Play Memory master see p. 23 with one set of the Unit 6 and Unit 8 mini cards and cut-up photocopies of the corresponding Unit 6 and 8 word cards.

Play Hide and seek

Collect pictures of vocabulary from any unit and cut each picture in half. Put one set of halves on your table and hide the other set around the classroom. Explain to pupils (L1) that they have to find the missing halves, match them to the ones on your table and say what the pictures show, e.g. *He's swimming* or *It's a dog*. You may like to turn the activity into a competition: hand out the same number of picture halves to two groups and ask them to find the matching pictures; the team who finds their set of pictures first and describes them correctly wins.

NOTES

Lesson 8

Lesson aims

To review the language of the previous two units.

Recycled language

Food, Actions. What does Tim like? What are you doing? I'm (reading).

Materials

Unit 7 and 8 Mini cards; DVD; Consolidation and extension worksheet 8

Optional materials

Word cards (Food and Actions) see pp. 206–207; Flashcards (Food and Actions)

Starting the lesson

- Play *Aye, aye, Captain!* to revise the actions learnt in this unit see p. 23.

PB pages 48–51

Find the odd one out.

- Focus on each list of words in turn. Ask the class to find the odd word in each list and to give the reasons for their choice (L1).

KEY

Peaches – all the others are vegetables

Reading – all the others are sports

Practice

- Divide the class into pairs. Ask them (L1) to look through all the units in the PB and write two similar sets of five words. Remind them to include one word that does not belong in each group. Pupils exchange their lists with another pair and find the odd one out. Then they read their sets and solutions to the class, giving reasons for their choices.

Listen and find their favourite salads.

- Ask pupils to look at the bowls of salad and to identify what is in each of them, saying *There's ...*
- Play CD3:33 a few times for pupils to decide which salad Tim and Tracy like. Ask *What does (Tim) like?* Pupils answer.

Review Units 7 and 8

Find the odd one out.

beans potatoes peaches carrots cucumbers	walking running swimming reading jumping
--	--

Listen and find their favourite salads.

What does Tim like? What does Tracy like?

Tracy likes fruit in her salads. She likes plums, apples, strawberries and peaches. She doesn't like bananas. 3:33
Tim likes carrots and beans in his salads. He likes tomatoes and cucumbers. He doesn't like peas and he doesn't like eggs.

KEY Tracy 2, Tim 1

Practice

- Play CD3:33 a few more times and ask pupils to say what each salad consists of. They help you write the ingredients on the board.
- Divide the class into pairs and ask them to create a salad. Pupils decide which ingredients to use and draw a picture. Then they write a description. They show their pictures and read their descriptions to the class. Ask the class to vote for the most delicious salad.

Ask and answer.

I'm sleeping on the sofa.

Read and answer.

What are you doing, Tom?

My favourite character is Professor Blimey.

1. What's your favourite character?
2. What's your favourite chant?
3. What's your favourite song?
4. What's your favourite game?
5. What's your favourite story?

My favourite story is...

My favourite song is...

Ask and answer.

- Working in pairs, pupils take turns to point to a picture and ask *What are you doing?* His/Her partner answers.

Game

- Working in pairs or groups of three, pupils choose five mini cards from Units 7 and 8 and keep them in their hands. Pupil A asks *Are you (eating strawberries)?* Pupil B answers according to their cards. If the answer is *Yes, I am*, Pupil A wins the strawberries card and keeps it separate from the cards in his/her hand. Pupil A can then ask another question, either to Pupil B or Pupil C. If the answer is *No, I'm not*, it's Pupil B's turn to ask a question, either to Pupil A or Pupil C. The first player to win three cards is the winner.

Read and answer.

- Focus on the pictures in the circles. Ask pupils to look back through the book and find the story and song in the pictures.
- Ask the class about their favourite character and take a vote on each character to find which is the most popular.

- Repeat the procedure with the other questions, allowing pupils time to look back in their books when necessary. Say the most popular chant as a class and sing the most popular song.

Now watch the DVD.

Consolidation and extension worksheet 8

Pupils complete the Consolidation and extension activities on worksheet 8. See also teacher's notes p. 191.

Ending the lesson

- Ask pupils to draw a picture of their favourite character. They show it and describe it to the class.

OPTIONAL ACTIVITIES

Flashcard relay

Put all the Unit 7 and 8 flashcards face up at one end of the classroom and the corresponding Units 7 and 8 word cards at the other, all in jumbled order. Divide the class into two or four teams, depending on the size of your class (there should be no more than six pupils in a team). Two teams stand in a line. When you say go, the first member of each team runs to the word cards, takes one, then runs to the other end of the room to find the corresponding flashcard. Then he/she runs back to the second member of the team, who does the same. The first team to collect six pairs of cards is the winner. If you have two more teams, they then play the game. You could also have a final between the two winning teams to find a class champion.

Game

Play *Stop the bus* see p. 25.

NOTES

NOTES

Christmas

Lesson aims

To learn about Christmas celebrations

Target language

lights

Recycled language

Santa, Christmas tree, cards, stockings, presents, sweets. I've got... Are there...?

Materials

Audio CD, calendar

Optional materials

Coloured card, glue, ribbon, glitter

Cultural note: Christmas in the UK

- Christmas Day is on 25th December. It is a very important celebration in the UK. People put up Christmas decorations in homes and churches. Children get up early to find stockings filled by Father Christmas/Santa and they unwrap their presents under the Christmas tree. The family has a big Christmas lunch: roast turkey or goose, vegetables, potatoes and Christmas pudding (a fruit pudding). At three o'clock, the Queen gives her Christmas message to the nation, which is broadcast on radio and TV.

Starting the lesson

- Put a calendar up on the board and ask the class (L1) if and when they celebrate Christmas.
- Ask pupils (L1) how they celebrate Christmas. Talk about traditions, food, presents. Tell them (L1) about British Christmas customs.

PS page 76

Presentation

- Pupils form a circle. Explain (L1) the meaning of Happy Christmas. Ask pupils to say Happy Christmas to each other.

1 Listen, find and say.

- Ask pupils to look at the picture. Play CD3:34, pausing after each word for pupils to point at the objects and say the words.

2 Listen and sing.

- Tell pupils that you are going to play the Christmas song. Play CD3:35 once for pupils to listen and follow in their books. Play the song again and pupils point at the labelled objects in the picture. Play it a third time for pupils to join in. Repeat until the class remembers the song without help from the book.

3 Listen and answer.

- Ask individual pupils to read the questions to the class. Play CD3:36 for pupils to listen and answer the questions. Repeat, as necessary, then ask individual pupils to read their answers to the class.

M = MUM D = DAD A = ANNA MI = MIKE 3:36

M It's Christmas Day today.
 D Happy Christmas!
 A Oh look, I've got a lovely pink bike – it's great!
 MI Wow – I've got a racing car – cool! Thanks, Santa.
 A And look in the Christmas stockings – sweets and chocolates!
 MI What have you got, Mum?
 M I've got a Christmas hat – I love it!
 D I've got a book – I like reading.

KEY 1 No, she hasn't. She's got a pink bike. 2 Yes, he has. 3 Yes, there are. 4 No, she hasn't. She's got a hat. 5 Yes, he has.

AB page 68

4 Find the words. Then match.

- Pupils unscramble the words then match them to the correct picture.

KEY 1 stockings, a, 2 Christmas tree, b, 3 cards, c, 4 Santa, e, 5 lights, d, 6 presents, f

5 Listen, draw and colour. Then write.

- If necessary, teach rocket. Then play CD3:37 for pupils to listen and draw the presents. Play a few more times so that pupils have time to draw and colour the toys. Then they complete the sentence.

It's Christmas Day today. I love Christmas day. 3:37
 I've got a lot of Christmas presents.
 I've got a big red bike, a small blue ball and a yellow rocket. Thank you, Santa!

AB page 72

- Pupils play a game in pairs using the Christmas pictures in the picture dictionary. They take turns to say a word and their partner points at the picture.

Christmas

1 Listen, find and say.

2 Listen and sing.

Happy Christmas, Thank you Santa.
 It's Christmas Day today.
 Happy Christmas, Thank you Santa.
 Let's go and play.
 Look at the pretty lights
 And presents under the tree.
 There are cards and Christmas stockings
 For you and for me.



3 Listen and answer.

- Has Anna got a blue bike?
- Has Mike got a car?
- Are there sweets in the Christmas stockings?
- Has Mum got a dress?
- Has Dad got a book?

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Festival

lights, Santa, Christmas tree, cards, sweets, stockings, presents. Has Dad got...? Are there...?

Ending the lesson

- Play CD3:35 and sing the Christmas song as a class. You could also play the karaoke version of the song CD3:50 for pupils to sing along to.

OPTIONAL ACTIVITIES

Christmas cards

Give pupils a piece of card and ask them to fold it in two, decorate it and write Happy Christmas inside.

Drawing activity

Pupils draw Christmas pictures, e.g. Santa, a Christmas tree or Christmas lunch.

Lesson aims

To learn about Easter celebrations

Target language

ribbon, Easter basket, Easter egg, hiding, tied, treat

Recycled language

Easter bunny, chocolate, in, on, under

Materials

Audio CD; calendar

Optional materials

Coloured card, white card, glue, cotton wool, colouring pens

Cultural note: Easter in the UK

- On Easter Sunday, exchanging and eating Easter eggs is a popular custom in the UK. Traditionally, these were hard-boiled eggs painted in bright colours. Nowadays, Easter eggs are made of chocolate and sometimes filled with sweets. Children hunt for Easter eggs hidden by the Easter bunny.

Starting the lesson

- Ask pupils (L1) if and how they celebrate Easter. Tell them (L1) about British Easter customs.

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Presentation

- Ask pupils to look at the picture and explain (L1) that bunny is another word for rabbit. Say *The Easter bunny is hiding the eggs*. Explain (L1) or demonstrate the meaning of *hiding*.

1 Listen, find and say.

- Play CD3:38, pausing after each word. Pupils listen, point at the objects and say the words.

2 Listen and sing.

- Tell pupils you are going to play the Easter song. Play CD3:39 once for pupils to listen and follow. Explain (L1) the words *tied* and *treat*. Play the song again and pupils point at the labelled objects in the picture. Play it a third time for pupils to join in. Repeat until the class remembers the song without help from the book.

3 Listen and answer.

- Ask individual pupils to read the questions to the class. Play CD3:40 for pupils to listen and answer the questions. Repeat as necessary, then ask individual pupils to read their answers to the class.

- A** Where's the blue egg? **3:40**
B It's under the bag.
A Oh yes. I can see it.
B I can see a pink egg, too.
A Where's the pink egg?
B It's in the tree.
A Ah yes. I can see it. It's got a pretty red ribbon.

KEY 1 It's under the bag. 2 No, it isn't.
 3 It's in the tree.

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1 Look and write.

- Ask pupils to look at the pictures and write the words in the spaces below.

KEY basket, bunny, ribbon, Easter eggs

2 Find the Easter eggs. Listen, draw and colour.

- Play CD3:41. Pupils listen and draw the eggs in the correct places. Then they colour them. Check as a class, asking *Where's the (blue) egg?* Pupils answer.

It's the Easter bunny! Where are the Easter eggs? **3:41**
 There's a blue egg on the chair and a red egg under the table. ✨
 There's a purple egg on the table. ✨
 Oh yes, and there's a yellow egg in the cupboard. ✨
 There's a green egg under the chair and ... ✨
 There it is! There's a pink egg in the bag.

3 Now write and match.

- Ask pupils to look at their picture and then at the example sentence. They make sentences for the remaining eggs, writing the beginning of the sentence for each colour in the word bank and matching it to the correct phrase and picture. Individual pupils read their sentences to the class.

KEY

- 2 The red egg is under the [table].
 3 The purple egg is on the [table].
 4 The yellow egg is in the [cupboard].
 5 The green egg is under the [chair].
 6 The pink egg is in the [bag].

Easter

1 Listen, find and say.

2 Listen and sing.

There goes the Easter bunny,
 He's hiding chocolate eggs.
 There's one under the bag
 And there's one in the tree.
 They're tied with pretty ribbon,
 They're yummy and sweet.
 Can you find the Easter eggs?
 A yummy chocolate treat!



3 Listen and answer.

- Where's the blue egg?
- Is the pink egg under the tree?
- Where's the pink egg?

Festival

ribbon, Easter basket, Easter egg, tied, treat (in), Easter bunny, chocolate, in, on, under

71

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- Pupils play a game in pairs using the Easter pictures in the picture dictionary. They take turns to say a word and their partner points at the correct picture.

Ending the lesson

- Play CD3:39 and sing the Easter song as a class.

OPTIONAL ACTIVITIES

Easter card activity

Pupils make an Easter card from coloured card and write *Happy Easter* inside.

Make an Easter bunny

Pupils draw an Easter bunny on white card and glue on white cotton wool for the fur.

Unit 1

- 1 Listen to the children and draw. Then colour.

- Ask pupils to look at the picture. Explain (L1) that you are going to read and they have to draw what they hear and then colour. Read the teacher script a few times so that the class has time to draw. Repeat so that they can colour the picture.

Teacher script

- B = BOY G = GIRL
- B Look, there are 2 pink birds.
- G Yes, and there are insects. 1 ... 2 ... 3 ... 3 yellow insects!!
- B ... and mushrooms, mmmm.
- G How many mushrooms are there?
- B There are ... 8, 9 ... 9 mushrooms. And they're blue!!
- G Blue mushrooms?
- B Yes, 9 blue mushrooms!! I like the mushroom!
- G And look!! There are clouds, 6 white clouds.

KEY (2 points = 1 point for correct colours and 1 point for correct numbers)

- 2 Look and read. Then tick (✓) or cross (X).

- Ask pupils to read the sentences, look at the picture they have drawn and decide if they are right or wrong. They put a tick or a cross.

KEY 2 ✓, 3 X, 4 X, 5 ✓, 6 X
(5 points = 1 point for each correct answer)

- 3 Look at the picture and write correct sentences.

- Ask pupils to look at the picture in Activity 1 and the example sentence. They write three more correct sentences.

KEY (sample sentences)

- There are three yellow insects.
There are two pink birds.
There are six white clouds.
There are nine blue mushrooms.
(3 points = 1 point for each correct sentence)

Unit 2

- 1 Listen and number. Then colour.

- Ask pupils to look at the pictures of the three men. Explain (L1) that you are going to read and they have to number the pictures in the correct order. Read the teacher script. When pupils have finished, they colour the pictures according to the description.

Teacher script

- He's got short brown hair, big blue eyes and a long neck. He's got funny glasses and a brown moustache. Look! he's got a small nose!
- He's got a long white moustache, a big red nose and long red hair. He's got small green eyes and a small hat.
- He's got long blond hair, big teeth and small black eyes. He's got a big purple hat and a long blond beard.

KEY Crazy Billy 3, Long John 1, Red Robbie 2
(4 points = 1 point for correct numbering of each picture and 3 points for correct colouring of all pictures)

- 2 Look, then read and write. True or false?

- Ask pupils to look at the pictures and decide if the sentences are true or false.

KEY 2 F, 3 T, 4 F, 5 T, 6 T, 7 T
(3 points = 0.5 points for each correct sentence)

- 3 Look, read and answer.

- Pupils look at the questions, then at the pictures in Activity 1 and answer.

KEY 2 Yes, I have. 3 No, I haven't. 4 No, I haven't.
(3 points = 1 point for each correct answer)

Unit 3

- 1 Listen and choose. Then write the names.

- Ask pupils to look at the pictures of the animals. Explain (L1) that you are going to read and they have to tick the animal that is described. Read the teacher script. When they have finished, they write the names of the animals on the lines provided.

Teacher script

This animal hasn't got feathers or wings. It's got fur. It's got a small body, pretty eyes and a pink nose. It's got four legs and two small ears. What is it?

KEY 3 ✓
1 parrot, 2 rabbit, 3 hamster
(2 points = 0.5 points for each correct answer)

- 2 Look. Then read and complete.

- Ask pupils to look at picture 2 and complete the sentences using the words in the word bank.

KEY (sample sentences)
2 It's got a small body.
3 It hasn't got feathers.
4 It's got four legs.
5 It's got long ears and a short tail.
6 It's got pretty eyes.
(5 points = 1 point for each correct sentence)

- 3 Look and write.

- Ask pupils to look at the pictures and say which animal is left to describe. They complete the description of the parrot. Pupils should include a minimum of two features in the second and third sentences.

KEY (sample sentences)
There's a parrot in picture 1.
It's got feathers, two wings, two short legs and a long tail.
It hasn't got fur, long ears, a long neck.
(3 points = 1 point for each correct sentence)

Unit 4

- 1 Look and label. Then read, draw and colour.

- Tell the class to label the rooms. Then they read the text and draw and colour the bedroom.

KEY Labels: kitchen, living room, bedroom, bathroom (4 points = 1 point for correct labelling and 3 points for drawing and colouring = 0.5 for each item)

- 2 What's missing? Listen and draw.

- Ask pupils to look at the picture. Tell them you are going to read and they have to listen to find out what's missing in the picture and draw it in the correct place. Read the teacher script.

Teacher script

Is the cooker in the kitchen?
Yes, it is. Look!
Is the cupboard in the living room?
No, it isn't. It's in the kitchen, too.
Is the TV in the kitchen?
No, it isn't. It's in the living room.
Is the shower in the living room?
No! It's in the bathroom. Look! This is the shower.
Aah!
There's a frog in the shower!

KEY Missing items: cupboard in kitchen, TV in living room, frog in shower
(3 points = 1 point for each correct answer)

- 3 Look, read and answer.

- Ask the class to look at the picture and to read the text. They use the information to answer the questions.

KEY 2 It's in the shower. 3 It's in the bedroom.
4 It's on the table.
(3 points = 1 point for each correct answer)

Unit 5

1 Listen, look and write the names.

- Ask pupils to look at the pictures and the names in the word bank. Read the teacher script and ask pupils to listen and write the names of the children under the pictures according to the description.

Teacher script

SPEAKER 1 Hello, I'm Tracy. I'm wearing a long shirt, jeans and shoes. This is my friend, Toby. He's wearing a tracksuit and a hat! That's Aline. She's wearing shorts, a sweatshirt and trainers.

SPEAKER 2 These trainers are very big!

SPEAKER 1 Look! that's Ricky. He's wearing a coat, a scarf and ... small shoes!

KEY 1 Tracy, 2 Toby, 3 Aline, 4 Ricky
(2 points = 0.5 points for each correct answer)

2 Look at the pictures in Activity 1. Read and circle the mistakes.

- Tell the class to look at the pictures. Then they read the sentences and circle the mistakes.

KEY

Picture 2 He is wearing a long coat, shorts and a scarf.

Picture 3 She is wearing jeans, a sweatshirt and small trainers.

Picture 4 He is wearing big shoes, a scarf and a short coat.

(3.5 points = 0.5 points for each mistake found)

3 Look at the pictures and write sentences.

- Pupils write correct sentences about the pictures.

KEY

Picture 2 He is wearing a tracksuit and a hat.

Picture 3 She is wearing shorts, a sweatshirt and big trainers.

Picture 4 He is wearing a coat, a scarf and small shoes.

(4.5 points = 1.5 points for each correct sentence)

Unit 6

1 Listen and write ticks (✓) or crosses (X).

- Ask the class to look at the table carefully. Read the teacher script for the class to listen and write ticks and crosses in the correct boxes.

Teacher script

BILLY Hi, I'm Billy. I can play basketball. I like basketball. And I can jump and catch a ball but I can't swim. And I can't ride a bike.

SUSAN Hello, I'm Susan. I can't play basketball and I can't jump. But I can swim and ride a bike. (pause) Ah, and I can catch a ball.

KEY

					
Billy	✓	X	✓	X	✓
Susan	X	✓	✓	✓	X

(2 points = 1 for Billy, 1 for Susan)

2 Look, read and write. True or false?

- Ask the class to look at the pictures. Pupils read the sentences out loud and decide if they are true or false.

KEY 2 T, 3 T, 4 F, 5 F

(4 points = 1 point for each correct answer)

3 Look and write.

- Ask pupils to look at the pictures and write the corresponding sentences. When they have finished, they write a sentence that is true for them.

KEY 1 I can run but I can't play tennis. 2 I can jump and I can climb trees. 3 I can play tennis but I can't dance. 4 Pupils' own answers
(4 points = 1 point for each correct sentence)

Unit 7

1 Listen and circle.

- Ask pupils to look at the pictures and explain (L1) that they have to circle the food Paul likes. Read the teacher script a few times so that pupils have time to listen and circle.

Teacher script

Hello, my name is Paul. I like plums, peaches and pasta. I don't like bananas and I don't like eggs. I like fish for lunch and I like milk and cakes for breakfast.

KEY plums, pasta, peaches, fish, milk, cakes
(3 points = 0.5 points for each correct answer)

2 Look at the picture and write.

- Ask pupils to look at the picture and complete the sentences with food Sherry likes and doesn't like.

KEY 2 She doesn't like peas and beans.
3 She doesn't like carrots. 4 She likes chocolate.
5 She likes cucumbers but she doesn't like plums.
(4 points = 1 point for each correct sentence)

3 Complete the sentences about you and your family.

- Focus on the sentence openings. Ask the class to think about their parents' favourite food and least favourite food for each meal and complete the sentences. Then they complete the sentence about themselves.

KEY Pupils' own answers.
(3 points = 0.5 points for each correct part sentence)

Unit 8

1 Listen and match.

- Pupils look at the pictures. Tell them that you are going to read and they have to match the people and the actions.

Teacher script

K = KARL, M = MILEY, L = LIAM, Z = ZARA

Karl, what are you doing?

K I'm making a rocket.

Miley, what are you doing?

M I'm eating carrots.

Liam, are you reading?

L No, I'm not. I'm cleaning my bedroom.

What are you doing, Zara?

Z I'm swimming.

KEY Karl – making a rocket, Miley – eating carrots, Liam – cleaning bedroom, Zara – swimming
(2 points = 0.5 points for each correct answer)

2 Look, read and tick (✓) or cross (X).

- Ask pupils to look at the pictures and sentences. They put a tick or a cross.

KEY 2 X, 3 ✓, 4 X, 5 X
(4 points = 1 point for each correct answer)

3 Look, read and write.

- Ask pupils to look at the pictures in Activity 2 and then to answer the questions.

KEY 2 I'm playing tennis. 3 Yes, I am. 4 Yes, I am. 5 I'm drinking water.
(4 points = 1 point for each correct answer)

End of year evaluation

1 Listen, read and write. True or false?

- Ask pupils to look at the picture carefully. Then they read the sentences. Read the teacher script for pupils to listen and decide if the sentences are true or false.

Teacher script

GIRL 1 Look, Lucy, this is my new bedroom. I've got a big bed.
 GIRL 2 Oh! Jenny! Cool! And there's a big cupboard.
 GIRL 1 Yes, and I've got a chair and a table. And there's a lamp on the table.
 GIRL 2 And there's an animal under the bed.
 GIRL 1 An animal? What is it?
 GIRL 2 Mmm ... it's green, it hasn't got legs, it's long ...
 GIRL 1 AGHHHH!!!! IT'S A SNAKE!!!
 GIRL 2 Shhhh!!!! It's sleeping

KEY 2 F, 3 F, 4 T, 5 F
 (4 points = 1 point for each correct answer)

2 Now look and answer.

- Tell the class to look at the picture again and answer the questions.

KEY 2 No, she hasn't. 3 Yes, she has. 4 She's wearing jeans, a sweatshirt and trainers. 5 I can see a snake.
 (4 points = 1 point for each correct answer)

3 Read and choose.

- Ask pupils to look at the three pictures carefully. They read the descriptions and match them to the correct pictures.

KEY a 1, b 3
 (2 points = 1 point for correct matching of each picture)

4 Who's missing? Write.

- Ask pupils to look at the pictures again and decide which description is missing. They write the description of the man.

KEY (sample answer)
 He's got short black hair and a big moustache. He's got small ears, big teeth and a big nose. He's got small eyes and glasses.
 (4 points)

5 Find the words and write.

- Pupils look at the scrambled words and unscramble them to make food, pet and action words.

KEY cucumber, strawberry, sleeping, insect, beans, peach, ride, jump, eating, rabbit, birds, frog
 (3 points = 0.25 points for each correct word)

6 Read and write in the correct column.

- Ask the class to look at the words they have found in Activity 5 and write them in the correct column.

KEY

Food	Animals	Things we do
Strawberry	Rabbit	Ride
Peach	Birds	Eating
Beans	Insect	Jump
Cucumber	Frog	Sleeping

(1 point)

7 Choose and complete.

- Ask the class to look at the sentence beginnings. Pupils complete each one with words from the table.


KEY Pupils' own answers
 (2 points = 0.5 points for each correct sentence)

Evaluation sheet 1

Name: _____ Class: _____

- 1  Listen to the children and draw. Then colour.



- 2  Look and read. Then tick (✓) or cross (X).


- | | |
|---------------------------------|----------------------------------|
| 1 There are two girls. X | 4 There are four pink birds. |
| 2 There is a pond. | 5 There are nine blue mushrooms. |
| 3 There's one yellow insect. | 6 There is one white cloud. |

- 3  Look at the picture and write correct sentences.

- | | |
|----------------------------|---------|
| 1 <u>There is one boy.</u> | 3 _____ |
| 2 _____ | 4 _____ |

Evaluation sheet 2

Name: _____ Class: _____

- 1  Listen and number. Then colour.



- 2   Look, then read and write. *True or false?*


- | | |
|---|---|
| 1 Crazy Billy has got short blond hair. <input checked="" type="checkbox"/> | 4 He hasn't got glasses. <input type="checkbox"/> |
| 2 He's got small teeth and green eyes. <input type="checkbox"/> | 5 Red Robbie's got a big nose. <input type="checkbox"/> |
| 3 Long John's got short hair and big eyes. <input type="checkbox"/> | 6 He's got a small hat. <input type="checkbox"/> |
| | 7 Red Robbie's got small eyes. <input type="checkbox"/> |

- 3   Look, read and answer.

- | | |
|---|---------------------|
| 1 Have you got a big hat, Crazy Billy? | <u>Yes, I have.</u> |
| 2 Have you got blond hair? | _____ |
| 3 Have you got black hair, Red Robbie? | _____ |
| 4 Have you got a short neck, Long John? | _____ |

Evaluation sheet 3

Name: _____ Class: _____

1  Listen and choose. Then write the names.



2   Look. Then read and complete.

- Picture 2 is a rabbit.
- It's got a _____
- It hasn't got _____
- It's got four _____
- It's got _____ and a _____
- It's got _____

body ears
eyes feathers
tail small long
rabbit short
pretty legs

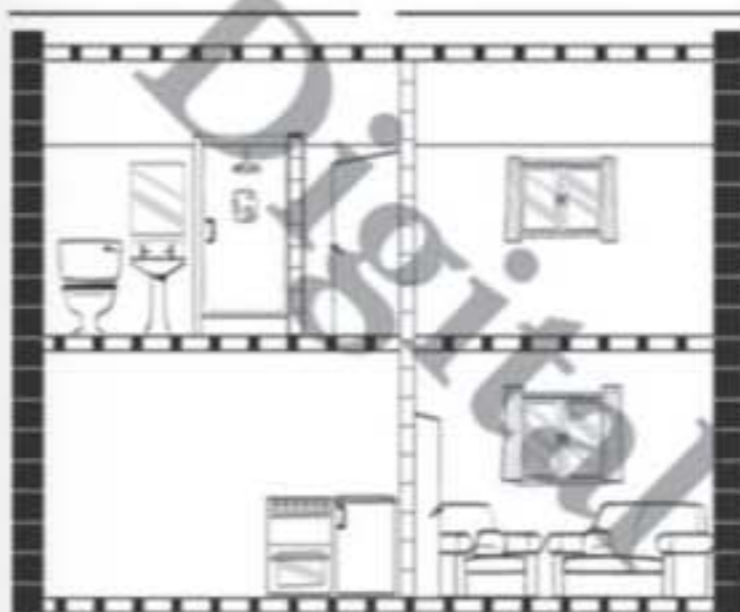
3  Look and write.

There's a _____ in picture 1.
It's got _____
It hasn't got _____


Evaluation sheet 4

Name: _____ Class: _____

1   Look and label. Then read, draw and colour.



This is my bedroom. I've got a pink bed, a blue table and a blue and white chair. There's a lamp on the table. My hamster is under the chair. There are three books on the table.

2   What's missing? Listen and draw.

3   Look, read and answer.

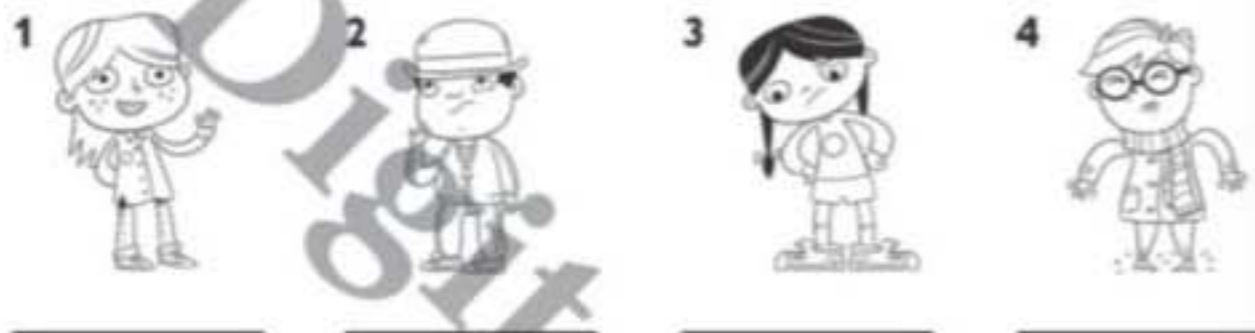
- Where's the cooker? It's in the kitchen.
- Where's the frog? _____
- Where's the bed? _____
- Where's the lamp? _____

Evaluation sheet 5

Name: Class:

1  Listen, look and write the names.

Ricky Tracy Aline Toby



2  Look at the pictures in Activity 1. Read and circle the mistakes.


- Picture 1 She is wearing big shoes, a long skirt and shorts.
 Picture 2 He is wearing a long coat, shorts and a scarf.
 Picture 3 She is wearing jeans, a sweatshirt and small trainers.
 Picture 4 He is wearing big shoes, a scarf and a short coat.

3  Look at the pictures and write sentences.

- Picture 1 She is wearing jeans, shoes and a long shirt.
 Picture 2 _____
 Picture 3 _____
 Picture 4 _____

Evaluation sheet 6

Name: Class:







1  Listen and write ticks (✓) or crosses (X).

					
Billy					
Susan					

2   Look, read and write. True or false?

- 1 Susan can ride a bike. True
 2 Billy can't swim. _____
 3 He can catch a ball. _____
 4 Susan can jump. _____
 5 Billy can't play basketball. _____

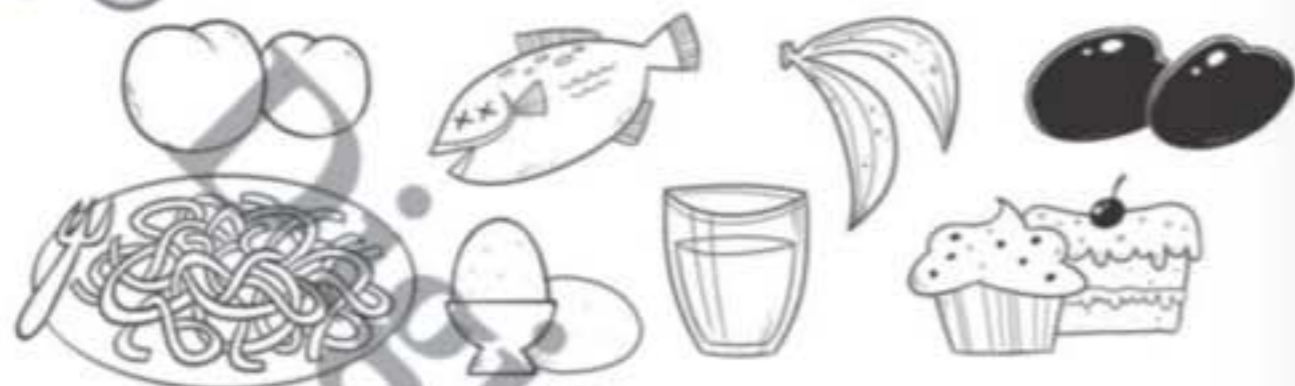
3  Look and write.


- 1    1 I can run but I can't _____
 2    2 I can _____ and I can _____
 3 _____
 3 _____
 Now write one sentence about you.

Evaluation sheet 7

Name: _____ Class: _____

1  Listen and circle.



2  Look at the picture and write.



- 1 Sherry likes strawberries and tomatoes.
- 2 She _____ peas and beans.
- 3 She _____ carrots.
- 4 She _____ chocolate.
- 5 She _____ cucumbers but _____ plums.

3  Complete the sentences about you and your family.

- 1 My dad _____ for breakfast but he _____.
- 2 My mum _____ for lunch but _____.
- 3 I _____ for dinner but _____.

Evaluation sheet 8

Name: _____ Class: _____

1  Listen and match.



I'm eating
carrots.

I'm cleaning
my bedroom.

I'm
swimming.

I'm making
a rocket.

2  Look, read and tick (✓) or cross (X).

- | | |
|--|--|
| 1  This boy is reading a book. <input checked="" type="checkbox"/> | 4  This girl is playing basketball. <input type="checkbox"/> |
| 2  This girl is climbing a tree. <input type="checkbox"/> | 5  This boy is eating an apple. <input type="checkbox"/> |
| 3  This boy is swimming. <input type="checkbox"/> | |

3  Look, read and write.

- 1 Tom, what are you doing? I'm reading a book.
- 2 Lucy, what are you doing? _____
- 3 Rob, are you swimming? _____
- 4 Rita, are you playing football? _____
- 5 Joss, what are you doing? _____

End of year evaluation sheet

Name: Class:

1 Listen, read and write. True or false?



- Jenny's got a new bedroom.
- Jenny doesn't like her bedroom.
- There is an animal on the bed.
- It's long and green and it hasn't got legs.
- The animal is eating.

T

2 Now look and answer.

- Is Jenny in the bathroom? No, she isn't.
- Has she got a small cupboard? _____
- Has Lucy got a skirt and a shirt? _____
- What is Jenny wearing? _____
- What can you see under the bed? _____

3 Read and choose.



a She's got a black hat. Her mouth is big. She's got long black hair and a big nose. She's got small eyes and big ears.

b She's got long blond hair and a small black hat. She's got big eyes, small ears and a small nose.



1 4 points

2 4 points

3 2 points

4 4 points

4 Who's missing? Write.

5 Find the words and write.

cubercum	_____	dire	_____
starrybrew	_____	pumj	_____
gleepins	_____	agetin	_____
centis	_____	batrib	_____
absen	_____	ridbs	_____
cheap	_____	gofr	_____

6 Read and write in the correct column.

FOOD	ANIMALS	THINGS WE DO

7 Choose and complete.

- I can _____
- I can't _____
- I like _____
- I don't like _____

5 3 points

6 1 point

7 2 points

Total

Unit 1

Consolidation and extension

- 1 Look and find. Then count and colour.

- Tell the class that they have to find the hidden items. Then they count and colour them.

- 2 Now write.

- Once the class has found the hidden items, ask them to complete the information.

KEY

- 1 ten rocks, 2 six insects, 3 fourteen flowers,
4 eight birds, 5 eight mushrooms,
6 three clouds

- 3 Draw and colour your planet.

- Pupils imagine a planet and give it a name. Then they draw and colour it.

- 4 Now write.

- Once they have finished, they complete the description.

Unit 2

Consolidation and extension

- 1 Look and circle eleven words. Then write.

- Pupils circle the words in the wordsnake then write them in the spaces provided.

KEY



- 2 Read, choose and draw. Then colour.

- Tell the class that they are going to create a new character for the book. They choose from the elements they have on the page, then draw and colour.

- 3 Now write.

- When they have finished the picture, pupils describe the character, starting the sentence as indicated.

Unit 3

Consolidation and extension

- 1 Complete the crossword.

- Pupils complete the clues for the names of pets then write them in the crossword puzzle.

KEY

- Across 4 cat, 5 frog, 6 fish, 9 tortoise
Down 1 rabbit, 2 parrot, 3 dog, 7 hamster,
8 snake

- 2 Read and answer. What is it?

- Ask the class to look at the quizzes and guess what animal is described.

KEY

- 1 koala, 2 duck, 3 iguana

- 3 Choose two animals and write more quizzes for a friend.

- Pupils choose two animals and write similar quizzes. Then they exchange quizzes with other pupils and solve them.

Unit 4

Consolidation and extension

- 1 Look and label the rooms. Then look and draw in the correct room.

- Pupils look at the picture and label the rooms in the house. Then they look at the words in the word bank and draw the missing elements in the corresponding rooms.

- 2 Draw your house.

- Pupils draw their house in the picture frame, then colour it.

- 3 Now write about it.

- When pupils have finished the picture, they describe it.

Unit 5

Consolidation and extension

1 Look and find. Then write.

- Ask the class to look for the hidden items in the picture. Then they count how many of each there are and write the answers in the spaces.

KEY

7 socks	2 boots	2 shoes
4 trainers	2 baskets	1 scarf
4 coats	6 shirts	2 skirts
5 hats	3 sweatshirts	1 tracksuit
2 shorts		

2 This is the Funny Dress show! What are you wearing? Draw and colour. Then write.

- Tell the class to imagine they are going to take part in a funny dress show. They have to draw themselves in their funny dress.
- When they have finished, they describe their costume.

Unit 6

Consolidation and extension

1 Look and find. Then circle and write.

- Tell the class to look at the letters in the grid and find the hidden words. Then they circle the words.

KEY

N	R	I	D	E	R	U	N	R	S
F	O	O	T	B	A	L	L	C	P
B	A	S	K	E	T	B	A	L	L
T	E	N	N	I	S	S	W	I	M
C	A	T	C	H	S	J	U	M	P
B	I	K	E	P	L	A	Y	B	S

2 Read and answer.

- Ask the class to read the quizzes and write the answers.

KEY 1 monkey, 2 dog

3 Write more quizzes for your friends.

- Ask the class (L1) to write more quizzes in the same style as the examples in Activity 2.
- Then they exchange them with other pupils, who solve them.

Unit 7

Consolidation and extension

1 Write in the baskets. Then draw.

- Ask pupils to look at the word bank and write what they like and what they don't like in each basket. When they have finished, they draw the food items in the baskets.

2 Plan a menu for your family.

- Ask pupils to look at the list of food. They choose the food they like for the different meals for the family and write the menu for each meal.

Unit 8

Consolidation and extension

1 Look and complete.

- Ask pupils to look at the pictures in the table and write the words for the actions. The letters provided for each action will help them guess correctly.

KEY

reading, eating, running, swimming, cleaning, playing tennis, sleeping

2 You are in the park. What are you doing? Draw.


- Tell the class to imagine they are in the park. They draw things they are doing.

3 Now write.

- When pupils have finished, they write full sentences about what they are doing in their picture.

Consolidation and extension 1

Name: _____ Class: _____

1  Look and find. Then count and colour.



2  Now write.

- 1 _____ rocks
- 2 _____ insects
- 3 _____ flowers
- 4 _____ birds
- 5 _____ mushrooms
- 6 _____ clouds

3  Draw and colour your planet.

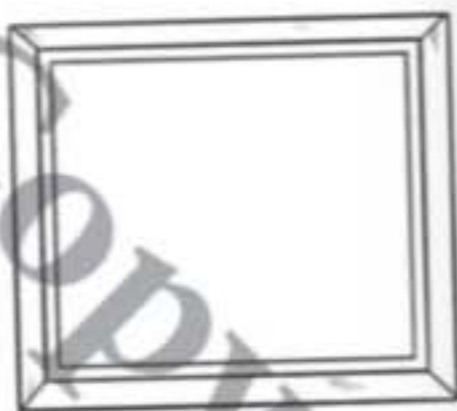
4  Now write.

This is _____.

There are _____.

There are _____.

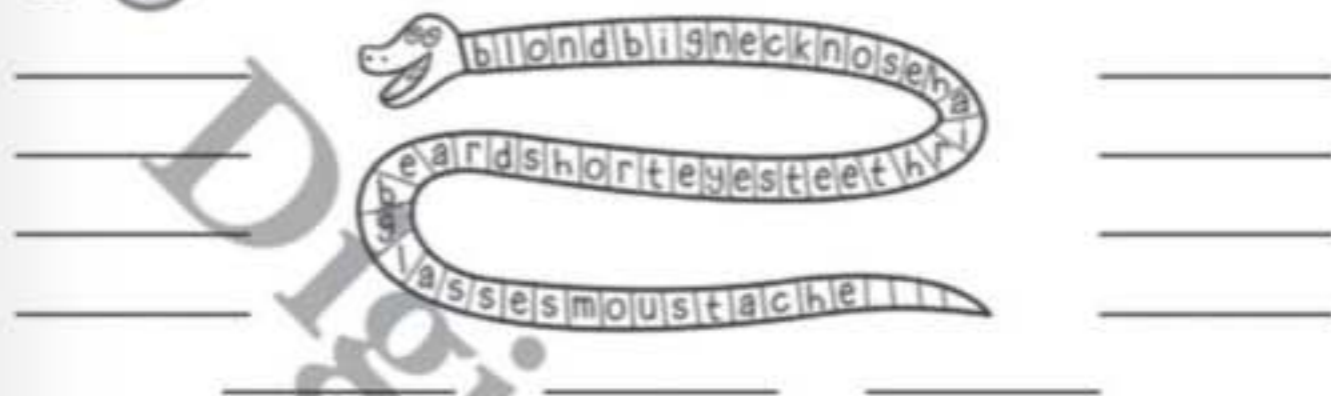
There's _____!




Consolidation and extension 2

Name: _____ Class: _____

1  Look and circle eleven words. Then write.



2  Read, choose and draw. Then colour.



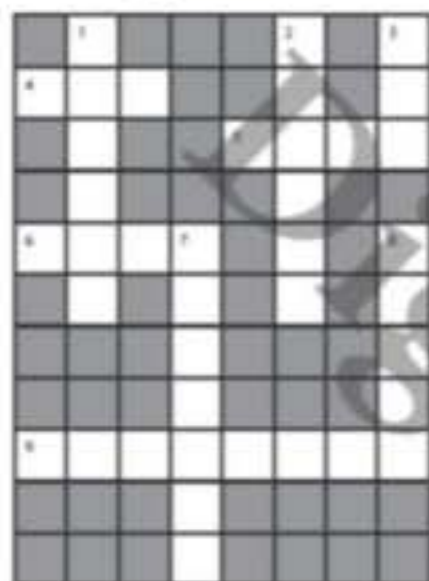
3  Now write.

I've got _____

Consolidation and extension 3

Name: _____ Class: _____

1 Complete the crossword.



4 c _ _ _
5 f _ _ _
6 f _ _ h
9 t _ _ o _ _ e



1 r _ b _ _
2 _ a _ o _
3 _ o _
7 h _ _ _ r
8 _ n _ _ e

2 Read and answer.
What is it?

- 1 This animal has got a pouch, fur, big ears and small eyes. It's in a tree. _____
- 2 This animal has got wings, short legs and a short tail. It's in a pond. _____
- 3 This animal is green. It's got a long tail and it's got four legs. _____

3 Choose two animals and write more quizzes for a friend.

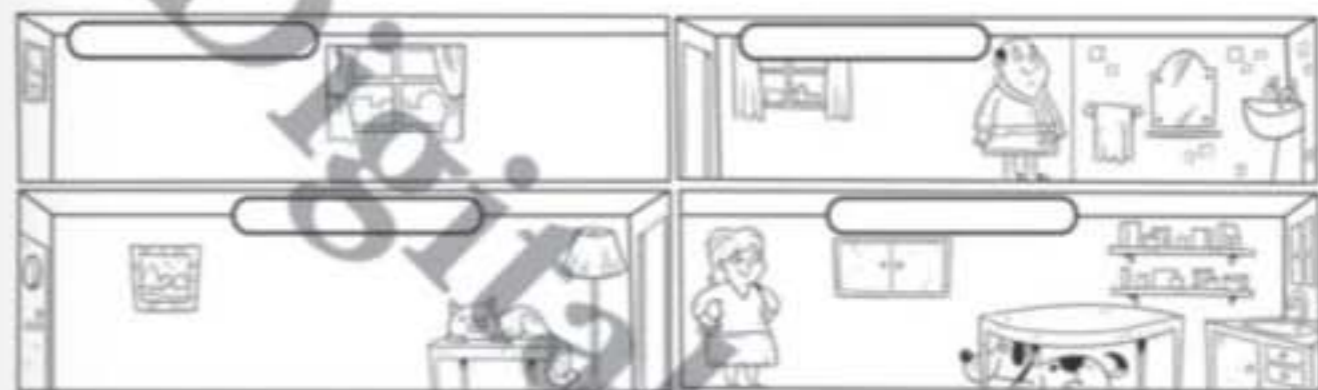
- 1 _____
- 2 _____

Consolidation and extension 4

Name: _____ Class: _____

1 Look and label the rooms. Then look and draw in the correct room.

cooker, TV, cupboard, bed, shower, sofa, kitchen chair




2 Draw your house.



3 Now write about it.



Consolidation and extension 5

Name: _____ Class: _____

1  Look and find. Then write.




- | | |
|-------------------|-----------------|
| _____ socks | _____ boots |
| _____ shoes | _____ trainers |
| _____ jackets | _____ scarf |
| _____ coats | _____ shirts |
| _____ skirts | _____ hats |
| _____ sweatshirts | _____ tracksuit |
| _____ shorts | |

2   This is the Funny Dress show! What are you wearing? Draw and colour. Then write.



Consolidation and extension 6

Name: _____ Class: _____

1  Look and find. Then circle and write.

N	R	I	D	E	R	U	N	R	S
F	O	O	T	B	A	L	L	C	P
B	A	S	K	E	T	B	A	L	L
T	E	N	N	I	S	S	W	I	M
C	A	T	C	H	S	J	U	M	P
B	I	K	E	P	L	A	Y	B	S

2  Read and answer.

This animal has got two strong legs, two arms and a curly tail. It can run and jump. It can climb trees and walk. It can play with a ball but it can't swim. What is it? _____

This animal has got four legs and a tail. It can run fast, it can jump and it can swim but it can't climb trees. What is it?

3  Write more quizzes for your friends.

Consolidation and extension 7

Name: _____ Class: _____

1 Write in the baskets. Then draw.



peas, beans,
tomatoes,
strawberries,
cucumbers, plums,
apples, oranges,
carrots, potatoes,
peaches, fish

2 Plan a menu for your family.

MENU	
<u>Breakfast</u>	
<u>Lunch</u>	
<u>Dinner</u>	

SHOPPING LIST	
peas	potatoes
beans	peaches
tomatoes	cereal
strawberries	milk
cucumbers	eggs
plums	cheese
apples	meat
oranges	fish
carrots	chicken
	pasta

Consolidation and extension 8

Name: _____ Class: _____

1 Look and complete.

	r _ a _ _ _		_ l _ a _ _ _
	_ a _ _ g _		p _ _ y _ _ _ t _ _ _ s
	_ _ _ _ i _ _		_ l _ _ p _ _ _
	s _ _ _ m _ _		

2 You are in the park. What are you doing? Draw.



3 Now write.

flowers

rock

pond

birds

insects

mushrooms

tree

clouds

red hair

blond hair

brown
eyes

glasses

beard

moustache

neck

teeth

nose

dog

butterfly

cat

frog

fish

rabbit

snake

parrot

tortoise

hamster

sofa

chair

TV

cooker

cupboard

bed

shower

lamp

bath

socks

scarf

trainers

shirt

jeans

tracksuit

hat

shorts

sweatshirt

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coat

swim

run

ride a bike

play
tennis

jump

play
football

play
basketball

climb a
tree

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beans

peas

tomatoes

cucumbers

plums

strawberries

peaches

carrots

potatoes

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cleaning

running

walking

sleeping

reading

eating

drinking

swimming

jumping

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