

OXFORD

# Rainbow Bridge

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Teacher's Guide



- Classroom Presentation Tool
- Teacher's Guide:
  - Syllabus • Unit tests, speaking tests, mid- and end-of-year tests • Activities and tests for pupils with special educational needs
  - How To Do It: teaching tips and suggestions
  - Take Home English: craft activities with photocopiable templates
- Class Audio CDs

Class Audio CDs  
inside



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# Rainbow Bridge

## Teacher's Guide 1

Dear Teacher,

Welcome to *Rainbow Bridge*, our new Primary English course which follows and expands on the much-loved methodology and syllabus tried and tested in *New Treetops*.

Thank you for choosing our course, where engaging, stimulating new settings and characters will motivate your young learners, and you yourself will get great satisfaction from seeing them enthusiastic, inspired and ready to learn.

Now let's cross this learning 'bridge' together and embark on a wonderful journey of discovery into a magical new world of English.

*Rainbow Bridge* ... where dreams really do come true!

Have fun!

Sarah M Howell and Lisa Kester-Dodgson

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# Syllabus

## Autumn

Autumn opener				Language
Skills				Language
<b>Listening</b>	<b>Speaking</b>			<b>Vocabulary</b> <ul style="list-style-type: none"><li>a bookshop, a cafe, a house, leaves</li></ul> <b>Structures</b> <ul style="list-style-type: none"><li>It's autumn.</li><li>It's windy.</li></ul>
<ul style="list-style-type: none"><li>Listen and identify the season</li><li>Listen and identify autumn items and places</li><li>Listen and identify weather items</li><li>Listen, understand and follow instructions</li></ul>	<ul style="list-style-type: none"><li>Sing and mime a song</li><li>Name autumn items and places</li><li>Use weather expressions</li></ul>			
Unit 1				Language
Skills				Language
<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>	<b>Vocabulary</b> <ul style="list-style-type: none"><li>Hello! Goodbye.</li><li>Sniff, Poppy, Rowan, Dickin, Sid, Fern</li><li>hello, hop, happy</li></ul> <b>Structures</b> <ul style="list-style-type: none"><li>What's your name?</li><li>I'm (Fern).</li></ul>
<ul style="list-style-type: none"><li>Listen, understand and respond to <i>Hello</i></li><li>Listen and identify the <i>Rainbow Bridge</i> characters</li><li>Identify the characteristics of the characters and their special items</li><li>Understand the question <i>What's your name?</i></li><li>Listen and act out a story</li><li>Recognize the /h/ sound</li><li>Understand the importance of helping friends</li></ul>	<ul style="list-style-type: none"><li>Say hello and goodbye</li><li>Introduce yourself</li><li>Sing and mime two songs and a chant</li><li>Greetings</li><li>Answer the question <i>What's your name?</i></li><li>Order events from a story</li><li>The /h/ sound</li></ul>	<ul style="list-style-type: none"><li>Develop learning strategies with the Picture Dictionary</li></ul>	<ul style="list-style-type: none"><li>Develop pre-writing skills</li></ul>	
Unit 2				Language
Skills				Language
<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>	<b>Vocabulary</b> <ul style="list-style-type: none"><li>one, two, three, four, five</li><li>brown, red, green, yellow, orange</li><li>row, red, rap</li></ul> <b>Structures</b> <ul style="list-style-type: none"><li>How many?</li><li>It's (brown).</li></ul>
<ul style="list-style-type: none"><li>Listen and identify numerals 1–5</li><li>Listen and act out a story</li><li>Understand questions about quantity</li><li>Listen and identify autumn colours</li><li>Recognize the /r/ sound</li><li>Understand the importance of teamwork</li></ul>	<ul style="list-style-type: none"><li>Sing and mime a song</li><li>Answer the question <i>What colour is it?</i></li><li>Answer questions about quantity</li><li>Count 1–5</li><li>Name autumn colours</li><li>Ask questions about quantity</li><li>Order events from a story</li><li>The /r/ sound</li></ul>	<ul style="list-style-type: none"><li>Develop learning strategies with the Picture Dictionary</li></ul>	<ul style="list-style-type: none"><li>Develop pre-writing skills</li></ul>	

## Winter

Winter opener				Language
Skills				Language
<b>Listening</b>	<b>Speaking</b>			<b>Vocabulary</b> <ul style="list-style-type: none"><li>snowflakes, a snowman, a bridge, trees, lights, ice</li></ul> <b>Structures</b> <ul style="list-style-type: none"><li>It's winter.</li><li>It's snowy.</li></ul>
<ul style="list-style-type: none"><li>Listen and name the season</li><li>Listen and identify winter items</li><li>Listen and identify weather items</li><li>Listen, understand and follow instructions</li></ul>	<ul style="list-style-type: none"><li>Sing and mime a song</li><li>Answer the question <i>What season is it?</i></li><li>Name winter items</li><li>Use weather expressions</li></ul>			
Unit 3				Language
Skills				Language
<b>Listening</b>	<b>Parlato</b>	<b>Lettura</b>	<b>Scrittura</b>	<b>Vocabulary</b> <ul style="list-style-type: none"><li>grandpa, grandma, dad, mum, brother, sister</li><li>pat, pizza, Poppy, puts, pan</li></ul> <b>Structures</b> <ul style="list-style-type: none"><li>Good evening.</li><li>Who's that?</li><li>It's me.</li><li>This is my (dad).</li><li>I'm sorry.</li><li>Bingo!</li></ul>
<ul style="list-style-type: none"><li>Listen and name the <i>Rainbow Bridge</i> family members</li><li>Understand the concept of family</li><li>Understand introductions</li><li>Understand the question <i>Who's (that)?</i></li><li>Listen and act out a story</li><li>Recognize the /p/ sound</li><li>Understand the importance of saying sorry</li></ul>	<ul style="list-style-type: none"><li>Sing and mime a song and a chant</li><li>Ask and answer questions about family members</li><li>Name the family members</li><li>Order events from a story</li><li>The /p/ sound</li></ul>	<ul style="list-style-type: none"><li>Develop learning strategies with the Picture Dictionary</li></ul>	<ul style="list-style-type: none"><li>Develop pre-writing skills</li></ul>	

<b>Unit 4</b>				
<b>Skills</b>				<b>Language</b>
<b>Listening</b> <ul style="list-style-type: none"> <li>Listen and name winter colours</li> <li>Listen and act out a story</li> <li>Listen and identify numbers 6–10</li> <li>Understand questions about quantity</li> <li>Understand questions about the colour of objects</li> <li>Recognize the /t/ sound</li> <li>Understand the importance of being brave</li> </ul>	<b>Speaking</b> <ul style="list-style-type: none"> <li>Sing and mime two songs and a chant</li> <li>Answer the question <i>What colour is/are...?</i></li> <li>Ask and answer the question <i>How many...?</i></li> <li>Count 6–10</li> <li>Name winter colours</li> <li>Answer questions about colour and quantity with plural forms</li> <li>Order events from a story</li> <li>The /t/ sound</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Develop learning strategies with the Picture Dictionary</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>Develop pre-writing skills</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>pink, black, purple, blue, white</li> <li>six, seven, eight, nine, ten</li> <li>ten, two, talk</li> </ul> <b>Structures</b> <ul style="list-style-type: none"> <li>What is it?</li> <li>It's (a feather). It's (purple).</li> <li>How many (snowflakes)?</li> <li>What colour are they?</li> </ul>

## Spring

<b>Spring opener</b>				
<b>Skills</b>				<b>Language</b>
<b>Listening</b> <ul style="list-style-type: none"> <li>Listen and name the season</li> <li>Listen and identify spring items and places</li> <li>Listen and identify weather items</li> <li>Listen, understand and follow instructions</li> </ul>	<b>Speaking</b> <ul style="list-style-type: none"> <li>Sing and mime a song</li> <li>Answer the question <i>What season is it?</i></li> <li>Name spring items and places</li> <li>Use weather expressions</li> </ul>			<b>Vocabulary</b> <ul style="list-style-type: none"> <li>flowers, a caterpillar, a nest, a rainbow, umbrellas, a boat</li> </ul> <b>Structures</b> <ul style="list-style-type: none"> <li>It's spring.</li> <li>It's rainy.</li> </ul>

## Unit 5

<b>Skills</b>				
<b>Skills</b>				<b>Language</b>
<b>Listening</b> <ul style="list-style-type: none"> <li>Listen and identify school objects</li> <li>Understand questions about school objects</li> <li>Listen and act out a story</li> <li>Distinguish between /p/ and /b/ as initial sounds in words</li> <li>Understand the concept of sharing</li> </ul>	<b>Speaking</b> <ul style="list-style-type: none"> <li>Sing and mime a song</li> <li>Ask and answer questions about school objects</li> <li>Name school objects</li> <li>Say the colour of school objects</li> <li>Order events from a story</li> <li>The sounds /p/ and /b/</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Develop learning strategies with the Picture Dictionary</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>Develop pre-writing skills</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>a bag, a pen, a rubber, a ruler, a pencil, a book</li> <li>pen, pink, pizza, book, bag, blue</li> </ul> <b>Structures</b> <ul style="list-style-type: none"> <li>What is it?</li> <li>It's a (red) (pencil).</li> <li>Thank you.</li> </ul>

## Unit 6

<b>Skills</b>				
<b>Skills</b>				<b>Language</b>
<b>Listening</b> <ul style="list-style-type: none"> <li>Listen and identify toys</li> <li>Listen and act out a story</li> <li>Listen and understand sentences about possession</li> <li>Distinguish between /t/ and /d/ as initial sounds in words</li> <li>Understand the importance of being tidy</li> </ul>	<b>Speaking</b> <ul style="list-style-type: none"> <li>Sing and mime a song and a chant</li> <li>Answer the question <i>How many...?</i></li> <li>Name toys</li> <li>Ask <i>How many...?</i></li> <li>Answer questions on colours and quantity using the plural form</li> <li>The sounds /t/ and /d/</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Develop learning strategies with the Picture Dictionary</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>Develop pre-writing skills</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>a bike, a car, a ball, a skateboard, a doll, a teddy</li> <li>teddy, doll, tea, Dad, Dickin, tree, two, tiny, dancing</li> </ul> <b>Structures</b> <ul style="list-style-type: none"> <li>How many (cars)?</li> <li>(Three) (red) bikes.</li> <li>Let's tidy up.</li> </ul>

## Summer

<b>Summer opener</b>				
<b>Skills</b>				<b>Language</b>
<b>Listening</b> <ul style="list-style-type: none"> <li>Listen and identify the season</li> <li>Listen and identify summer items</li> <li>Listen and identify weather items</li> <li>Listen, understand and follow instructions</li> </ul>	<b>Speaking</b> <ul style="list-style-type: none"> <li>Sing and mime a song</li> <li>Answer the question <i>What season is it?</i></li> <li>Name summer items and places</li> <li>Use weather expressions</li> </ul>			<b>Vocabulary</b> <ul style="list-style-type: none"> <li>swans, bees, a butterfly, a swing, an ice lolly, an ice cream</li> </ul> <b>Structures</b> <ul style="list-style-type: none"> <li>It's summer.</li> <li>It's sunny.</li> </ul>

Unit 7				
Skills				Language
<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>	<b>Vocabulary</b>
<ul style="list-style-type: none"> <li>Listen and identify animals</li> <li>Listen and mime animals</li> <li>Identify animal habitats</li> <li>Listen and act out a story</li> <li>Match images and written forms of key vocabulary</li> <li>Recognize /r/ and /l/ as initial sounds in words</li> <li>Understand the importance of helping others</li> </ul>	<ul style="list-style-type: none"> <li>Sing and mime a song and a chant</li> <li>Name animals</li> <li>Use the structure <i>There's a (cat).</i></li> <li>Order events from a story</li> <li>The /r/ and /l/ sounds</li> </ul>	<ul style="list-style-type: none"> <li>Develop learning strategies with the Picture Dictionary</li> </ul>	<ul style="list-style-type: none"> <li>Practise tracing letters in words</li> </ul>	<ul style="list-style-type: none"> <li>a bird, a dog, a duck, a cat, a fish, a frog</li> <li>rat, lolly, ruler, leaves, rubber, lights, Rowan, ropes, lemon</li> </ul>
Unit 8				<b>Structures</b>
				<ul style="list-style-type: none"> <li>There's a (cat).</li> <li>Let's help.</li> </ul>
Skills				Language
<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>	<b>Vocabulary</b>
<ul style="list-style-type: none"> <li>Listen and identify parts of the body and face</li> <li>Listen and mime a story</li> <li>Listen and understand instructions</li> <li>Match images and written forms of key vocabulary</li> <li>Recognize /m/ and /n/ as initial sounds in words</li> <li>Understand the importance of following rules</li> </ul>	<ul style="list-style-type: none"> <li>Sing and mime a song and a chant</li> <li>Respond to instructions by miming</li> <li>Name parts of the body and face</li> <li>Point to and name body parts</li> <li>Order events from a story</li> <li>The sounds /m/ and /n/</li> </ul>	<ul style="list-style-type: none"> <li>Develop learning strategies with the Picture Dictionary</li> </ul>	<ul style="list-style-type: none"> <li>Practise tracing outlines to develop pencil control</li> </ul>	<ul style="list-style-type: none"> <li>a head, arms, a body, feet, hands, legs</li> <li>eyes, ears, a nose, a mouth</li> <li>mouth, nose, nest, nine, Mum, moon, magic, number</li> </ul>
				<b>Structures</b>
				<ul style="list-style-type: none"> <li>My (arms)!</li> <li>Your (hand)!</li> <li>Ready, steady, go!</li> </ul>

## CLIL

Maths: Shapes				
Skills				Language
<b>Listening</b>	<b>Speaking</b>			<b>Vocabulary</b>
<ul style="list-style-type: none"> <li>Listen and identify shapes</li> <li>Identify different shapes in everyday objects</li> </ul>	<ul style="list-style-type: none"> <li>Sing and mime a song</li> <li>Answer the question <i>What is it?</i></li> <li>Name shapes</li> <li>Ask the question <i>What is it?</i></li> </ul>			<ul style="list-style-type: none"> <li>a square, a circle, a triangle, a rectangle</li> </ul>
Art: Colours				<b>Structures</b>
				<ul style="list-style-type: none"> <li>There's a ...</li> <li>What is it?</li> <li>A (square).</li> </ul>
Science: Plants				
Skills				Language
<b>Ascolto</b>	<b>Parlato</b>			<b>Vocabulary</b>
<ul style="list-style-type: none"> <li>Listen, identify and say terms used in art</li> <li>Observe colours around us</li> <li>Understand how to mix and create colours</li> </ul>	<ul style="list-style-type: none"> <li>Sing and mime a song</li> <li>Answer the question <i>What colour is it?</i></li> <li>Follow the instruction <i>Mix</i></li> <li>Name colours and items used in art</li> </ul>			<ul style="list-style-type: none"> <li>paint, a paintbrush, paper, mix</li> </ul>
				<b>Structures</b>
				<ul style="list-style-type: none"> <li>Mix red and yellow.</li> <li>What colour is it?</li> <li>Orange.</li> </ul>
Science: Hidden animals				
Skills				Language
<b>Listening</b>	<b>Speaking</b>			<b>Vocabulary</b>
<ul style="list-style-type: none"> <li>Listen and identify words related to plants</li> <li>Understand what plants need to grow</li> <li>Understand the process of growing a plant</li> </ul>	<ul style="list-style-type: none"> <li>Sing and mime a song</li> <li>Complete the sentence <i>A plant needs ...</i></li> <li>Name words related to plants</li> </ul>			<ul style="list-style-type: none"> <li>seeds, soil, water, sun, a plant</li> </ul>
				<b>Structures</b>
				<ul style="list-style-type: none"> <li>A plant needs sun.</li> </ul>
<b>Listening</b>	<b>Speaking</b>			<b>Vocabulary</b>
<ul style="list-style-type: none"> <li>Listen and identify animals</li> <li>Listen and identify animal habitats</li> <li>Understand the concept of animal camouflage</li> </ul>	<ul style="list-style-type: none"> <li>Sing and mime a song</li> <li>Talk about how animals hide in their habitat</li> <li>Name animals</li> <li>Name animal habitats</li> <li>Match animals to their habitats</li> </ul>			<ul style="list-style-type: none"> <li>a bird, a frog, a snake, a hedgehog</li> <li>leaves, flowers, branches, grass, rocks</li> </ul>
				<b>Structures</b>
				<ul style="list-style-type: none"> <li>There's a snake in the grass.</li> <li>There's a frog on the rocks.</li> </ul>

## Culture

Books and me!		
Skills		Language
<b>Listening</b> <ul style="list-style-type: none"> <li>Listen and identify words related to book culture</li> <li>Compare book culture in the UK and own country</li> </ul>	<b>Parlato</b> <ul style="list-style-type: none"> <li>Say a poem</li> <li>Say words related to book culture</li> <li>Talk about books using <i>My favourite book / character is ...</i></li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>read, character, dress up, library, classroom, bedtime story</li> </ul> <b>Structures</b> <ul style="list-style-type: none"> <li>My favourite book is ...</li> <li>My favourite character is ...</li> </ul>
Outdoors and me!		
<b>Skills</b>		<b>Language</b>
<b>Listening</b> <ul style="list-style-type: none"> <li>Listen and identify words related playing outdoors</li> <li>Compare playing outdoors in the UK and own country</li> </ul>	<b>Parlato</b> <ul style="list-style-type: none"> <li>Say a poem</li> <li>Say words related to playing outdoors</li> <li>Describe a place using <i>I'm in the ...</i></li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>garden, forest, park, den, cycle path</li> </ul> <b>Structures</b> <ul style="list-style-type: none"> <li>Let's play outdoors!</li> <li>I'm in the ...</li> </ul>

## Festivals

Happy Christmas		
Skills		Language
<b>Listening</b> <ul style="list-style-type: none"> <li>Listen and identify Christmas items</li> </ul>	<b>Speaking</b> <ul style="list-style-type: none"> <li>Sing a traditional Christmas song</li> <li>Play a traditional game</li> <li>Name Christmas items</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>a present, a star, a bauble, a bell</li> </ul> <b>Structures</b> <ul style="list-style-type: none"> <li>Happy Christmas!</li> </ul>
Happy Easter		
<b>Skills</b>		<b>Language</b>
<b>Listening</b> <ul style="list-style-type: none"> <li>Listen and identify Easter items</li> </ul>	<b>Speaking</b> <ul style="list-style-type: none"> <li>Sing and mine a traditional Easter song</li> <li>Play a traditional game</li> <li>Name Easter items</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>an Easter egg, a chicken, a chick, a basket, flowers, a nest</li> </ul> <b>Structures</b> <ul style="list-style-type: none"> <li>Happy Easter!</li> </ul>

# Introduction

- *Rainbow Bridge* is a five-level story-based English course for children in Years 1–5 of primary school. Levels 1–3 are inspired by children's love of songs, stories and games. All activities are designed to be stimulating and fun for 5–8-year-olds. The lively audio material, including fantastic songs (all with karaoke versions) enriches the children's learning experience and their involvement in the course.
- The carefully graded activity-based approach to learning helps children develop knowledge and skills and builds their confidence. The syllabus is extended into cross-curricular areas, and the course raises awareness of values such as protecting the environment, social inclusion and tolerance. Projects and manual activities activate meaningful language and can be shared with parents at home.
- Innovative festival and culture pages make different experiences real for the children. *Rainbow Bridge* also gives young learners a positive and engaging introduction to the culture of the English-speaking world.
- A wide and attractive range of resources is available. There are numerous additional resources provided for teachers to vary and enhance the children's experience of learning English.
- Different children learn in different ways and at different speeds. *Rainbow Bridge* reflects this in its flexibility and inclusion of options to suit mixed-level classes and different teaching styles. The course also provides extra versions of the unit tests specifically designed to support children with special educational needs (SEN).
- The course has a clear structure, with four main sections each consisting of a unit opener followed by two units. The Class Book pages clearly indicate the outline of each lesson, with helpful signposting to the other components and resources. The Workbook pages are integrated at the back of the Class Book, so everything is easily available. This makes the course easy for teachers to navigate/teach from and for children to learn from.

## Flexibility

*Rainbow Bridge* is flexible in terms of time. Each level is designed to cover one school year, with numerous optional activities and practical tips to allow for flexible lesson planning, depending on the amount of time available. It is assumed that pupils have between one and three hours of English lessons a week. Teachers with more lesson time available can choose to use all the material in the course, including the optional 'Content and Language Integrated

Learning' (CLIL) and Culture lessons and the many optional extra activities suggested in the teaching notes of the Teacher's Book. Teachers with fewer hours may prefer to stick to the core material, and omit most of the optional Class Book sections and the optional activities in the Teacher's Book.

## Settings

*Rainbow Bridge* is initially set in Bridge Town, a fictional small town in Britain, centring around the canal and a small parade of shops including a bookshop and a cafe on a barge. In Levels 1 and 2, we meet the little people who live secretly under the floorboards in the bookshop. In Level 3, the setting extends beyond Bridge Town and the canal to a station, woods and seaside town in the surrounding area. The richly illustrated fold-out map, at the beginning of each level, introduces the setting visually to the children and invites them into the world of *Rainbow Bridge*. The map can then be referred to throughout the school year as the adventures of the characters develop.

## Characters

The cast of characters we meet in *Rainbow Bridge* starts with the little people in Level 1. They inhabit a parallel fantasy world and have their origins in English folklore. In Level 1, we meet the adventurous Poppy, her fun-loving younger brother Rowan, and their friend Fern, who is an enthusiastic animal-lover. Fern is in a wheelchair, which helps the course to convey a positive image of disability and enhance children's awareness of different needs.

The little people interact with animal characters: Sniff, the kind-hearted rat, Dickin, the fearless pigeon, and Sid, the bad-tempered cat. These characters are present throughout Levels 1–3.

In Level 2, Poppy, Rowan and Fern make friends with Russ, another little person. He is helpful and courageous and an avid collector of all sorts of things. The little people also encounter two human children, Will and his younger sister Emily. Will is a skateboard enthusiast and Emily is always in pursuit of the cat. The children live in a flat above the bookshop while the little people live in a secret world under the floorboards of the shop.

In Level 3, we meet Sam, another little person who lives in Bluebell Woods. We also encounter Buddy, a small brown dog who lives with a human family nearby.

# **Special features of Rainbow Bridge Levels 1–3**

## **Season openers (Levels 1 and 2) and Story location openers (Level 3)**

In Levels 1–2, the seasons are presented through the season opener lessons, which contain the relevant weather words and associated vocabulary (for example, to describe what the weather is like) and encourage pupils to compare their own experience of the passing seasons. They will enjoy spotting the different characters and talking about what they are doing and wearing and comparing this with what they themselves do and wear during the different seasons. In Level 3, each new two-unit section is preceded by a story location opener which sets the scene for the following story episodes. It also presents a social theme, relevant to the children's age, such as road safety, caring for the environment, keeping safe at the beach, etc.

## **Critical thinking skills**

These are developed right from the start, with regular *Think* icons in the Class Book indicating opportunities for the children to think, discuss, and apply real-life skills to the content. They are asked to bring their wider general knowledge to the course, contributing what they already know about colours, numbers, parts of the body, their town, materials, etc. They also consider emotions and social values, such as being kind or brave, helping others, teamwork, turn taking, etc.

## **Development of pre-writing skills**

As many children will not yet be writing in their own language, Level 1 of *Rainbow Bridge* focuses on strengthening and developing fine motor skills with activities such as tracing, drawing linking lines and drawing along wiggly and zigzag lines, ticking, colouring, manipulating stickers, doing craft activities, etc. Tracing of words and using capital letters is introduced in the last two units in this level and children then progress to writing in Level 2. If teachers wish to include more writing in Level 1 for pupils who are ready, a version of the Picture Dictionary with traceable words is available online.

## **Video**

The course is supported by video clips to accompany the seasons openers and location openers, as well as all the CLIL topics. The seasonal video clips can be used to promote further discussion and comparison of the seasons between the video, the Bridge Town seasonal scene, and pupils' own lives. The location opener video clips provide stimulating real-world footage to encourage discussion of the social theme, while at the same time offering a window into UK locations and landscapes.

The CLIL video clips offer further opportunities for exploring different cross-curricular topics specially selected to be of interest to the target age group.

In addition, there are stand-alone animated versions of traditional fairy tales, which can be used to supplement the core course material on an ad hoc basis.

## **Stories and story exploitation**

Lesson 3 of each unit presents the story, starting with the fold-out map at the front of the book and then using the audio, the storycards (at Level 1), the Class Book and the DVD. Role-play and the corresponding Workbook activity engage the children further in the story. Lesson 4 then draws out their response to the story. The first two activities relate to their understanding of the plot while the third activity leads to a discussion of the value embedded in the story. The children are encouraged to relate the value to themselves and think about what they would do in a similar situation. This leads on to a project in which the children work in groups to think of examples of how they can put the value into action. They report back to the class with pictures or role-play to illustrate this.

## **Sound play**

Lesson 7 of each unit uses lively phonics-based activities, including chants, raps and TPR, to develop the children's recognition and pronunciation of the key sounds of English. Level 1 prepares them for reading as they work with large outline letter forms and begin to link the letters they see to the sounds they hear and Levels 2 and 3 provide a solid foundation for their growing reading and speaking skills. Level 1 concentrates on consonants, Level 2 goes on to vowels and the digraphs *ch*, *sh* and *th*, and Level 3 uses amusing tongue-twisters to distinguish between sounds.

## **Real-life tasks**

The children are regularly presented with tasks and incidents which mirror, as closely as possible, what happens in real life. For example, they consider when they might need to help someone, or be friendly to a new pupil, or apologize when they have upset someone. In thinking about these situations, for example in the follow-up work they do on the stories in each Lesson 4, the children learn to collaborate with each other and transfer skills they have developed in different disciplines.

## **Take Home English**

In the final Round up lesson of each unit, the children set to work in class on projects which they can take home to show and involve their families. This is the perfect opportunity to demonstrate what has been achieved at school and it also promotes the home-school link, taking the teaching of English outside the classroom. Photocopiable masters for these craft activities are provided at the back of the Teacher's Book.

## **Lapbooks (in Level 3)**

Many of the Round up lessons in Level 3 include a 'lapbook' as the *Take Home English* craft. A lapbook is a sheet of paper or card with the sides folded round (to form a protective cover), inside which children can add flaps, zig-zag strips, and envelopes for storing cut-outs and other learning aids. Photocopiable templates for each unit's lapbook items are provided at the back of the Teacher's Book. In completing each lapbook, the children compile a decorative, visual and written record of the language and content they have

learned in that unit. The lapbook acts as a physical, tactile and attractive summary of the child's work – an excellent reference and something for each child to relate to and take pride in.

### Extra grammar practice section (Level 3)

The Extra grammar practice pages in Level 3 (Class Book pages 114–121) provide a wider grammar reference to the patterns and structures pupils have been learning. Once a structure has been presented and practised through the Class Book and Workbook activities, pupils' grammar awareness can be extended by checking to see how that same structure fits into the grammatical context of English, as shown on the Extra grammar practice pages. Teachers can make use of these pages and the supporting activities as and when they wish. They also provide a starting point for the grammatical metalanguage that the pupils will develop as they continue their studies of English.

### Content and Language Integrated Learning (CLIL)

The study of English in *Rainbow Bridge* is not simply language-based; it delivers real cross-curricular educational content. The course covers a variety of topics which fall within the main areas of the general primary school curriculum, for example geography, citizenship, movement and sport, art and craft, maths and science.

The CLIL sections can be used flexibly, as time allows, but ideally take place after every two units, as indicated in the teaching notes, to tie in most effectively with the syllabus. The Teacher's Book provides guidance on integrating the activities in *Rainbow Bridge* with those in other areas of the curriculum when appropriate. All CLIL topics are supported by video, bringing real life to the classroom.

## Components

### For pupils:

- A single volume Class Book/Workbook; at Levels 1 and 2 this includes 2 pages of stickers
- Pupils' website [www.oup.com/elt/rainbowbridge](http://www.oup.com/elt/rainbowbridge)

### For teachers:

#### Teacher's Book

There is one Teacher's Book per level containing:

- A guide to all aspects of the course and its methodology
- A visual tour of a unit
- The *How To Do It* section, with tips and practical suggestions for teaching with *Rainbow Bridge* and advice on classroom management for English lessons as well as a bank of flashcard games and a list of useful classroom language
- Lesson notes, including 'differentiation tips' with suggestions on how certain activities can be adapted for stronger or weaker pupils, plus ideas for fast finishers
- Photocopiable cut-outs for the *Take Home English* crafts
- Photocopiable tests: Unit tests, including versions specifically adapted for children with dyslexia, Speaking tests and a Mid- and End-of-year test

### Audio CDs

- 3 CDs per level (packaged with the Teacher's Book) containing all the listening activities, songs and stories as well as all the audio material for the tests

### Teacher's resource pack

There is a single pack for Levels 1–3 containing:

- Storycards for Level 1
- Flashcards for Levels 1–3
- Seasons posters for Levels 1–2
- Locations posters for Level 3
- 4 CLIL posters for each level

### DVD

- A DVD (one disc for Levels 1–3) featuring story animations, special footage for each season or location, CLIL videos and additional fairy tales

### Digital resources

- The Teacher's website contains a wealth of resources, including photocopiable masters for communication games, evaluation grids, scripts for the DVD voiceovers and additional background cultural information:

[www.oup.com/elt/teacher/rainbowbridge](http://www.oup.com/elt/teacher/rainbowbridge)

The online **Classroom Presentation Tool** (CPT) offers teachers the opportunity to use digital versions of the course material in the classroom. The CPT includes:

- interactive versions of the Class Book and Workbook pages
- audio tracks for all the listening activities
- animated versions of the stories
- video clips for CLIL, Seasons, Locations

## Engaging with parents

### How to show parents their child's progress

- A quick and easy way to let your pupils' parents know how their child is doing in class is to mark their work. This can be by awarding them a sticker after they complete each lesson or simply by drawing a smiley face or a star on their Class Book. A brief comment is also great if you have time, such as *Great reading today!* or *Thank you for helping!* Allow time at the end of your lesson to mark each pupil's work.
- *Rainbow Bridge* comes complete with beautiful, easy-to-use crafts which help to practise the language of the lessons. Having an object to take away allows the children to 'take the lesson home with them' to show their parents what they have learnt at school. Encourage the children to show their craft item to their families and tell them what they did in class.

## How to work with the pupil/parent website

[www.oup.com/elt/rainbowbridge](http://www.oup.com/elt/rainbowbridge)

- *Rainbow Bridge* comes complete with an interactive website for children and parents to use at home. It is filled with language games and extra English activities that the children can use at home.
- Encourage parents to spend a little time looking at the website and playing the games with their child. Interaction and their interest will encourage children to be interested in learning English. This will also help to motivate them in class.
- Let parents know that it's OK that they don't speak English as the website is intuitive and children will have covered the language in class. It's just great that they are involved in their children's learning.
- Children and parents can watch the animated stories and sing songs together on the website.
- Encourage parents to ask their children questions about the songs and stories in their own language to engage the children in learning English.



Oxford Parents is a website where your pupils' parents can find out how they can help their child with English. They can find lots of activities to do at home or in everyday life. Even if the parent has little or no English, they can still find ways to help. We have lots of activities and videos to show parents how to do this.

Studies have shown that practising English outside the classroom can really help children become more confident using the language. If they speak English with their parents, they will see how English can be used in real-life situations and this can increase the pupils' motivation.

Parents can help by practising stories, songs and vocabulary that pupils have already learned in the classroom. Tell your pupils' parents to visit [www.oup.com/elt/oxfordparents](http://www.oup.com/elt/oxfordparents) and have fun helping their children with English!

## Methodology

### 1 Language skills

#### Listening

*Rainbow Bridge* suggests a number of different types of activity to help pupils develop their listening skills: listening to sounds and noises to predict where the story takes place, listening to parts of the story to identify the correct story frame, longer listening pieces in the Culture sections, songs and chants, TPR activities or instructions to be followed.

Children need to hear a word several times before they can memorize and reproduce it. At first, pupils need opportunities to show they have understood by using a non-verbal response, such as pointing or miming.

**Listen and point.** In *Rainbow Bridge* Level 1, new lexis is presented through listening activities in which pupils hear the words a number of times on the audio recording and are asked to point to a flashcard or to the illustrations in their books while listening.

**Repeat.** Pupils then hear each word and are asked to repeat it.

**Chant.** Pupils are then encouraged to chant the words following an audio model.

**Listen and number/colour/tick/circle/stick.** There are many other activities aimed at improving pupils' listening skills, for instance, those in which they listen and follow an instruction such as number, colour, tick, circle or stick.

#### Speaking and interaction

The pupils are given many opportunities to develop and practise their speaking skills in *Rainbow Bridge*, for instance, by acting out the stories, taking part in games, taking on different roles in pairwork activities, and carrying out mini-dialogues and surveys.

The *Sound play* lessons (Lesson 7 of each unit) focus on pronunciation and sound recognition.

Pupils also get the opportunity to practise at home the language they have learned in class through the craft items they make in the unit opener lessons, and during the CLIL and Culture lessons. The *Take Home English* projects also extend their spoken English beyond the classroom.

#### Reading and writing

*Rainbow Bridge* Level 1 focuses on an oral–aural approach to English, though pupils are exposed receptively to a few key words in capital letters towards the end of the year, e.g. in Unit 7.

*Rainbow Bridge* Level 2 presents the written form of the word alongside the oral presentation and teaches reading, starting from single words and going on to simple whole sentences. The stories have speech bubbles which the children can read while listening to the narration on the audio. Writing activities start with copying first single words, then longer sentences. Word cards can be prepared to support the association of the printed word with a familiar object on a flashcard and suggestions for making and using word cards are given in the Teacher's Book for this level.

*Rainbow Bridge* Level 3 presents pupils with a serial comic-strip story and model texts to follow, moving on to very short texts about themselves.

### 2 Songs and chants

In each of Levels 1–2 there are autumn, winter, spring and summer songs, and in Level 3 there are location songs in the unit opener lessons. These are primarily designed to set the mood of the season or location and to promote group participation in the song, for example miming flying a kite in the autumn. Lesson 1 always presents the new language in a chant, and raps or tongue-twisters enhance pronunciation in the *Sound play* lessons. Other songs are intended to be sung at the start and close of lessons or in moments of transition. Don't worry if pupils only sing some of the words of a song at first or only do the corresponding actions; with practice they will soon grow in confidence and be able to join in with most of the words. There are karaoke versions of the songs

for when the children are confident enough to sing with just the music as back-up.

### 3 Stories

Each unit centres around a story featuring the course characters. This brings together the language pupils are learning in an increasingly familiar setting. Pupils listen and look at the beautiful illustrations as they follow the story, and in addition, in Levels 2 and 3 they read the accompanying speech bubbles on the story page while they listen. Enchanting music and dramatic sound effects enrich pupils' experience of the stories.

The stories from Level 1 are also supplied as large colour storycards (with teaching prompts on the back) to help prepare the children for the story lesson and present the stories to them. The storycards can also be used in class activities to practise and recycle language, and to check pupils' comprehension of the story, for example when putting the storycards in the correct sequence. Further information on using the storycards is provided in the *How To Do It* section (Teacher's Book p.22).

### 4 Cross-curricular skills (CLIL)

CLIL activities encourage the development of new language, skills and specific vocabulary. As they deal with different topics, they promote new interests and provide further motivation for learning English.

The activities in *Rainbow Bridge* are designed to help pupils not only to do things in English, but also to exercise global thinking skills such as identifying and matching, classifying, predicting, etc. and to practise manual dexterity skills with scissors and pens.

### 5 Evaluation

Evaluation is an essential part of a curriculum based on personalized study programmes. It provides a way for teachers and pupils (and their parents) to reflect on the process of teaching and learning and to modify activities or content to support future learning more effectively.

Evaluation can be categorized as follows:

#### Informal on-going evaluation and teacher feedback

This consists of your observation of a pupil's reactions in the classroom and your feedback to them on their performance. This is often recorded in the form of an Evaluation grid.

#### Self-evaluation

This involves the pupil's own capacity to reflect on their process of learning. With very young children this will begin by them thinking about whether they enjoyed the unit and understood it or whether they were worried and had difficulty with it.

#### Formal assessment

These are more objective and exact indicators of what the pupils have learned and what needs reinforcement. They form diagnostic information on which you can base reinforcement activities and/or modifications to later units.

#### Evaluation tools in *Rainbow Bridge*

The main tools for evaluation are:

- The Evaluation grids on the Teacher's website

These are designed for teachers to keep a clear record of their pupils' progress.

- The Round up lessons (Lesson 8) at the end of every unit in the Class Book (see description below).

The purpose of the Round up lesson is to revise the main learning points of the unit and to help evaluate how much the pupils have learned. In Levels 1 and 2 the pupils use stickers to complete the activities.

While they are doing these activities, it is a good time to use the Evaluation grids to record how particular groups or individual pupils are progressing. The pupils first complete one or two revision activities in the Round up which will enable you to assess pupils' comprehension and retention of the vocabulary from the unit, and identify any words pupils are having particular difficulties with.

- The craft activities provided in the Round up lessons

The *Take Home English* craft activities encourage pupils to use the words they have learned while playing at the same time. A photo on the Class Book page shows what the children will be making and how they can use it to speak English with their friends and family. The cut-out is provided as a photocopiable in the Teacher's Book. As the children start working on the craft, you can take the opportunity to go round checking whether they can produce the key words.

These craft activities are designed to give children something from the English lesson to take home. The craft is a prompt for the child to 'show off' what they learnt in a special performance at home, and in this way it reinforces the links between home and school, teacher and parent and child.

- Tests for each unit, speaking tests for every two units, and Mid and End of year tests to evaluate pupils' summative speaking and listening skills. In Level 3 there is also a Mid and End of year reading and writing test.

The tests offer the teacher the opportunity to:

- record pupils' progress
- evaluate learning and consolidation needs
- intervene with consolidation activities, for individual pupils or groups, before moving on to the next unit.

Tests are a crucial phase in the teaching-learning process, and it is therefore important to create a relaxed atmosphere to avoid possible anxiety in pupils.

There are two versions of each unit test, though they share the same audio track. The versions printed on grey have been designed with the needs of potentially dyslexic learners in mind. In many cases the two versions are identical, but in some cases the dyslexia-friendly version follows a different format. A simple linear layout on the page ensures that these tests are clear and easy to follow. Dyslexic learners may have a slower rate of processing information, so the tasks focus on one procedure at a time. It can be confusing when visual images are inconsistent with auditory sequence, so the recorded material for these activities always matches the presentation on the page. Activities in which images appear or are numbered in non-numerical order on the page have been avoided, as have activities requiring the children to draw matching lines which cross each other.

The dyslexia-friendly versions of the tests include an example at the beginning of each activity. The examples do

not appear on the audio track, so they are simply a visual guide as to how pupils complete the activity.

In addition to offering the opportunity to assess the children's progress, these tests also provide consolidation of fundamental skills such as number recognition and formation and equating numbers with quantities. They therefore provide support for children with learning challenges as well as opportunities for teachers to identify pupils who might be struggling at an early stage.

In order to ensure that a test works as a tool to assess the pupil's progress, identify weaknesses and put in place appropriate consolidation strategies, teachers may want to carry out a quick revision of the unit before administering the test. This will help pupils to recognize that errors can help identify where improvement is needed, rather than being something negative.

When a pupil achieves all the unit objectives it may still be advisable to review the teaching plans in order to introduce further consolidation activities and to make the lessons more stimulating.

Teachers can make use of test results to recalibrate their teaching plans and incorporate new activities and ways of working, individually or in groups. They can also make use of different materials, choosing what is best suited to their pupils' needs.

## 6 Citizenship

Citizenship includes education for:

- Care of the environment
- Interpersonal skills
- Emotional skills
- Health and safety
- Food and nutrition
- Road safety

In *Rainbow Bridge* 1–3, the children's awareness of the environment and their appreciation of the changes in nature develops through the filter of the four seasons. In Level 3, this extends into further cross-curricular areas. The other main focus is on interpersonal skills, as children learn to work in a school social group rather than just with their parents or other carers. Being able to recognize one's own and other people's emotions is a vital life skill.

One of the key issues in any modern school is the integration of immigrant children. Learning English can be an important integrating factor for pupils from other countries, in that it offers opportunities to talk about and respect differences between cultures while also finding common ground.

The way pupils behave and interact in class is at least as influential in fostering positive attitudes as a discussion of, for example, respecting the differences between people. It is important in English lessons, as in other lessons, for children to listen to each other, to develop the confidence to speak in front of their peers, to follow the rules set up for the whole class and to control their own emotions when appropriate.

*Rainbow Bridge* provides the opportunities for interaction with peers through work with class games, class theatre and other group activities.

## 7 Culture

The exploration of British culture is a fundamental aspect of learning with *Rainbow Bridge*. The authentic and lively photos in the Culture pages provide the opportunity to learn interesting things about British children's daily life. These Culture pages focus on aspects of British life that are of interest to pupils: what British children do in their free time, where they go, what they wear, etc. The photos allow pupils to form ideas of what homes, schools and outside spaces are like in Britain. The pupils are encouraged to reflect on similarities and differences between their own culture and Britain's, using the Culture pages as a starting point for discussions of these topics.

## 8 Festivals

In addition to the Culture lessons, celebrating festivals such as Christmas and Easter in class is another great opportunity for pupils to have a direct experience of an aspect of life in Britain. During the Festivals lessons, pupils make craft objects associated with the particular festival and have a chance to exercise movement through dances or games. The festival pages are attractively presented, showing pictures and photos of British children modelling the different festival activities.

## Teaching tips for including pupils with Special Educational Needs (SEN)

This section contains practical advice and tips on teaching pupils with special educational needs (SEN). These pupils may need some extra help and support in their learning of English. By following these tips, an inclusive classroom for all pupils can be created.

### 1 Be a role model

Show that you respect and celebrate differences between people and encourage the children to follow your example. Talk privately to anyone who is reluctant to work with someone with SEN, and give praise and rewards to children who exhibit inclusive teamwork.

### 2 See the person not the label

Get to know each child as a person and do not label anyone by their SEN. It is particularly important when working with pupils with SEN to find out their interests and their strengths and try to find activities which tap into these.

### 3 Celebrate difference and diversity

Make the most of differences between pupils and encourage children to work together to maximize their strengths.

Note that pupils with a different L1 may speak one language at home and another at school, so English might be the third language they are learning. This can affect their thinking and processing time and it can also be emotionally challenging. Praise their ability to learn different languages, and recognize their efforts. Try to provide opportunities for them to share their culture and teach the class a couple of words in their language. Be sensitive when focussing on festivals and traditions.

## 4 Work on class management

All pupils need structure and consistency to feel safe in the classroom and this is particularly true of pupils with SEN. They often have problems understanding and following rules and instructions, so clear, consistent classroom management is vital. Remember that it is easier to start with clear rules and expectations than to try to establish them when things are going wrong. Involve your pupils in making the rules for your English lessons, even if they are quite young. You may find it useful to draw up a 'class contract'. Ask pupils to write down five rules for the class which they think would make learning safe and fun. Ask them to begin each rule with *In this class we ...* Give them some examples from the *Rainbow Bridge* values and encourage them to use these words:

... we listen carefully  
... we pay attention  
... we are kind to other people  
... we take turns  
... we share things

## 5 Find ways to reward and motivate

Introduce a pupil of the week or month award. Give this to a pupil who has shown a special skill during lessons, for example being particularly kind, showing the most empathy, or persevering the most.

Give pupils with behavioural difficulties a card entitled 'Catch me being good'. Each time you notice that the pupil is on-task and behaving appropriately, put a tick on their card.

Motivate children by giving positive feedback for appropriate behaviour. You can record individual success on a 'Boaster poster' and display this in the classroom. For example, for a pupil who has problems with social skills, you can record 'James worked well with Alberta today'.

## 6 Think about the seating plan

Try to have a classroom seating plan which accommodates the needs of everyone. Check that anyone in a wheelchair can move around. If possible, establish an area that can be used for role-play or physical games, as well as a quiet area for children, especially any with Autism Spectrum Condition (ASC), to calm down when they get agitated.

## 7 Think about the teaching environment

Is your room stimulating enough but not over-stimulating for any pupils with sensory needs? Do you have displays on the walls? Can you encourage these pupils to make things for the wall? They often remember things that they have touched and constructed much more clearly than pieces of writing.

## 8 Teach in a multi-sensory way

Children with SEN particularly benefit from experiencing language in ways which involve different senses. For example, when you are teaching pronunciation, you can show the stressed part of the word in a visual, auditory or kinaesthetic way as follows:

Visual – write the stressed part of the word in a different colour on the board.

Auditory – pupils hum or sing the stress of the word with greater volume on the stressed sound.

Kinaesthetic – pupils step out the stress by taking steps around the room, taking longer strides for the stressed part of the word.

## 9 Think of ways to adapt your lesson plan

When necessary, adapt your lesson plans to take account of different levels and learning styles within the class. Children with dyslexia may find it hard to read and copy words, while children with dyspraxia might find writing and manual activities difficult. Children with ADHD will need short tasks and regular breaks.

All children should achieve the same main aim, but they may do this in different ways. Differentiate, by altering a task and the way in which it is evaluated, to make it more appropriate for the abilities and needs of specific children, including those who work quickly and need more of a challenge. It can be time-consuming to plan for this, but it will be beneficial to all concerned. The lesson notes include specific suggestions to help.

## 10 Be aware of sensitive topics

Think about the content of the course in relation to your pupils. For example, pupils who live in complex, separated families might feel awkward when asked about their family.

## 11 Build in 'Brain breaks'

'Brain breaks' provide quiet calming points of the lesson allowing pupils to rest their brains to avoid becoming overloaded with information. They can be particularly helpful for children with SEN. You can give the class a 'Brain break' by asking them to:

- stand up and stretch
- have a drink of water
- close their eyes and rest their head on the desk for a couple of minutes
- spend a couple of minutes doodling
- massage their head

## 12 Make and use word cards

When the pupils start learning how to write in English you may find it useful to write all useful words on separate pieces of card, laminated if possible, and use Velcro strips to attach them to a felt board on the classroom wall. Pupils can borrow a word from the wall when they need a reminder of how to spell it. SEN pupils may find this resource particularly helpful.

### **13 Give clear instructions**

Use non-verbal gestures to support instructions and to remind the class of routines and rules. For example, point to your ear or show a picture of an ear to indicate ‘Listen’. Give an example of what you require and ask a pupil to demonstrate to show they understand.

### **14 Encourage children to support each other**

Children often understand each other’s needs better than adults. If they help and support pupils with SEN, they will help foster a positive climate for learning. ‘Study buddies’ are pupils who agree to help another pupil. Start by asking the pupil with SEN who they would like to help them. Or give the job to a pupil who would benefit from the responsibility. Emphasize that they will often be helping each other.

Sometimes a pupil with behavioural difficulties likes to help others and sometimes quiet pupils benefit from being a study buddy for someone with SEN.

### **15 Support parents**

Some parents, for personal or cultural reasons, find it difficult to accept that their child might have SEN. Be respectful of their feelings and do not try to give diagnoses. Focus on the problems you see the pupil having in class and ask if they have noticed similar issues at home. Try to be positive, for example: ‘I understand that this is worrying, but I can see John is really trying hard and I would like to find ways to support him more’. Use inclusive language and ask ‘How can we work on this together?’

Parents/carers of children with SEN are often only contacted to discuss problems. Make sure you also communicate good news. Create or buy a set of ‘Praise postcards’ with positive pictures and use these to send positive messages to parents throughout the school year. Focus on something specific, such as progress made in speaking or listening.

Other parents may be concerned about their children’s progress if they are in a class with a pupil with SEN. Reassure them that their child is not being overlooked and emphasize that all pupils benefit from inclusive classrooms as they learn to value diversity and difference, and develop empathy and understanding.

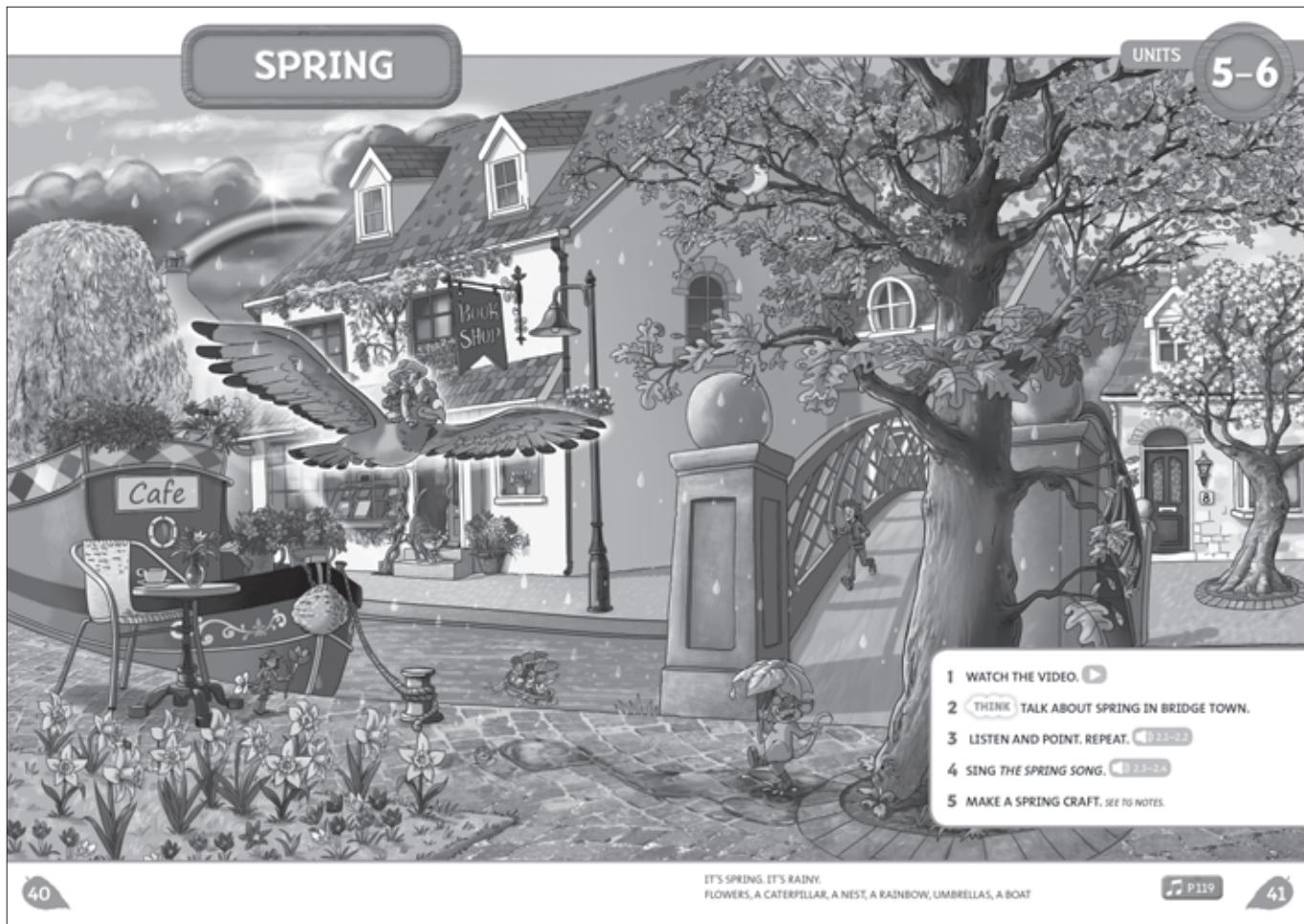
# Course tour (Level 1)

Each level of *Rainbow Bridge* is organised into four main sections. In Levels 1–2, these correspond to the four seasons and in Level 3 to the different locations in which the stories are set.

Following the opening spread in each section, there are two units each comprising eight lessons with corresponding Workbook pages for Lessons 1, 3 and 6 in the integrated Workbook section at the back of the Book. In addition to the main unit content, there are four CLIL sections, each comprising two lessons, two Culture lessons, each presented on one double page of the Class Book, and two Festival lessons, each on one Class Book page. The Picture Dictionary pages, the song lyrics, the cut-outs for the finger puppets of the course characters, the wordlist and the stickers can all be found at the back of the book.

## Season opener

At Level 1, each group of two units is introduced with an appealing double-page spread showing the characters in the context of the new season.



- An attractive and informative real-world video clip draws pupils into the topic and starts them thinking about the appropriate season.
- A large inviting poster of the Class Book double page allows pupils to identify the key vocabulary and encourages them to talk about the season.
- Pupils employ critical thinking skills to compare what they see in the video and on the poster with their own experience.

- Pupils listen to the new language and respond by pointing to the items on the Class Book page. They then listen again and repeat.
- A lively season song gives pupils a chance to use their voices and bodies to sing and mime the new vocabulary.
- A craft activity provides a different sensory experience of the new language.

# Lessons 1 and 2 – Vocabulary

**5** SCHOOL LESSON 1



**1** LISTEN AND POINT. REPEAT. 1 2 3 4

**2** LISTEN AND CHANT. 1 2 3

**3** THINK! TALK ABOUT SCHOOL. SEE TO NOTES.

**4** PLAY DOMINOES. SEE TO NOTES.

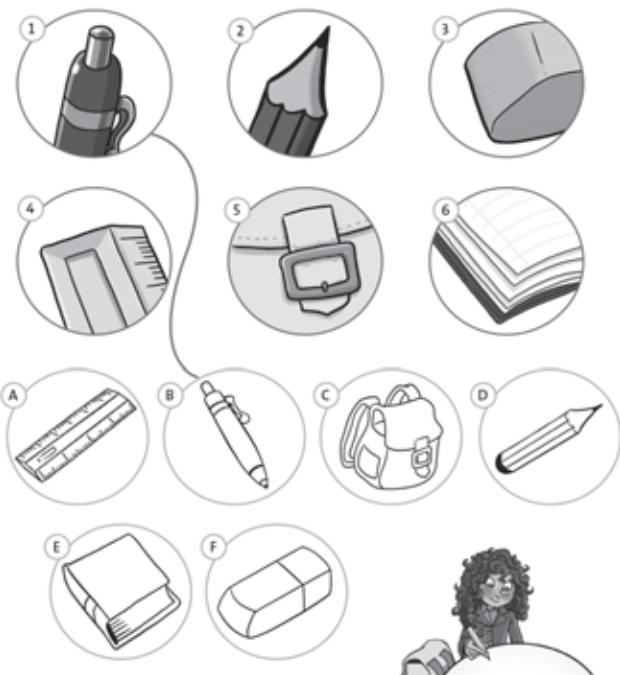
**5** SING AND DO THE READY FOR SCHOOL SONG. 2 8–2 9

A BAG, A PEN, A RUBBER, A RULER, A PENCIL, A BOOK

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LESSON 2 **5**

**1** MATCH AND SAY. THEN COLOUR.



A BAG, A PEN, A RUBBER, A RULER, A PENCIL, A BOOK

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**Lesson 1** presents the new vocabulary. The presentation first takes place in class using the flashcards, then pupils work individually, pointing to the vocabulary items in their book as they are mentioned on the audio. Pupils repeat the words one by one and then say them in a chant.

- Vocabulary is presented in the context of a scene from the little people's world. This links with the Lesson 3 story.
- Pupils use critical thinking skills and apply their wider knowledge to the language they are learning.
- A hands-on game gives pupils a tactile experience of the key vocabulary. This usually involves cut-outs from a photocopiable master provided on the website. Pupils can then take the cut-outs to play at home with their family and friends.
- Pupils sing a song with the new vocabulary.
- Pupils focus on the new vocabulary and practise fine motor skills in a Workbook activity.



**Lesson 2** reviews the song then a variety of off-the-page activities practise and extend the language with games and flashcards.

- A pen-to-paper activity (matching, circling, tracing, ticking or completing a picture) confirms pupils' understanding of the new vocabulary
- The teaching notes provide suggestions for pupils who need more support and for those who need more of a challenge.
- A fast finisher activity is included in the Teacher's Book – pupils complete a picture at the bottom of the page, for example identifying a missing item and adding it.
- There are also suggestions for extending the practice if more time is available.

## Lessons 3 and 4 – Story comprehension and value

**5** LESSON 3 **FERN'S PENCIL**

1 THINK LISTEN. WHERE'S THE STORY? SEE TO NOTES.

2 NOW WATCH OR LISTEN.

WHAT IS IT? A RED PENCIL. THANK YOU.

LESSON 4 **5**

1 LOOK AND WRITE THE NUMBER FROM THE STORY.

2 WHO SHARES THEIR PENCILS? LOOK AND TICK (✓).

3 THINK TALK ABOUT SHARING. SEE TO NOTES.

**Lesson 3** integrates the unit vocabulary with new structures in a story context, extending pupils' language from single words to simple sentences.

- Before listening, pupils look at the fold-out Bridge Town map and listen to some sound effects and make predictions about where the story will take place.
- The story is presented using the storycards.
- Pupils then watch the DVD or follow the story individually on the page as they listen to the audio.
- They show their understanding of the story by putting the storycards in sequence.
- The class role-plays the story in small groups.
- Pupils demonstrate their understanding of the story in two Workbook activities.
- The first Workbook activity focuses on story sequencing: either joining frames in the correct sequence (before numbers are known), or numbering frames in order. Pupils listen to the story again to check, and then re-tell the story to a friend.
- The second activity asks pupils to remember a detail such as a colour, or the number of a particular item, then to look back at the story to see if they have remembered correctly.

NUMBER IN ORDER. LISTEN AND CHECK, THEN TELL THE STORY TO A FRIEND

CAN YOU REMEMBER COLOUR THE PENCIL IN THE PICTURES. LOOK AND CHECK.

WHAT IS IT? A RED PENCIL. THANK YOU.

**Lesson 4** exploits the story with the first activity concentrating on identifying details from the story, the second focusing on pupils' understanding of the plot, and the third focusing on their understanding of the story value.

- Pupils develop their observation skills by looking for details in the illustrations.
- Pupils develop their social awareness and critical thinking skills by thinking about the story value, e.g. sharing, being brave, etc.
- Pupils do a class project based on the story value. They record, discuss and draw pictures of their experience of it.

## Lessons 5 and 6 – Skills practice

**5** LESSON 5

1 LISTEN AND COLOUR. ▶ 2.13

2 LISTEN AND PLAY THE GUESSING GAME. ▶ 2.13 SEE PG NOTES.

WHAT IS IT? IT'S A BLUE PEN.

LESSON 6 **5**

1 FIND THE OBJECTS AND SAY. THEN DRAW IN THE BAGS. TRACE THE NAMES.

WHAT IS IT? IT'S A BROWN RULER.

P104

**Lesson 5** varies in structure between odd and even units, but always includes a hands-on game.

- Odd-numbered units reactivate the vocabulary and practise the new structure through a communication game played in groups. This often involves cut-outs from a photocopiable master (provided on the website) or other tactile elements. Prior to the game, a listening activity gives teachers an opportunity to check individual pupils' understanding.
- Even-numbered units usually extend the lexical set with additional vocabulary. Presentation of the vocabulary is followed by a class discussion, song and game as for Lesson 1.

**Lesson 6** provides further language practice, either of the vocabulary and structure (in odd-numbered units) or of the extended vocabulary set (in even-numbered units). There is often a focus on pre-writing skills such as tracing, colouring and drawing.

- In odd-numbered units pupils practise tracing or drawing and use the page as a prompt for speaking practice, often in pairs. Other skills such as matching and numeracy skills are also developed.
- In even-numbered units there is usually a listening activity to check comprehension of the extended vocabulary set, followed by a communication game using a photocopiable master.
- The teaching notes provide suggestions for pupils who need greater support with a more gradually staged version of the activity. There is also an idea for how to stretch more able pupils.



- The Workbook activity gives further practice of the language, usually through a listening activity. Pupils listen and show understanding by circling, colouring, ticking or drawing a missing item.

# Lessons 7 and 8 – Phonics and revision

**5**

**LESSON 7 SOUND PLAY**

1 LISTEN AND REPEAT WITH SNIFF. THEN COLOUR. [2.15]

2 LISTEN, POINT AND SAY. THEN LISTEN AGAIN AND CIRCLE. [2.16]

1	2	3	4
P B	P B	P B	P B

3 LISTEN AND CHANT. [2.17] SEE PG NOTES.

48 PEN, PINK, PIZZA, BOOK, BAG, BLUE

**LESSON 8 ROUND UP**

1 LISTEN AND STICK. THEN SAY. [2.18]

2 TAKE HOME ENGLISH MAKE A FLOWER BOOK. SEE TG NOTES.

WHAT IS IT? IT'S A RED RULER.  
A BAG, A PEN, A RUBBER, A RULER, A PENCIL, A BOOK

49

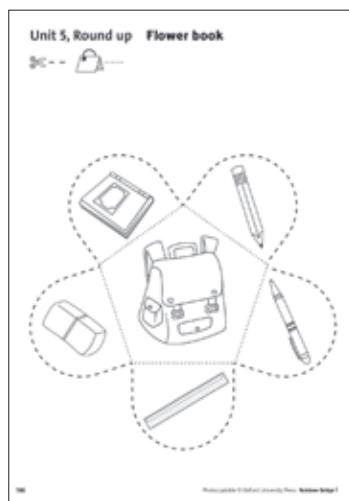
**Lesson 7** continues the skills practice in Sound play, with a special focus on sound recognition and pronunciation. This lesson is always presented by Sniff the rat.

- In Units 1–4 the first two activities concentrate on the pronunciation and identification of a key sound. Pupils listen and repeat the target sound in isolation and as the initial sound within words. They then listen and colour to indicate if a word starts with the target sound.
- In Units 5–8 the focus shifts to distinguishing between two similar sounds, and becoming aware of the associated letter forms. Pupils listen and repeat each sound, alone and at the start of words, then identify and colour the letters. They practise distinguishing between the two sounds by listening to a series of words and circling the letter for the initial sound.
- In all units, the pronunciation practice is consolidated in a lively chant. In Units 1–5, pupils copy and hold up the letters when they hear the associated sounds.

**Lesson 8** reviews the vocabulary and structures of the unit both receptively and productively, using flashcards and a craft item. Pupils also talk about what else they have learned, such as the story value and the sound from Sound play.

- Stickers are used to confirm understanding in a listening activity.
- Pupils colour pictures of the key vocabulary in the Picture Dictionary at the back of the Class Book.
- A *Take Home English* project extends pupils' learning beyond the school environment to their home and family. The pupils make a beautiful craft item (using a photocopiable master provided in the Teacher's Book) and use it to practise the target language in pairs or groups. They take the item home and use it to show their family what they have learned.
- Pupils look through the unit and put different coloured dots next to the activities to show which they enjoyed, which they found easy and which they found hard.

• Pupils now complete the unit test.



## CLIL lessons

There are four CLIL sections, each consisting of two lessons. In Level 1 the topics covered are: Maths, Art and Science. The two lessons shown here explore the concept of animal camouflage. A large, attractive poster for each CLIL section provides a clear visual presentation of the topic for teachers who wish to use this.



### HIDDEN ANIMALS

1 WATCH THE VIDEO. SEE TO NOTES.

2 THINK TALK ABOUT THE ANIMALS.

3 LISTEN AND POINT, REPEAT. 3.34–3.35



4 LISTEN, FIND AND CIRCLE, THEN SAY. 3.36



5 COLOUR THE PICTURES TO HIDE THE ANIMALS. THEN SAY.



82 A BIRD, A FROG, A SNAKE, A HEDGEHOG  
LEAVES, FLOWERS, BRANCHES, GRASS, ROCKS



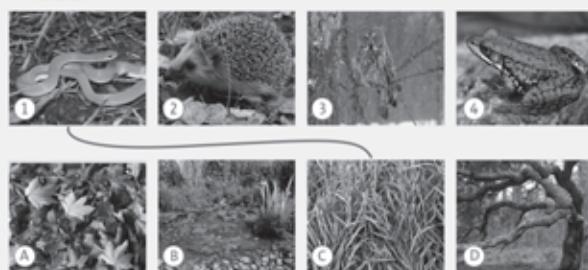
CLIL SCIENCE



1 SING THE CAN YOU SEE? SONG. 3.37–3.38



2 THINK LOOK AND MATCH.



3 THINK WHERE CAN THESE ANIMALS HIDE? NUMBER.



CLIL SCIENCE PROJECT MAKE A HIDDEN ANIMAL PICTURE. SEE TO NOTES.

THERE'S A SNAKE IN THE GRASS. THERE'S A FROG ON THE ROCKS.

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**Lesson 1** provides an engaging introduction to the topic and pupils learn the relevant vocabulary.

- An attractive and informative video clip presents some of the key vocabulary and language in context.
- Pupils can use the new information from the video to identify what they see on the poster.
- They talk about what they have seen on the video and poster in relation to their own lives and their existing knowledge of the topic.
- They then open the Class Books and focus on the vocabulary items, pointing to the items as they are mentioned on the audio. Pupils repeat the words one by one.
- A second listening activity engages them further with the new information and vocabulary.
- A pen-to-paper activity engages with the concept.

**Lesson 2** explores the topic further through a variety of motivating activities. Pupils move on to using the vocabulary from Lesson 1 within simple phrases.

- The class review the topic with the poster.
- They learn and act out a lively song related to the topic.
- They use their developing knowledge of the concept to complete Class Book activities.
- They complete a project on the topic (in groups, pairs or individually) and present it to their classmates.

## Culture lessons

Level 1 contains two Culture sections: *Books and me!* (shown here) and *Outdoors and me!* The attractive double-page lessons, introduced by a British child of a similar age to the pupils, offer an insight into the lives and interests of British children.

**CULTURE** **BOOKS AND ME!**

1 LISTEN AND NUMBER THE PICTURES. 2 THINK. LOOK AT THE PICTURES. IS IT THE SAME OR DIFFERENT WHERE YOU LIVE? SEE TO NOTES. 3 LISTEN AND SAY THE POEM.

HELLO, I'M MAX.

PROJECT MAKE A BOOK COVER OF YOUR FAVOURITE BOOK. SEE TO NOTES.

MY FAVOURITE BOOK 25 ... MY FAVOURITE CHARACTER 25... READ, CHARACTER, DRESS UP, LIBRARY, CLASSROOM, BEDTIME STORY

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- The teaching notes include useful background information about the topic. For example, here teachers find out about children's reading habits in the UK, and about the popular World Book Day.
- Pupils hear a British boy talk about his love of reading and his experience of World Book Day.
- They think about and discuss their own experience and compare it to children's experience in the UK.
- They listen to and join in with a poem about books.
- They make a cover for their favourite book and present it to the class.

## Festival lessons

There are two festivals in Level 1: Christmas and Easter (shown here).

- The teaching notes include useful background information about the way the festival is celebrated in the UK.
- Pupils engage in listening activities related to the festival.
- They learn a lively song about the festival.
- They play a game using the festival vocabulary.
- They do a craft activity. Here they make an Easter card for their family.

**HAPPY EASTER**

1 LISTEN AND POINT. REPEAT. 2 FOLLOW, COUNT AND DRAW THE EGGS IN THE BASKETS. SAY, THEN LISTEN AND COLOUR. 3 SING CHICK, CHICK, CHICKEN! 4 PLAY FIND THE EGGS! SEE TO NOTES. 5 MAKE A HAPPY EASTER CARD FOR YOUR FAMILY. SEE TO NOTES.

HAPPY EASTER!  
AN EASTER EGG, A CHICKEN, A CHICK, A BASKET, FLOWERS, A NEST

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# HOW TO DO IT

## TEACHING STRATEGIES



### Language for English lessons

#### Starting the lesson

Begin the lesson with a very clear routine as this will help pupils to prepare for their English lesson. You could adapt a start routine familiar from another context to use in your English lesson, for example taking the register, or you could go round the class greeting each pupil with *Hello*.

You can mark the change of focus in lessons to English by cleaning the board and perhaps changing some aspects of the classroom, such as the arrangement of chairs. It is very helpful for pupils to be able to see each other's faces as well as your face during the English lesson, so you might consider rearranging the chairs in a horseshoe shape.

#### Warmers

Warmers are activities at the beginning of a lesson which are used to create a suitable atmosphere for learning and to do some fun revision of language pupils have already learned. You can either use the Warmer suggested in the lesson plan, or choose one of activities described below.

Songs provide excellent Warmer activities, and the *Rainbow Bridge* course has songs for social skills, such as *The Hello Song* and *The Goodbye Song*.

Class games using the board as a focus are an excellent way of encouraging pupils to engage in activities, and flashcards are ideal for recycling and revising language in a Warmer. See the suggestions on pages 23–24 for a wide range of language revision flashcard games you could choose from at the beginning of each lesson.

#### Ending the lesson

The end of the English lesson also needs to be clearly signalled. English phrases you can use to end the last activity are: *OK, stop now* or *Right! That's the end for today. Tidy up your books and pencils*. To bring pupils back together as a group, you could use one of the songs which are on the audio CD, such as *The Goodbye Song*.

#### Classroom language

The more English you can use in class with pupils, the more progress they will make. Your pupils will mostly understand the meaning of what you say from the context, particularly if you repeat the same phrases several times. You can reinforce understanding by physically demonstrating the meaning as you say a word, for example, by holding up your Class Book and pointing to the page number as you say: *Open your books. Look at page (four)*. For a complete list of phrases for teachers to use during English lessons, see below.

#### To start the lesson

*Good morning. / Good afternoon.*

*Hello, everyone.*

*Are we ready?*

*Listen.*

*Sit down, please.*

*Stand up, please.*

*Let's sing. / Let's chant.*

*Let's play a game.*

#### To start an activity

*Open your books. Look at page (four).*

*Close your books. Look at the board.*

*Look at the poster.*

*Let's watch the video.*

*You need a pencil. You need your crayons.*

*Colour the picture.*

*Draw a picture.*

*Cut the paper, fold the paper, stick here.*

*Look and number the pictures.*

*Trace the letters.*

*Circle.*

*Say the word.*

*Work together.*

*Move your chairs.*

*Ready?*

#### During an activity

*Pick up your pencils.*

*Repeat after me.*

*Repeat after the CD.*

*Say it again!*

*Well done!*

*Very good!*

*That's lovely!*

*Show me.*

*Put your hand up!*

*Can you remember?*

*Quiet, please!*

*OK?*

#### General interaction

*Come here!*

*Give me your book, please.*

*Touch the flashcard.*

*Point to the flashcard.*

*Thank you.*

*Help me, please.*

#### At the end of a lesson

*OK, stop now.*

*Put down your pencils.*

*Close your books.*

*Right! That's the end for today.*

*Tidy up your books and pencils.*

*Goodbye, everyone.*

*See you tomorrow. / See you next week.*

## Reinforcement of phrases in songs and stories

The songs and stories in *Rainbow Bridge 1* introduce phrases used for social interaction, such as *Hello/Goodbye/Good morning/Good evening*, *How are you today? See you soon! Help! Thanks/Thank you, Oh no, I'm sorry, Come on.* There are also a number of songs and chants that use other useful general phrases such as *Look at the ..., Point to ..., Where's ...?, It's time for ..., Have you got a ...?, Let's ...*. By listening to these songs and chants, your pupils will have further opportunities to memorize the kind of phrases you will be using in general classroom interaction.

### Recasting

Recasting means that you repeat what a pupil has said, but change the form to make it correct in English. Pupils may often be keen to give an answer, but will speak in their own language. You can acknowledge that their answer is right, but then recast the answer in English.

For example:

**Teacher:** *What is it?*

**Pupil:** *Bicicleta.*

**Teacher:** *Yes. A bike. It's a bike.*

*What colour is it?*

**Pupil:** *Verde.*

**Teacher:** *Yes. Green. It's a green bike!*

This reassures pupils that you are listening to them, and demonstrates to them that the same thing can be said in two different languages.

## Speaking activities

### Flashcard games

All of the following flashcard games are excellent ways of reinforcing vocabulary in a stimulating way. Furthermore, all of them are ideal ways to start a lesson to revise lexical sets which you have already presented. Any one of them would make a useful Warmer routine for your class. Consider this section as a bank of flexible Warmer resources.

#### Little by little

Cover a flashcard with a sheet of paper and hold it up in front of the class. Start to move the paper very slowly and ask pupils: *What is it?* (or *Who is it?* for character flashcards). Carry on sliding the paper further down the flashcard, stopping now and then to ask pupils *What is it?/Who is it?* and to allow the class to offer their ideas.

**TIP** Instead of a sheet of paper, you can use a 'flashcard pocket', i.e. a large envelope or paper pocket. Hide the flashcard inside and slowly pull it up to reveal the image.

#### Mystery flashcard

Put a flashcard inside a large envelope and show the class the envelope. Ask pupils to draw what they think is inside the envelope. When everyone has finished, ask pupils to say what they have drawn, then open the envelope and reveal the mystery flashcard.

#### Find the flashcard

Ask five pupils to leave the classroom. Then ask the class to help you hide five flashcards somewhere in the classroom. Bring the five pupils back into the room and ask them to find the missing flashcards and say what they are.

### Kim's game

Put up a set of flashcards on the board. Point to each flashcard and ask the class: *What is it?* Repeat the correct word for each flashcard with pupils, then turn each flashcard over. When the flashcards are all face down, ask again and see how many pupils can remember which flashcard is which.

### What number is it?

Put up a set of flashcards of words you want to revise, for example toys. Next to each one put a number flashcard. Say the name of a toy and ask: *What number is it?* Alternatively, say the number and ask: *What is it?*

### Mime the word

Divide the class into two teams and tell them to choose a flashcard and mime the word for the opposite team. If the opposite team understands the mime and pronounces the word correctly, they score a point, otherwise the point goes to the team performing the mime.

### Which one is missing?

Tell pupils to stand in a circle. Put a number of flashcards face up on the floor in the middle of the circle. Give pupils a couple of minutes to memorize them. Then tell them to turn their backs while you remove one of the flashcards. Tell pupils to turn back to the circle and ask them which flashcard is missing. The pupil who guesses first has a turn to remove one of the flashcards. Repeat several times.

### Odd one out

Choose four flashcards from one lexical set, for example family members, and one flashcard from a different category, for example a rubber. Pupils have to say which flashcard does not belong with the others in the group.

### Watch my lips

This activity helps pupils to concentrate on the mouth movements necessary to pronounce certain words. Put five flashcards up around the classroom. Explain to pupils that you are going to mouth a word silently and that they have to point to the right flashcard. Say the word silently, exaggerating your mouth movements. Pupils can also try saying a word silently for the rest of the class to guess by pointing to the right flashcard.

### Hit the card

Stick three or more flashcards on the board then invite three pupils to the front of the class and stand them in a line facing the board (don't position them too close). Give each of these pupils a small sponge ball and explain that the game is a bit like hitting the target. (Instead of sponge balls, you could use any small soft object, or make paper balls.) Say the word for a flashcard. The players have to throw their ball at the right flashcard and try to hit it.

### Guess the card

Hide a flashcard behind your back and ask a volunteer: *What card is it?* (You can adapt the question as necessary, e.g. *What colour is it? What animal is it?*, etc.) Ask the rest of the class if the volunteer's answer was correct. If it isn't, elicit the correct answer. Repeat with other volunteers.

## **Missing flashcard**

Show the class a set of flashcards, then take one out and show the set again. (Alternatively, stick a set of flashcards on the board, then take them down and put them up again, with one missing.) Pupils have to identify the one that is missing.

## **Guess the flashcard**

Put the flashcards on the board face down and write a number next to each one. Ask the class: *What's number (one)?* Invite a pupil to the front of the class and ask him/her to try and guess. After hearing the answer, lift up a corner of the flashcard and say *No* if it is wrong and *Yes* if the pupil guessed right. If the pupil guesses correctly, turn the card face up. If the pupil does not guess the flashcard, leave it where it is and invite another pupil to guess. Continue until all the flashcards have been guessed and are face up.

## **Run to the card**

Put up a few flashcards around the classroom. Choose two or three pupils and explain that you are going to name the flashcards one after the other. The pupils have to run to the flashcard you name and stand next to it.

## **Change places**

Put up some flashcards around the classroom. Divide the class into as many groups as there are flashcards and position the groups near their flashcard. Name two flashcards. The pupils in those two groups have to move and change places.

## **Musical flashcard**

Put up some flashcards around the classroom and play some music from the CD. Pupils wander freely around until you stop the music and name a flashcard. They then have to go to the flashcard you named.

## **True/false boxes**

Bring in two shoe boxes. Leave off the lids and label the side of one box with a big tick and the side of the other box with a big cross. Invite two pupils to the front of the class, position them at some distance from the boxes and give each of them a sponge or paper ball. Show a flashcard and say a word. If the word and the flashcard match, the pupils have to throw their ball into the box with the tick on the side, if not, they throw it into the box with the cross on the side. This can also be played as a team game, with one team member playing against a pupil from the other team. The first player who throws the ball into the right box wins a point for the team.

# **Class interaction**

## **Teacher questions**

Ask pupils questions and encourage them to answer, at first giving you one-word responses and later on answering with whole phrases. With practice, pupils will soon be able to respond appropriately to the following questions:

*What's your name?*

*What colour is it?*

*Who is it?*

*What is it?*

*How many?*

You can also ask questions that require the answer *No*, but which also need the pupil to correct the wrong word (for example, if you hold up the ruler flashcard and ask: *Is it a pencil?*). Pupils enjoy correcting these deliberate mistakes. Or you can give alternatives: *Is it a pencil or a ruler?* If you recast the pupils' answers with a longer response: *Yes, it's a pencil. It's a red pencil*, then you will gradually introduce them to the idea of giving a longer answer themselves.

## **Guessing games**

Pupils feel more motivated to speak when they are challenged to guess the right answer. In the section above (Flashcard games) several flashcard guessing games are described. Another possibility is to hide a real object in a 'feely' (fabric) bag. For example, in Unit 5 you can put a pencil in the bag and ask a pupil to come to the front of the class and feel the object without seeing it. This makes a question such as: *Is it a pencil or a ruler?* really meaningful.

## **Interaction with the puppets**

### **Paper finger puppets**

On pages 121–124 of the Class Book, there are colour cut-outs for pupils to make their own finger puppets of Rowan, Poppy, Fern, Sniff, Dicken and Sid. These are made in Unit 1, Lesson 2 and can be used in activities throughout the course.

Make a set of finger puppets yourself in advance of the lesson, so that the pupils can see how they should look.

The puppet for Fern can either be made at the same time as the other puppets, or you can save making this puppet until pupils have met the character in Unit 1, Lesson 3.

Pupils should store the puppets carefully once they have made them, for example in an envelope or re-sealable freezer bag stuck into the back of their Class Book or notebook. Alternatively, you may wish to collect in the puppet sets for safekeeping and hand them out each time they are needed.

Pupils can use the finger puppets in role-plays and the class theatre activities. They can also put a finger puppet on one hand and hold an object in their other hand so they can show the puppet things, for example a pencil.

## **Presenting the seasons**

The Season opener lessons come at the beginning of every two units and provide the ideal starting point for presenting the themes and vocabulary of that season. The best way to introduce each new season is through a whole-class video and poster presentation, using the relevant season poster, before moving on to the activities in the Class Book. The aim of these lessons is to encourage pupils to think about the changing seasons, and to notice the features of each season and the types of weather which are typical of that season. Pupils first look at a video clip set in the season in the 'real world'. Then they move on to looking at that season in Bridge Town, through a double-page seasonal spread in the Class Book, which is reproduced on the poster. They are encouraged to look at what the children in the video and the course characters in Bridge Town are doing, and to compare these activities with what they themselves do during the different seasons. Ask as many additional questions as possible to encourage them to think about

the differences between the seasons, for example the different activities which people do and the different colours which are typically seen in each season. Each season lesson culminates in a craft activity, where pupils make an item relevant to the season. In addition to this, you may like to set up a classroom nature table. You and the pupils can bring in items typical to the season to make a seasonal display – for example, pine cones, autumn leaves, spring flowers, etc.

## Storycards

The storycards are an ideal way of helping young pupils to focus on the story, as it is quite difficult for pupils of this age to follow story frames in a book.

It is advisable to listen to the track and look at the storycards before the lesson. On the back of each storycard you will find the transcript for the frame and a list of questions and answers in English. The questions are given in English, but should be asked in L1 (or asked in English and then a translation given). When pupils answer in L1, recast their answers in English, using the text on the cards.

In addition, the teacher can use the following activities to work on the story language with pupils, either to revise the language items or to check comprehension of the story plot.

### Remember the story

Hold up the storycards. Ask pupils: *Do you remember the story?* Stick the first storycard on the board and ask for volunteers to come and put the other storycards on the board in the correct order.

### Listen and jump

Divide the class into the same number of groups as the story has frames. Give each group a storycard and play the CD. When pupils hear the dialogue for their storycard, they jump up from their chairs.

### Pass the storycards

Tell pupils to sit in a circle. Pass the storycards around the circle. Play the story recording on the CD and pause it at the end of a frame. The pupil who has the storycard for that frame in their hand stands up. Repeat for other frames.

### Listen and point

Stick the storycards up around the classroom. Say a sentence from the story and ask pupils to point to the correct storycard.

### Listen and say

Stick the storycards up around the classroom. Say a sentence from the story and ask pupils to tell you the name of the character who said it.

### True or false

Hold up a storycard and say either the correct dialogue or some wrong dialogue. If what you say is correct for that storycard, pupils stand up. If it is not correct, they stay seated and put their hands on their heads.

## Class theatre

At the end of the story lesson, ask pupils to act the story out in front of the class. You can do the class theatre activity either before or after the practice activities from the back of the book, depending on whether you wish to re-energize the class (in which case, do the theatre activity first) or calm them down (in which case, do the practice activities first).

- Ask them to open the Class Book to the story page again. Divide the class up into groups of as many pupils as there are characters in the story.
- Call one group to the front of the class and play the story track, pausing it at each frame to teach some actions (using the pictures in the Class Book to help). You can ask pupils to help with suggestions for the actions. Ask the rest of the class to watch closely and learn the actions.

**TIP** You may like to give each pupil the flashcard of their character to hold to identify themselves. (If you are able to clip the flashcard to the pupil's clothes with a paperclip or bulldog clip this will enable them to keep their hands free for the actions.)

- Play the track again and ask the group at the front of the class to mime the actions.
- Call the groups to the front one at a time and ask them to act the story out. If they feel confident, they can say some of the words as well as mime the actions.
- If you like, the stories can be acted out using the finger puppets for the main characters.

**TIP** In later units you can vary the procedure for variety: pupils decide their own actions in their groups and practise acting it out with the recording before performing their version in front of the class without the recording.

## Picture dictionary

The Picture dictionary can be found on pages 114–117 of the Class Book. It provides a valuable record of the pupil's learning. The dictionary contains black and white images of all the lexis, together with the written forms of the words. Pupils colour the images and read the words, in this way reinforcing the association of word and image.

The use of the Picture dictionary is optional in Units 1–6 as some teachers may prefer not to introduce the written form until pupils begin to encounter it on the Class Book pages from Unit 7 onwards.

From Unit 7 onwards, the use of the Picture dictionary is strongly recommended, so that pupils can practise reading the new vocabulary for each unit.

Go round the class pointing to an image in a pupil's book and asking: *What's this? What colour is it?*, etc. In the early units, where pupils may not have learned the written forms of the words, they can colour the pictures and return to the words later as a useful consolidation activity.

The Picture dictionary can be completed at any point in the unit after the key vocabulary has all been introduced. It can also be done (or completed) in Lesson 8 as part of the unit round up.

When they have completed it, pupils look back through the Picture dictionary and complete the self-assessment activity by colouring either 1, 2 or 3 stars in the 'Colour for you' box on p.117, according to how well they think they can remember all the words.

## Festival projects

Celebrations of festivals such as Christmas and Easter are a great opportunity for pupils to have a direct experience of an aspect of life in Britain. During the cultural celebrations, pupils make craft objects associated with the particular festival and have a chance to exercise movement through dances or games. The festival pages are attractively presented, showing photos of British children modelling the different festival activities.

Set up your classroom in an appropriate way for each festival. For instance, for the Christmas festival, you can call the classroom the British Christmas room. If you can create a special environment, your pupils will be more likely to immerse themselves in the learning experience. Make decorations in advance and put up pictures of Christmas celebrations (you can cut these out from various magazines). Play a CD of British Christmas carols to add authenticity.

## Culture projects

There are two Culture projects, which are intended to be covered after Units 3 (*Books and me!*) and 6 (*Outdoors and me!*). These practise and develop the language pupils have learned in a new real-life context, in a fun and motivating way. Real British children of the pupils' own age present photos documenting their family life and the things they enjoy doing.

Pupils are asked to identify the photos and talk about them, and in this way they develop an understanding and appreciation of the everyday lives of children in Britain. This stage, like most of the lesson, should be carried out in L1, as its main purpose is to enable pupils to familiarize themselves with a different culture. Use the culture notes in the lesson plans to give pupils additional information about the topic. Each Culture project has a poem for pupils to listen to and say.

Finally, pupils are asked to think about aspects of their own life, such as their favourite book (*Books and me!*) and what activities they enjoy doing outdoors (*Outdoors and me!*), and complete a project illustrating these. They compare the activities featured in their projects with those of the British children, and discover similarities and differences in children's lives in the two countries.

## Integrated learning projects (CLIL)

In *Rainbow Bridge 1*, the four cross-curricular learning projects focus on Maths (*Shapes*), Art (*Colours*) and Science (*Plants and Hidden animals*). For each of these projects, pupils watch a real-world video clip, study and talk about a poster, complete several activities in the Class Book and complete a project. There are two lessons for each cross-curricular learning projects. The projects can be done at any time, but will fit best with the language syllabus if they are covered after every two units.

## Informal assessment

### Round up

The purpose of the Round up section at the end of each unit is to revise the main learning objectives of the unit, and to give you an opportunity to evaluate how much pupils have understood.

- Always start the lesson by revising the language of the unit, using flashcards to focus on vocabulary. It is also useful to sing the songs again to help the class memorize the key words. You may wish to make notes on which pupils are still having difficulty in recognizing or producing words.
- After the revision warm-up, pupils are ready to do the sticker activity, which focuses on revision of the vocabulary items.

**TIP** To avoid pupils removing or losing the stickers, you may like to remove all the sticker sheets from the pupils' Class Books at the beginning of the year, and keep them in envelopes to hand out in each unit as necessary.

- When pupils are doing the sticker activity, help any pupils who struggle with fine motor skills to peel off their stickers from the sheet. Give pupils time to check their answers by playing the recording a second time and help pupils to peel off and reposition their stickers as necessary.

### Round up: craft activity (*Take Home English*)

The second activity on the Round up page is the *Take Home English* craft activity. Pupils make a craft item which they use to demonstrate the language they have learned, focusing now on the structure as well as the vocabulary. After pupils have presented their craft item in class, they take it home and use it to show their family and friends what they have learned in English.

The photocopiable sheets for this activity are at the back of the Teachers Book and there are photos of the completed craft item at the bottom of the Round up page for each unit. You will need to make a finished model ahead of the lesson to use as an example.

- Focus pupils' attention on the craft item in the photo and show them your completed item.
- Distribute the photocopiable templates.
- Check that pupils have the necessary materials for this particular craft activity: scissors, glue, coloured pencils or pens, etc.
- Hold up a copy of the template and tell pupils they are going to cut out the images, and where necessary, colour them in and stick them together.
- Demonstrate how to make the item in stages, making sure that pupils understand where to fold, cut and stick. Show them your completed item again to help them understand.
- While they carry out the craft activity, go round the class asking questions to check how well they recognize the key language of the unit. For example, ask: *What is it? What colour is it?* Make notes on how well they respond to add to your teacher's Evaluation sheet later.
- When everyone has finished, model how to present the craft item using the target language.

- Put pupils into pairs or small groups to present their craft items to each other. This will give you an opportunity to observe how well they can say the key words and use the target structure.
- Tell pupils to take the craft item home and to use it to show their family and friends what they have learned in English. Encourage them to show off!

## **Teacher's Evaluation grids**

There are Evaluation grids of the key vocabulary for recognition and production for each unit on the teacher's website ([www.oup.com/elt/teacher/rainbowbridge](http://www.oup.com/elt/teacher/rainbowbridge)). The sheets help you to keep on-going records of the words pupils can recognize. On the basis of this information you will be able to plan activities to extend the language of pupils who have mastered the core work easily and to reinforce the language of any pupils still having difficulties.

# Units 1–2

# Autumn

## Autumn opener pp.4–5

### Objectives

Understand the concept of autumn and relate to own life

Listen, identify and say some autumn words

Listen, sing and mime *The Autumn Song*

Make an autumn leaf rubbing

### Language

**Active:** It's autumn. It's windy. A bookshop, a cafe, a house, leaves

**Passive:** Point to ..., What's the weather like? song lyrics

### Materials

Class Book pp.4–5; autumn poster; DVD (see [www.oup.com/elt/teacher/rainbowbridge](http://www.oup.com/elt/teacher/rainbowbridge) for script); CD1 tracks 1–4; real leaves; plain paper; a large tree trunk with branches drawn on poster paper; an example of a leaf rubbing; scissors; glue

### 1 Watch the video. DVD

- Play the DVD and introduce the concept of autumn.
- Play the DVD again and talk about autumn words.

### 2 Talk about autumn in Bridge Town.

- Display the autumn poster and open the Class Book at pages 4–5. Tell pupils the name of this town is Bridge Town and they will be learning about the town and some of its inhabitants in the course. Ask what pupils can see in the picture (a tree, leaves, some little people, a house, a bookshop). Ask what season it is and how we know. (It's autumn. The leaves are brown and orange. There are leaves and acorns falling from the trees.) Teach the word *autumn*. Point out how the leaves are blowing around and teach the phrase *It's windy*.
- Ask pupils if autumn in Bridge Town, and in the video clip they saw, is similar to their town. How is it the same? How is it different? Ask questions about autumn: What is the weather like in autumn in your town? What can you do in autumn? What can you do when it's windy?
- Point to the course characters and tell pupils that these are the little people and animals who live in Bridge Town. Ask if they think the animals are friends with the little people or not, and to give their reasons.
- Teach the autumn words by pointing to the items in the picture and saying *Look! Leaves, a bookshop, a cafe, a house*.

### 3 Listen and point. Repeat. 1.1–1.2

- Say *Listen and point!* Play track 1 for pupils to point to the things in the picture in their books. Point to the items on the poster.

### Transcript

It's autumn in Bridge Town! It's windy.

Point to the bookshop. Point to the cafe.

Point to the house. Point to the leaves.

- Play track 2 for pupils to repeat the words.

### Transcript

a bookshop – a cafe – a house – leaves

### 4 Sing *The Autumn Song*. 1.3–1.4

- Tell pupils they are going to sing a song about autumn. Blow up your cheeks, mime blowing like the wind and ask *What's the weather like? (It's windy.)*
- Tell pupils to imagine they are in Bridge Town on a windy, autumn day. Play the song (track 3) for them to do their own actions as they listen, e.g. miming trying to walk against the wind, flying a kite or playing in the leaves.
- Play the track again, pausing after *Whoosh, whoosh, whoosh* and *Crunch, crunch, crunch* for pupils to repeat.
- Play the track again for pupils to do their autumn actions, say the sounds, and join in with the words.

### Transcript

It's autumn, it's autumn,  
It's autumn in Bridge Town.  
Whoosh, whoosh, whoosh,  
Leaves are falling down.

It's windy, it's windy,  
It's windy in Bridge Town.  
Crunch, crunch, crunch,  
Leaves are on the ground.

Look at the colours in the sky,  
Look at the birds flying by,  
Look at the apples on the tree –  
Plop on the ground,  
Apples fall down.

(Repeat verses 1 and 2.)

### 5 Make an autumn craft.

**TIP** Make a leaf rubbing before the class to show pupils. Draw a large tree trunk on poster paper for pupils to stick their rubbings on.

- Either bring in to class enough leaves for pupils or take the class outside to collect the leaves.
- Hand out plain paper to each pupil. Show them how to put the paper over the leaf to make a rubbing using a coloured pencil. Suggest autumn colours to pupils for their rubbings (red, yellow, orange and brown).
- Tell pupils to cut out their leaves and stick their leaves on the tree trunk poster that you have prepared.

## Lesson 1

p.6

### Objectives

Understand and respond to the greeting *Hello!*

Identify the names of the *Rainbow Bridge* characters

Ask and answer the question *What's your name?*

Make finger puppets of the characters

Listen, mime and sing *The Hello Song*

### Language

**Active:** *Hello! I'm Poppy (Rowan, Sniff, Sid, Dickin). What's your name?*

**Passive:** *How are you today? I'm happy, friend*

### Materials

Class Book pp.6, 90 (practice), 121–124 (finger puppets); CD1 tracks 5–9; flashcards of Poppy, Rowan, Sniff, Sid and Dickin; completed finger puppets (prepared by the teacher); scissors; glue

### Presentation with flashcards

**TIP** See the *How To Do It* section for suggestions on using the flashcards. (See pp.22–27 of this Teacher's Book.)

- Show the flashcards of Poppy, Rowan, Sniff, Sid and Dickin and repeat their names three times.
- Place the flashcards round the classroom and say *Point to (Poppy).*

### 1 Listen and point. Repeat. 1.5–1.6

- Open Class Books at page 6. Ask pupils to describe the picture. Tell the class to listen and point to each character as they hear the name. Play track 5.

### Transcript

Sniff – Poppy – Rowan – Dickin – Sid

- Play track 6 for pupils to repeat the names.

### 2 Listen and chant. 1.7

- Play the track and hold up the relevant character flashcards.
- Play the track again, pausing for pupils to repeat.

### Transcript

**Sniff:** Hello, I'm Sniff. What's your name?

**Poppy:** Hello, I'm Poppy. What's your name?

**Rowan:** Hello, I'm Rowan. What's your name?

**Dickin:** Hello, I'm Dickin. What's your name?

**Sid:** And ... I'm Sid. MIAOW!

### 3 Talk about friends.

- Tell pupils that Rowan and Poppy are friends with Sniff and Dickin (Sid is their enemy!). Teach the word *friend*. Ask which little person they would most like to have as their friend, and why.

- Ask pupils to think about their friends outside school. Ask who they are, what they do with them, and why they like being with them.

### 4 Make finger puppets.

**TIP** See the *How To Do It* section for further suggestions.

- Turn to pages 121–124 of the Class Book, for the finger puppet cut-outs, and show the class your finger puppets.
- Demonstrate how to cut out the template along the dashed scissor lines and where to fold and stick the template along the grey strips on the inside of the puppets.
- Finally, show them how to put the puppet onto their finger.

### Role-play with finger puppets

- Use the finger puppets to demonstrate a role-play. Make the Poppy puppet say *Hello! I'm Poppy. What's your name?* The Rowan puppet replies *Hello! I'm Rowan.*
- Choose two different finger puppets and enlist the help of a pupil to act out the dialogue with you.
- Pupils practise the role-play in pairs.

### 5 Sing *The Hello Song*. 1.8–1.9

- Tell the class they are going to listen to and sing a song with the greeting *Hello*. Say *Listen!* Play track 8.
- Play the track again and wave to the class at the appropriate moment.
- Play the track again. This time encourage pupils to wave to you when they hear *Hello*.
- Encourage pupils to join in with the *Hello ...* lines.

### Transcript

Hello, hello, hello. (x3)

Hello, hello, hello. (x3)

How are you today?

It's English time today.

I'm happy, happy, happy.

Hip, hip, hooray!

I'm happy today.

It's English time today!

### Trace, colour and say. WB p.90

- Point to each character to elicit their name.
- Trace the dotted line around Poppy with your finger and ask pupils to copy you. Repeat with the other characters. Pupils trace over the dots with pencils and colour the pictures.
- Ask a few pupils to point to characters and say the names.

### ANSWERS

1 Poppy 2 Rowan 3 Sniff 4 Sid 5 Dickin

## Lesson 2

p.7

### Objectives

- Identify and say the names of the characters
- Identify characters' items
- Draw lines to develop pencil control

### Language

**Active:** Sniff, Poppy, Rowan, Dickin, Sid

**Passive:** Who's this?

### Materials

Class Book p.7; CD1 tracks 8–9; flashcards of Poppy, Rowan, Sniff, Sid and Dickin; character finger puppets (prepared in Lesson 1); large envelope/paper pocket that a flashcard can fit in; plain paper

### Warmer

**TIP** Make a 'flashcard pocket' to use throughout the course. This should be a large envelope or paper pocket which is big enough to put a flashcard in. Make sure the flashcards can't be seen through the paper.

- Play *Little by little*. Put one of the character flashcards into the flashcard pocket.
- Hold the pocket up and slowly pull out the flashcard, revealing the character bit by bit. As you do this, ask pupils *Who's this?*? Encourage pupils to guess the character by calling out their name.
- Once they have guessed the character, stick the flashcard on the board.
- Repeat with all the character flashcards.

### Song revision: *The Hello Song* 1.8–1.9

- Ask pupils if they can remember any of *The Hello Song*.
- Ask pupils to choose one of their finger puppets.
- Play the song (track 8) and tell pupils to wave their finger puppet as they sing along.
- Ask pupils to stand opposite a partner. Play the song again for pupils to sing to their partner.
- Finally, play the karaoke version (track 9) for pupils to sing.

**TIP** All of the songs in the course include a karaoke version on the CD. Once pupils are confident singing a new song, they can try singing it with the karaoke version.

### 1 Look and match. Then say.

- Open Class Books at page 7. Point to the silhouettes of the characters and elicit their names.
- Explain to pupils that they have to match the characters to the correct belongings and parts of the body. They can look at the picture on page 6 to help them.
- Point out the line joining the bow and arrow to Poppy. Tell pupils to trace the line with their fingers. Demonstrate on your copy.
- Point to the other objects and ask who they belong to for pupils to point to and say the name of the little person or animal.
- Ask pupils to look at Poppy's, Rowan's and Dickin's special things (the bow and arrow, the ropes and the message tube). Explain that Dickin is a carrier pigeon, and that he

can carry messages in the message tube. Ask what Rowan might use his ropes for (to help him get around in the big people's world).

- Tell the class to draw lines matching each object to its owner as in the example.
- Monitor them working and help with line drawing if necessary.

**TIP** Line drawing in these activities develops the pre-writing skill of pencil control so it's important to help pupils hold their pencils correctly and practise making fluent lines.

- When they have finished, hold up your book, and trace lines from the objects to the characters for pupils to check their work.
- Divide the class into pairs to take it in turns to point to a character for their partner to say the name.
- Monitor and help with pronunciation of the names.

**TIP** Differentiation tips (see below) are given throughout the course, to help you adapt activities for pupils of different ability levels.

### Speaking activity

- Give each pupil a piece of plain paper.
- Ask pupils to choose a *Rainbow Bridge* character and draw a picture of the character doing an activity in autumn, for example Poppy playing in the leaves, Rowan flying a kite, Sniff hiding in the leaves.
- Tell pupils to hold up their pictures. Ask a few pupils *What's your name?*? Encourage them to reply with the name of the character they have drawn (*Poppy*).
- Divide the class into groups of four and tell them to ask and answer: *What's your name?* (*Sniff*).
- If appropriate for your class, ask pupils to stand up, hold the pictures in front of them and mingle, asking and answering.

# Lesson 3 Goodbye, Sid! p.8

## Objectives

- Use sound effects to predict where a story takes place
- Listen and use visual cues to understand a story
- Act out a story

## Language

- Active:** Hello! What's your name? I'm Fern. Goodbye.  
**Passive:** Oh no! Quick! Here ..., Thanks. Who's missing?

## Materials

Class Book pp.8, 91 (practice); DVD; CD1 tracks 10–11; Unit 1 storycards; character flashcards x6 (including Fern)

## Warmer

- Hold up the character flashcards for the five known characters one by one and say the names.
- Tell the class to stand up if the name and the picture match and sit down if they don't.
- Show the flashcards again one by one saying the names and making sure you say the wrong name for some, getting faster and faster.

## 1 Listen. Where's the story? 1.10

- Tell pupils that they are going to listen to a story about the little people. Ask them to open out the Bridge Town map at the front of the book (demonstrate on your copy) and tell them that they are going to listen to some sounds and try to guess where the story takes place.
- Play the track for pupils to listen and look at the map and point to where they think the story takes place.

## Transcript

*Sounds of a shop: cash register, door opening, people murmuring quietly.*

- Ask pupils what they heard and where they think the story takes place. Hold up your map and point to the bookshop to confirm their answers.

## Presentation with storycards 1.11

**TIP** See the note on using storycards in the *How To Do It* section.

- Use the storycards to present the story. Hold them up one by one and talk about the pictures, asking pupils what they can see and what the characters are doing. The aim is to give pupils a preliminary understanding of the broad outline of the story.
- Play the track and hold up the storycards one by one.
- Pause the track after storycard 2. Point to Fern and ask *Who's this?* Hold up the flashcard of Fern and teach her name. Ask what is different about Fern (she's in a wheelchair).
- Play the track to the end of the story.

## Transcript

- 1 Poppy, Rowan, Sniff:** Hello!  
**Fern:** Hello!  
**2 Poppy:** I'm Poppy. What's your name?  
**Fern:** I'm Fern.

**3 Sniff:** Oh no ... Sid!

**4 Rowan:** Here ... Quick!

**5 (Sid miaowing and snarling.)**

**6 Children:** Thanks, Dickin! Goodbye, Sid!

## 3 Now watch or listen. DVD 1.11

- Open Class Books at page 8. Point to each picture and ask who pupils can see and what is happening.
- Play the story on the DVD, or repeat the story on the CD with pupils following in their Class Books (tell them to point to the pictures as they listen).
- Play the story again. Pause at regular intervals and ask questions to ensure understanding. For example, ask why the children run away (because they see Sid). Why do they say *Goodbye* to Sid? (Because they are leaving.) What word do they use to say thank you to Dickin? (*Thanks!*)

## Sequencing activity 1.11

- Ask six pupils to stand in a line facing the class and give them a storycard each (in jumbled order).
- Ask the class to tell the order of the story for pupils to stand in the correct order.
- Play the story track for the class to check the order.

## Class theatre 1.11

- Divide the class into groups of five and assign each pupil a character: Poppy, Fern, Rowan, Sniff and Sid.
- Help pupils to act out the story in groups, following the procedure described in the *How To Do It* section.

## Join in order. Listen and check. Then tell the story to a friend. 1.11 WB p.91

- Point to the pictures and ask pupils which picture is first in the story (B).
- Pupils work individually to join the pictures in the order of the story. They can add arrows to indicate the order.
- Play the track for pupils to check their answers.

## ANSWERS

1 B 2 C 3 D 4 A

- Divide the class into pairs to point to the pictures in turn and retell the story in their own words.

## Who's missing? Look and draw. Then check. WB p.91

- Ask pupils to try to remember this scene from the story. Ask *Who's missing?* and explain the meaning. Accept all suggestions but don't give the answer yet.
- Pupils draw a picture of the character they think is missing.
- Pupils compare with a partner before looking back at the story page to confirm the answer (Sid, at the window).

## Lesson 4

p.9

### Objectives

- Understand the sequence of events in a story
- Understand and discuss the importance of helping friends
- Start a class project on helping classmates

### Language

**Active:** story language from Lesson 3

**Passive:** Who's the new friend? What happens? Thanks! help

### Materials

Class Book p.9; Unit 1 storycards; character flashcards; a wallchart of class names (prepared by the teacher)

### Warmer

- Say *Hello*, then say *Goodbye*.
- Encourage the whole class and then individual pupils to respond appropriately, saying *Hello. Goodbye*.

### 1 Who's the new friend? Look and circle.

- Show the flashcards of the characters, except Fern, one by one to elicit their names. Stick the flashcards on the board.
- Ask a pupil to come to the board. Say the name of one of the characters and ask them to circle the correct flashcard. Repeat with different pupils and characters.
- Ask pupils which character is missing? (Fern.) Where did Rowan and Poppy first see Fern? (In the bookshop.) Is she a new friend? (Yes.) Remind pupils of the meaning of *friend* and model the word for pupils to repeat.
- Open Class Books at page 9. Read out the question for pupils to circle the correct character (Fern).
- To check answers, ask the class *Who's the new friend?* and ask them to point to the picture of Fern.

### 2 What happens? Look and tick (✓).

- Use the storycards to review the story. Hold them up, one by one, in the correct order. Ask *What happens?* to elicit what happens in each picture. Stick the storycards in order on the board.
- Point to the pictures in activity 2 and ask what each one shows.
- Draw pupils' attention to the storycards. Ask which picture in activity 2 shows something which happens in the story (the third one). Ask a pupil to come to the board and tick the storycard where this happens (storycard 1).
- Ask pupils what is wrong in the first and second pictures (in the story Rowan holds a ruler, not a pencil, and it is Sid who chases the children, not Dickin).
- Read out the instructions for pupils to tick the correct picture in their Class Books.

### 3 Talk about helping friends.

- Ask pupils why the children are in danger in the story (because Sid wants to catch them).
- Have a discussion about the story to focus pupils' attention on the importance of helping friends.
- Ask pupils to look at the story and identify frames where the friends are helping each other. (In frame 3 Sniff points out Sid, in frames 3 and 4 Rowan uses a ruler as a bridge

to help his friends escape out of the window, in frame 4 Sniff pulls the others up to the window, in frames 5 and 6 Dickin flies down to let them escape on his back.)

**CITIZENSHIP** Point out that the children said *Thanks!* to Dickin at the end of the story, and remind pupils that it is important to thank those who help us.

- Ask pupils to look again at Rowan's ruler bridge. What other things from our world do the little people use? (Poppy uses a cotton reel to keep her arrows in, Fern is using a giant pencil.)
- Ask pupils to imagine that they are as small as the children in the story. How would they help the children to escape from Sid? What objects from our world would they use? Take a few suggestions from the class.

### Class project

**TIP** Before the lesson, prepare a wallchart with the names of the pupils and a tick box next to each name. If possible, laminate the chart so that it can be re-used in later units.

- Ask pupils to think of situations where a classmate might need help from a friend. Give an example, e.g. a classmate hurts himself/herself during the break. Ask what they would do (go and get a teacher, comfort them).
- Give pupils a few minutes to work with a partner to come up with some situations. Ask a few pairs to share their ideas and what they would do to help.
- Assign each pupil a letter of the alphabet in a chain. As you do it, say *A helps B, B helps C, C helps D*, etc. Don't forget to go back to assign the last letter to help A.
- Tell pupils that during the week they have to come and tell you how they have helped their allocated classmate. Show them the wallchart you prepared, and tell them you will tick their names on the chart when they have helped their classmate. If some pupils don't have ticks near the end of the week, suggest ways they can help their classmate.
- The following week, have a class discussion where pupils share what they did to help their friends.
- Pupils then draw a picture to illustrate how they helped their friend. Put the pictures up on the wall under the heading *Helping friends* to make a display.

## Lesson 5

p.10

### Objectives

- Ask somebody their name
- Tell somebody your name
- Listen to and sing *The Goodbye Song*
- Make masks and act out a simple dialogue in groups

### Language

**Active:** *What's your name? I'm ... Goodbye.*

**Passive:** *It's your turn. See you soon! everyone*

### Materials

Class Book p.10; CD1 tracks 12–14; character flashcards; an empty plastic bottle per group of four pupils; plain paper or cardboard for each pupil, cut into an oval mask template (optional); a face mask (prepared by the teacher – see below) (optional)

**TIP** For the extension role-play you will need to prepare a simple mask before the lesson. Draw an oval face, about the same size as yours. Add the features and cut it out to make a mask. Tape a pencil to the back so you can hold it up to your face. Choose a name for your person.

### Warmer

- Play *Missing flashcard*. Stick the six flashcards of the characters on the board and elicit the names.
- Ask pupils to close their eyes or turn around.
- Remove one of the character flashcards, making sure the pupils aren't looking. Ask pupils to tell you who is missing. Say *Who's missing?*
- Repeat the game, changing the order of the flashcards and removing different characters.

### 1 Listen and play *The Name Game*.



1·12

- Focus pupils' attention on the photo and ask what they can see (boys and girls at school). Ask what they are doing (playing a game).
- Tell pupils they are going to listen to the children playing the game. Play the track.

### Transcript

(sound of bottle spinning)

**Boy:** What's your name?

**Girl:** I'm Hannah.

- Play the track again, pausing for pupils to repeat chorally and individually.
- Ask a pupil *What's your name?* and encourage them to answer *I'm (name)*. Encourage the pupil to ask another pupil. Repeat with a few other pupils.
- Divide the class into groups of four and give each group a plastic bottle. If possible, ask them to sit in a circle.
- Join a group to demonstrate the game. Spin the bottle and ask the pupil the bottle stops at *What's your name?* The pupil answers and spins the bottle next.
- Monitor the groups as they play the game, checking they know how to play and helping with pronunciation.

### Differentiation

- Below level: In pairs, pupils ask each other the question *What's your name?*
- Above level: Encourage the group to use the game language *It's your turn* when they pass the bottle to each other and say *Hello* and *Goodbye* to the pupil who says their name.

### 2 Sing *The Goodbye Song*.



1·13–1·14

- Tell pupils they are going to listen to *The Goodbye Song*. Ask pupils to suggest an action for when you say *Goodbye* (waving).
- Play track 13 and ask pupils to wave every time they hear *Goodbye* in the song.
- Play the track again, line by line, for pupils to repeat.
- Play the track again and encourage pupils to sing along and wave at each other.
- Ask pupils to stand together in a circle. Play the karaoke version (track 14) for them to sing along and walk around and wave goodbye to each other.

### Transcript

Goodbye, everyone.

Goodbye, goodbye.

Goodbye, everyone.

See you soon!

Goodbye, everyone.

Goodbye, goodbye.

Goodbye, everyone.

That's all today!

(Repeat)

### Role-play (optional)

- Show pupils the mask you have prepared. Give them a piece of plain paper or card each (cut into an oval if possible) and tell them to make their own mask and choose a name.

**TIP** Pupils either hold up their masks to their face or you can show them how to tape a pencil to the back and hold it.

- Hold up your mask. Encourage pupils to say *Hello* and to ask *What's your name?* Answer *I'm (the name you have chosen)*. Ask a pupil to hold up their mask and ask them *What's your name?* When they have answered, say *Goodbye* and encourage them to say the same.
- Divide the class into groups of six. Tell them to hold up their masks and take it in turns to say *Hello*, ask each other's names, answer and say *Goodbye*.
- Monitor the groups and encourage them to say the full dialogue. Work one to one with less confident pupils.

## Lesson 6

p.11

### Objectives

Trace different patterns

Practise tracing fluent lines

Draw self-portraits and items that represent themselves

### Language

**Active:** Fern, Rowan, Poppy

**Passive:** Who is it?

### Materials

Class Book pp.11, 92 (practice); CD1 track 15; character flashcards; large sheets of plain paper and paints (optional); plain paper (optional)

### Warmer

- Ask a pupil to come to the front and stand facing the class.
- On their back, with your finger, trace a simple line, like a wavy or a zig-zag line. When you have finished, ask the pupil to trace the same line in the air.
- To make it easier, you can tell the pupil to draw the line in the air as you trace it on their back.
- Divide the class into pairs to take it in turns to trace lines on each other's backs for their partner to draw in the air.

### Developing writing skills (optional)

- Give each pupil a large piece of paper and make sure they all have access to different colour paints.
- Pupils do some finger painting, drawing lines and shapes on their paper in different colours.
- Monitor pupils as they work, helping pupils who are having difficulties and challenging more confident pupils by telling them to find different lines and shapes in the classroom and copy them.

**TIP** This activity helps pupils to develop hand skill and dexterity before they move on to drawing lines and shapes with a pencil.

### 1 Look and trace.

- Stick two of the character flashcards on either side of the board. Draw a dotted, wiggly line between them.
- With your finger, trace the line between the flashcards. Ask a couple of pupils to come to the board and trace the line with their finger.
- Open Class Books at page 11. Point to the three characters in turn and ask *Who's this?* to elicit their names.
- Focus pupils' attention on the wiggly lines. Tell pupils to trace the lines with their fingers. Make sure they are not using pencils at this stage.
- Monitor pupils as they work and encourage them to be slow and careful as they follow the lines with their fingers.
- Tell pupils to repeat the exercise a few times before they trace the lines with a coloured pencil.

**TIP** Make sure pupils are using even pressure on the pencil and not taking their pencil off the dotted lines until they have joined all the dots to create fluent lines.

### 2 Trace and colour. Then say the names.

- Focus pupils' attention on the characters' heads. Point to each one and ask *Who's this?* (Fern, Rowan and Poppy.)
- Pupils work individually to trace the lines inside the hair of the little people with a pencil. Check they have traced the lines correctly before telling them to colour in the hair (using the correct colour).
- Ask different pupils to point to a picture and say the name of the character.

### Differentiation

- Below level: Tell the group to trace the lines with their fingers first. Once you feel they are confident, they complete the exercise with pencils.
- Above level: Tell the group to draw different heads and choose different lines to create different hairstyles.

### Listen, circle and colour. Then say. 1-15 WB pag. 92

- Point to the characters and elicit their names.
- Play the track, pausing after the first exchange to ask *Who is it?* (Sniff). Show pupils how to circle Sniff in your book.
- Play the other exchanges, pausing for pupils to circle the correct character.
- Ask the pupils to check their answers with a partner before you check as a class.

### Transcript

**1 Reader:** Hello! What's your name?

**Sniff:** I'm Sniff.

**2 Reader:** Hello! What's your name?

**Poppy:** I'm Poppy.

**3 Reader:** Hello! What's your name?

**Sid:** I'm Sid. Miaow!

### ANSWERS

**1** Sniff (first picture)   **2** Poppy (second picture)

**3** Sid (first picture)

- Tell pupils to colour the characters they have circled.
- In pairs, pupils take turns to point to a picture and say the name of the character.

### Extension activity

- On the board draw a simple picture of yourself and an item that represents you, for example a special shirt or a watch.
- Tell pupils about your picture as you draw a wiggly line from the portrait to the item, saying *My name is (Jessica). This is my (shirt).*
- Give pupils a piece of paper and tell them to draw a picture of themselves and something that represents them.
- Stick the pictures on the wall to create a class display.

# Lesson 7 Sound play

p.12

## Objectives

Recognize and say the /h/ sound

Identify words with the initial /h/ sound

Practise the sound /h/ in the context of a chant

## Language

**Active:** /h/, hello, hop, happy

**Passive:** Do you hear the /h/ sound? house

## Materials

Class Book p.12; CD1 tracks 16–18; flashcard of Sniff

## Warmer

- Mime one of the story characters for the class to guess.
- Ask different pupils to choose a character to mime to the class for them to guess.

## 1 Look, listen and repeat. Do the actions with Sniff. 1.16

**TIP** The ‘Sound play’ lessons introduce different sounds in English, through associated actions presented by Sniff. In this lesson, Sniff presents the sound /h/ and two words which begin with that sound.

- Stick the flashcard of Sniff on the board and elicit her name. Tell pupils that Sniff is going to teach them some of the sounds used in English words.
- Open Class Books at page 12 and focus pupils’ attention on the pictures of Sniff. Play the track and point to the pictures as pupils listen.

## Transcript

**Sniff:** /h/ /h/ /h/

hello – hello – hello

hop – hop – hop

**TIP** The first picture of Sniff is her doing the action for the sound /h/, i.e. breathing as if she is out of breath. The other two pictures show Sniff demonstrating actions for words which begin with the /h/ sound – *hello* (put your hand in the air to wave) and *hop* (hop on the spot).

- Demonstrate how to make the /h/ sound for pupils to copy you and make the sound. Make sure they understand that they don’t use their voices, but just breathe out as if they are out of breath.
- Play the track again, pausing after each line for pupils to repeat chorally and individually. Ask pupils if they can hear the /h/ sound at the beginning of *hello* and *hop*.
- Play the track again for pupils to say the sound and do the actions with Sniff.

## TPR activity (optional)

- Ask pupils to stand up. Say /h/, *hello* and *hop* for them to do the actions. Repeat the game in a different order.
- Ask a pupil to lead the activity, saying the sound or a word for the class to follow.
- Divide the class into pairs to take it in turns to say the sound or a word for their partner to do the action.

## 2 Listen and colour if you hear the sound. 1.17

- On the board draw two circles. Say *hop* and ask pupils if they hear the /h/ sound. Colour in the first circle. Say the word *Sniff* and ask if pupils hear the /h/ sound. Demonstrate that you are not colouring the second circle.
- Turn to the Class Book and focus pupils’ attention on the numbered circles and Sniff with her red pencil. Make sure pupils have a coloured pencil each. Play the first item on the track and pause to ask if pupils hear the /h/ sound (Yes). Point out how Sniff is colouring in the circle.

## Transcript

**1 Sniff:** hello ... hello

**2 Sniff:** Fern ... Fern

**3 Sniff:** hop ... hop

**4 Sniff:** house ... house

**5 Sniff:** Sid ... Sid

- Point to circle 2 and play the second item. Ask *Do you hear the /h/ sound? (No.) Do you colour the circle? (No.)*
- Play the other words, pausing after each one to give pupils time to colour the relevant circles.
- Ask the pupils to check their answers with a partner.
- Draw five numbered circles on the board. Play the track again, asking pupils after each word if you colour the circle or not.

## ANSWERS

Circles 1, 3 and 4 should be coloured.

## 3 Listen and do *The Happy Hop*. 1.18

- Ask pupils what they can see in the picture.
- Ask pupils to stand up. Play the whole track for pupils to hop when they hear the /h/ sound either on its own or in a word.

## Transcript

Hello, everybody! Let’s do the happy hop!

Everybody in the house – let’s do the happy hop.

h h h, h h h – do the happy hop, do the happy hop!

h h h, h h h – do the happy, happy, happy, happy,

happy hop!

Come on, everybody, let’s do the happy hop!

Everybody in the house – let’s do the hhhop!!

- Play the chant line by line, pausing for pupils to repeat chorally.
- As a class, make up some actions to go with the chant, for example, clapping when they hop, banging their chest with their hand for *h, h, h* and opening their arms wide for *Everybody in the house*.
- Play the chant again for pupils to do the actions and join in with the words.

# Lesson 8 Round up

p.13

## Objectives

Review learning progress with the language of Unit 1  
Make a course bookmark

## Language

Revision of vocabulary and structures from Unit 1

## Materials

Class Book p.13; Unit 1 stickers; CD1 track 19; Unit 1 flashcards; character finger puppets; bookmark template (Teacher's Book p.141) – one per pupil; a completed bookmark (prepared by the teacher); scissors; glue

**TIP** See the *How To Do It* section for further suggestions on the procedure for the Round up lessons.

## Revision

- Say *Hello* to the class and to individual pupils and encourage them to reply.
- Use the flashcards to quickly revise the character names with the class.
- Divide the class into pairs. Say different words and characters from Unit 1 and tell pupils to look through their Class Book and point to the correct picture, for example *a bookshop*, *Fern*, *hop*, *Sid*, *leaves*.
- Give pupils two minutes to look through the unit and tell you some of the other things they have learned. Tell them to think about any other vocabulary or phrases they can remember from the songs and story, the story value (helping friends), the new /h/ sound, etc.
- Put pupils in pairs to revise *What's your name?* and *Hello, I'm (name)*. Tell them to take turns asking and answering using their real names and their finger puppets.  
Demonstrate the activity with a pupil.

## 1 Listen and stick. Then say. 1.19

- Show pupils where to find the Unit 1 stickers and ask them to place them in front of them on their desks.
- Draw their attention to the six pictures on page 13 and tell them they are going to listen and stick the correct character sticker on each of the places.
- Point to the first picture (the blue book) and say *Listen!* Play the track, pausing after Rowan's line for pupils to hold up the correct sticker (Rowan) and show it to you before sticking it in their books. Repeat with the other pictures and stickers.
- Ask pupils to check their answers with a partner before you play the track a final time to check.

## Transcript

- 1 **Rowan:** Hello, I'm Rowan.
  - 2 **Sniff:** Hello, I'm Sniff.
  - 3 **Poppy:** Hello, I'm Poppy.
  - 4 **Fern:** Hello, I'm Fern.
  - 5 **Sid:** Hello, I'm Sid.
  - 6 **Dickin:** Hello, I'm Dickin.
- When all the stickers are in place, tell pupils to pretend to be their *Rainbow Bridge* friends. Say the names one by one

for pupils to introduce themselves as that character. For example, say *Poppy*. Pupils respond with *Hello, I'm (Poppy)*.

## 2 Join the Bridge Town Book Club. Make a membership bookmark.

Teacher's Book p.141

**TIP** Prepare your own bookmark before the lesson.

- Ask pupils what they can see in the photo (a girl showing her mum a bookmark she has made and using the English she has learned to present the course characters).
- Tell pupils they are going to make a bookmark like the one in the photo. Show them your completed bookmark.
- Give each pupil a copy of the bookmark template and hand out scissors and glue. Demonstrate how they should cut out along the dashed line, fold along the dotted line, and stick the two sides back to back.
- Pupils work individually to write their names on their bookmark and colour in the first book to indicate that they have completed Unit 1. Tell them to choose their favourite character and colour them on the front of the bookmark.
- Hold up your bookmark, point to the character you coloured and say *Look! It's (Poppy)*.
- Ask more confident pupils to stand up and present their bookmarks to the class saying *Look! It's (Fern)*.
- Tell pupils to take their bookmark home to show their family and friends. Tell them to show off what they have learned in English when they present it to their family.
- Explain to pupils that the bookmark is to mark their progress through the course and they will colour in a new book when they finish each unit. Once they have shown it to their family, therefore, they need to bring it back to school.

## Self-evaluation, test and assessment 3.53–3.54

- Invite pupils to reflect on what they felt about the activities in the unit.
- Give pupils two minutes to look through the unit and put a blue dot next to an activity they enjoyed, a green dot next to an activity they found easy and a black dot next to an activity they found difficult.
- Monitor pupils as they are working and ask questions, for example: Why did you find this difficult? Why did you like this?
- Pupils are now ready to complete the Unit 1 Test (pp.115–116 of this Teacher's Book). Use CD3 tracks 53 and 54.
- Fill in the evaluation grid for each pupil (see website).

# Numbers and colours

## Lesson 1 p.14

### Objectives

Count and identify numbers 1–5

Match numbers of ants with the numeral

Listen, mime and sing *The Numbers March* song

### Language

**Active:** one, two, three, four, five

**Passive:** What number is it? How many (ants)? Let's count!

### Materials

Class Book pp.14, 93 (practice); CD1 tracks 20–24; flashcards for numbers 1–5; Photocopy Master Unit 2 Lesson 1 – one per pupil (downloaded from the website); scissors

**TIP** All the Photocopy Masters, except the *Take Home English* cards can be downloaded from the website: [www.oup.com/elt/teacher/rainbowbridge](http://www.oup.com/elt/teacher/rainbowbridge)

### Presentation with flashcards

- Write the numerals 1 to 5 on the board and ask pupils *What are they? (Numbers.)* Take the number 1 flashcard. Ask *What number is it?* Elicit *One*. Present numbers 2–5 in the same way.
- Place the flashcards round the classroom and say *Point to number (two)*. Repeat with all the numbers.

### 1 Listen and point. Repeat. 1.20–1.21

- Open Class Books at page 14. Ask pupils to describe the picture.
- Hold up your book, point and say the numbers.
- Play track 20 for pupils to point to the numbers.

### Transcript

one – two – three – four – five (x4)

- Play track 21 for pupils to repeat the numbers.

**TIP** During the listen and repeat phase, the words are repeated twice, with a pause for pupils to repeat.

### 2 Listen and chant. 1.22

- Play the chant, clapping your hands in time with the rhythm. Encourage pupils to join in clapping.
- Play the chant again, pausing for pupils to repeat. Play the chant for the class to chant and clap along to.

### Transcript

One, two ... One, two, three. One, two, three, four, five!  
One, two ... One, two, three. One, two, three, four, five!

### 3 Talk about numbers.

- Explain to pupils that there are numbers all around us. Ask pupils to point out any numbers they can see in the classroom. Give pupils time to look and point at the numbers they see.

- Ask pupils to think about numbers they see on their journey to school. Ask where they see numbers (along the street, on buses and on signs in shops). What are the numbers for? (To show an address, to help you find the correct bus and to tell you the prices of things in the shop.)

### 4 Play Snap!

Photocopy Master Unit 2 Lesson 1

- Download Photocopy Master Unit 2 Lesson 1 from the Teacher's website and make one copy per pupil. If possible, copy or stick onto cardboard.
- Divide the class into pairs. Give each pupil a copy of the number cards template for them to cut out and colour.
- Ask pupils to shuffle their cards and then match each number card with the card showing that number of ants. Tell the class they are going to play *Snap!* and that the aim of the game is collect the most number of pairs.
- Demonstrate the game with a pupil. Shuffle both sets of cards and deal them out face down. With your partner, take it in turns to place a card face up on a pile in front of you and say the number. If two cards match, for example a number card for 2 and a card with two ants on, the first person to say *Snap!* wins the pair. The pairs play independently, but monitor them as they play, making sure they are using the target language.

### 5 Sing and do *The Numbers March*. 1.23–1.24

- Tell the class to stand up. Play track 23 and march on the spot in time to the song, encouraging pupils to join in.
- Play the song again, pausing after *Hey!* and *Hooray!* and ask pupils to suggest actions, for example they throw their hands up in the air, jump and punch the air. Play the song again for pupils to march on the spot, do the actions and join in singing where they can.

### Transcript

How many ants can you see?

Do the number march – count with me!

One ant, two ants, three ants – Hey!

Four ants, Five ants – Hooray! (repeat these two lines)

1, 2, 3, 4, 5 – Hooray! (repeat)

Do the number march – 1, 2, 3

Do the number march – 4, 5 – Hooray!

How many ants ... (repeat the first two lines)

### Count, match and trace. WB p.93

- Point to the first groups of ants and say *How many? Let's count.* Repeat with the other groups of ants.
- Show pupils the line from the first group to the number 5 and tell them to match the groups of ants to the numbers. Check the ants and numbers are matched correctly before they trace the numbers.

## Lesson 2

p.15

### Objectives

- Trace the numerals for one to five (1–5)  
Count up to five ants  
Draw insects and write the number

### Language

- Active:** one, two, three, four, five  
**Passive:** How many? ants

### Materials

- Class Book p.15; CD1 tracks 23–24; flashcards for numbers 1–5; toy plastic insects or animals (optional); plain paper; slips with number dot sums (prepared by the teacher – see below) (optional)

### Warmer

- Ask a pupil to come to the front of the class. Ask *How many children?* You both answer *One*. Repeat the question to the class. Encourage them to answer *One*.
- Invite another pupil to stand by the first. Ask the class *How many? (Two.)* Continue in this way until there are five children standing in a row. Then say *Let's count! One, two, three, four, five!*

### 1 How many ants? Trace, count and circle. Then say.

- Open Class Books at page 15. Point to the numerals one by one to elicit the numbers.
- Draw 1, 2, 3, 4, 5 in dotted lines on the board. Show pupils where to start and finish when writing each number and draw small arrows to support them in the tracing activity. Ask pupils to come to the front and help you trace the numbers.
- Focus pupils' attention on the dotted numerals in the Class Book and tell them to trace them.

**TIP** Monitor their work and remind them to keep even pressure on the pencil, and not to lift the pencil, in order to make fluent lines.

- Hold up your Class Book, point to the 2 and ask *How many? (Two.)* Point to and count two of the ants in the first row, and then point out how the first two ants have been circled.
- Point to the 5 and ask *How many? (Five.)* Ask pupils to count the five ants with you. Tell pupils to circle the five ants.
- Pupils continue working individually.
- To check as a class, point to the 3 and ask pupils to point and count three ants. Repeat with the 4 and 1.

**TIP** If you can find small plastic toy ants, other insects or animals, bring them to the class to support pupils as described below.

### Differentiation

- Below level:** For pupils who are unfamiliar with or who are having difficulties with numerals, read out the numbers on each line and show the quantities with your fingers. If you have small plastic insects or animals, give them out for pupils to make piles of one to five insects/animals.
- Above level:** Fast finishers can do the additional activity at the bottom of page 15. Tell them to look back at the food items in the picture on page 14 and draw the other four food items on the leaf with the apple. Ask them to count how many food items there are and write the number next to the food pile.

### Song revision: *The Numbers March* 1·23–1·24

- Ask pupils if they can remember *The Numbers March* song (track 23).
- Play the song for them to march, do the actions and join in with the singing.
- Stick the number flashcards in order on the board.
- Play the karaoke version (track 24). Sing the main parts, encouraging pupils to join in with the chorus, *1 ant, 2 ants, 3 ants – Hey! 4 ants, 5 ants – Hooray! 1 ant, 2 ants, 3 ants – Hey! 4 ants, 5 ants – Hooray! 1 2 3 4 5 – Hooray! 1 2 3 4 5 – Hooray!* Help pupils to remember the numbers by pointing to the flashcards as the children are singing.
- Repeat the song again until the class are confident and still enjoying singing, marching and doing the actions.

### Pairwork activity

- Give each pupil a piece of plain paper. Ask pupils to choose a number between one and five and their favourite food item from page 14, for example *four* and *nuts*, *three* and *apples*, or *two* and *berries*.
- Tell them to draw their chosen number of the food items in a row. Demonstrate by drawing three apples in a row on the board.
- Tell pupils to swap their pictures with their partner and take it in turns to count out loud their partner's food items and write the number next to the picture.
- Demonstrate by asking a pupil to come to the board, count your food items and write the number (3).

### Extension activity

- If your class are confident in maths, write sums in the form of dots on slips of paper, for example ..... (5).
- Divide the class into groups of four and give each group a sum. The groups work together to count the dots and write the numeral in their notebooks. Make sure they don't write on the piece of paper as the groups will swap sums.
- Check their answers before the groups exchange sums and repeat the activity.

# Lesson 3 Good job!

p.16

## Objectives

- Use sound effects to predict where a story happens
- Listen and use visual cues to understand a story
- Act out a story

## Language

**Active:** How many? one, two, three, four, five

**Passive:** Good job! Come on. What's missing? apple, canal

## Materials

Class Book pp.16, 94 (practice); DVD; CD1 tracks 25–26; Unit 2 storycards; plain paper

## Warmer

- Ask pupils to choose a number between one and five. Give each pupil a piece of paper and ask them to write their chosen number on the paper, large enough for you to see.
- Tell pupils to hold up their numbers, facing you. Say a number for pupils to listen and if they hear their number they stand up, if they hear it again, they sit down. Start slowly and then increase the pace.

## 1 Listen. Where's the story?

1.25

- Tell pupils that they are going to listen to a story about the little people. Ask if they can remember their names (Fern, Poppy and Rowan).
- Ask them to open out the Bridge Town map at the front of the book and tell them that they are going to listen to some sounds and try to guess where the story takes place.
- Play the track for pupils to listen and look at the map and point to where they think the story takes place.

## Transcript

Sounds of outdoors along the canal, ducks quacking, water splashing, etc.

- Ask pupils what they heard and where they think the story takes place. Hold up your map and point to the canal to confirm their answers. Make sure pupils understand that this is a man-made canal, not a natural river. Teach the word *canal*.
- Ask pupils to predict what the little people are doing in the canal. Take all suggestions but don't indicate if they are wrong or right.

## Presentation with storycards

1.26

- Use the storycards to present the story. Hold them up one by one and talk about the pictures. Ask what pupils can see and what the characters are doing.
- Play the track and hold up the storycards one by one.
- Play the track again, pausing at storycard 2. Point to the ants and ask *What are they? (Ants.) How many? (Five.)* Ask what is on the ants' boat (an apple). Who does the apple belong to? (Rowan.)
- Play the track to the end of the story.

## Transcript

1 Fern: Look! Ants!

2 Poppy: How many?

Fern: One ..., two ..., three ..., four ..., five.

3 Rowan: And ... my apple!

4 Fern: Come on!

Poppy: Quick!

5 Creaking of bow bending.

6 Rowan: Pull!

7 Fern, Poppy and Rowan: Yay! Good job!

## 3 Now watch or listen.

DVD 1.26

- Open Class Books at page 16. Point to each picture and ask who pupils can see and what is happening.
- Play the story on the DVD, or repeat the story on the CD with pupils following in their Class Books.
- Play the story again. Pause at regular intervals and ask questions to ensure understanding. For example, ask why the little people fire the suction arrow (because they want their apple back). How many little people help to get the apple? (All of them.)

## Sequencing activity

1.26

- Ask six pupils to stand in a line facing the class and give them a storycard each (in jumbled order).
- Ask the class to tell the order of the story for pupils to stand in the correct order.
- Play the story track for the class to check the order.

## Class theatre

1.26

- Divide the class up into groups of three and assign each pupil a character, Poppy, Fern and Rowan. If you have shyer pupils in the class, they can take the role of the ants in the groups.
- Help pupils to act out the story in groups. Follow the procedure in the *How To Do It* section.

## Join in order. Listen and check. Then tell the story to a friend.

WB p.94

- Pupils work individually to join the pictures in the order of the story, by tracing lines between them.
- Play the story track for pupils to check their answers.

## ANSWERS

1 D 2 B 3 A 4 C

- Divide the class into pairs to point to the pictures in turn and retell the story in their own words.

## What's missing? Draw, then look and check.

WB p.94

- Focus pupils' attention on the picture. Ask *What's missing?* Accept all suggestions but don't give the answer yet.
- Pupils draw a picture of the thing they think is missing then compare with a partner before looking back at the story page to confirm the answer (the apple on the boat).

## Lesson 4

p.17

### Objectives

- Identify characters and events from a story
- Understand and discuss the importance of teamwork
- Start a class project on teamwork

### Language

**Active:** story language from Lesson 3

**Passive:** teamwork, problem

### Materials

Class Book p.17; Unit 2 storycards; characters flashcards; character finger puppets (made in Unit 1)

### Warmer

- Hold up the character finger puppets and elicit their names.
- Show the class two of the finger puppets and ask *How many?* Repeat the activity with one, three, four and five finger puppets to elicit the numbers.

### 1 Who's in the story? Look and circle.

- Stick the character flashcards on the board.
- Ask a pupil to come to the board and ask *Who's in the story?* If they answer with a correct little person, tell them to circle the correct flashcard.
- Open Class Books at page 17. Read out the question for pupils to circle the correct characters in the story (Fern, Poppy, Rowan).
- To check answers, ask different pupils to come to the board and tick a character flashcard each.

### 2 What's the problem in the story? Look and tick (✓).

- Use the storycards to review the story. Hold them up, one by one, in the correct order and elicit what happens in each picture. Stick the storycards in order on the board.
- Ask pupils *What's the problem in the story?* Explain the meaning of *problem* and encourage pupils to answer. (The ants have taken Rowan's apple and are sailing away with it.)
- Point to the pictures in activity 2 and ask what each one shows (Poppy's arrow is broken, Rowan feels sick because he has eaten too much, the ants have got the apple). Ask which of these things is the problem in the story (the ants have got the apple).

**CITIZENSHIP** Ask how Rowan feels about his apple being taken and how pupils would feel. Remind pupils that we should not take things which don't belong to us. It is very upsetting for the owner!

- Read out the instructions for pupils to tick the correct picture in their Class Book.

### 3 Talk about teamwork.

- Encourage pupils to think about ways that they would solve the problem in the story themselves.
- Divide the class into pairs to discuss their ideas and then ask the pairs to share their ideas with the class.

- Direct pupils' attention back to the story and ask them to think about how Poppy, Rowan and Fern solve the problem together, working as a team. Point out that by sharing ideas and working together they obtain a result that is better than if they worked alone.
- Make sure pupils understand the difference between Unit 1's value of 'Helping friends' and the value of 'Teamwork'. Explain that helping friends can be a one-to-one thing, but teamwork is when a task or problem would be impossible to solve without all members of the team working towards a goal. To illustrate teamwork, show pupils storycard 6 and ask them how many people it takes to pull the apple from the canal (3) and if they think Rowan could do it alone. (No.)

### Class project

- Ask pupils to think of problems that arise in their life at home and at school that need teamwork to be solved. Give them the following situation as an example: Your teacher asks you all to bring some leaves into school next week to make a poster. He/She tells you to work in a team. What do you do? (Get parents to phone friends, arrange to meet and find leaves, bring them into school.) When everyone brings them in, you can see that you have all different kinds of leaves, so the result is better than if you just worked alone.
- Divide the class into groups of four to think of and discuss other situations.
- Monitor the groups as they are discussing and ask questions about their situations, for example: Why is that teamwork? Who would you ask to help you?
- If any groups are having problems thinking of situations, help them with some suggestions, for example being part of a sports team, putting on a show, making up a playground game, building or creating something together.
- Ask a few groups to share their situations with the class.
- Ask pupils to make a note over the next few days of when they have a problem and they need some people to help them. Tell them to ask their family or friends to work with them in a team to solve the problem.
- Ask pupils to draw a picture to illustrate the problem and how they solved it with teamwork. When you see the class next, ask pupils to present their pictures to the class and explain the problem and the solution.
- Take in the pictures and put them on the wall under the heading *Teamwork* to make a display.

## Lesson 5

p.18

### Objectives

Identify and name autumn colours

Listen, mime and sing *The Colour Boat Song*

Make a paper plate boat

### Language

**Active:** brown, red, green, yellow, orange

**Passive:** What colour is it? boat, sail

### Materials

Class Book p.18; CD1 tracks 27–31; flashcards for brown, red, green, yellow, orange; a completed paper plate boat (prepared by the teacher); paper plates and lollipop sticks (one of each per pupil); plain paper; sticky tape; scissors; glue; hole punch

### Warmer

- Ask pupils to stand up and make a group of two. Pupils stand in pairs. Then say *Make a group of three* for pupils to stand together in threes.
- Repeat the activity with groups of one to five, giving pupils ten seconds to make the group. Anyone not in a group in ten seconds has to sit down.

### 1 Listen and point. Repeat. 1.27–1.28

- Hold up the colour flashcards one by one and say the colour. Place the flashcards round the classroom and say *Point to (red)*. Repeat with all five colours.
- Tell pupils that these five colours are sometimes called the 'autumn' colours because they are the colours we see in autumn.
- Open Class Books at page 18. Say *Let's count the boats!* Point and count with pupils.
- Say *Point to Sniff. What colour is Sniff's boat? (Orange.)* Repeat with all the characters' boats.
- Play track 27 for pupils to point to the coloured boats.

### Transcript

brown – red – green – yellow – orange (x4)

- Play track 28 for pupils to repeat the colour words. (The words are repeated twice with a pause for pupils to repeat.)

### 2 Listen and chant. 1.29

- Stick the colour flashcards around the classroom. Play the chant and point to the relevant flashcard when you hear the instruction *Look! (red)*. Play the chant again for pupils to point to the flashcards as they hear the colours.
- Make sure each pupil has coloured pencils in the five colours. Play the track again and ask pupils to hold up the correct pencil and join in with the chant.

### Transcript

Red, red. Look – red. Orange, orange. Look – orange.

Brown, brown. Look – brown. Green, green. Look – green.

Yellow, yellow. Look – yellow.

### 3 Talk about colours.

- Divide the class into pairs. Ask pupils if they can see any of the five colours in the classroom. Have a feedback session as a class.
- Tell the class to look out for the five colours at home and on their way to school and make a note of where they are and what they are, for example, a green bus stop.

### 4 Play *The Colours Game*.

- Divide the class into pairs. Tell them to close their eyes and count out loud to five, open their eyes and say a colour. If they both say the same colour, they have to find something that colour in their bags, desks or pencil cases.
- Pair yourself up with a pupil to demonstrate the activity.

### Craft project

- Give out a paper plate and lollipop stick to each pupil. Demonstrate how to fold the paper plate in half to make a semi-circular shape which is the hull/base of a boat.
- Show pupils how to make a hole or slit in the middle of the paper plate with a hole punch or scissors. Tell them to push the lollipop stick through the hole to form the mast and stick it to the inside of the plate with sticky tape.
- Pupils make a triangular sail out of white paper and stick it to the mast with glue. They then colour the boat using one of the five autumn colours.
- Hold up some of the finished boats and ask pupils *What colour is it?*

### 4 Sing *The Colour Boat Song*. 1.30–1.31

- Tell pupils to listen to the song and hold up their boat when they hear their colour.

### Transcript

Yellow boat, yellow boat, sail on the canal.

Red boat, red boat, sail on the canal.

Orange boat, orange boat, sail on the canal.

*Hold on tight – It's getting windy now!*

*Splash! Splash!*

Yellow boat, yellow boat, sail on the canal.

Brown boat, brown boat, sail on the canal.

Green boat, green boat, sail on the canal.

*Hold on tight ... (repeat chorus)*

Yellow boat, red boat, sail on the canal.

Orange boat, brown boat, sail on the canal.

Green boat – Hooray! Sail on the canal.

*Hold on tight ... (repeat chorus)*

- Play the track again, pausing after each line of the verses for the pupils to repeat.

- Play the track for pupils to mime sailing their boat and sing the line that matches the colour of their boat.

## Lesson 6

p.19

### Objectives

Listen and show understanding of numbers and colours by colouring  
Practise the numbers and colours in a game

### Language

**Active:** numbers 1–5; *How many?*, *red*, *yellow*, *green*, *orange*, *brown*

**Passive:** *What colour is it?* *colour*, *cat*

### Materials

Class Book pp.19, 95 (practice); CD1 tracks 32–34; flashcards for numbers and colours; Photocopy Master Unit 2 Lesson 6 (2 pages): cat template – one per pupil; a spinner – one per group of four (download the templates from the website)

### Warmer

- Stick the ten numbers and colours flashcards on the board.
- Ask two pupils to come and stand facing the board. Say a number or colour. The first pupil to slap the correct flashcard wins.
- Repeat with different pupils and words.

### 1 Listen and colour the boats. 1.32

- Draw a simple boat on the board. Ask a pupil to come to the front and colour the boat red.
- Open Class Books at page 19 and focus pupils' attention on the picture. Ask *How many boats?* (*Five*.)
- Tell pupils to listen to the track and colour the numbered boats the colour they hear. Play number one on the track, pause and ask pupils to point to boat number one. Ask *What colour is it?* (*Red*.) Pupils colour the boat red.
- Play the rest of the track, pausing after each one to give pupils time to find the correct boat and colour it.
- Play the track all the way through again for pupils to check their answers.
- To check answers as a class, ask different pupils to say a boat number and the colour.

### Transcript

1 red 2 orange 3 yellow 4 green 5 brown

### Differentiation

- Below level: Ask pupils to hold up the number and colour flashcards as they are said on the track.
- Above level: In pairs the group check their answers, taking it in turns to say the number and the colour of the boats.

### 2 Listen and play The Colours and Numbers Game. 1.33

### Photocopy Masters Unit 2 Lesson 6 (2 pp.)

- Focus pupils' attention on the photo. Tell them they are going to listen to children playing a game.
- Play the track. Ask *How many?* (*Three*.) *What colour?* (*Green*.)

### Transcript

**Girl 1:** How many?

**Girl 2:** Three. Green!

- Divide the class into groups of four. Give each pupil a colour-by-numbers cat template. Point and say *Look, it's a cat. Who is it?* (*Sid*.) Give out one spinner per group.
- Tell the groups to make their spinners by cutting around the two circles, sticking them together where shown, and inserting a pencil through the middle.
- Show them how to cut out the small circle in the centre by folding the circle in half and then cutting out a semi-circle through both pieces of paper.
- Explain the activity. Pupils take turns to spin the spinner. The number of dots the spinner lands on corresponds to the numbers on the colour key in the Class Book. They then colour the numbered section on the cat with the relevant colour, for example *one – red*.
- Demonstrate the activity by spinning a spinner. Say *How many?* (*Two*.) *What colour?* (*Yellow*.) Point to the parts labelled 2 on the cat (its eyes) and demonstrate colouring them yellow.
- Play track 33 again for the pupils to repeat each line.
- Pupils play independently in their groups but monitor them and encourage them to use the target language.
- Ask different pupils to present their finished cat picture to the class saying *Number (one) – red* to check as a class.

### Listen and colour the numbers. Then say.

 1.34 WB p.95

- Point to the numbers for pupils to name them.
- Play the first item on the track. Point to the 1 and ask *What colour?* (*Red*.) Tell pupils to colour the 1 red.
- Play the whole track, pausing for pupils to colour the numbers.
- Divide the class into pairs to take it in turns to point to a number and say the number and the colour.

### Transcript and answers

1 red 2 brown 3 green 4 orange 5 yellow

### Count, circle and say. WB p.95

- Point to the berries and say *How many? Count with me – 1, 2, 3*. Point to the numbers and show how the 3 has been circled as an example.
- Divide pupils into pairs to work together to count the items and circle the numbers.
- Pupils then take turns to point to the pictures and say the number.

### ANSWERS

A 3 B 2 C 5 D 1 E 4

# Lesson 7 Sound play

p.20

## Objectives

Recognize and say the /r/ sound

Identify words with the initial /r/ sound

Practise the /r/ sound in the context of a chant

## Language

**Active:** /r/, row, red, rap

**Passive:** words from the chant

## Materials

Class Book p.20; CD1 tracks 35–37; flashcard of Sniff

## Warmer

- Stick the flashcard of Sniff on the board. Say /h/ and ask pupils to stand up and do Sniff's action for the letter sound from Unit 1, Lesson 7. Repeat with *Hello!* and *hop*.
- Ask pupils to say the sound and words and do the actions with you.

## 1 Look, listen and repeat. Do the actions with Sniff.

1.35

- Open Class Books at page 20 and focus pupils' attention on the pictures of Sniff. Tell pupils that Sniff is going to teach them a new sound in English.
- Play the track and point to the pictures as pupils listen. Mime rowing to help pupils understand what *row* means.

## Transcript

**Sniff:** /r/ /r/ /r/

red – red – red

row – row – row

- Demonstrate how to make the /r/ sound for pupils to copy you. Purse your lips slightly and encourage pupils to look at the first picture of Sniff to remind them of the mouth shape.

**TIP** Make sure pupils know that to make the /r/ sound the tongue is pulled back and the tip of it curled up and back almost touching the roof of the mouth. The mouth is slightly open, like at the beginning of a smile.

- Play the track again, pausing after each line for pupils to repeat chorally and individually. Ask pupils if they can hear the /r/ sound at the beginning of *red* and *row*.
- Demonstrate Sniff's actions for the words: hold up a red pencil and mime colouring for *red*, and mime rowing a boat for *row*.
- Play the track again for pupils to say the sound and words and do the actions with Sniff.

## TPR activity (optional)

- Ask pupils to stand up. Say /r/, *red* and *row* for them to do the actions. Repeat in a different order.
- Ask a pupil to lead the activity, saying the sound or a word for the class to follow.
- Divide the class into pairs to take it in turns to say the sound or a word for their partner to do the action.

## 2 Listen and colour if you hear the sound.

1.36

- Turn to the Class Book and focus pupils' attention on the numbered circles and Sniff with her red pencil. Make sure pupils have a coloured pencil each. Play the first item on the track and pause to ask if pupils hear the /r/ sound (Yes). Point out how Sniff is colouring in the circle.

## Transcript

1 **Sniff:** row ... row

2 **Sniff:** leaf ... leaf

3 **Sniff:** red ... red

4 **Sniff:** rap ... rap

5 **Sniff:** look ... look

- Point to circle number 2 and play the track. Ask *Do you hear the /r/ sound?* (No.) *Do you colour the circle?* (No.)
- Play the other words, pausing after each one to give pupils time to colour the relevant circles.
- Draw five numbered circles on the board. Play the track again, asking pupils after each word if you colour the circle or not.

## ANSWERS

Circles 1, 3 and 4 should be coloured.

## 3 Listen and do *The Red Boat Rap*.

1.37

- Ask pupils what they can see in the picture. Explain that the little people are doing a rap song and dance.
- Ask pupils to stand up and bend and straighten their arms out in front of them and point both index fingers as in the classic rap movement. Play the whole chant and ask them to dance and do the rap movement when they hear the sound /r/ either on its own or in a word.

## Transcript

I want to row... row my boat.

I want to row... row my red boat.

I want to row, row, row... my rapping red boat.

Row, row, row my rapping red boat!

R, r, rrrrap!

R, r, rrrrap!

You want to row... row your boat.

You want to row... row your red boat.

You want to row, row, row... your rapping red boat.

Row, row, row your rapping red boat!

- Play the chant line by line, pausing for pupils to repeat chorally.
- As a class, make up some more actions to go with the chant, for example bobbing up and down, pointing one finger in the air, jumping from one foot to another.
- Play the chant again for pupils to do their rap movements and join in with the words.

# Lesson 8 Round up

p.21

## Objectives

Review learning progress with the language of Unit 2  
Make a numbers and colours flip book

## Language

Revision of vocabulary and structures from Unit 2

## Materials

Class Book pp.21, 114 (Picture dictionary); Unit 2 stickers; CD1 track 38; Unit 2 flashcards; flip book template (Teacher's Book pp.142–143) – one per pupil; a completed *Numbers flip book* (prepared by the teacher); pupils' bookmarks (made in Unit 1); scissors; glue

## Revision

- Hold up your hand with fingers spread out. Point and say *Let's count! One ... two ... three ... four ... five!* Pupils copy your actions and words.
- Stick the number one flashcard on the board and place the flashcard for *brown* beside it. Say *Look at number one. What colour is it?* Repeat with the rest of the number and colour flashcards.
- Take down the colour flashcards and put them up beside different numbers. Say *Look at (green). What number is it?* Repeat with different colours.
- Give pupils two minutes to look through the unit and tell you some other words and things they have learned.

## 1 Listen and stick. Then say. 1·38

- Ask pupils to put the Unit 2 stickers on their desks.
- Focus their attention on activity 1. Tell them they are going to listen and stick the correct colour sticker on each of the numbered groups of leaves. Point out how one leaf outline in each group is darker than the rest, and explain that this is where they should place the sticker.
- Play the track for pupils to first look at the groups of leaves and point to the coloured stickers.
- Play the track again, pausing as necessary to allow time for pupils to stick on the stickers.

## Transcript

- 1 red  
2 brown  
3 green  
4 yellow  
5 orange

- Check that pupils have stuck in the stickers correctly, and allow them time to colour in the other leaves in each group.
- Divide pupils into pairs to point to a group of leaves and say the number and the colour.

## Picture dictionary

**TIP** See the suggestions on using the Picture dictionary in the *How To Do It* section.

- Open Class Books at page 114. Tell pupils that they are going to make a picture dictionary of the words they have learned. Help pupils to colour the splashes at the top of the page the correct colour, and tell them to colour in the

numbers 1–5 at the bottom of the page in any colours they like.

## 2 Make a Numbers flip book.

Teacher's Book pp.142–143

**TIP** Prepare your own flip book before the lesson.

- Ask pupils what they can see in the photo (a boy showing his dad a flip book that he has made at school, and using the English he has learned to describe the colours and numbers in the book).
- Tell pupils they are going to make a flip book like the one in the photo. Show them your completed flip book.
- Give out the two pages of the flip book template to each pupil and hand out scissors and glue.
- Tell pupils to cut out the two parts of the template and stick these back to back. Then show pupils how to fold the book along the dotted line, so that the numbers are on the front. Show them how to cut the number flaps along the dashed lines (make sure they do not cut the ant pictures).
- Tell pupils to colour in the leaves the ants are holding using the five colours learned in this unit.
- Hold up your flip book and make a mini-presentation. Lift the flap for 1, point to the picture of the leaf being held by one ant and say *One – (Yellow)*, etc.
- Divide the class into groups of four to take it in turns to present their flip book to the group following your model.
- Ask more confident pupils to stand up and present their flip book to the class.
- Tell pupils to take their flip book home to show their family what they have learned in English.

**TIP** Remind the pupils to colour in the Unit 2 book on their Book Club bookmark to show that they have completed the unit.

## Self-evaluation, test and assessment 3·55–3·56

- Invite pupils to reflect on what they felt about the activities in the unit. Follow the procedure described in Unit 1.
- Pupils are now ready to complete the Unit 2 Test (pp.117–118 of this Teacher's Book). Use CD3 tracks 55 and 56.
- Ask pupils to complete the Units 1 and 2 Speaking Test (p.119 of this Teacher's Book).
- Fill in the evaluation grid for each pupil (see website).

**TIP** You may now like to do the CLIL unit on shapes. See pp.76–77 in the Class Book.

## Winter opener

pp.22–23

### Objectives

Understand the concept of winter and relate to own life

Listen and say some winter words

Listen, sing and mime *The Winter Song*

Make a bird feeder

### Language

**Active:** It's winter. It's snowy. Snowflakes, a snowman, a bridge, trees, lights, ice

**Passive:** song lyrics

### Materials

Class Book pp.22–23; winter poster; DVD (see website for script); CD1 tracks 39–42; empty milk or juice cartons; paint; thick marker pens; pencils (or sticks); birdseed; wool or string; completed bird feeder

### 1 Watch the video.



- Play the DVD and introduce the concept of winter.
- Play the DVD again and talk about winter words.

### 2 Talk about winter in Bridge Town.

- Display the winter poster and open the Class Book at pages 22–23. Ask what season it is and how we know. (It's winter. There's snow and ice. The trees are bare and colours are different from autumn.) Teach the word *winter*.
- Ask what the little people and their animal friends are doing (winter sports and games). Ask what the weather is like (it's snowy and cold). Teach the phrase *It's snowy*.
- Ask pupils if winter in Bridge Town, and in the video clip they saw, is similar to their town. How is it the same? How is it different? Ask questions about winter: Do you like winter? Why/why not? Can animals find food easily in winter? How can we help the birds?
- Teach the winter words by pointing to the items in the picture and saying *Look! Snowflakes, a snowman, snow, ice, lights, a bridge, trees*.

### 3 Listen and point. Repeat.



1·39–1·40

- Play track 39 for pupils to point to the things in the picture in their books. Point to the items on the poster.

### Transcript

It's winter in Bridge Town! It's snowy.

Point to the snowflakes. Point to the snowman.

Point to the bridge. Point to the trees.

Point to the lights. Point to the ice.

- Play track 40 for pupils to repeat the words.

### Transcript

snowflakes – a snowman – a bridge – trees – lights – ice

### 4 Sing *The Winter Song*.



1·41–1·42

- Tell pupils they are going to sing a song about winter. Mime snow falling with your fingers and ask *What's the weather like?* (*It's snowy*.)
- Tell pupils to imagine they are in Bridge Town on a snowy, winter day. Play the song (track 41) for them to mime snow falling with their hands, turn round and round for *swirl*, hug themselves for *Brrrr!*, etc.
- Play the track again, pausing after the noises *Scrunch, scrunch, scrunch* and *Brrrr!* for pupils to repeat.
- Play the track again for pupils to do their winter actions, say the sounds, and join in with the words.

### Transcript

It's winter, it's winter,

It's winter in Bridge Town.

Swirl, swirl, swirl,

Snow is falling down.

It's snowy, it's snowy,

It's snowy in Bridge Town.

Scrunch, scrunch, scrunch,

Snow is on the ground.

Look at the lights on the bridge,

Look at the snowman by the tree,

Look at the ice on the canal –

Brr! It's freezing in town.

(Repeat verses 1 and 2.)

### 5 Make a winter craft.

- Divide pupils into groups of four. Tell them they are going to make bird feeders. Show them the one you have made.
- Give each group an empty milk/juice carton and tell them to paint it. Allow time for drying.
- Show pupils how to cut a rectangular opening towards the bottom of the carton. Go around the groups helping, if necessary. Pupils draw details like roof tiles and windows on the carton so it looks like a house. They poke a sharpened pencil into the carton under the opening and leave it there as a perch. Help the groups to poke holes in the top sides of the carton to insert a string which you then tie at the top to form a hanger.
- Hand out some birdseed to put in the feeders. Pupils can hang their feeders in the school playground or put them on the classroom windowsill.

# Family

## Lesson 1

p.24

### Objectives

Identify and say the names of family members

Play a *Happy Families* card game

Listen, mime and sing *The Good Morning Song*

### Language

**Active:** *grandpa, grandma, dad, mum, brother, sister*

**Passive:** *What season is it? This is my (mum). Good morning! family, song lyrics*

### Materials

Class Book pp.24, 96 (practice); CD1 tracks 43–47; flashcards for family members; Photocopy Master Unit 3 Lesson 1 – one per pair (see website); scissors

### Presentation with flashcards

- Say *Say hello to Poppy's family*. Show the family flashcards and say *This is my mum/dad/grandma/grandpa/brother*.
- Stick the flashcards round the room and say *Point to (mum)*. Repeat with all the family members.

### 1 Listen and point. Repeat. ① 1.43–1.44

- Open Class Books at page 24. Ask pupils to describe the picture. Ask *What season is it? (Winter)*.
- Tell the class to listen and point to each family member as they hear the name. Play track 43.

### Transcript

grandpa – grandma – dad – mum – brother – sister (x4)

- Play track 44 for pupils to repeat the words.

### 2 Listen and chant. ① 1.45

- Play the chant and hold up the family flashcards.
- Play the chant again, pausing for pupils to repeat.

### Transcript

**Poppy:** Mum, mum ... Mum and dad.

**Fern:** Dad, dad ... Dad and mum.

**Poppy:** Grandma, grandma ... Grandma and grandpa.

**Fern:** Grandpa, grandpa ... Grandpa and grandma.

**Poppy:** Sister, sister ... Sister and brother.

**Fern:** Brother, brother ... Brother and sister.

### 3 Talk about family.

**TIP** Families can be a sensitive topic for some children, so you need to ensure that diversity in family situations is presented and discussed.

- Ask how many people are in Poppy's family (six).
- Talk about different sorts of family groups (single parent families, grandparents living with the family, etc.). Ask pupils to tell a partner about their family.

### 4 Play Happy Families.

Photocopy Master Unit 3 Lesson 1

- Divide the class into pairs. Give each pair scissors and a copy of the *Happy Families Game* template. Ask them to cut out and colour the cards. Help them to identify the different family members in each family. Tell pupils to colour the hair yellow for Fern's family and orange for Poppy's family.
- Demonstrate how to play the game with a pupil. Shuffle the cards and place them face down on the desk. Turn over a card, for example Poppy's grandma, and say *grandma*. Your partner then turns over a card and says the name. If it is a member of Poppy's family, he/she gives it to you. If it's not a member of Poppy's family, he/she keeps the card to start his/her own family. Continue until all the cards are in family sets.

### 5 Sing and do *The Good Morning Song*. ① 1.46–1.47

- Stick the family flashcards round the classroom. Say *Listen and point!* Play the song (track 46) for pupils to point to the flashcards when they hear the family words.
- Play the track again and mime some actions, e.g. yawn and stretch for *Wake up*, rub your tummy for *Yum, yum, yum*, do the OK sign for *Cool!* and wave for *Good morning, (Mum)*.
- Play the track again and encourage pupils to do the actions and join in with the words if they can.

### Transcript

Wake up, good morning! Good morning, Mum.

It's time for breakfast. Yum, yum, yum!

Wake up, good morning! Good morning, Dad.

It's time for school. Coo-ooo!

Wake up, good morning! Good morning, Grandma.

It's time for breakfast. Yum, yum, yum!

Wake up, good morning! Good morning, Grandpa.

It's time for school. Coo-ooo!

Wake up, good morning! Good morning, sister.

It's time for breakfast. Yum, yum, yum!

Wake up, good morning! Good morning, brother.

WAKE UP, GOOD MORNING!! YOU CAN'T SLEEP ALL DAY!!

### Match and say. WB p.96

- Point to pictures A–F for pupils to name the family members. Point to picture A, and ask pupils to point to the correct silhouette (6).
- Pupils draw lines to match the pictures. Divide the class into pairs to take turns pointing to a picture and saying the name.

### ANSWERS

1 B 2 E 3 C 4 F 5 D 6 A

## Lesson 2

p.25

### Objectives

Identify and say the names of family members  
Make your own *Happy Families* cards and play the game

### Language

Active: *grandpa, grandma, dad, mum, brother, sister*

**Passive:** *Is he/she in Poppy's family? Is Grandma a member of the family?*

### Materials

Class Book p.25; CD 1 tracks 46–47; flashcards for family members; flashcard pocket (made in Unit 1); blank cards (or pieces of paper) for pupils to make sets of *Happy Families* cards; magazines with pictures of famous families (optional)

### Warmer

- Play *Little by little*. Put one of the family flashcards into the flashcard pocket.
- Hold the pocket up and slowly pull out the flashcard, revealing the family member bit by bit. As you do this ask *Who's this?* Encourage pupils to guess the family member by calling out the family words. Then stick the flashcard on the board.
- Repeat with all the family flashcards.

### Song revision: *The Good Morning Song* 1.46–1.47

- Ask pupils if they can remember any of *The Good Morning Song*.
- Play the song (track 46) for pupils to do the actions.
- Divide the class into six groups and assign each group one of the verses from the song. Play the song again for the groups to stand up, in turn, and sing their verse. While a group is singing, the rest of the class do the actions.
- Finally play the karaoke version (track 47) for pupils to sing and do the actions.

### 1 Find the family, tick (✓) and say. Then colour.

- Open Class Books at page 25. Point to the pictures of the four main course characters and elicit their names (*Fern, Sniff, Sid, Rowan*).
- Explain to pupils that they have to find the members of Poppy's family and tick the boxes.
- Hold up your book and point to the picture of Poppy's grandpa. Ask *Is he in Poppy's family?* (Yes.) Point to the tick in the box next to the picture. Point to the picture of Sniff and ask *Is she in Poppy's family?* (No.) Show pupils that you don't tick the picture of Sniff.
- Pupils work individually to tick the boxes before they compare their answers with a partner.
- Ask different pupils to hold up their books, point to the different people in Poppy's family and say the family words for the class to check their answers.
- Divide the class into pairs to take it in turns to point to the members of Poppy's family and say the family word. Help with the pronunciation of the words where necessary.
- Pupils colour the pictures of Poppy's family.

### Differentiation

- Below level: Ask pupils to do a line of ticks in their books to practise doing a tick before they do the activity.
- Above level: Fast finishers can look at the family members on the page and see which family member is missing (Poppy). They then draw Poppy on top of the pile of books in the bottom right-hand corner of the page.

### Class discussion

- Ask the class about the pictures in activity 1, *Is Fern/Rowan a member of the family? Is Grandma a member of the family?* The last question would have a Yes answer in countries where extended families are the norm, but may not be so for children from other cultural backgrounds in the classroom and it is therefore a good point to discuss. Some children may consider pets as part of the family and you can extend the conversation to find out who the pupils consider to be in their family.

**TIP** The family is a very sensitive topic for some children so it's important to be aware of this when discussing these issues, especially if there are any individual situations where pupils may have recently deceased family members, divorced parents, blended families and foster children.

### Group project

- In pairs, pupils make their own sets of *Happy Families* cards by drawing their family or using cut-out pictures of famous families from magazines.
- Give out card-size pieces of paper for pupils to either draw the pictures or stick the pictures on.
- Join three pairs together to make groups of six and ask pupils to share and talk about their *Happy Families* cards, saying which family member is which.
- Pupils then put all their sets of cards together and play a game of *Happy Families*.

**TIP** You may like to ask pupils to complete the Picture dictionary for this unit at this stage. Ask them to turn to page 114 in the Class Books and colour in the pictures of the family members. Alternatively, pupils can complete the Picture dictionary later in the unit or in Lesson 8 as part of the unit Round up.

## Lesson 3 Rowan's joke

p.26

### Objectives

- Use sound effects to predict where a story takes place
- Listen and use visual cues to understand a story
- Act out a story

### Language

**Active:** This is my grandpa. Good evening. Who's that? It's me. My brother. I'm sorry.

### Materials

Class Book pp.26, 97 (practice); DVD; CD1 tracks 48–49; Unit 3 storycards; flashcards for family members

### Warmer

- Hold the family member flashcards up one by one for the class to say the family words.
- Tell the class to stand up if the word and picture match and sit down if they don't.
- Show the flashcards again one by one saying the family words, making sure you say the wrong word for some, getting faster and faster.

### 1 Listen. Where's the story?

1.48

- Tell pupils that they are going to listen to a story about Poppy and Rowan's family.
- Ask them to open out the Bridge Town map at the front of the book and tell them that they are going to listen to some sounds and try to guess where the story takes place.
- Play the track for pupils to listen and look at the map and point to where they think the story takes place.

### Transcript

Sounds of a shop: cash register, door opening, people murmuring quietly.

- Ask pupils what they heard and where they think the story takes place. Hold up your map and point to the bookshop to confirm their answers.
- Remind pupils that little people only come out into the bookshop when it's shut, so humans don't see them.

### Presentation with storycards

1.49

- Use the storycards to present the story. Hold them up and talk about the pictures. Ask what pupils can see and what the characters are doing.
- Before you play the story, ask the following questions and tell pupils to look and listen for the answers: Is Sid in the story? Who says 'Miaow'?
- Play the track and hold up the storycards one by one.

### Transcript

1 **Poppy:** Hello, Fern. This is my Grandpa.

**Grandpa:** Good evening, Fern.

**Fern:** Hello!

2 **Grandpa:** Come and listen.

3 **Fern:** Oh, yes! A story!

**Rowan:** Ha ha ha!

4 **Rowan:** MIAOW!

5 **Fern:** Who's that?

**Grandpa:** It's Sid!

6 **Rowan:** It's me!

**Poppy:** Oh ... my brother!

7 **Rowan:** I'm sorry!

- Check the answers to the questions you set. (No, Sid isn't in the story; it is Rowan who says 'Miaow'.)

### 2 Now watch or listen.

DVD 1.49

- Open Class Books at page 26. Point to each picture and ask who pupils can see and what is happening.
- Play the story on the DVD, or repeat the story on the CD with pupils following in their Class Books.
- Play the story again. Pause at regular intervals and ask questions to ensure understanding. For example, ask why Poppy and Fern are afraid (because they hear a miaow and think it's Sid) and why Rowan says sorry (because he scared Poppy and Fern).

**CITIZENSHIP** Ask pupils to give you examples of situations in which they were frightened. Help them to understand that we often feel better when we talk with our family and friends about what worries us, because they can give us good advice.

### Class theatre

1.49

- Divide the class up into groups of four and assign each pupil a character, Poppy, Fern, Rowan and Grandpa.
- Help pupils to act out the story in groups. Follow the procedure in the *How To Do It* section.

### Join in order. Listen and check. Then tell the story to a friend.

WB p.97

- Pupils work individually to join the pictures in the order of the story, by tracing lines between them.
- Play the story track for pupils to check their answers.

### ANSWERS

1 C 2 A 3 D 4 B 5 E

- Divide the class into pairs to point to the pictures in turn and retell the story in their own words.

### Who's missing? Draw, then look and check.

WB p.97

- Ask pupils to try to remember this scene from the story. Ask *Who's missing?* Accept all suggestions but don't give the answer yet.
- Pupils draw a picture of the character they think is missing. They compare with a partner before looking back at the story page to confirm the answer (Rowan – sneaking away to play his joke).

## Lesson 4

p.27

### Objectives

- Identify events from a story
- Understand characters' behaviour in a story
- Understand and discuss the importance of saying sorry
- Role-play a situation where someone has to say sorry

### Language

**Active:** story language from Lesson 3; *I'm sorry.*

**Passive:** *Who's sorry?*

### Materials

Class Book p.27; Unit 3 storycards; flashcards for characters, numbers, colours and family members

### Warmer

- Put up three flashcards from the same topic and one from another (for example family members and colours).
- Ask pupils to tell you which picture is the odd one out, and why.
- Repeat the activity with different combinations of flashcards.

### 1 Look and write the number from the story.

- Stick the storycards on the board in the order of the story. Ask a few pupils to come to the board. Say some items for pupils to point to on the storycards. For example, *a torch* (frame 1), *a cat* (frames 1 and 2), *a bauble* (frame 1), *Rowan* (frames 1, 3, 4, 6, 7).
- Open Class Books at page 27. Point to the first picture. Ask pupils to look back at the story on page 26 and tell you where they see this picture (frame 1). Tell pupils to write the number 1 in the box.
- Pupils work individually to write the frame numbers next to the correct pictures. Tell them to look carefully, paying attention to the expressions and actions.
- To check the answers, point to the second and third pictures and ask *What number?* (4 and 7).

### 2 Who's sorry? Look and tick (✓)

- Point to each character and ask *Who is it?* Ask *Who's sorry?* Explain the meaning. Discuss with pupils who they think is sorry in the story (Rowan). Tell them to tick the picture of Rowan. Ask why Rowan is sorry (because he scared the others by pretending to be Sid).
- Point to Poppy and Fern and ask how they feel in the story (afraid and angry).

### 3 Talk about saying sorry.

- Have a discussion about the story to focus pupils' attention on the importance of saying sorry.
- Ask what the problem is in the story (Rowan played a joke, but it scared the others). Ask pupils how they would feel in this situation.
- Direct pupils' attention back to the story to frame 3 and ask how Rowan feels (excited, he thinks his joke will be funny). Look at frame 7 and ask how he feels now (sorry and sad). Ask what Rowan does when he realizes he's upset Fern and Poppy. (He apologizes.)

**CITIZENSHIP** Discuss the importance of saying sorry to people when you accidentally do something to upset them. Ask pupils to give you examples of situations when you should apologize.

- Ask pupils to look at the last frame and say how they think Grandpa, Poppy and Fern feel after the apology (Grandpa and Fern accept Rowan's apology, but Poppy is still angry). Point out how sometimes when we say sorry it doesn't always make things instantly OK for everyone.
- To personalize the story, ask pupils if their friends ever upset them, how they show that they aren't happy and what they do when their friends say sorry.

### Role-play

- Tell pupils they are going to do a role-play of a situation where they have to say sorry.
- Divide the class into groups of four and tell them to think of a situation where they were upset or they upset someone. Tell them it can be a real story or made up. Give them some examples, e.g. they break a neighbour's window when playing football, they spill orange juice on a friend's new T-shirt, they hide a friend's favourite toy as a joke.
- Monitor the groups and help with ideas and suggestions. Tell the groups to practise acting out their stories. Tell them they have to say *I'm sorry* in their role-play. Say *I'm sorry* for pupils to repeat chorally and individually.
- Monitor the groups and encourage them to be expressive when they are role-playing the situation, for example, sad, angry, scared or happy.
- Join two groups together to act out their situations to each other. The group listening has to say what the situation is and why the group said sorry.

### Extension activity

- Pupils draw a picture to illustrate a time when friends or family upset them and said sorry or when they upset a friend or member of their family and said sorry.
- Take in the pictures and put them on the wall under the heading *Saying sorry* to make a display.

**TIP** Leave the display on the wall for the duration of Unit 3 as a visual reminder for pupils to say sorry when they upset someone.

## Lesson 5

p.28

### Objectives

Ask and answer the question *Who's that?*

Listen and identify family members

Play *Family Bingo* using the target language

### Language

**Active:** *Who's that? (Dad.) Bingo!*

**Passive:** *Which picture is Dad? my*

### Materials

Class Book p.28; CD1 tracks 50–51; flashcards for family members; *Happy Families* mini cards (from Lesson 1); one bag or container per group of four

### Warmer

- Stick the six flashcards of the family members on the board and elicit the words.
- If you have a moveable board, turn it around, if not ask pupils to close their eyes or turn around.
- Remove one of the family member flashcards, making sure pupils aren't looking. Ask pupils to tell you who is missing.
- Repeat the game, changing the order of the flashcards and removing different family members.

### 1 Listen and number. (1) 1-50

- Open Class Books at page 28. Ask pupils to look at the pictures in activity 1 and tell you who the people are (Fern's family – they should recognize them from the *Happy Families* game in Lesson 1). Point and ask pupils to name the family members. Tell pupils they are going to listen and number the family members.
- Play the track, stopping after the first item to ask *Which picture is Dad?* Tell pupils to write number 1 next to the picture of Fern's dad. Point to your book to help them identify her dad (the third picture).

### Transcript

1 Reader: Hello, Fern. Who's that?

Fern: My dad!

2 Reader: Who's that?

Fern: My brother!

3 Reader: Who's that?

Fern: My grandpa!

4 Reader: Who's that?

Fern: My grandma!

5 Reader: Who's that?

Fern: My mum!

- Play the rest of the track, pausing for pupils to write the numbers.
- To check as a class, ask different pupils to point to a picture and say the family member, for example *Three – Grandpa*.

### ANSWERS

(from left to right) 2 (brother) 5 (mum) 1 (dad)

4 (grandma) 3 (grandpa)

### 2 Listen and play *Family Bingo*. (1) 1-51

**TIP** Pupils need the *Happy Families* mini cards that they made in Lesson 1 of this unit. If you no longer have them, hand out a new template to each group of four and ask them to colour in one family each.

- Focus pupils' attention on the photo. Ask what the children are doing (playing a game) and what cards they are using (the *Happy Families* cards).
- Tell pupils they are going to listen to the children playing the game. Play the track.

### Transcript

Girl: Who's that?

Boy: Dad!

- Play the question and answer again, pausing for pupils to repeat chorally and individually.
- Tell the class they are going to play *Family Bingo* in groups and the winner is the first pupil to complete a family set and shout *Bingo!*
- Divide the class into groups of four and hand out the *Happy Families* cards (each group needs one set, with four families).
- Give each group a bag or container and tell pupils to put all the cards inside.
- Demonstrate the game to the class. Pull out a card from one of the group's bags, but don't show it to the class. Encourage the class to ask *Who's that?* Answer with the family member, for example *Dad*.
- Demonstrate laying the card down in front of you, and explain that you will now start collecting that family's cards.
- The groups play independently. They take it in turns to select a card from the bag. The rest of the group asks *Who's that?* for the pupil to say the family word. If the card is from the family they are collecting, they lay the card down on the table in front of them. If it is a card from a different family, they put the card back in the bag. The winner is the first pupil to complete a family set.
- Monitor the groups to make sure they are playing correctly and using the target language.

### Differentiation

- Below level: In pairs, pupils lay the cards for one family out in front of them and take it in turns to point to a card and say *Who's that?* Then they play the game.
- Above level: The group chooses to play another card game, for example *Snap!* or a matching game using the cards. Insist they use the target language in any game they choose.

## Lesson 6

p.29

### Objectives

Develop pre-writing skills through a tracing activity  
Listen and identify family members  
Review numbers one to five

### Language

**Active:** family members, numbers 1–5, *Who's that? My (mum).*  
**Passive:** *What's the season? How many snowballs are there? snowball, me*

### Materials

Class Book pp.29, 98 (practice); CD1 track 52; flashcards for numbers 1–5; plain paper

### Warmer

- Show the number flashcards one by one and elicit the numbers *one to five*. Stick them on the board as a reference for the activity.
- Divide the class into two teams. Tell them you are going to dictate numbers and they have to write them on the board.
- Ask one pupil from each team to come to the board. Say a number from one to five. The first pupil to write the correct number wins a point for their team. If a pupil has difficulties, they copy or point to the relevant flashcard or nominate another pupil in their team to help them.
- Repeat the game with different numbers and pupils.
- The team with the most points at the end of the game wins.

### 1 Trace and say.

**TIP** The following activities are developing and practising pre-writing skills and are designed to help pupils to create fluent lines on the page. When tracing, encourage pupils to keep an even pressure and not take the pencil off the page until they have joined all the dots in the line.

- Open Class Books at page 29 and focus pupils' attention on the picture. Ask *What's the season? (Winter.)* Ask what the little people are doing (playing in the snow). Point to the snowman, bridge, trees and ice and elicit the vocabulary (*snowman, bridge, trees, ice*). Teach the word *snowball*.
- Focus pupils' attention on the dotted lines around the family members. Tell pupils to trace the lines with their fingers. Make sure they are not using pencils at this stage.
- Monitor pupils as they work and encourage them to be slow and careful as they follow the lines.
- Tell pupils to repeat the exercise a few times before they trace the lines with a coloured pencil.
- Divide the class into pairs for them to take turns pointing at the little people and saying the names and family words.

### Differentiation

- Below level: If pupils are having difficulties tracing the lines around the characters, tell them to draw circles around them instead.
- Above level: In pairs, pupils find the winter vocabulary from the winter opener unit in the picture in activity 1. They take it in turns to point and say the vocabulary, for example *snowman, bridge, trees, ice*.

### 2 Count and circle the snowballs. How many?

#### Colour the correct number.

- Ask pupils to point to the snowballs in the picture in activity 1. Say *How many? Let's count. (Four.)*
- Focus pupils' attention on the numbers and ask *How many snowballs are there?* Say *Point to the number.* Pupils circle the snowballs in the picture and colour the correct number (4).

#### Listen and tick (✓). Colour. Then say. 1.52

WB p.98

- Tell the class they are going to listen to Rowan talking about his family. Focus pupils' attention on the head shots of the people. Point to each and ask *Who's that?* Encourage pupils to say which family member they are.
- Play the track, pausing after number 1. Ask *Which picture?* (Picture 1, Rowan's mum). Pupils tick the picture.

### Transcript

**Reader:** Hello, Rowan.

**Rowan:** Hello! This is my family.

**1 Reader:** Who's that?

**Rowan:** My mum.

**2 Reader:** Who's that?

**Rowan:** My grandma.

**3 Reader:** Who's that?

**Rowan:** My grandpa.

**4 Reader:** Who's that?

**Rowan:** My sister.

**5 Reader:** Who's that?

**Rowan:** Me!

- Play the rest of the track, pausing after each number for the pupils to tick the pictures.

### ANSWERS

1 picture 1 (mum) 2 picture 3 (grandma) 3 picture 2 (grandpa) 4 picture 2 (Poppy) 5 picture 3 (Rowan)

- Pupils colour the pictures they ticked and then with their partner take it in turns to point and ask and answer, *Who's that? (Mum.)*

### Extension activity

- Hand out plain paper. Ask pupils to draw a picture of themselves and their family on a day out in the snow, for example, playing with snowballs, ice skating or building a snowman.
- Write the heading *My Winter* and stick pupils' pictures on the wall to create a frieze.

# Lesson 7 Sound play

p.30

## Objectives

Recognize and say the /p/ sound

Identify words with the initial /p/ sound

Practise the /p/ sound in the context of a chant

## Language

**Active:** /p/, pat, pizza, Poppy, puts, pan

**Passive:** words from the chant

## Materials

Class Book p.30; CD1 tracks 53–55; flashcard of Sniff

## Warmer

- Mime one of the story characters to the class for them to guess.
- Ask different pupils to choose a character to mime to the class for them to guess.

## 1 Look, listen and repeat. Do the actions with Sniff. 1.53

- Stick the flashcard of Sniff on the board and tell pupils that Sniff is going to teach them a new sound in English.
- Open Class Books at page 30 and focus pupils' attention on the pictures of Sniff.
- Play the track and point to the pictures as pupils listen. Mime patting a snowball to help pupils understand the meaning of *pat*.

## Transcript

**Sniff:** /p/ /p/ /p/

pat – pat – pat

pizza – pizza – pizza

- Demonstrate how to make the /p/ sound for pupils to copy you and make the sound. Encourage pupils to copy you, and to look at the first picture of Sniff.

**TIP** Make sure pupils know that it is the sound /p/ and we don't use our voice. Show how we open our lips, in half a kiss action, and push the air out. To help them understand how to make the sound, hold a piece of paper over your mouth and say /p/ so they can see the paper move and then let them try with the paper.

- Play the track again, pausing after each line for pupils to repeat chorally and individually. Ask the pupils if they can hear the /p/ sound at the beginning of *pat* and *pizza*.
- Demonstrate Sniff's actions for the words: mime patting a snowball for *pat*, and mime holding and smelling a pizza.
- Play the track again for pupils to say the sound and words and do the actions with Sniff.

## TPR activity (optional)

- Ask pupils to stand up. Say /p/, *pat* and *pizza* for them to do the actions. Repeat in a different order.
- Ask a pupil to lead the activity, saying the sound and a word for the class to follow.
- Divide the class into pairs to take it in turns to say the sound or a word for their partner to do the action.

## 2 Listen and colour if you hear the sound. 1.54

- Focus pupils' attention on the numbered circles and Sniff with her red pencil. Make sure pupils have a coloured pencil each. Play the first item on the track and pause to ask if pupils hear the /p/ sound (Yes). Point out how Sniff is colouring in the circle.

## Transcript

1 **Sniff:** pizza ... pizza

2 **Sniff:** Poppy ... Poppy

3 **Sniff:** Fern ... Fern

4 **Sniff:** pat ... pat

5 **Sniff:** cat ... cat

- Point to circle 2 and play the track. Ask *Do you hear the /p/ sound? (Yes.) Do you colour the circle? (Yes.) What is the word? (Poppy.)*
- Play the other words, pausing after each one to give pupils time to colour the relevant circles.
- Draw five numbered circles on the board. Play the track again, asking pupils after each word if you colour the circle or not. Ask pupils if they can remember what the word *cat* means.

## ANSWERS

Circles 1, 2 and 4 should be coloured.

## 3 Listen and do *The Pizza Pat Chant*. 1.55

- Ask pupils what they can see in the picture. Make sure they understand that Poppy is making a pizza for everyone.
- Ask pupils to stand up. Play the track and ask pupils to pat their hands on the table when they hear the sound /p/ either on its own or in a word.

## Transcript

P, p, p, p – p, p, p!

Pat, pat, pat, pat – pat, pat, pat!

Poppy! Poppy! Poppy pats a pizza.

Poppy! Poppy! Poppy pats a pizza.

Poppy pats a pizza, puts it in a pan!

P, p, p, p – p, p, p Pizza's ready – Yum!

- Play the chant again line by line, pausing for pupils to repeat chorally. Explain any vocabulary as necessary, e.g. *puts it in a pan*.
- As a class, make up some actions to go with the chant, for example, *Poppy pats a pizza* – pat out a pizza base, *puts it in a pan!* – put the pizza in a pizza tin, *Yum!* – rub their tummies.
- Play the chant again for pupils to do the actions and join in with the words.

# Lesson 8 Round up

p.31

## Objectives

Review learning progress with the language of Unit 3  
Make a family dice

## Language

Revision of vocabulary and structures from Unit 3

## Materials

Class Book pp.3, 114 (Picture dictionary); Unit 3 stickers; CD1 track 56; Unit 3 flashcards; dice template (Teacher's Book p.144) – one per pupil; a completed *Family story dice* (prepared by the teacher); pupils' bookmarks; scissors; glue

## Revision

- Choose a flashcard game from the *How To Do It* section to revise the words for family members.
- Divide the class into pairs. Say different words from Unit 3 and tell pupils to look through their Class Book and point to the correct picture, for example *a pizza, a snowflake, a snowman, brother, mum, sister*.
- Give pupils two minutes to look through the unit and tell you some of the other things they have learned. Tell them to think about any other vocabulary or phrases they can remember from the songs and story, the story value (saying sorry), the new sound /p/, etc.

## 1 Listen and stick. Then say. 1.56

- Ask pupils to put the Unit 3 stickers on their desks.
- Focus their attention on activity 1. Tell them they are going to listen and stick Poppy's family members in the correct picture frames. Hold up one of the sticker sheets and ask *Who's that?* for all the family members.
- Play the track for pupils to look at the numbered frames and point to the character stickers as they listen.
- Play the track again, pausing to give pupils time to stick the stickers on.
- Ask pupils to check their answers with a partner before you play the track a final time to check.

## Transcript

1 Reader: Hello, Poppy. Who's that?

Poppy: This is my mum.

2 Reader: Who's that?

Poppy: This is my dad.

3 Reader: Who's that?

Poppy: This is my grandma.

4 Reader: Who's that?

Poppy: This is my grandpa.

5 Reader: Who's that?

Poppy: This is my brother.

- Divide pupils into pairs. Tell one pupil in each pair to pretend to be Poppy. The other pupil points to the family members and asks *Who's that?* for their partner (as Poppy) to reply *My (brother)*. Pupils change roles and repeat the activity.

## Picture dictionary

- Ask pupils to turn to page 114 in the Class Books and to colour in the pictures of the family members, if they have not already done so.

## 2 Make a Family story dice

Teacher's Book p.144

**TIP** Prepare your own family story dice before the lesson.

- Ask pupils what they can see in the photo (a girl showing her mum and sister a family dice that she has made at school and using the English she has learned to say who the family members are).
- Tell pupils they are going to make a family story dice like the one in the photo. Show them your completed dice.
- Give out a dice template to each pupil and hand out scissors and glue. Tell pupils to cut out the dice template along the dashed line (make sure they understand that they shouldn't cut along the dotted lines – these indicate where the template should be folded).
- Tell the class to draw and colour a picture of one of their family members on each square of the dice. If necessary, teach *aunt, uncle, cousin* and *pet*.
- When they have finished their drawings, help them to fold and stick the template into a cube shape.
- Demonstrate the activity to the class by rolling your dice and pointing to the picture on the top, saying *This is my (mum)*. Model the phrase, substituting different family members.
- Divide the class into pairs to take turns rolling their dice and presenting their family members to their partner.
- Tell pupils to take the dice home to show their family what they have learned in English.

**TIP** Remind pupils to colour in the Unit 3 book on their Book Club bookmark to show that they have completed the unit.

## Self-evaluation, test and assessment 3.57–3.58

- Invite pupils to reflect on what they felt about the activities in the unit. Follow the procedure described in Unit 1.
- Pupils are now ready to complete the Unit 3 Test (pp.120–121 of this Teacher's Book). Use CD3 tracks 57 and 58.
- Fill in the evaluation grid for each pupil (see website).

**TIP** You may now like to do the Culture unit *Books and me!* See pp.84–85 in the Class Book.

# More numbers and colours

## Lesson 1

p.32

### Objectives

Identify and name winter colours

Reflect on the colours in different seasons

Listen, mime and sing the *Colours on the Ice* song

### Language

**Active:** pink, black, purple, blue, white

**Passive:** What colour is it? skate, song lyrics

### Materials

Class Book pp.32, 99 (practice); CD1 tracks 57–61; flashcards for winter colours (pink, black, purple, blue, white); flashcards for autumn colours; Autumn and Winter posters

### Presentation with flashcards

- Show the *black* flashcard to the class. Ask *What colour is it?* and answer *Black*. Present *purple*, *white*, *pink* and *blue* in the same way.
- Place the flashcards round the classroom and say *Point to (black)*. Repeat with all the colours.

### 1 Listen and point. Repeat. 1·57–1·58

- Ask *What can you see in the picture? (winter, ice and tree)*. Teach the word *skate*.
- Play track 57 for pupils to point to the coloured skates.

### Transcript

pink – black – purple – blue – white (x4)

- Play track 58 for pupils to repeat the colours.

### 2 Listen and chant. 1·59

- Stick the colour flashcards around the classroom. Play the chant for pupils to listen and point to the colours.
- Play the chant again, pausing after each of the children's lines for pupils to repeat chorally. Play the chant again for pupils to join in.

### Transcript

**Adult:** Say 'blue'!

**Children:** Blue!

**Adult:** Say 'blue and black'!

**Children:** Blue and black!

**Adult:** Say 'pink'!

**Children:** Pink!

**Adult:** Say 'pink and white'!

**Children:** Pink and white!

**Adult:** Say 'pur-ple'!

**Children:** Pur-ple!

**Adult:** Purple, purple!

**Children:** Purple, purple!

**Adult:** Blue and black!

**Children:** Blue and black!

**Adult:** Pink and white!

**Children:** Pink and white!

**All:** Pur-ple! Oh yeaaaah!

### 3 Talk about colours.

- Stick the autumn and winter colour flashcards on the board. Point to the flashcards and elicit the colours.
- Stick the *Autumn* and *Winter* posters on the board. Ask different pupils to take an autumn colour flashcard and

put it with the autumn poster. Repeat with the winter poster.

- Divide the class into pairs. Give them a minute to look around the classroom, point to the winter colours and say them.
- Tell the class to look out for the five colours on their way home and make a note about where and what they are, for example, black roads and blue garden gates.

### 4 Play *The Colours Game*.

- Divide the class into pairs. Tell them to close their eyes and count out loud to five, open their eyes and say a colour. If they both say the same colour, they have to find something that colour in their bags, desks or pencil cases.

### 5 Sing and do the *Colours on the Ice* song.

 1·60–1·61

- Stick the winter colour flashcards around the classroom. Mime skating for pupils to copy you.
- Play the song (track 60) for pupils to do the mime as they listen and point to the colour flashcards.
- Play the song again, pausing after each verse for the pupils to suggest actions, for example waving a hand to beckon someone, miming putting on skates and dancing on ice.
- Divide the class into five groups and give each group a colour verse. Play the song for pupils to sing their verse and do the actions.

### Transcript

Come on, friends, come and play.

Let's have fun on the canal today.

Dance on ice with my blue skates on.

Blue, blue, blue skates on.

Dance on ice ... (repeat verse for *pink*)

Come on, friends ... (repeat chorus)

Dance on ice ... (repeat verse for *black*)

Dance on ice ... (repeat verse for *white*)

Come on, friends ... (repeat chorus)

Dance on ice ... (repeat verse for *purple*)

Blue, pink, black, white, PURPLE!

### Listen, colour and say. 1·62 WB p.99

- Play the track for pupils to listen and colour the clouds.

### Transcript

1 pink 2 blue 3 black 4 white 5 purple

### Look and colour. Then say the colours. WB p.99

- Point to the skates in the middle and ask *What number?* (*One*.) Point to the clouds and ask *What colour is number 1?* (*Pink*.) Pupils colour the picture according to the key, then take turns with their partner to point and say, for example, *one – pink*.

## Lesson 2

p.33

### Objectives

- Practise the pre-writing skill of tracing
- Identify and say the winter colours
- Draw a winter or autumn picture

### Language

- Active:** pink, black, purple, blue, white  
**Passive:** What colour are they?

### Materials

- Class Book p.33; CD1 tracks 60–61; flashcards for winter colours and numbers 1–5; poster paper; plain paper (large and standard); paint (optional)

### Warmer

- Place the number flashcards for one to five in a row across the board and place the winter colour flashcards beneath them.
- Call out the numbers in random order and ask pupils to tell you the corresponding colour.
- Take down the colour flashcards and shuffle them, then repeat the activity.

### 1 Trace, find and colour. Then say.

- Open Class Books at page 33. Tell pupils to trace the dotted line with their finger from each character to their skates. Then they use a pencil to trace.
- Monitor pupils as they work and remind them of how to use the pencil to make fluent lines.
- Point to Rowan and say *Point to Rowan's skates. What colour are they?* Take all suggestions but don't say if they are wrong or right at this stage.
- Divide the class into pairs for them to take turns pointing to the characters' skates and saying the colour to their partner. Make sure they are not colouring at this stage.
- Tell the class to look back at the picture on page 32 to check what colour the characters' skates are. They then colour the skates on page 33 the correct colour.
- To check as a class, say a character's name and ask pupils to say the colour of their skates.

### Differentiation

- Below level: Focus pupils' attention on page 32 and help them make the connection between who the character is and the colour of their skates. Then explain that on page 33 they have lost their skates and we need to help them find them. Go through number 1 with pupils then ask them who the second character is (Poppy). Ask pupils to find her in the previous page and then ask what colour her skates are. Pupils colour the skates and say the colour. Repeat for all the skates.
- Above level: When pupils have finished colouring, ask them to look at the bottom of the page. Tell pupils that Grandma wants to go skating, too, but she is missing her skates and would love a new pair like the others. Pupils draw and colour them as they like.

### Song revision: Colours on the Ice song



1·60–1·61

- Ask pupils if they can remember the *Colours on the Ice* song. Encourage them to tell you some words and phrases they remember.
- Ask them to stand up and do the actions as you play the song (track 60).
- Play the song again for them to sing along with the actions.
- Finally, divide the class into five groups and assign each group a colour.
- Play the karaoke version (track 61) for the different groups to sing their verse.
- Help pupils to remember the colours by holding up the relevant colour flashcards before they are said in the song.
- Repeat the song, changing the groups' colours until the class are confident and still enjoying singing, and doing the actions.

### Extension activity

- Ask pupils which season they prefer, autumn or winter, and why.
- Tell pupils to draw a picture to represent their favourite season, winter or autumn. Tell them to think about the colours they have learned about to use in their picture.
- If it is suitable, pupils can use paints to create their picture as paint gives more texture and depth.

**TIP** If pupils are having difficulties coming up with ideas, suggest they think about cartoons they know, for example *Happy Feet* or *Frozen*, or activities they like doing in their favourite season, or a tree, flower, animal or festival they associate with the season.

- Monitor pupils as they work, asking questions about their pictures, for example: Where is the picture? Why does (autumn) make you think of this picture? Why did you colour it (blue)?

**TIP** Make two large headings, *Winter* and *Autumn*, and stick them on the wall. When pupils have finished their pictures, they stick them under the correct season.

### Collaborative task

- Divide pupils into groups of five. Tell them to find five pieces of clothing among their group's clothes that are in the five winter colours and point and say the colour. If they can't find all the colours in their group, they look at their classmates to find a pupil who is wearing the missing colour(s).
- In each group, each member draws one of the clothing items on a piece of paper, colours it and cuts it out.
- They stick the cut-out clothes onto a piece of poster paper to display on the wall.

## Lesson 3 *The feather*

p.34

### Objectives

- Use sound effects to predict where a story takes place
- Listen and use visual cues to understand a story
- Act out a story

### Language

**Active:** *What is it? It's a feather. It's purple.*

**Passive:** *Look out! Yippee!*

### Materials

Class Book pp.34, 100 (practice); DVD; CD1 tracks 63–64;  
Unit 4 storycards; flashcards for autumn and winter  
colours

### Warmer

- Give out the colour flashcards to ten pupils. Tell the pupils to hold up their flashcards, facing you. Say a colour for the pupils to listen and if they hear their colour they stand up. If they hear it again, they sit down. Start slowly and then increase the pace.
- Encourage pupils close to the ten pupils with the flashcards to help them. Give the flashcards to another ten pupils and repeat the game.

### 1 Listen. Where's the story? 1·63

- Recap the *Goodbye, Sid!* story from Unit 1. Ask the class to tell you what happened and why the little people are scared of Sid (because he's a cat and wants to catch them).
- Tell pupils that they are going to listen to another story about the little people.
- Ask them to open out the Bridge Town map at the front of the book and tell them that they are going to listen to some sounds and try to guess where the story takes place.
- Play the track for pupils to listen and look at the map and point to where they think the story takes place.

### Transcript

*Shop sounds, cash register, door opening, people talking.*

- Ask pupils what they heard and where they think the story takes place. Hold up your map and point to the bookshop to confirm their answers.
- Ask pupils to predict what the little people are doing in the bookshop. Take all suggestions but don't indicate if they are wrong or right.

### Presentation with storycards 1·64

- Use the storycards to present the story. Hold them up one by one and talk about the pictures, asking pupils what they can see. Ask pupils if their ideas about what the little people are doing in the bookshop were correct.
- Play the track and hold up the storycards one by one.
- Pause the track after storycard 1. Point to the feather and say *Look at the feather. What colour is it? (Purple.)* Pause the track again after storycard 5 and say *Look at the feather.*
- Play the track to the end of the story.

### Transcript

- Poppy:** Ooh! What is it?
- Sniff:** It's a feather! And it's purple!
- Sniff:** Look out! It's Sid!
- Sid:** MIAOW!
- Rowan:** Aargh!
- Rowan:** Quick!
- Sid:** MIAOW! MIAOW!
- Rowan:** Oh no!
- Poppy:** Quick! The feather!
- Rowan:** Ooh!
- Sid:** (*purring loudly*)
- Rowan:** Oh phew!
- Poppy:** Yippee!

### 3 Now watch or listen. DVD 1·64

- Open Class Books at page 34. Point to each picture and ask who pupils can see and what is happening.
- Play the story on the DVD, or repeat the story on the CD with the pupils following in their Class Books.
- Play the story again. Pause at regular intervals and ask questions to ensure understanding. Ask why the little people are running away (because Sid is chasing them). What is Poppy's good idea? (To tickle Sid with the feather.) Why does Sid stop chasing them? (Because he likes being tickled with the feather, it makes him sleepy.)

### Class theatre 1·64

- Divide the class up into groups of four and assign each pupil a character, Poppy, Rowan, Sniff and Sid.
- Help pupils to act out the story in groups. Follow the procedure in the *How To Do It* section.

### Number in order. Listen and check. Then tell the story to a friend. 1·64 WB p.100

- Focus pupils' attention on the frames from the story. Explain the story is not in order and they have to number the pictures from one to six. Divide the class into pairs to discuss and order the pictures.
- Play the story track for pupils to check their answers.

### ANSWERS

1 C 2 D 3 F 4 E 5 A 6 B

- The pairs then take turns to retell the story in their own words to their partner who points to the key characters and items in the pictures.

### Can you remember? Colour the feather in the pictures. Look and check. WB p.100

- Ask pupils what colour the feather is in the story. They colour it and then check on page 34. (The feather is purple.)

## Lesson 4

p.35

### Objectives

- Identify events from a story
- Understand characters' behaviour in a story
- Discuss what it means to be brave
- Discuss how people react differently when they are scared

### Language

**Active:** story language from Lesson 3

**Passive:** brave, scared

### Materials

Class Book p.35; Unit 4 storycards; flashcards for autumn and winter colours

### Warmer

- Stick the ten colour flashcards on the board.
- Divide the class into two teams. Ask a pupil from each team to come to the board.
- Say a colour, the first pupil to slap the correct flashcard wins a point for their team. Encourage the teams to help their team member.
- Repeat with different pupils and different colours.

### 1 What's missing? Look and draw.

- Ask six pupils to come to the front of the class and stand in a line facing the class. Give them a storycard each, making sure they are not in the correct order. Ask the class to retell the story in their own words for the six pupils to get themselves into the correct order.
- Open Class Books at page 35 and focus on the two pictures. Explain to the pupils that something is missing from each picture.
- Divide the class into pairs. Tell them to look back at the story on page 34 and tell you what's missing in the first picture on page 35 (*the feather*). Ask *What colour is it?* (*Purple*).
- Check the answer as a class before asking them to draw and colour the feather in the correct place.
- Repeat the procedure for the second picture (Sid is missing – pupils should draw him leaping over the pink cushion).

### 2 Who's brave? Look at the story. What's different?

- Focus pupils' attention on frame 5 of the story on page 34. Ask them what happens in this part of the story (Poppy tickles Sid's feet) and how Rowan feels (scared).
- Ask pupils to look at the picture in activity 2 on page 35 and ask them what's different from the story (Rowan is trying to catch Sid with a rope), how Poppy feels (scared) and who is brave and quick-thinking in this picture (Rowan).
- Have a class discussion about who is brave in the story (Poppy) and who is scared (Rowan) versus who is brave and who is scared in the picture in activity 2. Point to the pictures and ask *Who's brave? Who's scared?* Ask pupils how they would react in Poppy and Rowan's situation. If they

are ever scared or in danger do they react in the same way as their friends?

**CITIZENSHIP** Discuss the importance of being brave, thinking clearly and helping friends even when you are scared.

### 3 Talk about being brave.

- Ask questions about the story to encourage pupils to think about how people react in different ways when they are scared and to empathize with the characters. Ask how the little people are feeling in frame 2 (scared). Is what Poppy does in frame 5 dangerous and brave? (Yes.) Do they understand why Rowan feels afraid? Point to the last frame and ask how the little people feel now (safe and happy), how Sid feels now (happy) and if they think the little people and Sid may be friends now.
- To personalize the discussion, ask pupils how they would feel in Poppy and Rowan's situation. Would they feel scared but do something brave, or would they wait for their friends or family to do something?
- Divide the class into pairs to discuss the following question: What would you do differently if you were the little people and were being chased by Sid? Remind pupils they have bows and arrows, ropes, teamwork and things from our world in the bookshop that they can use. Give them some thinking and discussion time before you take suggestions as a class.
- Tell pupils that there are many different ways to be brave in our world. For example, when you go to the dentist to have a filling, go to the hospital to have a blood sample taken, or when you take part in a competition.
- Discuss with the class how we all react differently in situations when we are scared – some people try to find a way to solve the problem, whereas others are too scared and walk away from the situation, preferring what is safe.

**TIP** It is important not to present the second option as wrong or bad. Ensure that pupils understand that sometimes it is OK to walk away from things they are afraid of.

- Ask pupils if they can think of a time when they were brave. Tell them to also ask their parents and grandparents if they can remember times when *they* were brave.
- Tell pupils to draw a picture to illustrate one of these situations and bring it to the next lesson.
- Take in the pictures and put them on the wall under a heading *Being brave* to make a display.

**TIP** Leave the display on the wall for the duration of Unit 4 as a visual reminder of the different ways to be brave.

## Lesson 5

p.36

### Objectives

Identify and say the numbers six to ten

Review numbers one to five

Listen, dance and sing *The Snowman Rock*

### Language

**Active:** six, seven, eight, nine, ten

**Passive:** What's this? Let's count the dots, snowman, song lyrics

### Materials

Class Book p.36; CD1 tracks 65–69; flashcards for numbers 1–10; all other flashcards for Units 1–4; Photocopy Master Unit 4 Lesson 5 – one per pupil (see website); ant number cards from Unit 2 (optional)

### Warmer

- Stick some of the flashcards from Units 1 to 4 around the classroom and play *Change places* (see the *How To Do It* section).

### 1 Listen and point. Repeat. 1·65–1·66

- Hold up the number flashcards for 6–10 one by one, saying the number. Place the flashcards round the classroom and say *Point to (six)*. Repeat with all the other numbers.
- Open Class Books at page 36. Point to a snowman and ask *What's this? (A snowman)*. Point to the dots on the first snowman and say *Let's count the dots!* Point and count with pupils. Repeat with all the snowmen.
- Play track 65 for pupils to point to the correct snowman.

### Transcript

six – seven – eight – nine – ten (x4)

- Play track 66 for pupils to repeat the numbers.

### 2 Listen and chant. 1·67

- Stick the number flashcards for 6–10 around the classroom. Play the track for pupils to point to the relevant flashcard as they hear the number.

### Transcript

Six, seven, eight, nine, ten. (x4)

- Play the track again, pausing for pupils to repeat. Play the track one more time for pupils to chant.

### 3 Talk about numbers.

- Tell the class that in the picture there are some numbers and ask if they can find the number 6. Draw a 6 on the board. Tell pupils to trace the number 6 on the snowman with their fingers. Ask them how many dots there are on the snowman's scarf and say *Let's count. (Six.)* Repeat with the other four numbers.
- Divide the class into pairs and ask them if they can see the numbers 6 to 10 or groups of six to ten items in the classroom. Give the pairs a minute to look around the classroom and find the numbers. If necessary, stick the number flashcards on the walls and place quantities of items around the class.

- Tell pupils to think about numbers they see outside of school, for example on a tablet or smartphone. Ask them where they see them and why they are there.
- Tell the class to look out for the five numbers (6–10) before the next lesson and make a note of where and what they are.

### 4 Play Snap!

Photocopy Master Unit 4 Lesson 5

- Divide the class into pairs. Give each pupil a copy of the snowball number cards template to cut out and colour.
- Remind the class of the rules of *Snap!* from Unit 2. The pairs play independently. Monitor them playing to make sure they are using the target language.
- If pupils are confident, they can include their ant cards for numbers 1–5 from Unit 2 and play again.

### 5 Sing and do *The Snowman Rock*. 1·68–1·69

- Play the song for pupils to listen and count how many times they hear the word *snowman* (seven).
- Teach pupils the snowman dance. For the chorus, wiggle your hips from side to side with your arms pumping, put your hands up to your forehead on alternate sides, mime playing rock guitar for *Rock, rock, rock ...*, make wave movements forwards with your arms for *Go snowman, go*, mime putting on your hat and scarf and jump at the end for *Oh yeah!*

### Transcript

Look at the snowman. Watch him go!

Rock, rock, rock, rocking in the snow.

I said 6, 7, 8, 9, 10. Go snowman, go!

6, 7, 8, 9, 10. Put on your hat. Let's do it again!

6, 7, 8, 9, 10. Go snowman, go!

6, 7, 8, 9, 10. Go snowman, go!

Look at the snowman ... (repeat chorus)

I said 1, 2, 3, 4, 5. Go snowman, go!

6, 7, 8, 9, 10. Put on your scarf. Let's do it again!

I said 1, 2, 3, 4, 5. Go snowman, go!

6, 7, 8, 9, 10. Go snowman, go!

I said 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Oh yeah!

Look at the snowman ... (repeat chorus)

- Play the song again for pupils to listen and dance.

- Play the song again for pupils to dance and join in with the words.

## Lesson 6

p.37

### Objectives

- Identify and match groups of items and the numeral
- Listen and show understanding of colours by colouring
- Practise the numbers and colours in a game

### Language

**Active:** How many snowflakes? What colour are they?

**Passive:** What are these? feathers, trees, snowflakes, skates, apples

### Materials

Class Book pp.37, 101 (practice); CD1 tracks 70–71; flashcards for winter colours and numbers 6–10; dice template (Teacher's Book p.145) – one per group of four; completed snowflake dice (see notes below); Photocopy Master Unit 4 Lesson 6 – one per pupil (see website); scissors; glue

### Warmer

- Stick the flashcards for numbers six to ten and the winter colours on the board, face down.
- Ask two pupils to stand facing the board. Tell them to say a number or colour and point to a card. Turn it over, if they are correct they win the flashcard.
- Repeat with different pupils.

### 1 Count and match. Then listen and colour. 1.70

- Point to each of the pictures and ask *What are these?* (*Feathers, trees, snowflakes, skates, apples.*)
- Point to the feathers and count them with pupils. Point to the number 8 and ask *How many?* (*Eight.*) Point out the example line linking the feathers picture with the number 8. Pupils work individually to complete the activity.
- Play the first exchange on the track. Point to the feathers and ask *What colour are they?* (*Purple.*) Tell pupils to colour the feathers purple.
- Play the rest of the track, pausing after each exchange for pupils to colour the pictures.

### Transcript

- |                          |            |
|--------------------------|------------|
| A: How many feathers?    | B: Eight.  |
| A: What colour are they? | B: Purple. |
| A: How many trees?       | B: Six.    |
| A: What colour are they? | B: Blue.   |
| A: How many snowflakes?  | B: Ten.    |
| A: What colour are they? | B: White.  |
| A: How many skates?      | B: Seven.  |
| A: What colour are they? | B: Black.  |
| A: How many apples?      | B: Nine.   |
| A: What colour are they? | B: Pink.   |
- To check answers as a class, ask different pupils *How many (feathers)? What colour are they?*

### ANSWERS

(from left to right) purple feathers (8), blue trees (6), white snowflakes (10), black skates (7), pink apples (9)

### 2 Listen and play *The Snowman Game.* 1.71

Photocopy Master Unit 4 Lesson 6 Teacher's Book p.145

- Tell pupils they are going to play a game where they throw a dice and ask and answer questions to build a snowman, like the children in the photo. Play the track.

### Transcript

**Boy 1:** How many snowflakes?

**Girl 1:** Nine.

**Girl 2:** What colour are they?

**Boy 2:** White.

- Play the track again for pupils to repeat.
- Divide the class into groups of four and hand out scissors and glue. Show pupils the snowflake dice you have prepared and the snowflake colour key on page 37.
- Give each group a dice template and tell pupils to work together to make a dice, drawing coloured snowflakes instead of dots for numbers six to ten. Draw a simple snowflake on the board as a model for pupils to copy and tell them to follow the key, drawing six pink snowflakes, etc. (NB: one face of the dice will be blank.)
- Give each pupil a copy of the snowman game template. Pupils cut out and colour the snowman parts. They place all the snowman pieces in the middle of the table.
- Demonstrate the game with a pupil. Ask the pupil to roll their dice. Ask *How many snowflakes?* Encourage the pupil to count the snowflakes on the top of the dice and respond, (*Six.*) Ask *What colour are they?* (*Pink.*)
- Point to the number six on the snowman's hat and tell the pupil to take a hat piece and start building a snowman. Take your turn, encouraging the pupil to ask you *How many snowflakes?* and *What colour are they?* Explain that the winner is the first one to complete his or her snowman.
- Pupils play independently in their groups.

### Choose one winter colour for each picture. p.101

- Pupils colour the pictures in the winter colours, using one colour for each item (they will leave one item white).

### Look and colour. Use colours from activity 1. p.101

- Point to a glove and ask *What colour is it in activity 1?*
- Pupils find the items and colour them the same colour as they coloured them in activity 1.

### Look again. Count and draw. p.101

- Point to the hats in activity 2 and count them with the class. Ask *How many?* (*Six.*)
- Point to the example picture of the hat next to the number 6. Tell pupils to do the same for all the items.

### ANSWERS

6 hats, 7 cups, 8 socks, 9 gloves, 10 lights

# Lesson 7 Sound play

p.38

## Objectives

Recognize and say the /t/ sound

Identify words with the initial /t/ sound

Practise the /t/ sound in the context of a chant

## Language

**Active:** /t/, ten, two, talk

**Passive:** words from the chant

## Materials

Class Book p.38; CD1 tracks 72–74; Sniff flashcard

## Warmer

- Stick the flashcard of Sniff on the board. Say /p/ and ask pupils to stand up and do Sniff's action for the letter sound from Unit 3, Lesson 7. Repeat with *pat* and *pizza*.
- Ask pupils to say the sound and words and do the actions with you.

## 1 Look, listen and repeat. Do the actions with Sniff.

1.72

- Open Class Books at page 38 and focus pupils' attention on the pictures of Sniff. Tell pupils that Sniff is going to teach them a new sound in English.
- Play the track and point to the pictures as pupils listen. Hold up ten fingers for *ten* and make a talking motion with your hand next to your mouth to help pupils understand the meaning of *talk*.

## Transcript

**Sniff:** /t/ /t/ /t/

ten, ten, ten

talk, talk, talk

- Demonstrate how to make the /t/ sound. Encourage pupils to copy you, and to look at the first picture of Sniff.

**TIP** Make sure pupils know that to make the sound /t/ they put their front teeth together with the tongue behind the top teeth and the tongue drops as air is forced over the top of it. They do not use their voices.

- Play the track again, pausing after each line for pupils to repeat chorally and individually. Ask pupils if they can hear the /t/ sound at the beginning of *ten* and *talk*.
- Demonstrate Sniff's actions for the words again (holding up ten fingers and making a talking motion with your hand) for pupils to watch and copy you.
- Play the track again for pupils to say the sound and words and do the actions with Sniff.

## TPR activity (optional)

- Ask pupils to stand up. Say /t/, *ten* and *talk* for them to do the actions. Repeat in a different order.
- Ask a pupil to lead the activity, saying the sound or a word for the class to follow.
- Divide the class into pairs to take it in turns to say the sound or a word for their partner to do the action.

## 2 Listen and colour if you hear the sound.

1.73

- Focus pupils' attention on the numbered circles and Sniff with her red pencil. Make sure pupils have a coloured pencil each. Play the first item on the track and pause to ask if pupils hear the /t/ sound (Yes). Point out how Sniff is colouring in the circle.

## Transcript

1 **Sniff:** two ... two

2 **Sniff:** dad ... dad

3 **Sniff:** talk ... talk

4 **Sniff:** den ... den

5 **Sniff:** ten ... ten

- Point to circle 2, play the track and ask *Do you hear the /t/ sound? (No.) Do you colour the circle? (No.)*
- Play the other words, pausing after each one to give pupils time to colour the relevant circles.
- Draw five numbered circles on the board. Play the track again, asking pupils after each word if you colour the circle or not.

## ANSWERS

Circles 1, 3 and 5 should be coloured.

## 3 Listen and do *The Tomcat Chant*.

1.74

- Ask pupils what they can see in the picture. Ask *How many cats? Let's count!* Count the cats with pupils.
- Play the chant and do some actions for the pupils to copy. Put your hands on either side of your head like cats' ears, make a talking action with your right hand, touch the floor, turn around, say the /t/ sound in an exaggerated way and make a loud *Miaow* sound.

## Transcript

Tomcats, tomcats, t, t, t

Tomcats, tomcats, t, t, t

Ten talking tomcats

Touching the ground, t, t, t, t, t, t!

Ten talking tomcats

Turning around, t, t, t, t, t, t!

Tomcats, tomcats, t, t, t

Tomcats, tomcats, t, t, t

MIAOWWW!!!

- Play the chant line by line, pausing for pupils to repeat and do the actions. Teach *tomcat*.
- Play the chant the whole way through a few times for pupils to listen, chant and do the actions.

# Lesson 8 Round up

p.39

## Objectives

Review learning progress with the language of Unit 4  
Make a snowman book

## Language

Revision of vocabulary and structures from Unit 4

## Materials

Class Book pp.39, 115 (Picture dictionary); Unit 4 stickers; CD1 track 75; Unit 4 flashcards; snowman book template (Teacher's Book p.145) – one per pupil; a completed *Snowman book* (prepared by the teacher); pupils' bookmarks; scissors; glue; stapler

## Revision

- Stick the number six flashcard on the board and place the black flashcard beside it. Say *Look at number six. What colour is the flashcard?* Repeat with the rest of the number and colour flashcards.
- Divide the class into pairs. Say different words from Unit 4 and tell pupils to look through their Class Books and point to a picture of the item, for example *a purple feather, a snowman, a snowflake, pink skates*.
- Give pupils two minutes to look through the unit and tell you some of the other things they have learned. Tell them to think about any other vocabulary or phrases they can remember from the songs and story, the story value (being brave), the new sound /t/, etc.

## 1 Listen and stick. Then say. 1.75

- Ask pupils to put the Unit 4 stickers on their desks.
- Tell them that in activity 1 they are going to listen and place the correct coloured snowflake sticker on each group of snowflakes. Point out how one snowflake outline in each group is lighter than the rest, and explain that this is where they should place the sticker.
- Play the track for pupils to first look at the groups of snowflakes and point to the coloured stickers.
- Play the track again, pausing as necessary to allow time for the pupils to stick on the stickers.

## Transcript

6 purple 7 blue 8 pink 9 black 10 white

- Check that pupils have stuck in the stickers correctly, and allow them time to colour in the other snowflakes in each group.
- Divide pupils into pairs to point to a group of snowflakes and say the number and the colour.

## Picture dictionary

- Ask pupils to turn to page 115 in the Class Books and to colour in the winter colours and numbers 6–10.

## 2 Make a Snowman book

Teacher's Book p.145

**TIP** Prepare your own snowman book before the lesson.

- Ask pupils what they can see in the photo (a boy showing his brother a snowman book that he has made at school and using the English he has learned to describe the colours and numbers in the book).
- Tell pupils they are going to make a snowman book like the one in the photo. Show them your completed book.
- Give a snowman book template to each pupil and hand out scissors and glue.
- Tell pupils that for each snowman they should trace the number in the box and draw that number of spots on the snowman's scarf, choosing one of the winter colours (for *white*, they should just draw outlines of spots). They should colour the snowman's hat in the same colour and add details to complete the snowmen's faces. Demonstrate where to cut the template and how to stick the parts back to back to form two sections of a book. Show pupils how to fold the sections in half to form the pages of a book. Help them to insert the pages for 6–9 inside the outer section. Check that the books have the pages in the correct order, and staple them along the spine.
- Once the books are complete, pupils write their name on the title page.
- Divide the class into pairs to present their book to each other, turning the pages, pointing and saying, *This is my Snowman book. Look! Eight. (Purple.)*
- Tell pupils to take the snowman book home to show their family what they have learned in English.

**TIP** Remind pupils to colour in the Unit 4 book on their Book Club bookmark to show that they have completed the unit.

## Self-evaluation, test and assessment 3.59–3.64

- Invite pupils to reflect on what they felt about the activities in the unit. Follow the procedure described in Unit 1.
- Pupils are now ready to complete the Unit 4 Test (pp.122–123 of this Teacher's Book). Use CD3 tracks 59 and 60.
- Ask pupils to complete the Units 3 and 4 Speaking Test (p.124 of this Teacher's Book).
- Pupils can also now complete the Mid Year Test (pp.125–127 of this Teacher's Book). Use CD3 tracks 61–64.
- Fill in the evaluation grid for each pupil (see website).

**TIP** You may now like to do the CLIL unit on colours. See pp.78–79 in the Class Book.

# Units 5–6

# Spring

## Spring opener

pp.40–41

### Objectives

Understand the concept of spring and relate to own life

Listen, identify and say some spring words

Listen, sing and mime *The Spring Song*

Make a rainbow of coloured hands

### Language

**Active:** *It's spring. It's rainy. Flowers, a caterpillar, a nest, a rainbow, umbrellas, a boat*

**Passive:** song lyrics

### Materials

Class Book pp.40–41; spring poster; DVD (see website for script); CD2 tracks 1–4; flashcards for red, orange, yellow, green, blue, purple, pink; coloured pens or crayons; white card; scissors; glue

### 1 Watch the video. DVD

- Play the DVD to introduce the concept of spring.
- Play the DVD again and talk about spring words.

### 2 Talk about spring in Bridge Town.

- Display the spring poster and open the Class Book at pages 40–41. Ask what season it is and how we know. (It's spring. There are spring flowers and green leaves on the trees. There is a nest with baby birds. There are insects such as caterpillars and ladybirds.) Teach the word *spring*.
- Ask what the little people and the animals are doing. Ask what the weather is like (it's raining and there's a rainbow). Teach the phrase *It's rainy*.
- Ask pupils if spring in Bridge Town, and in the video clip they saw, is similar to their town. How is it the same? How is it different? Ask questions about spring: Do you like spring? Why/why not? How is spring different from the other seasons? What colours do we see in spring?
- Teach the spring words by pointing to the items in the picture and saying *Look! Flowers, a caterpillar, a nest, a rainbow, umbrellas, a boat*.

### 3 Listen and point. Repeat. 2.1–2.2

- Play track 1 for pupils to point to the things in the picture in their books. Point to the items on the poster.

### Transcript

It's spring in Bridge Town! It's rainy.  
Point to the flowers. Point to the caterpillar.  
Point to the nest. Point to the rainbow.  
Point to the umbrellas. Point to the boat.

- Play track 2 for pupils to repeat the words.

### Transcript

flowers – a caterpillar – a nest – a rainbow – umbrellas –  
a boat

### 4 Sing *The Spring Song*. 2.3–2.4

- Tell pupils they are going to sing a song about spring. Mime rain falling with your fingers and ask *What's the weather like? (It's rainy.)*
- Tell pupils to imagine they are in Bridge Town on a rainy, spring day. Play the song (track 3) for them to stand up and mime holding an umbrella, wiggle their fingers for rain, mime splashing in puddles, make a nest shape with their hands, make an arch with their arms for a rainbow and mime rowing a boat.
- Play the track again, pausing after *Splish, splash, splosh* for the pupils to repeat.
- Play the track again for pupils to do their spring actions, say the sounds, and join in with the words.

### Transcript

It's springtime, it's springtime,  
It's springtime in Bridge Town.  
Where's an umbrella?  
Rain is falling down.

It's rainy, it's rainy,  
It's rainy in Bridge Town.  
Splish, splash, splosh,  
Puddles on the ground.

Look at the rainbow in the sky,  
Look at the birds in the nest,  
Look at the boat on the canal,  
Look, there's a caterpillar – Oh wow!

(Repeat verses 1 and 2.)

### 5 Make a spring craft.

- Elicit the seven colours of a rainbow and put the corresponding colour flashcards on the board in the correct order (red, orange, yellow, green, blue, purple and pink).
- Divide the class into groups of seven to make a rainbow out of coloured hand shapes.
- Make sure each group has white card/strong paper and colouring crayons, pencils or felt-tips.
- Pupils trace around one of their hands, cut it out, and colour it in one of the rainbow colours.
- If there are fewer than seven in the group, they make extra hands so that they have one of each of the rainbow colours.
- In the group, they place their cut-out coloured hand shapes in the right place and glue the hands together by the edges to make a rainbow.
- Hang the rainbows up or stick them to the windows.

# Unit 5

# School

## Lesson 1

p.42

### Objectives

Identify and say the names of school objects

Play a matching game

Listen, mime and sing the *Ready for School* song

### Language

**Active:** a bag, a pen, a rubber, a ruler, a pencil, a book, It's a (book).

**Passive:** song lyrics: Have you got ...? I've got ..., desk

### Materials

Class Book pp.42, 102 (practice); CD2 tracks 5–9; flashcards for school objects; Photocopy Master Unit 5 Lesson 1 – one per pupil (see website); scissors

### Presentation with flashcards

- Show the school objects flashcards and say each word three times.
- Place the flashcards round the classroom and say *Point to (a ruler)*. Repeat with all the school objects.

### 1 Listen and point. Repeat. 2·5–2·6

- Open Class Books at page 42. Ask pupils to describe the picture and to say where the little people are (at school).
- Point to the teacher and say *This is Miss Bell*.
- Play track 5 for the class to listen and point to the objects.

### Transcript

a bag – a pen – a rubber – a ruler – a pencil – a book (x4)

- Play track 6 for pupils to repeat the words.

### 2 Listen and chant. 2·7

- Play the chant, holding up the school object flashcards.
- Play the chant again, pausing after the children's answers for pupils to repeat.
- Play the chant again, pausing after the questions. Hold up the relevant flashcard for pupils to chant the answer.

### Transcript

- Miss Bell:** What is it? (x2)   **Children:** A ruler! It's a ruler.  
**Miss Bell:** What is it? (x2)   **Children:** A rubber! It's a rubber.  
**Miss Bell:** What is it? (x2)   **Children:** A bag! It's a bag.  
**Miss Bell:** What is it? (x2)   **Children:** A pencil! It's a pencil.  
**Miss Bell:** What is it? (x2)   **Children:** A book! It's a book  
**Miss Bell:** What is it? (x2)   **Children:** A pen! It's a pen.

### 3 Talk about school.

- Point to the picture and ask pupils where the little people are (at school in a tree).
- To personalize the topic of school, tell pupils to look around their classroom and compare it to the little people's. Ask them what the differences are and what they like and don't like about their own classroom. Divide the

class into pairs to discuss what they would like to have in their perfect classroom.

### 4 Play Dominoes.

Photocopy Master Unit 5 Lesson 1

- Give each pupil a copy of the template and show them how to cut out the dominoes and colour them as they wish.
- In pairs, pupils take turns placing dominoes next to another with a picture that matches, for example, they place two pencil pictures next to each other. Demonstrate the game with a pupil.
- Tell them to say the names for the school objects as they place their dominoes.
- The pairs play the game until one of them has placed all of their dominoes or can longer match any of the dominoes they are holding with a domino on the table.

### 5 Sing and do *The Ready for School* song. 2·8–2·9

- Play the song (track 8) and ask pupils what school objects are mentioned (*ruler, book, bag, pencil* and *pen*). Tell the pupils to put the four smaller objects (ruler, book, pencil and pen) on their desks in front of them.
- Play the track again and tell the class to put the objects in a line in the order they hear them on the track.
- Play the track again and ask pupils to stand up, hold up each object as they hear its name.

### Transcript

*Are you ready for school?  
Are you ready for school?  
Are you ready for school today?  
Have you got a book in your bag?  
Yes, I've got a book, a book in my bag.  
(repeat the above verse with 'pen' instead of 'book')  
(repeat chorus)  
Have you got a ruler on your desk?  
Yes, I've got a ruler, a ruler on my desk.  
(repeat the above verse with 'pencil' instead of 'ruler')  
Now, you're ready for school.  
You're ready for school.  
You're ready for school today! Hooray!*

### Match and say. Then colour the objects. WB p.102

- Point to the rubber (1) and tell pupils to trace a line from the rubber to the rubber in the picture.
- Pupils match and colour the school objects, saying the words as they find the school objects in the picture.

### ANSWERS

1 rubber 2 pencil 3 bag 4 ruler 5 pen 6 book

## Lesson 2

p.43

### Objectives

Identify school objects from close-ups

Draw lines to develop pencil control

### Language

**Active:** a bag, a pen, a rubber, a ruler, a pencil, a book

**Passive:** What's this?

### Materials

Class Book p.43; CD2 tracks 8–9; flashcards for school objects; flashcard pocket; plain paper (optional)

### Warmer

- Put the school objects flashcards in the flashcard pocket. Pull one out (showing it to the class) and say *What's this?*
- Encourage pupils to answer *It's a (pen)*. Stick the flashcard on the board.
- Repeat with all the school objects flashcards.

**TIP** Encourage pupils when they answer correctly, saying *Yes! Good job!* If pupils answer saying simply *A (bag)*, recast their answers, saying *Yes, it's a (bag)*, to familiarize pupils further with the structure *It's a ...* but do not insist on them using it at this stage.

### Song revision: the Ready for School song 2·8–2·9

- Ask pupils if they can remember any of the *Ready for School* song.
- Ask pupils to put their school objects on their desks.
- Play the song (track 8) and tell pupils to hold up the school objects as they sing along.
- Play the karaoke version (track 9) for pupils to sing and hold up the objects again.

### 1 Match and say. Then colour.

- Open Class Books at page 43. Point to pictures A–F (the complete pictures of the school objects) in the bottom half of the page and elicit the names.
- Point to pictures 1–6 at the top of the page and explain that these show close-up parts of the school objects underneath.
- Point to the pen top in picture 1 and ask *What's this?* Hold up your book and trace the line from the pen top to the picture of the whole pen (picture B) with your finger to demonstrate to the class. Tell pupils to trace the line with their finger.
- Divide the class into pairs and ask them to look at pictures 1–6 and trace lines with their fingers to match them with pictures A–F. Make sure they are not using pencils at this stage.
- Pupils then work individually to trace and draw the lines with their pencils.

**TIP** Remind pupils how to hold their pencils and keep the pressure on to make fluent lines.

- To check as a class, point to the parts of the objects and elicit the name.

### ANSWERS

- 1 pen (B) 2 pencil (D) 3 rubber (F) 4 ruler (A)  
5 bag (C) 6 book (E)

- Divide pupils into pairs to take it in turns to point to an object for their partner to say the name.
- Monitor the pairs and help with pronunciation of the words where necessary.
- Pupils then colour the pictures as they wish.

### Differentiation

- Below level: Give the group the flashcard pocket and flashcards. Tell them to take turns to choose a flashcard, put it in the pocket and reveal it slowly for the others to guess what the object is. Pupils then look at page 43 and find the same object in the close-ups (pictures 1–6).
- Above level: Pupils look at the picture of Poppy at her empty desk at the bottom of the page. They choose a school object for Poppy and draw it on her desk. Then they present their picture to the class, saying the name of the object.

### Guessing game (optional)

- Give each pupil a piece of plain paper.
- Ask pupils to choose a school object and draw a picture.
- Show pupils how to cover their picture with another plain piece of paper or their book and to reveal it very slowly.
- Divide the class into groups of four and tell them to cover their pictures so the group members can't see it.
- Pupils take it in turns to hold up their covered picture and reveal their picture bit by bit for the others to guess.

### Extension activity

- Have a discussion with the class about school objects and what their uses are.
- Hold up the rubber and ask pupils what it is used for (to erase mistakes). Ask pupils to imagine they are little people and think of other uses for the rubber. Remind pupils how Rowan uses a ruler in the *Goodbye, Sid!* story to help the little people escape and how Poppy uses a cotton reel to keep her arrows in.
- Divide the class into pairs and ask them to think of different things they could do with the other school objects if they were little people, for example using the ruler as a slide, making a see-saw with a ruler and a rubber, using a book as a tent. Tell pupils to use their own school objects to help them think of ideas.

## Lesson 3 Fern's pencil

p.44

### Objectives

- Use sound effects to predict where a story takes place
- Listen and use visual cues to understand a story
- Act out a story

### Language

**Active:** What is it? A red pencil. Thank you.

**Passive:** Here you are!

### Materials

Class Book pp.44, 103 (practice); DVD; CD2 tracks 10–11; Unit 5 storycards; flashcards for school objects

### Warmer

- Hold up the school objects flashcards one by one and say the words.
- Tell the class to stand up if the word and the picture match and sit down if they don't.
- Show the flashcards again one by one saying the words and making sure you say the wrong name for some, getting faster and faster.

### 1 Listen. Where's the story?

2.10

- Tell pupils that they are going to listen to another story about the little people. Turn to the Bridge Town map at the front of the book.
- Play the track for pupils to listen and look at the map and point to where they think the story takes place.

### Transcript

Sounds of children playing in a playground, birds chirping.

- Ask pupils what they heard and where they think the story takes place. Hold up your map and point to the location (the little people's school, in the tree in the school playground).
- Ask pupils what they think the little people take to school (their bags and school objects). Ask them how they think the little people get up the tree. Accept all answers but do not confirm yet.

### Presentation with storycards

2.11

- Use the storycards to present the story. Hold them up and talk about the pictures. Ask what pupils can see and what the characters are doing.
- Play the track and hold up the storycards one by one.
- Pause the track after storycard 2 and ask how the little people get to school (Dickin takes Fern on his back and her wheelchair is waiting for her, Rowan and Poppy climb the tree with Rowan's rope). Were their predictions correct?
- Play the track to the end of the story.

### Transcript

1 **Miss Bell:** Good morning, children.

**Rowan and Poppy:** Hello, Miss Bell.

2 **Dickin:** Bye, Fern!

**Fern:** Bye!

3 **Miss Bell:** Red pencils, children!

4 **Fern:** Oh, no! My red pencil!

5 **Rowan:** Here you are!

**Fern:** What is it?

6 **Rowan:** A red pencil!

**Fern:** Oh, thank you!

**Poppy:** Er ... Rowan ...

### 2 Now watch or listen.



2.11

- Open Class Books at page 44. Point to each picture and ask who pupils can see and what is happening.
- Play the story on the DVD, or repeat the story on the CD with pupils following in their Class Books.
- Play the story again. Pause at regular intervals and ask questions to ensure understanding. For example, ask why Fern is sad (because she lost her pencil). What happened to her pencil? (It fell out of her bag and can be seen stuck in the leaves in frame 2.) What is Rowan's idea? (To give her one of his pencils.) What's wrong with the pencil? (Its lead is broken.) How does Fern feel at the end? (Happy, because Miss Bell has a sharpener and can sharpen the pencil.)

### Sequencing activity



2.11

- Ask six pupils to stand in a line facing the class and give them a storycard each (in jumbled order).
- Ask the class to tell the order of the story for pupils to stand in the correct order.
- Play the story on the CD for the class to check the order.

### Class theatre



2.11

- Divide the class up into groups of five and assign each pupil a character, Poppy, Fern, Rowan, Miss Bell and Dickin.
- Help pupils to act out the story in groups. Follow the procedure in the *How To Do It* section.

### Number in order. Listen and check. Then tell the story to a friend.



WB p.103

- Point to the pictures and ask pupils which picture is first in the story (B). Tell them to number this picture '1'.
- Pupils work individually to number the pictures in order.
- Play the story track for pupils to check their answers.

### ANSWERS

1 B 2 E 3 F 4 C 5 A 6 D

- Divide the class into pairs to point to the pictures in turn and retell the story in their own words.

### Can you remember? Colour the pencil in the pictures. Look and check.

WB p.103

- Pupils colour the pencils according to what they can remember from the story.
- Tell pupils to look back at page 44 to check (the pencils are all red).

## Lesson 4

p.45

### Objectives

Introduce the concept of beginning, middle and end in a story

Understand characters' behaviour in a story

Understand and discuss the concept of sharing

Start a class project on sharing

### Language

**Active:** story language from Lesson 3, *Thank you.*

**Passive:** *share, beginning, middle, end*

### Materials

Class Book p.45; Unit 5 storycards; flashcard for *pencil*; a large envelope or flashcard pocket; a wallchart of class names with tick boxes (prepared by the teacher)

### Warmer

- Put the pencil flashcard inside a large envelope (or your flashcard pocket). Show the class the envelope and tell them there is a secret school object inside. Ask *What is it?*
- Ask pupils to draw what they think is inside.
- When everyone has finished, ask pupils to hold up their pictures and say what they have drawn.
- Then open the envelope and reveal the mystery flashcard. Say *It's a pencil. It's a red pencil.*

### 1 Look and write the number from the story.

- Ask pupils to look at the story again on page 44 and to point to the beginning of the story (frame 1), the middle of the story (frames 3 and 4) and the end of the story (frame 6). Ask *Where's the beginning? Where's the middle? Where's the end?* Point to the pictures and repeat the questions in their own language (L1) as well as English to help pupils understand.
- Point to the first picture in activity 1 on page 45 and ask which part of the story the picture is from (the beginning, frame 1). Tell pupils to write the number 1 in the box.
- Ask pupils if they can remember what part of the story the other two pictures are from. Pupils work in pairs to write the frame numbers next to the other two pictures without looking at the story.

**TIP** Tell pupils to cover the pictures on page 44 with their arm or a notebook while they work.

- Tell pupils to check their answers with the story and ask *Are you correct?*
- To check the answers, ask the class which picture is the beginning, middle and end and which frame each one is from.

### ANSWERS

1, 4, 6

### 2 Who shares their pencils? Look and tick (✓)

- Use the storycards to review the story. Hold them up, one by one, in the correct order and elicit what happens in each picture. Stick the storycards in order on the board.
- Point to storycard 5 and ask pupils what Rowan does (he gives Fern one of his pencils). Why does he do this?

(Because he sees that Fern is upset and as he has an extra pencil he decides to give it to her.) What kind of person does this show he is? (Kind and generous.)

- Read out the instructions for pupils to tick the correct picture in their Class Book.

### ANSWER

The pupils should tick the picture of Rowan.

### 3 Talk about sharing.

- Ask pupils what the problem in the story is (Fern hasn't got a pencil, so she feels sad). Ask why Rowan shares his pencils. (To help Fern and to cheer her up.) Is it a nice thing to do? (Yes.) Why does Fern say *Thank you?* (Because she is grateful.)

**CITIZENSHIP** Ask pupils in which situations we say 'Thank you?' Confirm that it is when people help us or give us things.

- Ask pupils to think about how Rowan feels after Fern says thank you (pleased and happy).
- Ask pupils if they can think of anything else the children or Miss Bell can do to make Fern happy. (Help her look for her pencil. Take turns sharing their pencils with her. Sharpen the pencil Rowan has given her.)

### Class project

- Ask pupils how they would feel if they were Fern – would they be upset if they lost a school object? Are they happy to share their things? Ask them why they do or don't like sharing their things.
- Tell pupils to make a note over the next few days of when someone forgets to bring something to school, and they share what they have with him/her. Tell pupils to say *Thank you* when someone shares with them.
- Tell pupils that during the week they have to come and tell you what they shared with a classmate. Tell them you will tick their name on the wallchart when they have shared something.
- The following week, have a class discussion where pupils tell the class what they shared with their friends.
- Pupils then draw a picture to illustrate what they shared. Put the pictures up on the wall under the heading *Sharing* to make a display.

**TIP** Leave the display on the wall for the duration of Unit 5 as a visual reminder for pupils to share things with their friends.

## Lesson 5

p.46

### Objectives

Ask and answer about what something is

Guess an object through touch

Work in pairs to ask, listen and draw school objects

### Language

**Active:** What is it? It's a blue pen.

**Passive:** It's an orange pencil.

### Materials

Class Book p.46; CD2 tracks 12–13; flashcards for school objects; one bag per group of five and a wide variety of school objects (of a single colour)

### Warmer

- Stick the flashcards for pencil, book, ruler and pen on the board. Point to each one and ask *What is it?* (*It's a pencil.*) *What colour is it?* (*Red.*) When pupils have answered both questions, recap saying: *Yes, it's a (red pencil).*
- Walk around the classroom picking up different school objects (make sure they are of a single colour) and ask *What is it? What colour is it?* Encourage the pupil whose item it is to answer, but allow others to help. Recap their answers as previously, *Yes, it's a (blue ruler).*

### 1 Listen and colour. 2·12

- Point to the pictures and ask *What is it?* for each one.
- Play the first exchange on the track and ask *What is it?* (*A book.*) *What colour is it?* (*Red.*) Tell pupils to colour the book red.

### Transcript and answers

1 **Reader:** What is it?

**Miss Bell:** It's a book. It's a red book.

2 **Reader:** What is it?

**Miss Bell:** It's a ruler. It's a brown ruler.

3 **Reader:** What is it?

**Miss Bell:** It's a rubber. It's a blue rubber.

4 **Reader:** What is it?

**Miss Bell:** It's a pencil. It's an orange pencil.

5 **Reader:** What is it?

**Miss Bell:** It's a pen. It's a black pen.

- Play the rest of the track, pausing after each exchange to give pupils time to colour the pictures.

**TIP** Help pupils to notice how Miss Bell says 'an orange pencil' rather than 'a orange pencil'. Explain that this is because it is easier to say.

- Ask pupils to compare their answers with a partner before you play the track again.
- To check as a class, ask different pupils to point to a picture and ask *What is it?* for another to answer *It's a (red book).*

### 2 Listen and play *The Guessing Game*. 2·13

**TIP** Before the lesson, collect a wide selection of school objects (books, pens, pencils, rubbers, rulers) and a bag per group of five pupils. The bags should not be see-

through and the objects must be solid colours and not multicoloured.

- Focus pupils' attention on the photo of children playing a game with a 'feely' bag. Tell pupils they are going to listen to the children playing the game. Play the track.

### Transcript

**Girl:** What is it?

**Boy:** Ah, it's a pen. It's a *blue* pen.

- Play the track again, pausing for pupils to repeat chorally and individually.
- Divide the class into groups of five and give each group a bag and their own collection of objects.
- Tell the groups to take out their collection of objects for everyone in the group to have a chance to look at the shape and size of each item and note which colours they are. Encourage them to touch the items. Then, pupils put all the objects back into their bag to start the game.
- In their groups, pupils take it in turns to hold up their bag for another pupil, without looking inside, to reach in to pick one item and feel it. The bag holder asks *What is it?* for the other pupil, the guesser, to make guesses about what the item is and what colour it is, for example, *It's a pen ... It's a blue pen.* The guesser then pulls the item out for everyone to check. If it is right, the guesser gets to keep the item. If it is wrong, the item goes back into the bag and the next pupil has a turn. The guesser then becomes the holder.
- Join a group to demonstrate the game, be the bag holder and the guesser.
- Extend the game by asking pupils to swap their bags and play again.

### Extension activity

- On the board draw two simple open school bags and label them 1 and 2. Ask pupils to copy and label the bags. In bag 1, tell them to draw and colour three school objects.
- Divide the class into pairs. Assign them letters A and B and tell them to sit back to back.
- Tell them they have to ask, listen and draw their partner's objects in bag 2.
- Pupil A asks Pupil B *What is it?* Pupil B chooses an object from their bag 1 and says *It's a (pencil).* A (*red pencil*). Pupil A draws and colours the object in their bag 2. They repeat for all of Pupil B's objects. They compare and check the bags before they change roles and Pupil B asks and Pupil A draws. Demonstrate the activity with a pupil at the front of the class.

## Lesson 6

p.47

### Objectives

- Practise the pre-writing skill of tracing letters
- Listen and identify the characters' school objects
- Respond with *Thank you* when given a school object

### Language

**Active:** *What is it? It's a brown ruler. Thank you.*

### Materials

Class Book pp.47, 104 (practice); CD2 track 14; flashcards for school objects; plain paper; paints

### Warmer

- Divide the class into two teams.
- Ask a pupil from each team to come to the board. Whisper a school object to them and tell pupils to draw it on the board for their team to guess. If pupils need more support, show them the flashcard of the object.
- The first team to guess the object wins a point.
- Repeat with different objects and pupils.

### 1 Find the objects and say. Then draw in the bags. Trace the names.

#### Trace the names.

- Tell pupils they have to follow the path from each character to their bag and look for school objects hidden along the route. Hold up your book and demonstrate by tracing the path from Fern with your finger, stopping at the hidden pencil and saying *It's a pink pencil*.
- Pupils work in pairs to follow the paths from each character, find the objects and say *It's a (blue rubber)*.
- Hold up your book again and trace the path from Fern, stopping at the hidden pencil and asking a pupil *What is it?* Encourage the pupil to respond *It's a pink pencil*.
- Divide the class into pairs for them to take turns following the paths from each character, stopping at the objects and asking and answering as in your previous demonstration.
- Pupils then draw the items from each character's path in the character's bag.
- Elicit whose bag is whose and point to the names on the bags, telling pupils that they are the names of the characters.

**TIP** From this unit onwards, pupils move from line tracing to letter/word tracing activities. These activities are specifically designed as pre-writing skills development activities. Pupils are not expected to write independently – this is just tracing, but moving towards writing.

- Ask pupils to trace the names on the bags with their fingers before tracing over the letters with their pencils.
- Monitor pupils as they work and encourage them to be slow and careful as they follow the lines.
- Divide the class into pairs to take turns saying the names of the characters and what's in their bags, e.g. *Poppy – a green book*.

### Differentiation

- Below level: Pupils first identify the characters by saying their names. Then they trace the path with their fingers and say the names and colours of the objects and draw the objects in the bags. Then they trace the path again, remember the name of the person and join the dots on the bag.
- Above level: In pairs, with books closed, pupils have to say the objects that are in each character's bag. For example, one pupil says *Rowan* for their partner to say, *A ruler and a pencil*.

### Listen, draw and colour the school objects.

**Then say.** ① 2.14 WB p.104

- Point to the characters and elicit their names.
- Tell pupils the characters are showing them some of their school objects. They have to listen, draw the missing objects and colour them.
- Play the track, pausing after the first exchange to ask *Who is it? (Fern.) What is it? (A pink pencil.)* Repeat for each of the characters.

### Transcript and answers

- |               |                                |
|---------------|--------------------------------|
| 1 What is it? | Fern: It's a pink pencil.      |
| 2 What is it? | Poppy: It's a red bag.         |
| 3 What is it? | Rowan: It's a green rubber.    |
| 4 What is it? | Miss Bell: It's a purple book. |
| 5 What is it? | Mum: It's a yellow pen.        |
| 6 What is it? | Dad: It's a brown ruler.       |
- Play the first exchange again and make sure pupils understand that they need to draw and colour a pink pencil in Fern's hand.
  - Play the whole track, pausing after each exchange for pupils to draw and colour the objects.
  - Ask pupils to check their answers with a partner before you check as a class.

### Mime activity

- Tell pupils you have lost one of your school objects and they have to guess what it is. Mime using one of the school objects, for example, drawing a picture with a pencil for the pupils to guess.
- Encourage a pupil to give you one of their pencils and say *Thank you*. Repeat with another object.
- Divide the class into groups of four to take turns miming an action with a school object for the other group members to guess the object, say the word and give them the object.
- Monitor the groups as they work and make sure they are saying *Thank you* when they are given the school object.

# Lesson 7 Sound play

p.48

## Objectives

- Recognize and say the /p/ and /b/ sounds
- Distinguish between /p/ and /b/ as initial sounds in words
- Recognize and identify the letters P and B
- Practise the sounds /p/ and /b/ in the context of a chant

## Language

**Active:** /p/, /b/, pen, pink, pizza, book, bag, blue

**Passive:** Do you hear /p/ or /b/? Give me a /p/.

## Materials

Class Book p.48; CD1 track 55; CD2 tracks 15–17;  
plain paper

## Warmer 1.55

- Mime Sniff's action for the words with the sound /p/ from Unit 3, Lesson 7 to elicit the words *pat* and *pizza*.
- Play *The Pizza Pat Chant* for pupils to do the actions and join in where they can.

## 1 Look and repeat with Sniff. Then colour. 2.15

**TIP** For this and future *Sound play* lessons, pupils will be presented with two sounds and asked to try and recognize and distinguish between these two sounds and recognize the corresponding letters.

- Hold up a pen and a book and say the words *pen* and *book*, exaggerating the initial /p/ and /b/ sounds.
- Open Class Books at page 48 and focus pupils' attention on the pictures of Sniff.
- Play the first two lines of the track. Hold up your book and point to the letters as pupils listen.

## Transcript

<b>Sniff:</b> /p/	/p/	/p/
<b>Sniff:</b> /b/	/b/	/b/
<b>Sniff:</b> /p/	/p/	/p/
<b>Sniff:</b> /b/	/b/	/b/

- TIP** Remind pupils how to make the /p/ sound and tell them the /b/ sound is similar but they use their voice.
- Play the last two lines of the track for pupils to repeat the sounds chorally and individually.
  - Ask pupils to colour the letters; they should choose a different colour for each letter.
  - Play the track again for pupils to say the sounds with the recording while they point to the letters.
  - Divide the class into pairs to take it in turns to point to the letter and picture for their partner to say the sound and then the word.

## 2 Listen, point and say. Then listen again and circle. 2.16

**TIP** In this activity, pupils have to distinguish between the two sounds at the beginning of words.

- Point to each of the pictures and model the words for pupils to point and say each one.

- Play the track, stopping after the first word. Point to the letters under the picture of the bag and ask *Do you hear /p/ or /b/?* Show the *B* circled in the example.

## Transcript

- Sniff:** bag
- Sniff:** pink
- Sniff:** pizza
- Sniff:** blue

- Play the rest of the track, pausing after each word to give pupils time to circle the correct letter. Play it again for pupils to check, before they compare their answers with a partner.
- Check the answers with the class.

## ANSWERS

1 B 2 P 3 P 4 B

- Ask different pupils to hold up their book, point to a picture and say the correct sound.

## 3 Listen and chant. 2.17

- Ask pupils what they can see in the picture.
- Play the chant and ask *What school objects do you hear? (Pen and book.)*

## Transcript

Rowan: Give me a /p/.  
Poppy & Fern: /p/!  
Rowan: Give me a /p/, /p/, /p/.  
Poppy & Fern: /p/, /p/, /p/!  
Rowan: Give me a pink pen.  
Poppy & Fern: A pink pen!  
Rowan: Give me a /b/.  
Poppy & Fern: /b/!

Rowan: Give me a /b/, /b/, /b/.  
Poppy & Fern: /b/, /b/, /b/!  
Rowan: Give me a big, blue book.  
Poppy & Fern: A big, blue book!

- Rowan: /p/, /b/! /p/, /b/!  
Poppy & Fern: /p/, /b/! /p/, /b/!  
Rowan: Come on now! Rap with me!
- Play the chant line by line, pausing after Poppy and Fern's responses for pupils to repeat chorally.
  - Play the chant again for pupils to join in with Poppy and Fern's responses.
  - Play the chant again, pausing the track before Poppy and Fern's responses for pupils to say the lines.
  - On the board draw a *P* and a *B* and give each pupil a piece of paper. Tell them to copy the letters.
  - Play the chant again for pupils to say the letters with the characters and hold up and wave the correct letter.

# Lesson 8 Round up

p.49

## Objectives

Review learning progress with the language of Unit 5  
Make a 'flower book'

## Language

Revision of vocabulary and structures from Unit 5

## Materials

Class Book pp.48, 115 (Picture dictionary); Unit 5 stickers; CD2 track 18; Unit 5 flashcards; school objects flower book template (Teacher's Book p.146) – one per pupil; a completed *Flower book* (prepared by the teacher); pupils' bookmarks; scissors

## Revision

- Use the flashcards to revise the school objects.
- Divide the class into pairs. Say different objects and tell the pupils to look through their Class Book and point to the correct picture, for example *a red pencil, a pink pen, an orange bag, a blue rubber*.
- Give pupils two minutes to look through the unit and tell you some of the other things they have learned. Tell them to think about any vocabulary or phrases they can remember from the songs and story, the story value (sharing), the letter sounds /p/ and /b/, etc.
- Put pupils in pairs to revise *What is it? It's a (blue pen)*. Tell them to put their school objects on their desks and take it in turns asking and answering. Make sure each object is in one colour only and not multicoloured.

## 1 Listen and stick. Then say. 2·18

- Ask pupils to put the Unit 5 stickers on their desks.
- Focus their attention on activity 1. Tell them they are going to listen and stick the school objects in the correct place in the pencil case.
- Play the track for pupils to first look at the numbered locations and point to the school objects stickers.
- Play the track again, pausing as necessary to allow time for pupils to stick the stickers on.
- Play the track a final time for pupils to check.

## Transcript and answers

1 **Reader:** What is it?

**Girl:** A ruler. A green ruler.

2 **Reader:** What is it?

**Girl:** A rubber. A pink rubber.

3 **Reader:** What is it?

**Girl:** A pencil. A yellow pencil.

4 **Reader:** What is it?

**Girl:** A book. A red book.

5 **Reader:** What is it?

**Girl:** A pen. A blue pen.

- When all the stickers are in place, tell pupils to work with a partner to take turns pointing to the pictures and asking and answering *What is it? (A green ruler.)*

## Picture dictionary

- Ask pupils to turn to page 115 in the Class Books and to colour in the school objects, if they have not already done so.

## 2 Make a Flower book.

Teacher's Book p.146

**TIP** Prepare your own school objects flower book before the lesson.

- Ask pupils what they can see in the photo (a girl showing her mum a 'school objects flower book' that she has made at school and using the English she has learned to present the school objects).
- Tell pupils they are going to make a school objects flower book like the one in the photo. Show them your completed book.
- Give a flower book template to each pupil and hand out scissors.
- Point to the school objects on the petals of the flower and elicit the words.
- Pupils work individually to colour the school objects. Tell them to use a single colour for each item.
- Monitor pupils working, pointing to the objects for the pupils to say the names of the objects and the colours.
- Demonstrate how to cut out the flower and help them with the cutting if necessary.
- Pupils then turn the flower shape over and colour the back of the flower.
- Once every pupil has a coloured, cut-out flower, demonstrate how to fold it along the lines indicated at the bottom of each petal, to close up the flower. The petals should overlap as a real flower does.
- Demonstrate with your finished flower, opening the petals to say *Look! It's a (yellow book)*.
- In pairs, pupils take it in turns to present their flower to their partner, following your model.
- Monitor pupils working and encourage them to use the target language.
- Tell pupils to take the flower book home to show their family what they have learned in English.

**TIP** Remind pupils to colour in the Unit 5 book on their Book Club bookmark to show that they have completed the unit.

## Self-evaluation, test and assessment 3·65–3·66

- Invite pupils to reflect on what they felt about the activities in the unit. Follow the procedure described in Unit 1.
- Pupils are now ready to complete the Unit 5 Test (pp.128–129 of this Teacher's Book). Use CD3 tracks 65 and 66.
- Fill in the evaluation grid for each pupil (see website).

# Unit 6

# Toys

## Lesson 1 p.50

### Objectives

Identify and say the names of some toys

Play a memory game

Listen, mime and sing the *Watch Me Play* song

### Language

**Active:** a bike, a car, a ball, a skateboard, a doll, a teddy

**Passive:** toys, play, song lyrics

### Materials

Class Book pp.50, 105 (practice); CD2 tracks 19–23; flashcards for toys; Photocopy Master Unit 6 Lesson 1 – one per pupil (see website); scissors

### Presentation with flashcards

- Show the toy flashcards one by one and repeat each word three times.
- Place the flashcards round the classroom and say *Point to (a bike)*. Repeat with all the toys.

### 1 Listen and point. Repeat. 2.19–2.20

- Open Class Books at page 50. Ask pupils to describe the picture.
- Play track 19 for pupils to point to the toys.

### Transcript

a bike – a car – a ball – a skateboard – a doll – a teddy (x4)

- Play track 20 for pupils to repeat the words.

### 2 Listen and chant. 2.21

- Play the chant, holding up the relevant toy flashcards.
- Play the chant again, pausing after the 'All' lines for pupils to repeat. Repeat twice.

### Transcript

**Dickin:** Here's a ball!

**All:** A ball!

**Rowan:** Here's a ball and a bike!

**All:** A ball and a bike!

**Sniff:** Here's a ball, a bike and a car!

**All:** A ball, a bike and a car!

**Fern:** Here's a teddy!

**All:** A teddy!

**Fern:** Here's a teddy and a doll!

**All:** A teddy and a doll!

**Poppy:** Here's a teddy, a doll and a skateboard!

**All:** A teddy, a doll and a skateboard!

**All:** Yippee!

### 3 Talk about toys.

- Point to the picture. Ask pupils which of these toys they play with.
- Hold up each of the toy flashcards and ask if they are outdoor or indoor toys. Discuss why. For example, some

toys, like the skateboard and bike, are better outdoors because they need lots of room; you might break things with a ball indoors; it is better to play with teddies and dolls indoors so they don't get dirty. Ask pupils who tidies up after they play? Who do they share their toys with?

### 4 Play Memory.

Photocopy Master Unit 6 Lesson 1

- Give each pupil a copy of the template for them to cut out and colour the six toys mini-cards.
- Divide the class into pairs, and tell them to put their mini-cards together and lay them face down on their desks.
- Pupils take it in turns to turn over two cards at a time and say the words. If the two cards match, they keep the pair. If they don't match, they turn them over again and their partner takes their turn.

### 5 Sing the *Watch Me Play* song. 2.22–2.23

- Divide the class into six groups and give each group a toy flashcard. Tell pupils to listen to the song and hold up their flashcard when they hear the toy. Play track 22.
- As a class, make up some actions to go with the verses. Teach a simple dance move for the chorus.
- Play the song for pupils to listen, do the actions and dance.
- Play the track again and encourage pupils to join in with the words *Look, (a ball)! A (ball) today.*

### Transcript

Come on, friends! Come and play.

Let's play outside with our toys today.

Ready, steady, let's go!

Watch me play with my ball today.

Look, a ball! A ball today.

Watch me play ... (repeat verse for skateboard)

Come on, friends ... (Repeat chorus)

Watch me play ... (repeat verse for bike)

Watch me play ... (repeat verse for car)

Come on, friends ... (Repeat chorus)

Watch me play ... (repeat verse for doll)

Watch me play ... (repeat verse for teddy)

Come on, friends! Come and play.

Let's play outside with our toys today.

### Match and say. Then colour. WB p.105

- Pupils match the toys with the characters (looking back at page 50 as necessary), say the toy names and then colour the pictures.

### ANSWERS

- 1 a teddy   2 a car   3 a ball   4 a doll   5 a skateboard   6 a bike

## Lesson 2

p.51

### Objectives

Identify and say the names of toys

Add details to drawings to develop pencil control

### Language

**Active:** a bike, a car, a ball, a skateboard, a doll, a teddy

**Passive:** Which toys do you like best?

### Materials

Class Book p.51; CD2 tracks 22–23; flashcards for toys and characters; plain paper (optional)

### Warmer

- Play *Hungry Piggy*. Draw the outline of a large pig on the board and tell the class that ‘Piggy’ is hungry, and his favourite food is English words.
- Hold up a toy flashcard and ask pupils to tell you the corresponding word.
- If the word is correct, write it inside Piggy’s tummy and stick the flashcard next to it.
- Repeat with all the toy words.

### Song revision: the *Watch Me Play* song 2.22–2.23

- Ask pupils if they can remember any of the *Watch Me Play* song or actions.
- Play the song (track 22) and ask pupils to do the actions and dance.
- Play the karaoke version (track 23) for pupils to do the actions, dance and sing.

### 1 Draw and say. Then colour.

- Open Class Books at page 51. Point to the characters and elicit their toys.
- Point out that these are the same toys that the characters are playing with in the picture on page 50.
- Tell pupils to complete the pictures of the toys by drawing in the details, for example the teddy’s face, the spokes on the bike, etc. They should look back at page 50 to copy the pictures.
- Divide pupils into pairs to take turns to point to a toy for their partner to say the word.
- Now ask pupils to colour the toys as they wish (using a single known colour for each), or matching page 50.
- In pairs, pupils take turns to point to a toy again for their partner to this time say the colour and the word, for example *A red bike*.
- (Optional) Pupils then close their books and take turns to say a character for their partner to say the toy, for example *Rowan – A red bike*.

**TIP** If copying the colours from page 50, pupils can either describe the teddy as *A yellow teddy* or *An orange teddy*. Help them to say *an* instead of *a* before a vowel sound and remind them that we do this because it is easier to say. More ambitious pupils might like to try describing the teddy with two colours: *A yellow and orange teddy*.

### Differentiation

- Below level: Give the group the character and toy flashcards. Tell them to match the characters and the toys. Pupils then take turns to point to the toys and say the words. They colour the toys in activity 1 the same colour as the flashcards. Encourage and help them to describe the toys, using a single colour word (to describe the main colour of the toy), e.g. *A green skateboard, a blue car, a red bike*.
- Above level: Pupils look at the picture of the tea party table at the bottom of the page. Ask pupils which toy is missing from the activity above (the doll) and tell them to draw it sitting at the table.

### Mime game

- Choose a mime for each of the toys, based on the picture on page 50, and demonstrate the mimes to the class.
- Ask pupils to copy the mimes.
- Divide the class into pairs to take turns miming a toy for their partner to guess the word.

### Extension activity

- Ask pupils to tell you some indoor and outdoor toys and ask *Which toys do you like best?*
- Give each pupil a piece of plain paper.
- Ask pupils to draw a picture of themselves playing with their favourite indoor or outdoor toy in their favourite place. Give them an example by drawing a simple picture and telling them about your favourite toy when you were a child and where you enjoyed playing with it, for example a teddy in your bedroom or a bike in the park.
- Divide the class into groups of four and ask them to take turns to show each other their pictures and tell the group about their toy.

## Lesson 3 Tidy up! p.52

### Objectives

- Use sound effects to predict where a story takes place
- Listen and use visual cues to understand a story
- Act out a story

### Language

**Active:** How many cars? Six. Six red cars. Let's tidy up.

### Materials

Class Book pp.52, 106 (practice); DVD; CD2 tracks 24–25; Unit 6 storycards; flashcards for toys; small sponge balls (optional)

### Warmer

- Stick three toy flashcards on the board. Ask three pupils to come the front of the class and stand them in a line facing the board (don't position them too close).
- Give each of these pupils a small sponge ball or a rolled up piece of paper.
- Say the word for a flashcard and the players have to throw their ball at the right card and try to hit it.

### 1 Listen. Where's the story? 2.24

- Tell pupils that they are going to listen to another story about the little people. Ask pupils to turn to the Bridge Town map at the front of the book.
- Play the track for pupils to listen and look at the map and point to where they think the story takes place.

### Transcript

Doors opening and closing, footsteps, floorboards creaking, muffled voices.

- Ask pupils what they heard and where they think the story takes place. Hold up your map and point to the location (Rowan's room – the story takes place in the little people's home under the floor).

### Presentation with storycards 2.25

- Use the storycards to present the story. Hold them up and talk about the pictures. Ask what pupils can see and what the characters are doing.
- Play the track and hold up the storycards.
- Pause the track after storycard 1 and ask who comes to visit (Fern and Sniff). Pause after storycard 2 and ask why Rowan is worried (because his part of the bedroom he shares with Poppy is untidy). Pause after storycard 3 and ask pupils to count the toy cars. Point out that there is a blue car under Rowan's knee and a green one behind his knee.
- Play the track to the end of the story.

### Transcript

**1 Poppy:** Come and play!

**Fern:** OK, let's go!

**2 Rowan:** Oh, no! Sniff, help!

**Sniff:** OK – let's tidy up.

**3 Sniff:** Wow! How many cars?

**Rowan:** Ten.

**4 Rowan:** Six red cars, three blue cars and one green car.

**5 Poppy:** Here are my toys.

**6 Poppy:** Oh, Rowan!

**All:** Ha, ha, ha!

### 2 Now watch or listen. 2.25

- Open Class Books at page 52. Point to each picture and ask who pupils can see and what is happening.
- Play the story on the DVD, or repeat the story on the CD with pupils following in their Class Books.
- Play the story again. Pause at regular intervals and ask questions to check understanding. For example, ask why Rowan is worried (because his part of the bedroom is untidy). How does Sniff help him? (She blocks the door so the others can't come in and see the untidy room.) What happens when Rowan moves his hand away from the box? (The toys fall out.)

### TPR activity 2.25

- Divide the class into six groups, and give each group a storycard.
- Play the track and tell the groups to stand up and jump when they hear the part of the dialogue corresponding to their storycard.

### Class theatre 2.25

- Divide the class into groups of four and assign each pupil a character from the story: Poppy, Fern, Rowan and Sniff.
- Help pupils to act out the story in groups. Follow the procedure in the *How To Do It* section.

### Number in order. Listen and check. Then tell the story to a friend. 2.25 WB p.106

- Point to the pictures and ask pupils which picture is first in the story (C). Tell them to number this picture '1'.
- Pupils work individually to number the pictures in order.
- Play the story track for pupils to check their answers.

### ANSWERS

**1 C   2 E   3 A   4 F   5 D   6 B**

- Divide the class into pairs to point to the pictures in turn and retell the story in their own words.

### Can you remember? How many cars? Listen again and check. 2.25 WB p.106

- Tell pupils to close their books and ask *How many cars does Rowan have in the story? (Ten.) What colour are the cars? (Red, blue and green.) How many red/blue/green cars are there? (Six, three and one.)* Take all suggestions but don't give the answer yet.
- Play the story track for pupils to check their answers.

## Lesson 4

p.53

### Objectives

- Identify the number and colour of items in the story
- Understand characters' behaviour in a story
- Understand and discuss the importance of being tidy
- Start a class project on being tidy

### Language

**Active:** story language from Lesson 3, *Let's tidy up*.

### Materials

Class Book p.53; Unit 6 storycards; flashcards for toys, colours and numbers; a wallchart of class names with tick boxes (prepared by the teacher)

### Warmer

**TIP** To save time, you may like to prepare some simple black and white flashcards of the toy items so that you do not need to draw them in class. Draw two of each toy, to encourage pupils to use the plural form.

- Divide the class into four teams.
- On the board, in a row, stick a number and colour flashcard and draw a simple toy, for example stick up the flashcards for five and red, and draw a simple picture of two cars. Ask the first team *How many?* and *What colour?* If the team replies correctly, give them a point.
- Point to the flashcards and picture in turn and elicit a full description from the class (*Five red cars*).
- Repeat with different flashcards, pictures of toys and teams.
- The team with the most points wins.

### 1 Look at the story and count. Draw and colour.

#### Then say.

- Point to the first car and ask *What is it? What colour is it?* Ask pupils to look at the story again on page 52 and find the red cars in frame 3. Say *Let's count!* Count with them. Point to the number 6 in the box and tell pupils to draw and colour six red cars.
- Divide the class into pairs to complete the activity together.
- Monitor pupils as they work, counting the cars in the story with them and asking questions, for example *What colour are the cars? How many are there?* Show the numbers flashcards for them to copy the numbers if necessary.
- To check answers, ask different pupils to point to the cars and say the colour and the number.

### ANSWERS

Six red cars (6), three blue cars (3), one green car (1).

### 2 Whose room isn't tidy in the story? Look and tick (✓)

- Use the storycards to review the story. Hold them up, one by one, in the correct order and elicit what happens in each picture. Stick the storycards in order on the board.
- Point to storycard 3 and ask whose room it is (Poppy and Rowan's.) Is Rowan's part of the room tidy? (No.)

- Point to the pictures in activity 2 and ask which room is Poppy and Rowan's (the third picture). Tell pupils to tick the picture and ask them how they know (part of it is untidy).
- Ask which picture is their parents' room (picture one).
- Ask pupils if their bedrooms look more like Rowan's side of the room or Poppy's and if they are more like Poppy or Rowan, and why.

### 3 Talk about being tidy.

- Ask pupils what the problem in the story is (Fern and Sniff come to visit and Rowan's part of the bedroom is untidy). What does Rowan do? (He asks Sniff to help and tidies his room quickly.) How does Rowan feel about his untidy room? (Embarrassed and stressed.) Why? (Maybe because he thinks the other characters are tidy.) What do you think Rowan's friends do when the toys fall on the floor?

### Class project

- Ask pupils to think about how they feel when their room or their desk is tidy and untidy. Ask why it is important to keep places tidy. What happens if you don't? How do they feel if someone in their family is untidy?

**CITIZENSHIP** Help pupils to understand that it is important to keep their rooms, classroom and desks tidy so that they can find things easily. It is also important not to leave lots of things on the floor, in case people trip over them and hurt themselves.

- Tell pupils, over the next few days, to keep their bedroom tidy and help each other to keep the classroom tidy. Say *Let's tidy up!* and encourage pupils to repeat with you.
- Tell them to make a note of when they tidied up at home or at school or when they helped a member of their family to tidy up. Ask them to think about how they felt before and after they tidied.
- Show them the wallchart you prepared, and tell them you will tick their name on the chart when they have done some tidying.
- The following week, have a class discussion where pupils tell the class what they tidied up and how they felt.
- Pupils then draw a picture to illustrate their tidying up experience. Put the pictures up on the wall under the heading *Being tidy* to make a display.

**TIP** Leave the display on the wall for the duration of Unit 6 as a visual reminder for pupils to keep their bedroom and classroom tidy.

## Lesson 5

p.54

### Objectives

Ask and answer the question *How many?*

Describe a group of toys, giving the number and colour

### Language

**Active:** *How many dolls? Seven. Seven pink dolls.*

**Passive:** *What are they? tidy tables*

### Materials

Class Book p.54; CD2 tracks 26–27; flashcards for toys, colours and numbers; Photocopy Masters Unit 6 Lesson 5 (2 pages) – one of each per group of three (see website)

### Warmer

- Stick the six flashcards of the toys on the board in a line and underneath each one stick a number six to ten flashcard. Point to each pair of flashcards and ask *What is it? (It's a car.) How many cars are there? (Six.)*
- If you have a moveable board, turn it around, if not ask pupils to close their eyes or turn around.
- Remove one of the toy and number flashcards, making sure pupils aren't looking. Ask pupils to tell you what is missing, for example *Six cars.*
- Repeat the game, changing the order of the flashcards and removing different toys and numbers.

### 1 Listen and number. Then listen again and colour. 2.26

- Point to the pictures and ask *What are they?* Make sure pupils understand your question, and encourage them to answer using the plural form, i.e. *skateboards, dolls, balls, teddies.*
- Play the first exchange on the track and ask *What toy is it? (A doll.) How many dolls? (Four.) What colour? (Orange.)*
- Tell pupils to first listen and number the pictures. Play the whole track and then check the answers with the class (from left to right – 3, 1, 4, 2).
- Tell pupils to listen again, but to listen out for the colour this time and to colour the toys according to what they hear.
- Play the track again, pausing after each exchange to give pupils time to colour the pictures.
- To check as a class, ask different pupils to point to a picture and make a sentence, for example *Four orange dolls.*

### Transcript

- Four dolls. Four orange dolls.
- Three teddies. Three pink teddies.
- Six skateboards. Six green skateboards.
- Seven balls. Seven purple balls.

### 2 Listen and play *The Tidy Tables Game.* 2.27

Photocopy Master Unit 6 Lesson 5 (2 pages)

- Focus pupils' attention on the photo and ask what the children are doing (playing a game).
- Tell pupils they are going to listen to the children playing the game. Play the track.

### Transcript

**Girl 1:** How many dolls?

**Girl 2:** Seven.

**Boy:** Seven *pink* dolls.

- Play the track again for pupils to repeat chorally and individually.
- Divide the class into groups of six. Then divide each group into two teams of three, A and B.
- Give each A and B team a copy of the game cards and the tally chart. Tell the teams to colour the toys on their cards, using a single colour for each card, and cut them out.
- Tell each group of six to choose a symbol and draw it on their cards to distinguish them from the other groups' cards.
- Tell all Team B pupils to shut their eyes while all Team A pupils hide their cards in different places around the classroom or on the table, e.g. in a book, under seats, in pencil cases.
- Tell Team B they have five minutes to find as many of Team A's cards as possible and, at the same time, tidy the classroom. Say *Let's tidy up!* Remind them to check that the cards they find have got that group's symbol on!
- After five minutes, the groups reconvene at their table, and together they look at the cards Team B found, organizing them into the types of toys, for example, all cars together.
- One pupil in Team A looks at their team's tally sheet and asks *How many (cars)?* for each item. The Team B pupils hold up the cards they have found and summarize each one, giving the number and the colour of the toys on the card, e.g. *Six. Six yellow cars.* The Team A pupil with the tally sheet adds the correct number of ticks for each card and makes a note of the colour (e.g. by putting a dot of colour, or by doing the ticks in that colour). The other Team A members can help.
- After tallying, Team A present the results, saying for example, *Seven orange dolls ... and three pink dolls.*
- The teams then change roles.

### Extension activity

- On the board write a number, do simple drawings of the same number of toys and colour them, for example, four pink dolls. Ask pupils to describe the sequence in words (*Four pink dolls.*)
- Ask each pupil to draw their own sequence with a chosen toy, number and colour as in your example.
- Divide the class into pairs to take turns to show their sequence for their partner to describe.

## Lesson 6

p.55

### Objectives

Count from one to ten

Identify colours

Describe a group of toys, giving the number and colour

Practise the pre-writing skill of tracing letters

### Language

**Active:** How many balls? Nine. Nine blue balls.

**Passive:** What does the word say?

### Materials

Class Book pp.55, 107 (practice); CD2 track 28; flashcards for toys and numbers; plain paper (optional)

### Warmer

- Divide the class into two teams.
- Ask a pupil from each team to come to the board. Whisper a toy and tell pupils to draw it on the board for their team to guess. If pupils need more support, show them the flashcard of the toy.
- The first team to guess the toy wins a point.
- Repeat with different toys and pupils.

### 1 Look, count and write. Colour and say.

#### Trace the word.

- Point to each of the toys at the top of the page and ask *What is it?*
- Focus pupils' attention on the big picture and ask where it is (the school playground) and what toys they can see.
- Hold up your book and point to the balls in the big picture and say *Let's count the balls.* Count the nine balls with the class. Point to the picture of the blue ball at the top of the page and ask *What colour are the balls? (Blue.)*
- Pupils work in pairs to count the other toys, write the number and colour them the correct colour.
- The pairs take turns to ask about and describe each of the toys. Demonstrate with a pupil by pointing to the balls and asking *How many balls?* Encourage them to answer *Nine. Nine blue balls.*
- Monitor the pairs as they ask and answer and help where necessary, for example by pointing to the toys and counting with pupils.
- Point to the word *Toys* in the background of the scene and ask pupils to trace the letters of the word with their fingers and then with a pencil. Ask *What does the word say?* Check that pupils understand the meaning.

#### Differentiation

- Below level: Count the toys with pupils and give them the number flashcards and ask them to point to the correct number flashcard. Pupils copy the numbers from the flashcards into the boxes.
- Above level: In pairs, with books closed, pupils have to say a toy, for example *ball*, and their partner has to describe the balls in the picture saying the number and the colour, *Nine blue balls.*

### Listen, draw and colour. Then say. ⑩ 2.28 WB p.107

- Point to the toys and numbers and elicit the words, for example *seven balls.*
- Tell pupils they have to listen, draw and colour the correct number of toys under each number.
- Play the track, pausing after the first sentence to ask *How many? (Seven.) What toy is it? (A ball.) What colour? (Orange.)*
- Play the track again, pausing for pupils to draw and colour the toys.

**TIP** Some pupils may be slower than others to colour so set a time limit and when that's over, any pupils who haven't finished can put a dot of colour and complete the colouring later.

### Transcript

- 1 Seven. Seven balls. Seven orange balls.
  - 2 Two. Two bikes. Two blue bikes.
  - 3 Three. Three teddies. Three brown teddies.
  - 4 Four. Four dolls. Four pink dolls.
  - 5 Six. Six skateboards. Six purple skateboards.
  - 6 Five. Five cars. Five green cars.,
- Play the whole track again for pupils to point to the toys and check their answers.
  - In pairs, pupils take turns to describe their pictures, pointing and saying *Seven orange balls.*

### Extension activity

- Tell pupils to look back at the picture of the little people's playground on page 55. Ask if they would like a playground like this and what toys they would have in their perfect playground.
- Give each pupil a piece of paper and ask them to draw their perfect playground. Tell them to include outdoor and indoor toys and make it nice and tidy.
- Divide the class into groups of four to take turns to present their playgrounds, pointing and describing the number and colour of the toys.
- Monitor the groups as they work, helping with vocabulary and making sure they are using the target language.

# Lesson 7 Sound play

p.56

## Objectives

- Recognize and say the /t/ and /d/ sounds
- Distinguish between /t/ and /d/ as initial sounds in words
- Recognize and identify the letters *T* and *D*
- Practise the /t/ and /d/ sounds in the context of a chant

## Language

**Active:** /t/, /d/, *teddy, doll, tea, Dad, Dickin, tree, two, tiny, dancing*

**Passive:** *What's the sound? What toys do you hear?*

## Materials

Class Book p.56; CD1 track 74; CD2 tracks 29–31; flashcards for *teddy* and *doll*; plain paper

## Warmer 1.74

- Mime Sniff's actions for the words with the sound /t/ from Unit 4, Lesson 7 to elicit the words *talk* and *ten*. Ask *What's the sound? (/t/.)*
- Play *The Tomcat Chant* for pupils to do the actions and join in with the words where they can.

## 1 Listen and repeat with Sniff. Then colour. 2.29

- Hold up the flashcards of the *teddy* and the *doll* and say the words *teddy* and *doll*, exaggerating the /t/ and /d/ sounds. Mime dancing and say the word *dance*, and check understanding by asking pupils to show you a dance.
- Open Class Books at page 56 and focus pupils' attention on the pictures of Sniff. Note that in the second picture Sniff is dancing with a doll.
- Play the first two lines of the track. Hold up your book and point to the letters as pupils listen.

## Transcript

<b>Sniff:</b> /t/	/t/	/t/
<b>Sniff:</b> /d/	/d/	/d/
<b>Sniff:</b> /t/	/t/	/t/
<b>Sniff:</b> /d/	/d/	/d/

**TIP** Remind pupils how to make the /t/ sound (with their tongue touching the top of the mouth) and tell them the /d/ sound is similar but they use their voice.

- Play the second two lines of the track for pupils to repeat the sounds chorally and individually.
- Ask pupils to colour the letters; they should choose a different colour for each letter.
- Play the track through again for pupils to say the sounds with the recording while they point to the letters.
- Divide the class into pairs to take it in turns to point to the letter and picture for their partner to say the sound and then the word.

## 2 Listen, point and say. Then listen again and circle. 2.30

**TIP** As in Unit 5, in this activity pupils have to distinguish between the two sounds at the beginning of words.

- Point to each of the pictures and model the words for pupils to point and say each one.

- Play the track, pausing after the first word. Point to the letters under the picture of tea and ask *Do you hear /t/ or /d/?* Demonstrate circling the *T* in your book.

## Transcript

- 1 Sniff:** tea
- 2 Sniff:** dad
- 3 Sniff:** Dickin
- 4 Sniff:** tree

- Play the rest of the track, pausing after each word to give pupils time to circle the correct letter. Play it again for pupils to check, before they compare their answers with a partner.
- Check the answers with the class.

## ANSWERS

1 T 2 D 3 D 4 T

- Ask different pupils to hold up their book, point to a picture and say the correct sound.

## 3 Listen and chant. 2.31

- Ask pupils what they can see in the picture.
- Play the chant and ask *What toys do you hear? (Teddy and doll.)*

## Transcript

Rowan: Give me a /t/.  
Poppy & Fern: /t/!  
Rowan: Give me a /t/, /t/, /t/.  
Poppy & Fern: /t/, /t/, /t/!  
Rowan: Give me two tiny teddies.  
Poppy & Fern: Two tiny teddies!  
Rowan: Give me a /d/.  
Poppy & Fern: /d/!  
Rowan: Give me a /d/, /d/, /d/.  
Poppy & Fern: /d/, /d/, /d/!  
Rowan: Give me a dancing doll.  
Poppy & Fern: A dancing doll!

- Play the chant line by line, pausing after Poppy and Fern's responses for pupils to repeat chorally.
- Play the chant again for pupils to join in with Poppy and Fern's responses.
- Play the chant again, pausing before Poppy and Fern's responses for pupils to say the lines.
- On the board draw a *T* and a *D* and give each pupil a piece of paper. Tell them to copy the letters.
- Play the chant again for pupils to say the letters with the characters and hold up the correct letter.

## Lesson 8 Round up

p.57

### Objectives

Review learning progress with the language of Unit 6  
Make a toys mini-tab book

### Language

Revision of vocabulary and structures from Unit 6

### Materials

Class Book pp.57, 116 (Picture dictionary); Unit 6 stickers; CD2 track 32; Unit 6 flashcards; toys mini-tab book template (Teacher's Book pp.147–148) – one copy of each page per pupil; a completed *Toys mini-tab book* (prepared by the teacher); pupils' bookmarks; scissors; stapler

### Revision

- Use the flashcards to revise the toys.
- Divide the class into pairs. Say different words from Unit 6 and tell pupils to look through their Class Book and point to the correct picture, for example *a tree, a skateboard, a tidy room, a cafe, six red cars*.
- Give pupils two minutes to look through the unit and tell you some of the other things they have learned. Tell them to think about any vocabulary or phrases they can remember from the songs and story, the story value (being tidy), the letter sounds /t/ and /d/, etc.
- Put pupils in pairs and ask them to look at the picture on page 55. Tell them to take it in turns asking *How many (balls)?* for their partner to answer *Nine. Nine blue balls.*

### 1 Listen, stick and colour. Then say. 2·32

- Ask pupils to put the Unit 6 stickers on their desks. Focus their attention on activity 1. Tell them they are going to listen and place the toy stickers in the correct places, and then colour them according to what they hear.
- Play the track for pupils to point to the toy stickers one by one.
- Play the track again, pausing as necessary to allow time for pupils to stick the stickers on according to the numbers they hear, the shape of the toy and where it is used. Tell them not to worry about the colours at this stage.
- Play the track again for pupils to listen and colour the stickers the correct colour.
- Play the track a final time to check.

### Transcript and answers

- 1 It's a doll. It's a pink doll.
  - 2 It's a teddy. It's an orange teddy.
  - 3 It's a skateboard. It's a green skateboard.
  - 4 It's a bike. It's a purple bike.
  - 5 It's a ball. It's a yellow ball.
  - 6 It's a car. It's a blue car.
- When all the stickers are coloured and in place, tell pupils to work with a partner to take turns pointing to the pictures and describing them, for example *A pink doll.*

### Picture dictionary

- Ask pupils to turn to page 116 in the Class Books and to colour in the toys, if they have not already done so.

### 2 Make a Toys mini-tab book

Teacher's Book pp.147–148

**TIP** Prepare your own toys mini-tab book before the lesson.

- Ask pupils what they can see in the photo (a boy showing his dad and brother a book about toys that he has made at school and using the English he has learned to describe them).
- Tell pupils they are going to make a toys mini-tab book like the one in the photo. Show them your completed book.
- Give a copy of the two template sheets to each pupil and hand out scissors.
- Ask pupils to choose a colour for each group of toys and colour them the same colour, for example, nine green skateboards.
- Demonstrate how to cut out the book, showing how to cut along the dashed lines around each page, and around the cover. Make sure they do not cut along the dotted fold line between the front and back cover.
- Once pupils have cut out the individual pages and the front cover, demonstrate how to put the pages in order (5–10) and fold the cover around them to make the completed book. Show them how the tabs stick out to reveal the numbers.
- Staple pupils' completed books along the spine to hold the pages in place.
- Demonstrate how to open and turn the pages, saying the name, number and colour of each toy, for example *Look! Eight (red) cars.*
- In pairs, pupils take it in turns to present the pages in their book to their partner, following your model.
- Monitor pupils as they work and encourage them to use the target language.
- Tell pupils to take the book home to show their family what they have learned in English.

**TIP** Remind pupils to colour in the Unit 6 book on their Book Club bookmark to show that they have completed the unit.

### Self-evaluation, test and assessment 3·67–3·68

- Invite pupils to reflect on what they felt about the activities in the unit. Follow the procedure described in Unit 1.
- Pupils are now ready to complete the Unit 6 Test (pp.130–131 of this Teacher's Book). Use CD3 tracks 67 and 68.
- Ask pupils to complete the Units 5 and 6 Speaking Test (p.132 of this Teacher's Book).
- Fill in the evaluation grid for each pupil (see website).

**TIP** You may now like to do the CLIL unit on plants. See pp.80–81 in the Class Book.

**TIP** You may now like to do the Culture unit *Outdoors and me!* See pp.86–87 in the Class Book.

# Summer

## Summer opener

(pp.58–59)

### Objectives

Understand the concept of summer and relate to own life

Listen, identify and say some summer words

Listen, sing and mime *The Summer Song*

Make a summer watering can

### Language

**Active:** *It's summer. It's sunny. Swans, bees, a butterfly, a swing, an ice lolly, an ice cream*

**Passive:** *watering can, song lyrics*

### Materials

Class Book pp.58–59; summer poster; DVD (see website for script); CD2 tracks 33–36; Photocopy Master Summer craft (2 pages) (see website); completed flower and watering can (prepared by the teacher); tissue paper; scissors; glue; hole punch; large buttons (with big holes); green pipe cleaners

### 1 Watch the video. DVD

- Play the DVD to introduce the concept of summer.
- Play the DVD again and talk about summer words.

### 2 Talk about summer in Bridge Town.

- Display the summer poster and open the Class Book at pages 58–59. Ask what season it is and how we know. (It's summer. It's sunny. There are flowers and insects.) Teach the word *summer*.
- Ask what the little people and the animals are doing. Ask what the weather is like (it's sunny and warm). Teach the phrase *It's sunny*.
- Ask pupils if summer in Bridge Town, and in the video clip they saw, is similar to their town. Ask questions about summer: Do you like summer? Why/why not? What can we do when it's sunny? What are the little people eating? What do you eat in summer?
- Point to the items in the picture and say *Look! A butterfly, bees, swans, a swing, an ice cream, an ice lolly*.

### 3 Listen and point. Repeat. 2·33–2·34

- Play track 33 and point to the items on the poster. Pupils point to the things in the picture in their books.

### Transcript

It's summer in Bridge Town! It's sunny.

Point to the swans. Point to the bees.

Point to the butterfly. Point to the swing.

Point to the ice lolly. Point to the ice cream.

- Play track 34 for pupils to repeat the words.

### Transcript

swans – bees – a butterfly – a swing – an ice lolly – an ice cream

### 4 Sing *The Summer Song*. 2·35–36

- Tell pupils they are going to sing a song about summer. Mime enjoying the sun and ask *What's the weather like? (It's sunny.)*
- Tell pupils to imagine they are in Bridge Town on a hot, summer afternoon. Play the song (track 35) for them to do some actions, for example fanning their face for *hot*, splashing for *splash*, and eating ice cream.
- Play the track again, pausing after the lines *Hot, hot, hot* and *Splash, splash, splash* for pupils to repeat.
- Play the track again for pupils to do the actions, sing the lines they have practised, and join in with the other words.

### Transcript

It's summer, it's summer,

It's summer in Bridge Town.

Hot, hot, hot,

Sun is shining down.

It's sunny, it's sunny,

It's sunny in Bridge Town.

Splash, splash, splash,

Splash in the canal.

Look at the swans and the bees,

Look at the swing on the tree,

Look at the butterfly in the sky

Who wants some ice cream?

Mmm, yes, please!

(Repeat verses 1 and 2.)

### 5 Make a summer craft.

**Photocopy Master Summer craft (2 pages)**

- Tell pupils that they are going to make watering cans and flowers. Hold up your example of each. Ask which one they would like to make and divide them into two groups.

#### Instructions for the flower makers:

- Pupils cut out six small circles from the tissue paper then punch two small holes in the centre of the circles. Show them how to thread a pipe cleaner up through one of the holes and through the hole of a large button. Then come back down through the other side of the holes. Demonstrate how to flatten the pipe cleaner stem to one side to make the flower pop out.

#### Instructions for the watering can makers:

- Pupils cut out the three parts of the watering can and stick them together. Then they cut out the decorative circles, stick them on the watering can and colour them.
- Display all the flowers and watering cans in a class collage. Pin the flowers across the bottom, and the watering cans above to look as though they are watering the flowers.

# Animals

## Lesson 1

p.60

### Objectives

Identify and say the names of animals

Play a matching game

Listen, mime and sing the *Animal Play* song

### Language

**Active:** *a bird, a dog, a cat, a duck, a fish, a frog*

**Passive:** animal noises, song lyrics

### Materials

Class Book pp.60, 108 (practice); CD2 tracks 37–41; flashcards for animals; Photocopy Master Unit 7 Lesson 1 – one per pair (see website); scissors

### Presentation with flashcards

- Show the animal flashcards one by one and repeat each word three times.
- Place the flashcards round the classroom and say *Point to (a cat)*. Repeat with all the animals.

### 1 Listen and point. Repeat. 2·37–2·38

- Open Class Books at page 60. Ask pupils to describe the picture.
- Play track 37 for pupils to point to the animals.

### Transcript

a bird – a dog – a duck – a cat – a fish – a frog (x4)

- Play track 38 for pupils to repeat the animal names.

### 2 Listen and chant. 2·39

- Stick the animal flashcards on the board. Point to each animal and ask what noise it makes in L1. Tell pupils that they are going to learn what noises the animals make in English!
- Play the chant, pointing to the animal flashcards.
- Play the chant again, pausing before the animal noises for pupils to make the noises.
- Divide the class in half. One half says *Look! Look! (A bird and a cat)*. The other half says the noises. Play the chant for them to join in with their parts.

### Transcript

**Rowan:** Look! Look! A bird and a cat!

**Reader:** Tweet! Tweet! Miaow! Miaow!

**Rowan:** Look! Look! A dog and a frog!

**Reader:** Woof! Woof! Croak! Croak!

**Rowan:** Look! Look! A fish and a duck!

**Reader:** Gloop! Gloop! Quack! Quack!

**Rowan:** A bird, a cat!      **Reader:** Tweet! Miaow!

**Rowan:** A dog, a frog!      **Reader:** Woof! Croak!

**Rowan:** A fish, a duck!      **Reader:** Gloop! Quack!

### 3 Talk about animals.

- Point to each animal in the picture and ask *What is it?*
- Ask pupils to tell you about the animals they see on the way to school, in the countryside or in people's houses, and which animals they like the best, and why.
- Ask pupils in pairs to discuss which of the animals shown in the picture would make a good pet, and why.

### 4 Play The Matching Game.

Photocopy Master Unit 7 Lesson 1

- Divide the class into pairs and give each pair a copy of the animal matching cards template. Tell pupils to cut first down the centre of the template and then how to cut each card in half to make 12 cards.
- The pairs place the 12 cards face down in front of them.
- The pairs take turns turning over two cards at a time. If the cards match, for example, the two halves of a dog, the pupil says *a dog* and keeps the pair.

### 5 Sing and do the *Animal Play* song. 2·40–2·41

- Play track 40 and ask *What animals do you hear?* Stick the animal flashcards on the board, point to each one and ask pupils for an action for the animal and the noise it makes.
- Play the song again and ask pupils to do the animal actions and join in with the noises.
- Play the song again and encourage pupils to join in the song.

### Transcript

Down by the canal

On a hot summer day

We see a fish

Who wants to play!

Gloop, gloop! Gloop, gloop!

(Repeat verse for 'frog – Croak, croak!')

All the animals

Want to play

Play, play, play

On a hot summer day.

(Repeat verse for 'duck – Quack, quack!')

(Repeat verse for 'bird – Tweet, tweet!')

All the animals ... (repeat chorus)

(Repeat verse for 'cat – Meow, meow!')

(Repeat verse for 'dog – Woof, woof!')

All the animals ... (repeat chorus)

### Look and draw the next animal. Then say. WB p.108

- Ask pupils to 'read' the first sequence with you: *A dog, a duck, a dog, a duck, a dog ...* Ask what animal comes next in the sequence (*a duck*). Tell them to draw a duck in the blank box. Then they complete the remaining sequences.

### ANSWERS

1 duck 2 fish 3 duck 4 bird 5 fish 6 cat

## Lesson 2

p.61

### Objectives

Listen and identify the animals

Practise saying the animal words

### Language

**Active:** a bird, a dog, a cat, a duck, a fish, a frog

**Passive:** Which animal lives here? Which animal is missing?

### Materials

Class Book p.61; CD2 tracks 40–42; flashcards for animals; plain paper (optional)

### Warmer

- Make one of the six animal noises for pupils to guess the animal.
- Divide the class into groups of four for them to take turns to make an animal noise for the group to guess and say the animal name in English.

### Song revision: the *Animal Play Song* 2·40–2·41

- Ask pupils if they can remember any of the *Animal Play Song* words or actions.
- Play the song (track 40) for pupils to do the animal actions and noises and sing along.
- Play the karaoke version (track 41) for pupils to do the actions, make the animal noises and sing.

### 1 Listen and draw. Then say. 2·42

- Have a discussion about animals and where they live and sleep. Ask pupils where birds sleep (in a nest). Repeat for the other five animals and take all suggestions.
- Open Class Books at page 61. Point to the pictures of the animals' houses and habitats and ask *Which animal lives here?* Accept all suggestions.
- Play the track and ask pupils if their predictions were correct.

### Transcript and answers

1 Look! It's a dog.

2 Look! It's a cat.

3 Look! It's a fish.

4 Look! It's a bird.

5 Look! It's a duck.

- Play the track again, pausing for pupils to draw the animals in their correct homes and habitats.
- Ask pupils to compare their pictures with a partner and play the track again for them to check.
- For fast finishers, point to the picture of the lily pad at the bottom of the page and ask *Which animal is missing?* (A frog). Pupils draw a frog on the lily pad.
- Divide the class into pairs to take it in turns to point to the animals and ask and answer *What is it?* (A dog.)
- Point to the water and ask pupils which animals like water. Ask pupils if dogs and cats can swim (Yes for dogs, No for cats). Do they think Sid likes playing in the water? (Probably not!)

### Differentiation

- Below level: Give the group the animal flashcards and ask them to put the flashcards in the order they hear them on the track (dog, cat, fish, bird, duck). Then tell them to copy the animal next to the correct numbered home in their books.
- Above level: Pupils discuss which animals in the pictures can live happily inside, outside, or both. Point out, for example, that birds can live inside but it's not natural for them because they need to fly.

**CITIZENSHIP** Discuss the importance of taking care of animals whether they are in the wild or are pets. Pets need to be looked after every day and we need to try not to disturb or frighten wild animals and take care of their habitat.

### Extension activity

- Give each pupil a piece of plain paper.
- Ask pupils to choose an animal, for example their pet, a wild animal or their favourite animal.
- Ask them to draw the animal in its home. It can be its real home or a home they design to be perfect for the animal.
- Divide the class into groups of four and tell them to present their animal and its home to the group.

### Animal yoga (optional)

**TIP** You don't need to be a yoga practitioner to do this activity as the poses are very simple. It is a useful activity to build animal empathy, enhance pupils' knowledge of the natural world, and stimulate their senses.

- Demonstrate a couple of animal yoga poses for pupils to copy. Tell them to hold the pose and count to ten with you. For the 'frog' pose, squat low with your hands in front of you, and for the 'cat' pose go on your hands and knees, put your head down and round your back into an arch.
- Divide pupils into pairs and ask them to think of a pose to represent their favourite animals and practise the pose together.
- Monitor pupils doing the pose and ask questions. For example, ask them what the animal is and why the pose represents the animal.
- Ask a few more confident pairs to demonstrate their poses for the rest of the class to copy.

## Lesson 3 Splash! p.62

### Objectives

- Use sound effects to predict where a story takes place
- Listen and use visual cues to understand a story
- Act out a story

### Language

**Active:** There's a cat. There's a dog. Let's help.

### Materials

Class Book pp.62, 109 (practice); DVD; CD2 tracks 43–44;  
Unit 7 storycards; flashcards for animals

### Warmer

- Put the six animal flashcards up around the classroom.
- Explain to pupils that you are going to mouth a word silently and they have to point to the right flashcard.
- Say an animal word, for example *cat*, silently, exaggerating your mouth movements.
- Ask more confident pupils to lead the activity, mouthing an animal for the class to point to the flashcard.

### 1 Listen. Where's the story? 2.43

- Tell pupils that they are going to listen to a story about the little people. Ask them to turn to the Bridge Town map at the front of the book.
- Play the track for pupils to listen and look at the map and point to where they think the story takes place.

### Transcript

*Sounds near a canal in summer, water splashing, dogs barking, ducks quacking, birds singing.*

- Ask pupils what they heard and where they think the story takes place. Hold up your map and point to the location (the canal).
- Ask pupils to predict what the little people are doing at the canal and what animals will be in the story.

### Presentation with storycards 2.44

- Use the storycards to present the story. Hold them up and talk about the pictures. Ask what pupils can see and what the characters are doing.
- Play the track and hold up the storycards one by one.
- Pause the track after storycard 1 and ask what Sid is doing (trying to catch fish). Pause again after storycard 2 and ask what is going to happen next. Take all suggestions. Ask pupils if they think Rowan and Poppy know what's going to happen. Pause again after storycard 4 and ask them if Sid can swim (no) and who helps him (Rowan).
- Play the track to the end of the story.

### Transcript

- 1 Rowan:** Look, Poppy. There's a cat.  
**Poppy:** Oh, no! It's Sid!
- 2 Rowan:** And there's a dog.  
**Poppy:** Oh!
- 3 Dog:** WOOF!  
**Sid:** MIAOW!
- 4 Poppy:** Rowan! Let's help Sid!  
**Rowan:** Quick ... my ropes ... Pull! Pull!

**5 Man:** Here, boy!

**Dog:** WOOF! WOOF!

**Rowan:** Poor Sid!

**Sid:** Miaow.

**6 Sid:** Miaow, miaow ... miaow?

**Poppy:** Er, er, Rowan ... Jump!

**Sid:** Miaow ...

### 3 Now watch or listen. DVD 2.44

- Open Class Books at page 62. Point to each picture and ask who pupils can see and what is happening.
- Play the story on the DVD, or repeat the story on the CD with pupils following in their Class Books.
- Play the story again. Pause at regular intervals and ask questions to check understanding. For example, ask if Sid and the little people are friends (no). Why does Sid go in the water? (Because the dog scares him.) What is Rowan's idea? (To use the ropes to pull him out.) Does Sid say thank you to Rowan for helping him? (No.) What does Sid do instead? (He reaches out his paw. He is trying to be friendly but Rowan and Poppy are scared and run away.)

### Class theatre 2.44

- Divide the class up into groups of five and assign each pupil a character from the story, Poppy, Rowan, the dog, the dog's owner and Sid.
- Help pupils to act out the story in groups. Follow the procedure in the *How To Do It* section.

### Number in order. Listen and check. Then tell the story to a friend. 2.44 WB p.109

- Pupils work individually to number the pictures in order.
- Play the story track for pupils to check their answers.

### ANSWERS

**1 F 2 B 3 D 4 A 5 C 6 E**

- Divide the class into pairs to point to the pictures in turn and retell the story in their own words.

### Can you remember? What colour is the fish? Colour, then look and check. WB p.109

- Tell pupils to close their books. Ask what Sid is doing at the beginning of the story (trying to catch a fish) and what colour the fish is. Take all suggestions but don't give the answer yet.
- Tell pupils to colour the fish the colour they think it is in the story. Once all pupils have finished, tell them to check the colour of the fish on page 62 (it is grey and pink).

## Lesson 4

p.63

### Objectives

- Identify and order events from a story
- Understand characters' behaviour in a story
- Understand and discuss the concept of helping others

### Language

**Active:** story language from Lesson 3

### Materials

Class Book p. 63; Unit 7 storycards; flashcards for animals; flashcards for numbers 1–6; a large envelope or flashcard pocket; a wallchart of class names with tick boxes (prepared by the teacher)

### Warmer

- Put an animal flashcard inside a large envelope (or your flashcard pocket). Show the class the envelope and tell them there is a secret animal inside. Ask *What is it?*
- Ask pupils to draw what they think is inside. When they have finished, ask them to hold up their pictures and say what they have drawn.
- Then open the envelope and reveal the mystery animal.

### 1 Look and write the number from the story.

- Stick the storycards on the board in the correct order. Say *fish* and ask a pupil to come to the board and point to the storycards where they can see a fish (1 and 2). Repeat the activity with *dog*.
- Open Class Books at page 63. Point to picture 1 and ask pupils to tell you where they see this picture in the story (frame 1). Tell pupils to write the number 1 next to the first picture.
- Pupils work individually to write the frame numbers next to the correct pictures.

### ANSWERS

Top row: 1, 4, 2. Bottom row: 6, 5

### Differentiation

- Below level: Give the group the *Splash!* storycards and the numbers 1 to 5 flashcards and the number 6 flashcard. Pupils put the number flashcards next to the storycards where they see the small pictures from page 63. Then they copy the numbers in their books.
- Above level: In pairs, pupils look at each picture and say what is happening in the frame they are taken from, for example picture 1 is from frame 1 where Sid is trying to catch a fish.

### 2 Who helps Sid? Look and tick (✓).

- Use the storycards to review the story. Hold them up in the correct order and elicit what happens in each picture. Stick the storycards in order on the board.
- Tell pupils to tick the correct picture of who helps Sid in the story (Rowan and Poppy).

### 3 Talk about understanding and helping others.

- Ask pupils what the problem in the story is and encourage pupils to think about the situation – Sid falls in the water

and, although he is not friends with the little people, they help him. Ask why Rowan and Poppy help Sid (because they see that he is scared and needs help). What did Poppy say to Rowan? (*Let's help Sid!*) What kind of people does this show they are? (It shows that they are kind and that they understand it's important to help anyone who is in trouble, not just friends.) How do you think it made Rowan and Poppy feel to help? (It probably made them feel good about themselves.)

- To personalize the concept of empathy, ask pupils to think about what they would do if they saw a pupil from the school, but not a friend, fall off their bike or if they saw a new pupil at playtime on their own. Ask pupils to think about how the other person would feel.

### Class project

- To personalize the story and the idea of helping strangers, ask pupils what they would do if they were Rowan. Ask if they can think of a time when a stranger helped them, for example when they had fallen over, were lost or were in trouble. Ask if they have ever helped somebody who they didn't know, why they helped and how it made them feel.

**CITIZENSHIP** Talk about why we help people in trouble even if we don't know them. Explain that even if we don't know someone, we can understand how they feel in different situations and should be ready to help.

- Tell pupils to make a note over the next few days of when they help someone or someone helps them and how they and the other person felt. Ask pupils to come and tell you their experiences. Show them the wallchart you have prepared and tell them you will tick their name on the chart when they have helped someone who isn't a close friend.
- The following week, have a class discussion where pupils tell the class about their experiences of helping others and draw a picture to illustrate their experience. Put the pictures under the heading *Understanding and helping others* to make a display.

**TIP** Leave the display on the wall for the rest of Unit 7 as a visual reminder for pupils to try to understand and help other people.

## Lesson 5

p.64

### Objectives

Listen and identify animals from their noises

Practise the target language through a board game

### Language

**Active:** There's a (bird). Oh no! There's a cat! It's your turn.

### Materials

Class Book p.64; CD2 tracks 45–46; flashcards for animals, colours and numbers six to ten; Photocopy Master Unit 7 Lesson 5 – one copy per group of 4 (see website); dice; counters; scissors; reusable adhesive (optional); plain paper (optional)

### Warmer

- Stick the six animal flashcards on the board in a line and underneath each one stick a number flashcard from six to ten. Point to each pair of flashcards and ask *What is it? (It's a duck.) How many? (Seven.)*
- If you have a moveable board, turn it around. If not, ask pupils to close their eyes or turn around.
- Remove one of the animal and number flashcards, making sure pupils aren't looking. Ask pupils to tell you what is missing.
- Repeat the game, changing the order of the flashcards and removing different animals and numbers.

### 1 Listen and number. 2.45

- Focus pupils' attention on the pictures. For each animal, ask *What is it?* and ask what noise it makes.
- Play the first item on the track and tell pupils to point to the correct picture of the animal (the duck). Tell pupils to write 1 in the box for the duck picture.
- Play the rest of the track, pausing after each item to give pupils time to number the pictures.
- Ask pupils to compare their answers with a partner before you play the track again.
- Point to the duck and say *Number one. There's a duck.* Pupils repeat chorally and individually.
- Point to the dog and ask a pupil to say *Number two. There's a dog.* Repeat with different pupils and pictures.

### Transcript

1 Quack! Quack! Quack!

There's a duck!

2 Woof! Woof! Woof!

There's a dog!

3 Miaow! Miaow! Miaow!

There's a cat!

4 Tweet! Tweet! Tweet!

There's a bird!

5 Croak! Croak! Croak!

There's a frog!

### 2 Listen and play *The Animal Game*. 2.46

Photocopy Master Unit 7 Lesson 5

**TIP** Each group of four needs a board game template and a dice. They can either use real dice, or make a dice using the template from Unit 3.

- Focus pupils' attention on the photo and ask what the children are doing (playing a game).
- Tell pupils they are going to listen to the children playing the game. Play the track.

### Transcript

**Boy:** It's your turn.

**Girl:** Four! One, two, three, four. There's a dog.

- Play the track again, pausing after each line for pupils to repeat chorally and individually.
- Divide the class into groups of four and give each group an animal board game and a dice. Each pupil needs a counter. They can use their rubbers or pieces of coloured paper.
- If time permits, ask the group to work together to colour in the animals on the squares of the board before they play.
- Pupils all put their counters on the start square and take turns to roll the dice and move the indicated number of squares. If pupils land on the dice square, they get another throw. If they land on an animal square, they say *There's a (duck).* Some of the squares are danger squares, with Sid's face on, and if they land on these, they slide backwards (as in the game *Snakes and Ladders*) and say *Oh no! There's a cat!* Practise this language with pupils before they begin to play the game.
- The winner is the first pupil to reach the finish square.
- Groups play several games so different pupils get to win.
- Monitor the groups as they play and encourage them to use the game language *It's your turn*, count the numbers as they move around the board and use the target language *There's a (duck).*

### Extension activity

- Give pupils a piece of plain paper and tell them to design a square to add to the board game. They draw and colour a picture of any of the toys or school objects in the same style as the board game. Tell them to make the square the same size as the squares on the game board.
- Divide the class into groups of four again. Pupils stick their new squares on the board game using reusable adhesive and play the game again, saying e.g. *There's a (skateboard)* if they land on one of the new squares.

## Lesson 6

p.65

### Objectives

Practise tracing letters in words

Identify words and match them to pictures

### Language

**Active:** There's a (cat).

**Passive:** Does the cat sleep here? Where does the bird sleep?  
kennel, nest, pond, basket, fish tank, lily

### Materials

Class Book pp.65, 110 (practice); flashcards for animals;  
CD2 track 47

### Warmer

- Divide the class into two teams.
- Ask a pupil from each team to come to the board. Whisper an animal and tell pupils to draw it on the board for their team to guess. If pupils need more support, show them the flashcard of the animal.
- The first team to guess the animal wins a point.
- Repeat with different animals and pupils.

### 1 Say, find and trace the words. Then match.

**TIP** In this activity, pupils are moving on from line tracing to letter tracing in words to develop pre-writing skills. Remind pupils to try and keep even pressure and not to take the pencil off the page until they have joined all the dots in each line or curve which makes up part of the letter. At this stage do not insist on pupils doing their letter strokes in the correct order (unless they are already at this stage in their other literacy lessons). The intention is to familiarize them with the letter forms. Pupils are not expected to write independently – this is actually just tracing, but moving towards writing.

- Point to the duck and say *There's a duck*. Point to the bird and encourage pupils to say *There's a bird*. Repeat for the other four animals.
- Hold up your book and, with your finger, trace the example line from the duck to the word *duck* and ask *What's the word?* Trace the letters with your finger.
- Divide pupils into pairs to trace a line from the pictures to the correct word with their fingers. Tell pupils to look back at the words on page 60 if they need help.
- After checking pupils are matching correctly, ask them to draw the lines with their pencils before tracing the letters, first with their fingers and then with their pencil.
- Hold up your book and follow the line from the cat to the basket and ask *Does the cat sleep here?* (Yes.) Point to the bird and ask *Where does the bird sleep?* (*In the nest*) and ask pupils to point to the picture of the nest.

**TIP** You may like to teach these words to use in your classroom language: *kennel, nest, pond, basket, fish tank, lily*.

- In pairs, pupils work together to draw lines to match the animals and their homes.
- Check the answers with the class.

### ANSWERS

1 duck (C) 2 bird (B) 3 fish (E) 4 dog (A)

5 frog (F) 6 cat (D)

### Differentiation

- Below level: For pupils who are not reading at this stage, point to the word for each animal and say the word for them to trace the line from the picture to the word. Then point to the words and say the animal names for pupils to repeat.
- Above level: In pairs, pupils cover the pictures of the animals and take turns to point to a word for their partner to read and say the word out loud.

### Listen and circle. Then colour and say.

CD 2.47 WB p.110

- Point to the animals and elicit the words.
- Play the track, pausing after the first sentence to ask *Which picture?* Show the example circle around the bird.

### Transcript and answers

- 1 There's a bird.
  - 2 There's a frog.
  - 3 There's a dog.
  - 4 There's a cat.
  - 5 There's a fish.
  - 6 There's a duck.
- Play the rest of the track, pausing after each sentence for pupils to circle the correct animal.
  - Ask pupils to check their answers with a partner and then to colour the pictures they have circled.
  - Ask different pupils to point to a circled animal and say *There's a (duck)* to check as a class.
  - Divide the class into pairs to take turns saying *There's a (bird)* for their partner to point to the correct picture.

### Miming game (optional)

- Mime an animal for the class to guess and encourage them to say *There's a (dog)*.
- Divide the class into groups of four to take turns miming an animal for the other group members to guess the animal saying *There's a (dog)*.
- Monitor the groups as they work and make sure they are using the target language.

# Lesson 7 Sound play

p.66

## Objectives

- Recognize and say the /r/ and /l/ sounds
- Distinguish between /r/ and /l/ as initial sounds in words
- Recognize and identify the letters R and L
- Practise the sounds /r/ and /l/ in the context of a chant

## Language

- Active:** /r/, /l/, rat, lolly, ruler, leaves, rubber, lights  
**Passive:** What animal is she? What sounds do you hear?  
ropes, lemon

## Materials

- Class Book p.66; CD1 track 37; CD2 tracks 48–50; flashcard of Sniff; a picture of an ice lolly (drawn or cut out from a magazine)

### Warmer 1.37

- Mime rowing and show the class a red pencil to review the words *row* and *red* with the /r/ sound from Unit 2, Lesson 7.
- Play *The Red Boat Rap* for pupils to do the actions and join in with the words where they can.

### 1 Look and repeat with Sniff. Then colour. 2.48

- Hold up the flashcard of Sniff and ask *What animal is she?* (a rat). Teach the word *rat*. Hold up a picture of an ice lolly to elicit the word *lolly*.
- Open Class Books at page 66 and focus pupils' attention on the pictures of Sniff.
- Play the first two lines of the track. Hold up your book and point to the letters as pupils listen.

## Transcript

Sniff: /r/      /r/      /r/  
Sniff: /l/      /l/      /l/  
Sniff: /r/      /r/      /r/  
Sniff: /l/      /l/      /l/

**TIP** Show pupils how the tip of their tongue should be on the roof of their mouth at the front to make the /l/ sound and at the back of the mouth for the /r/ sound.

- Play the last two lines of the track for pupils to repeat the sounds chorally and individually.
- Ask pupils to colour the letters; they should choose a different colour for each letter.
- Play the track through again for pupils to say the sounds with the recording while they point to the letters.
- Divide the class into pairs to take it in turns to point to the letter and picture for their partner to say the sound and then the word.

### 2 Listen, point and say. Then listen again and circle. 2.49

- Point to each of the pictures and model the words for pupils to point and say each one.
- Play the track, stopping after the first word. Point to the letters under the picture of Sniff and ask *Do you hear /r/ or /l/?* Demonstrate circling the R in your book.

## Transcript

- Sniff: rat
- Sniff: ruler
- Sniff: leaves
- Sniff: rubber
- Sniff: lights

- Play the rest of the track, pausing after each word to give pupils time to circle the correct letter. Play it again for pupils to check, before they compare their answers with a partner. Check the answers with the class.

## ANSWERS

1 R 2 R 3 L 4 R 5 L

- Ask different pupils to hold up their book, point to a picture and say the correct sound.

### 3 Listen and chant. 2.50

- Ask pupils what they can see in the picture.
- Play the chant and ask *What sounds do you hear?* (/l/ and /r/). Ask pupils if they can tell you any of the words they heard beginning with /l/ or /r/. They should be able to say *Rowan, lolly, and rap*. Help them to also identify *lemon* and *rope* and explain the meaning of these words.

## Transcript

Sniff: Give me a /r/.  
Others: /r/!  
Sniff: Give me a /r/, /r/, /r/.  
Others: /r/, /r/, /r/!  
Sniff: Give me Rowan's rope.  
Others: Rowan's rope!  
Sniff: Give me a /l/.  
Others: /l/!  
Sniff: Give me a /l/, /l/, /l/.  
Others: /l/, /l/, /l/!  
Sniff: Give me a lemon lolly.  
Others: A lemon lolly!

Sniff: /r/, /l/! /r/, /l/!

Others: /r/, /l/! /r/, /l/!

Sniff: Come on now! Rap with me!

- Play the chant line by line, pausing after the little peoples' responses for pupils to repeat chorally.
- Play the chant again for pupils to join in with the responses.
- Divide the class into two groups. One group is Sniff and the other group is the rest of the characters. Play the chant for the groups to say their lines. Change roles and repeat.
- Remind pupils of their rap moves and play the track one more time for them all to chant and rap dance.

# Lesson 8 Round up

p. 67

## Objectives

Review learning progress with the language of Unit 7  
Make an animal flap book

## Language

Revision of vocabulary and structures from Unit 7

## Materials

Class Book pp.67, 116 (Picture Dictionary); Unit 7 stickers; CD2 track 51; Unit 7 flashcards; animal flap book template (Teacher's Book pp.149–150) – one per pupil; a completed *Animal flap book* (prepared by the teacher); pupils' bookmarks; scissors; glue

## Revision

- Use the flashcards to revise the animal words with the class.
- Divide the class into pairs. Say different items from Unit 7 and tell pupils to look through their Class Book and point to the correct picture, for example *a yellow lolly, a frog, a fish, Sid, Dickin, lights*.
- Give pupils two minutes to look through the unit and tell you some of the other things they have learned. Tell them to think about any other vocabulary or phrases they can remember from the songs and story, the story value (understanding and helping others), the letter sounds (/r/ and /l/), etc.

## 1 Listen and stick. Then say. 2·51

- Ask pupils to put the Unit 7 stickers on their desks.
- Focus their attention on activity 1. Tell them they are going to listen and place the animal stickers in the correct places.
- Play the track for pupils to first look at the numbers and point to the animal stickers.
- Play the track again, pausing as necessary to allow time for pupils to stick the stickers on.
- Ask pupils to check their answers with a partner before you play the track a final time to check.

## Transcript and answers

- 1 Look! There's a bird!
  - 2 Look! There's a cat!
  - 3 Look! There's a dog!
  - 4 Look! There's a frog!
  - 5 Look! There's a fish!
  - 6 Look! There's a duck!
- When all the stickers are in place, tell pupils to work with a partner to take turns pointing to the pictures and saying *There's a (duck)*.

## Picture Dictionary

- Ask pupils to turn to page 116 in the Class Books and to colour in the animals, if they have not already done so.

## 2 Make an Animal flap book.

Teacher's Book pp.149–150

**TIP** Prepare your own flap book before the lesson.

- Ask pupils what they can see in the photo (a girl showing her mum an animal flap book she has made at school and using the English she has learned to present the animals).
- Tell pupils they are going to make an animal flap book like the one in the photo. Show them your completed flap book.
- Give out the two pages of the animal flap book template to each pupil and hand out scissors and glue.
- Focus pupils' attention on the page with the animals' homes and elicit the names of the animals that live in each of the homes pictured.
- Tell pupils to draw the animals in their homes, then colour the animals and the homes.
- Focus pupils' attention on the page with the question marks and ask pupils to colour in the question marks as they like.
- As they are colouring, go round helping pupils cut the flaps. This is challenging, so for any pupils having difficulties, make the first cuts in each of the flaps, or cut the entire flaps for them.
- Demonstrate how to cut out and stick the two pages of the template together with the question mark page on top of the animals' page, gluing only around the outside edges. Make sure pupils understand only to glue along the edges or the flap book will not work!
- Once the two pages are stuck together, demonstrate how to fold up the flaps to reveal the animals underneath.
- Demonstrate with your finished book how to open up a flap saying *Look! There's a (duck)*.
- Divide the class into groups of four to take it in turns to present their books to each other, following your model.
- Monitor pupils as they work and encourage them to use the target language.
- Tell pupils to take the animal flap book home to show their family what they have learned in English.

**TIP** Remind pupils to colour in the Unit 7 book on their Book Club bookmark to show that they have completed the unit.

## Self-evaluation, test and assessment 3·69–3·70

- Invite pupils to reflect on what they felt about the activities in the unit. Follow the procedure described in Unit 1.
- The pupils are now ready to complete the Unit 7 Test (pp.133–134 of this Teacher's Book). Use CD3 tracks 69 and 70.
- Fill in the evaluation grid for each pupil (see website).

# Body and face

## Lesson 1

p.68

### Objectives

Identify and say parts of the body

Play *The Body Game*

Listen, mime and sing *The Body Shake Beat*

### Language

**Active:** *a head, arms, a body, feet, hands, legs*

**Passive:** *song lyrics*

### Materials

Class Book pp.68, 111 (practice); CD3 tracks 1–5; flashcards for parts of the body; Photocopy Master Unit 8 Lesson 1 – one per pupil (see website); scissors

### Presentation with flashcards

- Show the flashcards and repeat each word three times.
- Place the flashcards round the classroom and say *Point to (the head)*.

### 1 Listen and point. Repeat. ① 3·1–3·2

- Open Class Books at page 68. Encourage pupils to describe the picture using *There's a (bird/skateboard)*.
- Play track 1 for pupils to point to the parts of the body.

### Transcript

a head – arms – a body – feet – hands – legs (x4)

- Play track 2 for pupils to repeat the words.

### 2 Listen and chant. ① 3·3

- Play the chant and show the flashcards as they are said.
- Play the chant again, pausing after the children's responses for pupils to repeat.
- Play the chant again, pausing before the children's responses for pupils to say the line.

### Transcript

**Rowan:** Look, my hands! **Children:** Your hands!

**Fern:** Look, my arms!

**Fern:** Look, my head!

**Poppy:** Look, my body!

**Rowan:** Look, my legs!

**Poppy:** Look, my feet!

**Children:** Your arms!

**Children:** Your head!

**Children:** Your body!

**Children:** Your legs!

**Children:** Your feet!!

### 3 Talk about yourself.

**TIP** If there are any disabled children in the class, this can be a very sensitive topic, so emphasis should be on what children *can* do, not what they can't, and you can judge how to guide the conversation.

- Focus pupils' attention on the picture. Ask which parts of their bodies Fern, Rowan and Poppy are using to play. Ask which parts of your body you can use with a ball (head, hands and legs). What about a skateboard or a bike?

- Ask pupils which activities they enjoy. Pupils mime doing their activities so they can reflect on the parts of the body they use.

### 4 Play *The Body Game*.

Photocopy Master Unit 8 Lesson 1

- Give each pupil a copy of Poppy's body cards to cut out and colour.
- Divide the class into pairs and tell them to shuffle their cards together and make a pile.
- They take turns to turn a card over, say the body word, and start making a picture of Poppy. If they already have the body part they have turned over, they put the card at the bottom of the pack. The first pupil to complete the Poppy picture is the winner.

### 5 Sing and do the *The Body Shake Beat*. ① 3·4–3·5

- Divide the class into six groups and give each group a body flashcard. Play track 4. Pupils listen to the song and hold up their flashcard when they hear it.
- Demonstrate the actions for pupils to copy, shaking arms/legs/body, stamping feet, clapping hands and turning heads. Play the track again. Pupils sing and do the actions.

### Transcript

*Chorus:*

*Shake your body!*

*Stamp your feet!*

*Are you ready for the  
Body shake beat?*

*Shake your body!*

*Stamp your feet!*

*Are you ready for the  
Body shake beat?*

*1, 2 – 1, 2, 3*

*Shake your arms. (x2)*

*Shake, shake*

*Shake your arms!*

*Shake your legs. (x2)*

*Shake, shake*

*Shake your legs!*

*Shake your body!*

*Stamp your feet!*

*Are you ready for the  
Body shake beat?*

*1, 2 – 1, 2, 3*

*Chorus*

*Clap your hands. (x2)*

*Clap, clap*

*Clap your hands!*

*Turn your head. (x2)*

*Turn, turn,*

*Turn your head!*

*Shake your arms,*

*Shake your legs,*

*Clap your hands,*

*And turn your head.*

*Shake your body!*

*Stamp your feet!*

*Are you ready for the  
Body shake beat?*

*1, 2 – 1, 2, 3*

*Chorus*

*Shake it now ...*

### Draw and say. WB p.111

- Point to each picture and ask *What's missing? (Arms, hands, head, legs, body and feet.)* Pupils draw the missing parts of the body on each picture. In pairs they take turns pointing to the body parts and saying the word.

## Lesson 2

p.69

### Objectives

Identify and say the parts of the body

Trace outlines of parts of the body to develop pencil control

### Language

**Active:** *a head, arms, a body, feet, hands, legs*

**Passive:** *Poppy says ... clap your hands, shake your head, What is Rowan doing?*

### Materials

Class Book p.69; CD3 tracks 4–5; flashcards for parts of the body; plain paper; paints or coloured pencils; scissors

### Warmer

- Play *Poppy says ...*. Ask pupils to stand up and tell them you are going to give them instructions. If you start with *Poppy says ...*, they do the action. If you don't start with *Poppy says ...*, they don't do the action. If they make a mistake, they sit down and the game continues until there is only one pupil left standing.
- Begin the game. Say *Poppy says point to your head. Point to your arms.* Make sure pupils point to their head but don't point to their arms. Repeat if necessary to make sure pupils understand.
- You can include simple actions as well as pointing, e.g. *clap your hands, dance with your feet, shake your head.*

### Song revision: *The Body Shake Beat* 3·4–3·5

- Ask pupils if they can remember any of *The Body Shake Beat* words or actions.
- Play the song (track 4) for pupils to do the actions and join in with the words.
- Play the karaoke version (track 5) for pupils to do the actions and sing.

### 1 Trace, colour and say.

- Open Class Books at page 69. Point to the pictures of the characters one by one and ask *What is Rowan/Poppy/Sniff doing?* (Skateboarding, playing basketball and eating an ice cream.)
- Point to the dotted lines marking each body part and ask *What is it?*
- Ask pupils to trace the body parts with their finger before they trace with their pencil.
- Monitor pupils as they work, helping with their pencil skills and asking what the body parts are.
- Pupils colour the pictures.
- Divide pupils into pairs to take it in turns to point to a body part for their partner to say the word.

### Differentiation

- Below level: Give the group the body flashcards. Pupils take turns to point to the body parts and say the words.
- Above level: Pupils look at the picture of Sniff at the bottom of the page. Ask pupils which body part is missing (*feet*) and tell them to draw these on Sniff.

### Class discussion

- Ask the class what toys Rowan and Poppy have (a skateboard and a basketball). Ask if these are indoor or outdoor toys (outdoor). Encourage pupils to think about what they can do to play safely and protect their body when playing outdoors with toys which move fast, like a skateboard, bike or rollerskates (wear a helmet and knee and elbow pads).
- Divide the class into groups of four and ask them to discuss the following question: In what other activities do you have special protection for your body? (Football players wear shin pads, baseball players wear helmets, and it's important to wear a hat for activities which take place outdoors in the sun.)
- Ask different groups to share their ideas with the class.

### Making hand and footprints

**TIP** If it's suitable for your classroom, pupils can use paints to make hand and foot prints instead of drawing and colouring. They paint the palms of their hands and the soles of their feet and then make prints on plain paper.

- Give pupils a piece of paper and tell them they are going to make hand and foot prints.
- Demonstrate how to draw around your hand and your foot for pupils to copy you and draw around their own.
- Pupils colour and then cut out their hands and feet.
- Put the cut-out hands along the wall and if possible stick the feet on the floor.
- Pupils walk around and compare their own hands and feet with the cut-outs to notice the different shapes and sizes.

## Lesson 3 *The race*

pp.70–71

### Objectives

- Use sound effects to predict where a story takes place
- Listen and use visual cues to understand a story
- Act out a story

### Language

**Active:** *My feet! My arms! Your feet! Ready, steady, go!*

**Passive:** *rosette*

### Materials

Class Book pp.70–71, 112 (practice); DVD; CD3 tracks 6–7; Unit 8 storycards; flashcards for parts of the body; small sponge balls (optional)

### Warmer

- Stick three body flashcards on the board. Ask three pupils to come the front of the class. Stand them in a line facing the board (don't position them too close).
- Give each of these pupils a small sponge ball or a rolled up piece of paper. Tell them they have to hit the target. Say the word for a flashcard and the players have to throw their ball at the right card and try to hit it.

### 1 Listen. Where's the story? 3·6

- Tell pupils that they are going to listen to the last story about the little people. Ask them to turn to the Bridge Town map at the front of the book, tell them to listen to the sounds and try to guess where the story takes place.
- Play the track for pupils to listen and look at the map and point to where they think the story takes place.

### Transcript

*Outdoor sounds on a warm summer day, people chattering, birds chirping, crunching tyres and running feet along a gravel path.*

- Ask pupils what they heard and where they think the story takes place. Hold up your map and point to the location (on the edge of the village green, next to the towpath).
- Ask pupils to predict what the little people are doing outdoors. Take all suggestions but don't indicate if they are right or wrong.

### Presentation with storycards 3·7

- Use the storycards to present the story. Hold them up and talk about the pictures. Ask what pupils can see and what the characters are doing.
- Play the track and hold up the storycards.
- Pause the track after storycard 1 and ask *How many people in the race?* (Five.) Pause again after storycard 2 and ask who is in front of Rowan in the race (Fern and Poppy).
- Play the track to the end of the story.

### Transcript

1 **Dickin:** Ready, steady ... go!

2 **Poppy:** Bye ... !

3 **Rowan:** A-ha! Ha, ha, ha ...

4 **Sid:** Miaow!

**Rowan:** Aargh!

5 **Rowan:** Ow! Oh no! My feet!

6 **Fern:** Oh, my arms!

**Rowan:** Ow oh ...

**Miss Bell:** Oh, Rowan, your feet!

7 **Fern:** Let's race again!

**Rowan:** Er ...

### 3 Now watch or listen. 3·7

- Open Class Books at pages 70–71. Point to each picture and ask who pupils can see and what is happening.
- Play the story on the DVD, or repeat the story on the CD with pupils following in their Class Books.
- Play the story again. Pause at regular intervals and ask questions to ensure understanding. For example, ask why Rowan is sad in frame 2 (because Fern and Poppy are in front of him). What does he do? (He takes a short cut on another path.) Who is waiting for him on the path? (Sid.) What does Rowan do? (Run away back to the race path.) Why do his feet hurt? (Because he left his shoes with Sid.)

### TPR activity 3·7

- Divide the class into six groups and give each group a storycard.
- Play the track and tell the groups to stand up and jump, or put up their hands when they hear the part of the dialogue corresponding to their storycard.

### Class theatre 3·7

- Divide the class up into groups of eight and assign each pupil a character from the story: Poppy, Fern, Rowan, Grandma, Grandpa, Dickin, Sid and Sniff.
- Help pupils to act out the story in groups. Follow the procedure in the *How To Do It* section.

### Number in order. Listen and check. Then tell the story to a friend. 3·7 WB p.112

- Ask pupils to number the pictures in the order of the story.
- Play the story track for pupils to check their answers.

### ANSWERS

1 F 2 B 3 E 4 C 5 A 6 D

- Divide the class into pairs to retell the story.

### Can you remember? What colour is Fern's rosette? Colour the rosette in the picture, then look and check. WB p.112

- Read out the question to the class and explain the meaning of *rosette*. Take all suggestions about the colour but don't give the answer yet.
- Pupils colour the rosette then check on page 70 (blue).

## Lesson 4

p.71

### Objectives

- Understand the sequence of events in a story
- Understand characters' behaviour in a story
- Understand and discuss the importance of following rules

### Language

**Active:** story language from Lesson 3

**Passive:** Who wins the race? rules

### Materials

Class Book p.71; Unit 8 storycards; flashcards for parts of the body; plain paper (optional)

### Warmer

- Divide the class into three teams.
- Stick the six body flashcards on the walls around the classroom.
- Choose one pupil from each team to come to the front of the class. Explain that you are going to say a word and pupils have to run and stand next to the correct flashcard.
- The first pupil to stand next to the correct flashcard wins a point for their team.
- Repeat with different body words and team members.

### 1 Who wins the race? Look at the story and tick (✓)

- Use the storycards to review the story. Hold them up, one by one, in the correct order and elicit what happens in each picture. Stick the storycards in order on the board.
- Point to storycard 2 and ask who is in front in the race (Fern). Who is second? (Poppy.)
- Point to the pictures of the characters in activity 1 and ask *Who wins the race?* Explain the meaning of your question and confirm that Fern won the race. Tell pupils to tick the picture of Fern. Ask how they know from the picture that she won the race (she has a number 1 on her rosette). Who came second? (Poppy.) How do they know? (She has a number 2 on her rosette.)
- Point to Fern and Rowan in frame 7. Ask if Fern is angry with Rowan for cheating (no). Why/why not? (Because he made a mistake but he learned his lesson and she is still friends with him.) Ask how Rowan feels about this. (Happy and thankful that he has kind and understanding friends.)
- Ask individual pupils if they have ever won a race. What was the race? How did they feel?

### 2 Talk about following rules.

- Ask pupils what Rowan's problem is in the story (he tries to cheat by taking a short cut but he meets Sid). Ask why Rowan doesn't follow the correct race path. (He thinks the other path is shorter and he might win if he takes the short cut.) Why was this wrong? (He doesn't follow the race rules and it's not fair.) Why do they think Sid stopped Rowan? (We don't know – maybe because he wanted to play with him.) How do you think Rowan would have felt if he'd taken the correct path but lost? Do you think following rules or winning is more important?

### Class project

- Tell pupils to think about playground games. Ask what happens when someone doesn't respect the rules. How does it make them feel? What do they usually do about it?
- Divide the class into pairs and give them a minute to think about and discuss the following question: Why is it important to have rules? Ask a few pairs to share their ideas with the class.
- Ask pupils how they feel when they win or lose. Do they still enjoy the game or the competition even if they lose?

**CITIZENSHIP** Explain that there are always winners and losers in games but that taking part, everyone joining in and having fun is just as important as winning.

- Tell pupils to keep a note of the games they play and the rules of the games over the next few days.
- Tell them to check themselves and their friends to see if everyone is following the rules and what happens when they don't.
- Tell pupils they have to come and tell you what happened when pupils didn't follow the game's rules. Tell them you don't want names, you are only interested in the result of the game and how people felt.
- After a few days, encourage pupils to share their experiences of following rules and how it affects their games.

### Extension activity

- Ask pupils to tell you about some rules for games, at home or at school.
- Give a piece of plain paper to each pupil. Ask pupils to draw a picture to illustrate a rule they have to follow at home or at school. Tell them it can be a game, a duty they have to do at home like washing-up, or wearing a uniform at school.
- Divide the class into groups of four and ask them to present their pictures to the group saying what the rule is and why they have to follow it. For example, they help at home when their parents come home tired from work, or they wear a school uniform to keep their other clothes from getting dirty at school.
- Write the heading *Following rules* and stick pupils pictures under it to create a display.

## Lesson 5

p.72

### Objectives

Identify and say parts of the face

Use the vocabulary in the context of a game

Identify the face parts in the context of a song

### Language

**Active:** eyes, ears, a nose, a mouth

**Passive:** wiggle, open, touch, see, hear, smell, talk

### Materials

Class Book p.72; CD3 tracks 8–12; flashcards for parts of the face; plain paper; a blindfold and a collection of soft toys, dolls, action figures and model animals (optional)

### Warmer

- Give pupils a piece of plain paper. Tell them you are going to dictate sentences and they draw what you say.
- Dictate the following, giving pupils time to draw: *Draw a body and a head. Draw four arms and three legs. Draw two hands on each arm and two feet on each leg.*
- Ask pupils to compare their pictures with a partner. Ask if their pictures are the same or different.

### 1 Listen and point. Repeat. 3.8–3.9

- Hold up the face flashcards and say each word three times.
- Open Class Books at page 72. Play track 8 for pupils to listen and point to the parts of the face.

### Transcript

eyes – ears – a nose – a mouth (x4)

- Play track 9 for pupils to repeat the words.

### 2 Listen and chant. 3.10

- Play the chant and ask pupils to point to the parts on their own faces as they hear them.

### Transcript

**Reader:** Eyes, eyes, look, eyes!

**Poppy:** My eyes, my eyes!

**Reader:** Nose, nose, look, nose!

**Rowan:** My nose, my nose!

**Reader:** Mouth, mouth, look, mouth!

**Fern:** My mouth, my mouth!

**Reader:** Ears, ears, look, ears!

**Sniff:** My ears, my ears!

- Play the chant again, pausing after the characters' responses for pupils to repeat chorally and individually.
- Play the chant again, pausing before the characters' responses for pupils to say the lines.
- Play the chant again for pupils to join in with the lines *My (eyes) ...* and point to the parts on their faces.

### 3 Talk about yourself.

- Ask pupils to tell you what they can do with their ears/eyes/mouth/nose. Demonstrate, for example, by wiggling your ears, wrinkling your nose or whistling. Ask pupils to copy you.

- Ask pupils to tell you the five senses. Ask them what we do with our nose/eyes/ears/mouth (smell, see, hear and taste).

### 4 Play The Face Game.

- Divide the class into groups of four. Tell one pupil to close their eyes or blindfold them with a scarf if appropriate. The pupil touches another pupil's facial features, names the parts and then guesses who he/she is.

**TIP** Most children love this game but be sensitive to their reactions, as some may not like to be blindfolded, or have their faces touched.

- Alternatively, play the game with soft cuddly or plastic toy animals or dolls with faces.

### 5 Sing and do The Face Wiggle. 3.11–3.12

- Play the song (track 11) and ask pupils to point to the parts on their face when they hear the words.
- Teach the following actions: move your forehead up and down (for the chorus), open your eyes wide and put your hand up to your forehead as though you're looking for something on the horizon, cup your ears with your hands, open your mouth wide and put your hand next to it as though shouting, wiggle your nose.
- Play the song, doing the actions for pupils to copy you.
- Repeat again and encourage pupils to join in.

### Transcript

*Chorus:Chorus:*

*Look at my face. What can you see?*

*Do the face wiggle together with me!*

I can see with my eyes, eyes.

Open your eyes, open your eyes.

I can hear with my ears, ears.

Touch your ears, touch your ears.

*(repeat chorus)*

*Chorus*

I can talk with my mouth, mouth.

Open your mouth, open your mouth.

I can smell with my nose, nose.

Wiggle your nose, wiggle your nose.

*(repeat chorus)*

*Chorus*

Touch your eyes, ears, mouth and nose.

Wiggle your nose, wiggle your nose.

Touch your eyes, ears, mouth and nose.

WIGGLE YOUR NOSE! WIGGLE - YOUR - NOSE!!

## Lesson 6

p.73

### Objectives

Identify and say parts of the face

Practise tracing shapes and letters

Practise the body and face vocabulary in a game

### Language

**Active:** ears, eyes, a nose, a mouth, a head, hands, arms, feet, legs

**Passive:** Can you see the word 'eyes'?

### Materials

Class Book pp.73, 113 (practice); CD3 tracks 13–14; flashcards for body parts and face parts; Photocopy Master Unit 8 Lesson 6 – one copy of each per group of four (see website); scissors; a mirror

### Warmer

- Divide the class into two teams and ask a pupil from each team to come to the board. Whisper a body or face part and tell the pupils to draw it on the board for their team to guess. If the pupils need more support, show them the flashcard of the word.
- The first team to guess the body or face part wins a point. Repeat with different parts.

### 1 Colour and say. Then look, match and trace the words.

- Open Class Books at page 73. Point to each character's head and ask *Who is it? What's missing?*
- Pupils work individually to colour the part of the face that is blank for each character.
- Point to Poppy and ask *What's missing? (Her eyes.)* Ask *Can you see the word 'eyes'? Show me.* Tell pupils to trace the letters of the word *eyes* with their fingers before they use their pencils. Repeat with the other characters and face parts.

### ANSWERS

1 eyes 2 ears 3 nose 4 mouth

### Differentiation

- Below level: Show the face flashcards, saying the word and pointing to the word in the book. Repeat a few times with the words in different order. Then say the words for pupils to point to the written word in their books.
- Above level: In pairs, with books closed, pupils take it in turns to point to a part of their body or face for their partner to say the word.

### 2 Listen and play The Body Search Game. 3.13

Photocopy Master Unit 8 Lesson 6

- Ask what the children are doing in the photo (playing a game). Play the track.

### Transcript

**Girl:** Look! Hands.

**Boy:** Thank you!

- Play the track again, pausing after each line for pupils to repeat chorally and individually.
- Divide the class into teams of four and give each team a copy of the body and face game cards and the tally chart.
- Tell pupils to colour and cut out the cards. Hold up one team's set of cards and elicit the words from the class.
- Collect the cards in from all the teams and ask pupils to put their heads down on their desks and close their eyes while you hide the cards around the classroom.
- When the cards are hidden, choose one pupil from each team to remain at the table with the tally chart while the other three members from each team search for the cards (all teams search at the same time).
- Set a strict time limit (for example three minutes) and say *Ready, steady, go!* Let pupils know when they have 30 seconds left.
- When pupils find a card, they take it to their group member who has the tally chart. They say the name of the body or face part for the pupil who is tallying to put a tick in the right box and say *Thank you.* If they find more than one of each body or face part, the pupil will put the right number of ticks next to that part.
- When the time is up, tell pupils to say which parts they found, and the number if more than one.

### Listen and write the numbers. Then trace and say. 3.14 WB p.113

- Point to the picture of Sid. Point to the parts of his face for pupils to say the word.
- Play the track, pausing after each word for pupils to write the number next to the correct part of Sid's face.

### Transcript

**1 Sid:** My nose!

**2 Sid:** My ears!

**3 Sid:** My mouth!

**4 Sid:** My eyes!

**5 Sid:** My face! Miaow!

### ANSWERS

1 nose 2 ears 3 mouth 4 eyes 5 face

- Pupils trace the parts of Sid's face and in pairs take turns to point to a part for their partner to say the word.

### Look in the mirror and draw a picture of your face. WB p.113

- Pass the mirror around for pupils to look at their faces.
- Pupils draw and colour a picture of their face.
- Divide the class into groups of four and tell them to take turns presenting their self-portrait, saying *Look! My (eyes).* Demonstrate with your own picture first.

## Lesson 7 Sound play

p.74

### Objectives

- Recognize and say the /m/ and /n/ sounds
- Distinguish between /m/ and /n/ as initial sounds in words
- Recognize and identify the letters M and N
- Practise the sounds /m/ and /n/ in the context of a chant

### Language

- Active:** /m/, /n/, mouth, nose, nest, nine, Mum, moon  
**Passive:** What sounds do you hear? magic, number

### Materials

- Class Book p.74; CD3 tracks 15–17; flashcards for mouth and nose; plain paper

### Warmer

- Hold up the mouth and nose flashcards and elicit the words *mouth* and *nose*.
- Show them one by one getting faster and faster for pupils to say the words faster and faster.

### 1 Listen and repeat with Sniff. Then colour.

3.15

- Hold up the flashcard of the mouth and nose again and say the words, exaggerating the /m/ and /n/ sounds. Ask pupils if they can tell you the initial sounds of the words.
- Open Class Books at page 74 and focus pupils' attention on the pictures of Sniff.
- Play the first two lines of the track. Hold up your book and point to the letters as pupils listen.

### Transcript

Sniff: /m/ /m/ /m/

Sniff: /n/ /n/ /n/

Sniff: /m/ /m/ /m/

Sniff: /n/ /n/ /n/

- Play the last two lines of the track for pupils to repeat the individual sounds chorally and individually.

**TIP** Make sure pupils know to close their mouths when they make the sound /m/ and open their mouths with their tongue behind their top front teeth when they say /n/.

- Ask pupils to colour the letters; they should choose a different colour for each letter.
- Play the track through again for pupils to say the sounds with the recording while they point to the letters.
- Divide the class into pairs to take it in turns to point to the letter and picture for their partner to say the sound and then the word.

### 2 Listen, point and say. Then listen again and circle.

3.16

- Point to each of the pictures and model the words for pupils to point and say each one.

Play the track, stopping after the first word. Point to the letters under the picture of the mouth and ask *Do you hear /m/ or /n/?* Demonstrate circling the M in your book.

### Transcript

1 Sniff: mouth

4 Sniff: Mum

2 Sniff: nest

5 Sniff: nose

3 Sniff: nine

6 Sniff: moon

- Play the rest of the track, pausing after each word to give pupils time to circle the correct letter. Play it again for pupils to check, before they compare their answers with a partner. Check the answers with the class.

### ANSWERS

1 M 2 N 3 N 4 M 5 N 6 M

- Ask different pupils to hold up their book, point to a picture and say the correct sound.

### 3 Listen and chant.

3.17

- Ask pupils what they can see in the picture. What time of day is it? (Night time.) What are the little people doing? (Rapping and dancing in their pyjamas.)
- Play the whole chant and ask *What sounds do you hear? (/m/ and /n/.)*

### Transcript

Sniff: Give me a /m//m/.

Others: /m //m/!

Sniff: Give me a /m//m//m/, /m//m/, /m//m/.

Others: /m//m/, /m//m/, /m//m/!

Sniff: Give me a magic moon.

Others: Magic moon!

Sniff: Give me a /n//n//m/.

Others: /n//m//n/!

Sniff: Give me a /n//n//m/, /n//m/, /n//m/.

Others: /n//m/, /n//m/, /n//m/!

Sniff: Give me a number nine!

Others: Number nine!

Sniff: /m//m//m//m//m/m//m/, /n/! /m//m//m//m/m//m/, /n/!

Others: /m//m//m//m/m//m/, /n/! /m//m//m//m/m//m/, /n/!

Sniff: Come on now! Rap with me!!

- Remind pupils of the rap moves they have learned over the last few units and ask them to stand up and dance.
- Play the chant line by line, pausing after Poppy, Rowan and Fern's responses for pupils to repeat chorally.
- Play the chant again, pausing before the little people's responses for pupils to say the lines.
- On the board draw an M and an N and give each pupil a piece of paper for them to copy the letters.
- Play the chant again for pupils to say the letters with the characters and hold up and wave the correct letter as they dance.

# Lesson 8 Round up

p.75

## Objectives

Review learning progress with the language of Unit 8  
Make a body book

## Language

Revision of vocabulary and structures from Unit 8

## Materials

Class Book pp.75, 117 (Picture Dictionary); Unit 8 stickers; CD3 track 18; Unit 8 flashcards; folding body book template (Teacher's Book p.151) – one per pupil; a completed *Body book* (prepared by the teacher); pupils' bookmarks; scissors

## Revision

- Use the flashcards to revise the body and face words with the class.
- Divide the class into pairs. Say different items from Unit 8 and tell pupils to look through their Class Books and point to the correct picture, for example *a moon*, *Rowan's eyes*, *a skateboard*, *Fern's mouth*, *a blue rosette*, *an ice cream*, *a race*.
- Give pupils two minutes to look through the unit and tell you some of the other things they have learned.

## 1 Listen and stick. Then say. 3·18

- Ask pupils to put the Unit 8 stickers on their desks.
- Focus their attention on activity 1. Ask *Who is it? What are they doing?* Tell them they are going to listen and place the body or face part stickers on the correct character.
- Play the track for pupils to first look at the picture and point to the stickers as they listen.
- Play the track again, pausing to allow time for pupils to stick the stickers on.
- Ask pupils to check their answers with a partner before you play the track a final time to check.

## Transcript

- |                           |                                |
|---------------------------|--------------------------------|
| 1 <b>Rowan:</b> My hands. | 6 <b>Poppy:</b> My arms.       |
| 2 <b>Rowan:</b> My mouth. | 7 <b>Poppy:</b> My legs.       |
| 3 <b>Rowan:</b> My body.  | 8 <b>Sid:</b> My ears.         |
| 4 <b>Rowan:</b> My feet.  | 9 <b>Sid:</b> My eyes.         |
| 5 <b>Poppy:</b> My head.  | 10 <b>Sid:</b> My nose. Miaow! |
- When all the stickers are in place, tell pupils to work with a partner to take turns pointing to the body and face parts and saying the word.

## Picture Dictionary

- Ask pupils to turn to page 117 in the Class Books and to colour in the face and body parts, if they have not already done so.
- Tell them to look back through the whole Picture Dictionary and colour in 1, 2 or 3 stars according to how well they think they can remember all the words.

## 2 Make a folding Body book.

Teacher's Book p.151

- TIP** Prepare your own folding body book before the lesson.
- Ask pupils what they can see in the photo (a boy showing his dad what he has made at school and using the English he has learned to describe a picture of himself).
  - Tell pupils they are going to make a folding body book like the one in the photo. Show them your completed book.
  - Give a copy of the template to each pupil and hand out scissors.
  - Tell pupils to draw, colour and personalize the body outline to make a picture of themselves.
  - Monitor pupils as they work. Point and say *Your (eyes)?* and encourage pupils to say *Yes, my (eyes)!*
  - Read the dotted words and tell pupils to trace them. Go around helping and assessing their pre-writing skills.
  - Pupils colour in the words on the other half of the template and write their name in the space indicated.
  - Demonstrate how to cut out and fold the book, first folding in half along the central fold line, and then folding the two word sections in towards each other to fold up and close the book, the front of which will now say *MY BODY BOOK*.
  - Demonstrate how to unfold the two sections to open up the book. Point to the picture and say *My head! My arms.*
  - Pupils present their books to each other in pairs, following your model. More confident pupils can take it in turns to look at each other's books, point and say *Your nose?* for their partner to answer *Yes, my nose!*
  - Tell pupils to take the book home and show their family what they have learned in English.

**TIP** Remind pupils to colour in the Unit 8 book on their Book Club bookmark to show that they have completed the unit.

## Self-evaluation, test and assessment 3·71–3·76

- Invite pupils to reflect on what they felt about the activities in the unit. Follow the procedure described in Unit 1.
- Pupils are now ready to complete the Unit 8 Test (pp.135–136 of this Teacher's Book). Use CD3 tracks 71 and 72.
- Ask pupils to complete the Units 7 and 8 Speaking Test (p.137 of this Teacher's Book).
- Pupils can also now complete the End of Year Test (pp.138–140 of this Teacher's Book). Use CD3 tracks 73–76.
- Fill in the evaluation grid for each pupil (see website).

**TIP** You may now like to do the CLIL unit on hidden animals. See pp.82–83 in the Class Book.

## CLIL Maths Shapes Lesson 1

p.76

### Objectives

Understand the concept of different shapes

Listen and identify the names of shapes

Develop pre-writing skills through tracing shapes

### Language

**Active:** *a square, a circle, a triangle, a rectangle, There's a ...*

**Passive:** *shapes, What's the shape?*

### Materials

Class Book p.76; *Shapes* poster; DVD (see [www.oup.com/elt/teacher/rainbowbridge](http://www.oup.com/elt/teacher/rainbowbridge) for script); CD3 tracks 19–21; scissors; plain and coloured paper (optional)

### 1 Watch the video. DVD

- Before you play the DVD, ask pupils if they have ever been to their local park. What is it like? What do they like doing there?
- Tell pupils that in the video clip they are going to see some shapes in a park in town.
- Play the DVD, pausing for pupils to repeat the shape name after the narrator.
- Display the *Shapes* poster and ask pupils to point to any items they saw in the video and if possible to name them.
- Point to each of the shapes on the poster one by one and say the words for pupils to repeat chorally and individually.

### 2 Talk about the shapes.

- Ask pupils to point and say the names of shapes they can see in the classroom. To encourage them, point to the board, the clock, the windows, a book, and ask *What's the shape?*
- Ask pupils to think of any shapes they see on their way to school (square and rectangular buildings, triangular and circular street signs, flowers, rubbish bins, car wheels, etc.).
- Divide the class into pairs and ask: What shapes can you see in your home? After a couple of minutes, ask different pairs to share their ideas.

### 3 Listen and point. Repeat. 3.19–3.20

- Open Class Books at page 76. Point to the shapes within the playground items, saying the words.
- Play track 19 for pupils to point to the shapes.

### Transcript

1 a square 2 a circle 3 a triangle 4 a rectangle

- Play track 20 for pupils to repeat the words.

### 4 Listen, find and trace with your finger.

#### Then say. 3.21

- Ask what pupils can see in the picture (a playground). What are the children in the playground doing? (Playing.) Ask *What shapes can you see?*
- Show pupils the trace lines around the four shapes and elicit the names.
- Play the track, pausing after each shape for pupils to trace it with their fingers.

### Transcript

Look, a square!

Look, a triangle!

Look, a circle!

Look, a rectangle!

- Divide the class into pairs and tell them to say a shape for their partner to trace. Ask *Can you see any other shapes? Show your partner.*
- The pairs take it in turns to point to different shapes in the picture for their partner to say the word.

### 5 Colour, trace and draw.

- Point to the outlines of the shapes in the top row and ask *What colour is the (square)? (It's green.)* Tell pupils to colour the shapes. Pupils then trace the outlines of the shapes in the second row with a pencil. Finally, they join the dots of the shapes in the bottom row.

### Extension activity

- Hand out plain or coloured paper to each pupil.
- Ask pupils to draw and colour four everyday things that have the four shapes, for example a book, a clock, a roof and a desk. Alternatively, ask pupils to copy the four plain shapes from their books.
- Monitor pupils as they are drawing and ask questions, for example *What's this? What's the shape?*
- Pupils cut out their picture. Write a heading *Shapes in our lives* and stick pupils' pictures and shapes under the heading to create a display.

## Lesson 2

p.77

### Objectives

Listen and identify shapes

Identify different shapes in everyday objects

Listen and sing the *Shapes All Around* song

### Language

**Active:** *What is it? A (square).*

**Passive:** song lyrics

### Materials

Class Book p.77; CD3 tracks 22–23; plain paper

### Warmer

- Ask a pupil to the front of the class and draw one of the four shapes on their back for them to guess. Pupils continue the game in pairs.

### 1 Sing the *Shapes All Around* song. 3.22–3.23

**TIP** This song encourages pupils to look around to find shapes within items in the classroom. Before you play the song, identify a triangle and a rectangle in the classroom. When you repeat the song, pupils can take turns to shout out answers for the blanks.

- Focus pupils' attention on activity 1. Ask pupils to say the name of the shapes.
- Play the song (track 22) for pupils to make the shapes in the air when they hear the words.

### Transcript

*Chorus:*

*Shapes, shapes all around,*

*Look up, look down.*

*There are lots of shapes in our town,*

*Shapes, shapes all around.*

Can you see a circle in the hoop?

Look, a circle, a circle in the hoop.

Can you see a circle in the clock?

Look, a circle, a circle in the clock.

Can you see a square in the park?

Look, a square, a square in the park.

Can you see a square in the table?

Look, a square, a square in the table.

(repeat chorus)

Can you see a triangle?

Look, a triangle in the guitar.

Can you see a triangle?

Look, a triangle in the ...

Can you see a rectangle?

Look, a rectangle, in the park.

Can you see a rectangle?

Look a rectangle, in the ...

(repeat chorus)

- Play the track again, pausing after the lines with blanks (*Look a triangle/rectangle in the ...*) for pupils to shout out where they can see these shapes in the classroom.
- Play the track a final time for pupils to make the shapes, point to where they can see them in the classroom and sing along.

**TIP** When pupils are confident, you can sing the song again, using the karaoke version on track 23.

### 2 Look, match and say.

- Point to the shapes on the left and ask *What shape is it?* Point to each photo and ask *What shape can you see? What colour is it?*
- Show pupils the example line and divide the class into pairs to match the shapes with the photos.
- In their pairs, pupils take it in turns to point to a shape or a photo and ask *What is it?* for their partner to say the shape.

### 3 What shapes can you see in the classroom?

- Divide the class into pairs and tell them they are going on a shape hunt around their classroom or around the school and they have to find as many of the shapes as they can.
- Point to the classroom door and ask *What shape is it? (A rectangle.)* Hold up your book, point to the rectangle and show pupils how you put a tick next to the shape.
- After a time limit, call pupils back to their seats. Tell them to count the ticks for each shape and write the total number inside the shape.
- Join three pairs together to make groups of six and ask them to compare their results to see how many shapes they have found and discuss the interesting things they noticed.

### Maths project: make a shapes picture.

- Give pupils plain paper and tell them to draw their favourite shape.
- Ask pupils to think about their shape and create a picture with it. For example, they could turn a circle into a clock or a rectangle into a chocolate bar.
- Pupils present their pictures to the class. As they present their pictures, ask *What shape is it?* for pupils to answer with the shape they first drew, *It's a (triangle).* Encourage the rest of the class to guess what the picture is.
- Write the heading *Shapes* and stick pupils' pictures underneath to create a display

# CLIL Art

## Colours

### Lesson 1

p.78

#### Objectives

Understand the concept of colour mixing

Listen, identify and say colours and items used in art

Develop pre-writing skills through circling

#### Language

**Active:** paint, a paintbrush, paper, mix

**Passive:** Look, it's ..., What colours can you see?

#### Materials

Class Book p.78; Art poster; DVD (see website for script); CD3 tracks 24–26; paints/wax or pastel crayons; plain paper (optional)

### 1 Watch the video. DVD

- Before you play the DVD, ask pupils if they like painting. Have they painted before? What are their favourite colours to use when they paint?
- Tell pupils that in the video clip they are going to see some children painting and learn what happens when you mix different colours.
- Play the DVD. Highlight the target vocabulary items for pupils to repeat, for example *paintbrush*.
- Display the *Art* poster and ask pupils to point to any items they saw in the video and name them.
- Focus pupils' attention on the key vocabulary items, *paint*, *a paintbrush*, *paper* and *mix*. Explain the concept of mixing colours by pointing to the two primary colours and the new colour made by mixing them.
- Point to each of the vocabulary items on the poster and say the words for pupils to repeat chorally and individually.

### 2 Talk about painting and colours.

- Ask pupils what paintings and colours they see around the school. Tell them to think about wall murals, artwork in the classroom or corridors, real paintings or even sports or game lines painted on the playground.
- Ask what colours and paintings they see on their way to school. Tell them to think about graffiti, billboards, advertisements, lines on the road, and houses.
- Divide the class into pairs to discuss the following question: What paintings and colours do you have at home? After a couple of minutes, ask different pairs to share their ideas.

### 3 Listen and point. Repeat. 3.24–3.25

- Open Class Books at page 78. Point to the photos, saying the words for pupils to listen.
- Play track 24 for pupils to point to the photos.

#### Transcript

1 paint 2 a paintbrush 3 paper 4 mix

- Play track 25 for pupils to repeat the words.

### 4 Listen, find and circle. Then say. 3.26

- Ask where the children are (in a classroom). What are they doing? (Art.) Ask *What colours can you see? Show me*. Ask pupils to come to the front and point to the colours on the poster.
- Play the track, pausing after each line for pupils to find the item and circle it in the picture.

#### Transcript

Look, it's paper.

Look, it's a paintbrush.

Look, it's paint. It's yellow.

Look, it's paint. It's blue.

Mix! Mix yellow and blue. It's green!

- Ask pupils to compare the items they circled.
- In pairs, pupils take it in turns to point to the items in the picture for their partner to say the word.

### 5 Make new colours. Then say.

**TIP** This activity focuses on mixing primary colours to make three new colours. If you have time, introduce the concept of colour mixing first, using paints.

- Point to the colours and ask *What colour is it? If we mix blue and yellow, yellow and red, and red and blue, what colours do we make?*
- Divide the class into groups of four and give out wax crayons, pastel crayons or coloured pencils (NB: felt tip pens won't work). Pupils find the three colours they see in the activity: red, yellow and blue. Then they colour in the section in the middle using the two colours on either side, one on top of the other. What are the new colours (*green*, *orange* and *purple*)?

#### Extension activity

- If it's suitable for pupils to use paints, extend the activity to include other colour mixes, for example pink (mix red and white) and grey (mix black and white).
- Challenge pupils to mix the colours to create brown! (A mix of several colours should produce brown but let them experiment.)
- Give them time to make their own mixes and encourage them to say *Look! It's (brown)*.

## Lesson 2

p.79

### Objectives

- Listen and sing the *On Your Paintbrush* song
- Understand how to mix and create colours
- Make a colour wheel

### Language

**Active:** Mix red and yellow. What colour is it?

**Passive:** song lyrics; What colour does blue and yellow make?

### Materials

- Class Book p.79; colour flashcards (from Units 2 and 4); CD3 tracks 27–28; colour wheel template (one per pupil) – prepared by the teacher, paper plates (one per pupil); red, blue and yellow wax/pastel crayons or paint; coloured pencils

### Warmer

- Mime mixing the blue and yellow flashcards together and ask *What colour does blue and yellow make? (Green.)* Repeat the activity with black and white, red and yellow, red and blue, and red and white.

### 1 Sing the *On Your Paintbrush* song. 3.27–3.28

- Make sure each pupil has red, yellow, orange, blue, green and purple pencils. Play the song (track 27) for pupils to hold up the correct pencil for each colour they hear.

### Transcript

Put some red on your paintbrush.

Red, red on your paintbrush.

Put some yellow on your paintbrush.

Yellow, yellow on your paintbrush,

Now mix them together

Round and round.

Can you tell me

What colour is it now?

It's orange – orange on your paintbrush!

Put some blue on your paintbrush ... (repeat verse)

Put some yellow on your paintbrush ... (repeat verse)

Now mix them together ...

It's green – green on your paintbrush!

Put some red on your paintbrush ... (repeat verse)

Put some blue on your paintbrush ... (repeat verse)

Now mix them together ...

It's purple – purple on your paintbrush!

- Teach some actions: for the verses mime dipping a paintbrush in paint; for the chorus mime mixing the paints; for *It's (orange)...*, hold up the relevant coloured pencil.
- Play the track a final time for pupils to do the actions and join in singing where they can.

### 2 Make colours for each picture. Colour and say.

- Tell pupils to select a red, a yellow and a blue crayon and explain that each picture needs two of these colours to make a new colour.
- Ask *What colour is the tree? (Green.)* Ask what colours are needed to make green (yellow and blue). Tell pupils to use the yellow and blue crayons to colour the tree green. Repeat with the other pictures (pupils mix red and yellow to make orange, and red and blue to make purple).
- Divide the class into pairs to point to the colours and say *Look! Mix (yellow and blue). It's (green).*

### 3 Look and find the colours in the classroom.

#### Draw and colour.

- Divide the class into pairs. Do the first colour sum together: *What colour does yellow and blue make? (Green.)*
- The pairs look at the other two sums and find the relevant colour pencil for each sum (orange and purple).
- In pairs, pupils look for objects of these colours in the classroom. When they find an object, they draw it in the space under the correct sum.
- After a time limit, join three pairs together to make groups of six to compare the coloured objects they found.

#### Art project: Make a colour wheel.

**TIP** Prepare a colour wheel template before the lesson. Draw a circle and divide it into six equal sections like a pie chart. Also make a completed colour wheel as follows: paint alternate sections of the circle red, yellow and blue; between the red and blue sections, paint purple; between red and yellow, paint orange; and between yellow and blue paint green.

- Show the class your colour wheel and tell them they are going to make one. Divide them into groups of four and give each pupil a paper plate and a colour wheel template. Make sure each group has red, yellow and blue paints.
- Hold up a blank template. Point to a section and say *Paint it (red).* Repeat with yellow and blue, making sure pupils are painting alternate sections.
- Ask *If we mix red and yellow, what colour do we make? (Orange.)* Tell pupils to mix red and yellow paint on their paper plates to make orange and to paint the correct section on their wheel orange.
- Tell the groups to discuss what colour the last two sections should be and mix the paints to make the new colours.
- In their groups, pupils take turns to show their colour wheels. The group asks *What colour is it?* for the presenter to answer *It's (green). Mix yellow and blue.* Demonstrate by presenting your colour wheel to the class.

# CLIL Science

## Plants

### Lesson 1

p.80

#### Objectives

Understand what plants need to grow

Listen, identify and say words related to plants

Develop pre-writing skills through tracing and circling

#### Language

**Active:** seeds, soil, water, sun, a plant

**Passive:** grow, A plant needs (seeds).

#### Materials

Class Book p.80; *Plants* poster; DVD (see website for script); CD3 tracks 29–31; poster paper (optional)

### 1 Watch the video. DVD

- Before you play the DVD, ask pupils some questions to prepare them for the topic. Ask if they have any plants in their house/garden/on their balcony. What kind of plants? Are they flowers, vegetables or fruit? Where do they grow? In the ground, in a pot or in a window box?
- Tell pupils that in the video clip they are going to see children planting seeds and learn what seeds need to grow.
- Play the DVD. Encourage pupils to repeat the words. Ask what seeds need to grow. (Soil, water and sun.)
- Display the *Plants* poster and ask pupils to point to any items they saw in the video and name them.
- Point to the key vocabulary items on the poster and say the words for pupils to repeat chorally and individually: *seeds, soil, sun, water* and *a plant*.

### 2 Talk about plants.

- Ask pupils if any of them have ever grown a plant. What did they do to take care of it? Did it grow and produce fruit or vegetables for them to pick?
- Divide the class into pairs to discuss the following question: What does a plant need to grow? Ask different pairs to share their ideas.

### 3 Listen and point. Repeat. 3.29–3.30

- Open Class Books at page 80. Point to the photos, saying the words for pupils to listen.
- Play track 29 for pupils to point to the photos.

#### Transcript

1 seeds 2 soil 3 water 4 sun 5 a plant

- Play track 30 for pupils to repeat the words.

### 4 Listen, find and circle. Then say. 3.31

- Focus pupils' attention on the picture. Ask what the children are doing (planting seeds).
- Play the track, pausing after *Look, seeds*. Tell pupils to circle the seeds.
- Play the rest of the track for pupils to circle the items.

#### Transcript

Look, seeds. A plant needs seeds.

Look, soil. A plant needs soil.

Look, sun. A plant needs sun.

Look, water. A plant needs water.

Look, a plant!

- Ask pupils to compare the items they circled.
- In pairs, pupils take it in turns to point to the items in the picture for their partner to say the word.

### 5 Trace and colour. Then say.

- Point to the pictures and ask *What can you see? (Seeds, soil, water, sun, a plant.)*
- Tell pupils to join the dots then trace the lines in the pictures before they colour. Tell them to think about what colour the items are in the real world.
- Divide the class into pairs to take turns pointing to the pictures and saying the key vocabulary.

**TIP** Remind pupils to use the pre-writing skills they have learnt so far, holding their pencils correctly and keeping an even pressure as they trace.

#### Extension activity

- Tell pupils they are going to make a poster to show how to grow and take care of plants and flowers.
- Divide the class into groups of four and give each group a piece of poster paper.
- Tell pupils to draw the four stages of growing a plant: planting seeds, watering the seeds, putting the seeds in the sun and taking care of the final plant or flower. They can illustrate this however they want but the poster must include these stages.
- Monitor pupils as they draw, asking *What's this? What does the plant need? What colour is the plant/flower?*
- Write a heading *How to grow plants* and stick pupils' posters under the heading to create a display.

## Lesson 2

p.81

### Objectives

- Listen and identify words related to plants
- Identify the process of growing a plant
- Listen and sing the *Plant some Seeds* song

### Language

**Active:** A plant needs sun/seeds/soil/water.

**Passive:** first, next, song lyrics

### Materials

Class Book p.81; *Plants* poster; CD3 tracks 32–33; sticky notes; science project materials: polystyrene cups (one per pupil), soil, seeds

### Warmer

- Stick the *Plants* poster on the board with the pictures of the key vocabulary items covered with sticky notes.
- Point to each sticky note and ask *What's under here?* Take suggestions, looking under the sticky note and saying yes or no but don't reveal the picture yet.
- Point to the sticky notes again and ask *Can you remember what's here?* If pupils guess correctly, remove the sticky note.

### 1 Sing the *Plant some Seeds* song. ① 3:32–3:33

- Focus pupils' attention on the pictures and ask *What can you see?*
- Tell pupils to imagine they are a plant growing and to do the actions when they hear the song. Demonstrate how to start very small and slowly grow with the song until they are stretching up on tiptoes by the end of the song.
- Play the song (track 32) for pupils to do the actions.

### Transcript

Plant some seeds and watch them grow.  
Watch them grow, watch them grow.  
Plant some seeds and watch them grow.  
Let's find out – we want to know!  
The first thing a plant needs is seeds, seeds, seeds.  
Put the seeds in the soil.  
Soil, soil, in the soil.  
The next thing a plant needs is sun, sun, sun.  
Pour some water over the seeds.  
Water, water, over the seeds  
Now we know how a plant grows.  
Watch it grow, watch it grow.  
Seeds, soil, water and sun.  
Come on, everyone.  
Have some fun!

- Play the track, pausing at points to make up some more specific actions to go with the song, for example, miming holding seeds in your hand, stretching up for *grow*, shading eyes from the sun and pouring water from a watering can.
- Play the track a final time for pupils to do the actions and sing along with as much of the song as they can.

**TIP** When pupils are confident, you can sing the song again, using the karaoke version on track 33.

### 2 Look and number

- Point to the photos. Explain that pupils need to think about how to look after a plant and what it needs to grow, from the seed until it is fully grown.
- Divide the class into pairs to look at the photos, put them in order, then number the photos from one to five.

### ANSWERS

(From left to right) 3, 1, 5, 4, 2

### 3 What do you need to grow a plant? Complete the pictures.

- Revise what a plant needs to grow by pointing to the photos in activity 2 and eliciting the main vocabulary items: *seeds*, *soil*, *water* and *sun*.
- Point to the first picture and ask *What's missing? (Soil.)* Tell pupils to draw in the soil. They look at the other pictures and complete them independently.

### ANSWERS

Top left picture: add soil; bottom left picture: add seeds; top right picture: add water; bottom right picture: add the sun.

- When they have finished, ask a few pupils to present their completed pictures, pointing and saying *A plant needs soil. A plant needs sun. A plant needs water.*

### Science project: Grow a plant!

**TIP** We suggest fast-growing, hardy seeds such as cress and beans, or flowers like sunflowers or nasturtiums. Cress will sprout the fastest, but others will grow more slowly, so it depends on your time frame, how fast you want the plants to sprout and how long you want the project to continue.

- Give each pupil a polystyrene cup and tell them to draw a picture on it so they recognize their cups. While pupils are drawing their pictures, ask them to come to you one by one, take some soil and fill their cups.
- Hand out seeds to each pupil and tell them to make holes in the soil about three centimetres deep, put the seeds in the holes and cover them with soil.
- Tell them to place their cups at a window, or somewhere in direct sunlight.
- Remind pupils to water their plants every day until the sprouts appear, revising the language and the concept of what plants.
- Pupils take their plants home once they have sprouted, to continue to care for them at home.

# CLIL Science

## Hidden animals

### Lesson 1

p.82

#### Objectives

Identify animals and their habitats

Listen, identify and say key words related to animals and their habitats

Understand the concept of animal camouflage

#### Language

**Active:** *a bird, a frog, a snake, a hedgehog, leaves, flowers, branches, grass, rocks*

**Passive:** *hidden, Where is it? There's a (hedgehog) in the (leaves).*

#### Materials

Class Book p.82; *Hidden animals* poster; DVD (see website for script); CD3 tracks 34–36; sticky notes; poster paper

### 1 Watch the video. DVD

- Before pupils watch the video clip, ask what animals they see on their way to school, near their homes or in the park. Are the animals easy to see or hard to find?
- Tell pupils that in the video clip they are going to see some hidden animals that are difficult to spot and they will learn about how and why they hide.
- Play the DVD. Encourage pupils to repeat the new key vocabulary, *snake, branches*, etc.
- Display the *Hidden animals* poster and ask pupils to point to any animals they saw in the video and to name them.
- Point to known vocabulary items and ask pupils to name them: *a bird, a frog, leaves, flowers*.
- Point to the new key vocabulary items and say the words for pupils to repeat chorally and individually: *a snake, a hedgehog, branches, grass and rocks*.

### 2 Talk about the animals.

- Ask pupils what animals they see in parks, in the trees and in the grass. Do they ever see frogs? Where? Have they ever seen a hedgehog or a snake? Where? Why don't we see many animals on the roads and pavements? (They are afraid of us and there's nowhere to hide.)
- Divide the class into pairs to discuss the following questions: What animals have you seen in their natural habitat? Where did you see them? What was their habitat? Ask different pairs to share their ideas.

### 3 Listen and point. Repeat. 3·34–3·35

- Open Class Books at page 82. Point to the photos, saying the words for pupils to listen.
- Play track 34 for pupils to point to the photos.

#### Transcript

1 a snake 2 a hedgehog 3 branches 4 grass  
5 rocks

- Play track 35 for pupils to repeat the words.

### 4 Listen, find and circle. Then say. 3·36

- Focus pupils' attention on the picture and ask *Where is it? What can you see?*
- Play the track, pausing after *Look, a snake!* Tell pupils to circle the snake.
- Play the rest of the track for pupils to circle the animals and habitats.

#### Transcript

Look, a snake! There's a snake on the branches.

Look, a hedgehog! There's a hedgehog in the leaves.

Look, a frog! There's a frog on the rocks.

Look, a bird! There's a bird in the flowers.

- Ask pupils to compare the things they circled.

- In pairs, pupils take it in turns to point to the things in the picture for their partner to say the word.

### 5 Colour the pictures to hide the animals. Then say.

- Point to picture one and ask *What's the name of the animal? (Frog.) What colour is it? (Green.) What colour is the grass? (Green.) And the rock? (Grey and green.)*
- Tell pupils to colour the grass a similar green colour to the frog so the frog can hide. They can colour the rock grey with some green to represent moss. Then say *There's a frog on the rocks.*
- Pupils work independently to colour the other pictures and camouflage the animals.
- Divide the class into pairs to take turns making sentences about the other animals and their habitat. (*There's a bird in the flowers. There's a snake on the branches. There's a hedgehog in the leaves.*)

#### Extension activity

- Tell the class they are going to do a picture dictation.
- Dictate the following, pausing after each sentence for pupils to draw: *There's a tree and there's a brown snake on the branches. There's a pond and a green frog on a lily. In the leaves of the tree, there's a yellow bird. There's a rock on the grass and a hedgehog on the rock.*
- Ask pupils to compare their pictures before you dictate the picture again for pupils to check.

## Lesson 2

p.83

### Objectives

- Identify animals and their habitats
- Listen and sing the *Can you see?* song
- Draw a picture to show how animals hide in their habitat

### Language

**Active:** There's a (snake) in the (grass). There's a (frog) on the (rock).

**Passive:** *Can you see?*, song lyrics

### Materials

Class Book p.83; *Hidden animals* poster; CD3 tracks 37–38; plain paper

### Warmer

- Stick the *Hidden animals* poster on the board.
- Say some true and false sentences about the poster, for example: *There's a yellow bird on the rocks.* (False.) *There's a green snake in the grass.* (True.)
- Tell pupils to stand up if the answer is true and sit down if it's false.

### 1 Sing the *Can you see?* song. ① 3:37–3:38

- Focus pupils' attention on the picture and ask *What can you see in the picture?*
- Tell pupils they are going to listen to a song. Ask them to listen and tell you what animals they hear. Play the song (track 37) for pupils to listen and shout out the animals when they hear them.

### Transcript

There's a bird. Can you see?  
It's hiding in the tree. In the tree!  
There's a bird. Can you see?  
Out pops the bird – And he looks at me!  
There's a snake. Can you see?  
It's hiding in the grass. In the grass!  
There's a snake. Can you see?  
Out pops the snake – And he looks at me!  
There's a frog. Can you see?  
It's hiding on the rock. On the rock!  
There's a frog. Can you see?  
Out pops the frog – And he looks at me!  
There's a hedgehog. Can you see?  
It's hiding in the leaves. In the leaves!  
There's a hedgehog. Can you see?  
Out pops the hedgehog – And he looks at me!

- Play the track, pausing at points to make up some actions to go with the song, for example flap your arms for bird, wiggle your arm for snake, make your hand jump for frog, and have your face peering through your fingers for a hedgehog looking through some leaves.
- Play the track a final time for pupils to do the actions and sing along with as much of the song as they can.

**TIP** When pupils are confident, you can sing the song again, using the karaoke version on track 38.

### 2 Look and match

- Point to the photos. Explain that pupils need to look at the pictures and think about where the animals could hide.
- Point to the snake and ask *What colour is it? (Green.)* Ask which place is best for it to hide. Show them the line matching the snake to the grass.
- Divide the class into pairs to look at the other three animals and match them to their habitat.
- Monitor pupils as they work and help them, asking *What colour is the animal? Where can it hide?*
- Point to the snake and its habitat and say *There's a snake in the grass.* In pairs, pupils point to the animals and make sentences using the target language as in your example. (*There's a hedgehog in the leaves. There's a bird in the branches. There's a frog on the rocks.*)

### ANSWERS

1 C 2 A 3 D 4 B

### 3 Where can these animals hide? Number.

- Point to the three animals and elicit their names (*caterpillar, butterfly, fish*).
- In pairs, pupils look at the habitats, discuss where the animals can hide and number the habitats.
- To check as a class, ask pupils to make a sentence about each animal using the target language, for example *There's a caterpillar on the leaves. There's a butterfly on the flower. There's a fish in the water/lake.*

### Science project: Make a hidden animal picture.

- Ask pupils what animals they can name in English and write their answers on the board (*a bird, a cat, a dog, a frog, a fish, a duck, a caterpillar, bees, a swan, a butterfly, a snake and a hedgehog*).
- Tell pupils to choose one animal to draw and then hide in a picture. Revise all the places animals can hide, for example trees, leaves, branches, flowers, rocks, grass, water and plants.
- First pupils draw the animal and then imagine the best place for it to hide. Draw this around the animal. Give pupils the freedom to select the animal and surroundings themselves but remind them that colour is important for hiding.
- Monitor pupils as they work, asking questions about their pictures, for example *What's the animal? Where is it hiding? Why did you choose the colour (green)?*
- Divide the class into groups of four for them to present their pictures, using the target language, for example *There's a snake in the grass.*
- Write the heading *Hidden animals* and stick pupils' pictures under it for a classroom display.

# Culture

## Books and me! pp.84–85

### Objectives

Learn about book culture in the UK

Think and talk about book culture in own country

Say a poem and make a book cover

### Language

**Active:** *My favourite book is ..., My favourite character is ...*

**Passive:** *read, dress up, library, classroom, bedtime story*

### Materials

Class Book pp.84–85; CD3 tracks 39–40; A4 paper or card

### 1 Listen and number the pictures. 3.39

- Point to the photos on pages 84 and 85. Talk about the photos with pupils. Use the culture note below.
- Teach or revise the following vocabulary, using the photos, to prepare pupils for the listening: *bedtime story, read/reading, books, classroom, library, dress up, character*.
- Play the track, pausing after number one for pupils to point to the correct photo. Repeat for the other descriptions.
- Play the track again, pausing after each description for pupils to number the photos.

### Transcript

- Max:** Hello, I'm Max. At home, I love reading books in bed. Sometimes my grandpa reads me a bedtime story. Good night!
  - Max:** There are lots of books in my classroom. Look – nine children reading books today!
  - Max:** This is story time at the library. Shh! Listen to the story. Then we can choose a book to take home.
  - Max:** Look – it's World Book Day! My friends dress up as their favourite book character. It's fun. Can you see Harry Potter?
- Ask pupils to compare their answers with a partner before you play the track again for pupils to point to the photos in order.

**CULTURE NOTE** In the UK, many parents, older siblings and grandparents read to children in bed before they go to sleep. In primary school classrooms, there is often a book corner where children choose books to read in class or at home. A lot of bookshops and libraries have a children's section with comfortable seats so that children can browse through books. Authors also visit bookshops and libraries for readings of their latest book. Every year, in March, is World Book Day when children come to school dressed as their favourite character and talk about books.

### 2 Look at the pictures. Is it the same or different where you live?

- Ask pupils questions to encourage a class discussion: What did you learn about reading in the UK? (Bedtime reading, book corner at school, listening to stories in the

library, children's areas in bookshops and World Book Day.) Are any of these the same in your country and school?

Do you have bedtime stories? Who reads to you at home? Where do you get your books from, bookshops, the library or school? Do you celebrate World Book Day at your school?

- Divide the class into pairs to discuss the following questions: If you could dress up as your favourite character, who would it be? What is your favourite book?
- After two minutes, ask different pairs to share their ideas.

### 3 Listen and say the poem. 3.40

- Play the poem and ask *What's it about? (Books.)*
- Play the poem again, line by line, for pupils to repeat.

### Transcript

Books, books, books, books,  
Open up and take a look.  
Read with your grandpa, read with your friend,  
Read at home, read in bed.  
Books, books, books, books,  
Open up and TAKE A LOOK!

- Play the poem a final time for pupils to join in.

### Project: Make a book cover of your favourite book.

- Give each pupil a piece of A4 paper or card and demonstrate how to fold it in half to make a book shape.
- Pupils draw pictures representing their favourite book, for example a character on one side and a scene on the other. They should write the title on the front cover. Divide the class into groups of four for pupils to take turns to present their book cover, saying *My favourite book/character is ...*
- Hand out paper and tell pupils to draw a self-portrait of themselves (head and shoulders).
- Collect in all the book covers to make a display under the heading *My favourite book*. Stick up the self-portraits, and in front of each one, stick their book covers, so it looks like they are reading.

# Outdoors and me! pp.86–87

## Objectives

Learn about playing outdoors in the UK

Think and talk about playing outdoors in own country

Say a poem and make a poster

## Language

**Active:** Let's play outdoors! I'm in the ... garden, forest, park, den, cycle path

**Passive:** It's fun!, words for the poem

## Materials

Class Book pp.86–87; CD3 tracks 41–42; plain paper; brown and green tissue paper or card

### 1 Listen and number the pictures. 3·41

- Point to the photos on pages 86 and 87. Talk about the photos with pupils. Use the culture note below.
- Teach the following vocabulary, using the photos, to prepare pupils for the listening: *bike, cycle path, garden, den, forest, fun*.
- Play the track, pausing after number one for pupils to point to the correct photo. Repeat for the other descriptions.
- Play the track again, pausing after each one for pupils to number the photos.

## Transcript

**1 Molly:** Hello, I'm Molly. Look at my bike. It's a blue and white bike. That's my family on the cycle path. Ready, steady, go!

**2 Molly:** It's sunny today. I'm in the garden with my grandma. Look at the flowers! Yellow flowers and purple flowers.

**3 Molly:** Let's play outdoors! This is a den in the forest. It's a house made of trees and leaves. That's my brother in the den.

**4 Molly:** I'm in the forest today with my friends. This is forest school. It's school – outdoors in the trees. It's fun!

- Ask pupils to compare their answers with a partner before you play the track again for pupils to point to the pictures in order.

**CULTURE NOTE** Many primary schools in the UK have a Forest School, which is a half-day trip to a nearby wooded area or onsite at the school. The children are free to explore, play, build and do as they like, with trained teachers supporting them. Some typical activities are making dens using branches and leaves, building bridges with branches and ropes, creating mud slides, climbing trees, finding insects, finding evidence of small animals and cooking over a fire. Playing outdoors is less popular now due to indoor electronic games and parents' concerns about children's safety. However, parents realize their children are missing out on the benefits of outdoor play. Children's own gardens and the local park or playground are probably the most popular outdoor play areas. Larger cities have many green spaces and parks for children to visit and cycle paths are increasingly common. Most children learn to ride a bike by the age of 6 or 7.

### 2 Look at the pictures. Is it the same or different where you live?

- Ask pupils questions to encourage a class discussion: Do you like playing outdoors? Why/why not? Where do you play outdoors (e.g. school playground, park, garden or forest)? Would you like a bike, a scooter, a skateboard or rollerskates? If you could choose, which one would you like most? What colour would it be? Do you like helping in the garden? Have you ever built a den? Does your school have a forest school?
- Divide the class into pairs to discuss the following question: What is your favourite outdoor activity?
- After two minutes, ask different pairs to share their ideas.

### 3 Listen and say the poem. 3·42

- Play the poem and ask *What's it about? (Playing outdoors.)*
- Play the poem again, line by line, for pupils to repeat.

## Transcript

Ready, steady, go!

Let's play outdoors! Let's play outdoors!

Ride a bike, yippee!

Make a den in trees,

Swing in the park, whee!

Let's go out, please?!

Let's play outdoors! Let's play outdoors!

- Play the poem a final time for pupils to join in.

## Project: Make a *Playing Outdoors* poster.

- Elicit and suggest some activities pupils learned about in the lesson, for example riding bikes and scooters, playing on playground equipment, walking in the woods and having picnics with family.
- Give each pupil a piece of paper to draw a picture showing them doing an outdoor activity.
- Divide the class into groups of four to take turns to present their posters saying *Let's play outdoors! Look, I'm in the (park).*
- For the classroom wall display, write the title *Let's play outdoors!* Make a background outdoor setting with trees and leaves and stick pupils' posters under the heading.

# Festivals

## Happy Christmas

p.88

### Objectives

Learn about Christmas celebrations in the UK

Listen, and sing a Christmas song

Make a Christmas star for the Christmas tree

### Language

**Active:** Happy Christmas!, a present, a star, a bauble, a bell, a tree

**Passive:** What colour is it? What colour are they?, song lyrics

### Materials

Class Book p.88; CD3 tracks 43–47; a CD of Christmas music; a wrapped notebook; cardboard star-shape templates (prepared by the teacher); a completed 3D star; ribbon

#### 1 Listen and point. Repeat. 3.43–3.44

- Point to the main picture and ask *What is it?* to elicit *a tree*.
- Say *Happy Christmas!* for the class to repeat.
- Tell the class to listen and point to each Christmas item as they hear the word. Play track 43.

#### Transcript

1 a present 2 a star 3 a bauble 4 a bell

- Play track 44 for pupils to repeat the words.

#### 2 Find, count and write. Then listen and colour. 3.45

- Point to the bauble in the key on the left and ask *What is it? (A bauble.) How many baubles?* Count together and point to the number 4 in the box in the key.
- Divide pupils into pairs to complete the activity. Check answers, asking *How many (presents)?*
- Play the track for pupils to listen for colours. Ask *What colours are there? (Red, yellow, orange and brown.)*

#### Transcript

**Reader:** Happy Christmas! Look at the Christmas tree.

**Reader:** Look! Baubles!

**Boy:** What colour are they?

**Reader:** Orange. Orange baubles.

**Reader:** Look! Presents!

**Boy:** What colour are they?

**Reader:** Red. Red presents.

**Reader:** Look! A star!

**Boy:** What colour is it?

**Reader:** Yellow. A yellow star.

**Reader:** Look! Bells!

**Boy:** What colour are they?

**Reader:** Brown. Brown bells.

- Play the first exchange and pause to ask *What colour is the bauble? (Orange.)* Pupils colour the bauble in the key orange.

- Play the rest of the track, pausing after each exchange to give pupils time to colour the item in the key.
- Ask pupils to point to the baubles in the main picture. Ask *What colour are they? (Orange.)* Tell them to colour all the baubles orange.
- Ask a few pupils to describe one item using the target language, for example *Nine orange baubles.*

#### 3 Sing We Wish You a Merry Christmas. 3.46–3.47

- Tell pupils they are going to sing a traditional English Christmas song. Explain that in the UK, groups of singers go round to people's houses before Christmas, singing Christmas songs and collecting money to help people in need.
- Ask *What's the weather like at Christmas? (It's snowy.)* Tell pupils to imagine they are singing the song with their friends on a cold winter's night. If they have any cold weather clothes like scarves, hats and gloves, ask them to put them on to sing the song.
- Play the song (track 46). Play the karaoke version (track 47) and ask pupils to sing along loudly so the imaginary people in the house can hear.

#### Transcript

We wish you a Merry Christmas, We wish you a Merry Christmas,

We wish you a Merry Christmas and a Happy New Year.  
(Repeat)

#### 4 Play Open the present!

**TIP** Before the lesson, wrap up a small notebook in nine layers of wrapping paper. Between each layer, put a small picture of a Christmas item, for example a bauble or a star. Prepare a CD of Christmas music.

- Tell pupils to sit in a circle and show them the present.
- Play the music for pupils to pass around the present. Pause the track and tell the pupil with the present to unwrap the top layer and show the class the picture. Ask *What is it?*
- Continue the game until the last layer of paper is taken off revealing the notebook. Say *It's a book! Well done!*

#### 5 Make a star for the Christmas tree.

**TIP** Prepare enough cardboard templates of stars with five points for pupils to have two each. Prepare your own 3D star before the class.

- Give each pupil two copies of the cardboard star template and tell them to colour, decorate and cut out each star. Demonstrate how to make the slits and how to slot the two stars together. Punch holes to attach a ribbon. Ask a few pupils to present their stars, saying *This is my star. It's (yellow and orange).*

# Happy Easter

p.89

## Objectives

- Learn about Easter celebrations in the UK
- Listen, and sing an Easter song
- Make an Easter card

## Language

**Active:** Happy Easter! an Easter egg, a chicken, a chick, a basket, flowers, a nest

**Passive:** song lyrics

## Materials

Class Book p.89; CD3 tracks 48–52; small chocolate eggs (optional); Easter egg and chick templates (prepared by the teacher); glue

### 1 Listen and point. Repeat. 3.48–3.49

- Point to the main picture and ask *What is it?* to elicit *a nest and flowers*.
- Tell pupils that at Easter in the UK, you can see baby lambs, rabbits and chicks. On Easter morning, children decorate eggs, eat chocolate Easter eggs and go egg hunting.
- Say *Happy Easter!* for pupils to repeat.
- Play track 48. Pupils listen and point to each Easter item.

## Transcript

1 an Easter egg 2 a chicken 3 a chick 4 a basket

- Play track 49 for pupils to repeat the words.

### 2 Follow, count and draw the eggs in the baskets. Say. Then listen and colour. 3.50

- Point to the first chick, follow the line to the basket and count the eggs. Say *Look – four eggs*. Pupils repeat and, in pairs, follow the other two lines and count the eggs together out loud. They draw the correct number of eggs in each basket and say *Look – (three) eggs*.
- Play the track. Pupils listen and say the colours. (*Brown, yellow, black and purple*.)

## Transcript

**Reader:** Happy Easter! Look at the Easter eggs.

**Reader:** Look at the chicken.

**Girl:** What colour is it?

**Reader:** Brown. A brown chicken.

**Reader:** Look at the chicks.

**Girl:** What colour are they?

**Reader:** Yellow. Yellow chicks.

**Reader:** Look at the nest.

**Girl:** What colour is it?

**Reader:** Black. A black nest.

**Reader:** Look at the flowers.

**Girl:** What colour are they?

**Reader:** Purple. Purple flowers.

- Play the first exchange and ask *What colour is the chicken? (Brown.)* Pupils colour the chicken brown. Play the rest of the track, pausing after each exchange to give pupils time to colour the items.
- Ask pupils to describe the picture, for example *Look – a brown chicken.*

### 3 Sing Chick, chick, chicken! 3.51–3.52

- Play the song for pupils to listen to. Ask *What animals do you hear? (Chicken and chick.)*
- Ask pupils to suggest some actions to go with the song, for example flapping their arms like wings.
- Play the song for pupils to repeat.
- Sing the song again using the karaoke version (track 52) for pupils to join in.

## Transcript

Chick, chick, chick, chick, chicken,

Lay a little egg for me.

Chick, chick, chick, chick, chicken,

I want one for my tea.

I haven't had an egg since Easter,

And now it's half past three.

Chick, chick, chick, chick, chicken,

Lay a little egg for me.

### 4 Play Find the eggs!

**TIP** Buy some small chocolate eggs, or ask pupils to make and colour small cardboard cut-out eggs.

- Tell pupils they are going to have an egg hunt. Divide the class into two groups and ask one group to leave the room. Tell the other group to hide the eggs for the group outside the classroom to try and find.
- Let the group back into the classroom to look for the eggs. Play the *Chick, chick, chicken!* song while they are looking and encourage the hiders to sing along.
- After a time limit, tell the finders to stop and tell you what they found, for example *Look, (three) Easter eggs. A blue Easter egg and a pink Easter egg.*
- Swap the roles of the groups and repeat the activity.

### 5 Make a Happy Easter card for your family.

**TIP** Prepare copies of an Easter egg template (with a pattern and outline text *Happy Easter!*) and a chick template for each pupil.

- Give each pupil the templates of the egg and the chick for them to colour and cut out. Demonstrate how to stick the chick behind the egg so it is peeking out.
- Divide the class into groups of four and ask them to present their cards, saying *My Easter egg is (pink and yellow). My chick is (orange). Happy Easter!*
- Pupils take their cards home to give to their family.

# Tests and evaluation

Rainbow Bridge 1 offers the following tests:

- a test to be carried out at the end of each unit;
- a corresponding unit test which is especially adapted for pupils with dyslexia;
- four speaking tests (one every two units);
- mid year and end of year tests to evaluate pupils' speaking and listening skills.

The tests offer the teacher the opportunity to:

- record pupils' progress;
- evaluate learning and consolidation needs;
- intervene with consolidation activities, for individual pupils or groups, before moving on to the next unit.

There are two versions of each unit test, sharing the same audio track. The second of these has been designed with the needs of potentially dyslexic learners in mind. In some cases, the activities are identical, but in others the version for dyslexic students follows a different format. A simple linear layout on the page ensures that these tests are clear and easy to follow, they are supported by audio material that follows the visual presentation on the page, and the tasks focus on one procedure at a time. In addition to offering the opportunity to assess pupils' progress, these tests also provide consolidation of fundamental skills such as number recognition and formation and equating numbers with quantities. They therefore provide support for pupils with learning challenges as well as opportunities for teachers to identify pupils who might be struggling at an early stage.

Tests are a crucial phase in the teaching-learning process, and it is therefore important to create a relaxed atmosphere to avoid possible anxiety in pupils.

In order to ensure that a test works as a tool to assess pupils' progress, identify weaknesses and put in place appropriate consolidation strategies, you may want to carry out a quick revision of the unit before you administer a test. This will help pupils to experience errors as the means through which the teacher can identify pupils' needs in order to improve their learning. The teacher will then be able to recalibrate their teaching plans and suggest new activities, ways of working individually or in groups that make use of different materials best suited to their pupils' needs.

NB The page numbers refer to the page numbers in this Teacher's Book.

## Teacher's Notes

### Unit 1 Test

#### 1 Listen and circle. 3.53 pp.115–116

1 point for each correct answer (6 points in total).

#### Transcript

1 Reader: Hello, what's your name?

Sid: I'm Sid.

2 Reader: And what's your name?

Fern: I'm Fern.

3 Reader: Hi, what's your name?

Poppy: I'm Poppy.

4 Reader: And what's your name?

Rowan: I'm Rowan.

5 Reader: Hello, what's your name?

Dickin: I'm Dickin.

6 Reader: And what's your name?

Sniff: I'm Sniff.

#### ANSWERS

1 Sid

2 Fern

3 Poppy

4 Rowan

5 Dickin

6 Sniff

#### 2 Listen and tick ✓. 3.54 pp.115–116

1 point for each correct answer (4 points in total).

#### Transcript

1 Hello, I'm Poppy.

2 I'm Rowan. Goodbye.

3 Hello, I'm Sid.

4 I'm Fern. Goodbye.

#### ANSWERS

1 hello (first image)

2 goodbye (second image)

3 hello (first image)

4 goodbye (second image)

### Unit 2 Test

#### 1 Listen and circle the number. Then match.

 3.55 p.117

½ point for each correct circle, ½ point for each correct match (5 points in total).

#### 1 Listen, count and circle. 3.55 p.118

1 point for each correct answer (5 points in total).

#### Transcript

one, three, five, four, two

#### ANSWERS

1 1 2 3 3 5 4 4 5 2

## 2 Listen and colour. 3·56 pp.117–118

1 point for each correct answer (5 points in total).  
(If time is tight, pupils can simply mark each leaf with the appropriate colour.)

### Transcript/Answers

Number 1 is orange.  
Number 2 is yellow.  
Number 3 is brown.  
Number 4 is green.  
Number 5 is red.

## Speaking Test Units 1 and 2

### 1 Answer the questions. p.119

- 1 point for each correct answer (7 points in total).
- Point to each character and ask *What's your name?* Elicit *I'm* and the name of the character.
  - Once you have elicited the six character names, gesture towards a pupil and say *What's your name?*

### ANSWERS

- 1 I'm Fern.
- 2 I'm Sid.
- 3 I'm Poppy.
- 4 I'm Dickin.
- 5 I'm Sniff.
- 6 I'm Rowan.
- 7 I'm (*pupil's own name*).

### 2 Colour and count. Answer the questions. p.119

½ point for each correct number, ½ point for each correct colour (3 points in total).

- Pupils choose three of the colours they know (red, green, yellow, orange, brown) and colour all the leaves in each frame in one colour.
- For each frame, ask *How many (leaves)? One, two, three or four? What colour (are they)?*

### ANSWERS

- 1 two (leaves)
- 2 four (leaves)
- 3 three (leaves)

## Unit 3 Test

### 1 Listen and circle. 3·57 pp.120–121

1 point for each correct answer (5 points in total).

### Transcript

1 **Rowan:** This is my mum.  
2 **Poppy:** This is my brother.  
3 **Rowan:** This is my sister.  
4 **Poppy:** This is my dad.  
5 **Rowan:** This is my grandpa.

### ANSWERS

- 1 mum
- 2 brother (Rowan)
- 3 sister (Poppy)
- 4 dad
- 5 grandpa

## 2 Listen and match. 3·58 pp.120–121

1 point for each correct answer (5 points in total).

### Transcript

1 **Boy:** Look! This is my brother.  
2 **Boy:** Who's that?  
    **Boy:** It's my grandpa.  
3 **Boy:** And this is my sister.  
4 **Boy:** And look ... this is my dad.  
5 **Boy:** Who's that?  
    **Boy:** Um ... ah, it's my grandma.

### ANSWERS

- 1 brother
- 2 grandpa
- 3 sister
- 4 dad
- 5 grandma

## Unit 4 Test

### 1 Listen and colour. 3·59 pp.122–123

1 point for each correct answer (5 points in total).

(If time is tight, pupils can simply mark each circle with the appropriate colour.)

### Transcript/Answers

- 1 black
- 2 pink
- 3 white
- 4 purple
- 5 blue

### 2 Listen, count and circle. Then match. 3·60 p.122

½ point for each correct circle, ½ point for each correct match (5 points in total).

### 2 Listen, count and circle. 3·60 p.123

1 point for each correct answer (5 points in total).

### Transcript

1 **Reader:** How many snowflakes?  
    **Girl:** 1 2 3 4 5 6. Six.  
2 **Reader:** How many snowflakes?  
    **Girl:** 1 2 3 4 5 6 7. Seven.  
3 **Reader:** How many snowflakes?  
    **Girl:** 1 2 3 4 5 6 7 8. Eight.  
4 **Reader:** How many snowflakes?  
    **Girl:** 1 2 3 4 5 6 7 8 9. Nine.  
5 **Reader:** How many snowflakes?  
    **Girl:** 1 2 3 4 5 6 7 8 9 10. Ten.

### ANSWERS

- 1 six
- 2 seven
- 3 eight
- 4 nine
- 5 ten

## Speaking Test Units 3 and 4

### 1 Look and answer the questions. p.124

1 point for each correct answer (6 points in total).

- Say the number of each person and ask *Who's that?* for each family member. Elicit *It's my (mum).*

### ANSWERS

- 1 It's my mum.

- 2 It's my sister.
- 3 It's my dad.
- 4 It's my grandma.
- 5 It's my brother.
- 6 It's my grandpa.

## 2 Count and say how many. p.124

1 point for each correct answer (4 points in total).

- Say, e.g. *How many (trees)?* Pupils count and answer in English (1, 2, 3, 4, 5, 6, 7, 8).

### ANSWERS

- 1 eight
- 2 seven
- 3 ten
- 4 nine

## Mid Year Speaking Test

### 1 Answer the questions. p.125

1 point for each correct answer (4 points in total).

- Ask pupils *What's your name?* Demonstrate pointing to yourself and say *I'm (name)*. Pupils do the same, saying *I'm (name)*.
- Point to the snowflakes and ask *How many (snowflakes)?*
- Point to the leaves and ask *How many (leaves)?*
- Point to the trees and ask *How many (trees)?*

### ANSWERS

eight snowflakes, nine leaves, seven trees

### 2 Find and name six people and animals.

#### Say It's ... p.125

1 point for each correct answer (6 points in total).

- Say the number of each character and ask *Who's that?* Demonstrate pointing to the picture and say *It's (name)*.

### ANSWERS

- 1 It's Rowan.
- 2 It's Dickin.
- 3 It's Fern.
- 4 It's Sniff.
- 5 It's Poppy.
- 6 It's Sid.

Total score for the Mid Year Speaking Test: 10 points

## Mid Year Listening Test

### 1 Listen and colour. 3.61 p.126

$\frac{1}{2}$  point for each correct answer (5 points in total).

(If time is tight, pupils can simply mark each number with the appropriate colour.)

### Transcript/Answers

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

### 2 Listen and tick ✓. 3.62 p.126

1 point for each correct answer (5 points in total).

### Transcript

- 1 Girl: This is my grandma.
- 2 Reader: Who's that?  
Girl: It's Sniff.
- 3 Girl: Look! It's Rowan.
- 4 Reader: Who's that?  
Girl: It's my grandpa.
- 5 Girl: And this is my brother.

### ANSWERS

- 1 grandma (second image)
- 2 Sniff (second image)
- 3 Rowan (first image)
- 4 grandpa (second image)
- 5 brother (second image)

### 3 Listen and circle. 3.63 p.127

1 point for each correct answer (4 points in total).

### Transcript

- 1 Boy: Who's that?  
Reader: It's Sid.  
Boy: Hello, Sid.
- 2 Boy: How many leaves?  
Reader: Seven.  
Boy: Seven leaves?  
Reader: Yes.
- 3 Boy: This is my sister.  
Reader: Your sister?  
Boy: Yes.
- 4 Boy: Look at the snowflakes.  
Reader: How many are there?  
Boy: Ten.  
Reader: Yes. Ten white snowflakes.

### ANSWERS

- 1 Sid (second image)
- 2 seven leaves (second image)
- 3 sister (first image)
- 4 ten snowflakes (third image)

### 4 Listen and number. 3.64 p.127

1 point for each correct answer (6 points in total).

### Transcript

- 1 Boy 1: This is my family.  
Reader: Who's that?  
Boy 1: It's my mum. And look – my two sisters.
- 2 Girl 1: Look at my brothers.  
Reader: How many?  
Girl 1: Five.  
Reader: Five brothers!
- 3 Boy 2: Look. It's my grandma.
- 4 Boy 2: Look. This is my family. My mum, my dad and my sister.
- 5 Reader: Who's that?  
Girl 1: It's my grandpa. And this is my dad.
- 6 Girl 2: This is my family.  
Reader: How many brothers and sisters?  
Girl 2: Two brothers and one sister.

### ANSWERS (IN ORDER)

- 3, 2, 6,
- 1, 5, 4

## Unit 5 Test

### 1 Listen and number. 3·65 p.128

1 point for each correct answer (6 points in total).

### 1 Look. Listen and circle. 3·65 p.129

1 point for each correct answer (6 points in total).

#### Transcript

**Reader:** Number 1. What is it?

**Girl:** It's a pen.

**Girl:** What's number 2?

**Reader:** It's a pencil.

**Reader:** Number 3 is a bag.

**Girl:** Oh yes.

**Reader:** Number 4 is a book.

**Girl:** A book?

**Reader:** Yes.

**Girl:** What's number 5?

**Reader:** It's a rubber.

**Reader:** Number 6. What is it?

**Girl:** It's a ruler.

**Reader:** Oh, a ruler.

#### ANSWERS

- 1 pen
- 2 pencil
- 3 bag
- 4 book
- 5 rubber
- 6 ruler

### 2 Listen and colour. 3·66 pp.128–129

1 point for each correct answer (4 points in total).

(If time is tight, pupils can simply mark each item with the appropriate colour.)

#### Transcript

**Reader:** Look at the ruler.

**Boy:** What colour is it?

**Reader:** It's black.

**Reader:** This is a bag.

**Boy:** A bag?

**Reader:** Yes, a purple bag.

**Boy:** Purple?

**Reader:** Yes.

**Reader:** What's this?

**Boy:** It's a rubber.

**Reader:** What colour is it?

**Boy:** It's pink.

**Reader:** Here's a book.

**Boy:** A book?

**Reader:** Yes, a book.

**Boy:** What colour is the book?

**Reader:** Blue.

#### ANSWERS

black ruler, purple bag, pink rubber, blue book

## Unit 6 Test

### 1 Listen and number. 3·67 p.130

1 point for each correct answer (5 points in total).

### 1 Listen and tick ✓. 3·67 p.131

1 point for each correct answer (5 points in total).

#### Transcript

**1 Reader:** What is it?

**Girl:** It's a doll.

**Reader:** A doll?

**Girl:** Yes.

**2 Reader:** This is a car.

**3 Reader:** Here's a ball.

**4 Reader:** Wow! Look at this skateboard.

**5 Reader:** What's this? A teddy?

**Girl:** Yes.

#### ANSWERS

- 1 doll
- 2 car
- 3 ball
- 4 skateboard
- 5 teddy

### 2 Listen and circle the number. Then circle the picture. 3·68 p.130

½ point for naming each correct number, ½ point for naming each correct picture (5 points in total).

Make sure that pupils do not confuse the reference numbers on the audio CD with the numbers they are to circle.

### 2 Listen and circle. 3·68 p.131

1 point for each correct answer (5 points in total).

#### Transcript

**1** Six. 6 bikes.

**2** Seven. 7 teddies.

**3** Eight. 8 dolls.

**4** Nine. 9 cars.

**5** Ten. 10 balls.

#### ANSWERS

- 1 six bikes
- 2 seven teddies
- 3 eight dolls
- 4 nine cars
- 5 ten balls

## Speaking Test Units 5 and 6

### 1 Colour, then say. p.132

½ point for each correct colour, ½ point for each correct word (6 points in total).

- Ask pupils to colour the numbered items using any colours they know.
- Demonstrate with your own book or a pupil's copy, saying e.g. *Number 4. What is it?* e.g. *(It's) a purple rubber.*
- Do not penalise anyone at this stage for using *orange* with *a* instead of *an*. This will be addressed later in the course.

#### ANSWERS

- 1 a (colour) bag

- 2 a (colour) rubber
- 3 a (colour) pen
- 4 a (colour) book
- 5 a (colour) pencil
- 6 a (colour) ruler

## 2 Count and say how many. p.132

- 1 point for each correct answer (4 points in total).
- For each illustration, ask pupils *How many (teddies)?* (1, 2, 3, 4, 5, 6, 7, 8 ... 8 teddies.)

### ANSWERS

- 1 six teddies
- 2 nine cars
- 3 seven dolls
- 4 eight balls

## Unit 7 Test

### 1 Listen and number. 3.69 p.133

1 point for each correct answer (4 points in total).

### 1 Listen and tick ✓. 3.69 p.134

1 point for each correct answer (4 points in total).

### Transcript

**Girl:** Number 1. What is it?

**Boy:** It's a frog.

**Girl:** What's number 2?

**Boy:** It's a bird.

**Girl:** A bird?

**Boy:** Yes.

**Girl:** Number 3 is a cat.

**Girl:** What's number 4?

**Boy:** It's a duck.

### ANSWERS

- 1 frog
- 2 bird
- 3 cat
- 4 duck

### 2 Listen and colour. 3.70 pp.133–134

1 point for each correct answer (6 points in total).

(If time is tight, pupils can simply mark each animal with the appropriate colour.)

### Transcript

**Boy:** There's a dog.

**Girl:** A dog?

**Boy:** Yes. It's black.

**Girl:** There's a fish.

**Boy:** What colour is it?

**Girl:** It's brown.

**Boy:** Look! There's a duck. It's yellow.

**Girl:** A yellow duck.

**Boy:** There's a cat.

**Girl:** A cat?

**Boy:** Yes. It's orange.

**Girl:** Look! There's a bird. It's blue.

**Boy:** A blue bird.

**Boy:** And there's a frog.

**Girl:** What colour is it?

**Boy:** It's green.

### ANSWERS

black dog, brown fish, yellow duck, orange cat, blue bird, green frog

## Unit 8 Test

### 1 Listen and tick ✓. 3.71 pp.135–136

1 point for each correct answer (6 points in total).

### Transcript

- 1 Look! My legs.
- 2 Look! My eyes.
- 3 Look! My hands.
- 4 Look! My feet.
- 5 Look! My ears.
- 6 Look! My arms.

### ANSWERS

- 1 legs
- 2 eyes
- 3 hands
- 4 feet
- 5 ears
- 6 arms

### 2 Listen and colour. 3.72 pp.135–136

1 point for each correct answer (4 points in total).

(If time is tight, pupils can simply mark each body part with the appropriate colour.)

### Transcript

**Reader:** What colour is your nose?

**Creature:** My nose is orange.

**Reader:** What about your mouth? What colour is it?

**Creature:** My mouth is red.

**Reader:** What colour is your head?

**Creature:** My head? It's yellow.

**Reader:** And what about your body? What colour is it?

**Creature:** My body is brown.

### ANSWERS

orange nose, red mouth, yellow head / yellow hair, brown body

## Speaking Test Units 7 and 8

### 1 Find the animals and say *There's a ...* p.137

1 point for each correct answer (6 points in total).

- Ask pupils to find and point to each animal in the main picture and say, e.g. *There's a bird.*

### ANSWERS

- 1 There's a frog.
- 2 There's a duck.
- 3 There's a bird.
- 4 There's a dog.
- 5 There's a fish.
- 6 There's a cat.

### 2 Point and say *My ...* p.137

½ point for each correct answer (4 points in total).

- Say, e.g. *Point to the eyes.* Pupils point to the picture of the eyes.

- Then say *Point to your eyes*. Demonstrate pointing to your own eyes and say *My eyes*. Pupils do the same.

#### ANSWERS

- My feet.
- My hands.
- My legs.
- My nose.
- My mouth.
- My eyes.
- My arms.
- My ears.

## End of Year Speaking Test

### 1 Find and say *There's a ... or It's a ...* p.138

½ point for each correct sentence (5 points in total).

- For items 1–5, ask pupils to find and point to the item in the picture and say e.g. *There's a bird*.
- For items 6–10, demonstrate with your own or a pupil's copy, saying e.g. *Number 9. What is it? (It's a skateboard.)*

#### ANSWERS

- There's a cat.*
- There's a dog.*
- There's a doll.*
- There's a teddy.*
- There's a bird.*
- It's a car.*
- It's a bike.*
- It's a pencil.*
- It's a skateboard.*
- It's a bag.*

### 2 Count and say how many. p.138

1 point for each correct answer (5 points in total).

- Pupils look at the five pictures at the top of the activity then count the corresponding items in the main picture.
- Ask, e.g. *How many pens?*

#### ANSWERS

- nine books
- two birds
- ten balls
- eight pens
- four dolls

Total score for the End-of-Year Speaking test: 10 points

## End of Year Listening Test

### 1 Listen and number. Then colour. 3.73 p.139

½ point for each correct number, ½ point for each correct colour (5 points in total).

#### Transcript

- Reader:** Look! Dogs.  
**Boy:** What colour are they?  
**Reader:** Black.
- Reader:** Ready for school?  
**Boy:** Yes!  
**Reader:** Here's your pen.  
**Boy:** My blue pen?  
**Reader:** Yes.

- Reader:** What colour are your eyes?

**Boy:** My eyes?

**Reader:** Yes.

**Boy:** They're brown.

- Reader:** Look! A dog and a bird.

**Boy:** What colour are they?

**Reader:** The dog is brown and the bird is yellow.

- Reader:** Look at the cats!

**Boy:** Yes. One is white and one is black.

**Reader:** That's right!

#### ANSWERS (IN ORDER)

- brown eyes, 1 black dogs, 4 brown dog, yellow bird, 5 white cat, black cat, 2 blue pen

### 2 Listen and circle. 3.74 p.139

1 point for each correct answer (5 points in total).

#### Transcript

- Reader:** Come on. Let's play *How many?*

**Girl:** OK. How many legs?

**Reader:** Legs? Um ... Eight legs.

- Reader:** How many frogs?

**Girl:** Four?

**Reader:** No, not four.

**Girl:** Five?

**Reader:** Yes, that's right. Five frogs.

- Girl:** It's my turn. How many skateboards?

**Reader:** Um ... Six.

**Girl:** No. Try again.

**Reader:** Seven? Seven skateboards?

**Girl:** Yes. Seven.

- Reader:** What's next? Bikes. How many bikes?

**Girl:** 1, 2, 3, 4. Four.

**Reader:** Yay! Four bikes.

- Girl:** And ducks. How many ducks?

**Reader:** Um ... eight?

**Girl:** No.

**Reader:** Nine?

**Girl:** No.

**Reader:** Ten?

**Girl:** Yes, well done. Ten ducks.

#### ANSWERS

- eight legs (second image)
- five frogs (third image)
- seven skateboards (second image)
- four bikes (third image)
- ten ducks (third image)

### 3 Listen and colour. 3.75 p.140

1 point for each correct answer (5 points in total).

(If time is tight, pupils can simply mark each body part with the appropriate colour.)

#### Transcript

- Cat:** Look at my ears.

**Reader:** Your ears? What colour are they?

**Cat:** They're orange.

- Frog:** Look at my legs. They're green.

**Reader:** Your legs are green?

**Frog:** Yes.

- Reader:** What colour is your head?

- Dog:** It's yellow.
- 4 Girl 1:** Look at my hands. They're pink.
- Reader:** That's right. Your hands are pink.
- 5 Girl 2:** Look at my arms!
- Reader:** They're brown.

#### ANSWERS

- 1 orange ears
- 2 green legs
- 3 yellow head
- 4 pink hands
- 5 brown arms

#### 4 Listen and tick ✓. 3-76 p.140

1 point for each correct answer (5 points in total).

#### Transcript

- 1 Reader:** Point to your eyes and nose.  
**Teddy:** My eyes and nose?  
**Reader:** Yes.
- 2 Teddy:** Look! My legs and my feet.
- 3 Boy:** This is my book and this is my pen.  
**Reader:** Your book and your pen?  
**Boy:** Yes.
- 4 Reader:** Look! Three rulers and three rubbers.  
**Boy:** How many rubbers?  
**Reader:** Three.
- 5 Reader:** This is a fish and this is a duck.  
**Boy:** A fish and ... ?  
**Reader:** A duck.

#### ANSWERS

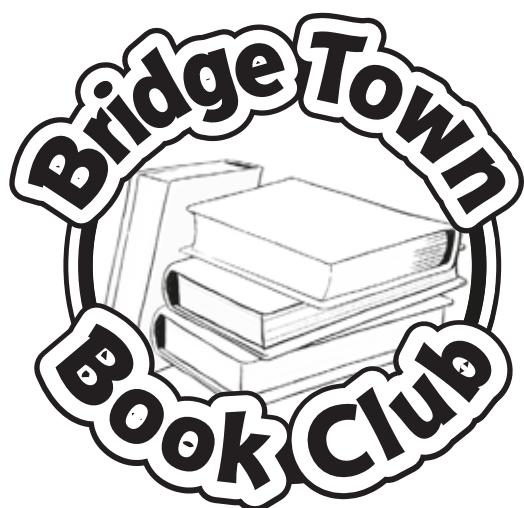
- 1 eyes and nose
- 2 legs and feet
- 3 book and pen
- 4 three rulers and three rubbers
- 5 fish and duck

Total score for the End of Year Listening Test: 20 points

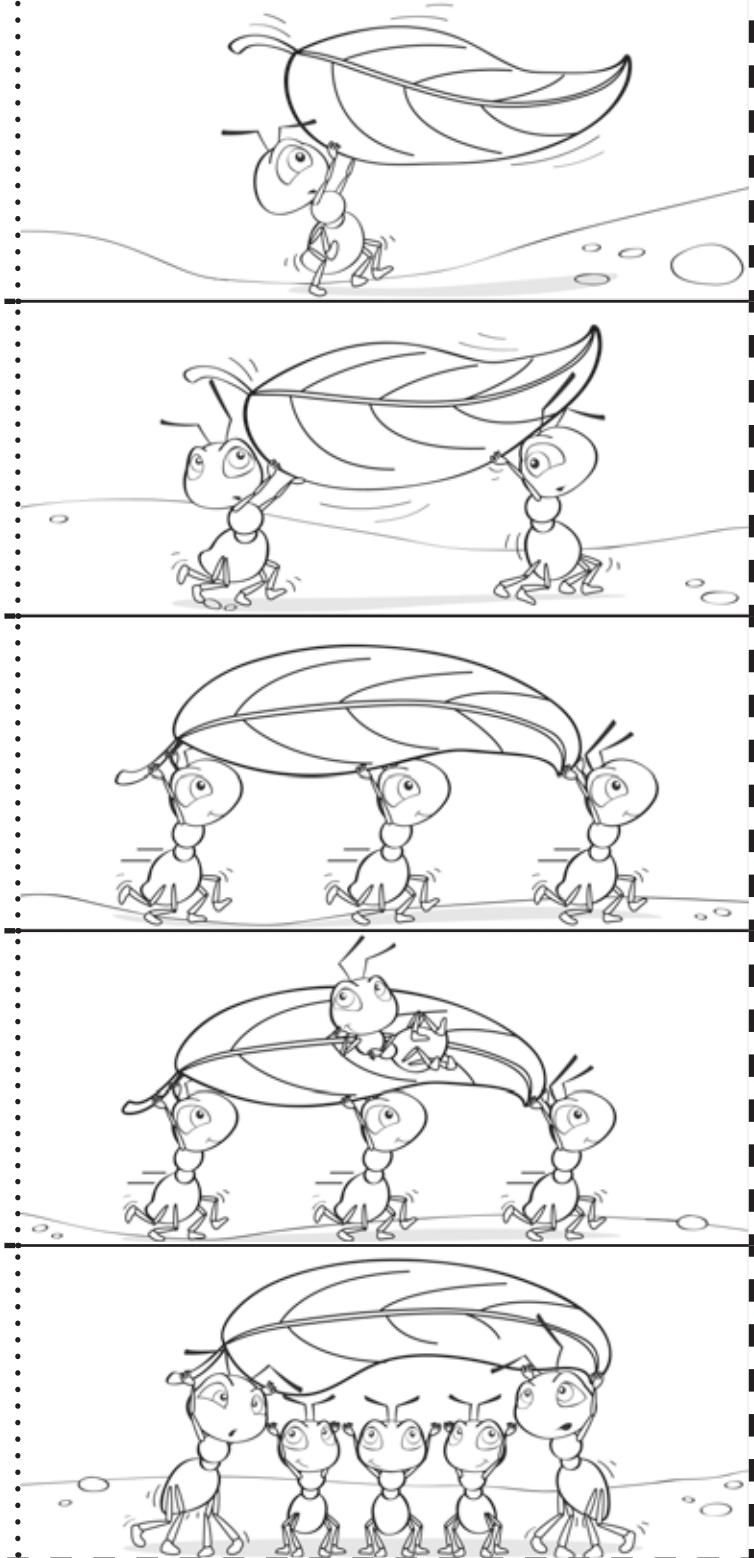
# Unit 1, Round up Bridge Town Book Club bookmark



Name: \_\_\_\_\_



# Unit 2, Round up Numbers flip book (1)



## Unit 2, Round up Numbers flip book (2)



KW  
FLIPBOOK

1

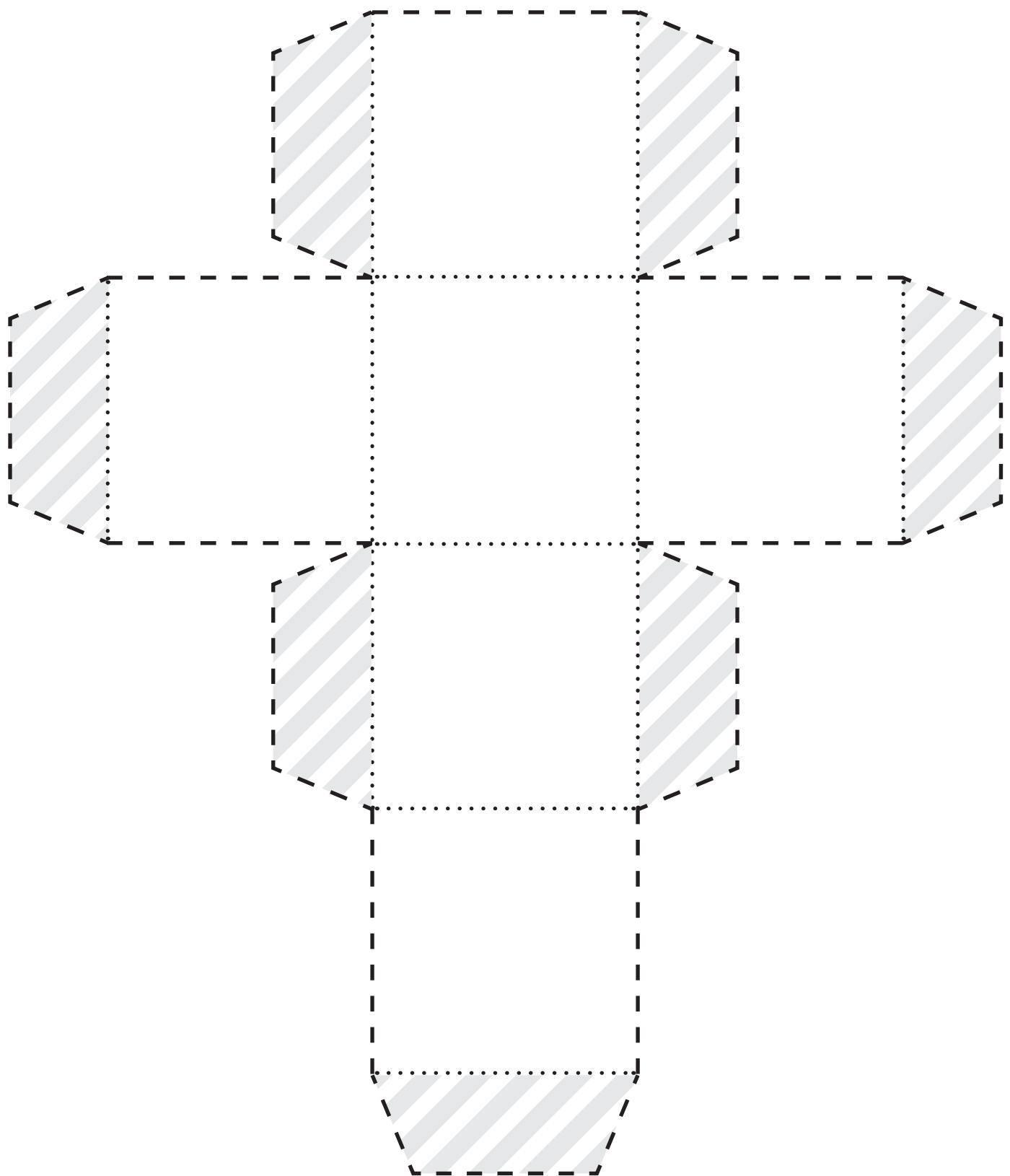
2

3

4

5

# Unit 3, Round up Family story dice

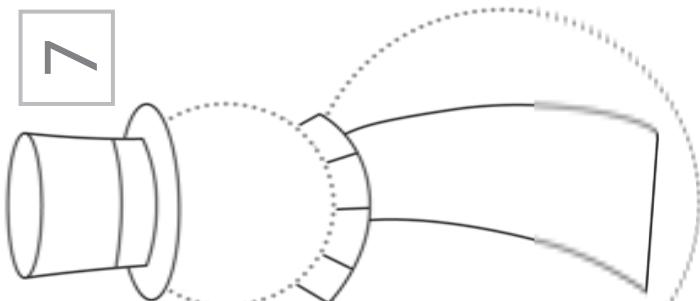
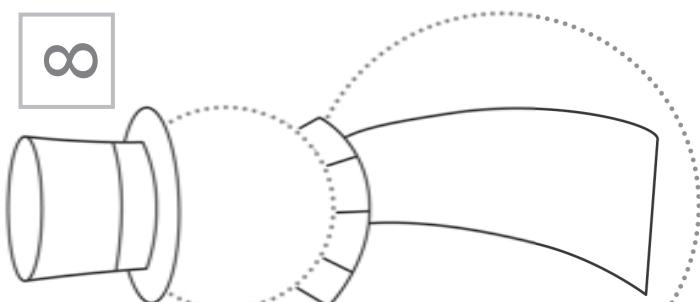
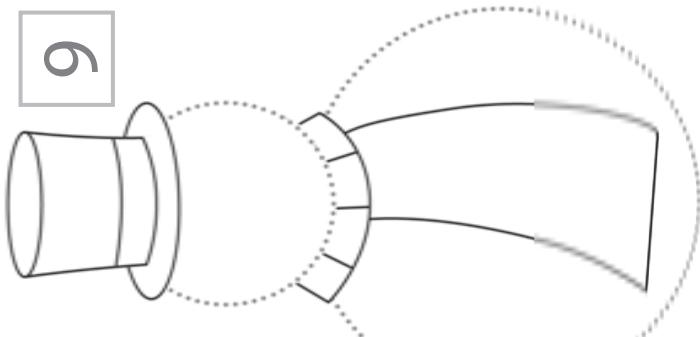
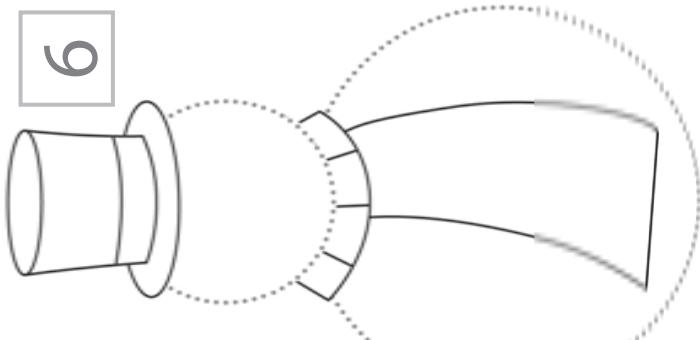


# Unit 4, Round up Snowman book

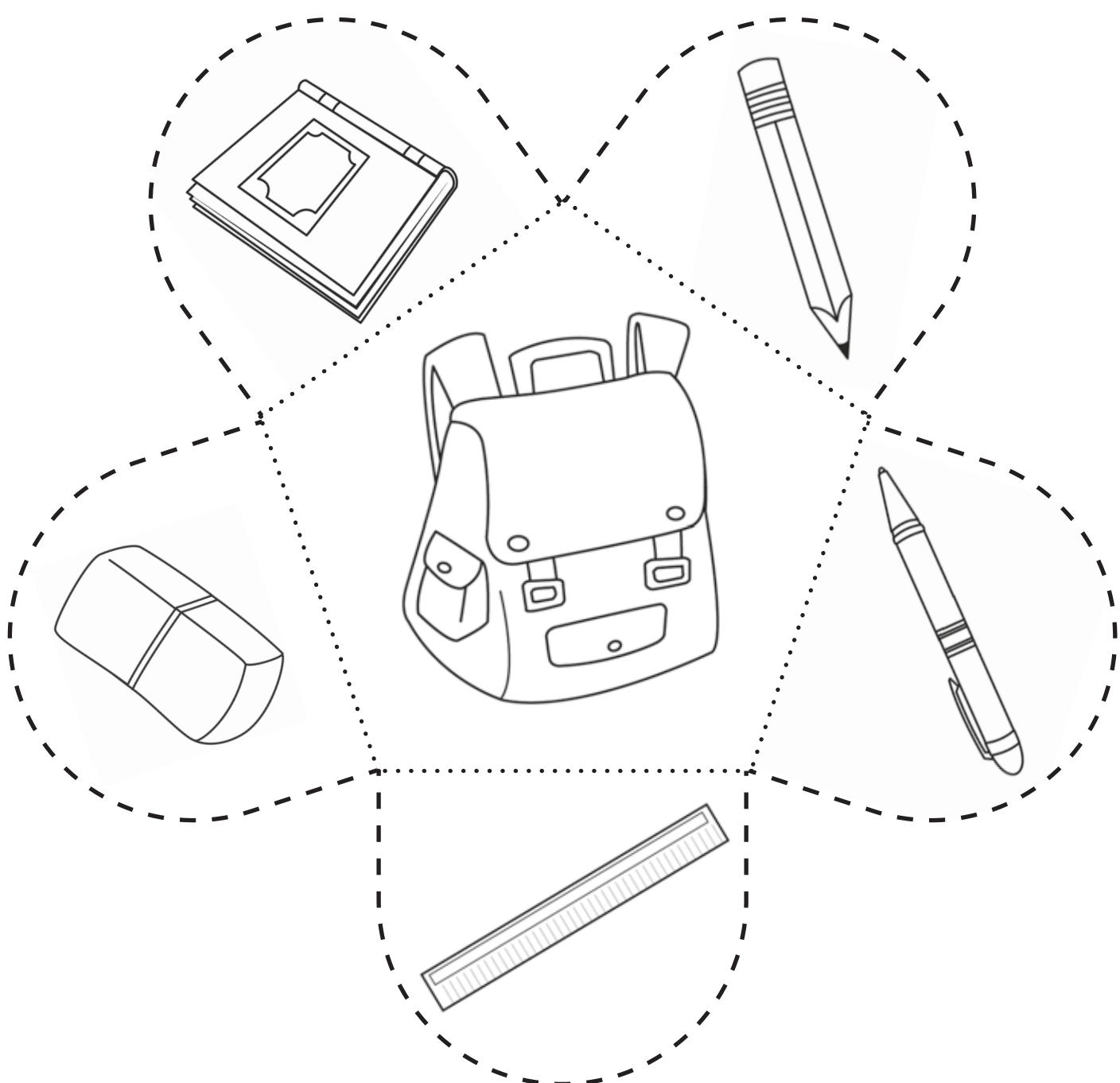


MY  
SNOWMAN  
BOOK

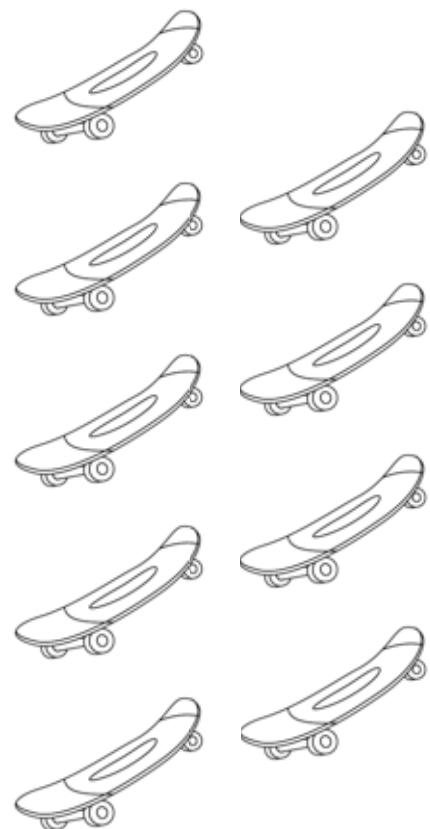
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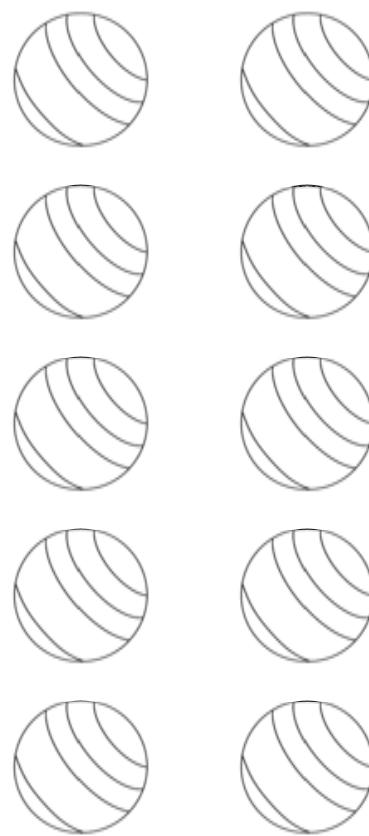
# Unit 5, Round up Flower book



# Unit 6, Round up Toys mini-tab book (1)



9

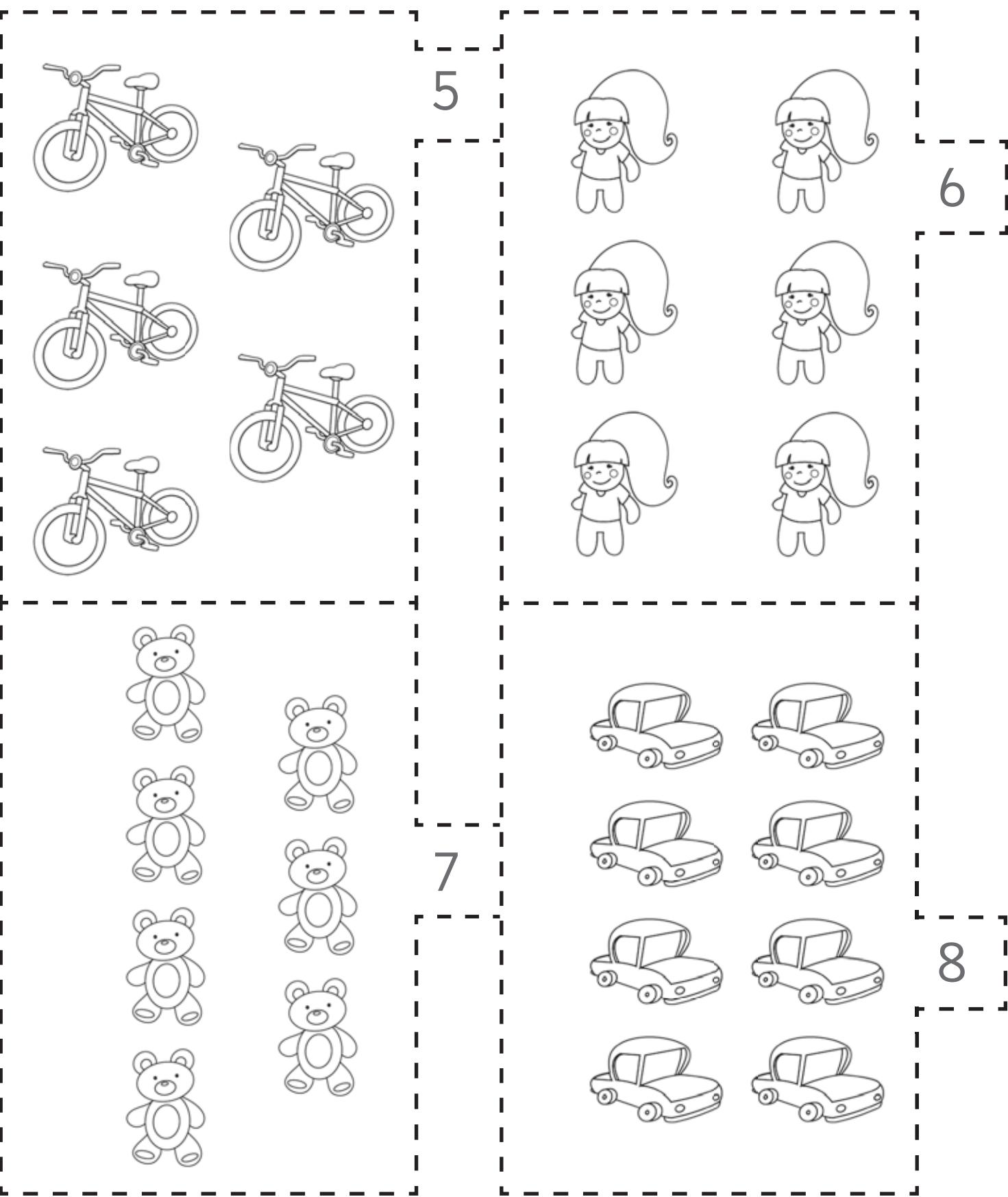


10

## MY TOYS BOOK

Name: \_\_\_\_\_

# Unit 6, Round up Toys mini-tab book (2)

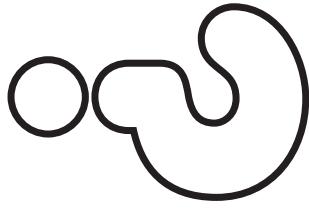
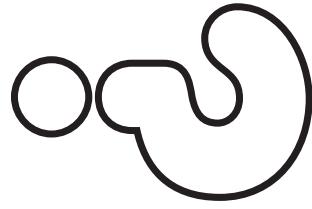
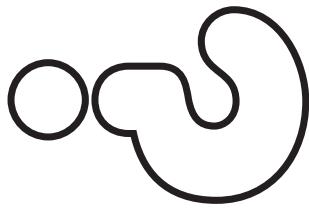
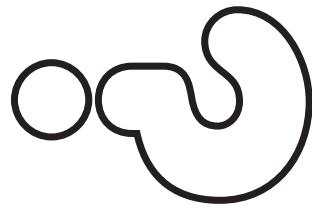
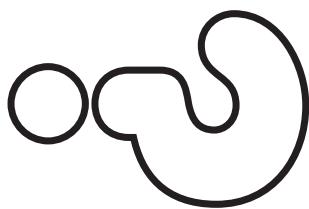
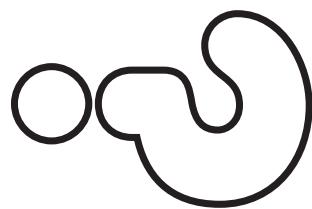


# Unit 7, Round up Animal flap book (1)

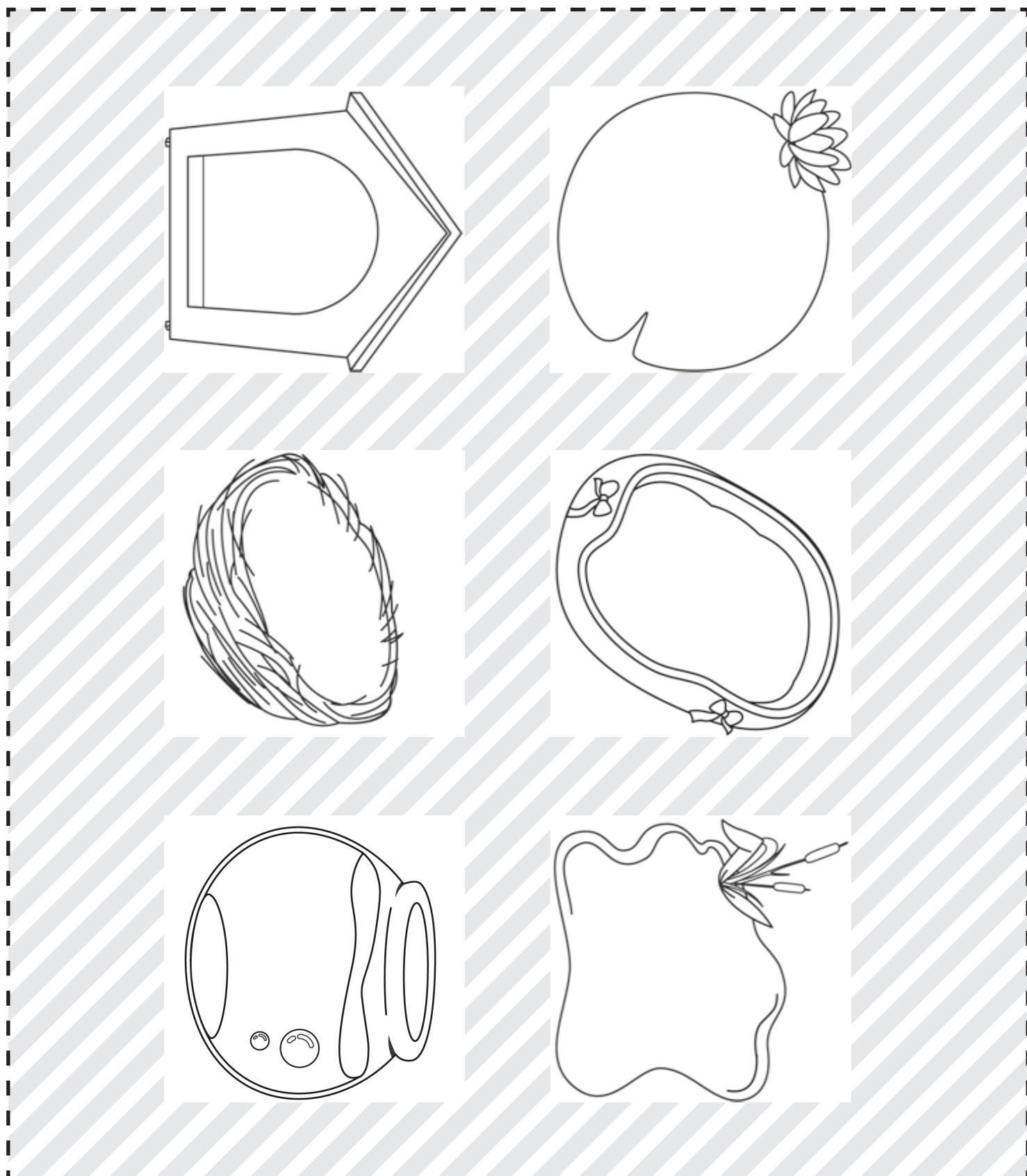
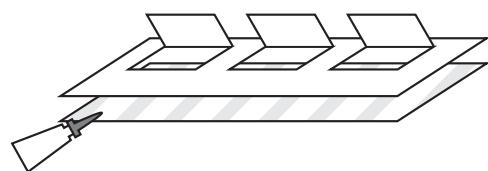


MY ANIMAL BOOK

Name: \_\_\_\_\_



# Unit 7, Round up Animal flap book (2)



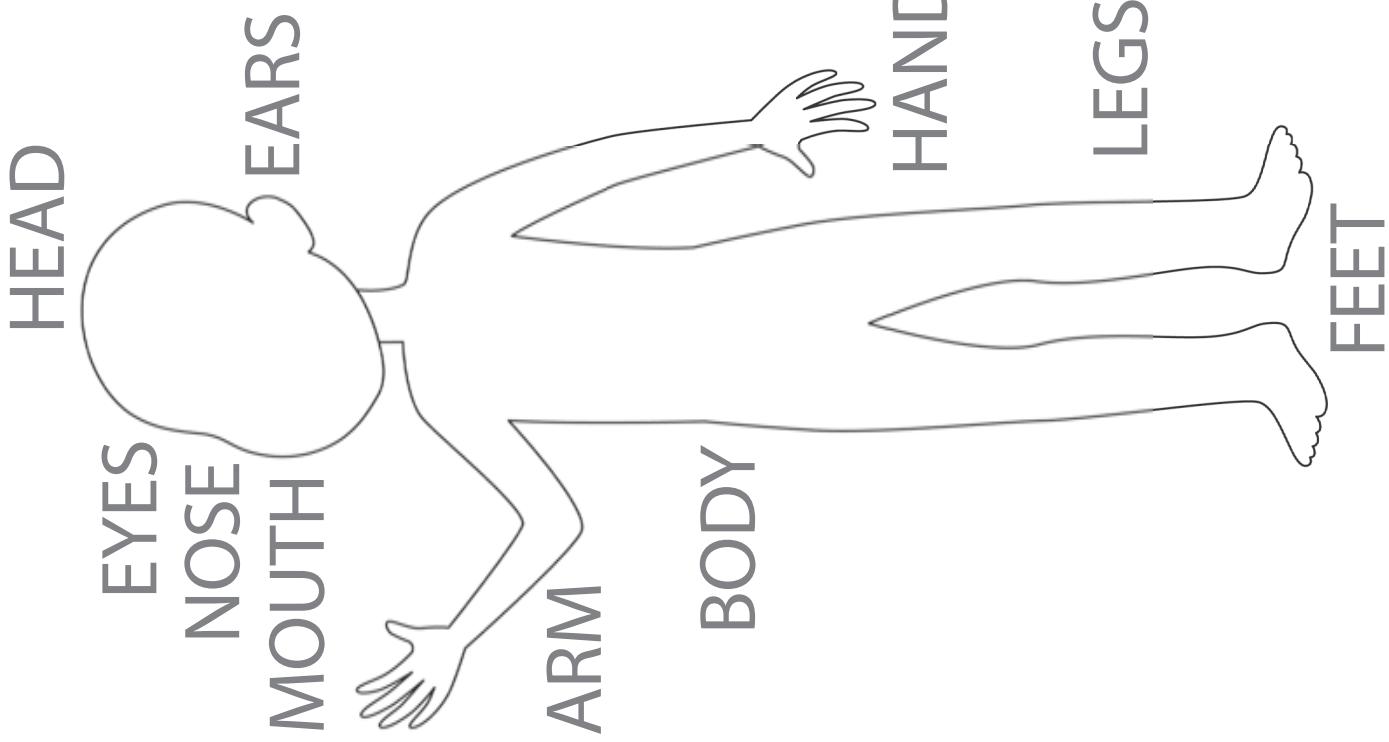
# Unit 8, Round up Body book



# KAOB KW

Name: \_\_\_\_\_

# XOOB



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