

OXFORD

BRIGHT IDEAS

Teacher's Pack

2

Classroom Presentation Tool

Teacher's Guide

Teacher's Resource Centre

BRIGHT IDEAS

Teacher's Guide

2

Syllabus	3
Components overview	8
Further resources	10
About <i>Bright Ideas</i>	12
Tour of a unit and other lessons	26
Starter Unit	48
Unit 1	51
Unit 2	59
Unit 3	67
The Big Project 1	75
Unit 4	76
Unit 5	84
Unit 6	92
The Big Project 2	100
Unit 7	101
Unit 8	109
The Big Project 3	117
Extra Grammar Practice	118
Festivals	122
Exam Preparation and Practice	124
Ideas bank	131
Wordlist	135
Letter to parents	136
Video transcripts	137

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Syllabus

	Vocabulary	Grammar	Cross-curricular, culture and values	Skills	Pronunciation
 What's your favourite time of year? Page 48	Core Months Seasons Alphabet	When's ... ? <i>When's your birthday?</i> <i>When's Leo's birthday?</i> <i>It's in July.</i> <i>It's on the tenth of March.</i> How do you spell ... ?			
 Why do we like birthdays? Page 51	Core Possessions: <i>balloon, dinosaur, camera, dress, umbrella, board game, watch, jigsaw, chocolate, necklace</i> Adjectives: <i>happy, sad, hungry, thirsty, angry, tired</i> Other Cross-curricular: <i>card, string, sticky tape, scissors, card</i>	Possessive adjectives <i>his / her</i> <i>This is his watch.</i> <i>Are you ... ? / Is she ... ?</i> <i>Are you hungry?</i> <i>No, I'm not.</i> <i>Is she happy?</i> <i>Yes, she is.</i>	Art: making a birthday card Culture: a game from Greece Values: being a good sport	Reading: core vocabulary; instructions Writing: core vocabulary; completing instructions; the mini book (AB pages 119–120) Listening: identifying possessions, adjectives and a birthday card Speaking: identifying possessions, asking questions about feelings	Consonant sounds: /w/ <i>watch, white, window, wardrobe</i>
 What's fun about games? Page 59	Core Jobs: <i>police officer, cook, football player, scientist, zoo keeper, doctor, builder, waiter, farmer, teacher</i> Toys: <i>bus, car, motorbike, lorry, plane, train</i> Other Senses: <i>see, hear, touch, smell, taste</i> Team: <i>socks, clothes / kit, T-shirt, team</i>	<i>Is he / she ... ?</i> <i>Is he a teacher?</i> <i>Yes, he is. No, he isn't.</i> <i>She's a farmer.</i> <i>This is ... These are ...</i> <i>This is my train.</i> <i>These are my cars.</i>	Science: the five senses Culture: team games in the UK Values: being part of a team	Reading: an email Writing: The mini book (AB pages 117–118) Listening: identifying the correct answers Speaking: talking about jobs, asking questions about objects and jobs to identify the object or job, playing a game in groups	The sound /b/ <i>book, bag, big, bus</i>

	Vocabulary	Grammar	Cross-curricular, culture and values	Skills	Pronunciation
3 Why are towns great? Page 67	Core Places in town: <i>castle, cinema, museum, station, hospital, part, library, shop, restaurant, swimming pool</i> Prepositions: <i>next to, between, in front of, behind, opposite, above</i> Other <i>arts and crafts, bikes, boat, river</i>	Is there a ... ? Are there any ... ? <i>Is there a park? Yes, there is. No, there isn't.</i> Are there any shops? <i>Yes, there are. No, there aren't.</i> Prepositions <i>Where's the park? It's next to the swimming pool.</i>	Social science: giving directions Culture: a town in Ireland Values: being proud of your town	Reading: a tourist brochure Writing: The mini book (AB pages 115–116) Listening: identifying where something is, identifying what's missing from a list Speaking: talking about places in towns, asking how to get to a place	The sound /m/ <i>room, museum, mum, mouse</i>
The Big Project 1 Page 75	A garden collage English in use: <i>Where's the ... ? Where's the bird? It's here. / It's there.</i>				
4 How can we be healthy? Page 76	Core Sports: <i>play handball, do trampolining, play rugby, do gymnastics, play badminton, play baseball, go swimming, do athletics, go mountain biking, go rowing</i> Break time activities: <i>eat fruit, eat sweets, drink milk, drink lemonade, do exercise, go outdoors</i> Other <i>strong bones, shiny hair, good teeth, healthy skin, fit</i>	Present simple <i>Are there any ... ? No, there aren't. / Yes, there are. Are you thirsty/hungry? Yes, I am. / No, I'm not.</i> Present simple <i>I go mountain biking / do trampolining / play handball.</i>	Science: keeping healthy Culture: Aesop's fables Values: taking your time	Reading: A Greek story Writing: The mini book (AB pages 113–114) Listening: Identifying the games people play. Identifying things people do and don't do. Speaking: Talking about what you do and don't do.	Pronounce the /eɪ/ sound: <i>game, play, train, lemonade</i>

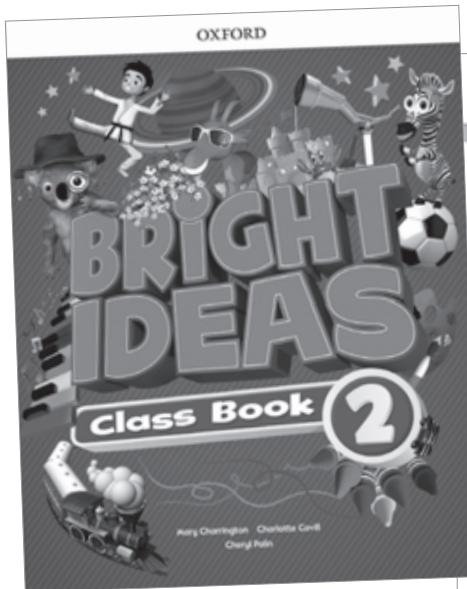
	Vocabulary	Grammar	Cross-curricular, culture and values	Skills	Pronunciation
5 Why are animals amazing? Page 84	Core Wild animals: <i>elephant, zebra, giraffe, hippo, lion, monkey, crocodile, penguin, shark, whale</i> Things wild animals do: <i>eat grass, drink water, like fruit, sleep in a tree, live in a group, hunt animals</i> Other <i>cave, ice, desert, jungle, kangaroos, koala, cassowary</i>	Present simple <i>They live on land. They don't live in water.</i> <i>Do they live on land? Yes, they do. No, they don't.</i> Present simple <i>It eats grass. It doesn't eat meat.</i> <i>Does it eat fruit? Yes, it does. No, it doesn't.</i>	Maths: animal habitats Culture: animals in Australia Values: respecting wildlife	Reading: fact files Writing: The mini book (AB pages 111–112) Listening: identifying where animals live and what they eat Speaking: talking about what wild animals do	Pronounce the /h/ sound: <i>happy, hippo, horse, hungry</i>
6 What do we do at school? Page 92	Core School subjects: <i>PE, ICT, maths, English, geography, science, drama, art, music, history</i> Activities: <i>listen to music, learn about space, write, sing, draw, do sport</i> Other <i>ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred</i>	Present continuous: <i>What are you doing? I'm doing Maths.</i> <i>What's he/she doing? What's he doing in music?</i> <i>He's singing a song.</i>	Science: seasons on a farm Culture: a story from Greece Values: we are all different	Reading: A Greek story Writing: The mini book (AB pages 109–110) Listening: identifying the correct answer Speaking: talking about what you do in different seasons, describing the weather	Long vowel sound /ɪ/: <i>meet, beach, sea, me</i>
The Big Project 2 Page 100	A fun flipbook English in use: Making suggestions: <i>Let's draw a funny hat.</i>				

	Vocabulary	Grammar	Cross-curricular, culture and values	Skills	Pronunciation
7 What's fun about being outdoors? Page 101	Core Outdoor things: <i>cap, coat, guide book, water bottle, map, sun cream, magnifying glass, mobile phone, backpack, notebook</i> Food: <i>biscuit, orange, drink, cherries, crisps, grapes</i> Other <i>snowing, cloudy, windy, sunny, raining</i>	Possessive pronouns <i>Whose cap is this? It's mine / yours / his / hers / ours / theirs.</i> Would you like a / some ... ? <i>Would you like some cherries? Would you like a drink? Yes, please. No, thank you.</i>	Science: weather and climate Culture: Japanese Haiku Values: celebrating nature	Reading: a nature poem and a Japanese Haiku Writing: The mini book (AB pages 107–108) Listening: listening for specific information Speaking: describing outdoor activities, talking about healthy and unhealthy food	Words with the /əʊ/ sound: <i>mobile phone, coat, Jo, home</i>
8 What's great about making things? Page 109	Core Crafts: <i>photo frame, decorations, cake, bracelet, mask, calendar, box, card, puppet, badge</i> Arts and crafts materials: <i>scissors, glue, paints, paintbrush, crayons, colouring pens</i> Other <i>earth, clay, wool, paper, wood</i>	Like + ing <i>I like making cards. I don't like making masks. Do you like making masks? Yes, I do. No, I don't.</i> That / Those <i>Can you pass me that glue, please? Can you pass me those scissors, please? Here you are.</i>	Science: materials Culture: Black Forest cake Values: being creative	Reading: Instructions Writing: The mini book (AB pages 105–106) Listening: identifying specific information Speaking: talking about what you like and don't like doing, identifying what is and isn't in the classroom	Pronounce the /ð/ sound: <i>this, that, these, those</i>

	Vocabulary	Grammar	Cross-curricular, culture and values	Skills	Pronunciation
The Big Project 3 Page 117	A picture timetable English in use: Asking questions <i>How many art lessons are there? When are the art lessons?</i>				
Festival 1 Page 122	Diwali Vocabulary: fireworks, lantern, sweets, patterns, lights				
Festival 2 Page 123	Easter Vocabulary: chick, basket, (bunny) rabbit, Easter egg				
Exam Preparation and Practice Page 124	Cambridge English Qualifications Pre A1 Starters Listening and Speaking: Parts 1–4 Reading and Writing: Parts 1–4 (Activity Book)				

Components overview

For students



◀ Class Book

S **Starter** **What's your favourite time of year?**

Lesson 1 Vocabulary, functional language and song

1 Listen and point to the photos. Then listen and sing.

Can you see the children At Sunny Lane School? Point to Leo, and Priti and Ted.
Can you remember who is who? Point to Chen and Rosie too.
Point to Zara, and Finn in blue. Point to Norman and Blue Clue.

2 Listen and point. Then listen and repeat.

Sunny Lane Primary School

January	February	March	April

3 Listen and repeat. Ask and answer.

What's your favourite time of year?
It's my birthday!
When's your birthday?
It's in September.

▶ Song + audio

S **Lesson 2 Vocabulary, functional language and song**

1 Listen and point. Then listen and repeat.

spring summer autumn winter hot cold

2 Listen and sing.

Spring, summer, autumn, winter.
What's your favourite time of year?
Is it spring? Is it spring?
When the leaves appear?

Spring, summer, autumn, winter.
What's your favourite time of year?
Is it summer? Is it summer?
When it's hot and sunny here?

Spring, summer, autumn, winter.
What's your favourite time of year?
Is it autumn? Is it autumn?
When the birds fly away from here?

Spring, summer, autumn, winter.
What's your favourite time of year?
Is it winter? Is it winter?
When the days are cold and clear?

3 Look and write the seasons.

1 2 3 4

4 Listen and repeat. Ask and answer.

What's your favourite time of year?
It's spring.

▶ Song + audio

Class Book

- A clear syllabus showing the main language learned in each unit
- A Starter Unit introducing the course characters and concept
- 8 units of 10 lessons each providing the core material
- 10 pages of Cambridge English Qualifications external exam material
- 3 Big Projects
- 6 pages of vocabulary writing practice
- 2 pages of Festival material
- A digital version of the Class Book is also available

Activity Book

- 8 pages of activities for each unit
- 2-page mini book for each unit
- 10 pages of Cambridge English Qualifications external exam material
- Extra Grammar Practice for each unit
- 1 page for use with each Big Project
- Follow-up practice for the Festival material
- Picture Dictionary
- Vocabulary stickers
- Online Practice: interactive activities to further practise the language learned
- A digital version of the Activity Book is also available

◀ Activity Book

S **Starter** **What's your favourite time of year?**

Lesson 1 Vocabulary, functional language and song

1 REMEMBER THE SONG Write the names.

Rose Chen Finn Emily Priti Ted Zara Leo

January	February	March	

2 Complete the calendar.

August December May July April September

3 Read and answer.

1 When's Rose's birthday? It's in November.
2 When's Chen's birthday? It's in ...
3 When's Finn's birthday? It's in ...
4 When's Priti's birthday? It's in ...
5 When's your birthday? It's in ...

▶ Published! Write about your friends' birthdays, e.g. Dan's birthday is in May.

▶ Published! Write about your family's birthdays and the seasons, e.g. My mum's birthday is in autumn.

S **Lesson 2 Vocabulary, functional language and song**

1 Write the seasons. Then say.

summer winter spring autumn

2 Complete the sentences. Then circle your favourite time of year.

1 It's cold in winter.
2 It's in summer.
3 What's your time of year?
4 It's spring / autumn /

3 REMEMBER THE SONG Write the seasons and match.

1 When do the leaves appear?
2 When is it hot and sunny here?
3 When do the birds fly away from here?
4 When are the days cold and clear?

▶ Published! When are the seasons in your country? Say the months.

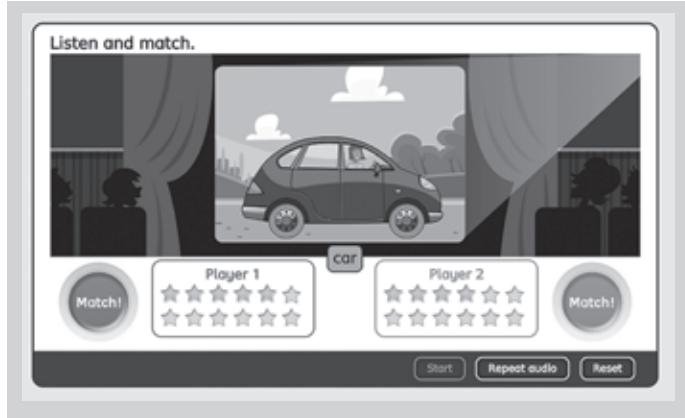
▶ Published! Write about your family's birthdays and the seasons, e.g. My mum's birthday is in autumn.

▶ Published! Write about your friends' birthdays, e.g. Dan's birthday is in May.

For teachers

Teacher's Pack

Classroom Presentation Tool



- Class Book and Activity Book on-screen, with the ability to play audio, video and games from the book page
- Interactive versions of Class Book and Activity Book activities with option to reveal answers
- Digital games in every unit

Teacher's Guide

- An introductory section including descriptions of the methodology and concept behind the course
- A Tour of a unit presenting an overview of the function of each lesson, sequence of resources, and standard teaching steps
- Full answer keys for Class Book and Activity Book activities, as well as explanatory teaching notes where appropriate
- Suggestions for optional warm-up activities
- Tips and notes for specific activities
- References to Key Competences
- Audio and video transcripts
- An Ideas bank with games, activities and ideas for how to exploit the extra resources further (flashcards, songs, videos, etc.)
- A full syllabus overview
- Wordlist
- Letter to parents

Teacher's Resource Centre

- Complete access to students' online practice
- Evaluation section with downloadable tests, printable and editable versions: eight unit tests, three term tests, one end-of-year test
- Downloadable evaluation and portfolio materials, including assessment of key competences

Audio CDs

- Recordings of all the songs, chants, stories and listening activities (also available via the Classroom Presentation Tool)

Classroom Resource Pack



- *Bright Ideas* wipe-clean poster
- 128 flashcards for presenting the key unit vocabulary (sets 1 and 2) with corresponding wordcards

Exam Power Pack DVD

- Further practice for Cambridge English Qualifications and Trinity GESE exams

Using Graded Readers with

BRIGHT IDEAS

Using graded Readers in the Primary classroom is an effective way to engage children of all abilities and learning needs. By motivating children to read for pleasure, you give them the opportunity to learn without the fear of failure.

Our graded Readers are available at a number of different levels and across a broad range of topics, both fiction and non-fiction, so each child will be able to find a book suitable for them from our award-winning collections:

- Dolphin Readers
- Classic Tales
- Oxford Read and Discover
- Oxford Read and Imagine
- Dominoes
- Oxford Bookworms Library



Convenient bookmark shaped Reading Guides, offer a simple way to **select titles that correspond to each unit of Bright Ideas.**

Download the full set of Reading Guides from www.oup.com/elt/recommendedreaders

The image shows six vertical reading guides for the Bright Ideas series, arranged side-by-side. Each guide is titled 'BRIGHT IDEAS' and includes a numbered circle indicating the unit (1 through 6). The guides provide recommendations for specific books at different levels. At the bottom of each guide, there is a link to 'SYLLABI & SAMPLES AVAILABLE AT www.oup.com/elt' and the Oxford University Press logo.

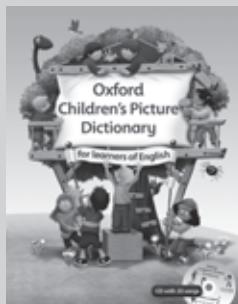
Reading Guide Unit	Recommended Books	Level
1	Oxford Read and Discover Level 1 Oxford Read and Imagine Level 1	Level 1
2	Oxford Read and Discover Level 2 Classic Tales Level 2	Level 2
3	Oxford Read and Discover Level 3 Oxford Read and Imagine Level 3	Level 3
4	Oxford Read and Discover Level 4 Oxford Read and Imagine Level 4	Level 4
5	Oxford Read and Discover Level 5 Oxford Read and Imagine Level 5	Level 5
6	Oxford Read and Discover Level 6 Oxford Bookworms Library Level Starter	Level 6

Supplementary Material

The most trusted materials for learners of English

Oxford Children's Picture Dictionary

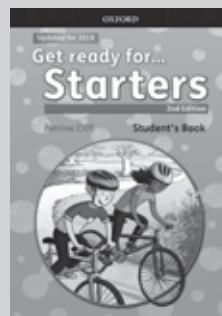
A first dictionary for young learners, this beautifully illustrated topic-based dictionary contains over 850 words and 40 topics. Available in print and interactive e-Book.



Get Ready for ... 2nd edition

Motivating and comprehensive preparation for the Cambridge English Qualifications Young Learners exams.

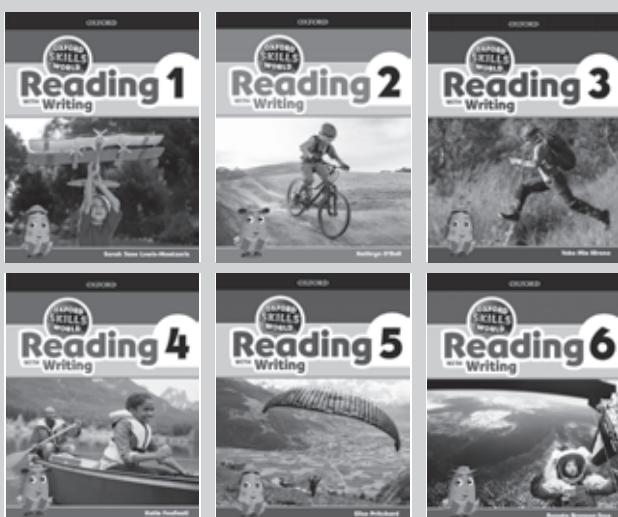
This series supplements any coursebook and is ideal for use in class or self-study at home.



STARTERS, MOVERS, FLYERS

Oxford Skills World

A six-level, paired skills series for lower primary and upper primary that focuses on developing students' receptive and productive skills.

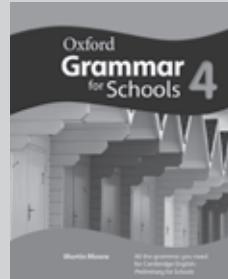


Oxford Grammar for Schools

A five-level series with clear explanations and communicative activities that helps young learners and teenagers understand and practise grammar.

Each level in the series covers all the grammar students need to know for the Cambridge English Qualifications:

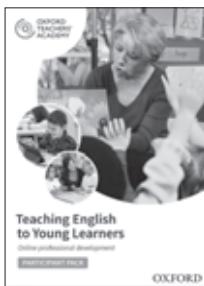
Level 1 - Pre A1 Starters
Level 2 - A1 Movers
Level 3 - A2 Flyers
Level 4 - B1 Preliminary for Schools
Level 5 - B1 Preliminary for Schools



LEVEL 1-5 AVAILABLE

Oxford Professional Development

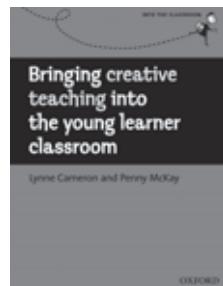
Oxford Teachers' Academy: Teaching English to Young Learners



Teaching English to Young Learners is a course for all teachers of primary age students. It aims to provide teachers with the knowledge and skills needed to support young learners through the delivery of engaging and motivating lessons.

A range of professional development titles to support your teaching.

Into the Classroom is a series of short, practical guides focused on a methodology or technique with ideas to help you introduce it into your classes.



About *Bright Ideas*

Bright Ideas is a seven-level course for students learning English from Primary Grade 1 to Primary Grade 6, and also has a Starter level which aims to bridge the gap between pre-school and Primary Grade 1.

The course has a contemporary approach, enhanced by enquiry-based teaching methodology and combining a high-level grammar and vocabulary syllabus with 21st century skills.

The context for *Bright Ideas* is a fictional online space, *The Big Question* website, and its online community of child characters. Just as this group of characters is inspired to examine questions about the world around them, gather information and find answers, so too are students in the *Bright Ideas* classroom. The course empowers students not only to acquire information, but to contribute to this information, sharing their own opinions and experience, and thinking beyond their normal perspectives.

The syllabus of *Bright Ideas* has been specifically designed to encompass the language and skills requirements of the Cambridge English Qualifications and *Trinity GESE* examinations, with in-built key milestones which mark the point at which students are considered prepared to enter these external exams.

While the syllabus is fast-paced and comprehensive, lessons are carefully staged, the approach to practice and recycling is thorough, and the methodology is clear and supportive for teachers and students alike. The course allows the students to achieve, and at the same time places importance on the fun and enjoyment of learning at primary school. *Bright Ideas* has a fresh, modern look and feel, and takes into consideration the interests, pastimes and penchant for all things digital of children today.

Strong emphasis is also placed on literacy, with the inclusion of a wide variety of text types. In addition, importance is given to the development of the whole child, through the incorporation of Key Competence aims in the *Bright Ideas* syllabus, as well as rich cultural input, the highlighting of values, cross-curricular content, and opportunities for student-centred, project-based learning.

As its name suggests, *Bright Ideas* is full of big questions and ideas! The course's up-to-date suite of learning and teaching materials includes innovative, course-specific video material on the Classroom Presentation Tool, as well as a specialized poster in the Classroom Resource Pack to bring to life the Big Question in every unit.

What is the Big Question?



Concept

At the beginning of every unit the Big Question is posted on the fictional *The Big Question* website, which is at the heart of the course. In *Bright Ideas* 1 and 2, this is the Sunny Lane Primary School website. An online community of school children then take it in turns to answer this question. This online community is made up of eight continuity main course characters, who contribute regularly throughout Levels 1 and 2 of the course, as well as a range of one-off characters, including children from the wider international community. The child characters' answers to the Big Question are posted at set points throughout the unit. They share something to support their answer.

The home page of *The Big Question* website greets the students in Lesson 1. Here the new Big Question for the unit is posed, and ideas for answer posts from the coming unit are previewed with images and captions. The largest image is the Big Picture, which accompanies and illustrates the star post answer for the unit. The Big Picture is linked thematically to the short film which the star post child shares to support their answer to the Big Question. It aims to inspire the students and generate ideas before watching the video.

In Lesson 2, a main course character's answer to the Big Question is posted and supported with a picture (depicting the first vocabulary set of the unit) and a song (practising the vocabulary).

In Lesson 4, another main course character's answer to the Big Question is posted and supported with six small pictures (this time depicting the second vocabulary set of the unit). This child also invites another main course character to play the website online game *Find Norman*, in which all the continuity characters appear as game-playing avatars throughout the course of the eight units.

In Lesson 6, a different main course character's answer to the Big Question is posted and supported by interesting and engaging information and accompanying images, which are the basis for the cross-curricular lesson in the unit.

In Lesson 7, a child from an international partner school joins in with their answer to the Big Question, supported by various types of text which have relevance to their country and culture.

In Lesson 10, the students recap all five example answers to the Big Question provided by the unit. They have opportunity to reflect on the answers and choose the one they like best. They are also now encouraged to answer the Big Question for themselves, drawing from the content of the unit and using the language they have learned.

The message is clear: there are many bright ideas which answer a Big Question!



Characters

The main continuity course characters in *Bright Ideas* Levels 1 and 2 are a group of eight 'real-world' school children, who are friends at Sunny Lane Primary School and share ideas on *The Big Question* school website. These are Rosie, Chen, Priti, Finn, Zara, Leo, Emily and Ted. Profile photos of these characters appear next to their answer to the Big Question whenever they post.

As well as posting answers to the Big Question, these characters also play an online game on the website called *Find Norman*. To play the game, they all have avatars. The game is the context for the unit stories, in which all the main characters appear in the guise of avatars over the eight units.

The eight real-world characters and their corresponding avatars are introduced in the Starter Unit of *Bright Ideas* Level 2.

Also part of the online community are the school children awarded the star post on the website home page for their idea how to answer to the Big Question. We see each of these characters only once. They are the narrators of the star post films on the Lesson 1 Big Question videos, which they sometimes also appear in, and are shown in a profile photo next to their star answer post.

In each Lesson 7, we also meet a different child from a partner school in another country. The children posting in these lessons also appear only once, and are from countries as far-ranging as China, Australia, Ireland and Germany.

Joining The Bright Ideas online community

The Big Question website in the *Bright Ideas* course is a fictional website. However, today's modern educational technology means that students have plentiful opportunities to create and become active members of their own Big Questions online community. The course encourages this, and fully supports digital collaborative learning. See the digital collaborative learning section of this Introduction for further information.

Learning with Bright Ideas



21st century skills

The children in our classrooms today need to develop 21st century skills to help them to succeed in the thriving information age. *Bright Ideas* brings 21st century learning skills to the forefront, with special emphasis placed on critical thinking, communication, collaboration and creativity.

Critical Thinking

Today's children need to not only gain information, but to fully engage with it, process it and question it. Critical-thinking skills help children to do things such as determine facts, classify, order and prioritize information, make predictions and comparisons, reason logically and solve problems.

Bright Ideas encourages students to think deeply and assess information comprehensively. Throughout every unit, questions labelled **Think** encourage students to apply their own experience and opinions. In addition, questions labelled **Think, pair, share!** allow students the opportunity to firstly reflect quietly and establish their own viewpoint and ideas, before they exchange these with other members of the group.

Communication

Language is, of course, all about communication. In order to communicate well, our children need to be able to listen, speak, read and write effectively. *Bright Ideas* offers students plentiful opportunities to develop these essential four skills. Oral practice of new language is paced carefully in controlled practice and freer practice stages, and throughout every unit, questions labelled **Communicate**  give students a real purpose for sharing information and ideas. In addition, Lesson 8 is a specifically designated speaking lesson with a special focus on the pronunciation of a difficult sound for language learners in each unit. Opportunities for purposeful listening are provided by both the Class Book and the Activity Book, and reading skills are given emphasis in Lesson 7. Writing skills development builds slowly from word-based to sentence-based production and progresses in terms of challenge from term to term. As appropriate for this age group, the children's own writing is always firstly modelled by a reading task and supported by clear examples.

The specialized communication skills which students need to develop in order to sit external exams are fully demonstrated and practised in the Exams section at the end of the book. Furthermore, the *Bright Ideas* Classroom Presentation Tool also promotes computer literacy, preparing students for the demands of the new information age.

Collaboration

Collaboration requires direct communication between students, which strengthens the personal skills of listening and speaking. Students who work together well not only achieve better results, but also gain a sense of team spirit and pride in the process. *Bright Ideas* encourages collaboration in every lesson, with students working together in pairs, small groups or as an entire class.

In addition, the three student-centred projects at the end of every three core units of the course, as well as the Community Task at the end of each Lesson 7 provide ideal scenarios for student collaboration. To participate in these activities, students need to learn to take turns, listen to others and acknowledge their contributions, and share credit for good ideas.

Key opportunities for developing skills of collaboration are highlighted with the **Collaborate**  label.

Creativity

Creativity is extremely important in a child's education. It is widely accepted that creative activities develop attention skills and promote emotional development. Students who are able to exercise their creativity are also better at making changes and solving problems, as they have learned not only to come up with new ideas, but to evaluate them and make choices.

Bright Ideas encourages creativity throughout each unit by allowing students the freedom to offer ideas and express themselves without judgement. The course also includes numerous targeted activities with the specific aim of inspiring the students creatively, particularly as part of the culture lessons, Lessons 9 and 10 mini book making and termly projects.

Key opportunities for developing creativity are highlighted with the **Create**  label.



Enquiry-based learning

True enquiry-based learning puts students right at the centre of their own education. The process begins with a real-world problem or challenge and the teacher acts as a facilitator, guiding the students to identify their own questions, and then seek information, working together to find solutions.

Bright Ideas takes from this approach the key elements that are most appropriate for the ability of students of this level. The course balances the benefits of enquiry-based learning with the practical realities of EFL teaching and students' other very real needs, taking into consideration requirements such as a language syllabus matched to external examinations and providing coverage of the Key Competences.

Students are given the freedom to bring to the lesson their own thoughts, opinions and ideas, and are encouraged to build essential skills in communication and collaboration. However, a supportive structure for learning ensures they are linguistically equipped to fulfil tasks, and that their language goals are reached.

Bright Ideas supports enquiry-based learning in that it maximizes student involvement, encourages collaboration and teamwork, and promotes creative thinking. Students employ the four skills of listening, speaking, reading and writing as they reflect on questions about the world around them, gather information and find answers.

The course teaches students to be inquiring and curious by example. Each unit revolves around a Big Question on a specific theme. The Big Question is broad, open-ended and thought-provoking, appealing to children's natural curiosity. Through the series of possible answers to the Big Question, which head up lessons at key points throughout each unit, students learn that one question can have many answers. In addition, they are invited to think about the way that they personally can best answer the question.

Bright Ideas is based on the belief that critical thinking is the key to better learning. While retention of words and structures is important for language development, allowing students to access knowledge on a deeper level is equally important and will further encourage effective learning in the classroom. The critical-thinking activities in *Bright Ideas* help students make sense of the information presented to them, ultimately leading to greater understanding and retention.



Project-based learning

Project-based learning is a style of enquiry-based learning. It is student-centred and hands on. Students are not simply provided with knowledge or facts in a traditional way, but acquire a deeper knowledge through active exploration of a real-world challenge, working together for an extended period of time to investigate information and making their own choices in the ways they respond to it.

The benefits of project work in language learning are manifold. In particular, it involves the kinds of activities that children typically like doing, such as finding out about interesting topics, inventing and making things, talking about themselves and working together. This, of course, gives rise to heightened motivation in the classroom.

Project work is also suitable for different levels, allowing individual students to take on different roles with varying degrees of challenge. In this way it is an ideal

way to cater for mixed-ability classes, as well as different kinds of learning styles.

Project work presents the ideal opportunity for the development of the 21st century skills of critical thinking, communication, collaboration and creativity.

Cross-curricular links, especially with science and art, also naturally occur, allowing students to connect new knowledge with prior knowledge and experience, and in this way facilitating deep learning.

Recognizing the importance of project-based learning and its close relationship to enquiry-based learning, *Bright Ideas* includes three Big Projects, one at the end of every three core units of the course. The projects are carefully staged to enable students to make the most of the opportunity to develop 21st century skills, while at the same time benefiting fully in terms of English language practice.

The Big Projects begin with a *Think about it* stage, in which the students think about language they know, to prepare them for their project work. This preparatory stage requires the children to draw on and practise their knowledge, as well as their experience and opinions, awakening their interest and generating ideas for the coming project.

The students' skills of creativity are then honed in the *Make* stage, where they design and produce a garden collage, a fun flipbook and a picture timetable. They do this stage in a small project group (garden collage), in which they can choose different roles according to their strengths and interests, or individually (picture timetable). In all of the projects, they come together as a whole class group at the end in the *Practise* stage.

A common concern amongst EFL teachers is whether or not project work will afford enough language payoff, when lesson time is limited and therefore precious. For this reason, *Bright Ideas* takes care to make sure the students have the language tools necessary to complete the final orally productive stage of the project. Everyday language input is provided via an *English in use* focus and targeted practice closely related to the project theme. Equipped with their enhanced language skills, the students are able to fully participate in English in the last *Make* or *Practise* stage of the project.

The *Make / Practise* stage is social and allows students to share and make active use of their project work, developing skills of collaboration and communication.

Importantly, after each Big Project, students are encouraged to reflect on their work in a self-evaluation activity, developing their skills of learning to learn.



Literacy

In the information age, our students have to be able to work effectively with information. Their need to comprehend and interpret written information, as well as communicate successfully in writing themselves, has never been quite so important. The *Bright Ideas* coverage of literacy development is therefore wide over the seven levels of the course, beginning very gradually in the early levels and developing in Level 2, so as to be appropriate for this young age group.

Lesson 7 of each core unit of *Bright Ideas* has the specific aim of teaching literacy skills. Through the culture reading texts, the students are exposed to a wide variety of different non-fiction and fiction text types including a greetings card, a traditional story, riddles, a poem, a letter and a set of instructions for a party game. A follow-up activity in the Activity Book then familiarizes the students further with this text type through a creative task which gives them enough support and guidance to allow them to produce their own personalized version of the text. The optional Community Task then provides an opportunity to extend this task so that it has real aims for outside the classroom.

Bright Ideas 2 also promotes a positive attitude to literacy through the mini books, which students make and complete at the end of each unit. Not only are students empowered to create their own little booklet, personalizing all the language they have learned, but they are also encouraged to share their work with others. A sense of audience notably heightens learners' motivation to write, and reading their mini books to a parent or guardian forms a beneficial home-school link.

Our digital age has brought with it new ways to read and write, thus necessitating the need for 21st century technology literacy skills. *Bright Ideas* 2 also has provision for developing these skills. Digital texts such as a smartphone message and an email are included in the range of text types exemplified in the course.

By learning to understand how to evaluate today's new information, as well as how to use specific tools to create effective communication, students can embrace new technology and be inspired to learn.



Digital collaborative learning

What is digital collaborative learning?

Digital collaborative learning involves students sharing their work online or working together on group online projects as a means to gain a genuine audience.

This can be easily and practically achieved through the use of a class blog, which requires basic technology skills to create and manage, and very little time to maintain.

The scale of digital collaborative learning can vary greatly depending on the reach of the class blog. At the lesser end of the scale, teachers can set up a class blog to bring together individual students and their work within just one class. There is then scope for this class blog to be linked to another class blog within the same school. The reach can be further extended if the blog is linked to class blogs from other schools in the same country. It can, of course, become global if it is linked to other classes across the world.

There are various websites that can help set up this kind of inter-school blogging. They partner schools in one country with schools in another based on their age group, language objective or other goals – all via their class blogs.

What are the benefits?

The educational benefits of digital collaborative learning are numerous.

The work that students share is varied. This can include many different types of writing, as well as other types of production such as artwork, project work and video. This has great value as it increases students' digital literacy and also satisfies several key competences, including Learning to learn, Cultural awareness and expression, and most notably Digital competence.

The stages that this style of learning encompasses are also **important to developing 21st century skills**. Students need to use skills of Critical Thinking and Creativity to produce the work they aim to share. Working together or contributing their thoughts and ideas to respond to the work of others develops skills of Collaboration and, of course, the class blog provides the perfect platform for real Communication.

The genuine audience at the heart of digital collaborative learning can **increase student engagement and motivation immeasurably**. Not only are students aware of this audience when producing their work, but the comment function common to blogs means that they are able to receive real feedback from their peers.

In addition, the class blog can be shared with parents and guardians to further increase students' motivation and to **strengthen the link between school learning and home**.

Opportunities in *Bright Ideas* 2

As well as the benefits described above, digital collaborative learning is very relevant to the overall methodology and underlying concept of the *Bright Ideas* course. Notably it provides a means for students to become members of their own *Bright Ideas* online community.

Setting up a class blog means that students in Levels 1 and 2 can post their own answers to the Big Question, just like the children characters in the course. The best opportunity for this is at the end of each unit, where students are asked which example answer post was their favourite and encouraged to answer the question for themselves. Teachers can assist the students to write their answer as a real post in English and upload it to a class blog. Students from the class and other schools will then have the ability to comment on each other's work.

It is also possible to include other kinds of production on a class blog. Teachers can record students singing the unit songs or film the final productive stages of the Big Projects to share via the blog. In addition, there is the potential to digitally create and post the Community Task projects in the Lesson 7 literacy lessons.

The internet is an exciting teaching resource, but it is also an unknown environment which requires judicious use. The following guidelines can help keep students safe online:

- Ensure your school has already communicated an e-safety policy with students and teachers.
- Use child-safe search engines and blogging websites recommended for schools and children, and check out their authenticity carefully.
- Make use of the moderation tools and privacy settings offered by websites.
- Talk to your students about e-safety and warn them against sharing personal details such addresses and passwords. Establish a set of rules with the class before you begin.
- Keenly monitor students' activity on the computer during the lesson.



Vocabulary and grammar

Bright Ideas is a high-level English course and therefore incorporates a greater amount of vocabulary and a wider range of grammatical structures than would be expected in a mainstream English language course. The language syllabus for *Bright Ideas* 1 and 2 has been specifically designed in line with the syllabus of the Cambridge English Qualifications Young Learners Pre A1 Starters examination, so that students are considered prepared to sit these exams by the end of Primary 2.

In *Bright Ideas* 2, ten new core items of vocabulary are presented in Lesson 2 of each unit, with a further six core words taught in Lesson 4. For each of these vocabulary sets, both a digital flashcard activity on the Classroom Presentation Tool and printed flashcards in the Classroom Resource Pack are available. These make possible the option to present vocabulary prior to the Class Book presentations, and also to review and practise vocabulary as required. The Classroom Resource Pack also contains wordcards for each printed flashcard so that both the words and the images can be used in conjunction to introduce or practise the written form of the core vocabulary when appropriate.

Listening and speaking activities, as well as reading activities in the Activity Book and on the Classroom Presentation Tool, practise the vocabulary thoroughly.

Additional writing practice of the first set of core vocabulary occurs in the special feature writing pages at the end of the Class Book. Students are encouraged to refer to their Picture Dictionary at the end of the Activity Book to facilitate them with this activity, promoting the development of learning to learn skills.

In addition to the new core vocabulary, a few new words are also presented in order to facilitate understanding and practice in the cross-curricular lesson of each unit.

Each unit of *Bright Ideas* 2 also presents and practises two new core structures. The first of these grammatical structures is presented through a character-based cartoon in Lesson 3. The second is presented in Blue Clue's chant in Lesson 5. These contexts and supporting images clearly demonstrate the meaning of the new language. The following listening activities practise aural recognition of the new language, as well as providing a clear model for the follow-up speaking activities.

Each grammar lesson also includes additional practice for reinforcement and consolidation in the Extra Grammar Practice activities at the end of each unit of the Activity Book.

All the vocabulary and grammar from the unit is thoroughly reviewed at the end of each unit via the interactive *Big Question Review* video.



Skills

As a global course for English in the 21st century, *Bright Ideas* offers students plentiful opportunities to become effective listeners, speakers, readers and writers with the aim of developing strong skills of communication. The Class Book, Classroom Presentation Tool and Activity Book work closely together to develop the four skills.

Listening

All new language is presented for aural recognition with clear models available on the Audio CDs or via the Classroom Presentation Tool Class and Activity Books on-screen. Listening to songs, stories and culture texts also helps the children internalize the language and expose them to native speaker pronunciation. In addition, opportunities for 'real' listening are provided, in particular in the grammar lessons and the cross-curricular lesson of each unit.

Speaking

Throughout the course, attention is paid to the development of both accuracy and fluency. Spoken accuracy is developed through controlled oral activities which involve essential repetition of new language, but also have meaning and purpose, and encourage personalization. In each Lesson 9, the interactive Big Question Review video also provides thorough aural and oral practice of all core vocabulary and grammar from each unit in a unique and engaging way.

Bright Ideas also affords the students frequent opportunities to draw on the whole of their productive repertoire. Fluency is promoted by the numerous contexts which children can easily relate to and the possibilities for teacher-led discussions. These can be done via the *Think* tasks, as well as the regular *Communicate* activities. The collaborative Big Projects, with their *English in use* features, are also specifically geared towards further developing students' confidence in speaking.

Reading

As all Primary Grade 2 teachers know, there is a huge difference between students' ability to read and write at the beginning of the year and the end of that same year. In addition, the age at which classes of children, and individuals within those classes, are ready to read and write can vary greatly. *Bright Ideas* 2 takes these important factors into account.

In Class Book 2, vocabulary words are included in Lessons 2 and 4. Similarly the written form of songs, grammar presentations, stories and literacy texts are all included on the Class Book page. These are all also supported by audio recordings.

The Activity Book provides further reading practice, and the students' continual increasing ability in terms of reading skills is reflected by the steady increase in challenge of reading activities from term to term.

Bright Ideas takes a very systematic approach to reading. It is only once the students have had ample aural exposure to new language, as well as sufficient oral practice, that they focus on the written form of the new language. Students always begin by becoming familiar with the written form of words they know. As well as being exposed to the written word on the Class Book page, provision is made within the course components to strengthen this familiarization. The Classroom Resource Pack includes wordcards, which can be used alongside the flashcards in any of the numerous suggestions for games in the Ideas bank on pages 131–134, so that reading can be practised at word level with the support of the teacher.

In addition, many of the Classroom Presentation Tool vocabulary and grammar practice games practise the written word.

Bright Ideas also prepares students to develop techniques to help them become better readers through the pre-reading tasks in the Lesson 7 literacy lessons. These help them activate their own background knowledge, make predictions and build expectations for what they are about to read. Students also practise reading a wide variety of different text types.

Writing

Just as with their ability to read, students in Primary Grade 2 make great strides in their ability to write within the academic year. They need plenty of support with their writing throughout the year, but particularly initially. The writing practice provided by *Bright Ideas* is therefore carefully staged from term to term, with activity types gradually increasing in terms of challenge and production.

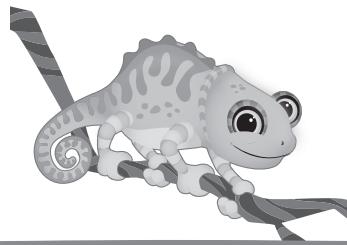
Most of the writing practice in *Bright Ideas* 2 takes place in the Activity Book, and again the approach is very systematic. A model of the written form of new language is always presented for the students to read before they write it themselves. Only once the children have practised reading new words, do they move on to writing them, and only once they have read these new words within sentences, do they progress to writing at sentence level.

Writing in *Bright Ideas* 2 is designed to be enjoyable and motivating for children of this age. The Writing Practice pages at the back of the Class Book do not merely entail writing words, but also involve searching for hidden items in imaginative illustrations with a modern digital game-like feel. The Picture Dictionary in the Activity Book does not only provide a useful reference for learners, but also encourages the students to engage on a personal level with their learning, and choose and write their favourite words.

In addition, nothing quite inspires children to write like the sense of an audience. For this reason, opportunities for extending the students' writing tasks to larger projects with real aims for outside the classroom are highlighted in the Community Task features in the Activity Book. These include the short achievable written tasks in Lesson 7, which help students become familiar with different text types in English.

Similarly, the mini books which students make and complete at the end of each unit not only allow them to practise the written form of the two vocabulary sets and two structures from the unit in a personalized context, but also afford them an opportunity to forge a link between their learning at school and learning at home, and share their own personalized little booklet with their parents or guardians.

In addition to the skills coverage described above, care has also been taken to ensure that children preparing for Trinity GESE and Cambridge English Qualifications examinations develop the required level of skills competency, as well as familiarity with examination task types. The specific exam preparation and practice lessons at the end of the Class Book and Activity Book for the Cambridge English Qualifications Reading and Writing exam, as well as the exam materials provided on the Exam Power Pack DVD component, are provided for this purpose.



Pronunciation

All new language presented in *Bright Ideas* is provided via the Classroom Presentation Tool so that students have a good model of native speaker pronunciation to follow.

In addition, *Bright Ideas* 2 trains learners to recognize and produce difficult sounds for foreign language learners. The sounds are firstly presented within example words which the students know, giving them the opportunity firstly to listen carefully and then listen and repeat the words. The students then to listen to a rhyme or tongue twister containing a number of these words and are gradually encouraged to join in.



Stories

The unit stories in *Bright Ideas* add to the rich context of the course and are designed to appeal to today's modern children with their love of technology and digital games.

Each story is set in a different world of an online game called *Find Norman*. The world relates to the topic of the unit each time. In every story, two of the continuity course characters from the online community appear as the main characters in the guise of avatars. As the name of the game suggests, their challenge is always to find Norman, the colourful chameleon character who uses his talent for camouflage to hide in a variety of entertaining and unexpected places.

The stories also feature another fun continuity cartoon character who is part of the game: Blue Clue. Blue Clue is friendly and helpful and appears out of nowhere to provide the avatars with a timely clue to assist them in their search for Norman.

The unit stories play an important role with regard to language development, as they practise the second vocabulary set from the unit, as well as presenting the second structure in context. They also review language from the previous lessons in the unit.

The students' first experience of the story is via the Class Book. Before they listen and read, they are asked a pre-reading question so that they can bring to the story their own expectations, a key step in developing literacy skills. They listen to the story on the Audio CDs or via the Classroom Presentation Tool as they follow along in their books.

Afterwards, the students enjoy a full animation of the story on the Classroom Presentation Tool, allowing them to immerse themselves in the English world of *Find Norman*. They are required to listen for specific information in order to complete the follow-up activities in the Activity Book, which check and consolidate their understanding, as well as prompt them to remember Norman's hiding place each time.



Cross-curricular learning

Bright Ideas embraces the opportunity to transfer useful, practical English language to a range of different areas of the curriculum, including science, art, geography and maths. The areas chosen reflect and build on the kind of subject matter that the pupils are working with in other classes.

True to the kind of information which children share and find online, the cross-curricular focus in *Bright Ideas* often has an element of fun and curiosity factor, as well as educational content.

The cross-curricular content of every Lesson 6 in *Bright Ideas* is delivered through images shared by the posting child, and a listening text. As well as developing listening skills, the children are encouraged to reflect, and think deeply about the content, bringing their own opinions and ideas to the lesson. There are also frequent opportunities for creativity and personalization.



Culture

Bright Ideas values intercultural education as an essential part of language learning. It is important for children to understand and reflect on the differences and similarities between their own and other cultures in order to develop Key Competences, in particular cultural awareness and expression, and social and civic competence. The culture lessons throughout the *Bright Ideas* series raise the children's awareness of being part of a global community by helping them to develop an awareness of the people around them and in the wider world, and gain an insight into their own culture.

There are regular culture lessons in every unit throughout the *Bright Ideas* course with cultural content delivered via a reading text and exciting images transporting students to another part of the world. The follow-up creative task in the Activity Book encourages the students to compare aspects of the culture presented in the lesson material with their personal experience from their own culture.

In addition to the cultural input in Lesson 7, further intercultural learning is provided through two Festival units, which are intended to be used at the appropriate times of the year. In *Bright Ideas* 2, these centre on Diwali and Easter. Engaging with the content of these lessons helps children develop a stronger understanding of the culture behind the language they are learning.



External exams

The language and skills practice in *Bright Ideas* has been shaped in line with the requirements of specific external examinations. The series aims to prepare students to enter the *Trinity GESE* Grade 2 examination by the end of *Bright Ideas* Level 2, and the *Trinity GESE* Grade 4 examinations by the end of *Bright Ideas* Level 4.

The series also aims to prepare students for the Cambridge English Qualifications examinations as follows: Pre A1 Starters by the end of *Bright Ideas* Level 2, A1 Movers by the end of *Bright Ideas* Level 4 and A2 Flyers by the end of *Bright Ideas* Level 6.

Targeted practice for all papers of the Cambridge English Qualifications examinations is provided at the end of the Class Book and Activity Book. Practice papers and further additional exam preparation material is available on the Exam Power Pack DVD.



Key Competences

The inclusion of the Key Competences in the curriculum is designed to integrate the formal learning specific to each subject area with less formal learning. This helps pupils to see the relationship between different subjects and use skills learned in one area in different contexts. The Key Competences encourage the activation of resources that the learner already has. Foreign-language learning contributes directly to the development of competence in linguistic communication as it increases, enriches and complements a pupil's communicative capacity. When language learning is based on the development of the four communicative skills (speaking, listening, reading and writing), it helps to develop this Key Competence in the same way as the study of a native language.

There are, of course, many ways in which learning a foreign language can develop the other Key Competences, too. The materials in *Bright Ideas* offer many opportunities to do this. These are also clearly highlighted and explained throughout the teacher's lesson notes.

The three termly projects in the course provide an opportunity for assessment of the Key Competences. Assessment grids are available for this purpose.



Values

Students need to understand the importance of values at an early age. Taking an enquiry-based approach means that they are encouraged to think about different situations and the effect that particular behaviour has within those situations. *Bright Ideas* promotes global values throughout the series, in particular through the Our Values feature in Lesson 7, which provides an opportunity to promote and foster social and civic values and good citizenship. Support for discussing Our Values and encouraging student awareness and self-reflection are included in the teaching notes for this lesson.



Mixed-ability classes

Whatever the extent of the differing abilities within a class, it is important to help all the children feel part of the group during the English lesson. *Bright Ideas* aims to ensure that all students find success in the classroom. It is key to the overall philosophy of the course that students should have the freedom to offer ideas, share opinions and express themselves without judgement. In addition, co-operation is readily encouraged through activities which build teamwork and class unity. In *Bright Ideas* 2, the Big Projects and the acting-out stages of each Lesson 3 both provide the ideal scenario for this to happen.

The Classroom Presentation Tool, with its wealth of visual support, is also a wonderfully practical tool for managing mixed-ability classes well, as it provides one clear focus in the classroom, keeping all the class in step together. The Classroom Presentation Tool activities also offer valuable support in terms of clear images showing the meaning of words and phrases and the opportunity to listen again or replay the game as desired. This means that even children with the lowest level of English can participate. In addition, the truly game-like nature of many of these activities makes them feel familiar, and motivates the students to forget their inhibitions and play along without feeling under pressure, because everyone joins in.

Naturally in classes where there is a wide range of abilities, there will be times when students' needs will be different. Some children will require extra support for even the basics and others will require reinforcement of what they have learned, while the most able will benefit from extension. This can present a challenge for the teacher. For this reason, *Bright Ideas* offers strategies to help teachers adapt their lessons to meet the needs of individual pupils. The teaching notes include teaching tips for adapting activities to suit learners' needs. These include suggestions for ways to support less confident students, as well as ideas for stretching more confident students.

Since children also work at different speeds, especially when they are writing, an extra *Finished?* activity is also provided at the end of every Activity Book lesson page. This is for fast finishers, so that these children are not left unoccupied should their classmates need more time.



Multiple intelligences and Big Questions

The theory of multiple intelligences, as first developed by American psychologist Howard Gardner, views intelligence as being multi-dimensional. Instead of thinking of intelligence as something connected to cognitive or academic skills that you have more or less of, Gardner believes that it is more useful to think of humans as each having a range of eight different 'intelligences' and that we all have these intelligences, but in different strengths and combinations.

These eight intelligences are:

Verbal-linguistic: Being good with words and language, reading and writing.

Logical-mathematical: Being good with numbers, maths, logical processes, patterns, relationships between things and abstract concepts.

Visual-spatial: Being good with pictures, diagrams, maps and visual representations.

Musical-rhythmic: Being good with music, noticing sounds and recognizing tunes.

Bodily-kinaesthetic: Being good with physical skills, sports, activities and tangible objects, dance, mime and acting.

Interpersonal: Being good with other people; being good at communication and social skills.

Intrapersonal: Being reflective and insightful about your own psychology and internal life; being intuitive and self-confident.

Naturalistic: Being good at recognizing and understanding aspects of the natural world around us, e.g. animals, birds, plants.

Students each have their own natural talents and multiple ways of learning. For example, some students may respond well to artistic or musical activities, such as painting or singing, while others may be more engaged when movement or logic are involved, such as during dancing activities or number games.

In order to keep students engaged and involved during language learning, we need to include a variety of tasks that activate their different intelligences. Although we cannot teach directly to each individual child in our classes all the time, we can provide opportunities for diversity.

In the ELT primary classroom, all eight of Gardner's intelligences can be quite clearly activated in a number of ways through the language-learning process, allowing students to build on their natural talents, while also encouraging the development of their other abilities.

This is why *Bright Ideas* contains activities, tools and different types of input carefully designed to serve all students by reaching out to their multiple ways of learning. Each lesson in *Bright Ideas* has been deliberately set out to appeal to a wider range of intelligences, offering a variety of activities which cater at different times for students with different learning styles or intelligences.

For example, a typical lesson may start with a warm-up activity or game (verbal-linguistic and bodily-kinaesthetic), followed by a discussion about the topic using the Classroom Presentation Tool or by watching the star post film (visual-spatial), then singing a song (musical-rhythmic). In the Activity Book, they might consolidate language via a matching or sequencing activity (logical-mathematical and visual-spatial), before finishing the lesson with a group TPR game (interpersonal and bodily-kinaesthetic). In this way, the inherent diversity of the classroom is purposefully catered for in each lesson.

Bright Ideas taps into students' natural talents, thus allowing you to provide motivating educational experiences which help develop the confidence and language skills your students need to communicate both with their classmates and with the English-speaking world.



Special Educational Needs

Special Educational Needs (SEN) is the term we use to refer to the requirements of a child who has a difficulty or disability which makes learning harder for them than for other children their age. Note that gifted and talented children are also considered to have special needs as they require specialized, more challenging materials.

Of course, children make progress at different rates and vary widely in how they learn most effectively. Although children with special needs may have difficulties in some areas, there will also be areas of strength. Recognizing and utilizing these strengths is important to the children's academic development as well as their self-esteem. Your daily contact with these children will help you understand what works best for each individual and determine your choice of the most appropriate techniques.

You might be worried about trying to include children with SEN in your class. It can feel like it requires specialist knowledge and extra work for you, the teacher. This does not have to be the case. As a teacher you are used to dealing with different personalities and abilities in your class – you are probably always adapting to widely differing needs from the children each day. Children with SEN are simply part of this variety and challenge. In addition, the teaching techniques which help to support children with SEN are good, practical techniques which will benefit all the children in your class.

Top tips for creating an inclusive classroom

You do not need to be an expert on SEN to teach children with SEN. You do need to want to work with these children and to be prepared to learn from them.

Tip 1: Be a role model

Children will take their lead from their teacher. It is important to show that you respect and celebrate differences between people. For example, if you notice some children do not want to work with a child, make sure you talk to those children privately about their behaviour and give praise and rewards to the children who are working well in teams.

Tip 2: See the person not the label

It is very important to get to know each child individually and to not label them according to their SEN. If you have children who wear glasses in your classes, you do not assume that they have all got the same personality. In the same way, you should not assume every child with SEN is the same. Find out their interests and their strengths. Remember also that the range of SEN is wide so take time to find out the level of a child's difficulty. Do not assume, for example, that a visually impaired person cannot see anything – they may have some sight.

Tip 3: Avoid judgements of behaviour

Do not label a child as lazy or not trying. Children with SEN are often trying really hard and get criticized unfairly by teachers. They might look like they are daydreaming in class but their brains might be overloaded with information which they cannot process and they need a short brain break. These children also need positive feedback on appropriate behaviour, so make sure that you notice when they are behaving appropriately. Many children with SEN and behavioural difficulties only get noticed negatively by the teacher.

Tip 4: Celebrate difference and diversity

The classroom and the world would be a boring place if everyone was the same. You can use the differences between children to learn from each other and about each other.

Tip 5: Teach in a multi-sensory way

Children all learn in different ways. Some like to see information, some like to hear it and some like to get up, do and touch things. Children with SEN particularly need practice in all the senses because they find it difficult to learn in traditional ways. Use a multi-sensory approach to present and practise information in your lessons.

Tip 6: Plan ways to adapt your lesson plan

You will need to sometimes adapt your lesson plans. This is called differentiation. Differentiation means planning and teaching to take account of all children in the class, whatever their level or capability. The children can make progress in their learning wherever they start from. All children should achieve the same main aim, but they may do this in different ways.

Tip 7: Work on class management

Clear, consistent classroom management is very important for children with SEN. They often have problems understanding and following rules and instructions so it is important to think about the best way to do this. It is very important, for example, to think about your seating plan.

Tip 8: Work co-operatively with adults and children

Teamwork is the best approach to teaching children with SEN. It is particularly important to work with carers, as they know their child best and will often have helpful strategies to suggest. Other people who can help you include school psychologists, counsellors, speech and language therapists, occupational therapists, SEN organizations and charities. Try to find out what's available in your local area and keep a list of useful contacts.

Tip 9: Work with children's strengths

Try to find out what your child's strengths and interests are and include these in your teaching. Children who have problems reading can sometimes be good at drawing and acting instead. Children who find it hard to sit still might be very good at organizing teams and roleplay. Children who are struggling academically might be very kind and helpful to other children.



Review

In a high-level course with a fast-paced syllabus and very concrete aims for achievement, recycling and review of language are, of course, essential. *Bright Ideas* gives great importance to these aspects of language learning. Systematic recycling of all core language takes place in every unit and the language is revised in a variety of different contexts.

In Lesson 1 of each unit, the narration in the star post film recycles language from previous units of the course. The Activity Book then provides an opportunity for the students to review and practise this language for themselves.

In Lesson 2, the new vocabulary is practised in conjunction with a revised structure in the unit song, while in Lesson 4, the story not only practises the new vocabulary from the lesson and previews a new structure, but recycles the language from the previous two lessons.

Throughout the unit, the digital vocabulary and grammar games found on the *Bright Ideas* Classroom Presentation Tool can be replayed to provide fun and motivating review and practice. These include a specific Review game, which can be accessed through the Lessons 9 and 10 page of the on-screen Class Book. These last lessons of each unit also include a unique approach to review in the form of the Big Question Review video, which can also be accessed via the *Bright*

Ideas Classroom Presentation Tool. In this interactive video, a teacher presenter prompts the students in the class to produce both sets of core vocabulary, as well as the two core structures from the unit. This approach to reviewing the language of the whole unit has the advantage of saving the classroom teacher a great deal of time and energy. The video includes, in one place, all that is needed for a thorough review, including plenty of visual support so that the teacher does not need to gather together resource materials. The students can also benefit from the opportunity to listen to a native speaker and practise participating in an exchange with a different person, other than their peers and the classroom teacher. At the same time, the activities used in the video provide a model and suggestions for teachers preferring to have the option to lead their own review lesson.

Additional opportunities for recycling are exploited in the three Big Projects for the end of each school term.



Testing and evaluation

Children's progress can be evaluated through formal testing, ongoing assessment and self-assessment. For formal testing, there are eight unit tests, three term tests and one end-of-year test provided in the Teacher's Resource Centre. Together these cover the target language from the course. All these tests are available as printable or editable documents so that teachers can choose to adapt the material to suit individual students or classes.

For ongoing and self-assessment, evaluation grids and portfolio material are also available online. These allow teachers the possibility of continuously assessing students' progress, and provide feedback for both teachers and parents.

In *Bright Ideas* provision is also made for assessing the Key Competences in conjunction with the three termly projects in the course. Assessment grids for this purpose can be found online.

In addition, practice materials for the Trinity and Cambridge English Qualifications examinations are also provided on the Exam Power Pack DVD.



Parental involvement

Bright Ideas acknowledges that the support of parents and family members is a key motivating factor for pupils of all subjects and that children will always enjoy sharing what they have learned with their parents or guardians.

For this reason, *Bright Ideas* recommends that students are also encouraged to take home and show parents or guardians their mini books at the end of every unit, as well as inviting them into the classroom to see their work at the end of the Big Projects.

As answering the Big Question is central to this course, students may like to involve their family members and ask them for their answers to the question, which they can then feed back to their class. In addition, teachers can set children homework to tell their parents the unit story, sing them a song in English or tell them about life in another country which they have learned about in the culture lesson, for example. Parents can also be informed of the Our Values that students are learning, and be asked to encourage their children to employ them at home, too.

Establishing clear communication with parents is also essential in developing a co-operative relationship between home and school. It's important to keep parents informed about what their children are learning and their progress. School blogs can be an effective way to keep parents up-to-date, as well as highly motivating for children.

There is also a letter on page 136 of this Teacher's Guide, which can be photocopied for parents or guardians to provide them with ideas on how they can share in their child's English language learning with *Bright Ideas*.

Tour of a unit

Lesson 1 The Big Question video and language review

Class Book

Lesson 1 introduces the Big Question for the unit and provides the first example answer to the question, which is supported by the star post film on the Big Question video. The film also reviews language from previous lessons, while the images and captions on the opening pages of the Class Book preview the coming lessons.

The Big Question for this unit is presented here.

The topic of the star post film is introduced and discussed.

Activity to activate knowledge and engage with the Big Question of the unit

Students watch the video and engage with the video content via these activities.

The Big Question video includes the star post film and other images from the unit.

This is the story title for the unit.

These images represent posts with other example answers to the Big Question in the unit.

A quick fun activity encourages students to engage with the images.

Activity Book

The listening activity recycles the review language from the video.

Students practise reading and writing the review language.

1 Why do we like birthdays?

Lesson 1 Review

1 Listen and match.

2 Look and complete.

candles cousins seven sandwiches

1 I've got seven _____ on my birthday cake!
2 I've got three _____
3 I've got five _____. They're at my party!
4 I've got _____ friends at my party too!

6

Finished? Draw a birthday cake. How many candles are on your cake?

There's an activity for fast finishers at the end every lesson.

Warm up

- Use the poster from the Classroom Resource Pack to begin the lesson. Ask or tell the students what day it is and what month it is, encouraging the students to come and point to appropriate parts of the poster. You can do this for every lesson routinely if you choose to.
- Do the warm-up activity in the teaching notes.

Class Book

- Ask the students to look at the opening pages. Tell them the Big Question for this unit and check they understand what it means. Focus their attention on the pictures and tell them these are from lessons in this unit where the children characters have answered the question with their own ideas. Ask them what they can see in the pictures. Encourage them to use English where possible. If they use their own language, reformulate their ideas back to them in English. Challenge them to guess what the children's answers to the Big Question were, based on the images.
- Point to Blue Clue and read his speech bubble. Encourage the students to tell you which picture is their favourite and why.
- Focus the students on the Big Picture from the star post. Ask questions provided in the lesson teaching notes.

Video

- Play the Big Question video for the first time. Encourage the students to join in with the *Bright Ideas* jingle.
- Then ask the students the personalized gist question for the first viewing. At this stage students can answer in their own language if necessary. The most important thing is for the students to engage with the content and give their own personal opinions.
- Play the Big Question video again. Then ask the students the question for the second viewing. This time elicit answers in English where possible.

Activity Book

- Play the recording for the students to do the first listening activity. Then encourage the students to point and say the review words.
- Ask the students to do the reading and writing activity to practise some of the language from the video. Where suitable encourage the students to point and say the words or phrases.

NB All answers to activities can be displayed via the Classroom Presentation Tool Activity Book on-screen, in this lesson and throughout.

Tour of a unit

Lesson 2 Vocabulary and song

Class Book

This lesson provides the second example answer to the Big Question for the unit. Ten items of vocabulary are presented and practised through a series of activities thematically linked to this answer post. These include listening and speaking activities, a song, a sticker activity, word-level reading and guided writing practice.

Vocabulary presentation and controlled practice at word level

The audio is provided on Audio CDs and on the Classroom Presentation Tool.

The song practises the vocabulary from the lesson. In later units, it also reviews a known structure.

This activity develops critical-thinking skills. They practise the new vocabulary via a personalization task.

1 Listen and point. Then listen and repeat.

2 Listen and point. Then listen and sing.

3 Think Say what you've got and what you haven't got.

Why do we like birthdays?
We like presents!

Finn

There's some chocolate and a dinosaur.
A board game, a robot and a big jigsaw.
An umbrella, a watch and a scooter too!
Lots of presents for you! (Lucky you!)

Happy Birthday!
We like presents.
Happy Birthday!
We like presents.
Happy Birthday!
We like presents.
Happy Birthday to you.

This is his camera. This is her dress.
And look! A balloon and a new necklace.
There's a book and a skateboard too!
Lots of presents for you! (Lucky you!)

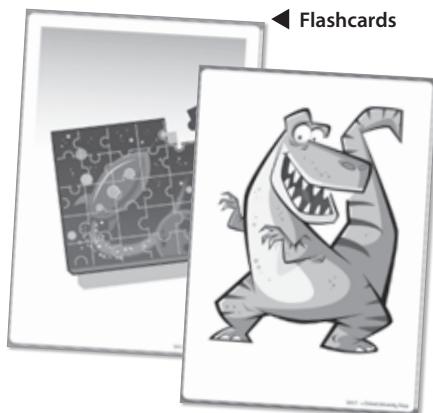
Chorus

1 board game 2 jigsaw 3 balloon 4 camera 5 dress
6 necklace 7 chocolate 8 watch 9 umbrella 10 dinosaur

4 Put on the stickers.

10 Possessions + Song

◀ Flashcards



▼ Classroom Presentation Tool

1 Look at the flashcards. Say.

camera

1 Listen and find.

Next ▶

Further vocabulary practice is available on the Classroom Presentation Tool.

The vocabulary games on the Classroom Presentation Tool give further practice.

Activity Book

Reading practice of the new vocabulary at word level

Students place the stickers and write the new vocabulary at word level.

1 Lesson 2 Vocabulary

1 Read, find and tick ✓ or cross ✗.

<input checked="" type="checkbox"/> jigsaw	<input type="checkbox"/> camera	<input type="checkbox"/> dinosaur	<input type="checkbox"/> book	<input type="checkbox"/> dress
<input type="checkbox"/> watch	<input type="checkbox"/> robot	<input type="checkbox"/> scooter	<input type="checkbox"/> necklace	<input type="checkbox"/> umbrella
<input type="checkbox"/> balloon	<input type="checkbox"/> skateboard	<input type="checkbox"/> board game		
			<input type="checkbox"/> chocolate	<input type="checkbox"/> boat

2 Look and put on the stickers. Write.

board game				

Finished? Draw and label three presents you like.

7 SEVEN

Warm up

- Do the warm-up activity in the teaching notes.

Class Book

- Ask the students to remember the Big Question for this unit. Then ask them to find who has posted an answer to the Big Question in this lesson. Tell them what this character's answer is to lead into the theme of the lesson. Show them that the character has posted a picture to support their answer.
- Present the vocabulary using the flashcards activity on the Classroom Presentation Tool or the flashcards from the Classroom Resource Pack.
- Ask the students to look at the picture and point to the things they hear. Then play the recording. Play the recording a second time and ask the students to look, point and repeat the words.
- Tell the students that they are going to hear a song. Play the song recording and ask the students to point to the things in the picture when they hear them. Then play the same recording again and encourage the students to join in with the song.

- Use activity 3 to elicit the vocabulary from the lesson from the students. Encourage students to point to the items in their classroom if relevant, or you can use the flashcards for this lesson from the Classroom Resource Pack to support the students' answers visually.

Classroom Presentation Tool

- Play the Lesson 2 vocabulary practice game on the Classroom Presentation Tool with the students at any point after Lesson 2 activity 3.

Activity Book

- Ask the students to do the first reading activity. Then check the task as a class.
- Ask the students to stick on their stickers. Then ask them to write the corresponding words underneath, using the word pool in the first activity as a model.

Tour of a unit

Lesson 3 Grammar

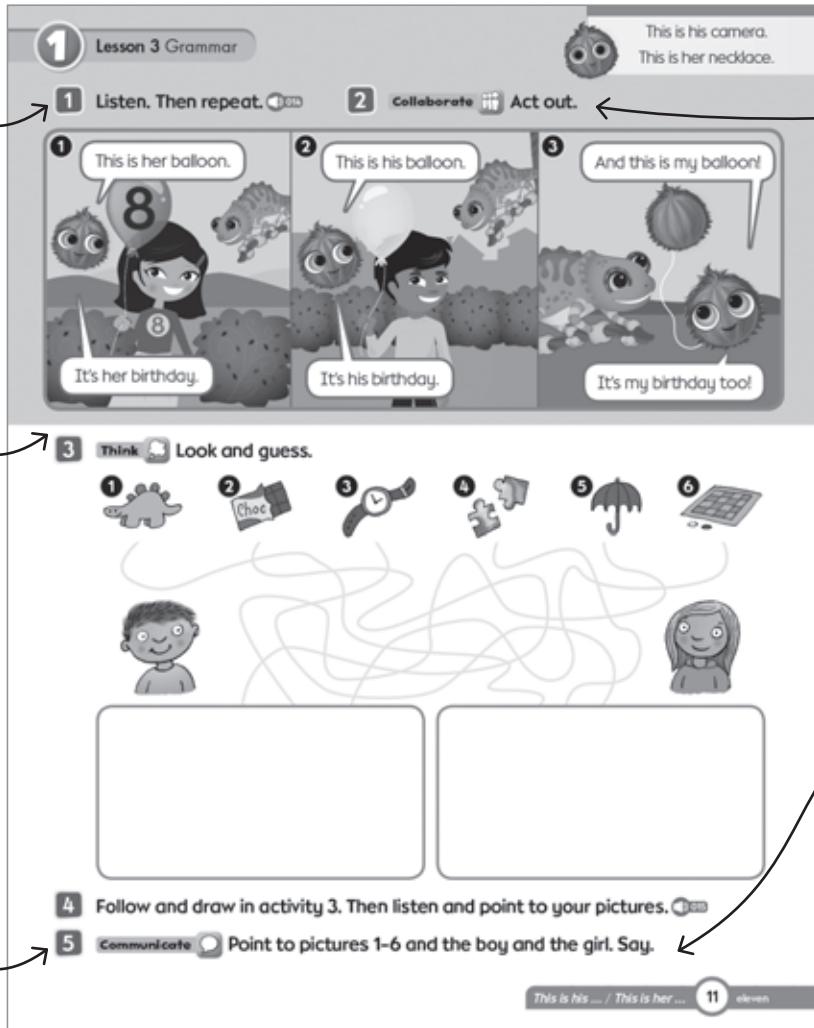
Class Book

This lesson presents a new grammar structure through a cartoon featuring the story characters Norman the chameleon and Blue Clue. The students then practise the new language aurally and orally in conjunction with the Lesson 2 vocabulary set, and have further writing practice of the vocabulary again in the Activity Book.

The new grammar is presented in the context of a fun, character-based cartoon.

Once completed, the pencil activity forms the context for practice of the new grammar.

The recording provides a model for the next activity.



This activity develops skills of collaboration.

This activity develops communicative skills.

Classroom Presentation Tool
A game on the Classroom Presentation Tool provides further grammar practice.

Warm up

- Choose a warm-up activity from the teaching notes.

Class Book

- Focus the students on the cartoon and ask them which characters they can see.
- Play the recording and ask the students to listen and follow in their books. Then play the recording again, pausing after each line, and encouraging the students to listen and repeat.
- Organize the students into pairs or groups to act out the cartoon. See the suggestions for ways to do this in the teaching notes.

- Ask the students to do the Think task. In the case of Unit 1, ask them to tell you their ideas before they do the pencil activity.
- Play the recording while the students listen, check and point.
- Organize the students into pairs to do the Communicate activity. Monitor the group while they are speaking. Then ask individual students to demonstrate the task for the class.

Activity Book

Further receptive practice and consolidation of the new grammar

1 Lesson 3 Grammar

1 Read and circle.

This is ...

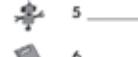
1 his/her dinosaur.  2 his/her camera. 

3 his/her chocolate.  4 his/her umbrella. 

5 his/her watch.  6 his/her board game. 

2 Complete. Use his or her and a word from the box.

necklace scooter robot jigsaw book dress

1 This is _____ her dress. 
2 This is _____ 
3 This _____ 
4 _____ 
5 _____ 
6 _____ 

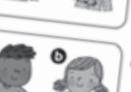
Extra Grammar Practice Page 10

Finished? Draw a picture of a friend's favourite thing. Write a sentence.

There is extra grammar practice at the end of every unit.

1 Lesson 3

1 Listen and circle. 

1  2  3 
4  5  6 

Productive practice of the new grammar and vocabulary from the previous lesson

Classroom Presentation Tool

- Play the Lesson 3 grammar practice game on the Classroom Presentation Tool with the students at any point after Lesson 3 activity 5.

Activity Book

- Play the recording in activity 1 while the students complete the activity.

- Ask the students to do the grammar practice activity. Then check the task as a whole class.
- From this point onwards, whenever convenient, you can ask the students to complete the further grammar practice activity for this lesson at the end of the unit.

Tour of a unit

Lesson 4 Vocabulary and story

Class Book

This lesson provides the third example answer to the Big Question for the unit. It presents and practises six items of vocabulary through a series of activities thematically linked to this answer post, and develops all four skills. The lesson includes the *Find Norman* story and includes comprehension checking and consolidation of this story.

Presentation of the vocabulary

Controlled oral practice of the vocabulary

The story includes examples of the vocabulary from this lesson and review language from previous lessons in the unit. It also introduces the grammar for Lesson 5 in context.

1 Listen and point. Then listen and repeat.

2 Think. Say how you feel and how you don't feel.

1 happy	2 sad
3 hungry	4 thirsty
5 angry	6 tired

3 BEFORE YOU READ Look at the story title and guess. What can you see in Birthday Land?

4 Listen and read.

5 AFTER YOU READ Watch the story video. Complete the activities.

Pre-reading task to generate interest and raise expectations for the story

There's an animated version of the story on the Classroom Presentation Tool.

The children who are introduced in the Starter unit appear in the story as avatars. Their challenge is to find Norman the chameleon with a little help from Blue Clue.

Activity Book

Reading practice of the vocabulary from the lesson

1 Lesson 4 Vocabulary and story

1 Listen and number. Then write.

angry thirsty happy tired hungry sad

1 angry 2 3
4 5 6

2 REMEMBER THE STORY Look, read and circle.

1 Laila is angry / happy.
2 Laila isn't hungry / angry.
3 Laila is thirsty / happy.

3 Read and tick ✓ the true sentence about Norman.

1 It's Norman's birthday.
2 Norman has got a balloon.
3 Norman has got a long tail.

Finished? Draw a picture of how you feel. Write a sentence.

9 nine

Story comprehension activity

Students remember Norman's hiding place each time.

Warm up

- Choose a warm-up activity from the teaching notes.

Class Book

- Ask the students to remember the Big Question; then find who has posted an answer in this lesson, and what their answer is.
- Present the vocabulary using the flashcards activity on the Classroom Presentation Tool or the flashcards from the Classroom Resource Pack.
- Ask the students to look at the pictures and point to the things they hear. Then play the recording. Play the recording a second time and ask the students to look, point and repeat the words.
- Use activity 2 to elicit the vocabulary from the lesson from the students. You can use the flashcards for this lesson from the Classroom Resource Pack to support the students' answers visually.

Classroom Presentation Tool

- Play the Lesson 2 vocabulary practice game on the Classroom Presentation Tool with the students at any point after Lesson 4 activity 2.

Class Book

- Ask the students to look at the first picture of the story only. Encourage them to tell you their ideas for the Before you read activity. Establish where the avatars are and tell them the name of the story.
- Play the recording of the story for the students to listen, read and follow in their Class Book.

Video

- Tell the students to watch the story animation and to listen carefully because they will be asked some more detailed questions afterwards. See also the suggestion for a viewing task in the teaching notes.
- Play the story animation on the Classroom Presentation Tool.

Activity Book

- The students complete the first vocabulary activity.
- The students then complete the comprehension activity to check and consolidate their understanding of the story.
- Lastly, the students remember and tick where Norman was hiding in the story.

Tour of a unit

Lesson 5 Grammar

Class Book

This lesson focuses on the new grammar structure, which was previewed in context in the Lesson 4 story. The new language is presented in Blue Clue's grammar chant. The students practise the new language through a listening activity, a communication game and reading practice. They also practise writing the vocabulary from the previous lesson.

Presentation of new grammar

Listening practice to check the meaning of the new grammar

This models the language and demonstrates the game for the next activity.

Communicative practice of the new grammar

Classroom Presentation Tool

A game on the Classroom Presentation Tool offers further practice.

Warm up

- Choose a warm-up activity from the teaching notes. Don't forget to make use of the wordcards, too.

Class Book

- Review the story by asking the students to listen and read the story again on Class Book pages 12 and 13, or by playing the story animation again on the Classroom Presentation Tool. If you show the animation, you can choose a video activity from the Ideas bank on pages 131–134.

- Focus the students on the picture of Blue Clue. Ask them what else they can see in the pictures for activity 1. Play the chant for them to listen to the first time. Then play it again and encourage them to join in as much as they can.
- Play the recording for the listening activity. Then check the task.
- Focus the students on the pictures in activity 3. Then play the recording for them to listen and repeat.
- Organize the students into pairs or groups to play the communication game.

Activity Book

Reading practice of the new grammar

1 Lesson 5 Grammar

1 Listen and match.

2 Look and write. Then act out.

1 Are you happy? Yes I am.

2 Are you angry?

3 Are you tired?

4 Are you hungry?

3 Answer the questions about yourself.

1 Are you hungry? _____ 2 Are you angry? _____

Extra Grammar Practice Page 70

10

Finished? How does your friend feel? Find out and draw a picture.

There is an extra grammar practice activity at the end of every unit.

1 Read and answer.

Yes, he is. Yes, she is. No, he isn't. No, she isn't.

1 Is she happy? No, she isn't.

2 Is he tired? _____

3 Is she hungry? _____

4 Is he sad? _____

5 Is she angry? _____

6 Is he thirsty? _____

70

Guided writing practice of the vocabulary from the previous lesson

hungry

thirsty

angry

tired

Wordcards support students' word recognition in fun warm-up activities

Classroom Presentation Tool

- Play the Lesson 5 grammar practice game on the Classroom Presentation Tool with the students at any point after Lesson 5 activity 4.

Activity Book

- Ask the students to do the reading grammar practice activity. Then check the task as a whole class.

- Ask the students to do the writing practice activity. Then check the task as a whole class.
- From this point onwards, whenever convenient, you can do the listening activity on the Extra Grammar Practice page for this lesson at the end of the book.

Tour of a unit

Lesson 6 Cross-curricular

Class Book

This lesson provides the fourth example answer to the Big Question for the unit. It presents content from key areas of the curriculum. New vocabulary is also highlighted, presented in context and practised. The lesson activities give the students opportunity to think about the content, consolidate and extend what they have learnt, and develop critical-thinking skills.

The cross-curricular content is presented through a listening activity with pictures for visual support.

This activity provides an opportunity for the students to think about the cross-curricular content and share their own ideas.

An activity practising the cross-curricular content

1 Lesson 6 Cross-curricular

1 Listen and point. Then listen and repeat.

How to make a birthday card

Why do we like birthdays?
I like birthday cards!

You need ...

- 1 card
- 2 string
- 3 sticky tape
- 4 pens

2 Think Guess and number the pictures in order.

3 Listen and check.

4 Think Design the front of the birthday card.

Art: how to make a birthday card 15 fifteen

Review vocabulary is practised in this unit. From Unit 2 onwards new cross-curricular words are presented and practised.

Productive activity consolidating the cross-curricular content

Activity Book

Practice of vocabulary from the lesson

Consolidation and extension of the cross-curricular content from the Class Book

1 Lesson 6 Cross-curricular

1 Match. Then write.

card string glue sticky tape

① ② ③ ④

_____ card _____

2 Find and write.

card glue string balloon sticky tape

_____ glue _____

Finished? Write a message for inside a birthday card.

11 eleven

Warm up

- Choose a warm-up activity from the teaching notes.

Class Book

- Ask the students to remember the Big Question; then find who has posted an answer in this lesson, and what their answer is.
- Present the cross-curricular content by playing the recording while the students look at the pictures and point.
- Ask the students to do the next activity. Then check the answers as a group.

- Monitor while the students do the pencil activity.
- Encourage the students to bring their own thoughts and ideas to the lesson content in the last activity.

Activity Book

- The students practise the review of cross-curricular vocabulary.
- They then consolidate and extend the cross-curricular content in an activity with cognitive challenge.

Tour of a unit

Lesson 7 Literacy and culture

Class Book

This lesson provides the fifth example answer to the Big Question for the unit, this time from a child from the wider international community. The lesson develops literacy skills through a specific text type, which also introduces the culture theme for this lesson. Social and civic values are also highlighted in this lesson.

In this lesson the posting child is from the wider international community. In this unit it is Georgios from Greece.

1 Lesson 7 Literacy and culture

1 BEFORE YOU READ Look at the pictures. Answer.

- 1 How many children are there?
- 2 Where are they?

2 Listen and read the instructions. Then answer your teacher's questions.

Why do we like birthdays?
I like party games!

How to play Statues

A game from Greece

- 1 One player is 'It'. 'It' closes his or her eyes. 'It' thinks of a number. The number is a secret.
- 2 'It' counts. The other children run around.
- 3 'It' counts to the secret number. Then 'It' shouts 'Statues!'
- 4 The other children stand like statues. They can't move.
- 5 'It' looks at the statues. The moving statues are out.
- 6 'It' tries to make the statues move.
- 7 The winner is the statue that doesn't move.

2 4, 2, 3, 4, 5, 6, 7 ...
3 ... 8, 9, 10, 11! Statues!
5 You're out!
6
7

3 AFTER YOU READ Complete the activities. All Page 12

Our Values
Be a good loser!

sixteen 16 Text type: Instructions • Culture: a game from Greece

This task develops prediction skills and activates students' prior knowledge and experience.

Find suggested comprehension questions in the teaching notes.

The Literacy lessons familiarize the students with a wide variety of different non-fiction and fiction text types.

The reading text raises awareness of culture in other countries.

This feature provides an opportunity to explain and promote social and civic values, and good citizenship.

Activity Book

Language practice based on the lesson content.

Further familiarization with the text type. Students personalize what they have learned.

This activity develops creative skills.

This activity develops collaborative skills.

You can take the opportunity to extend the task so that it has real aims for outside the classroom.

Lesson 7 Literacy and culture

1 Read and match.

2 Create Draw a scene from a game in your country. Tick ✓ the sentences that are true for your game.

Community Task Play the game with your friends or family.

You can play this game ...

- with one friend.
- with many friends.
- in the garden.
- in the house.
- at school.
- at a table.

Warm up

- Do the warm-up activity in the teaching notes.

Class Book

- Ask the students to remember the Big Question; then find who has posted an answer in this lesson, and what their answer is.
- Ask the students to tell you where they think this posting child is from and tell them when they guess correctly, or give them the correct answer.
- Ask the students to do the pre-reading activity, looking at the photos or pictures on the Class Book page. Discuss the students' ideas as a class.
- Tell the students to listen and read carefully, as you will ask them some questions afterwards.
- Play the recording and encourage the students to listen and read the text. Then check comprehension by asking them questions about the text. Suggested questions are provided in the teaching notes.

- Focus the students on the Our Values box. Use the teaching notes to discuss why the value is important and how we can practise good social and civic behaviour in our everyday lives.

Activity Book

- Ask the students to complete the language practice activity.
- Ask the students to do the text type consolidation and practice activity.
- Develop collaborative skills by using all the students' writing to generate a class project for a wider audience. See the teaching notes for tips and suggestions.

Tour of a unit

Lesson 8 Sounds and speaking

Class Book and Activity Book

This lesson is dedicated to oral skills. A specific English sound which is difficult for foreign-language learners is presented and practised through a rhyme or tongue twister. Students then practise language from the unit orally through a fun communication game.

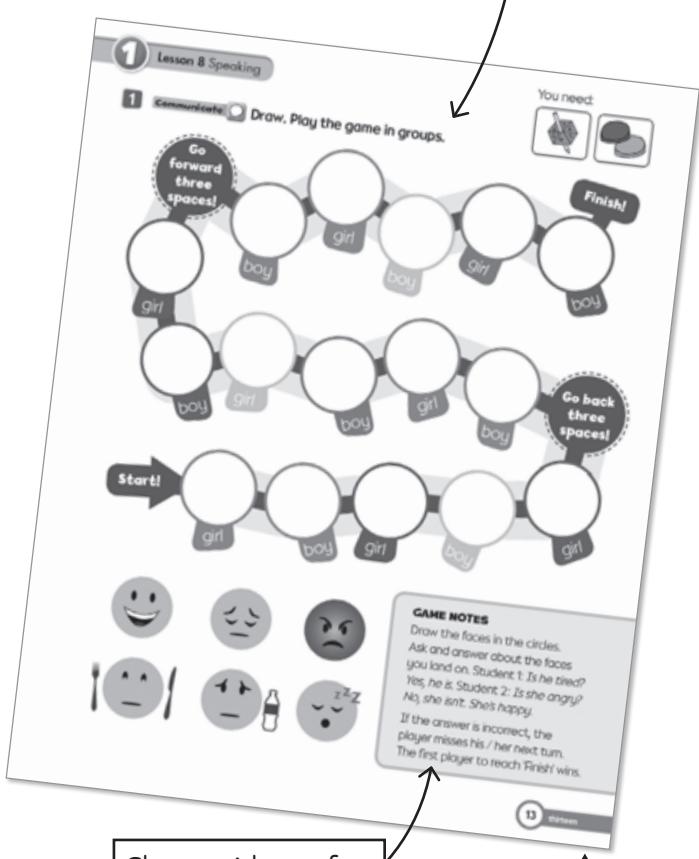
This activity presents the sound for this lesson with example words the students know.

Pronunciation practice of the target sound



Class Book

Language from the unit is reviewed through a game. The games vary across the course. Encouraging students to work together in groups or pairs fosters co-operation.



Activity Book

Warm up

- Do the warm-up activity in the teaching notes.

Class Book

- Play the recording for the students to listen and repeat. Play the recording again and repeat the activity as necessary.
- Play the recording of the rhyme or tongue twister, encouraging the students to listen the first time and then join in when they can. Challenge individual students to try saying the rhyme or tongue twister (as fast as they can!) themselves.

Activity Book

- Give clear instructions for the game and do a demonstration with some of the students in the class while displaying the Activity Book page on-screen via the Classroom Presentation Tool. Check that the students have understood how to play by asking concept-checking questions.
- Divide the class into groups to play the game.
- Monitor while the students are playing. Praise the students when they use English well. Make a note of any common errors the students make with the new language and plan to provide more revision or practice in the next class if necessary.

Tour of a unit

Lessons 9 and 10 The Big Question Review

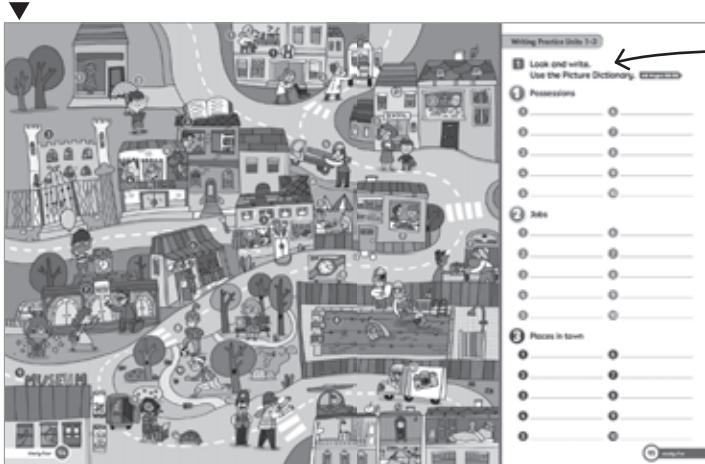
Class Book and Activity Book

Lessons 9 and 10 are the round-up lessons which review all the vocabulary and grammar from the unit through the interactive Big Question Review video. The lesson also encourages reflection and discussion of the unit's Big Question, and provides an opportunity for the students to answer the question for themselves. Students are challenged to produce some of the vocabulary they have learned in the writing pages at the end of the Class Book, and in the personalized mini books they make. They also evaluate their own progress in this unit.

The Big Question Review video is interactive. It reviews both sets of vocabulary and grammar from the unit.

There is a fun writing practice activity for the Lesson 2 vocabulary at the back of the book. See below.

Class Book



Students have to find and write ten vocabulary items which are numbered and colour-coded for each unit.

The Picture Dictionary develops skills of learning to learn. Students can refer to this for their writing practice.

1 Picture Dictionary Possessions

balloon board game camera chocolate dinosaur

dress jigsaw necklace umbrella watch

1 Picture Dictionary Feelings

angry happy hungry

sad thirsty tired

What are your favourite words?

Activity Book

This technique encourages students to bring their own opinions, ideas and experience to the lesson. It also helps to prepare them for the activity, gives them a purpose for speaking, and therefore maximizes their oral production.

Students remember the answers to the Big Question from the unit.

2 Find and write (page 96)

3 Think, pair, share! Answer.

4 Create (page 100-101) Make a mini book. Write. Read at home.

5 Colour, self-evaluation

My work in unit 1 is:

OK good excellent

Class Book

Students answer the Big Question with their own ideas.

Warm up

- Do the warm-up activity in the teaching notes.

Video

- Play the Big Question Review video, encouraging the students to join in as prompted by the video's teacher presenter.

Class Book

- Tell the students to look at the picture on the Writing Practice pages, and find and write the words for this unit. Encourage them to use the Picture Dictionary in the Activity Book to help them.
- Then ask the students to look at the words at the bottom of the Picture Dictionary page, and write their favourite words for this unit in the space provided.
- Encourage the students to remember the five different answers to the Big Question in this unit. Find each

one on the on-screen Class Book on the Classroom Presentation Tool and review them, or write the five answers on the board.

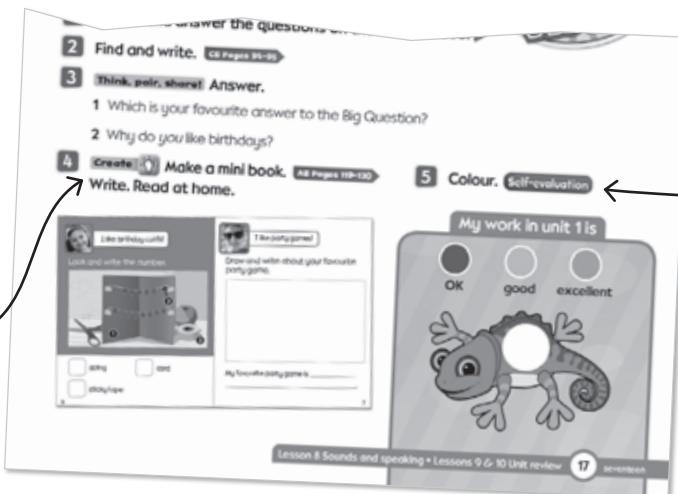
- Focus the students on the two questions in activity 3. Tell them to think about their own answers for a few minutes. Then organize the students into pairs and ask them to compare their ideas. Lastly, encourage the students to share their ideas and answers as a class.
- Extra activity:** Ask the students to make their own answer post for the Big Question of this unit by drawing a picture to illustrate their answer and adding a profile picture of themselves. Help them to write their answer post in English. Make a Big Question poster with all their answer posts. Alternatively, use this as an opportunity for digital collaborative learning. Students can post their answers onto a school blog or share their answers through a blog with other schools. See the digital collaborative learning section in the Introduction.

Tour of a unit

Lessons 9 and 10 The Big Question Review

Class Book and Activity Book

Students make and personalize their mini book.



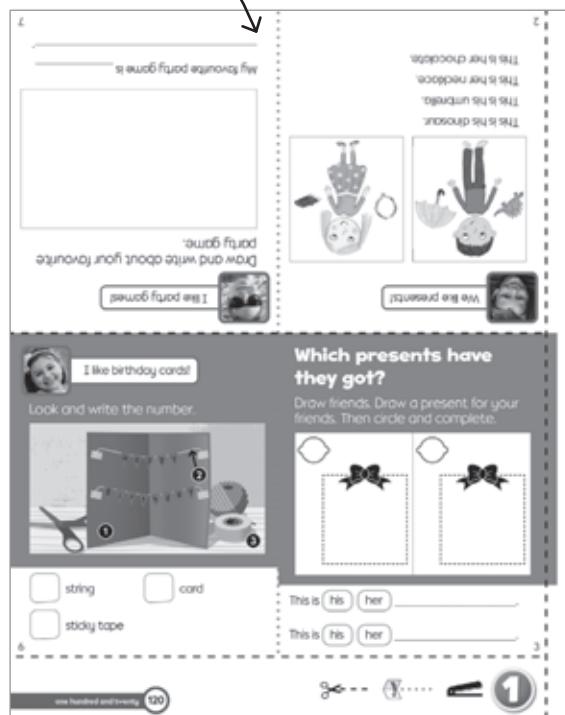
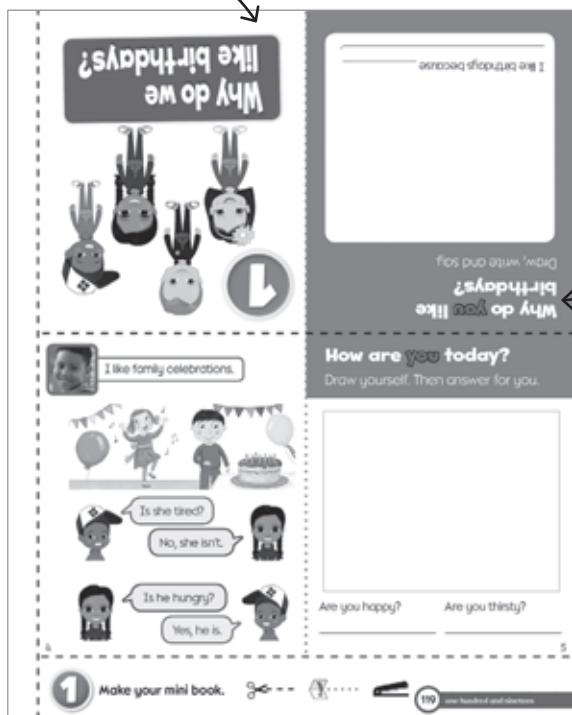
Students evaluate their progress in the unit.

◀ Class Book

Consolidation and productive practice of the language from the unit

Students personalize the language they have learned.

Reading the mini books to a parent or guardian forms a beneficial home-school link.



◀ Activity Book

Activity Book

- Students cut out, make and complete their mini books.
- Encourage students to take their mini books home to show and read to their parents or guardians.

Class Book

- Students do the self-evaluation activity. They rate their work in the unit by colouring Norman according to the key.

NB We suggest to split Lessons 9 and 10 as follows: activities 1–3 in Lesson 9 (review video and Big Question round-up), activities 4–5 in Lesson 10 (mini book and self-evaluation).

Tests

- At the end of a unit, students can do the unit test, as well as the end-of-term or end-of-year test, as appropriate. The tests are available as printable or editable documents, so the material can be adapted to suit individual students or classes.
- Use the evaluation grids and portfolio material to assess students' progress.

Tour of other lessons

The Big Projects

Class Book and Activity Book

The Big Projects provide an opportunity for hands-on, student-centred learning and develop the 21st century skills of critical thinking, communication, collaboration and creativity. They also present and practise everyday language to ensure students are equipped linguistically for the productive stages.

In the first project stage students think about new language, or review language they know, to help them in their project work.

The Make stage gives the students an opportunity to develop creative skills.

Presentation and practice of language the students will need to participate in the final project stage

The Big Project 1

A garden collage

Think about It

1 Think Which garden words can you remember? Whole class

flower hedge tree carrots bird apples

2 Think What's in your perfect garden? Ask your teacher. Whole class All personal activity

Make

3 Create Make a garden collage. Product group

1 Find things to use for your perfect garden collage. You can take photos, find pictures on the internet or make things.

2 Stick things on a sheet of paper.

3 Finish your collage.

Put your collages on the wall.

English in use

4 Listen and read. Then repeat. Whole class

I like the bird.
Where's the bird?
It's here.

I like the ball.
Where's the ball?
It's there.

Practise

5 Collaborate Talk about your garden collages. Whole class

I like the white flower.

The Big Project 1

A garden collage

1 Complete the puzzle.

plant	hedge	chair	tree	flower	bird	jeep	lettuce	carrots	apples
-------	-------	-------	------	--------	------	------	---------	---------	--------

2 Tick ✓ your favourite activity. Self-evaluation

Community Task

Invite children from other classes to look at your garden collages.

Where's the tree?

The final stage is social and allows students to share and make active use of their project work, developing skills of collaboration and communication.

Practice of the new or revised language needed for the project

After the project, students are encouraged to reflect on their work.

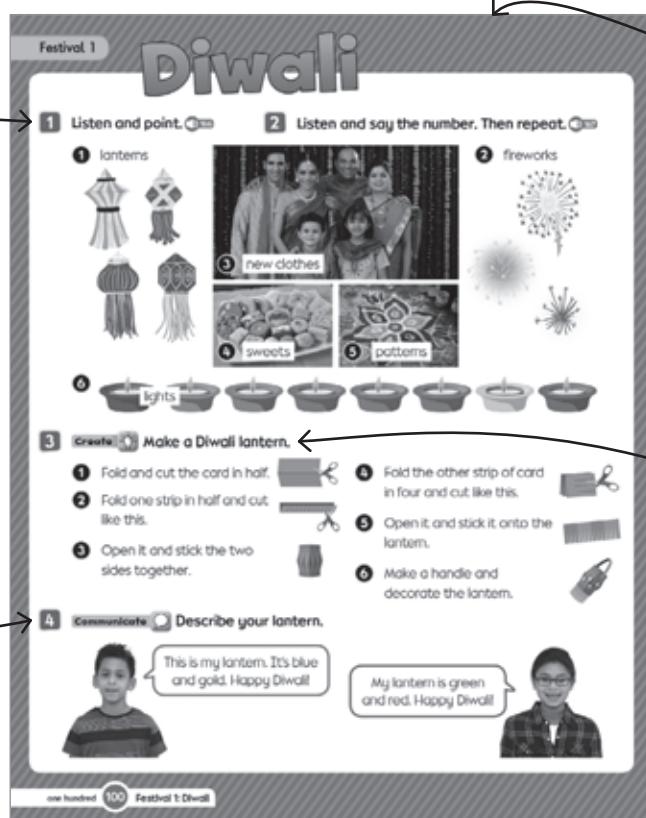
Tour of other lessons

Festival lessons

Class Book and Activity Book

The Festival lessons develop intercultural knowledge. Engaging with the content of these lessons helps students develop a stronger understanding of the culture behind the language they are learning. These lessons also present and practise vocabulary to support the festival themes and provide integrated skills practice.

High-frequency vocabulary related to the theme is presented.



Students share and talk about what they have made.

The Festival lessons are to be used at the appropriate time of year.

Students are encouraged to actively engage with the lesson content in these personalized tasks.

Students activate their knowledge through a fun task.

The festival vocabulary from the lesson is consolidated and practised.

Tour of other lessons

Exam Preparation and Practice Pre A1: Starters

This lesson develops the language skills students need to take the Cambridge English Qualifications Pre A1 Starters exam, as well as familiarizing them with the style of questions used in the exam. However, these practice activities are not mock-papers.

These Class Book pages prepare students for the Cambridge English Qualifications Pre A1 Starters Listening exam and Speaking exam.

1 Listen and draw lines. There is one example.

Grace Hugo Dan Matt

2 Look at the picture. Point, ask and answer.

Tell me about the dinosaur.
It's his dinosaur.
It's big and green.

Kim Nick May

one hundred and two 102 Listening Part 1 + Speaking Part 2

Class Book

All parts of the Cambridge English Qualifications Pre A1 Starters exam are covered by the end of Level 2.

The Activity Book pages prepare students for the Cambridge English Qualifications Pre A1 Starters Reading and Writing exam.

1 Look at the pictures. Look at the letters. Write. There is one example.

Example

s a j
g i w

Questions

1 _____

2 _____

3 _____

4 _____

5 _____

Reading and Writing Part 3 85 eighty-five

Activity Book

Further materials to prepare students for the Cambridge English Qualifications Pre A1 Starters exam are available on the Exam Power Pack DVD.

Warm up

- Choose a warm-up activity from the teaching notes for this lesson.

Class Book

- Focus the students on the first activity, using the example to explain the task.
- Play the recording for the students to listen and do the activity. Check the task as a class.
- Focus the students on the next activity. Demonstrate the example dialogue with a student in the class. Organize the students into pairs to do the speaking task. Monitor and help students where necessary.

Activity Book

- Focus the students on the activity, using the example to explain the task.
- Ask the students to do the reading and writing practice independently.
- When students have finished, pair them with other students to compare their answers.
- Check the activity as a class.

Tour of the Classroom Presentation Tool

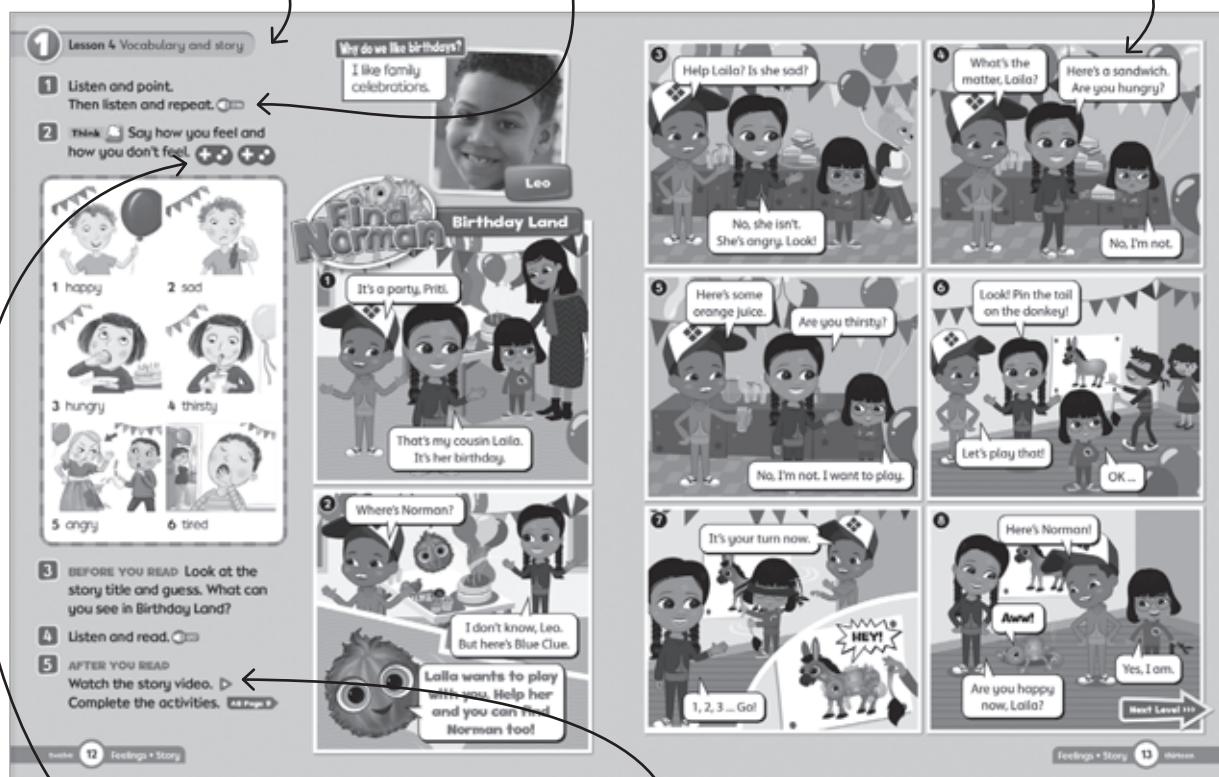
Classroom Presentation Tool

The Classroom Presentation Tool digital component is for use in conjunction with the Class Book and Activity Book print materials. It is a valuable tool for effective classroom management, providing a clear focus in the classroom and strong visual support for students, as well as extra practice of new language through engaging digital games.

There are on-screen versions of both the Class Book and Activity Book on the Classroom Presentation Tool.

All audio recordings can be accessed.

The unit story animation is found on the Classroom Presentation Tool.



There's a fun game and a flashcard activity to practise vocabulary.

The video material is also easily accessed.

What's your favourite time of year?

Lesson 1

Vocabulary, functional language and song

Lesson Objectives

Introduce the unit and the Big Question: What's your favourite time of year?

Learn a song about birthdays.

Review: months of the year.

Practise asking and answering *What's your favourite time of year?*

Language

Review: months of the year; *When's your birthday?*

Warm up

Bring a calendar into class and elicit what it is. Go through it, asking students the months of the year. Prepare sets of wordcards with the months of the year. Divide the class into groups of four and give each group a set of cards. Set a time and tell students to race to put the months in the correct order. When groups have finished say the months in random order and ask students to touch each card as you say it.

Class Book page 4

1 Listen and point to the photos. Then listen and sing. 001

- Ask students to open their Class Books at page 4. Show the class the photos of the children and explain that these children are in every unit of *Bright Ideas 2*. Help students to read out the children's names.
- Play the song from the Starter Unit Lesson 1 and tell students to point to the characters as they hear their names.
- Play the song again and encourage students to sing along.

TIP In a class with less confident students you can pause the audio every time a character's name is mentioned to give students time to find the correct photo.

KEY COMPETENCES Cultural awareness and expression

Expressing themselves through music helps students to develop cultural awareness and expression. Play the song again, and encourage students to join in as much as possible. You can play the song as many times as you like, as long as the students are enjoying themselves and trying to join in.

2 Listen and point. Then listen and repeat. 002

3 Listen and repeat. 003

4 Ask and answer. Communication

Activity Book page 2

1 REMEMBER THE SONG Write the names. 001

ANSWERS

Zara, Finn, Leo, Chen, Rosie, Ted, Priti, Emily

TIP Mixed-ability teaching

- In a class with less confident students you could ask students to do the activity in pairs.
- Challenge stronger students by asking them to cover the word box with the names and writing them in the correct month as they listen.

2 Complete the calendar.

- Tell students to write the missing months in the calendar.

ANSWERS

April, May, July, August, September, December

3 Read and answer.

ANSWERS

- November
- January
- It's in September.
- It's in June.
- Students' own answers

Lesson 2

Vocabulary, functional language and song

Lesson Objectives

Present and practise seasons.

Develop listening, speaking and word-level reading and writing skills.

Learn to ask and answer about birthdays.

Language

New: *summer, winter, spring, autumn, hot, cold, leaves, appear*

Class Book page 5

Warm up 001

Play the song from Lesson 1 of the Starter Unit. Encourage students to join in as much as possible.

1 Listen and point. Then listen and repeat. 004

2 Listen and sing. 005

TIP Write *spring, summer, autumn, winter* on the board. Then call out the months of the year and ask volunteers to write them in the correct columns on the board. Then ask the students to write the months and mark the word stress:

January, February, March, April, May, June, July, August, September, October, November, December, and practise saying them.

Then you could ask students to write two or three words they associate with each season in the column, for example: spring – *new leaves, flowers, baby animals*; summer – *hot, sunny, holidays*; autumn – *brown leaves, windy, birds*; winter – *cold, snow, white*. Play the song for the students to listen to and sing. You could divide the class into groups of 4–6 and ask each group to sing one of the verses. Once they are confident they can sing it in pairs.

3 Look and write the season. Critical Thinking

ANSWERS

- 1 Spring
- 2 Summer
- 3 Autumn
- 4 Winter

4 Listen and repeat. 006

5 Ask and answer. Communication

ANSWERS

Students' own answers

Activity Book page 3

1 Write the seasons. Then say.

ANSWERS

spring
summer
autumn
winter

2 Complete the sentences. Then circle your favourite time of year.

ANSWERS

- 1 cold
- 2 hot
- 3 favourite
- 4 summer, winter

Students' own answers.

3 REMEMBER THE SONG Write the questions and answers. 005

ANSWERS

- 1 In spring - c
- 2 In summer - d
- 3 In autumn - a
- 4 In winter - b

4 When are the seasons in your country? Say the months. Critical Thinking

ANSWERS

Students' own answers

Lesson 3 Alphabet and story

Lesson Objectives

Present and practise the alphabet.

Develop listening, speaking and reading skills.

Check and consolidate understanding of the Alphabet Land story.

Language

New: *apple, goat, glasses, green, eggs, mouth, mouse, milk, game*

Warm up

Revise the alphabet by asking students to stand in a circle. Give the first student a soft toy or scrunched-up piece of paper and tell them to start with A. They pass the ball to the next student who says B and so on till they reach Z.

Class Book pages 6–7

1 Listen and point to the letters. Then listen and repeat. 007

TIP For more practice of the alphabet, play a game of alphabet *Bingo!* from the Ideas bank on page 131.

2 Listen and say the chant. 008

- Play the recording for the students to listen. Then play the recording again for students to say the chant.

3 Spell your name. Critical Thinking

4 BEFORE YOU READ Look at the story title and guess. What can you see in Alphabet Land?

- Ask students to read the title of the story and guess what they can see in Alphabet Land.

ANSWERS

Students' own answers

KEY COMPETENCES Learn to learn

Asking the students to look at the title before they read develops their critical-thinking sub-skill of making predictions. You could ask them if their ideas were right.

5 Listen and read. 009

- Play the story recording for the students to listen and read.

6 AFTER YOU READ Watch the story video. ▶ Complete the activities.

TIP Before the students watch the story video tell them to listen carefully for when the characters say letters and to try to remember what they are. This will give them a purpose for listening and also help them with the follow-up activities in the Activity Book.

Activity Book pages 4–5

1 Listen and write. 010 Then write the letter.

TIP Make the listening more active by dividing students into groups of three or four and providing letter cards with only the letters of the names. Tell students to lay the cards face up on the table then listen and put the letters in the correct order to spell the name. When the audio is finished students can write the names in their books.

Audio transcript

1

Adult Chen, how do you spell your name?

Chen It's C-h-e-n.

2

Adult Excuse me, how do you spell your name?

Rosie It's R-o-s-i-e.

Adult Can you repeat that, please?

Rosie R-o-s-i-e.

3

Adult How do you spell your name?

Ted It's easy. It's T-e-d.

Adult Thank you.

4

Adult How do you spell your name?

Emily E-m-i-l-y.

Adult E-m-i-l-y

Emily That's right.

5

Adult How do you spell your name?

Zara Z-a-r-a.

Adult S ...

Zara No. Z-a-r-a.

Adult OK, thanks.

6

Adult How do you spell your name?

Finn F-i-double n.

Adult Can you say that again?

Finn F-i-n-n.

Adult Thank you.

ANSWERS

- 1 Chen b 2 Rosie c 3 Ted a 4 Emily f
5 Zara d 6 Finn e

2 REMEMBER THE STORY Write the missing letters.

ANSWERS

- 1 e 2 m 3 a 4 g

The word is: game

3 REMEMBER THE STORY Write True or False.

- Students can look back at the story on pages 6 and 7 of their Class Books to help them complete the activity.
- Check answers by reading the statements and asking students to stand up if the answer is *True* and remain seated if the answer is *False*. This will encourage all students to take part in the feedback stage.

ANSWERS

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

TIP Ask students to give the correct answers for the *False* answers in exercise 3.

ANSWERS

- 2 She's got eleven eggs.
3 The first picture is a mouse.
5 Finn and Zara find four letters.

4 Look and write. Critical Thinking

- Ask students to work in pairs and look at the picture clues to work out the words. Check answers by asking individual students for their answers.

ANSWERS

- 1 nine 2 oval 3 rabbit 4 mouse 5 arm 6 nose

5 Find the hidden word in activity 4. Then draw.

- Ask students to write the hidden word in the spaces.

ANSWER

It's Norman.

TIP Do a mingling activity. Ask students to walk around the room and ask three other students to spell their name. Students should write the name in their notebooks. During feedback ask students to tell you a name they wrote down and spell it for you. Ask the student whose name it is to confirm if it is spelled correctly.

1

Why do we like birthdays?

Lesson 1 The Big Question

Lesson Objectives

Introduce the unit and the Big Question: Why do we like birthdays?

Present a video about birthdays.

Review language from previous units.

Language

New (passive): *birthday, cake, candles, party games, musical chairs, pin (v), blow out*

Review: family members; food; numbers 1–7

Warm up

Play *Whisper* the flashcard from the Ideas bank on page 131.

Class Book pages 8–9

1 Look at the pictures with your teacher. Answer. What can you see?

- Talk about the pictures on pages 8–9 with the class. Encourage the students to say the names of all the things they can see.

SUGGESTED ANSWERS

a cake, candles, fruit (raspberries), chocolate, a dress, a camera, children, a living room, a sofa, a balloon

TIP Use the Big Picture to lead into the Big Question video. Ask the students to look at the Big Picture. Point to the candles and ask *How many are there?* Ask students what words the candles spell. Ask students around the class *Do you like cake? Do you like birthdays?*

2 Watch the Big Question video. Do you like Felix's birthday party?

- Ask students *Who is at Felix's birthday party?* (His friends, his mum, his dad, his grandma and his grandpa.)
- Ask *How old is Felix?* (Seven) Then ask students around the class *How old are you?*
- Ask students to say whether they like Felix's birthday party and encourage them to say what they like about it.

Video transcript

See page 137.

ANSWERS

Students' own answers

3 Watch the Big Question video again. Which foods and drink can you see?

- Play the video again for the students to join in when the narrator counts the candles on the birthday cake.

- Ask students what foods and drink they can see on the video. You can play the video again for students to remember the foods and drink. Ask the students what they like to eat and drink at birthday parties.

ANSWERS

sandwiches, fruit, juice, cake

Activity Book page 6

1 Listen and match. 011

Audio transcript

- 1 A Happy birthday, Naji!
B Thank you! I love my birthday!
A Why do you like your birthday?
B My family is here! It's great!
2 A Why do you like birthdays, Ella?
C I like the cake and the candles. Look, there are seven candles on Naji's cake! He's seven today!
3 D I like my birthday, too!
A Why do you like your birthday, Josh?
D I like party food. My favourite food is sandwiches. There are lots of sandwiches at Naji's party!
4 A Do you like your birthday, May?
E Yes, I do. My friends come to my house. We play games!

ANSWERS

1 c 2 a 3 b 4 d

2 Look and complete.

- Students complete the sentences in their books.

ANSWERS

1 candles 2 sandwiches 3 cousins 4 seven

Lesson 2 Vocabulary and song

Lesson Objectives

Present and practise vocabulary for presents.

Develop listening, speaking and word-level reading and writing skills.

Develop critical-thinking skills by saying what you've got and what you haven't got.

Language

New: *board game, jigsaw, balloon, camera, dress, necklace, chocolate, watch, umbrella, dinosaur; (passive) Happy birthday!, Lucky you!, new, presents, lots of*

Review: *toys, There's a ..., We like ...*

Warm up

Review the structure *There's a ...* by playing a memory game. Stick five of the Unit 1 possessions flashcards on the board. Point to each of the flashcards in turn and ask students to name the items. Turn the flashcards face down, so that the students can't see them. Ask students to say what flashcards there are (e.g. *There's a (necklace)*). Turn the flashcards around on the board as students remember them. Repeat using different sets of flashcards.

Class Book page 10

1 Listen and point. Then listen and repeat. 012

- Play the recording for the students to listen and point to the correct items in the picture.
- Play the recording again for the students to repeat the words.

2 Listen and point. Then listen and sing. 013

- Play the song for the students to listen and point to the correct items in the picture.
- Play the song again and encourage the students to join in as much as possible.

3 Say what you've got and haven't got. Critical Thinking

- Say *I've got (a dress and a watch). I haven't got (a dinosaur). What about you?*
- Encourage students around the class to talk about what items they have / haven't got.
- Make sure students understand that we don't need to use *a* with *chocolate*, but we do need to use *a* with the other items.

ANSWERS

Students' own answers

4 Put on the stickers.

- Tell the students that one of the Activity Book activities involves putting on stickers. They will find the stickers at the back of their Activity Books.

Activity Book page 7

1 Read, find and tick ✓ or cross X.

- Point to the picture and ask students how many presents they can see (18) and how many balloons they can see (4).
- Explain that students need to tick the words which are in the picture and cross the words which are not in the picture.

ANSWERS

✓ = jigsaw, camera, dinosaur, dress, watch, necklace, umbrella, balloon, board game, chocolate
✗ = book, robot, scooter, skateboard, boat

2 Look and put on the stickers. Write.

- Point to each of the silhouettes in the Activity Book and ask students what present they think each one shows.
- Ask students to turn to the sticker page. Point to each of the stickers and ask students to say the correct words and then put on the stickers.

ANSWERS

board game, balloon, necklace, watch, camera, dinosaur, jigsaw, dress, chocolate, umbrella

Lesson 3

Grammar

Lesson Objectives

Present and practise using the possessive adjectives *his* and *her*.

Develop listening, speaking, reading and writing skills.

Develop critical-thinking and communication skills by working out a puzzle.

Language

New: *This is his (camera). This is her (necklace).*

Review: *board game, jigsaw, balloon, camera, dress, necklace, chocolate, watch, umbrella, dinosaur*

Warm up

Review the vocabulary for possessions from the previous lesson. Play the Unit 1 Lesson 2 vocabulary practice game on the Classroom Presentation Tool.

Class Book page 11

1 Listen. Then repeat. 014

- Play the recording for the students to listen and follow the dialogue in their Class Book.
- Play the recording again, pausing after each line for the students to listen and repeat.

TIP Make sure the students understand that we use *his* for boys and *her* for girls. Ask a boy and a girl to come to the front of the class and stand either side of the board. Invite another student to come to the front of the class. Hand this student one of the Unit 1 possessions flashcards. Say *This is (his / her) (jigsaw)*. The student gives the flashcard to the correct person (the boy or the girl). Repeat with other students. You can replace the boy and girl with other students so that all students have a chance to give flashcards to the correct people.

2 Act out. Collaboration

- Allow students time to practise the dialogue in pairs.
- Invite pairs of students to act out the dialogue for the class.

TIP As an extension, students can change the dialogue to make it about different items (e.g. *This is his / her / my (cake / present / card)*). Invite pairs of students to act out their new dialogues for the class.

3 Look and guess. Critical Thinking

- Point to the pictures and ask students to say what objects they can see.
- Ask students who they think each object belongs to, e.g. *Is it his / her (dinosaur)?* Students should only be guessing at this stage, so there are no right or wrong answers.

TIP You can use this as an opportunity to question any gender stereotypes which arise. For example, some students might expect the dinosaur to belong to the boy, but girls like dinosaurs too.

ANSWERS

Students' guesses

4 Follow and draw in activity 3. Then listen and point to your pictures. 015

- Tell the students to follow the lines in activity 3 to find out which box each object should be in. They should then draw the objects in the correct boxes.
- Play the recording for students to point to the objects which they have drawn in their books.

Audio transcript

This is his chocolate.
This is his umbrella.
This is his board game.
This is her dinosaur.
This is her watch.
This is her jigsaw.

ANSWERS

Boy: chocolate, umbrella, board game
Girl: dinosaur, watch, jigsaw

5 Point to pictures 1–6 and the boy and the girl.

Say.

- Point to picture 1 and say *This is ...*. Point to the boy and girl and elicit the sentence *This is her/dinosaur.*
- Tell students to point to the pictures and make sentences in pairs. Move around the class and make sure the students are using the correct possessive adjectives.

ANSWERS

This is his chocolate.
This is his umbrella.
This is his board game.
This is her dinosaur.
This is her watch.
This is her jigsaw.

Activity Book

1 Read and circle.

- Explain that students need to look at the smaller pictures, find the objects in the two larger pictures, and then circle *his* if the object belongs to the boy and *her* if the object belongs to the girl.
- Check answers by asking students to read out the sentences with the correct words.

ANSWERS

1 her 2 her 3 his 4 her 5 his 6 his

TIP Mixed-ability teaching

- Support less confident students by guiding them through the activity as a class. Point to each of the smaller pictures in turn and ask students to name the objects and then find them in the larger pictures. Ask *Is this his/her (chocolate)?* about each object and encourage students to say sentences, e.g. *This is (his) (chocolate).* Students can then complete the activity in their books.
- Stretch more confident students by asking them to point to other items in the larger pictures and say sentences about them once they have completed the activity, e.g. *This is her (cushion). / This is his (bed).* Students can do this in pairs.

2 Complete. Use *his* or *her* and a word from the box.

ANSWERS

1 her dress 2 his scooter 3 is his jigsaw 4 This is her necklace. 5 This is her robot. 6 This is his book.

Lesson 4

Vocabulary and story

Lesson Objectives

Present and practise vocabulary for feelings.

Develop listening, speaking and reading skills.

Check and consolidate understanding of the Birthday Land story.

Language

New: happy, sad, hungry, thirsty, angry, tired, (passive) orange juice, Are you (tired)? Yes, I am. No, I'm not., Is he/she (hungry)? Yes, he/she is. No, he/she isn't., It's your turn now.

Review: numbers 1–3; Where's Norman? I don't know. Here's ..., party, pin (v), tail, donkey, sandwich, play, go

Warm up 013

Play the song from Lesson 2 again. Encourage the students to join in. If you like, you can choose a song activity from the Ideas bank on page 132.

Class Book

1 Listen and point. Then listen and repeat. 016

- Play the recording for the students to listen and point to the correct pictures.
- Play the recording again for the students to repeat the words.

2 Say how you feel and how you don't feel.

Critical Thinking

- Say *I'm happy. I'm not sad. I'm thirsty. I'm not hungry.* Mime each of the feelings as you say the words.
- Ask students around the class to say how they feel and how they don't feel. Prompt students if necessary by asking *Are you (sad/happy/etc.)?*

ANSWERS

Students' own answers

KEY COMPETENCES Social and civic competences

Understanding how people feel is an important part of developing social and civic competences. Ask students how they can tell if people feel sad / happy / angry / tired. Ask them what they can do to help people who feel sad / angry / tired (be kind, say sorry (if you have made them angry!), help them with their work, etc.).

3 BEFORE YOU READ Look at the story title and guess. What can you see in Birthday Land?

ANSWER

Students' own answers

4 Listen and read. 017

- Play the story recording for the students to listen and follow the story in their books.

5 AFTER YOU READ Watch the story video.

Complete the activities.

TIP Before the students watch the story video, ask them to remember how the people in the story feel while they are watching.

Activity Book page 9

1 Listen and number. 018 Then write.

- Point to each of the people in the picture and ask students to say how each person feels.
- Students write the numbers of the people in the picture next to the words in their books.

Audio transcript

- He's angry.
- She's sad.
- She's thirsty.
- He's happy.
- He's hungry.
- She's tired.

ANSWERS

- angry
- sad
- thirsty
- happy
- hungry
- tired

2 REMEMBER THE STORY Look, read and circle.

- Students look at the pictures, read the sentences and circle the correct words.
- Ask the students to read out the sentences with the correct words.

ANSWERS

- angry
- hungry
- happy

3 Read and tick ✓ the true sentence about Norman.

ANSWER

- ✓

Lesson 5

Grammar

Lesson Objectives

Present and practise using *Are you (tired)? Yes, I am. No, I'm not.*, *Is he / she (hungry)? Yes, he / she is. No, he / she isn't.*

Practise talking about how you feel.

Develop listening, speaking, reading, writing and communication skills.

Language

New: *Are you (tired)? Yes, I am. No, I'm not.*, *Is he / she (hungry)? Yes, he / she is. No, he / she isn't.*

Review: *happy, sad, hungry, thirsty, angry, tired*

Warm up

Review the feelings from the previous lesson by playing the Unit 1 Lesson 4 vocabulary practice game on the Classroom Presentation Tool.

Play miming games from the Ideas bank on page 132, inviting students to mime feelings for their teams to guess.

Class Book page 14

1 Listen and say the chant. 019

- Play the chant for the students to listen.
- Play the chant again, pausing after each line for the students to repeat.
- Play the chant all the way through again for students to join in as much as possible.

2 Listen and circle. 020

- Tell the students to look at the pictures. Ask students to say how the people feel in each picture.
- Play the recording once through, then play it again, pausing after each item for the students to circle the correct pictures in their books.

Audio transcript

- A Is she happy?
B Yes, she is.
- B Is he thirsty?
A No, he isn't.
- A Is she tired?
B Yes, she is.
- B Is he sad?
A Yes, he is.
- A Is she hungry?
B No, she isn't.
- B Is he angry?
A Yes, he is.

ANSWERS

Students circle:

- the happy girl
- the boy who isn't thirsty
- the tired girl
- the sad boy
- the girl who isn't hungry
- the angry boy

3 Listen and repeat. 021

- Play the recording. Then play it again, pausing after each sentence for the students to listen and repeat.

4 Find two feelings that are the same. Play the game. Communication

- Model the game with confident students for the class to observe. Make sure students understand that they need to take turns to ask about how their partner feels, and try to find two feelings that they both have.
- Students play the game in pairs. Move around the class and make sure they are using the correct structures. Invite confident students to model the game for the rest of the class to observe.

Activity Book page 10

1 Listen and match. 022

- Play the first item on the recording. Ask students which picture in the bottom row matches how number 1 is feeling.
- Play the rest of the recording, pausing after each item for students to match the children to the pictures.

Audio transcript

1 A Hello, Naji. How are you today? Are you sad?

B No, I'm not.

A Are you tired?

B Yes, I am. I'm very tired.

2 A Is Ella happy today?

B No, she isn't.

A Is she sad?

B Yes, she is.

A Oh dear.

3 A What about May? Is she hungry?

B No, she isn't.

A Is she thirsty?

B Yes, she is.

4 A Is Josh thirsty too?

B No, he isn't.

A Is he hungry?

B Yes, he is.

5 A Is Luca angry today?

B No, he isn't.

A Is he happy?

B Yes, he is. He's very happy.

A Great!

ANSWERS

1 e 2 d 3 b 4 a 5 c

2 Look and write. Then act out.

- Students read the questions, look at the pictures and write the answers.

ANSWERS

1 Yes, I am. 2 No, I'm not. 3 Yes, I am. 4 No, I'm not.

3 Answer the questions about yourself.

ANSWERS

Students' own answers

Lesson 6 Cross-curricular

Lesson Objectives

Learn about how to make a birthday card.

Present and practise topic-related CLIL vocabulary.

Develop listening skills by putting pictures in order.

Develop critical-thinking skills by designing a birthday card.

Language

New: *card, string, sticky tape, scissors, pens, glue, (passive)*

You need ..., *fold, piece, cut, stick, take, other*

Review: triangles, 13

Warm up

Review the possessions vocabulary from this unit by playing a game of *Pass the flashcard* from the Ideas bank on page 132. Use the possessions flashcards and the song from Lesson 2.

Class Book page 15

1 Listen and point. Then listen and repeat. 023

- Point to the pictures and read out the words.
- Play the recording for the students to listen and point to the correct pictures.

2 Guess and number the pictures in order.

Critical Thinking

- Show students the pictures showing the different stages of making a birthday card. Ask students which picture they think is first and which picture they think is last.
- Ask students to guess the order of the pictures. Accept all answers at this stage.

3 Listen and check 024

- Play the recording for the students to listen and point to the pictures in the correct order. Ask students if their guesses in activity 2 were correct.
- Play the recording again for the students to listen and number the pictures in order.

Audio transcript

1 Fold one piece of card.

2 Take the other piece of card. Cut 13 triangles with the scissors.

3 Write *Happy Birthday* on the triangles.

4 Cut two pieces of string.

5 Stick the triangles to the string with sticky tape.

6 Stick the two strings with *Happy Birthday* in the card.

ANSWERS

Pictures 2, 1, 3, 5, 6, 4

4 Design the front of the birthday card. Critical Thinking

- Point to the pictures in activity 3 and explain that this is just the inside of the card. A birthday card needs a picture on the front too.
- Ask students what things they could draw on the front of a birthday card (e.g. a cake, presents, balloons, candles, etc.).
- Students draw their designs for the front of the card in the space provided.
- Invite students to show their designs to the class and say what is on the front of their card.

ANSWERS

Students' own answers

KEY COMPETENCES Cultural awareness and expression

Expressing their ideas through arts and crafts helps students to develop skills in cultural expression and encourages creativity. Praise students for their designs and encourage them to look at and praise other students' designs too.

Warm up

Play *Snap!* from the Ideas bank on page 131 using the Unit 1 possessions and feelings flashcards and wordcards.

Class Book page 16

1 BEFORE YOU READ Look at the pictures.

Answer.

- 1 How many children are there?
- 2 Where are they?

ANSWERS

1 Four.

2 They are at a birthday party.

CULTURE NOTE Point to the photo of Georgios and ask the students if they know where he is from. Explain that Georgios is from Greece. Help the students to find Greece on a map or globe.

Activity Book page 11

1 Match. Then write.

ANSWERS

1 sticky tape 2 card 3 glue 4 string

2 Find and write.

- Students look at the card and think about what materials were used to make it. They complete the labels with words from the box.

ANSWERS

Clockwise from top left: balloons, card, sticky tape, string, glue

TIP Curriculum link

If the students have arts and crafts lessons in their own language at school, encourage them to tell their arts and crafts teacher what materials you can use to make birthday cards. Students could make one of the cards from this lesson, or use different craft materials to make birthday / greetings cards in their arts and crafts lessons.

2 Listen and read the instructions. 025

Then answer your teacher's questions.

- Play the recording for the students to listen and follow the text in their books.
- Ask the students questions to check their understanding, e.g.
 - Where is the game from? (Greece)
 - What is the game called? (Statues)
 - What does 'It' shout? ('Statues!')
 - What does 'It' try to do? (Make the statues move.)
 - Who is the winner? (The statue that doesn't move.)

TIP Tell the students that Greece has a lot of famous statues. The picture of the statue in the text is a picture of a real Greek statue. You can also tell the students that 'Statues' is an English word, but the game is called 'Agalmata' in Greece. 'It' shouts 'Agalmata' when Greek children play the game.

CULTURE NOTE Greece

Greece is a country in south-east Europe. It is on the Aegean Sea. It has borders with Turkey, Bulgaria, Albania and the Republic of Macedonia. Athens is the capital city of Greece, and it is the largest city in the country. About two thirds of the people in Greece live in towns and cities. Greece is a very historic country, and there are lots of ancient buildings there, including the Parthenon in Athens. Greece is famous for its legends about heroes and ancient Gods. Perhaps the most famous story about Greece is about its war with Troy and how the Greeks won by the use of a wooden horse. The Olympic Games started in Ancient Greece, and the first modern Olympics were held in Athens in 1896.

TIP Ask the students if they like Georgios's game, and ask them what games they play at birthday parties in their country.

Lesson 7 Literacy and culture

Lesson Objectives

Develop literacy skills and familiarize students with a set of instructions.

Raise awareness of classical culture in Greece.

Raise awareness of the importance of being a good loser.

Language

New (passive): *Greece, statues, player, close, think, secret, stand, move, winner*

Review: *game, friends, garden, house, school, table*

OUR VALUES Focus the students on the Our Values feature and read out the sentence. Ask students why they think it is important to be a good loser (because we should be happy for the winner, and enjoy playing the game. Being a bad loser makes other people feel bad). Focus on the picture as an example of being a good loser (being happy for the winner). If you like, you can play a game of Statues with the class, and encourage students to be good losers if they don't win. Reward the good losers by handing out cardboard / foil stars.

KEY COMPETENCES Social and civic competences

Learning how to be a good loser helps students to develop social and civic competences. Tell students to practise being a good loser when they play games in class.

3 AFTER YOU READ Complete the activities.

- Students complete the activities on page 12 of the Activity Book.

Activity Book page 12

1 Read and match.

- Students draw lines to match the pictures to the sentences.

ANSWERS

1 f 2 d 3 a 4 c 5 b 6 e

2 Draw a scene from a game in your country. Tick ✓ the sentences that are true for your game. Creativity

- Tell students that they can think of any kind of game. It could be a party game, a sport or a board game.
- Students complete the activity, then show their pictures to the class and say sentences about their game, using their answers to help them.

ANSWERS

Students' own answers

COMMUNITY TASK Students can play their games with their friends or family, and take photos or record videos of the game to show to the class in the next lesson.

DIGITAL COLLABORATIVE LEARNING Students can upload their photos or videos to the class blog. Invite students to look at each other's photos and videos, leave comments and share the link with their family and friends.

Lesson 8

Sounds and speaking

Lesson Objectives

- Present and practise the pronunciation of the sound /w/.
- Develop speaking and communication skills by saying a tongue twister.
- Review and practise vocabulary for feelings.

Language

Review: *watch, white, window, wardrobe, happy, sad, hungry, thirsty, angry, tired*

Warm up

Review the grammar from Lessons 3 and 5. Play the Unit 1 Lesson 3 and Lesson 5 grammar practice games on the Classroom Presentation Tool again.

Class Book page 17

1 Listen and repeat. 026

- Play the recording for the students to listen and repeat the words with the /w/ sound.

2 Listen. Say the tongue twister. 027

- Play the recording for the students to listen and then join in with the tongue twister.
- Encourage students to practise saying the tongue twister as fast as they can.

3 Play the game. Communication

- Organize the students into groups to play the game in the Activity Book. Try to group confident students with less confident students.

Activity Book page 13

1 Draw. Play the game in groups. Communication

TIP Display the Activity Book page on-screen via the Classroom Presentation Tool. Demonstrate how to play the game. Complete the board game by drawing faces showing different feelings in each of the circles. Roll a dice or spin a number spinner and move a counter (or small object) along the board. Ask a question about the face you land on and encourage students to answer. Make sure they use the correct pronoun. Repeat until the students are confident about how to play the game. Hand out dice or number spinners and counters to each group. Alternatively, students can use small objects (rubbers, pencil sharpeners, coins, etc.) instead of counters. Move around the class and make sure that students are using the correct language and playing the game correctly. Remind students to be good losers if they don't win the game.

Lessons 9 and 10

The Big Question Review

Lesson Objectives

Review and practise all vocabulary and grammar from the unit.

Answer the Big Question.

Develop creative skills by talking about why they like birthdays.

Self-evaluation of progress.

Language

Review vocabulary: *balloon, dinosaur, camera, dress, umbrella, board game, watch, jigsaw, chocolate, necklace, happy, sad, hungry, thirsty, angry, tired*

Review grammar: *This is his (camera). This is her (necklace). Are you (tired)? Yes, I am. No, I'm not. Is he / she (hungry)? Yes, he / she is. No, he / she isn't.*

Warm up

Play the Review game on the Classroom Presentation Tool or ask the students to choose one of the flashcard games from the unit to play.

Class Book page 17

1 Watch and answer the questions on the review video.

Video transcript

See page 137.

ANSWERS

See video transcript.

2 Find and write.

- Students turn to pages 94–95 in their Class Books. They look for the possessions in the picture and then write the words, using the Picture Dictionary in the Activity Book to help them.
- Students choose and write their favourite words for this unit in the Picture Dictionary.

KEY COMPETENCES Learn to learn

Remind students to review the vocabulary they have learned regularly. They can look back at their Picture Dictionaries to help them remember what words they have learned in each unit.

3 Answer. Communication

ANSWERS

Students' own answers

TIP Ask students to draw a picture showing their answer to the question *Why do you like birthdays?* Tell the students to write a sentence about their picture, e.g. *I like (party games)*. Students can use their pictures to make a wall display in the classroom. Fast finishers can make a banner for the display with the words *We like birthdays! / Why do you like birthdays?*

DIGITAL COLLABORATIVE LEARNING Alternatively, students can upload their pictures or photos from their own birthday parties to the class blog and write captions for their pictures / photos. Encourage students to comment on other students' pictures / photos and share the link with their families and friends.

4 Make a mini book. Write. Read at home. Creativity

- Students make and complete their mini book.

5 Colour.

SELF-EVALUATION Draw a chart on a large sheet of paper, with two columns and a row for each of the lessons in Unit 1. Hand out coloured (red, yellow and green) stickers to the students. Ask students to place stickers on the chart to show how they feel about each of the lessons (using the colour code from activity 5). Students should look back at the lessons in their Class Books to decide which colour sticker to use for each lesson. You can use the chart to see which areas students need more practice in.

Writing Practice Units 7–9 Class Book pages 94–95

Look and write. Use the Picture Dictionary.

ANSWERS

1 dress 2 umbrella 3 jigsaw 4 dinosaur 5 balloon
6 chocolate 7 board game 8 watch 9 necklace
10 camera

Picture Dictionary Activity Book page 96

ANSWERS

Students' own answers

Mini Book Activity Book pages 119–120

ANSWERS

Students' own answers

Unit test

The students are now ready to do the unit test. See the Teacher's Resource Centre.

2

What's fun about games?

Lesson 1 The Big Question

Lesson Objectives

Introduce the unit and the Big Question: What's fun about games?

Present a video about playing games.

Review language from previous units.

Language

Review: family

Warm up

Revise family words. Before class, ask students to bring in photos of their families. Give students sticky notes and tell them to label their photos with the correct family words. Then students work in pairs and show their photos to their partner. During feedback ask students to tell you two things about their partner's family.

Class Book pages 18–19

1 Look at the pictures with your teacher. Answer. What can you see?

- Talk about the pictures on pages 18–19. Encourage the students to tell you the names of all the things they can see.

ANSWERS

Students' own answers

TIP Use the Big Picture to lead into the Big Question video. Ask the students to look at the Big Picture and tell you their thoughts and ideas about what they see. Encourage them to use English where possible. If they use their own language, reformulate their ideas back to them in English. If you like, prompt them by asking questions, e.g. *Where do you think these children are? What are they doing? Are they happy? Why?* Encourage them to use their imagination, e.g. *What are their names? How old are they?* You could also ask them some personalized questions, e.g. *Do you like video games?*

2 Watch the Big Question video. Which games do you like?

TIP Play the video for a few seconds and then pause it. Ask students to work in pairs to describe what they can see in the video. If you like, you can ask students: *How many people are there? What are they doing? Where are they? What things can you see?*

Video transcript

See page 137.

ANSWERS

Students' own answers

KEY COMPETENCES Social and civic competence

Ask the students to think about the games in the film and how Maria and her sister dance together. Encourage them to consider how playing a game together can be enjoyable if everyone co-operates.

3 Watch the Big Question video again. How many people are in Maria's family?

ANSWER

four

TIP Ask the students to watch the video carefully and count how many people they see. To encourage participation and maximize engagement with the video content ask them who the people are.

Activity Book page 14

1 Listen and circle. 028

Audio transcript

1

A This is my sister. Her name's Fiona and she's twelve.

2

B Who's this?

A It's my brother. He's seven and his name is Oliver.

3

B Is this your auntie?

A Yes, it is. She likes music.

4

B Is this your uncle?

A No, it isn't. This is my dad. He's got a guitar.

ANSWERS

1 b 2 a 3 a 4 b

2 Look and write.

ANSWERS

- This is my dad.
- This is my grandma.
- This is my sister.
- This is my brother.
- This is my grandpa.
- This is my mum.

TIP Mixed-ability teaching

- You could show the picture from activity 2 in the Activity Book or use the Classroom Presentation Tool to show it on-screen. Make wordcards with family words and give pairs of students the wordcards. Point to a member of the family and that pair holds up their card and says the word.
- Challenge stronger students by asking them to say complete sentences, e.g. *This is my grandma.* when you point to the family member.

Lesson 2

Vocabulary and song

Lesson Objectives

Present and practise jobs vocabulary.

Listen to and sing a song about the jobs people do.

Develop critical-thinking skills by talking about jobs.

Language

New: *police officer, cook, football player, scientist, zoo keeper, doctor, builder, waiter, farmer, teacher*

Warm up

Play *Missing card!* from the Ideas bank on page 131.

Class Book page 20

1 Listen and point. Then listen and repeat. 029

- Show the Class Book page on-screen or hold up your book and invite a student up to point to the police officer. Then play the audio and tell students to repeat the words, first chorally, then individually.

2 Listen and point. Then listen and sing. 030

- Play the song for the students to listen and point to the correct jobs in the picture. Then play the song again and encourage the students to join in as much as possible.

3 Think about people you know. What jobs do they do? Critical Thinking

- Tell students to write a list of five people they know and the jobs they do in their notebooks. Then tell students to compare their notes with their partner. Ask students to report back on two jobs their partner's family members do.

ANSWERS

Students' own answers

TIP Mixed-ability teaching

- Support less confident students by sticking wordcards of jobs on the board for them to look at if they need help.
- Stretch more confident students by asking them to write a complete sentence in their notebooks, e.g. *Maria is a doctor.*

4 Put on the stickers.

- Tell the students that one of the Activity Book activities involves putting on stickers. They will find the stickers at the back of their Activity Books

Activity Book page 15

1 Read and match.

ANSWERS

teacher h builder d police officer c doctor b
cook e waiter a farmer i zoo keeper g
football player j scientist f

KEY COMPETENCES Learn to learn

Visual matching activities will improve word recognition and understanding of meaning.

2 Look and put on the stickers. Write.

ANSWERS

police officer, teacher, zoo keeper, football player, waiter, scientist, cook, builder, doctor, farmer

KEY COMPETENCES Digital competence

The cognitive element to this sticker activity demands that the students work with visual and textual clues, a key skill in information and communication technology.

Lesson 3

Grammar

Lesson Objectives

Present and practise asking and answering present simple questions with *be*.

Develop listening, speaking, reading and writing skills.

Develop critical-thinking by listening and matching jobs.

Language

New: *Is he / she a teacher? Yes, he / she is. No, he / she isn't. He / She's a cook.*

Review: *police officer, cook, football player, scientist, zoo keeper, doctor, builder, waiter, farmer, teacher*

Warm up

Review jobs vocabulary from the previous lesson. Play the Unit 2 Lesson 2 vocabulary practice game on the Classroom Presentation Tool or play *Go to the...* from the Ideas bank on page 131 with the jobs flashcards from the Classroom Resource Pack.

Class Book page 21

1 Listen. Then repeat. 031

- Play the recording for the students to listen and follow in their Class Book. Then play it again for the children to listen and repeat.

2 Act out. Collaboration

TIP Mixed-ability teaching

- Support less confident students by dividing them into a Blue Clue group and a Norman group. Play 031 again and firstly just encourage the groups to physically act out the jobs without speaking. You can lead them by doing appropriate actions for each part. Then play the recording again and this time ask the groups to do the actions and join in speaking with the audio in turn.
- Stretch more confident students by organizing them into pairs to act out the cartoon independently (while you work with other students). Encourage them to think about their own appropriate actions. You could stretch them further by suggesting they substitute the jobs in the cartoon for a different job. Students can then act out their new cartoon for the rest of the class.

3 What are the jobs? Listen and tick ✓ or cross X.

032 Critical Thinking

Audio transcript

1

A Is he a farmer?

B No, he isn't.

2

B Is he a football player?

A Yes, he is.

3

A Is she a police officer?

B No, she isn't.

4

B Is she a zoo keeper?

A Yes, she is.

5

A Is he a cook?

B No, he isn't.

6

B Is she a scientist?

A No, she isn't.

ANSWERS

1 X 2 ✓ 3 X 4 ✓ 5 X 6 X

KEY COMPETENCES Sense of initiative and entrepreneurship

Before the students do the activity, encourage them to look at the pictures to work out what jobs the people do. Making predictions and forming expectations prior to doing a task encourages a positive attitude towards problem solving. Don't tell them if their ideas are correct before they do the task, but when they have finished, discuss with them which of the jobs they guessed correctly and what helped them guess.

4 Listen and say. 033

- Play the recording for students to listen and put in the correct job.

Audio transcript

1 He's a waiter.

2 He's a football player.

3 She's a doctor.

4 She's a zoo keeper.

5 He's a teacher.

6 She's a builder.

5 Ask and answer. Communication

ANSWERS

Students' own answers

TIP Mixed-ability teaching

- Support less confident students by displaying the on-screen version of Class Book page 22 on the Classroom Presentation Tool. Point to picture 1 and ask *Is he a doctor?* Encourage students to say what his job is with a full sentence, e.g. *No, he isn't. He's a waiter.*
- Stretch more confident students by organizing them into pairs to do the Communicate activity independently (while you work with other students). Tell them to choose one of the people in activity 3; they should keep this secret from their partner. Their partner then has to ask questions to find out which job it is, e.g. *Is it a man? Is it a waiter? No, it isn't.*

Activity Book

page 16

1 Listen and number. 034

Audio transcript

1

A Is she a farmer?

B Yes, she is.

2

A Is he a teacher?

B Yes, he is.

3

A Is she a cook?

B No, she isn't. She's a football player.

4

A Is he a police officer?

B No, he isn't. He's a waiter.

5

A Is she a builder?

B No, she isn't.

A Is she a farmer?

B No, she isn't. She's a zoo keeper.

6

A Is he a doctor?

B No, he isn't.

A Is he a teacher?

B No, he isn't. He's a scientist.

ANSWERS

a 5 b 4 c 1 d 6 e 3 f 2

2 Complete the questions and answers.

ANSWERS

1 Is he a cook? Yes, he is.

2 Is she a builder? No, she isn't.

3 Is she a doctor? No, she isn't. She's a builder.

4 Is he a farmer? No, he isn't. He's a doctor.

Lesson 4

Vocabulary and story

Lesson Objectives

Present and practise toys vocabulary.

Develop listening, speaking and reading skills.

Check and consolidate understanding of the Toy Land story.

Language

New: bus, car, motorbike, lorry, plane, train

Review: I've got / I haven't got

Warm up 030

Play the song from Lesson 2 again, encouraging the students to join in. If you like, choose a song activity from the Ideas bank on page 132.

Class Book pages 22–23

1 Listen and point. Then listen and repeat. 035

- Play the recording for the students to listen and point to the correct pictures. Then play the recording again for the students to repeat the words, first chorally, then individually.

TIP Play a flashcard game with students. Divide the class into two teams. Invite a member from each team to come to the front. Show them a flashcard and tell them they must describe the toy without saying what it is. Their team must guess the word from the description. Team members can use mime if they struggle to think of sentences to describe the toy. This activity will help reinforce the meaning of the words.

2 Look and say the toys you've got and you haven't got. Critical Thinking

SUGGESTED ANSWERS

Students' own answers

3 BEFORE YOU READ Look at the story title and guess. Which toys are in Toy Land?

SUGGESTED ANSWERS

A car, a plane, a train

KEY COMPETENCES Learn to learn

Asking the students to read the title before they listen and read teaches them to develop the critical-thinking sub-skill of making predictions. It also helps to generate interest in the reading task.

4 Listen and read. 036

- Play the story recording for the students to listen and read.

5 AFTER YOU READ Watch the story video. Complete the activities.

TIP Before the students watch the story video, tell them to watch and listen carefully because they will be asked some more detailed questions afterwards. You can also ask them to remember the people and the toys in the story while they are watching. This will give them a purpose for watching and also help them with the follow-up activity in the Activity Book.

Activity Book page 17

1 Listen and colour. 037 Then find, circle and write.

ANSWERS

a train b car c lorry d bus e motorbike f plane

2 REMEMBER THE STORY Complete. Then number in order.

ANSWERS

1 table 2 plane 3 train

3 Read and tick ✓ the true sentence about Norman.

ANSWER

3 ✓

Lesson 5

Grammar

Lesson Objectives

Present and practise using *this is / these are*.

Review toy vocabulary.

Develop listening, speaking, reading, writing and communication skills.

Language

New: *This is my train. These are my cars.*

Review: bus, car, motorbike, lorry, plane, train

Warm up

Play the Unit 2 Lesson 4 vocabulary practice game on the Classroom Presentation Tool or play a flashcard activity from the Ideas bank on page 131 with the toys flashcards from the Classroom Resource Pack.

KEY COMPETENCES Digital competence

When you have played a Classroom Presentation Tool game with the students once, you can ask individual students to take your role as teacher to lead the same game on subsequent occasions in order to help them develop confident use of digital technology.

Class Book page 24

1 Listen and say the chant. 038

- Play the chant for the students to listen. Then play the chant again, pausing after each line for the students to repeat. Play the chant all the way through again and encourage the students to join in.

2 Listen, circle and match. 039

Audio transcript

- This is my train. It's very long.
- These are my motorbikes. They're yellow.
- This is my plane. It's great.
- These are my cars. I've got four cars.

3 Listen and repeat. 040

- Play the recording for the students to listen and repeat.

4 Play the game. Communication

TIP Mixed-ability teaching

- Support less confident students by playing the guessing game. Ask them to stand in a circle with you and hide a flashcard of a toy item behind your back. Encourage students to take turns to guess what you've got by saying the names of toys. Answer them each time as appropriate as shown in the Class Book. Once students have had plenty of aural practice of the grammar, encourage one of them to take your role.
- Stretch more confident students by asking them to play the game independently in pairs or small groups. Stretch them further by suggesting they guess not only the toy items, but the colour, e.g. *Bus!* Yes, I've got a bus. *What colour? Blue! No! Red! Yes!* etc.

Activity Book page 18

1 Read and write the names.

ANSWERS

1 Tarek 2 Amira 3 Emma 4 Jason 5 Kate 6 Mo

2 Look and write.

ANSWERS

1 lorry, cars 2 planes, bus

3 Draw and write.

ANSWERS

Students' own answers

Lesson 6 Cross-curricular

Lesson Objectives

Learn about the senses in English.

Review and practise body vocabulary.

Develop listening and speaking skills by playing a guessing game.

Develop critical-thinking skills by reading, writing and talking about the senses.

Language

New: senses

Review: mouth, eyes, ears, hands, nose

Warm up

Review body items vocabulary from this unit by playing *Simon says* from the Ideas bank on page 132.

Class Book page 25

1 Listen and point. Then listen and repeat. 041

ANSWERS

1 see 2 smell 3 taste 4 touch 5 hear

2 Read and write the sense. Then say. Critical Thinking

ANSWERS

a see b hear c touch d smell e taste

CROSS-CURRICULAR NOTE The senses

- There are five senses: smell, taste, hearing, sight and touch. The senses help us to understand and live in the world. Our senses send messages to our brain through the nervous system.
- Our tongue has between 2,000 and 8,000 taste buds. We taste food using both our sense of smell and sense of taste. If we cover our nose while we eat food we won't get a strong flavour.
- The iris and retina are parts of the eyes. Everyone's iris and retina are unique – like a fingerprint.
- There are about 24,000 sensory cells in the ears. The part of the ear that we use for hearing is inside our head. The part of the ear we can see collects sound waves for the inner and middle ear. If you cup your hand over your ear you can hear more – this is because you are helping your ear to collect more sounds.

KEY COMPETENCES Mathematical competence and basic competences in science and technology

Reading the diagram, matching the senses and understanding which parts of the body are associated with the senses develops students' knowledge of science. Ask students to play a game in pairs to reinforce their understanding. Point to a part of your body and ask students what you can do with that part, e.g. point to eyes and students say *You can see with your eyes*.

3 Play a guessing game. Ask and answer. Collaboration

- Bring different fruits into class for students to use for this activity, e.g. bananas, pears. Tell the students to work in pairs. Tell one student in the pair to cover their eyes while the other reads the instructions.

4 Play the game with other senses. Communication

TIP Extend this activity by dividing the class into two teams. Place different classroom objects in a box and cover it. Invite members from each team to come to the front of the class to pick something out of the box with their eyes closed. They have to guess what it is by touching it. If they guess correctly their team gets a point. Set a time limit for the team member who is guessing the object.

Activity Book page 19

1 Complete. Then match.

ANSWERS

- 1 see 2 taste 3 touch 4 smell 5 hear

2 Read and circle.

ANSWERS

- 1 Smell, milk 2 Taste, an apple

TIP Curriculum link

If the students are learning science in their own language at school, encourage them to tell their science teacher about the senses in English and to identify what parts of the body are associated with each sense.

3 Write or draw things you can see, hear, touch, taste and smell. Critical Thinking

ANSWERS

Students' own answers

Lesson 7 Literacy and culture

Lesson Objectives

Develop literacy skills and familiarize children with an email text.

Raise awareness of the importance of being part of a team.

Language

New (passive): socks, clothes / kit, T-shirt, team

Warm up

Play Charades from the Ideas bank on page 132 with jobs flashcards and wordcards from this unit.

Class Book page 26

1 BEFORE YOU READ Look at Jay's email and his pictures. Answer.

- 1 Who is the email to?
- 2 What does Jay say thank you for?

ANSWERS

- 1 Jay's Grandpa 2 the football

2 Listen and read the email. 042 Then answer your teacher's questions.

- Play the recording. Then ask the students questions to check their understanding, e.g.
 - 1 *What is the subject of the email?* (Football)
 - 2 *Who are people in the photo?* (The football team.)
 - 3 *Who is Jay's favourite player?* (Andy Carroll)
 - 4 *Does Jay like rugby?* (Yes, he does.)

CULTURE NOTE West Ham

West Ham is an English football club. It plays in the Premier League and the stadium is located in the London Stadium in the 2012 Olympic Park in East London. West Ham was founded in 1895. The team is also called the Hammers or the Irons because it was started in a London ironworks. Andy Carroll joined the club in 2013 as a striker. He also plays for the English national team.

OUR VALUES Focus the students on the Our Values feature. Tell them what it says and use the picture as an example of being part of a team, i.e. playing team sports. Ask them if they can think of other ways they can work in a team, e.g. doing projects, playing in a band, during classroom games, etc. Discuss why it is good to work in a team. Elicit ideas from students, e.g. each team member contributes something important, learning things from others, co-operating, working together to create something. Ask students how they can work well in a team, e.g. by respecting others, encouraging team members, dividing tasks fairly between team members, working with each other's strengths. When you witness a student working well in a team reward them by sticking a star next to their name, for example.

3 AFTER YOU READ Complete the activities.

- Students complete the activities on page 20 of the Activity Book.

Activity Book page 20

1 Look and write.

ANSWERS

- 1 Jay's football team 2 Jay's football 3 Jay's T-shirt
4 Jay's socks

2 Read and match.

ANSWERS

- 1 b 2 c 3 a 4 d

3 Answer the questions for you. Creativity

KEY COMPETENCES Digital competence

Writing an email to a friend helps develop digital competence. Using email helps to increase their confidence with using ICT. Ask students to print out their emails and display them around the classroom for others to read. Ask students to report back about one email that they read.

COMMUNITY TASK Students can work in pairs to write an email about their favourite sport. Working together encourages teamwork. They can start by agreeing on their favourite sport and their favourite team. They can then decide on their favourite player or players, or even make one up if they can't think of any. They then write about and draw the special clothes they wear to play the sport. Students can display their emails around the class and during feedback say one positive thing about one of the emails they saw.

DIGITAL COLLABORATIVE LEARNING A sense of audience greatly increases learners' motivation to write. Digital collaborative learning is a means to gain a genuine audience. Ask students to think about who they want to write to, which team they support and why, and who their favourite player is. They can choose who they would like to send the email to.

Lesson 8 Sounds and speaking

Lesson Objectives

Present and practise the pronunciation of the sound /b/. Develop speaking and communication skills by playing a game.

Language

Review: *big, book, bag, bus*

Warm up

Review the grammar from Lessons 3 and 5. Play the Unit 2 Lesson 3 and Lesson 5 grammar practice games on the Classroom Presentation Tool again, or play *Run and touch* from the Ideas bank on page 131.

Class Book page 27

1 Listen and repeat. 043

- Play the recording for the students to listen and repeat the words with the /b/ sound.

2 Listen. Say the tongue twister. 044

- Play the recording for the students to listen and then join in with the tongue twister.

3 Play the game. Communication

- Organize the students into groups to play the game in the Activity Book.

Activity Book page 21

1 Choose a job, circle and write. Play the game in groups. Collaboration

TIP Demonstrate the game by displaying the Activity Book page on-screen via the Classroom Presentation Tool and playing with individuals from the class for a few minutes. Follow the instructions on the Activity Book page.

KEY COMPETENCES Social and civic competence

As you are monitoring while the students are playing the game, encourage good social and interpersonal skills, e.g. turn taking and patience while the other team members are playing.

Lessons 9 and 10 The Big Question Review

Lesson Objectives

- Review and practise all vocabulary and grammar from the unit.
Answer the Big Question.
Develop creative skills.
Self-evaluation of progress.

Language

Review vocabulary: *builder, cook, doctor, farmer, football player, police officer, scientist, teacher, waiter, zoo keeper, bus, car, lorry, motorbike, plane, train*

Review grammar: *Is he / she a teacher? No, he / she isn't. Yes, he / she is. He's a cook. This is my train. These are my cars.*

Warm up

Play the Review game on the Classroom Presentation Tool or ask the students to choose one of the flashcard games from the unit to play.

Class Book page 27

1 Watch and answer the questions on the review video.

Video transcript

See page 138.

ANSWERS

See video transcript.

2 Find and write.

- Students look for the people doing different jobs in the picture, then write the words, using the Picture Dictionary in the Activity Book to help them.
- Students choose and write their favourite words for this unit in the Picture Dictionary.

KEY COMPETENCES Learn to learn

The Picture Dictionary provides an important reference tool for the students. Encourage them to see they can use the Picture Dictionary to check spelling and meaning. It is also a record of their learning and can help them as a guide to reviewing their vocabulary.

3 Answer. Communication**ANSWERS**

Students' own answers

TIP Ask the students to make their own answer post for the unit's Big Question. They can do this by drawing a picture to illustrate their answer and adding a profile picture of themselves. You can help them to write their answer post in English. Make a Big Question poster with all their answer posts to display in your classroom or school.

DIGITAL COLLABORATIVE LEARNING Alternatively, students can post their answers onto a school blog or share their answers through a blog with other schools. See the digital collaborative learning section in the Introduction.

4 Make a mini book. Write. Read at home. Creativity

- Students make and complete their mini book.

KEY COMPETENCES Learn to learn

The mini book provides an opportunity for personalization. Personalizing the language they have learned in the unit encourages the students to take ownership of their language learning.

5 Colour.**KEY COMPETENCES** Learn to learn

You might like to set up a system for students to tell you more regularly and immediately how they are coping in class activities. Distribute small green, orange and red pieces of card per child (or three black and white pictures of Norman for each child to colour green, orange and red). Then, after a lesson, you can ask *How was your work today?* and encourage the students to hold up red for OK, orange for good or green for excellent. You can also choose to pause during an activity and ask for a show of cards to gauge how the children are managing.

SELF-EVALUATION This self-evaluation activity encourages the students to reflect on their learning. Discuss the students' ratings with them. Ask them to think about what they would like to improve on in the next unit, and encourage them to take pride in the things they have done well.

Writing Practice Units 1–3**Class Book**pages 94–95

Look and write. Use the Picture Dictionary.

ANSWERS

- 1 scientist 2 doctor 3 teacher 4 builder 5 waiter
6 cook 7 farmer 8 football player 9 zoo keeper
10 police officer

Picture Dictionary Activity Book page 97**ANSWERS**

Students' own answers

Mini Book Activity Book pages 117–118**ANSWERS**

Students' own answers

Unit test

The children are now ready to do the unit test. See the Teacher's Resource Centre.

3

Why are towns great?

Lesson 1 The Big Question

Lesson Objectives

Introduce the unit and the Big Question: Why are towns great?

Present a video about towns.

Review language from previous units.

Language

Review: *There is / There are, I like / I don't like*

Warm up

Use the poster from the Classroom Resource Pack or the Classroom Presentation Tool to begin. Ask students what they can see. Elicit *There is / There are ...*. Divide students into three or four teams. Ask students to choose a writer. Give the teams two minutes to write as many things as they can about the poster. The winner is the team with the most words. Ask teams to read out their words when they finish. Encourage them to use *There is / There are*.

Class Book pages 28–29

1 Look at the pictures with your teacher. Answer. What can you see?

- Ask students to look at pages 28–29 of their Class Book and tell you all the forms of transport they can see.

SUGGESTED ANSWERS

cars, buses, taxis, people walking

TIP Use the Big Picture to lead into the Big Question video. Ask the students questions to generate interest in the topic, e.g. *What can you see in the pictures? Where is it? Who is in the picture?* Encourage them to use English where possible. If they use their own language, reformulate their ideas back to them in English. Challenge them to guess what the children's answers to the Big Question were, based on the images. Focus the students on the Big Picture from the star post. Read out Huan's answer to the Big Question. Personalize the language by asking students what transport they use to get to school.

2 Watch the Big Question video. Which is your favourite way to travel?

Video transcript

See page 138.

ANSWERS

Students' own answers

KEY COMPETENCES Social and civic competence

Awareness of transport systems in towns helps develop students' knowledge of the potential issues of traffic and pollution and the need to try to reduce these problems by using public transport or cycling. Ask the students to work in pairs and think about the different types of transport they know and what the advantages of taking public transport are. Discuss ideas as a class. Allow students to discuss in their own language, but reply back in English.

3 Watch the Big Question video again. How many ways to travel can you see?

SUGGESTED ANSWERS

Four: cars, lorries, buses, trains.

TIP Ask the students to look carefully at the video and remember the different types of transport they see to encourage participation and maximize engagement with the video content.

Activity Book page 22

1 Listen and draw ☺ or ☹. 045

Audio transcript

1

A Carole is in New York. Carole, what do you like about New York?

B I love New York. It's busy. The people are busy and the streets are busy. I love the yellow taxis – they're famous all over the world and you can see them in American films. I don't like the trains because they're old and there are too many people in them.

2

A Ming is in Beijing. Ming, what do you like about Beijing?

B I like Beijing, but I don't like the cars. I use the trains and I ride my bike. I don't like the lorries because they're big. Sometimes, I'm scared of the lorries when I'm on my bike.

3

A Emma is in London. Emma, what do you like about London?

B There are lots of things to see in London and it's easy to travel around. I like the big, red buses and I like the black taxis too. I live near the airport and the planes are very noisy. I don't like the planes.

ANSWERS

1 a ☺ b ☹

2 a ☹ b ☺

3 a ☺ b ☹

2 Look and complete.

ANSWERS

1 motorbikes, trains

2 lorries, planes

3 cars, buses

Lesson 2

Vocabulary and song

Lesson Objectives

Present and practise places in a town vocabulary.

Listen to and sing a song about places in a town.

Develop critical-thinking skills by talking about where you live.

Language

New: *castle, cinema, museum, station, hospital, park, library, shop, restaurant, swimming pool*

Warm up

Show the flashcards of the places in town to the students. Say the word as you show the flashcards and ask students to repeat. Then play *Go to the ...!* from the Ideas bank on page 131 to practise places in a town vocabulary.

Class Book page 30

1 Listen and point. Then listen and repeat. 046

- Play the recording for the students to listen and point to the correct items in the picture. Then play the recording again for the students to repeat the words, first chorally, then individually.

2 Listen and point. Then listen and sing. 047

- Play the song for the students to listen and point to the correct objects in the picture. Then play the song again and encourage the students to join in as much as possible. Play *Sing the next line* from the Ideas bank on page 131.

3 Think about where you live. Say the places.

Critical Thinking

ANSWERS

Students' own answers

TIP Mixed-ability teaching

- Support less confident students by giving an example, e.g. *In my town there is a cinema ...*. Then encourage them to look at the words in the Class Book to help them.
- Stretch more confident students by asking them to close their Class Book while they do the task.

4 Put on the stickers.

- Students turn to page 23 of the Activity Book to complete the vocabulary activities.

Activity Book page 23

1 Read and colour the map.

KEY COMPETENCES Learn to learn

Colour-coding vocabulary activities encourage students to develop skills of concentration and deduction, which are vital in developing problem-solving skills. They also aid with memorization of the vocabulary items.

2 Look and put on the stickers. Write.

ANSWERS

cinema, castle, library, station, swimming pool, park, shop, restaurant, museum, hospital

KEY COMPETENCES Digital competence

The cognitive element to this sticker activity demands that the students work with visual and textual clues, which is a key skill in information and communication technology.

Lesson 3

Grammar

Lesson Objectives

Present and practise asking and answering about places.

Develop listening, speaking, reading and writing skills.

Develop critical-thinking and communication skills by talking about places in towns.

Language

New: *Is there ...? Yes, there is. No, there isn't. Are there any ...? Yes, there are. No, there aren't.*

Review: *castle, cinema, museum, station, hospital, park, library, shop, restaurant, swimming pool*

Warm up

Review the places in a town vocabulary from the previous lesson. Play the Unit 3 Lesson 2 vocabulary practice game on the Classroom Presentation Tool. Alternatively, you can play *Repeat if it's true* from the Ideas bank on page 131, using the Unit 3 places in town flashcards from the Classroom Resource Pack.

Class Book page 31

1 Listen. Then repeat. 048

- Ask students to look at the cartoon and say what characters they can see. Play the recording for the students to listen and follow in their Class Book. Then play it again, pausing after each line for the students to listen and repeat.

2 Act out. Collaboration

TIP Mixed-ability teaching

- Support less confident students by dividing them into a Blue Clue group and a Norman group. Play 048 again and firstly just encourage the groups to physically act out the cartoon in turn without speaking. You can lead them by doing appropriate actions for each part. Then play the recording again and this time ask the groups to do the actions and join in speaking with the audio in turn.
- Stretch more confident students by organizing them into pairs to act out the cartoon independently (while you work with other students). Encourage them to think about their own appropriate actions. Stretch them further by suggesting they substitute the place in the cartoon for another place in a town. Students can then act out their new cartoon for the rest of the class.

3 Listen and number. 049

Audio transcript

1 swimming pool 2 park 3 shops 4 castle

KEY COMPETENCES Sense of initiative and entrepreneurship

Listening and putting items in the correct order helps to develop students' problem-solving skills as well as making the listening more active. Before the students listen, encourage them to identify the vocabulary in the picture. Then play the audio for students to complete the activity.

4 Listen and answer. 050

Audio transcript

- 1 Is there a hospital?
- 2 Are there any shops?
- 3 Is there a castle?
- 4 Are there any lorries?
- 5 Is there a river?
- 6 Are there any ducks?

ANSWERS

- 1 No, there isn't.
- 2 Yes, there are.
- 3 Yes, there is.
- 4 No, there aren't.
- 5 No, there isn't.
- 6 No, there aren't.

5 Ask and answer. Communication

- Before students do the activity, play the Lesson 3 Grammar practice game from the Classroom Presentation Tool.

TIP Mixed-ability teaching

- Support less confident students by displaying the on-screen version of Class Book page 31 on the Classroom Presentation Tool. Elicit what question you would ask to find out what places are in the town, e.g. *Is there a library?* Call on an individual student to answer. Then ask a student to make a question. Call on another student to answer. Then tell students to ask and answer questions in pairs.
- Stretch more confident students by organizing them into pairs to do the Communicate activity independently (while you work with other students). Encourage them to then play a game by taking it in turns to draw a map of their town. Their partner must then guess what's in the town by asking questions.

Activity Book page 24

1 Read and match.

ANSWERS

1 b 2 a 3 d 4 c

2 Look at the picture in activity 1. Complete the questions and answers.

ANSWERS

- 1 No, there isn't.
- 2 Yes, there are.
- 3 Yes, there is.

4 No, there aren't.

5 Is there a toy shop? Yes, there is.

6 Are there any lorries? No, there aren't.

7 Are there any cars? Yes, there are.

8 Is there a station? No, there isn't.

Lesson 4

Vocabulary and story

Lesson Objectives

Present and practise preposition items vocabulary.

Develop listening, speaking and reading skills.

Check and consolidate understanding of the Town Land story.

Language

New: *next to, between, in front of, behind, opposite, above*

Warm up

Show the map from Class Book page 31 on-screen using the Classroom Presentation Tool. Give individual students wordcards and invite them to come up and place the word in the correct place on the map or point to the correct place.

Class Book pages 32–33

1 Listen and point. Then listen and repeat. 051

- Present the new vocabulary using the flashcards from the Classroom Resource Pack.

2 Listen and say what's missing. 052 Critical Thinking

- Show the Class Book page on-screen using the Classroom Presentation Tool and elicit what's missing. Play the Lesson 2 vocabulary practice game on the Classroom Presentation Tool for prepositions of place vocabulary.

Audio transcript

- 1 behind the shop
opposite the shop
in front of the shop
between the shop and the house
above the shop
- 2 above the shop
behind the shop
next to the shop
in front of the shop
between the shop and the house
- 3 next to the shop
opposite the shop
in front of the shop
between the shop and the house
above the shop
- 4 behind the shop
next to the shop
in front of the shop
opposite the shop
above the shop
- 5 next to the shop
opposite the shop
in front of the shop
between the shop and the house
behind the shop

- 6 above the shop
opposite the shop
next to the shop
between the shop and the house
behind the shop

ANSWERS

- 1 next to 2 opposite 3 behind 4 between
5 above 6 in front of

3 BEFORE YOU READ Look at the story title and guess. Which places are in Town Land?

ANSWERS

cinema, restaurant, library, shop, museum

4 Listen and read. ① 053

- Play the story recording for the students to listen and follow the story in their books.

5 AFTER YOU READ Watch the story video. ▶ Complete the activities.

TIP Before the students watch the story video, tell them to watch and listen carefully because they will be asked some more detailed questions afterwards. You can also ask them to remember where the places were in the story. This will give them a purpose for watching and also help them with the follow-up activities in the Activity Book.

Activity Book page 25

1 Listen and circle. ① 054 Then write.

Audio transcript

- He's above the shop.
- He's in front of the shop.
- He's between the shop and the house.
- He's next to the shop.
- He's behind the shop.
- He's opposite the shop.

ANSWERS

- 1 a 2 a 3 b 4 a 5 b 6 a
1 above 2 in front of 3 between 4 next to
5 behind 6 opposite

2 REMEMBER THE STORY Read and number.

ANSWERS

- a 2 b 3 c 4 d 1

3 Read and tick ✓ the true sentence about Norman.

ANSWERS

- 3 ✓

Lesson 5

Grammar

Lesson Objectives

Present and practise asking where places are.

Practise places in a town items vocabulary.

Develop listening, speaking, reading, writing and communication skills.

Language

Review: *next to, between, in front of, behind, opposite, above*

Warm up

Review the prepositions items vocabulary from the previous lesson. Play *Find the teddy* from the Ideas bank on page 133 with the prepositions flashcards from the Classroom Resource Pack.

Class Book

page 34

1 Listen and say the chant. ① 055

- Play the chant for the students to listen. Then play the chant again, pausing after each line for the students to repeat. Play the chant all the way through again and encourage the students to join in as much as possible.

2 Listen and write. ① 056

Audio transcript

1

- A Excuse me, where's the swimming pool?
B The swimming pool? It's opposite the school.
A Opposite the school. Thank you.

2

- A Let's meet at the cinema.
B Where's the cinema?
A It's behind the library.
B OK.

3

- A Excuse me, where's the museum?
B The museum? It's between the library and the bookshop.
A Between the library and the bookshop? Yes, I see it.
Thank you.

4

- A We need some cat food. Where's the pet shop?
B The pet shop? It's in front of the library.

ANSWERS

Clockwise from top left: swimming pool, cinema, museum, pet shop

3 Listen and repeat. ① 057

4 Look at the map in activity 2. Play the game.

Communication

TIP Mixed-ability teaching

- Support less confident students by playing the game with them. Show the picture from the Class Book using the Classroom Presentation Tool on-screen. Tell students you are thinking of a place and they have to guess where it is by asking you questions. Allow students to ask questions until they guess what your place is. Ask students to work in groups of three or four. They each take turns to choose a place and the other students have to ask questions to guess what it is.
- Stretch more confident students by asking them to play the game independently in pairs or small groups.

Activity Book page 26

1 Read and circle.

ANSWERS

- 1 next to 2 between 3 opposite 4 above
5 behind

2 Look at the picture in activity 1 and complete.

ANSWERS

- 1 between 2 behind 3 in front of 4 next to
5 above 6 opposite

Lesson 6

Cross-curricular

Lesson Objectives

Learn about giving directions in English.

Review and practise places in a town and prepositions of place.

Develop critical-thinking skills by asking for and following directions on a map.

Language

New: *How do you get to the ... ?*

Review: *next to, between, in front of, behind, opposite, above, hospital, station, museum, park, library, swimming pool, shops, restaurant, castle, cinema*

Warm up

Draw a simple map on the board with six places labelled from the vocabulary set for the unit. Mark the start point on the map and show with arrows which is left, right and straight on. Tell students to copy the map into their books and then decide where their house is. Demonstrate the activity with one student: invite them to the board and ask them to draw a route as you give them simple directions, e.g. turn left, turn right, go straight on. Then tell students to work in pairs and take turns giving each other directions to get to their home.

Class Book page 35

1 Listen and point. Then listen and repeat. 058

- Remind students of the Big Question and then ask them to find who has posted an answer and what the answer is. Play the audio while students listen and point. Then play the audio again, pausing for students to repeat.

2 Look at the map. You're at Chen's house. Read, find and say the place. Critical Thinking

ANSWERS

- 1 cinema 2 park

3 You're at Chen's house. Ask and answer *How do I get to the ... ?* Communication

4 Ask and answer *How do I get from the ... to the ... ?* Communication

TIP Extend this activity by asking students to ask and answer about the other places in their town.

KEY COMPETENCES Learn to learn

Giving and asking for directions are excellent ways to develop logical and also spatial reasoning sub-skills. Extend the activity by asking pairs of students to draw their own maps of a town, marking where home is. Students swap their map with another pair and then ask and answer questions about where places are.

Activity Book page 27

1 Draw the signs.

2 Look at the map and complete the questions.

ANSWERS

- 1 hospital 2 cinema 3 museum

3 Look and answer. How do I get to the ... ?

ANSWERS

- 1 Go straight on. Turn right. It's opposite the cinema.
2 Turn left. It's next to the shop.
3 Turn left. Turn right. Go straight on. It's between the museum and the park.

4 How do you get from your home to school? Ask and answer. Critical Thinking

ANSWERS

Students' own answers

TIP Curriculum link

If the students are learning about towns and cities in their own language at school, encourage them to tell their geography teacher what the names of places in a town are in English.

Lesson 7

Literacy and culture

Lesson Objectives

Develop literacy skills and familiarize students with a brochure text.

Find information from a travel brochure.

Raise awareness of the importance of being polite.

Language

New (passive): *arts and crafts, bikes, boat, river*

Warm up

Play *Whisper the flashcard* from the Ideas bank on page 131 with the places in town flashcards and wordcards from this unit.

Class Book page 36

1 BEFORE YOU READ Look at the photos.

Answer.

- 1 Is there a castle in Kilkenny?
 - 2 What else can you see in the photos?
- Ask students to remember the Big Question and find who posted an answer in this lesson. Ask students to look at the photos and answer the questions as a class.

SUGGESTED ANSWERS

- 1 Yes, there is.
2 Students' own answers

2 Listen and read the brochure. 059 Then answer your teacher's questions.

- Play the recording. Then ask the students questions to check their understanding, e.g.
1 *Where is Kilkenny?* (Ireland)
2 *What can you see at the museum?* (Arts and crafts)
3 *Where is the park?* (Next to the castle)
4 *How do you find out more about Kilkenny?* (Call 01 987 6052 or go to www.visitkilkennytown.com)

TIP If you display the Class Book page on-screen via the Classroom Presentation Tool, you can also ask individual students to come and point to where the park and the castle are.

CULTURE NOTE Kilkenny

Kilkenny is a medieval city in the south-east of Ireland. The county of Kilkenny has three rivers running through it; these rivers are known as the three sisters – the Nore, the Suir and the Barrow. In 1641, Kilkenny became the capital of Ireland until it was conquered in 1649 by the British. There are many attractions in the area including historic buildings, public gardens and museums.

KEY COMPETENCES Cultural awareness and expression

Reading about another town helps develop students' cultural awareness of other countries and cultures. Ask students to discuss the following questions in small groups, e.g. *Would you like to visit Kilkenny? Why? Why not? What places do you think are interesting in Kilkenny? Are there similar things to see in your town?* Giving opinions, sharing their knowledge about their town and expressing their ideas encourages them to develop better communication skills. Feed back ideas back to the class.

OUR VALUES Focus the students on the Our Values feature.

Focus the students on the Our Values feature. Tell them what it says and use the picture as an example of being proud of your town, i.e. feeling good about your town. Ask them what are the good things about their town and if they can think of ways to show they are proud of their town, e.g. welcoming visitors, being polite, not littering, being respectful, recommending places to see and things to do, etc.

3 AFTER YOU READ Complete the activities.

- Students complete the activities on page 28 of the Activity Book.

Activity Book page 28

1 Look at Class Book page 36 again. Tick ✓ the places on the brochure of Kilkenny.

ANSWERS

2 ✓ 3 ✓ 4 ✓ 6 ✓ 8 ✓ 9 ✓ 10 ✓

2 Read and circle True or False.

ANSWERS

1 True 2 False 3 False 4 False 5 True

3 What is there to see and do in your town?

Complete the chart. Creativity

ANSWERS

Students' own answers

COMMUNITY TASK Students work in small groups to make a brochure about their town to show all the teachers in the school. Working together encourages teamwork. Tell students to assign roles to each team member. Make the task more communicative by encouraging students to speak in English. You could pre-teach some appropriate functional language, e.g. *What about ...? Good idea! Let's ... Can you write the ...?* Display the final brochures in the class and encourage students to read each other's work. They should all say something positive about their classmates' work in a feedback stage.

KEY COMPETENCES Digital competence

Students could use a computer to make the brochure. They could use the internet to find pictures of places in their town and print these out. They can also use different fonts and text styles to make their brochures attractive. In this way, you can help them develop their skills and confidence in using ICT.

DIGITAL COLLABORATIVE LEARNING A sense of audience greatly increases learners' motivation to write. Digital collaborative learning is a means to gain a genuine audience. Extend activity 2 and the Community Task by setting up a blog or web page where students can upload their brochures. If there is already a website / blog for the school, add a page for the brochure.

Lesson 8

Sounds and speaking

Lesson Objectives

Present and practise the /m/ sound.

Develop speaking and communication skills.

Language

Review: room, museum, mum, mouse

Warm up

Review the grammar from Lessons 3 and 5. Play the Unit 3 Lesson 3 and Lesson 5 grammar practice games on the Classroom Presentation Tool again. Alternatively, you can play *Slow reveal* from the Ideas bank on page 131, using the Unit 3 places in town flashcards from the Classroom Resource Pack.

Class Book page 37

1 Listen and repeat. 060

- Play the recording for the students to listen and repeat the words with the /m/ sound.

2 Listen. Say the tongue twister. 061

- Play the recording for the students to listen and then join in with the tongue twister.

3 Play the game. Communication

- Organize the students into groups to play the game in the Activity Book.

Activity Book page 29

1 Choose and write. Play the game in pairs. Collaboration

TIP Demonstrate the game by displaying the Activity Book page on-screen via the Classroom Presentation Tool and playing with a confident student from the class for a few minutes. Tell the student to ask and answer to complete their map. Then repeat the process with the student's map. When you finish the demonstration, ask students to do the activity in pairs.

KEY COMPETENCES Social and civic competence

Monitor while the students are playing the game and encourage good social and interpersonal skills, e.g. turn taking and patience while the other team members are playing.

Lessons 9 and 10

The Big Question Review

Lesson Objectives

Review and practise all vocabulary and grammar from the unit.

Answer the Big Question.

Develop creative skills.

Self-evaluation of progress.

Language

Review: next to, between, in front of, behind, opposite, above, hospital, station, museum, park, library, swimming pool, shops, restaurant, castle, cinema

Review: Is there ... ? Yes, there is. No, there isn't. Are there any ... ? Yes, there are. No, there aren't.

Warm up

Play the Review game on the Classroom Presentation Tool or ask the students to choose one of the flashcard games from the unit to play.

Class Book page 37

1 Watch and answer the questions on the review video.

Video transcript

See page 139.

ANSWERS

See video transcript.

2 Find and write.

- Students turn to pages 94–95 in their Class Books. They look for the places in a town in the picture and then write the words, using the Picture Dictionary in the Activity Book.
- Students choose and write their favourite words for this unit in the Picture Dictionary.

3 Answer. Communication

- Ask students to work in pairs and discuss the questions. Encourage students to share their ideas with the class.

ANSWERS

Students' own answers

TIP Ask the students to make their own answer post for the unit's Big Question. They can do this by drawing a picture to illustrate their answer and adding a profile picture of themselves. You can help them to write their answer post in English. Make a Big Question poster with all their answer posts to display in your classroom or school.

DIGITAL COLLABORATIVE LEARNING Alternatively, students can post their answers onto a school blog or share their answers through a blog with other schools. See the digital collaborative learning section in the Introduction.

4 Make a mini book. Write. Read at home. Creativity

- Students make and complete their mini book.

KEY COMPETENCES Learn to learn

The mini book provides an opportunity for personalization. Personalizing the language they have learned in the unit encourages the students to take ownership of their language learning. Encourage students to take the mini books home to show their families.

5 Colour.

KEY COMPETENCES Learn to learn

You might like to set up a system for students to tell you more regularly and immediately how they are coping in class activities. Distribute small green, orange and red pieces of card per child (or three black and white pictures of Norman for each child to colour green, orange and red). Then, after a lesson, you can ask, *How was your work today?* and encourage the students to hold up red for OK, orange for good or green for excellent. You can also choose to pause during an activity and ask for a show of cards to gauge how the students are managing.

SELF-EVALUATION This self-evaluation activity encourages the students to reflect on their learning. Discuss the students' ratings with them. Ask them to think about what they would like to improve on in the next unit, and encourage them to take pride in the things they have done well.

Writing Practice Units 1–3

Class Book pages 94–95

Look and write. Use the Picture Dictionary.

ANSWERS

- 1 hospital 2 library 3 castle 4 cinema
5 restaurant 6 shop 7 station 8 swimming pool
9 museum 10 park

Picture Dictionary Activity Book page 98

ANSWERS

Students' own answers

Mini Book Activity Book pages 115–116

ANSWERS

Students' own answers

Unit test

The students are now ready to do the unit test and the end-of-term test 1. See the Teacher's Resource Centre.

A garden collage

Lesson Objectives

Review garden words.

Work as a group to make a garden collage.

Develop collaboration, communication and creativity skills.

Language

New: *Where's the bird? It's here. I like the white flower.*

Warm up

Play *Draw it!* from Ideas bank on page 133 to review garden vocabulary.

Class Book page 38–39

THINK ABOUT IT

1 Which garden words can you remember?

Critical Thinking

ANSWERS

Students' own answers

2 What's in your perfect garden? Ask your teacher.

Critical Thinking

ANSWERS

Students' own answers

Activity Book page 78

1 Complete the puzzle.

ANSWERS

1 leaf 2 flower 3 lettuce 4 carrots 5 bird 6 chair
7 hedge 8 apples 9 plant 10 tree

KEY COMPETENCES Sense of initiative and entrepreneurship

Crossword puzzles are a great way to develop problem-solving skills and encourage quick thinking. They also increase concentration and memory of vocabulary. In addition, crosswords help with learning spelling of words.

Class Book pages 38–39

MAKE

3 Make a garden collage. Creativity

- Divide students into groups of three. Try to include a higher-level student in each group so they can provide support to lower-level students. Go through the instructions.
- Emphasize that students need to work together to complete the task. Encourage them to assign roles in the team to complete the project, e.g. they all read the

instructions, they each contribute ideas about things to include in their perfect garden. Tell them to follow the instructions with pictures 1–4.

TIP Monitor throughout the project to make sure they are all contributing to the final product. Give suggestions to help them complete the task and include all of the students. Make the project more communicative by encouraging students to use English. You could write some functional language on the board such as *What about ... ? Good idea! Let's Can you find ... ? Can you draw ... ?*

KEY COMPETENCES Digital competence

Learning how to find information online is a very useful skill. Check students know what search engines they can use, e.g. Google, and then show them how to narrow down their online searches by including useful keywords, e.g. garden furniture, garden art, garden plants and flowers.

4 Listen and read. Then repeat. 062

TIP Draw students' attention to the English in use box. Remind them we use *It's here.* to talk about things that are close to us, and *It's there.* to talk about things that are far away from us.

PRACTISE

5 Talk about your garden collages. Collaboration

- Ask three students to read the dialogue. Then tell students to look at and talk about each other's work. Encourage students to say something positive about their classmates' work in the feedback stage.

Activity Book page 78

2 Tick ✓ your favourite activity.

- Elicit the activities in the pictures from the class. Tell students to tick their favourite and then tell their partner. Do a whole class feedback. Encourage students to answer the questions honestly, so that they can improve their collaboration skills in future activities. Ask students to say what they think they contributed to their group, and what the other members of their group contributed to the group. Encourage students to recognize and focus on their strengths.

COMMUNITY TASK Students can organize an exhibition of their collages for other classes to look at and comment on.

4

How can we be healthy?

Lesson 1 The Big Question

Lesson Objectives

Introduce the Big Question for the Starter Unit: How can we be healthy?

Activate language for talking about healthy food.

Review language from previous units.

Language

New: *healthy, X-ray,*

Review: fruit and vegetables; sports; *Are there any ...? Yes, there are./No, there aren't.*

Warm up

- Play *Stop the bus* from the Ideas bank page 133. Revise vocabulary for food, activities and sports as some of the categories.

Class Book pages 40–41

1 Look at the pictures with your teacher. Answer. What can you see?

- Talk about the pictures on pages 40–41. Encourage the students to tell you the names of all the things they can see.

ANSWERS

Students' own answers

TIP Use the Big Picture to lead into the Big Question video. Ask the students to look at the Big Picture and tell you their thoughts and ideas about what they see. Encourage them to use English where possible. If they use their own language, reformulate their ideas back to them in English. If you like, prompt them by asking questions, e.g. *What can you see? What fruit and vegetables are there? Who can you see?* Encourage them to use their imagination, e.g. *What can you make with the vegetables?* You could also ask them some personalized questions, e.g. *What's your favourite sport?*

2 Watch the Big Question video. **►** Which is your favourite healthy food?

- Ask students to work in pairs. Encourage them to discuss their own ideas about their favourite foods and then invite pairs of students to share their ideas with the class.

Video transcript

See page 139.

ANSWERS

Students' own answers

3 Watch the Big Question video again. **►** What food can you see?

ANSWERS

Fruit (strawberries and bananas); vegetables (carrots and tomatoes); cheese; bread.

TIP Ask the half of the students to count the fruit and vegetables they see in the video and half to count the other food they see to encourage participation and maximize engagement with the video content.

Activity Book

page 30

1 Listen and tick ✓ or cross ✗ 063

Audio transcript

A Are you hungry?
B Yes, I am. Let's make dinner.
A That's a good idea. Is there any bread in the kitchen?
B Yes, there is.
A Are there any carrots?
B No, there aren't.
A That's OK. Is there any cheese?
B Yes, there is. We've got lots of cheese.
A Mmm. Cheese is my favourite. What about tomatoes? Are there any tomatoes?
B No, there aren't.
A Oh dear. Have we got any fruit? Are there any strawberries?
B Yes, there are.
A Are there any bananas?
B Yes, there are.
A Great! We can make our dinner with bread and cheese.
B And then we can have strawberries and bananas! Yum!

ANSWERS

✓ 1, 3, 5, 6

TIP Elicit the vocabulary in the pictures before students listen to the audio. Then play the audio for the first time: ask students to look at the pictures and put up their hands if the answer is a tick, or cross their arms if it is a cross. Then play the audio again and get the students to do the activity in their books. Check answers as a class.

KEY COMPETENCES Learn to learn

Listening to the word and recognizing the picture of the word helps students to remember the vocabulary. After they complete the listening activity you could ask the students to say the words and check the word stress, e.g. *tomatoes, bananas, carrots, strawberries*.

2 Look and complete the questions and answers.

ANSWERS

- 1 Are there any peaches? Yes, there are.
- 2 Are there any strawberries? No, there aren't.
- 3 Are there any carrots? Yes, there are.
- 4 Are there any tomatoes? Yes, there are.
- 5 Are there any bananas? No, there aren't.

Lesson 2

Vocabulary and song

Lesson Objectives

Present and practise vocabulary for sports.

Listen to and sing a song about sports and activities.

Develop critical-thinking skills by talking about sports and equipment.

Language

New: *play handball, do trampolining, play rugby, do gymnastics, play badminton, play baseball, go swimming, do athletics, go mountain biking, go rowing*

Review: present simple; *can, have got*

Warm up

- Present the sports using the sports flashcards from the Classroom Resource Pack. Then play *Charades* from the Ideas bank on page 132.

Class Book page 42

1 Listen and point. Then listen and repeat. 064

- Play the recording for the students to listen and point to the correct items in the picture. Then play the recording again for the students to repeat the words, first chorally, then individually.

2 Listen and point. Then listen and sing. 065

- Play the song for the students to listen and point to the correct sport in the picture. Then play the song again and encourage the students to join in as much as possible.

3 Which sports have got: a ball? a bike? special clothes? Critical Thinking

SUGGESTED ANSWERS

Ball: handball, baseball, rugby

Bike: mountain biking

Special clothes: rugby (team kit, boots); gymnastics (leotard / track suit / shorts and vest); baseball (team kit / helmet); swimming (swimsuit / trunks / hat / goggles); biking (helmet); rowing (vest / shorts)

TIP Mixed-ability teaching

- Support less confident students by asking questions about the sports in the picture, e.g. point to the baseball and ask *Has it got a ball?*
- Stretch more confident students by asking them to say not only the sport, but make a complete sentence, e.g. *Swimming. Swimming has got goggles.*

4 Put on the stickers.

- Students turn to page 31 of the Activity Book to complete the vocabulary activities.

Activity Book page 31

1 Read and number.

ANSWERS

- 1 do trampolining
- 2 do athletics
- 3 do gymnastics
- 4 go mountain biking
- 5 go rowing
- 6 go swimming
- 7 play badminton
- 8 play baseball
- 9 play rugby
- 10 play handball

2 Look and put on the stickers. Write.

ANSWERS

play badminton, do athletics, go swimming, do trampolining, go rowing, play baseball, play rugby, go mountain biking, play handball, do gymnastics

Lesson 3

Grammar

Lesson Objectives

Present and practise vocabulary for sports.

Listen to and sing a song about sports and activities.

Develop critical-thinking skills by talking about sports.

Language

New: *I go rowing / I don't go rowing, ride a horse*

Review: *play handball, do trampolining, play rugby, do gymnastics, play badminton, play baseball, go swimming, do athletics, go mountain biking, go rowing*

Warm up

- Review the sports vocabulary from the previous lesson. Play *Label it!* from the Ideas bank on page 130, using the sports flashcards from the Classroom Resource Pack.

Class Book page 43

1 Listen. Then repeat. 066

- Play the recording for the students to listen and follow the dialogue in their Class Book. Then play it again, pausing after each line for the students to listen and repeat.

2 Act out. Collaboration

TIP Mixed-ability teaching

- Support less confident students by dividing them into a Blue Clue group and a Norman group. Play 066 again and firstly just encourage the groups to physically act out the cartoon in turn without speaking. You can lead them by doing appropriate actions for each part. Then play the recording again and this time ask the groups to do the actions and join in speaking with the audio in turn.
- Stretch more confident students by organizing them into pairs to act out the cartoon independently (while you work with other students). Encourage them to think about their own appropriate actions. Stretch them further by suggesting they substitute the sport or activity for another sport or activity. Students can then act out their new cartoon for the rest of the class.

3 Listen and tick ✓ and cross X. 067

Audio transcript

- I don't play badminton. I go mountain biking.
- I don't play handball. I do trampolining.
- I go swimming with my family. I don't play rugby.
- I do gymnastics. I don't ride a horse.
- I play baseball. I don't go rowing.
- I don't play tennis. I do athletics. I run!

ANSWERS

- cross, tick
- tick, cross
- tick, cross
- cross, tick
- tick, cross
- cross, tick

KEY COMPETENCES Sense of initiative and entrepreneurship

Before the students listen, encourage them to look at the pictures and think about what the sports and activities are. Making predictions and forming expectations before doing a task encourages a positive attitude towards problem solving. Don't tell them if their ideas are correct before they listen. Play the audio for students to do the task. Check answers in class.

4 Listen and say the name. 068

Audio transcript

- Priti: I do gymnastics. I don't ride a horse.
Rosie: I do athletics. I don't play tennis.
Chen: I go mountain biking. I don't play badminton.
Ted: I play baseball. I don't go rowing.
Emily: I do trampolining. I don't play handball.
Leo: I go swimming. I don't play rugby.

ANSWERS

Priti, Rosie, Chen, Ted, Emily, Leo

5 Ask and answer. Communication

TIP Mixed-ability teaching

- Support less confident students by displaying the on-screen version of Class Book page 43 on the Classroom Presentation Tool. Demonstrate the activity by writing a question on the board, e.g. *Do you go swimming or do you play rugby?* Allow the student to answer, e.g. *I go swimming, I don't play rugby.* Next, invite a student to ask you a question and answer it. Then allow the students to do the activity in pairs.
- Stretch more confident students by organizing them into pairs to do the Communicate activity independently (while you work with other students). Encourage them to then ask follow-up questions, e.g. *What special clothes have you got to play baseball?*

Activity book page 32

1 Listen and circle. Then tick ✓ the correct picture. 069

Audio transcript

- I don't play rugby.
- I do gymnastics. It's my favourite sport.
- I go mountain biking. I've got a new bike.
- I play badminton with my brother at the sports centre.
- I don't do trampolining.

ANSWERS

- don't play
 - do
 - go
 - play
 - don't do
- b ✓

2 Look and complete.

ANSWERS

- I don't do trampolining. I go swimming.
- I don't play handball. I play baseball.
- I go mountain biking. I don't do athletics.
- I don't go rowing. I do gymnastics.

Lesson 4

Vocabulary and story

Lesson Objectives

Present and practise vocabulary for healthy activities.

Read and understand a story about break time in Healthy Land.

Develop critical-thinking skills by talking about healthy foods.

Language

New: *eat fruit, eat sweets, drink milk, drink lemonade, do exercise, go outdoors*

Review: present simple

Warm up

Play *What's missing?* from the Ideas bank on page 131.

Class book pages 44–45

1 Listen and point. Then listen and repeat. 070

- Play the recording for the students to listen and point to the correct pictures. Then play the recording again for the students to repeat the words, first chorally, then individually.

2 Look and say what you do and don't do at break time. Critical Thinking

ANSWERS

Students' own answers

TIP When you ask students to talk about the activities they do and don't do, ask them if they think they are healthy activities.

3 BEFORE YOU READ Look at the story title and guess. What can you do at break time in Healthy Land?

SUGGESTED ANSWERS

eat fruit, drink milk, do exercise, go outdoors

4 Listen and read. 071

- Play the story recording for students to listen and follow the story in their books.

5 AFTER YOU READ Watch the story video. Complete the activities.

TIP Before the students watch the story video, tell them to watch and listen carefully because you will ask more detailed questions afterwards. You can ask them to remember the healthy things to do that they see. This will give them a purpose for watching and also help them with the follow-up activities in the Activity Book.

Activity Book page 33

1 Listen and number. 072 Then write.

Audio transcript

A What do you do at break time?

- I eat fruit.
- I drink lemonade.
- I go outdoors.
- I drink milk.
- I eat sweets.
- I do exercise.

ANSWERS

- eat fruit
- drink lemonade
- go outdoors
- drink milk
- eat sweets
- do exercise

2 REMEMBER THE STORY Tick ✓ and say the sports and activities from the story. Circle Norman's favourite activity.

ANSWERS

✓: go outdoors, do trampolining, fruit drink milk, eat fruit (bananas), Norman's favourite activity: eating bananas

3 Read and tick ✓ the true sentence about Norman.

ANSWER

3

Lesson 5 Grammar

Lesson Objectives

Present and practise questions and answers for healthy activities.

Develop speaking skills by learning a chant.

Develop listening skills by matching pictures and words.

Language

New: Do you drink milk? Yes, I do. / No, I don't.

Review: eat fruit, eat sweets, drink milk, drink lemonade, do exercise, go outdoors

Warm up

Review the healthy food vocabulary from the previous lesson. Play *Snap!* From the Ideas bank on page 131 with the break time activities flashcards from the Classroom Resource Pack. Alternatively, play the Unit 4 Lesson 4 vocabulary practice game on the Classroom Presentation Tool.

KEY COMPETENCES Digital competence

When you have played a Classroom Presentation Tool game with the students once, you can ask individual students to take your role as teacher to lead the same game on subsequent occasions in order to help them develop confident use of digital technology.

Class Book page 46

1 Listen and say the chant. 073

- Play the chant for the students to listen. Then play the chant again, pausing after each line for the students to repeat. Play the chant all the way through again and encourage the students to join in as much as possible.

2 Listen and circle. 074

Audio transcript

1

A Are you hungry?

B Yes, I am.

A Do you eat fruit?

B Yes, I do.

2

A Are you thirsty?

C Yes, I am.

A Do you drink lemonade?

C No, I don't.

3

A Do you go outdoors?

D Yes, I do. I go to the park.

4

A Do you eat sweets?

E No, I don't. I don't like sweets.

5

- A Milk is good for you. Do you drink milk?
F Yes, I do. I drink milk for breakfast.

6

- A Do you do exercise?
G Yes, I do. I go swimming at the weekend.

ANSWERS

- 1 Picture 1
2 Picture 2
3 Picture 1
4 Picture 2
5 Picture 1
6 Picture 1

3 Listen and repeat. 075

- Play the recording for the students to listen and repeat.

4 Play the game. Communication

TIP Mixed ability teaching

Support less confident students by playing the guessing game with them. Ask them to stand in a circle with you and hide a flashcard of a healthy food item or activity behind your back. Encourage the students to take turns to guess what it is. Answer them each time as appropriate as shown in the Class Book. Once the students have had plenty of aural practice of the grammar, encourage one of them to take your role. Repeat with different students.

Stretch more confident students by asking them to play the game independently in pairs or small groups. Stretch them further by suggesting they ask follow up questions, e.g. *What do you do after school / at the weekend?*

Activity Book page 34

1 Read and tick ✓ or cross X.

ANSWERS

Tick: a, c, d, e
Cross: b, f

2 What do you do at break time? Complete the questions. Then write answers for you.

ANSWERS

- | | |
|-------------------------------|-----------------------|
| 1 Do you go outdoors? | Students' own answers |
| 2 Do you do exercise? | Students' own answers |
| 3 Do you eat sweets? | Students' own answers |
| 4 Do you drink lemonade? | Students' own answers |
| 5 Do you eat bananas / fruit? | Students' own answers |
| 6 Do you drink milk? | Students' own answers |

Lesson 6

Cross-curricular

Lesson Objectives

Learn about having a healthy body.

Develop reading and listening skills by matching words and pictures.

Develop communication skills by talking about healthy activities.

Language

New: *strong bones, shiny hair, good teeth, healthy skin, fit*

Review: *It's good to do ... , They / It can ...*

Warm up

Review the healthy food and sports vocabulary from this unit by playing *The picture game* from the Ideas bank on page 131.

Class Book page 47

1 Listen and point. Then listen and repeat. 076

- Remind students of the Big Question and then ask them to find who posted an answer (*Rosie*) and what the answer is (*We can look after our bodies*). Play the audio for students to listen and point. Then play the audio again, pausing for students to repeat.

2 Listen and read. 077 **Look and match.**

ANSWERS

1 c 2 a 3 d 4 b

CROSS-CURRICULAR NOTE A healthy body

Research now shows we can do a lot to improve and maintain a healthy body. Regular exercise is essential in order to have strong bones and muscles, and is one of the most important ways to maintain a healthy weight. It can help lower the risk of some diseases, including type 2 diabetes, heart disease and high blood pressure.

Eating certain foods is also vital for a healthy body. We should eat a balanced diet. It is recommended that each day we eat at least five portions of vegetables and fruit, and some carbohydrates or starch, for example, rice, pasta, bread or potatoes. We should have some dairy or diary alternatives, like soya or nut drinks, every day. For protein, meat, fish, eggs or legumes like beans or pulses should be included. We should only eat small amounts of oils and spreads. Most importantly, we need to drink lots of fluids, preferably not fizzy drinks.

3 Ask and answer. Communication

4 What other activities give us a healthy body?

Critical Thinking

SUGGESTED ANSWERS

Join a sports club or team; don't spend too long indoors watching television or playing video games; walk or run for twenty to thirty minutes every day; don't eat too many sweets or fatty foods; go to bed early and get eight hours sleep.

Activity Book page 35

1 Complete.

ANSWERS

- 1 I've got healthy skin.
- 2 I've got shiny hair.
- 3 I've got strong bones.
- 4 I've got good teeth.

2 Who is fit and healthy? Look and circle.

ANSWERS

Students' own answers

3 What gives you a healthy body? Draw and write the activities you do.

ANSWERS

Students' own answers

TIP Curriculum link

If the students are learning about nutrition and the body in other lessons in school, tell them to do some research into healthy foods and nutrition, for example what foods are good for which vitamins, (e.g. oranges and spinach for vitamin C). Students can work in small groups to do the research and then prepare a poster with pictures of the foods and the vitamins they contain. Encourage the students to show their posters in other lessons.

Lesson 7 Literacy and culture

Lesson Objectives

Develop literacy skills by reading a Greek fable.

Develop understanding of the moral of a fable.

Raise awareness of the importance of taking your time when you are doing something.

Develop writing skills by writing about an animal story.

Language

New: *hare, tortoise, race, soon, asleep, wake up, too late, the winner, win*

Review: present simple

Warm up

Play *Get rid of it!* from the Ideas bank on page 133 with the break-time activities and sports flashcards and wordcards from this unit.

Class Book page 48

1 BEFORE YOU READ Look at the pictures.

Answer.

- 1 Who are the characters in the story?
- 2 What activities can you see?

ANSWERS

- 1 a hare and a tortoise
- 2 talking, running, swimming, sleeping, walking, winning, losing, clapping.

2 Listen and read the story. 078 Then answer your teacher's questions.

- Play the recording. Then ask the students questions to check their understanding, e.g.
- 1 *Where are the Hare and the Tortoise?* (In the park.)
- 2 *What does the Hare do?* (He runs fast.)
- 3 *What does the Tortoise do?* (He walks.)
- 4 *Which animal goes swimming?* (The Hare)
- 5 *Which animal falls asleep?* (The Hare)
- 6 *Does the Hare run very fast?* (Yes, he does.)
- 7 *Does the Hare win the race?* (No, he doesn't.)
- 8 *Which animal wins the race?* (The Tortoise)

TIP If you display the Class Book page on-screen via the Classroom Presentation Tool, you could ask individual students to come and point to where the Hare and Tortoise are and what they are doing.

CULTURE NOTE *Aesop's fables*

Aesop's Fables is a collection of stories / fables attributed to Aesop, who is thought to have lived in Ancient Greece around 600BCE. The fables were published as a children's book in 1912. There are over 656 fables available online. The stories were told orally for hundreds of years before they were written down, around 300 years after Aesop's death. Some of the stories in modern books are older than Aesop and some are more modern. All the stories have a moral, i.e. a lesson that can be learned from a story or experience.

The stories are still popular in children's books, cartoons and films, and have been translated into most languages. The best known of the stories are *The Hare and the Tortoise*, *The Fox and the Grapes*, *The Ant and the Grasshopper*, *The Goose that Laid the Golden Eggs*, *The Wolf in Sheep's clothing*, *Androcles and the Lion* and *The Boy who cried Wolf*.

KEY COMPETENCES Cultural awareness and expression

Reading stories from around the world helps develop students' awareness of other countries and cultures. Ask the students to discuss the following questions in small groups, e.g. *What's your favourite story? Why do you like it? What happens in the story? Does it have a moral? What can you learn from the story? Do you like stories about animals?* Giving opinions, sharing knowledge about stories and expressing their ideas encourages the students to develop better communication skills. Feed back ideas to the class.

OUR VALUES Focus the students on the Our Values feature. Tell them what it says and use the story to show how taking your time can mean that you are more successful in completing a task. Ask them questions, e.g. *Why do you think the Hare is too late? Why do you think the Tortoise is the winner?* Ask them to think of things they can do slowly and carefully, e.g. writing in their books, drawing a picture, crossing the road.

3 AFTER YOU READ Complete the activities.

- Students complete the activities on page 36 of the Activity Book.

Activity Book

page 36

- 1 Look at Class Book page 48 again. Read and circle.

ANSWERS

- 1 park
- 2 race
- 3 swimming
- 4 tree
- 5 walks
- 6 Tortoise

- 2 Read and write **H** for *Hare* and **T** for *Tortoise*.

ANSWERS

- I do athletics. H
- I can run fast. H
- I don't run. T
- I walk, but I don't stop. T
- Well done. H
- You can be slow and win. T

- 3 Draw and write about an animal story from your country.

ANSWERS

Students' own answers

Lesson 8

Sounds and speaking

Lesson Objectives

Present and practise the /eɪ/ sound.

Develop speaking and communication skills by playing a game.

Language

Review: present simple; *game, play, train, lemonade*

Warm up

Review the grammar from Lessons 3 and 5. Play the Unit 4 Lesson 3 and 5 grammar practice games on the Classroom Presentation Tool again. Alternatively, you can play *Slow reveal* from the Ideas bank on page 131, using the Unit 4 flashcards from the Classroom Resource Pack.

Class Book

page 49

1 Listen and repeat. 079

- Play the recording for the students to listen and repeat the words with the /eɪ/ sound.

2 Listen. Say the tongue twister. 080

- Play the recording for the students to listen and then join them with the tongue twister.

3 Play the game. Communication

- Organize the students into pairs to play the game in the Activity Book.

Activity Book

page 37

- 1 Choose a character. Play the game in pairs. Ask questions to guess who your friend is. Communication

TIP

Demonstrate the game by displaying the Activity Book page on-screen via the Classroom Presentation Tool and playing with a confident student from the class for a few minutes. You choose a character. Tell the student to ask and answer questions to find out who the character is. When you finish the demonstration, ask the students to do the activity in pairs.

KEY COMPETENCES Social and civic competence

Playing games and taking turns encourages good social and interpersonal skills. Monitor while students are playing the game, encouraging them to take turns and have patience while playing the game.

Lessons 9 and 10

The Big Question Review

Lesson Objectives

Review and practise all the vocabulary and grammar from the unit.

Answer the Big Question.

Develop creative skills by making a mini book.

Self-evaluation of progress.

Language

Review: Vocabulary: *play handball, do trampolining, play rugby, do gymnastics, play badminton, play baseball, go swimming, do athletics, go mountain biking, go rowing, eat fruit, eat sweets, drink milk, drink lemonade, do exercise, go outdoors, strong bones, shiny hair, good teeth, healthy skin, fit, hare, tortoise, race, soon, asleep, wake up, too late, the winner, win*

Grammar: Present simple: *I go rowing / I don't go rowing, go horse riding, Do you drink milk? Yes, I do. / No, I don't. It's good to do... can, have got*

Warm up

Play the Review game on the Classroom Presentation Tool or ask the students to choose one of the flashcard games from the unit to play.

Class Book

page 49

1 Watch and answer the questions on the review video. 080

Video transcript

See page 140.

ANSWERS

See video transcript.

2 Find and write.

- Students turn to page 96–97 in their Class Books. They look for the sports words and then write the words, using the Picture Dictionary in the Activity Book to help them.

- Students choose and write their favourite words for this unit in the Picture Dictionary.

3 Answer. Communication

- Ask students to work in pairs and talk about the questions. Encourage them to share their ideas with the class.

ANSWERS

Students' own answers

TIP Ask students to make their own answer post for the unit's Big Question. They can do this by drawing a picture of what they do to be healthy and adding a profile picture of themselves. Help them write their post in English. Make a Big Question poster with all their answer posts and pictures to display in your classroom or school. Alternatively, you could get students to make a survey in the class. They can ask what sports or activities students do to be healthy, e.g. *Do you go swimming? Do you play baseball?* They can do drawings for each sport. They can then make a poster with the results to display in the classroom, e.g. ten students play baseball, four students go swimming, six students go mountain biking.

DIGITAL COLLABORATIVE LEARNING Alternatively, students can post their answers onto a school blog or share their answers through a blog with other schools. See the digital collaborative learning section in the introduction on page 16.

4 Make a mini book. Write. Read at home. Creativity

- Students make and complete their mini book.

TIP The purpose of the mini book is to provide an opportunity for personalization. Personalizing the language they have learned in the unit encourages the students to take ownership of the language and helps them remember the language. Encourage the students to take the mini books home to show their families.

5 Colour.

TIP The self-evaluation activity encourages the students to reflect on their learning. Discuss the students' rating with them. Ask them to think about what they would like to improve on in the next unit, and encourage them to be proud of the things they have done well.

Writing Practice Units 4–6 Class

Book pages 96–97

Look and write. Use the Picture Dictionary.

ANSWERS

- 1 go rowing
- 2 play baseball
- 3 go swimming
- 4 play handball
- 5 do trampolining
- 6 do athletics
- 7 play rugby
- 8 play badminton
- 9 do gymnastics
- 10 go mountain biking

Picture Dictionary Activity Book page 99

ANSWERS

Students' own answers

Mini Book Activity Book pages 113 – 114

ANSWERS

Students' own answers

Unit Test

The students are now ready to do the unit test. See the Teacher's Resource Centre.

5

Why are animals amazing?

Lesson 1 The Big Question

Lesson Objectives

Introduce the unit and the Big Question: Why are animals amazing?

Present a video about animals.

Review language from previous units.

Language

Review: *can*

Warm up 065

Play the song from Unit 4 Lesson 2 again, encouraging the students to join in. Then play a song game from the Ideas bank on page 132.

Class Book pages 50–51

1 Look at the pictures with your teacher. Answer. What can you see?

- Talk about the pictures on pages 50–51. Encourage the students to tell you the names of all the things they can see.

ANSWERS

Students' own answers

TIP Use the Big Picture to lead into the Big Question video. Ask the students to look at the Big Picture and tell you their thoughts and ideas about what they see. Encourage them to use English where possible. If they use their own language, reformulate their ideas back to them in English. If you like, prompt them by asking questions, e.g. *What can you see? What animals are they? Who can you see?* Encourage them to use their imagination, e.g. *Where are the animals?* You could also ask them some personalized questions, e.g. *Do you like animals?*

2 Watch the Big Question video. Which animal is your favourite?

Video transcript

See page 140.

ANSWERS

Students' own answers

3 Watch the Big Question video again. How many different animals can you see?

ANSWERS

Students' own answers

TIP Ask students to count the animals they see in the video, to encourage participation and maximize engagement with the video content.

Activity Book page 38

1 Listen and circle. 081

TIP Print three or four sets of pictures with the correct animals from the activity. Divide students into three or four groups and tell them to arrange the pictures face up on their tables. Play the audio and tell students to listen for the animals and turn their pictures face down when they hear them. The team with all pictures turned face down are the winners. Play the audio again and tell students to do the activity.

Audio transcript

- A Ooh look. Can you see the ducks? They've got beautiful green heads. They can swim very well.
B Can they fly?
A Yes, they can. They can walk too, but they look funny.
2
A I like spiders. They are clever and make beautiful webs. They can move very fast and climb trees and walls.
B Can they swim?
A I don't know. I know that some spiders can walk on water.
3
A Look, I can see a deer.
B Can they run?
A Yes, they can. They can run very fast.
4
B Can you see the animals over there?
A Yes, I can. They're red squirrels. They can run fast and climb trees.
B Can they fly?
A No, they can't, but they can jump from tree to tree.

ANSWERS

1 a 2 a 3 b 4 b

2 Look and write about what they can and can't do.

ANSWERS

- 1 Fish can't walk. They can swim.
2 Birds can fly. They can't talk.
3 Rabbits can jump. They can't fly.
4 Snakes can climb. They can't run.

Lesson 2

Vocabulary and song

Lesson Objectives

- Present and practise classroom animals vocabulary.
- Develop listening, speaking and word-level reading and writing skills.
- Develop critical-thinking skills by categorizing animals by size.

Language

New: elephant, zebra, giraffe, hippo, lion, monkey, crocodile, penguin, shark, whale

Warm up

Play *Jump to the elephant* from the Ideas bank on page 131.

Class Book page 52

1 Listen and point. Then listen and repeat. 082

- Play the recording for the students to listen and point to the correct items in the picture. Then play the recording again for the students to repeat the words, first chorally, then individually.

2 Listen and point. Then listen and sing. 083

- Play the song for the students to listen and point to the correct animals in the picture. Then play the song again and encourage the students to join in as much as possible.

3 Find an animal that is: big, small, long, tall.

Critical Thinking

SUGGESTED ANSWERS

big: elephant; small: monkey; long: crocodile; tall: giraffe

TIP Mixed-ability teaching

- Support less confident students by asking questions about the animals in the picture, e.g. point to the elephant and ask *Is it small?*
- Stretch more confident students by asking them to say not only the animal, but also a complete sentence, e.g. *elephant. Elephants are big.*

4 Put on the stickers.

- Students turn to page 39 of the Activity Book to complete the vocabulary activities.

Activity Book page 39

1 Read and circle.

ANSWERS

- 1 whale 2 crocodile 3 zebra 4 lion 5 giraffe
6 penguin 7 shark 8 hippo 9 elephant
10 monkey

2 Look and put on the stickers. Write.

ANSWERS

crocodile, shark, penguin, hippo, whale, zebra, giraffe, lion, monkey, elephant

Lesson 3

Grammar

Lesson Objectives

- Present and practise asking and answering present simple questions.

Develop listening, speaking, reading and writing skills.

Develop critical-thinking skills by talking about where animals live.

Language

New: *Do they live in water? Yes, they do. No, they don't. They live / don't live on land.*

Review: elephant, zebra, giraffe, hippo, lion, monkey, crocodile, penguin, shark, whale

Warm up

Review the animals vocabulary from the previous lesson. Play the Unit 5 Lesson 2 vocabulary practice game on the Classroom Presentation Tool. Alternatively, you can play *Lip reading* from the Ideas bank on page 131, using the Unit 5 animal flashcards from the Classroom Resource Pack.

Class Book page 53

1 Listen. Then repeat. 084

- Play the recording for the students to listen and follow the dialogue in their Class Book. Then play it again, pausing after each line for the students to listen and repeat.

2 Act out. Collaboration

TIP Mixed-ability teaching

- Support less confident students by dividing them into a Blue Clue group and a Norman group. Play 084 again and firstly just encourage the groups to physically act out the cartoon in turn without speaking. You can lead them by doing appropriate actions for each part. Then play the recording again and this time ask the groups to do the actions and join in speaking with the audio in turn.
- Stretch more confident students by organizing them into pairs to act out the cartoon independently (while you work with other students). Encourage them to think about their own appropriate actions. Stretch them further by suggesting they substitute the giraffe in the cartoon for another animal. Students can then act out their new cartoon for the rest of the class.

3 Where do the animals live? Listen and circle.

085 Critical Thinking

Audio transcript

- Lions live on land. They don't live in water.
- Whales don't live on land. They live in water.
- Crocodiles live on land and in water.
- Elephants live on land. They don't live in water.
- Giraffes live on land. They don't live in water.
- Penguins live on land and in water.

ANSWERS

- 1 Lions live on land. They don't live in water.
- 2 Whales don't live on land. They live in water.
- 3 Crocodiles live on land and in water.
- 4 Elephants live on land. They don't live in water.
- 5 Giraffes live on land. They don't live in water.
- 6 Penguins live on land and in water.

KEY COMPETENCES Sense of initiative and entrepreneurship

Before the students circle the animals, encourage them to look at the pictures and guess where the animals live. Making predictions and forming expectations prior to doing a task encourages a positive attitude towards problem solving. Don't tell them if their ideas are correct, but when they have finished the activity, discuss with them which of the places they guessed correctly and what helped them guess.

4 Listen and answer. ① 086

- Play the recording for the students to listen and point to the correct pictures in activity 3.

Audio transcript

- 1 Do lions live on land?
- 2 Do whales live on land and in water?
- 3 Do crocodiles live on land and in water?
- 4 Do elephants live in water?
- 5 Do giraffes live on land?
- 6 Do penguins live on land and in water?

ANSWERS

- 1 Yes, they do.
- 2 No, they don't.
- 3 Yes, they do.
- 4 No, they don't.
- 5 Yes, they do.
- 6 Yes, they do.

5 Ask and answer. Communication**TIP** Mixed-ability teaching

- Support less confident students by displaying the on-screen version of Class Book page 53 on the Classroom Presentation Tool. Invite individual students to come to the board, point to one of the animals and ask the group what it is. The rest of the group should put up their hands to answer. Repeat with different students coming up to the board. Then the student asks *Do they live on land?* And the rest of the group put up their hands to answer. Repeat with other students so at least half the class gets a turn to come to the front.
- Stretch more confident students by organizing them into pairs to do the Communicate activity independently (while you work with other students). Encourage them to then play a game by taking it in turns to write a riddle about one of the animals they have learned about, e.g. *It lives on land. It can run. It is big.* The other students should try to guess what the animal is.

Activity Book

page 40

1 Look at the picture. Read and circle.**KEY COMPETENCES** Learn to learn

The Venn diagram helps students to think about the words they have learned in a meaningful way. Categorizing is an excellent way for students to remember vocabulary as it gives words context. You could personalize the task by asking students to draw their own Venn diagrams and classify animals by their size (big or small). When they finish, ask them to report back how they have classified their animals.

ANSWERS

- 1 live
- 2 don't live
- 3 don't live
- 4 live
- 5 live

2 Complete the sentences.**ANSWERS**

- 1 don't live, They live
- 2 live, They don't live
- 3 live

3 Complete the questions and write the answers.**ANSWERS**

- 1 Do monkeys live on land? Yes, they do.
- 2 Do elephants live in water? No, they don't.
- 3 Do penguins live in water and on land? Yes, they do.
- 4 Do rabbits live in water and on land? No, they don't.

Lesson 4

Vocabulary and story

Lesson Objectives

Present and practise animal activities vocabulary.
Develop listening, speaking and reading skills.
Check and consolidate understanding of the Zoo Land story.

Language

New: eat grass, drink water, like fruit, sleep in a tree, live in a group, hunt animals

Warm up

Play *Slow reveal* from the Ideas bank on page 131.

Class Book pages 54–55

1 Listen and point. Then listen and repeat. 087

- Play the recording for the students to listen and point to the correct pictures. Then play the recording again for the students to repeat the words, first chorally, then individually.

2 Look and say what you do and don't do.

Critical Thinking

ANSWERS

Students' own answers

3 BEFORE YOU READ Look at the story title and guess. Which wild animals are in Zoo Land?

ANSWERS

giraffes, zebras, lions, penguins, elephants

4 Listen and read. 088

- Play the story recording for the students to listen and follow the story in their books.

5 AFTER YOU READ Watch the story video. Complete the activities.

TIP Before the students watch the story video, tell them to watch and listen carefully because they will be asked some more detailed questions afterwards. You can also ask them to remember the people and the animals in the story while they are watching. This will give them a purpose for watching and also help them with the follow-up activities in the Activity Book.

Activity Book page 41

1 Listen and number. 089 Then write.

Audio transcript

- They hunt animals.
- They live in a group.
- They sleep in a tree.
- They drink water.
- They like fruit.
- They eat grass.

ANSWERS

- a 4 drink water b 5 like fruit c 1 hunt animals
d 3 sleep in a tree e 6 eat grass f 2 live in a group

KEY COMPETENCES Sense of initiative and entrepreneurship

The ordering element of this activity challenges students to study the pictures carefully as they listen to the audio. This helps to develop problem-solving and concentration skills.

2 REMEMBER THE STORY Read and tick ✓.

ANSWERS

- 1 lion ✓ penguin ✓ elephant ✓
2 lion ✓
3 penguin ✓
4 elephant ✓
5 elephant ✓
6 elephant ✓

3 Read and tick ✓ the true sentence about Norman.

ANSWER

- 1 ✓

Lesson 5

Grammar

Lesson Objectives

Present and practise asking and answering present simple questions.

Practise animal activities vocabulary.

Develop listening skills by completing a table and speaking skills by playing a game.

Language

New: Does it eat meat? Yes, it does. No, it doesn't.

It eats / doesn't eat grass.

Review: elephant, zebra, giraffe, hippo, lion, monkey, crocodile, penguin, shark, whale

Warm up

Review the animals and animal activities by playing *Animal characteristics* from the Ideas bank on page 131.

Class Book page 56

1 Listen and say the chant. 090

- Play the chant for the students to listen. Then play the chant again, pausing after each line for the students to repeat. Play the chant all the way through again and encourage the students to join in as much as possible.

2 Listen and tick ✓ or cross X. 091

Audio transcript

1

- A Look at the monkey. Tell me about the monkey.
B This monkey lives in a group. It lives with other monkeys. It climbs and plays and sleeps in trees. It likes fruit, especially bananas. It eats grass and other plants. It doesn't hunt animals. It drinks water.

2

- A What about the shark?
B This shark is very different. This shark doesn't live in a group. It lives in water. It doesn't live on land and it doesn't eat grass! It likes meat. It hunts fish and other animals. It doesn't drink water.

ANSWERS

A monkey lives in a group, lives on land, eats grass, and drinks water. It doesn't hunt animals.
A shark doesn't live in a group, doesn't live on land, doesn't eat grass and doesn't drink water. It hunts animals.

3 Listen and repeat. 092

- Play the recording for the students to listen and repeat.

4 Look at the table in activity 2. Play the game.

Communication

TIP Mixed-ability teaching

- Support less confident students by playing the guessing game with them. Place a chair at the front of the classroom and invite a student to sit on it. Put the animal flashcards on the board and ask the student to choose one and keep it secret. Ask the student questions until you guess the animal, e.g. *Does it live in a group? Does it eat grass?* Repeat by inviting different students to sit at the front and choose a secret animal. The class takes turns to ask questions until they guess the animal.
- Stretch more confident students by asking them to play the game independently in pairs or small groups. Stretch them further by asking them to write two or three sentences about each animal. During feedback ask students to read out their sentences.

Activity Book page 42

1 Read and match.

ANSWERS

1 c 2 a 3 b

2 Look and complete.

ANSWERS

1 doesn't like 2 hunts 3 drinks 4 doesn't sleep
5 doesn't eat 6 lives

3 Complete the questions and answers about the hippo.

ANSWERS

- Does it live in a group? Yes, it does.
- Does it hunt animals? No, it doesn't.
- Does it eat grass? Yes, it does.
- Does it sleep in a tree? No, it doesn't.

Lesson 6

Cross-curricular

Lesson Objectives

Learn about habitats.

Review and practise animal vocabulary.

Develop reading skills by identifying where animals live.

Language

New: *cave, ice, desert, jungle*

Review: *monkey, bat, penguin, snake*

Warm up

Review the animals and animal activities by playing *The memory game* from the Ideas bank on page 131.

Class Book page 57

1 Listen and point. Then listen and repeat. 093

2 Listen and read. 094 Write where the animals live.

ANSWERS

- Snake: desert
- Penguin: ice / Antarctica
- Monkey: jungle
- Bat: caves

TIP Before students read, show the Class Book page on-screen using the Classroom Presentation Tool. Point to the animals and elicit their names and say true or false statements about the animals, e.g. *Snakes live in ice. Monkeys live in jungles.* Tell students to put up their hands if they think the answer is false or cross their arms if it's true. Don't tell students if they are correct or not; let them read the text to check their predictions.

3 Ask and answer. Communication

CROSS-CURRICULAR NOTE Habitats

A habitat is a place where animals and plants live. The habitat provides animals with shelter and food. Habitats can be big or small depending on the size of the animals that live there. For example, a jungle is a habitat to many animals, but a leaf is also a habitat to insects, birds and many other tiny creatures. Animals that live in rainforests could include monkeys, birds, tigers, insects, snakes, frogs and many more. Animals adapt to their habitats; for example, elephants live in hot habitats and have big ears which they flap to keep cool. Polar bears live in cold habitats and have lots of fur to keep them warm.

4 What other animals live in these places?

Communication

TIP Extend this activity to a research project about different animals and their habitats. You could ask students to research animals and their habitats online and make a poster about them. Students can work in groups of three or four to complete the task. Students can display their posters around the class. Encourage students to walk around looking at each other's posters and during feedback report on something interesting they learned.

KEY COMPETENCES Digital competence

Doing research on the internet helps develop ICT skills and knowledge of how to use the internet in a safe environment. Students can print off pictures of animals in their habitats to stick on their posters. They could also use a word processor to type two or three sentences about the animal and its habitat. They can print these and stick them on the poster.

Activity Book page 43

1 Write. Colour the frames: blue = cold, red = hot. Then listen and match. 095

Audio transcript

- 1 A What animals live in the desert?
B Tortoises live in the desert. They like hot places.
- 2 A What animals live in the jungle?
B Elephants live in the jungle.
- 3 A What lives on the ice? Do spiders live on the ice?
B No, they don't. Birds live on the ice.
- 4 A Do spiders live in caves?
B Yes, they do. Spiders live in lots of places. These are special spiders. They live in caves.

ANSWERS

- 1 desert (red) d
- 2 jungle (red) a
- 3 ice (blue) b
- 4 cave (blue) c

KEY COMPETENCES Mathematical competence and basic competences in science and technology

Being able to identify animals and which habitats they live in develops competence in basic science.

2 Read and match.

ANSWERS

- 1 Elephants live in the jungle.
- 2 Birds live on ice.
- 3 Spiders live in caves.
- 4 Tortoises live in the desert.

TIP When students have finished writing, ask them to swap their sentences with a partner and check. This encourages peer correction. When they finish, ask individual students to read out sentences for the class.

3 Answer the questions. Critical Thinking

ANSWERS

- 1 Yes, they do.
- 2 No, they don't.
- 3 No, they don't.

TIP Curriculum link

If they are learning about animals in their other lessons at school, you could encourage students to tell their science teacher the names of animals and their habitats in English.

Lesson 7 Literacy and culture

Lesson Objectives

Find information from a fact file.

Raise awareness of animals that live in Australia.

Raise awareness of the importance of respecting wildlife.

Language

New (passive): *kangaroos, koala, cassowary*

Review: present simple; *can*

Warm up

Play *Jungle chairs* from the Ideas bank on page 132.

Class Book page 58

1 BEFORE YOU READ Look at the photos and say.

- 1 Describe the animals.
- 2 Where can you see the animals?

ANSWERS

Students' own answers

2 Listen and read the fact file. 096 Then answer your teacher's questions.

- Play the recording. Then ask the students questions to check their understanding, e.g.
 - 1 *What do kangaroos eat?* (Grass)
 - 2 *Can they jump high?* (Yes)
 - 3 *How many hours do koalas sleep a day?* (20 hours)
 - 4 *Can the cassowary fly?* (No)
 - 5 *Where does it live?* (In rainforests)

KEY COMPETENCES Learn to learn

Reading for detail helps develop reading skills in students. Ask students to justify their answers to questions so as to check their understanding of the text. Ask students to make a list of words they don't know from the text and check their meaning in a bilingual dictionary. Students can then share their words / definitions in pairs.

CULTURE NOTE Wildlife in Australia

Australia has a rich and diverse wildlife with many unusual plants and animals living on the continent. Scientists believe this is because the continent was isolated for millions of years. Australia has many different environments including deserts, mountains, rainforests and coastline, all of which provide habitats for many animals and plants. The Great Barrier Reef is over 2,000 km long and is home to 1,500 different types of fish.

TIP Ask the students if they know any other animals that come from Australia.

OUR VALUES Focus the students on the Our Values feature. Tell them what it says and use the picture as an example of respecting wildlife, i.e. looking after the environment. Ask them if they can think of other ways they can respect wildlife, e.g. don't throw litter in the forest, don't destroy their habitats, don't hunt animals. You could write their ideas on the board.

3 AFTER YOU READ Complete the activities.

- Students complete the activities on page 44 of the Activity Book.

Activity Book page 44**1 Look at Class Book page 58 again. Complete the fact files.****ANSWERS**

Name: koala; kangaroo; cassowary

Country: Australia

Habitat: trees; grasslands / deserts; rainforests

Description: small, grey; tall, with a long tail; big, can't fly

TIP Draw the last two columns of the table on the board. Divide the class into two teams. Assign one column to each team. The first team to complete their answers correctly wins. Ask each team to nominate a team member to write the answers on the board and have the class check they are correct.

2 Read and circle.**ANSWERS**

1 cassowary 2 kangaroo 3 cassowary 4 koala
5 koala 6 kangaroo

KEY COMPETENCES Learn to learn

Reading a description of the animal gives the vocabulary meaning and helps with memorization of the new words. Encourage students to play a game after they complete the activity. Each student chooses an animal and writes a description of it on a piece of paper and the name of the animal on the back. Place the descriptions in a bag. Divide the class into two teams. Call a student to the front from a team and ask them to pick a piece of paper and read out the description. Their team has to guess what the animal is correctly. Repeat with the other team. The team that guesses the most animals wins.

3 Complete the fact file for an animal in your country. Creativity**ANSWERS**

Students' own answers

COMMUNITY TASK Students can make a class poster about animals in their country. The task can be made collaborative by asking two or three students to choose an animal to write about. The poster can be displayed in the classroom.

DIGITAL COLLABORATIVE LEARNING A sense of audience greatly increases learners' motivation to write. Digital collaborative learning is a means to gain a genuine audience. Extend activity 3 and the Community Task by setting up a real class blog and asking the students to upload a photo of their display. Link together more than one class blog in the school for a wider audience. See the digital collaborative learning section in the Introduction.

Lesson 8

Sounds and speaking

Lesson Objectives

Present and practise the /h/ sound.

Develop speaking and communication skills.

Review and practise animal and animal activities vocabulary.

Language

Review: *happy, hippo, hungry, horse*

Warm up

Review the vocabulary from Lessons 3 and 5. Play the Unit 5 Lesson 2 and Lesson 4 vocabulary practice games on the Classroom Presentation Tool again.

Class Book page 59**1 Listen and repeat.** 097

- Play the audio while students listen and repeat.

2 Listen. Say the tongue twister. 098

- Students work in pairs and say the tongue twister. Then ask individuals to say the tongue twister for you.

3 Play the game. Communication**Activity Book** page 45**1 Play the game in two teams.** Collaboration

- Divide the class into two teams to play the game. Monitor as needed to ensure all students are taking part.

TIP Before students begin playing, elicit the names of the animals on the board. Demonstrate how to play the game first by showing the Activity Book page on-screen via the Classroom Presentation Tool and playing with individuals for a few minutes. When you land on an item, read out the description; then ask a student to guess the animal. When a student lands on an item, ask them to read out the description and then you say the animal.

KEY COMPETENCES Social and civic competence

As you are monitoring, while the students are playing the game, encourage good social and interpersonal skills, e.g. turn taking and patience while the other team members are playing.

DIGITAL COLLABORATIVE LEARNING Students can post their answers onto a school blog or share their answers through a blog with other schools. See the digital collaborative learning section in the Introduction.

4 Make a mini book. Write. Read at home. Creativity

5 Colour.

SELF-EVALUATION This self-evaluation activity encourages the students to reflect on their learning. Discuss the students' ratings with them. Ask them to think about what they would like to improve on in the next unit, and encourage them to take pride in the things they have done well.

Lessons 9 and 10 The Big Question Review

Lesson Objectives

Review and practise all vocabulary and grammar from the unit.

Answer the Big Question.

Develop creative skills.

Self-evaluation of progress.

Language

Review vocabulary: *elephant, zebra, giraffe, hippo, lion, monkey, crocodile, penguin, shark, whale, eat grass, drink water, like fruit, sleep in a tree, live in a group, hunt animals*

Review grammar: *Do they live in water? Yes, they do. No, they don't. They live / don't live on land. Does it eat meat? Yes, it does. No, it doesn't. It eats grass. It doesn't eat grass.*

Warm up

Play the Review game on the Classroom Presentation Tool or ask the students to choose one of the flashcard games from the unit to play.

Class Book page 59

1 Watch and answer the questions on the review video.

Video transcript

See page 140.

ANSWERS

See video transcript.

2 Find and write.

- Students look for the animals in the picture and then write the words, using the Picture Dictionary in the Activity Book to help them.
- Students choose and write their favourite words for this unit in the Picture Dictionary.

3 Answer. Communication

ANSWERS

Students' own answers

Writing Practice Units 4–6

Class Book pages 96–97

Look and write. Use the Picture Dictionary.

ANSWERS

1 shark 2 penguin 3 monkey 4 lion 5 crocodile
6 elephant 7 hippo 8 zebra 9 giraffe 10 whale

Picture Dictionary Activity Book page 100

ANSWERS

Students' own answers

Mini Book Activity Book pages 111–112

ANSWERS

Students' own answers

Unit test

The students are now ready to do the unit test. See the Teacher's Resource Centre.

6

What do we do at school?

Lesson 1 The Big Question

Lesson Objectives

Introduce the unit and the Big Question: What do we do at school?

Present a video about the school day.

Review language from previous units.

Language

Review: present simple (we)

Warm up 083

Play the song from Unit 5 Lesson 2 again, encouraging the students to join in. Then play the song again and ask individual students to sing the lines in the verses.

Class Book pages 60–61

1 Look at the pictures with your teacher. Answer. What can you see?

- Talk about the pictures on pages 60–61. Encourage the students to tell you what they can see.

ANSWER

Children having lunch at school

TIP Use the Big Picture to lead into the Big Question video. Ask the students to look at the Big Picture and tell you their thoughts and ideas about what they see. Encourage them to use English where possible. If they use their own language, reformulate their ideas back to them in English. If you like, prompt them by asking questions, e.g. *Where do you think these children are? What are they doing? Are they happy? Why?* Encourage them to use their imagination, e.g. *What are their names? Which children are friends? How old are they?* You could also ask them some personalized questions, e.g. *What do you eat for lunch at school?*

2 Watch the Big Question video. What's fun about Matt's school?

Video transcript

See page 141.

ANSWERS

Students' own answers

3 Watch the Big Question video again. Who has got glasses? Who has got curly hair?

ANSWERS

Robin's got glasses, and Marek's got curly hair.

TIP Ask the students to join in saying the hair colours and styles when the narrator in the star post film says them, to encourage participation and maximize engagement with the video content.

Activity Book page 46

1 Listen and number. 099

Audio transcript

1

There's my friend, Kirsty. She's got straight hair.

2

This is my friend, Ben. He's in my class at school. He's got dark hair.

3

A Where's your cousin?

B There she is. She's got long hair. She hasn't got short hair.

A Oh, yes.

4

There's Robin. She hasn't got a hat. She's got glasses.

5

A This is my brother, James.

B Has he got dark hair?

B No, he hasn't. He's got blond hair.

6

A Who's this?

B It's Marek.

A But Marek has got straight hair!

B No he hasn't! He hasn't got straight hair. He's got curly hair!

ANSWERS

a 2 b 1 c 5 d 3 e 6 f 4

2 Look and write.

ANSWERS

1 He's got blond hair.

2 She's got long hair.

3 She's got straight hair.

4 He's got glasses.

5 He's got curly hair.

6 She's got dark hair.

Lesson 2

Vocabulary and song

Lesson Objectives

Present and practise school subjects vocabulary.
Listen to and sing a song about favourite school subjects.
Develop critical-thinking skills by talking about school subjects.

Language

New: PE, ICT, maths, English, geography, science, drama, art, music, history

Warm up

Play *Vocabulary network* from the Ideas bank on page 134.

Class Book page 62

1 Listen and point. Then listen and repeat. 100

- Play the recording for the students to listen and point to the correct items in the picture. Then play the recording again for the students to repeat the words, first chorally, then individually.

2 Listen and point. Then listen and sing. 101

- Play the song for the students to listen and point to the correct objects in the picture. Then play the song again and encourage the students to join in as much as possible.

3 Think about your school subjects. Which is your favourite? Critical Thinking

ANSWERS

Students' own answers

TIP Mixed-ability teaching

- Support less confident students by asking them to listen to a word which a more confident student says and then point to the word in their book and repeat the word they heard.
- Stretch more confident students by asking them to say not only the subject, but why they like it.

KEY COMPETENCES Social and civic competence

A speaking activity, where students are expressing their own opinions, is an opportunity to encourage social and civic competence. Encourage students to be respectful to their partner, to listen carefully and not interrupt while their partner is speaking. Ask students to write their partner's favourite subjects. This will encourage students to listen and avoid interrupting. During feedback, ask students to tell you about their partner's favourite subjects.

4 Put on the stickers.

- Students turn to page 47 of the Activity Book to complete the vocabulary activities.

Activity Book page 47

1 Read and match.

ANSWERS

- 1 art 2 ICT 3 geography 4 maths 5 PE
6 science 7 music 8 drama 9 history 10 English

KEY COMPETENCES Sense of initiative and entrepreneurship

Puzzle activities encourage students to develop skills of concentration and deduction, which are vital in developing problem-solving skills.

2 Look and put on the stickers. Write.

ANSWERS

maths, science, geography, art, ICT, English, PE, history, drama, music

Lesson 3

Grammar

Lesson Objectives

Present and practise asking present continuous questions.
Develop listening, speaking, reading and writing skills.
Develop critical-thinking and communication skills.

Language

New: *What are you doing? I'm doing maths.*

Review: PE, ICT, maths, English, geography, science, drama, art, music, history

Warm up

Review the school subjects vocabulary from the previous lesson. Play the Unit 5 Lesson 2 vocabulary practice game on the Classroom Presentation Tool. Alternatively, you can play *Label it!* from the Ideas bank on page 131, using the Unit 5 school subjects flashcards from the Classroom Resource Pack.

Class Book page 63

1 Listen. Then repeat. 102

- Play the recording for the students to listen and follow the dialogue in their Class Book. Then play it again, pausing after each line for the students to listen and repeat.

2 Act out. Collaboration

TIP Mixed-ability teaching

- Support less confident students by dividing them into a Blue Clue group and a Norman group. Play 102 again and firstly just encourage the groups to physically act out the cartoon in turn without speaking. You can lead them by doing appropriate actions for each part. Then play the recording again and this time ask the groups to do the actions and join in speaking with the audio in turn.
- Stretch more confident students by organizing them into pairs to act out the cartoon independently (while you work with other students). Encourage them to think about their own appropriate actions. Stretch them further by suggesting they substitute the school subject for another school subject. Students can then act out their new cartoon for the rest of the class.

3 Listen, circle and write. 103

Audio transcript

1

- A What are you doing?
B I'm doing geography.

2

- A What are you doing?
B I'm doing drama.

3

- A What are you doing?
B I'm doing ICT.

4

- A What are you doing?
B I'm doing art.

5

- A What are you doing?
B I'm doing English.

ANSWERS

1 geography 2 drama 3 ICT 4 art 5 English

KEY COMPETENCES Sense of initiative and entrepreneurship

Before the students do the activity, encourage them to look at the pictures and think about what subjects they are. Making predictions and forming expectations prior to doing a task encourages a positive attitude towards problem solving. Don't tell them if their ideas are correct before they listen, but when they have finished the activity, discuss with them which of the items they guessed correctly and what helped them guess.

4 Listen and say. 104

Audio transcript

- A Are you doing science?
B Yes, I am.

5 Mime, ask and answer. Communication

TIP Mixed-ability teaching

- Support less confident students by displaying the on-screen version of Class Book page 63 on the Classroom Presentation Tool. Demonstrate the activity by miming doing one of the school subjects. Tell students they have to ask you questions to find out what you are doing. Nominate a student to ask questions until they guess the correct activity. Then divide the class into two teams. Tell each team, to choose an activity and nominate a member to come to the front and mime the activity to the other team, while they ask questions.
- Stretch more confident students by organizing them into pairs to do the Communicate activity independently (while you work with other students). Encourage them to then ask follow up questions, e.g. *When do you do ... ? Who do you do it with? Do you like it?*

Activity Book page 48

1 Read and number the subjects.

ANSWERS

a 2 b 4 c 3 d 1

2 Complete the questions and answers. Then circle the correct pictures.

ANSWERS

- 1 I'm, a
2 I'm doing, a
3 What are, I'm doing, b

3 Complete the questions. Then answer for you.

ANSWERS

- 1 Students' own answers
2 Are, doing, Students' own answers
3 are, doing? Students' own answers

KEY COMPETENCES Learn to learn

Personalizing the language helps students to learn the target language. Extend the activity by asking students to make up three extra questions to ask their partners about school subjects.

Lesson 4 Vocabulary and story

Lesson Objectives

Present and practise activities vocabulary.

Develop listening, speaking and reading skills.

Check and consolidate understanding of the Space School Land story.

Language

New: *listen to music, learn about space, write, sing, draw, do sport*

Review: *What's he doing?*

Warm up 101

Play the song from Lesson 2 again, encouraging the students to join in. If you like, choose a song activity from the Ideas bank on page 132.

Class Book pages 64–65

1 Listen and point. Then listen and repeat. 105

- Play the recording for the students to listen and point to the correct pictures. Then play the recording again for the students to repeat the words, first chorally, then individually.

2 Look and say which activities you can and can't do at school. Critical Thinking

ANSWERS

Students' own answers

3 BEFORE YOU READ Look at the story title and guess. What activities can you do in Space School Land?

ANSWERS

Students' own answers

4 Listen and read. 106

- Play the story recording for the students to listen and follow the story in their books.

5 AFTER YOU READ Watch the story video. Complete the activities.

TIP While students watch the story, ask them to work with a partner. One partner sits with their back to the screen while the other faces the screen. Play the story, but with the volume turned down. Tell students to describe to their partner what is happening and what they can see. Stop students half way through and ask partners to switch roles. Then play the story with the volume turned up for all students to see and check their descriptions. The act of describing what is happening will help students remember what happened in the story and prepare them to do the activities in the Activity Book.

Activity Book page 49

1 Listen and match. 107 Then write.

Audio transcript

- I listen to music.
- I write.
- I sing.
- I draw.
- I do sport.
- I learn about space.

ANSWERS

- 1 d listen to music 2 f write 3 c sing 4 a draw
5 e do sport 6 b learn about space

2 REMEMBER THE STORY Read and number.

ANSWERS

- a 2 b 3 c 4 d 1

3 Read and tick ✓ the true sentence about Norman.

ANSWER

2 ✓

Lesson 5

Grammar

Lesson Objectives

Present and practise asking and answering questions about school subjects.

Practise school subjects and activities vocabulary.

Develop listening skills by matching words and pictures.

Language

New: *What's he / she doing in music? He's / She's singing a song.*

Review: *PE, ICT, maths, English, geography, science, drama, art, music, history, listen to music, write, sing, draw, learn about space, do sport*

Warm up

Review the school subjects and activities items vocabulary from the previous lesson. Play the Unit 6 Lesson 4 vocabulary practice game on the Classroom Presentation Tool or play *Missing card!* from the Ideas bank on page 131 with the school subjects or activities flashcards from the Classroom Resource Pack.

KEY COMPETENCES Digital competence

When you have played an Classroom Presentation Tool game with the students once, you can ask individual students to take your role as teacher to lead the same game on subsequent occasions in order to help them develop confident use of digital technology.

Class Book page 66

1 Listen and say the chant. 108

- Play the chant for the students to listen. Then play the chant again, pausing after each line for the students to repeat. Play the chant all the way through again and encourage the students to join in as much as possible.

2 Listen and match. 109

Audio transcript

- A What's she doing in art?
B She's drawing a horse. Art is her favourite subject.
- A What's he doing in maths?
B He's writing. He loves numbers.
- A What's he doing in music?
B He's learning to play the piano. He's good at music.
- A What's she doing in science?
B She's learning about plants.

5

- A What's he doing in English?
B He's learning new words for animals.

6

- A What's she doing in drama?
B She's dressing up!

ANSWERS

- 1 art, d 2 maths, c 3 music, b 4 science, a
5 English, f 6 drama, e

TIP Elicit the activities in the pictures before students listen to the audio.

3 Listen and repeat.  110

- Play the recording for the students to listen and repeat.

4 Play the game. Communication

TIP Mixed-ability teaching

- Support less confident students by playing the guessing game with them. Ask them to stand in a circle with you and hide a flashcard of a school subject item behind your back. Encourage the students to take turns to guess what you are doing. Answer them each time as appropriate as shown in the Class Book. Once the students have had plenty of aural practice of the grammar, encourage one of them to take your role. Repeat with different students.
- Stretch more confident students by asking them to play the game independently in pairs or small groups. Stretch them further by suggesting they ask follow up questions, e.g. *When do you do it?*

Activity Book page 50

1 Read and circle.

ANSWERS

- 1 a 2 c 3 c

2 Complete and match.

ANSWERS

- 1 learning, d 2 listening, a 3 drawing, c 4 singing, b

3 Answer the questions for you.

ANSWERS

Students' own answers

Lesson 6

Cross-curricular

Lesson Objectives

Learn how to count in tens in English.

Review and practise number vocabulary.

Develop listening, speaking and reading by multiplying in English.

Develop critical-thinking skills by solving maths problems.

Language

Review: *ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred*

Warm up

Review the numbers vocabulary by playing *Bingo!* from the Ideas bank on page 132.

Class Book page 67

1 Can you count in tens? Listen and point. Then listen and repeat.  111

2 Listen, read and write the answers.  112

3 Listen and check.  113

ANSWERS

- 1 14 2 32 3 30 4 21 5 72 6 63

TIP Before students listen and read, demonstrate how to use the table. Show the Class Book page on-screen using the Classroom Presentation Tool. Invite a student to the front and ask them *What's two times two?* Tell them to point at the correct answer. Repeat this with two or three more students until they understand how to find the answers. Then play the audio. Check answers as a class.

4 Ask and answer. Communication

- Tell the students to use the table to ask and answer questions.

CROSS-CURRICULAR NOTE The multiplication tables

A multiplication table tells you the results of multiplying two numbers. It is often used in primary schools to help children learn how to multiply two numbers. Children are often taught to memorize the answers. The oldest multiplication table is from Babylon. They had multiplication tables on clay tablets and used them to do calculations. The ancient Babylonian multiplication tables were in powers of 60 rather than the ones we use in modern day multiplication tables. The first known multiplication table using the power of ten was in ancient China. It was used in 305 BC.

5 Solve this problem without the table: What's 4×5 ? (Critical Thinking)

TIP Extend this activity to a game. Divide the class into two teams. Each team must think of a multiplication to do. They then ask a member of the opposite team to answer it without looking at the Class Book. If they get it right they get a point. The game continues until each team member has answered a multiplication. The team with the most points wins.

KEY COMPETENCES Mathematical competence

Doing mental arithmetic helps to develop mathematical skills and confidence with problem solving. You could ask each team to write a quiz for the other team to complete. The quiz could consist of short algebra questions, e.g. $5x = 25$, $x = 20$. The team that completes the quiz first wins.

Activity Book page 51

1 Say and write the missing numbers.

ANSWERS

tens: 30, 50, 70
twos: 6, 12, 18
threes: 9, 15, 27

KEY COMPETENCES Digital competence

With the ability to recognize, identify and create patterns, students are able to make predictions, which improves not only mathematical reasoning, but also digital competence. Completing the number patterns develops logical reasoning and problem-solving skills. These are skills which are essential for understanding ICT.

2 Write the missing numbers in words.

ANSWERS

fifteen, thirty, thirty-five, fifty

3 Solve these problems and write the number words. Use the table on Class Book page 67 to help you.

ANSWERS

1 seventy 2 eighty 3 twenty 4 ten 5 sixty
6 forty

TIP Curriculum link

If the students are learning their times tables in their maths class, encourage them to say their times tables in English to their maths teacher.

4 Now solve this problem. Use the letters in activity 3 to help you. (Critical Thinking)

ANSWER

ninety

Lesson 7 Literacy and culture

Lesson Objectives

Develop literacy skills and familiarize students with a newsletter text.

Raise awareness of culture in Barbados.

Raise awareness of the importance of joining in.

Language

New (passive): *steel pan band, table tennis, cricket, sports field, sports clothes, drama*

Review: *school, is*

Warm up

Play *Label it!* from the Ideas bank on page 131 with the school subjects and activities flashcards and wordcards from this unit.

Class Book page 68

1 BEFORE YOU READ Look at the school newsletter. Answer.

- 1 What's the name of the school?
- 2 Which is your favourite notice?

ANSWERS

1 Hillside School 2 Students' own answers

2 Listen and read the newsletter. 114 Then answer your teacher's questions.

- Play the recording. Then ask the students questions to check their understanding, e.g.
 - When does the Steel Pan Band meet? (On Thursdays after lunch.)
 - What sport can you play on Fridays in the dining room? (Table tennis)
 - When does the cricket club meet? (On Mondays)
 - What club is not meeting today? (The drama club)

CULTURE NOTE School activities

UK schools have lots of extra activities and clubs for children to join. Students can learn new skills while making friends. It is a great way for students to develop interpersonal skills while doing something they enjoy. It also provides students with the opportunity to make a valuable contribution to a team or club. This increases students' self-confidence and helps develop their team working skills.

TIP Ask the students if they are members of any clubs.

OUR VALUES Focus the students on the Our Values feature. Tell them what it says and use the picture as an example of joining in, i.e. taking part in an activity with others. Ask them if they can think of other ways they join in at school, e.g. team sports, projects, joining a club.

3 AFTER YOU READ Complete the activities.

- Students complete the activities on page 52 of the Activity Book.

Activity Book

page 52

1 Look at Class Book page 68 again. Read and tick ✓.

ANSWERS

- 1 ✓ Steel Pan Band
- 2 ✓ Table Tennis Club
- 3 ✓ Cricket Club
- 4 ✓ Cookery Club
- 5 ✓ Table Tennis Club
- 6 ✓ Cookery Club

2 Circle the pictures for the clubs you like.

ANSWERS

Students' own answers

3 Complete the information for your club. Creativity

ANSWERS

Students' own answers

COMMUNITY TASK Students can write an article for the school newsletter. Divide the class into two or three groups and tell them to decide what each group will write about.

KEY COMPETENCES Digital competence

Students could use a computer to write their article. This encourages them to practise their ICT skills. They can print out their article when they finish it and place it on the school noticeboard.

DIGITAL COLLABORATIVE LEARNING A sense of audience greatly increases learners' motivation to write. Digital collaborative learning is a means to gain a genuine audience. Extend the Community Task by asking students to upload their text to the school website so that it can be viewed by a larger audience.

Lesson 8

Sounds and speaking

Lesson Objectives

Present and practise the pronunciation of the sound /ai/.

Develop speaking and communication skills.

Review and practise school subjects and activities items vocabulary.

Language

Review: *like, my, kite, bike*

Warm up

Review the grammar from Lessons 3 and 5. Play the Unit 6 Lesson 3 and Lesson 5 grammar practice games on the Classroom Presentation Tool. Alternatively, you can play *Hot seat* from the Ideas bank on page 133 using the Unit 6 school subjects and activities flashcards from the Classroom Resource Pack.

Class Book

page 69

1 Listen and repeat. 115

- Play the recording for the students to listen and repeat the words with the /ai/ sound.

2 Listen. Say the tongue twister. 116

- Play the recording for the students to listen and then join in with the tongue twister.

3 Play the game. Communication

- Organize the students into groups to play the game on page 53 of the Activity Book.

Activity Book

page 53

1 Play the game in pairs. Collaboration

TIP Demonstrate the game by displaying the Activity Book page on-screen via the Classroom Presentation Tool and playing with individuals from the class for a few minutes. When you land on a picture the student asks you *What are you doing?* And you say what the activity is in the picture using *I'm ...*. When a student lands on a picture you ask *What are you doing?* and they say a sentence. When students understand the game, allow them to play, while you monitor.

KEY COMPETENCES Social and civic competence

As you are monitoring, while the students are playing the game, encourage good social and interpersonal skills, e.g. turn taking and patience while the other team members are playing.

Lessons 9 and 10

The Big Question Review

Lesson Objectives

Review and practise all vocabulary and grammar from the unit.

Answer the Big Question.

Develop creative skills by making a mini book.

Self-evaluation of progress.

Language

Review vocabulary: *PE, ICT, maths, English, geography, science, drama, art, music, history, listen to music, write, sing, draw, learn about space, do sport*

Review grammar: *What are you doing? I'm doing maths. What's he / she doing in music? He's / She's singing a song.*

Warm up

Play the Review game on the Classroom Presentation Tool or ask the students to choose one of the flashcard games from the unit to play.

Class Book page 69

1 Watch and answer the questions on the review video.

Video transcript

See page 141.

ANSWERS

See video transcript.

2 Find and write.

- Students look for the classroom objects in the picture and write the words, using the Picture Dictionary in the Activity Book to help them.
- Students choose and write their favourite words for this unit in the Picture Dictionary.

3 Answer. Communication

ANSWERS

Students' own answers

TIP Ask the students to make their own answer post for the unit's Big Question. They can do this by drawing a picture to illustrate their answer and adding a profile picture of themselves. You can help them to write their answer post in English. Make a Big Question poster with all their answer posts to display in your classroom or school.

DIGITAL COLLABORATIVE LEARNING Alternatively, students can post their answers onto a school blog or share their answers through a blog with other schools. See the digital collaborative learning section in the Introduction.

4 Make a mini book. Write. Read at home. Creativity

- Students make and complete their mini book.

KEY COMPETENCES Learn to learn

The mini book provides an opportunity for personalization. Personalizing the language they have learned in the unit encourages the students to take ownership of their language learning.

5 Colour.

KEY COMPETENCES Learn to learn

You might like to set up a system for students to tell you more regularly and immediately how they are coping in class activities. Distribute small green, orange and red pieces of card per child (or three black and white pictures of Norman for each child to colour green, orange and red). Then, after a lesson, you can ask *How was your work today?* and encourage the students to hold up red for OK, orange for good or green for excellent. You can also choose to pause during an activity and ask for a show of cards to gauge how the students are managing.

SELF-EVALUATION This self-evaluation activity encourages the students to reflect on their learning. Discuss the students' ratings with them. Ask them to think about what they would like to improve on in the next unit, and encourage them to take pride in the things they have done well.

Writing Practice Units 4–6

Class Book pages 96–97

Look and write. Use the Picture Dictionary.

ANSWERS

1 history 2 PE 3 science 4 music 5 ICT 6 drama
7 geography 8 art 9 maths 10 English

Picture Dictionary Activity Book page 101

ANSWERS

Students' own answers

Mini Book Activity Book pages 109–110

ANSWERS

Students' own answers

Unit test

The students are now ready to do the unit test and the end-of-term test 2. See the Teacher's Resource Centre.

A fun flipbook

Lesson Objectives

Review clothes words.

Work as a group to plan a flipbook.

Develop collaboration, communication and creativity skills by designing a flipbook.

Language

New: *Let's ..., Good idea! This is our funny man.
He's wearing ...*

Warm up

Play *Simon says* from the Ideas bank on page 132 to review vocabulary for clothes.

Class Book

pages 70–71

THINK ABOUT IT

1 Which clothes words can you remember? Tell your teacher.

Critical Thinking

ANSWERS

Students' own answers

2 What are you wearing? Tell the class.

Critical Thinking

ANSWERS

Students' own answers

TIP Ask students to stand in a circle with you. Ask the student next to you *What are you wearing?* They answer. Then ask the student next to them. This continues around the circle until all students have asked and answered.

Activity Book

page 79

1 Find and circle. Then write.

- Tell students to use the clues to find the words in the wordsearch.

ANSWERS

1 trousers 2 glasses 3 hat 4 skirt 5 jacket
6 shorts 7 shoes 8 T-shirt 9 socks 10 sweater
11 shirt 12 dress

KEY COMPETENCES Learn to learn

Wordsearches help with concentration and memorization of new words. They also help students learn the spelling of words.

Class Book

pages 70–71

MAKE

3 Make a fun flipbook.

Creativity

- Divide students into groups of three. Try to include a higher-level student in each group so they can provide support to lower-level students.
- Go through the instructions. Encourage students to assign roles in the team to complete the project; e.g. they all read the instructions, they each contribute ideas about things to include for their fun flipbook.
- Monitor throughout the project to make sure they are all contributing to the final product. Give suggestions to help them complete the task and include all of the students.
- Make the project more communicative by encouraging students to use English. Write some functional language on the board such as *What about ... ? Good idea! Let's Can you find ... ? Can you draw ... ?*

KEY COMPETENCES Social and civic competence

Group projects provide students with the opportunity to develop teamwork, social skills and to be respectful to each other. Tell students they need to work together to complete the project and to think about how each of them can contribute.

4 Listen and read. Then repeat. 117 Draw pictures and act out the conversations.

- Tell students to listen and read and then draw the pictures. Students work in pairs and act out the conversation. Draw attention to the functional language in the English in use box on how to make suggestions.

PRACTISE

5 Talk about your flipbooks.

Collaboration

- Lay out the flipbooks on a table and ask students to walk around. Look and talk to members from a different group about each other's flipbooks.

Activity Book

page 79

2 Tick ✓ your favourite activity.

- Tell students to tick the activities they enjoyed. Encourage them to answer the questions honestly, so that they can improve their collaboration skills. Ask students to say what they think they brought to their group, and what the other members of their group brought to the group.

ANSWERS

Students' own answers

COMMUNITY TASK

Students can organize an exhibition of their flipbooks for other classes to look at and comment on.

7

What's fun about being outdoors?

Lesson 1 The Big Question

Lesson Objectives

Introduce the unit and the Big Question: What's fun about being outdoors?

Present a video about children playing in a park.

Review language from previous units.

Language

Review: *play football, ride a bike, play hide and seek, play with the dog, rollerblade*

Warm up 101

Play the song from Unit 6 Lesson 2 again, encouraging the students to join in. Then play the song again and ask individual students to sing the lines in the verses.

Class Book (pages 72–73)

1 Look at the pictures with your teacher. Answer. What can you see?

- Talk about the pictures on pages 72–73. Encourage the students to tell you what they can see.

ANSWER

Children playing hide and seek

TIP Use the Big Picture to lead into the Big Question video. Ask the students to look at the Big Picture and tell you their thoughts and ideas about what they see. Encourage them to use English where possible. If they use their own language, reformulate their ideas back to them in English. If you like, prompt them by asking questions, e.g. *What can you see? Where are the children? What are they doing?* Encourage them to use their imagination, e.g. *What do you think their names are? Are they friends?* You could also ask them some personalized questions, e.g. *Do you like being outdoors?*

2 Watch the Big Question video. What's your favourite activity?

Video transcript

See page 142.

ANSWERS

Students' own answers

KEY COMPETENCES Social and civic competence

Ask the students to think about the sports and games in the film and how everyone plays nicely together. Encourage them to consider how playing games together can be fun if everyone co-operates and shares.

3 Watch the Big Question video again. How many children are in the park?

ANSWER

4 Tyla, Ava, Rob, Charlie

TIP Ask the students to count how many children they see, to encourage participation and maximize engagement with the video content.

Activity Book (page 54)

1 Listen and number. 118

Audio transcript

1

A Where's Teresa?

B She's behind the tree! She can play hide and seek.

A Oh yes!

B Ssh!

2

A Look at Zak! He can run!

B Oh, yes! He likes athletics.

3

A Tarek, be careful! Oh dear. Tarek can't ride a bike.

4

A Where's Kate?

B She's rollerblading.

A Oh dear. She can't rollerblade.

5

A Look at Jason! He can play football. It's his favourite sport!
Hooray!

6

A Emma is playing baseball.

B Oh yes, she's got the bat.

A Oh no. She can't play baseball.

ANSWERS

a 2 b 6 c 5 d 3 e 1 f 4

2 Look at the pictures in activity 1 and write.

ANSWERS

- a He can run.
- b She can't play baseball.
- c He can play football.
- d He can't ride a bike.
- e She can play hide and seek.
- f She can't rollerblade.

TIP Show the Activity Book on-screen using the Classroom Presentation Tool and invite individual students to come up and write an activity on the whiteboard using a board pen.

KEY COMPETENCES Learn to learn

Recognizing the pictures and writing the activities helps students to learn and memorize the vocabulary. After completing the activity, you could ask students to close their books and set a time for them to write down as many outdoor activities as they can. Ask students to tell you their words while you write them on the board.

Lesson 2

Vocabulary and song

Lesson Objectives

Present and practise outdoor things vocabulary.

Listen to and sing a song about a class expedition.

Develop critical-thinking skills.

Language

New: *cap, coat, guide book, water bottle, map, sun cream, magnifying glass, mobile phone, backpack, notebook*

Warm up

Play *Vocabulary ladders* from the Ideas bank on page 133.

Class Book page 74

1 Listen and point. Then listen and repeat. 119

- Play the recording for the students to listen and point to the correct items in the picture. Then play the recording again for the students to repeat the words, first chorally, then individually.

2 Listen and point. Then listen and sing. 120

- Play the song for the students to listen and point to the correct objects in the picture. Then play the song again and encourage the students to join in as much as possible.

3 Choose a place to go on a class expedition.

Choose four things to take in your backpack.

Critical Thinking

ANSWERS

Students' own answers

TIP Mixed-ability teaching

- Support less confident students by using the flashcards from the Classroom Resource Pack. Stick the Unit 7 outdoor things flashcards on the board. Elicit the vocabulary by pointing to a card and asking students to say the word. Stick the wordcards on the flashcards as students say them. Then ask students to think about a place they would like to go. Write ideas on the board. Choose a place from the list on the board and say what you are taking in your backpack. Then ask an individual to choose a place and say what they are taking in their backpack. Repeat with other students.
- Stretch more confident students by asking them to close their Class Books when they do the activity and then say a place and the things they are taking in their backpacks.

4 Put on the stickers.

- Students turn to page 55 of the Activity Book to complete the vocabulary activities.

Activity Book page 55

1 Look, find and circle.

ANSWERS

- 1 magnifying glass 2 notebook 3 mobile phone
4 sun cream 5 cap 6 water bottle 7 backpack
8 coat 9 map 10 guide book

KEY COMPETENCES Learn to learn

The wordsearch helps develop students' ability to recognize the vocabulary and the pictures reinforce the meaning of the words. This helps with learning and retention of the new words. You could extend the activity with a mirror drawing activity. Ask individuals to work in pairs – one partner draws half of an item and the other guesses what it is and completes the drawing.

2 Look and put on the stickers. Write.

ANSWERS

water bottle, guide book, mobile phone, cap, backpack, map, magnifying glass, coat, notebook, sun cream

KEY COMPETENCES Digital competence

The cognitive element to this sticker activity demands that the students work with visual and textual clues, which is a key skill in information and communication technology.

Lesson 3

Grammar

Lesson Objectives

Present and practise using possessive pronouns.

Develop listening skills by matching words and pictures.

Develop critical-thinking and communication skills.

Language

New: *Whose is this cap? It's mine / yours / his / hers / ours / theirs.*

Review: *cap, coat, guide book, water bottle, map, sun cream, magnifying glass, mobile phone, backpack, notebook*

Warm up

Review the classroom objects vocabulary from the previous lesson. Play the Unit 7 Lesson 2 vocabulary practice game on the Classroom Presentation Tool. Alternatively, you can play *Board race!* from the Ideas bank on page 133, using the Unit 7 outdoor things flashcards from the Classroom Resource Pack.

Class Book page 75

1 Listen. Then repeat. 121

- Play the recording for the students to listen and follow the dialogue in their Class Book. Then play it again, pausing after each line for the students to listen and repeat.

2 Act out. Collaboration

TIP Mixed-ability teaching

- Support less confident students by dividing them into a Blue Clue group and a Norman group. Play 121 again and firstly just encourage the groups to physically act out the cartoon in turn without speaking. You can lead them by doing appropriate actions for each part. Then play the recording again and this time ask the groups to do the actions and join in speaking with the audio in turn.
- Stretch more confident students by organizing them into pairs to act out the cartoon independently (while you work with other students). Encourage them to think about their own appropriate actions. Stretch them further by suggesting they substitute the sun cream in the cartoon for another item and write their own version of the cartoon. Students can then act out their new cartoon for the rest of the class.

3 Listen and match. 122

Audio transcript

1

A Hello. Are we ready to go? Whose is this backpack?

B It's yours!

A Oh, yes.

2

A What about the water bottles?

B They're ours.

3

A What about the map? Is this ours?

B Yes, it is.

4

A Whose is this pink coat?

B It's mine.

ANSWERS

1 yours 2 ours 3 ours 4 mine

KEY COMPETENCES Sense of initiative and entrepreneurship

Before the students listen, encourage them to look at the pictures and think about what the objects are. They should also read the possessive pronouns and say them out loud so they will recognize the words when they listen to the audio. Ask students to demonstrate they understand the meaning of the words by using gestures when they say each word, e.g. *mine* – student points to themselves, *yours* – student points to you. Identifying the vocabulary and the meaning of the grammar before they listen will help them during the listening activity. This develops confidence with problem solving.

4 Look and circle. Critical Thinking

1 his 2 theirs 3 hers 4 theirs

5 Ask and answer. Communication

TIP Mixed-ability teaching

- Support less confident students by displaying the on-screen version of Class Book page 75 on the Classroom Presentation Tool. Invite individual students to come to the board, point to one of the images and ask the group whose it is. The rest of the group should put up their hands to answer. Repeat with different students coming up to the board.
- Stretch more confident students by organizing them into pairs to do the Communicate activity independently (while you work with other students). Encourage them to then play a game. Ask students to work in small groups. One student closes their eyes while the others place objects belonging to them on the table. The student opens their eyes and asks questions to guess which object belongs to whom.

Activity Book page 56

1 Look at the table. Then read the conversation and circle.

ANSWERS

1 ours 2 yours 3 ours 4 mine

2 Complete the questions. Then write answers using *his*, *hers* or *theirs*.

ANSWERS

- Whose is this cap? It's hers.
- Whose is this sun cream? It's theirs.
- Whose is this backpack? It's his.
- Whose is this coat? It's his.

Lesson 4 Vocabulary and story

Lesson Objectives

Present and practise food vocabulary.

Develop listening, speaking and reading skills.

Check and consolidate understanding of the Picnic Land story.

Language

New: *biscuit, orange, drink, cherries, crisps, grapes*

Review: *beach*

Warm up 120

Play the song from Lesson 2 again, encouraging the students to join in. If you like, choose a song activity from the Ideas bank on page 132.

Class Book pages 76–77

1 Listen and point. Then listen and repeat. 123

- Play the recording for the students to listen and point to the correct pictures. Then play the recording again for the students to repeat the words, first chorally, then individually.

2 Look and say what is and isn't healthy.

Critical Thinking

ANSWERS

Students' own answers

3 BEFORE YOU READ Look at the story title and guess. Which picnic things are in Picnic Land?

ANSWERS

biscuits, crisps, grapes, oranges, drinks

4 Listen and read. 124

- Play the story recording for the students to listen and follow the story in their books.

5 AFTER YOU READ Watch the story video. ▶ Complete the activities.

TIP Before the students watch the story video, tell them to watch and listen carefully because they will be asked some more detailed questions afterwards. You can also ask them to remember the food in the story while they are watching. This will give them a purpose for watching and also help them with the follow-up activities in the Activity Book.

Activity Book page 57

1 Look and write. Then listen and write how many items there are. 125

Audio transcript

- A Let's have our picnic. What have we got?
B There's one orange.
B There are 7 biscuits.
B There are 6 drinks.
B There are 13 crisps.
B There are 17 grapes.
B There are 20 cherries.

ANSWERS

- a crisps; 13
b grapes; 17
c biscuits; 7
d cherries; 20
e orange; 1
f drink; 6

TIP Write the numbers from the listening on pieces of card. Give the cards to individual students. Show the Activity Book page on-screen using the Classroom Presentation Tool. Play the audio and then ask the students holding the numbers to come up one at a time and write their number next to the correct picture.

2 REMEMBER THE STORY Look and complete.

ANSWERS

- 1 biscuit 2 crisps 3 grapes, orange, drink

3 Read and tick ✓ the true sentence about Norman.

ANSWER

- 3 ✓

Lesson 5

Grammar

Lesson Objectives

Present and practise countable and uncountable nouns.

Practise food vocabulary.

Develop listening, speaking, reading, writing and communication skills.

Language

New: *Would you like a drink? Would you like some cherries?*

Yes, please. No, thank you.

Review: *biscuit, orange, drink, cherries, crisps, grapes*

Warm up

Review the food items vocabulary from the previous lesson. Play the Unit 7 Lesson 4 vocabulary practice game on the Classroom Presentation Tool or play *What's missing?* from the Ideas bank on page 131 with the food items flashcards from the Classroom Resource Pack.

KEY COMPETENCES Digital competence

When you have played a Classroom Presentation Tool game with the students once, you can ask individual students to take your role as teacher to lead the same game on subsequent occasions in order to help them develop confident use of digital technology.

Class Book page 78

1 Listen and say the chant. 126

- Play the chant for the students to listen. Then play the chant again, pausing after each line for the students to repeat. Play the chant all the way through again and encourage the students to join in as much as possible.

2 Listen and tick ✓ or cross X. 127

Audio transcript

- 1
A Would you like some biscuits?
B No, thank you.
2
B I'm hungry.
A I've got some food here. Would you like some crisps?
A Oh, yes, please.
3
A Are those grapes?
B Yes, they are. Would you like some grapes?
A Oh, yes, please. I love grapes.
4
B And would you like some bread?
A No, thank you.
5
B Are you thirsty?
A Yes, I am.
B I've got some water. Would you like a drink?
A Yes, please.
6
B Would you like some strawberries?
A No, thank you. I'm not hungry now.

ANSWER

1 X 2 ✓ 3 ✓ 4 X 5 ✓ 6 X

3 Listen and repeat. 128

- Play the recording for the students to listen and repeat.

4 Play the game. Communication**TIP Mixed-ability teaching**

- Support less confident students by playing the guessing game with them. Ask students to stand in a circle. Use the Unit 7 food flashcards. Arrange them on the floor. Choose the cherries one and ask the student next to you, *Would you like some cherries?* Allow the student to answer then replace the flashcard and ask the student to choose a flashcard and ask the student next to them. Repeat until all students have asked and answered.
- Stretch more confident students by asking them to play the game independently in pairs or small groups.

Activity Book page 58**1 Listen and tick ✓.** 129 **Then circle the correct picture.****Audio transcript**

- A Are you thirsty, Teresa? Would you like a drink?
 B Yes please, Dad.
 A And are you hungry?
 B Yes, I am.
 A What would you like to eat? Would you like some biscuits?
 B No, thank you.
 A What about crisps? Would you like some crisps?
 B Yes, please.
 A Would you like some grapes?
 B Yes, please.
 A Any other fruit? Would you like some oranges?
 B No, thank you.
 A Would you like some cherries?
 B Yes, please. Thank you very much.

ANSWERS

- 1 Yes, please. 2 No, thank you. 3 Yes, please.
 4 Yes, please. 5 No, thank you. 6 Yes, please.
 Picture c

2 Look and write questions and answers.**ANSWERS**

- 1 Would you like an orange? Yes, please.
 2 Would you like some cherries? No, thank you.
 3 Would you like some grapes? No, thank you.
 4 Would you like a drink? Yes, please.

Lesson 6

Cross-curricular

Lesson Objectives

Learn about the weather.

Identify different weather conditions in different countries.

Develop critical-thinking skills by talking about the weather in different seasons.

LanguageNew: *weather, snowing, raining, sunny, windy, cloudy, What's the weather like?***Warm up**Review the Unit 7 things vocabulary from this unit by playing *Mime it!* from the Ideas bank on page 132.**Class Book** page 79**1 Listen and point. Then listen and repeat.** 130**2 Listen, read and circle.** 131**ANSWERS**

- 1 snowing 2 windy 3 raining 4 cloudy 5 sunny
 Students' own answers

CROSS-CURRICULAR NOTE Weather around the world

Climate is the long-term pattern of weather in an area. Weather is what happens over short periods of time. Weather can change quickly: e.g. In the UK it can often be sunny in the morning, and raining in the afternoon. Climate is classified by recording temperature, wind and rainfall during the seasons over many years. Different parts of the world have different climates and the main types of climate system are classified as: tropical, e.g., Southern Asia, the Amazon; dry, e.g. North Africa, Australia; mild, e.g. the Mediterranean, New Zealand; continental, e.g. central Europe and Asia; polar, e.g. the Arctic and Antarctica.

3 Ask and answer. Communication

TIP Show the Class Book on-screen using the Classroom Presentation Tool. Invite a student to the front and ask them to point to a picture and ask another student a question. Repeat with other students. You could extend the activity by printing out pictures of different weather conditions. Stick the pictures on the walls of the classroom. Ask students to work in pairs. Students walk around the room asking and answering about the pictures.

KEY COMPETENCES Basic competence in geography

Learning about the weather and different climates helps to develop basic competence in geography. Encourage students to create a poster about different weather conditions in different parts of the world. Divide students into groups of three or four to do the posters. They could do research about the weather in different countries, e.g. Malaysia, Morocco, China, on the internet e.g. hot and dry in Saudi Arabia, cold in winter in Russia, and print off pictures of the weather in different seasons to stick on their posters. When their posters are complete, each group could do a short presentation of their poster. During feedback ask groups to report one interesting thing they learned from another group's poster.

4. What's the weather like in your country in different seasons?

ANSWERS

Students' own answers

Activity Book page 59

1 Look and match.

ANSWERS

1 windy c 2 snowing a 3 cloudy b 4 raining e
5 sunny d

2 Read, look and write the weather,

ANSWERS

1 Canada. It's sunny.
2 Australia. It's windy.
3 Peru. It's snowing.
4 England. It's cloudy.
5 China. It's raining.

3 What do you do in different weather? Look and write. Critical Thinking

SUGGESTED ANSWERS

1 It's raining. Students' own answers.
2 It's sunny. Students' own answers.
3 It's cloudy. Students' own answers.
4 It's snowing. Students' own answers.
5 It's windy. Students' own answers.

TIP Curriculum link

If the students are learning about the weather or climate in their own language at school, encourage them to tell their geography teacher the names and two or three facts about the weather they have learned about in English. If they make posters about climates and the weather in your English class, you can also suggest that they take them to their geography class.

Lesson 7 Literacy and culture

Lesson Objectives

Develop literacy skills and familiarize students with a poem text.

Raise awareness of nature.

Raise awareness of the importance of celebrating nature.

Language

New (passive): *nature, wind*

Review: *tree, forest, blue, green, red, pink, white, brown*

Warm up

Play *Repeat if it's true* from the Ideas bank on page 131 with the food / outdoor things flashcards and wordcards from this unit.

Class Book page 80

1 BEFORE YOU READ Look at the poems.

Answer.

- 1 What pictures can you see?
- 2 What colours can you see?

ANSWERS

1 a tree, flowers, leaves, a leaf, a forest
2 green, brown, yellow, blue, orange, pink

2 Listen and read the poems. 132 Then answer your teacher's questions.

- Play the recording. Then ask the students questions to check their understanding, e.g.
 - 1 *What are the poems about?* (Nature)
 - 2 *What kind of trees do people write poems about in Japan?* (Cherry trees)
 - 3 *How many lines are in a haiku?* (Three)
 - 4 *Is the haiku poem about the forest?* (Yes)

CULTURE NOTE Poems

A poem uses language to express feelings and thoughts. There are many different types of poem. Some poems rhyme, which makes them sound good when they are read aloud and helps people to remember them. There are poems that follow a pattern, like haiku. A traditional Japanese haiku is a three-line poem with seventeen syllables. Some poems are long and tell a story: for example, *The Rime of the Ancient Mariner* by Coleridge tells the story of a sailor left alone on a boat. Nonsense poems use made-up words to describe things or to make a nice sound. The author Lewis Carroll wrote many nonsense poems.

TIP Ask the students if they know any poems. Tell them to share them with their partner before sharing with the class.

OUR VALUES Focus the students on the Our Values feature. Tell them what it says and use the picture as an example of celebrating nature, i.e. writing poems about nature. Ask them if they can think of other ways they can celebrate nature, e.g. painting or drawing a picture of nature, festivals to celebrate nature, taking photos of nature. You might like to write their ideas on the board.

3 AFTER YOU READ Complete the activities.

- Students complete the activities on page 60 of the Activity Book.

Activity Book page 60

1 Complete the poems and haiku.

ANSWERS

- A spring, white
B old, orange
C forest, wind

2 Read and circle.

ANSWERS

- 1 b 2 a 3 c 4 b,c 5 a,b,c 6 a,b

3 Write words to describe nature in your country.

Creativity

ANSWERS

Students' own answers

COMMUNITY TASK Students can make a class book of their poems. Each student can contribute a poem to ensure everyone participates. Students can either work individually on their poems or in pairs.

KEY COMPETENCES Cultural awareness and expression

Working with poems helps to develop cultural awareness and creativity. Students develop productive skills by writing their own poems and are able to express themselves. Encourage students to decorate their poems with their own art to further develop self-expression and creative confidence.

DIGITAL COLLABORATIVE LEARNING A sense of audience greatly increases learners' motivation to write. Digital collaborative learning is a means to gain a genuine audience. Extend the Community Task by asking students to type their poems on a word processor and then upload their poems to the school website so the school can view them.

Lesson 8

Sounds and speaking

Lesson Objectives

Present and practise the pronunciation of the long vowel sound /əʊ/.

Develop speaking and communication skills by playing a game.

Review and practise places and weather vocabulary.

Language

Review: *Jo, mobile phone, coat, home*

Warm up

Review the grammar from Lessons 3 and 5. Play the Unit 7 Lesson 3 and Lesson 5 grammar practice games on the Classroom Presentation Tool.

Class Book page 81

1 Listen and repeat. 133

- Play the recording for the students to listen and repeat the words with the /əʊ/ sound.

2 Listen. Say the tongue twister. 134

- Play the recording for the students to listen and then join in with the tongue twister.

3 Play the game. Communication

- Organize the students into groups to play the game in the Activity Book.

Activity Book page 61

1 You are going on an expedition! Choose and circle eight things. Play the game in pairs. Collaboration

TIP Demonstrate the game by displaying the Activity Book page on-screen via the Classroom Presentation Tool and playing with individuals from the class for a few minutes. Ask a student to choose eight items to take in their backpack and then ask *Would you like a ...?* Tick or cross items using the board pen as appropriate until you have guessed all the items. Repeat with another student and then allow students to play the game in pairs, while you monitor.

KEY COMPETENCES Social and civic competence

As you are monitoring, while the students are playing the game, encourage good social and interpersonal skills, e.g. turn taking and patience while the other team members are playing.

Lessons 9 and 10

The Big Question Review

Lesson Objectives

Review and practise all vocabulary and grammar from the unit.

Answer the Big Question.

Develop creative skills by making a mini book.

Self-evaluation of progress.

Language

Review vocabulary: *cap, coat, guide book, water bottle, map, sun cream, magnifying glass, mobile phone, backpack, notebook, biscuit, orange, drink, cherries, crisps, grapes*

Review grammar: *Whose cap is this? It's mine / yours / his / hers / ours / theirs. Would you like a drink? Would you like some cherries? Yes, please. No, thank you.*

Warm up

Play the Review game on the Classroom Presentation Tool or ask the students to choose one of the flashcard games from the unit to play.

Class Book page 81

1 Watch and answer the questions on the review video.

Video transcript

See page 142.

ANSWERS

See video transcript.

2 Find and write.

- Students look for the places and weather in the picture and then write the words, using the Picture Dictionary in the Activity Book to help them.
- Students choose and write their favourite words for this unit in the Picture Dictionary.

3 Answer. Communication

ANSWERS

Students' own answers

TIP Ask the students to make their own answer post for the unit's Big Question. They can do this by drawing a picture to illustrate their answer and adding a profile picture of themselves. You can help them to write their answer post in English. Make a Big Question poster with all their answer posts to display in your classroom or school.

DIGITAL COLLABORATIVE LEARNING Alternatively, students can post their answers onto a school blog or share their answers through a blog with other schools. See the digital collaborative learning section in the Introduction.

4 Make a mini book. Write. Read at home. Creativity

- Students make and complete their mini book.

5 Colour.

KEY COMPETENCES Learn to learn

You might like to set up a system for students to tell you more regularly and immediately how they are coping in class activities. Distribute small green, orange and red pieces of card per child (or three black and white pictures of Norman for each child to colour green, orange and red). Then, after a lesson, you can ask *How was your work today?* and encourage the students to hold up red for OK, orange for good or green for excellent. You can also choose to pause during an activity and ask for a show of cards to gauge how the students are managing.

SELF-EVALUATION

This self-evaluation activity encourages the students to reflect on their learning.

Discuss the students' ratings with them. Ask them to think about what they would like to improve on in the next unit, and encourage them to take pride in the things they have done well.

Writing Practice Units 7–9

Class Book pages 98–99

Look and write. Use the Picture Dictionary.

ANSWERS

- 1 mobile phone 2 backpack 3 magnifying glass
4 water bottle 5 guide book 6 coat 7 cap
8 notebook 9 map 10 sun cream

Picture Dictionary Activity Book page 102

ANSWERS

Students' own answers

Mini Book Activity Book pages 107–108

ANSWERS

Students' own answers

Unit test

The students are now ready to do the unit test. See the Teacher's Resource Centre.

8

What's great about making things?

Lesson 1 The Big Question

Lesson Objectives

Introduce the unit and the Big Question: What's great about making things?

Present a video about making things.

Review language from previous units.

Language

Review: *like + -ing* form

Warm up



120

Play the song from Unit 7 Lesson 2 again, encouraging the students to join in. Then play the song again and ask individual students to sing the lines in the verses.

Class Book

pages 82–83

1 Look at the pictures with your teacher. Answer. What can you see?

- Talk about the pictures on pages 82–83. Encourage the students to tell you what they can see.

ANSWER

Students' own answers

TIP Use the Big Picture to lead into the Big Question video. Ask the students to look at the Big Picture and tell you their thoughts and ideas about what they see. Encourage them to use English where possible. If they use their own language, reformulate their ideas back to them in English. If you like, prompt them by asking questions, e.g. *What can you see? What are they wearing?* Encourage them to use their imagination, e.g. *Where do you think they are? Why are they wearing those clothes?* You could also ask them some personalized questions, e.g. *Do you like the clothes?*

2 Watch the Big Question video. Do you like making things?

Video transcript

See page 143.

ANSWERS

Students' own answers

KEY COMPETENCES Social and civic competency

Tell students to think about how the children in the video work together to make things. Encourage students to think about how making things together can be fun when everyone works nicely and is respectful.

3 Watch the Big Question video again. What colour is Lily's hat?

ANSWER

Silver with pink stars

TIP Ask the students to remember what colour the clothes they see are, to encourage participation and maximize engagement with the video content.

Activity Book

page 62

1 Listen and number.



135

Audio transcript

- Look, they're making things for dressing up! He's wearing a police officer costume.
- She's wearing a T-shirt, a necklace and a long skirt.
- She's wearing a zoo keeper costume.
- He's wearing a T-shirt and big glasses.
- He's wearing a builder costume.
- She's wearing a long dress and a big hat.

ANSWERS

a 2 b 3 c 4 d 1 e 6 f 5

KEY COMPETENCES Sense of initiative and entrepreneurship

The visual and listening aspect of this exercise encourages quick thinking and concentration. After students complete the activity you could ask them to work in pairs and take turns describing what the children are wearing.

2 Look and complete.

ANSWERS

- socks
- making glasses
- making a necklace
- He's making a hat.

Lesson 2 Vocabulary and song

Lesson Objectives

Present and practise crafts vocabulary.

Listen to and sing a song about making things.

Develop critical-thinking skills by talking about what they like making.

Language

New: *photo frame, decorations, cake, bracelet, mask, calendar, box, card, puppet, badge*

Warm up

Play *Missing card!* from the Ideas bank on page 131.

Class Book page 84

1 Listen and point. Then listen and repeat. 136

- Play the recording for the students to listen and point to the correct items in the picture. Then play the recording again for the students to repeat the words, first chorally, then individually.

2 Listen and point. Then listen and sing. 137

- Play the song for the students to listen and point to the correct objects in the picture. Then play the song again and encourage the students to join in as much as possible.

3 What do you like making? Critical Thinking

ANSWERS

Students' own answers

TIP Mixed-ability teaching

- Support less confident students by using the Unit 8 crafts flashcards. Stick the flashcards on the board and ask students to come and point and say the activities they like doing.
- Stretch more confident students by asking them to say not only the activity, but a complete sentence, e.g. *I like making puppets*.

4 Put on the stickers.

- Students turn to page 63 of the Activity Book to complete the vocabulary activities.

Activity Book page 63

1 Look at the picture. Read and circle.

ANSWERS

- 1 cake 2 mask 3 decorations 4 photo frame
5 box 6 card 7 badge 8 bracelets 9 puppets
10 calendar

KEY COMPETENCES Learn to learn

Recognizing pictures and words helps students develop concentration and memory skills. Encourage students to point and say the words in the picture before they do the activity.

2 Look and put on the stickers. Write.

ANSWERS

photo frame, mask, card, cake, decorations, puppet, bracelet, calendar, box, badge

KEY COMPETENCES Digital competence

The cognitive element to this sticker activity demands that the students work with visual and textual clues, which is a key skill in information and communication technology.

Lesson 3

Grammar

Lesson Objectives

Present and practise asking and answering questions about likes / dislikes.

Develop listening, speaking, reading and writing skills.

Develop critical-thinking and communication skills by talking about what they like doing.

Language

New: *Do you like making masks? Yes, I do. No, I don't. I like / don't like making cards.*

Review: *photo frame, decorations, cake, bracelet, mask, calendar, box, card, puppet, badge*

Warm up

Review the crafts vocabulary from the previous lesson. Play the Unit 8 Lesson 2 vocabulary practice game on the Classroom Presentation Tool. Alternatively, you can play *Vocabulary ladders* from the Ideas bank on page 133, using the Unit 8 crafts flashcards from the Classroom Resource Pack.

Class Book page 85

1 Listen. Then repeat. 138

- Play the recording for the students to listen and follow the dialogue in their Class Book. Then play it again, pausing after each line for the students to listen and repeat.

2 Act out. Collaboration

TIP Mixed-ability teaching

- Support less confident students by dividing them into a Blue Clue group and a Norman group. Play 138 again and firstly just encourage the groups to physically act out the cartoon in turn without speaking. You can lead them by doing appropriate actions for each part. Then play the recording again and this time ask the groups to do the actions and join in speaking with the audio in turn.
- Stretch more confident students by organizing them into pairs to act out the cartoon independently (while you work with other students). Encourage them to think about their own appropriate actions. Stretch them further by suggesting they substitute the craft item in the cartoon for another craft. Students can then act out their new cartoon for the rest of the class.

3 Listen and draw ☺ or ☹. 139

Audio transcript

1

A Do you like making calendars?

B Yes, I do.

2

C I like making photo frames.

3

A Do you like making decorations?

D No, I don't.

4

A Do you like making cakes?**E** Yes, I do! I love making cakes.

5

F Oh no! I DON'T like making boxes.

6

A Do you like making puppets?**G** Yes, I do. I'm making a lion and a mouse.**ANSWERS**

1 ☺ 2 ☺ 3 ☺ 4 ☺ 5 ☺ 6 ☺

KEY COMPETENCES Sense of initiative and entrepreneurship

Before the students listen, encourage them to look at the activities the children are doing and think about what they are. Making predictions and forming expectations prior to doing a task encourages a positive attitude towards problem solving. Don't tell them if their ideas are correct before they listen, but when they have finished, discuss with them which of the items they guessed correctly and what language helped them draw the correct face on each person.

4 Listen and say the number. ⑩ 140

- Play the recording for the students to listen and say the correct numbers in activity 3.

Audio transcript

1

A Do you like making decorations?**B** No, I don't.

2

A Do you like making calendars?**C** Yes, I do.

3

A Do you like making puppets?**E** Yes, I do. I'm making a lion and a mouse.

4

F Oh no! I DON'T like making boxes.

5

G I like making photo frames.

6

A Do you like making cakes?**H** Yes, I do! I love making cakes.**ANSWERS**

3, 1, 6, 5, 2, 4

5 Ask and answer about what you like doing.

Communication

TIP Mixed-ability teaching

- Support less confident students by displaying the on-screen version of Class Book page 85 on the Classroom Presentation Tool. Invite individual students to come to the board, and ask *What do you like doing?* The student points and says the activities. Then the student asks another student to answer the question and come to the front to point and say. Repeat with different students coming up to the board.
- Stretch more confident students by organizing them into pairs to do the Communicate activity independently (while you work with other students). Encourage them to then play a game by taking it in turns to draw just part of one of the craft vocabulary items they have learned, and guess what it is. The drawing student should finish their picture to reveal or confirm the answer.

Activity Book

page 64

1 Listen and match. ⑩ 141 **Then complete.****Audio transcript**

- I like making badges.
- I don't like making calendars.
- I like making puppets.
- I like making decorations.

ANSWERS

- c, badges
- d, calendars
- a, puppets
- b, decorations

TIP Ask the students to say the vocabulary words in the pictures before they do the listening.

2 Complete the questions. Look and answer Yes, I do. or No, I don't.**ANSWERS**

- Yes, I do.
- like making, No, I don't.
- Do you like making, Yes, I do.

3 Complete. Then answer the questions for you.**ANSWERS**

- badges, Students' own answer
- cards, Students' own answer

KEY COMPETENCES Learn to learn

The personalization aspect of this task helps students to remember and produce the language. Provide further personalization practise by playing a music game with the Unit 8 craft flashcards. Stick the flashcards on the walls around the classroom. Ask students to work in pairs and stand in front of a flashcard. Play a song and ask students to walk past the cards; when you pause the song, students ask and answer about the flashcard they are standing closest to.

Lesson 4

Vocabulary and story

Lesson Objectives

Present and practise arts and crafts materials vocabulary.
Develop listening, speaking and reading skills.
Check and consolidate understanding of the Arts and Crafts Land story.

Language

New: *scissors, glue, paints, paintbrush, crayons, colouring pens*

Warm up



137 Play the song from Lesson 2, encouraging the students to join in. If you like, choose a song activity from the Ideas bank on page 132.

Class Book

pages 86–87

1 Listen and point. Then listen and repeat.



142

- Play the recording for the students to listen and point to the correct pictures. Then play the recording again for the students to repeat the words, first chorally, then individually.

2 Look and say the things you've got and you haven't got in your classroom.

Critical Thinking

- Tell students to work in pairs and look around the class and say what they have got and haven't got. Do a whole class feedback.

ANSWERS

Students' own answers

3 BEFORE YOU READ Look at the story title and guess. What can you make in Arts and Crafts Land?

ANSWER

Students' own answers

4 Listen and read.



143

- Play the story recording for the students to listen and follow the story in their books.

5 AFTER YOU READ Watch the story video. ▶ Complete the activities.

TIP Before the students watch the story video, tell them to watch and listen carefully because they will be asked some more detailed questions afterwards. You can also ask them to remember the people and the things in the story while they are watching. This will give them a purpose for watching and also help them with the follow-up activities in the Activity Book.

Activity Book

page 65

1 Listen and number.



144 Then write.

Audio transcript

- There's some glue on the table.
- There are colouring pens on the table, too.
- There are some crayons under the chair.
- There's a paintbrush next to the window.
- There are some paints in front of the bag.
- There are some scissors next to the paints.

ANSWERS

- 1 glue 2 colouring pens 3 crayons 4 paintbrush
5 paints 6 scissors

KEY COMPETENCES Sense of initiative and entrepreneurship

The cognitive aspect of the listen, match and ordering activity help develop problem-solving and quick-thinking skills.

2 REMEMBER THE STORY Circle and say the things Leo and Emily use.

ANSWERS

Circled: 1 glue 4 scissors

3 Read and tick ✓ the true sentence about Norman.

ANSWER

- 2 ✓

Lesson 5

Grammar

Lesson Objectives

Present and practise making polite requests.

Practise arts and crafts materials vocabulary.

Develop listening, speaking, reading, writing and communication skills by finding the secret word.

Language

New: *Can you pass me that glue, please? Can you pass me those scissors, please? Here you are.*

Review: *scissors, glue, paints, paintbrush, crayons, colouring pens*

Warm up

Review the arts and crafts materials items vocabulary from the previous lesson. Play *Whisper the flashcard* from the Ideas bank on page 131 with the arts and crafts materials flashcards from the Classroom Resource Pack.

Class Book

page 88

1 Listen and say the chant.



145

- Play the chant for the students to listen. Then play the chant again, pausing after each line for the students to repeat. Play the chant all the way through again and encourage the students to join in as much as possible.

2 Listen and match. 146

Audio transcript

1

A Can you pass me those scissors, that paintbrush, those paints and those crayons, please.

B Here you are.

A Thank you.

2

B Can you pass me those colouring pens, that ruler, that pencil and that glue, please.

A Here you are.

B Thank you.

ANSWERS

1 scissors, paintbrush, paints, crayons

2 colouring pens, ruler, pencil, glue

TIP Mixed-ability teaching

- For less confident students stick the wordcards of the arts and crafts materials on the board. Show the Class Book on-screen using the Classroom Presentation Tool and point to words and ask students to go to the board and point to the correct word. Then do the listening activity.
- For more confident students, tell them to write the words next to the pictures before they do the audio. Students then do the activity. Do a whole class feedback to check answers.

3 Ask and answer. Find the secret word. Communication

TIP Mixed-ability teaching

- Support less confident students by playing the guessing game with them. Place the arts and crafts materials on a table or the arts and crafts materials flashcards arranged face up on a table. Ask students to gather around the table and tell them you are thinking of a secret object and they have to ask you questions to guess what it is. Ask a student *Can you pass me those scissors, please?* Encourage them to say *Here you are* when they give you the object. Continue asking different students to pass you objects until they pass you the secret object. Then ask the students to ask the questions to each other while you monitor.
- Stretch more confident students by asking them to play the game independently in pairs or small groups.

Activity Book page 66

1 Read and circle.

ANSWERS

1 those, those 2 those, that

2 Look and write.

ANSWERS

- Can you pass me that pencil and those scissors, please?
Here you are.
- Can you pass me those colouring pens, please?
Here you are.
- Can you pass me those crayons, please? Here you are.
- Can you pass me that paintbrush, please? Here you are.

TIP Show the Activity Book on-screen using the Classroom Presentation Tool and invite individuals up to the board to write the sentences. Ask the class to check if the sentence is correct to encourage peer correction.

Lesson 6 Cross-curricular

Lesson Objectives

Learn about where things come from.

Review and practise materials vocabulary.

Develop listening and reading skills by doing a quiz.

Develop critical-thinking skills by talking about what they can make from different materials.

Language

New: *earth, clay, wool, paper, wood*

Review: *scissors, glue, paints, paintbrush, crayons, colouring pens*

Warm up

Review the arts and crafts materials vocabulary and the crafts items from this unit by playing *Throw the ball* from the Ideas bank on page 133.

Class Book page 89

1 Look at the photos. Listen and point. Then listen and repeat. 147

2 Listen and read. 148

3 Read and choose.

- Tell students to read and circle the correct answers.

ANSWERS

1 c 2 b 3 b 4 a

KEY COMPETENCES Learn to learn

Identifying key words and reading for detail helps reading comprehension and the learning of new vocabulary.

CROSS-CURRICULAR NOTE Materials

Materials have different features that make them useful to people. Soil, wood and wool are all natural materials. Some materials come from the earth like stone, rock, sand and metals. These materials can be used to make lots of different things like glass, buildings and different objects. Other natural materials come from animals, insects and plants like wool, silk, cotton and leather. People use materials to make things like clothes and shoes.

4 What other things can you make out of clay, wool, paper and wood? Communication

- Tell students to discuss the question in pairs before sharing their ideas with the class.

Activity Book page 67

1 Read and match.

ANSWERS

1 b 2 c 3 a 4 b

2 Read and complete.

ANSWERS

1 wool 2 paper 3 clay 4 wood

KEY COMPETENCES Mathematical competence and basic competences in science and technology

Learning about different materials teaches students about basic science. Encourage students to work in pairs and play a game. One student gives a clue about a material, e.g. *We make paper from this. Wood!*

3 What are they made of? Look and match.

Critical Thinking

ANSWERS

1 wood 2 paper 3 paper 4 wool 5 wool 6 clay
7 clay 8 wood

TIP Curriculum link

If the students are learning about materials in their other lessons at school, encourage them to tell their science teacher about the materials in English they have learned in this lesson.

Lesson 7 Literacy and culture

Lesson Objectives

Develop literacy skills and familiarize students with an instructions text.

Raise awareness of culture in Germany.

Raise awareness of the importance of being creative.

Language

New: *trees, mountains, chocolate, cake, cherries, cream*

Warm up

Play *Pass the flashcard* from the Ideas bank on page 132 with the crafts and arts and crafts materials flashcards and wordcards from this unit.

Class Book page 90

1 BEFORE YOU READ Look at the instructions.

Answer.

- 1 What food do you need?
- 2 Would you like to make this cake?

ANSWERS

1 chocolate cake, cream, chocolate, cherries
2 Students' own answers

2 Listen and read the instructions. Point to the pictures. 149 Then answer your teacher's questions.

- Play the recording. Then ask the students questions to check their understanding, e.g.
 - 1 Where is the Black Forest? (In the south of Germany.)
 - 2 What is it famous for? (Black Forest cake)
 - 3 How many circles of chocolate cake do you need? (Three)
 - 4 What do you cover the cherries with? (Cream)

KEY COMPETENCES Cultural awareness and expression

Learning about foods from different countries helps develop knowledge of different cultures. Ask students if they know any other foods from Germany.

CULTURE NOTE German food

Germany has lots of different types of traditional dish. Bratwurst is a type of German sausage that is very popular, as are Frankfurters. Sauerkraut is a popular cabbage dish. There are also lots of delicious desserts. Windbeutel are pastry puffs filled with sweet cream and Apfelkuchen is a pastry filled with baked apples.

OUR VALUES

Focus the students on the Our Values feature. Tell them what it says and use the picture as an example of being creative, i.e. making things, doing art, writing stories and poems. You could ask them about times they are creative. You could write their ideas on the board.

3 AFTER YOU READ Complete the activities.

- Students complete the activities on page 68 of the Activity Book.

Activity Book page 68

1 Read and write the letter.

ANSWERS

1 b 2 a 3 d 4 c 5 e

2 Read the instructions and complete the titles.

Critical Thinking

ANSWERS

1 a puppet 2 a decoration

3 Write instructions for something you like making. Creativity

COMMUNITY TASK

Students can make decorations with pictures and words from the unit. They can each contribute by drawing an item and writing the appropriate word. The decorations can be displayed around the classroom.

KEY COMPETENCES Digital competence

Writing instructions develops skills in digital competence. Writing a recipe requires logical thinking and reasoning, which can be applied to digital skills. Ask students to explain their recipes to their partners.

Lesson 8

Sounds and speaking

Lesson Objectives

Present and practise the pronunciation of the /ð/ sound in *this, that, these, those*.

Develop speaking and communication skills by playing a game.

Review and practise craft vocabulary.

Language

New: *this, that, these, those*

Review: *photo frame, decorations, cake, bracelet, mask, calendar, box, card, puppet, badge*

Warm up

Review the grammar from Lessons 3 and 5. Play the Unit 8 Lesson 3 and Lesson 5 grammar practice games on the Classroom Presentation Tool. Alternatively, you can play *Noughts and Crosses* from the Ideas bank on page 131 using the Unit 8 crafts flashcards from the Classroom Resource Pack.

Class Book

page 91

1 Listen and repeat.



150

- Play the recording for the students to listen and repeat the words.

2 Listen. Say the tongue twister.



151

- Play the recording for the students to listen and then join in with the tongue twister.

3 Play the game.

Communication

- Organize the students into groups to play the game in the Activity Book.

Activity Book

page 69

1 Tick ✓ the things you like making. Cross X the things you don't like making. Guess which things your friend likes making. Play the game in pairs.

Collaboration

TIP Demonstrate the game by displaying the Activity Book page on-screen via the Classroom Presentation Tool and playing with individuals from the class for a few minutes. Say and tick the *Me* boxes for things you like making, then ask an individual to do the same. Ask the student *Do you like making ... ?* And tick each item they like. Repeat with another individual, but this time ask the individual to tick the things they like doing on the board. Then ask students to play the game in pairs, while you monitor.

Lessons 9 and 10

The Big Question Review

Lesson Objectives

Review and practise all vocabulary and grammar from the unit.

Answer the Big Question.

Develop creative skills by making a mini book.

Self-evaluation of progress.

Language

Review vocabulary: *photo frame, decorations, cake, bracelet, mask, calendar, box, card, puppet, badge, scissors, glue, paints, paintbrush, crayons, colouring pens*

Review grammar: *Do you like making things? Yes, I do. No, I don't. I like making cards. Can you pass me that glue, please? Can you pass me those scissors, please? Here you are.*

Warm up

Play the Review game on the Classroom Presentation Tool or ask the students to choose one of the flashcard games from the unit to play.

Class Book

page 91

1 Watch and answer the questions on the review video.



Video transcript

See page 143.

ANSWERS

See video transcript.

2 Find and write.

- Students look for the arts and crafts materials in the picture and then write the words, using the Picture Dictionary in the Activity Book to help them.
- Students choose and write their favourite words for this unit in the Picture Dictionary.

3 Answer.

Communication

ANSWERS

Students' own answers

TIP Ask the students to make their own answer post for the unit's Big Question. They can do this by drawing a picture to illustrate their answer and adding a profile picture of themselves. You can help them to write their answer post in English. Make a Big Question poster with all their answer posts to display in your classroom or school.

DIGITAL COLLABORATIVE LEARNING Alternatively, students can post their answers onto a school blog or share their answers through a blog with other schools. See the digital collaborative learning section in the Introduction.

4 Make a mini book. Write. Read at home.

Creativity

- Students make and complete their mini book.

KEY COMPETENCES **Learn to learn**

The mini book provides an opportunity for personalization. Personalizing the language they have learned in the unit encourages the students to take ownership of their language learning.

5 Colour.**KEY COMPETENCES** **Learn to learn**

You might like to set up a system for students to tell you more regularly and immediately how they are coping in class activities. Distribute small green, orange and red pieces of card per child (or three black and white pictures of Norman for each child to colour green, orange and red). Then, after a lesson, you can ask *How was your work today?* and encourage the students to hold up red for OK, orange for good or green for excellent. You can also choose to pause during an activity and ask for a show of cards to gauge how the students are managing.

Writing Practice Units 7–8**Class Book** (pages 98–99)**Look and write. Use the Picture Dictionary.****ANSWERS**

- 1 decoration 2 calendar 3 box 4 badge
- 5 mask 6 photo frame 7 card 8 cake 9 puppet
- 10 bracelet

Picture Dictionary Activity Book (page 103)**ANSWERS**

Students' own answers

Mini Book Activity Book (pages 105–106)**ANSWERS**

Students' own answers except section 5:
Can you pass me those paints, please? Here you are.

Unit test

The students are now ready to do the unit test, the end-of-term test 3 and the end-of-year test. See the Teacher's Resource Centre.

A picture timetable

Lesson Objectives

Review school subjects.

Work as a group to plan a picture timetable.

Develop collaboration, communication and creativity skills by making a picture timetable.

Language

Review: *How many ... ? There are ... , When ... ? They're on ...*

Warm up

Play *Vocabulary ladders* to review school subjects from the Ideas bank on page 133. Divide the class into two teams. A member from each team take turns to write a word on the board.

Class Book pages 92–93

THINK ABOUT IT

1 Which words for school subjects can you remember? Tell your teacher. Critical Thinking

ANSWERS

Students' own answers

2 Which subjects do you like? When do you have your favourite subjects? Tell the class. Critical Thinking

- Call on individuals to say which subjects they like and when they have their favourite subjects.

ANSWERS

Students' own answers

Activity Book page 80

1 Complete the timetable. Ask and answer in pairs.

ANSWERS

Monday: English, maths, PE, music, geography

Tuesday: history, art, ICT, science, drama

KEY COMPETENCES Learn to learn

Matching words to pictures helps with memorization and develops concentration. You could show the Activity Book page on-screen and ask individuals to come up and write the school subjects on the whiteboard.

Class Book pages 92–93

MAKE

3 What's your perfect school day like? Make a picture timetable. Creativity

- Divide students into groups of three. Try to include a higher-level student in each group so they can provide support to lower-level students. Students discuss the question as a group and then share answers with the

class. Go through the project instructions. Emphasize that students need to work together to complete the task. Encourage them to assign roles in the team to complete the project. Monitor throughout to make sure they are all contributing to the final product. Give suggestions to help them complete the task and include all of the students.

- Make the project more communicative by encouraging students to use English; you could write some functional language on the board such as *What about ... ? Good idea! Let's ... Can you find ... ? Can you draw ... ?*

KEY COMPETENCES Digital competence

Creating a picture timetable helps develop digital competence. Students could create the timetable using a word processor or spread sheet to practise using ICT. They can then draw in the pictures to represent each subject.

4 Listen and read. Then repeat. 152

PRACTISE

5 Talk about your picture timetables. Which is the best timetable? Collaboration

- Ask two students to read the dialogue. Then tell students to look at and talk about each other's work. Encourage students to say something positive about their classmates' work in the feedback stage. Draw students' attention to the English in use box.

Activity Book page 80

2 Tick ✓ your favourite activity.

ANSWERS

Students' own answers

SELF-EVALUATION

Encourage students to answer the questions honestly, so that they can improve their collaboration skills. Ask students to say what they think they brought to their group, and what the other members of their group brought to the group. Encourage students to recognize and focus on their strengths.

COMMUNITY TASK

Students can display their picture timetables for other students to vote on. Tell students to label each timetable and make ballot boxes for students to vote in. When voting is complete, you can give the results and reward the winners!

DIGITAL COLLABORATIVE LEARNING

A sense of audience greatly increases learners' motivation to write. Digital collaborative learning is a means to gain a genuine audience. Extend the Community Task by asking students to upload their picture timetables to the school website or create a blog for their timetables and share it on the school website.

Unit 1**Activity Book** page 70**Lesson 3****1 Listen and circle.** 153**Audio transcript**

- 1 This is his umbrella.
- 2 This is her watch.
- 3 This is her dinosaur.
- 4 This is his book.
- 5 This is his jigsaw.
- 6 This is her balloon.

ANSWERS

1 a 2 a 3 b 4 b 5 a 6 a

Lesson 5**1 Read and answer.****ANSWERS**

- 1 No, she isn't. 2 Yes, he is. 3 No, she isn't.
 4 No, he isn't. 5 Yes, she is. 6 No, he isn't.

Unit 2**Activity Book** page 71**Lesson 3****1 Read and answer.****ANSWERS**

- 1 No, he isn't. 2 No, she isn't. 3 Yes, he is.
 4 No, she isn't. 5 Yes, he is. 6 Yes, she is.

Lesson 5**1 Listen and match.** 154**Audio transcript**

- 1 This is my bus.
- 2 These are my trains.
- 3 This is my lorry.
- 4 These are my cars.
- 5 These are my motorbikes.
- 6 This is my plane.

ANSWERS

1 b 2 e 3 c 4 a 5 f 6 d

Unit 3**Activity Book** page 72**Lesson 3****1 Listen and tick ✓ or cross X.** 155 Then write the answers.**Audio transcript**

- 1
- A Are there any shops?
 B There are some shops. There's a shoe shop and a toy shop.
- 2
- A Is there a bus station in the town?
 B Yes, there is. It's opposite my school.
- 3
- A Is there a castle here?
 B There's a museum here, but there isn't a castle.
- 4
- A Are there any cinemas?
 B No, there aren't.
- 5
- A Are there any restaurants?
 B Yes, there are. There are two restaurants here. There's a fantastic restaurant next to the bus station.
- 6
- A Is there a hospital?
 B No, this is a small town. There isn't a hospital here.

ANSWERS

- 1 ✓ Yes, there are. 2 ✓ Yes, there is. 3 ✗ No, there isn't.
 4 ✗ No, there aren't. 5 ✓ Yes, there are.
 6 ✗ No, there isn't.

Lesson 5**1 Listen and draw.** 156**Audio transcript**

- 1
- A Where's the cat?
 B It's in front of the door.
- 2
- A Where's the bird?
 B It's above the tree.
- 3
- A Where's the scooter?
 B It's behind the tree.
- 4
- A Where's the skateboard?
 B It's next to the chair.
- 5
- A Where's the ball?
 B It's opposite the house.
- 6
- A Where's the plant?
 B It's between the window and the door.

Unit 4

Activity Book page 73

Lesson 3

1 Look and write the sports you do and don't do.

ANSWERS

Students' own answers

Lesson 5

1 What do you do at break time? Listen and circle.

157 Then answer the questions for you.

Audio transcript

- 1 Do you go outdoors?
- 2 Do you drink milk?
- 3 Do you eat fruit?
- 4 Do you drink lemonade?
- 5 Do you do exercise?
- 6 Do you eat sweets?

ANSWERS

- 1 outdoors
- 2 milk
- 3 fruit
- 4 lemonade
- 5 exercise
- 6 sweets

Unit 5

Activity Book page 74

Lesson 3

1 Listen and match. 158 Then write.

Audio transcript

- 1 A These are strange animals. Do they live in water?
B Yes, they do. Duck-billed platypuses live in water and on land.
- 2 A I like these turtles.
B So do I. They live in water.
- 3 A What about these animals, the water voles?
B They live on land and in water.
- 4 A Where do the shrews live?
B They live on land.
- 5 A Do these armadillos live in water?
B No, they don't. They live on land.
- 6 A And these animals? Where do the capybaras live?
B They live on land and in water.

ANSWERS

- 1 They live on land and in water.
- 2 They live in water.
- 3 They live on land and in water.
- 4 They live on land.
- 5 They live on land.
- 6 They live on land and in water.

Lesson 5

1 Listen and circle Yes or No. 159 Then write.

Audio transcript

- 1 A Can you see the giraffe?
B Yes, I can.
- 2 A Does it live with other giraffes?
B Yes, it does. Giraffes live in a group.
- 3 A Where does it sleep? In a tree?
B No, it doesn't sleep in a tree. It can't climb. It sleeps standing up. It sleeps for only 30 minutes a day.
- 4 A What does it eat?
B It's very tall so it eats leaves from the trees.
A Does it eat fruit from the trees too?
B Yes, it does. It likes fruit.
- 5 A Does it eat grass?
B No, it doesn't eat grass. It likes to have its head up high so it can see lions and other animals that hunt.
- 6 A Does it hunt animals?
B No, it doesn't. It doesn't eat meat.
- 7 A What about water? Does it drink water?
B Yes, it does, but it doesn't drink lots of water.

ANSWERS

- 1 Yes. It lives in a group.
- 2 No. It doesn't sleep in a tree.
- 3 Yes. It likes fruit.
- 4 No. It doesn't eat grass.
- 5 No. It doesn't hunt animals.
- 6 Yes. It drinks water.

Unit 6

Activity Book page 75

Lesson 3

1 Listen and tick ✓ or cross X. Then listen and write. 160

Audio transcript

- 1 A What are you doing?
B I'm doing history.
- 2 A What are you doing?
B I'm doing PE. I love sport!
- 3 A What are you doing? Are you doing art?

B Yes, I am. I'm doing art.

4

A What are you doing?

B I'm doing maths.

5

A Are you doing science?

B No, I'm not.

A What are you doing?

B I'm doing geography.

6

A What are you doing?

B I'm doing music.

ANSWERS

1 X, history.

2 ✓, PE.

3 ✓, doing art.

4 X, I'm doing maths.

5 ✓, I'm doing geography.

6 X, I'm doing music.

Lesson 5

1 Listen and match. 161 Then match and write.

Audio transcript

1

A What's she doing?

B She's drawing a picture.

2

A What's he doing?

B He's listening to music.

3

A What's she doing?

B She's learning about space.

4

A What's he doing?

B He's writing a story.

ANSWERS

1 a She's drawing a picture.

2 d He's listening to music.

3 c She's learning about space.

4 b He's writing a story.

Unit 7

Activity Book page 76

Lesson 3

1 Listen and match the items to the correct backpack. 162

Audio transcript

1

A Whose is this mobile phone?

B Is it white?

A Yes, it is.

B It's mine. Can you put it in my backpack, please?

2

A What about this guide book? Is this our guide book?

B Yes, it's ours. Put it in our backpack. We can read it on the train.

3

A Have you got your water bottle?

B Yes, I have.

A Whose is this water bottle then?

B It's yours! Put it in your backpack.

4

B And don't forget this cap. It's yours too.

5

A What about the sun cream? Is this ours?

B Yes, it is. It goes in our backpack.

6

A Whose is this notebook?

B It's mine. Look, it's got my name on it. Can you put it in my backpack, please?

ANSWERS

Mine: 1, 6

Ours: 2, 5

Yours: 3, 4

2 Look at activity 1. Write questions and answers using *his*, *hers* and *theirs*.

ANSWERS

1 Whose is this mobile phone? It's his.

2 Whose is this guide book? It's theirs.

3 Whose is this water bottle? It's hers.

4 Whose is this cap? It's hers.

5 Whose is this sun cream? It's theirs.

6 Whose is this notebook? It's his.

Lesson 5

1 Listen and tick ✓ or cross X. 163 Then circle the correct picture.

Audio transcript

1

A Are you hungry?

B Yes, I am.

A Let's see what's in the cupboard. Would you like some crisps?

B No, thank you.

2

A There are some biscuits. Would you like some biscuits?

B Yes, please.

3

A Would you like some grapes with your biscuits?

B No, thank you. I don't like grapes.

4

A What about cherries? Would you like some cherries?

B Yes, please.

5

A There's an orange. Would you like an orange?

B No, thank you.

6

A Are you thirsty? Would you like a drink?

B Yes, please. I'd like some orange juice, please.

ANSWERS

1 crisps X 2 biscuits ✓ 3 grapes X 4 cherries ✓

5 an orange X 6 a drink ✓

Correct picture: c

Unit 8

Activity Book page 77

Lesson 3

1 Listen and tick ✓ the activities Amira and Zak like doing. Cross X the activities they don't like doing.  164

Audio transcript

- A Hi Amira. What are you doing?
B I'm making masks.
A Do you like making masks?
B No, I don't!
A What do you like making?
B I like making puppets and I like making decorations. Do you like making decorations, Zak?
A No, I don't. I don't like making decorations, but I like making puppets.
B What about badges? Do you like making badges?
A Yes, I do. Making badges is fun.
B My favourite activity is making bracelets. Do you like making bracelets, Zak?
A No, I don't!

ANSWERS

Amira: bracelets ✓, decorations ✓, puppets ✓, masks X
Zak: bracelets X, puppets ✓, decorations X, badges ✓

TIP Show the Activity Book page on-screen using the Classroom Presentation Tool or draw the table on the whiteboard. Play the audio then invite individuals to the front to tick or cross the boxes.

2 Look at activity 1. Complete the questions and answers.

ANSWERS

- 1 Yes, I do.
2 making, No, I don't.
3 Do, like, No, I don't.
4 Do you like making, Yes, I do.

Lesson 5

1 Listen and number.  165

Audio transcript

- 1
A Can you pass me that paintbrush and those paints, please?
B Here you are.
A Thank you.
2
C Can you pass me those scissors, please?
B Here you are.
C Thank you.

3

- B Can you pass me those crayons and that glue, please?
A Here you are.
B Thank you.
4
C Can you pass me those colouring pens, please?
B Here you are.
C Thank you.

ANSWERS

1 paintbrush and paints 2 scissors 3 crayons and glue
4 colouring pens

Diwali

Lesson Objectives

Learn about Diwali celebrations.

Make a Diwali lantern.

Talk about your Diwali lantern.

Describe a picture.

Language

New: *lanterns, fireworks, new clothes, sweets, patterns, lights*

Warm up

Play *Draw it!* from the Ideas bank on page 133. Divide students into two teams. Each team thinks of a festival and a member from each team comes to the board to draw a clue about the festival for the other team to guess what the festival is.

Class Book page 100

1 Listen and point. 166

- Tell students to listen and point at the correct pictures.

Audio transcript

- We make lanterns to celebrate Diwali.
- We watch fireworks.
- We clean our houses and we wear new clothes.
- We eat delicious sweets.
- We draw patterns on the ground.
- We put pretty lights everywhere.

2 Listen and say the number. Then repeat. 167

- Students listen and say the correct number. Then pause the audio and ask them to say the word.

KEY COMPETENCES Learn to learn

This ordering activity helps students to memorize and improves concentration. You could extend the activity by asking students to work in pairs, choose a word from activity 2 and mime a clue. Their partner has to guess what the word is.

3 Make a Diwali lantern. Creativity

- Go through the instructions. Then divide students into pairs to make the lantern.

KEY COMPETENCES Cultural awareness and expression

Learning about Diwali helps develop awareness of a different culture. Ask students if they have ever been to a Diwali festival or what other festivals they know from different cultures.

4 Describe your lantern. Communication

- Ask two students to read the dialogue. Ask students to talk about their lanterns with other pairs. When students have finished, ask two pairs to talk about their lanterns in front of the class.

Activity Book pages 81–82

1 Look and write

ANSWERS

- new clothes
- lanterns
- patterns
- lights
- fireworks
- sweets

TIP Elicit the vocabulary items before students do the activity. Show the Activity Book on the board and ask individuals to write the words on the whiteboard using the board pen. Ask the class to check if the answer is correct.

2 Look and count.

- Tell students to look at the picture and count the items.

ANSWERS

lanterns 5

lights 14

sweets 9

balloons 11

3 Look at the picture in activity 2 and write.

ANSWERS

- There are eleven balloons.
- There are five lanterns.
- There are fourteen lights.
- There are nine sweets.

4 Read and circle True or False.

ANSWERS

- False
- True
- False
- True
- False
- True

KEY COMPETENCES Sense of initiative and entrepreneurship

The cognitive aspect of true / false questions check students' understanding of the topic and vocabulary. Show the Activity Book page on-screen using the Classroom Presentation Tool. Ask students to come to the board and circle *True* or *False*.

5 Complete and colour the Diwali patterns.

6 Now create your own Diwali pattern. Write a short description.

ANSWERS

Students' own answers

KEY COMPETENCES Cultural awareness and expression

Drawing and colouring their own patterns encourages students to be creative and express themselves. If students need ideas for patterns, you could tell them to research patterns online. Writing about their pattern provides further opportunity for self-expression. Students can display their patterns in the classroom. Ask students to look at each other's work and during feedback to say one they liked. Encourage them to say why they liked it.

Easter

Lesson Objectives

Learn about Easter.

Make an Easter card.

Talk about your Easter card.

Language

New: flower, chick, card, Easter bunny, Easter egg, basket

Warm up

Print off pictures of the Easter vocabulary e.g. flower, chick, card, Easter bunny, Easter egg, basket full of eggs. Play *The memory game* from the Ideas bank on page 131.

Class Book page 101

1 Listen and point. 168

Audio transcript

1 At Easter we put flowers in the house. 2 We make decorations with chicks. 3 I give a card to my mum and dad. 4 This is the Easter bunny. 5 We find Easter eggs in the garden. 6 My brother and I put the eggs in our basket.

2 Listen and say the number. Then repeat. 169

- Students listen and say the correct number. Then pause the audio and ask them to say the word.

3 Find, count and write. What's missing?

- Students look and count the items in the picture.

ANSWERS

Easter bunny, 1 flowers, 10 baskets, 2

Easter eggs, 8 Easter cards, 0 chicks, 6

The Easter cards are missing.

4 Make an Easter card. Creativity

- Go through the instructions and tell students to make their card for a friend.

5 Give your card to a friend. Communication

- Role-play the dialogue with a student. Then ask students to exchange cards with each other. When they finish, ask some pairs to role-play the dialogue for the class.

KEY COMPETENCES Social and civic competences

Giving a card to a friend helps to develop civil and social competence. Giving a card is an act of kindness, which is an important quality for students to learn and practise as it will help with their social development. You could ask students for other examples of being kind to one another, e.g. helping a friend, giving a gift, sharing.

Activity Book pages 83–84

1 Circle the odd-one-out. Then listen and colour. 170

Audio transcript

Colour the odd one out.

1 Colour the basket green. 2 Colour the chick yellow.

3 Colour the flower pink. 4 Colour the egg red.

ANSWERS

1 picture 2 2 picture 4 3 picture 3 4 picture 1

KEY COMPETENCES Sense of initiative and entrepreneurship

The cognitive aspect of this activity encourages logical reasoning and problem-solving skills.

2 Look and write.

ANSWERS

1 card 2 flowers 3 chicks 4 Easter eggs 5 basket

6 bunny

TIP Mixed-ability teaching

- For less confident students you could show the Activity Book page on-screen using the Classroom Presentation Tool and elicit the words for the pictures. As students say the words, write them on the board. You could ask students to spell the words as you write.
- For more confident students ask them to do the activity individually; check answers in pairs before you do a whole class feedback. Stretch confident students by asking them to design a word snake with the words. They could include picture clues drawn around the word snake. Do an example on the board with different words that students have learned in the Class Book. Then ask students to complete their word snake and give it to another student to solve. They give the word snake back to be corrected.

3 Complete and match.

ANSWERS

1 flower 2 card 3 egg 4 bunny 5 basket 6 chick

4 Find and circle six differences in picture a. Say.

ANSWERS

There are 6 chick decorations (not 4). There are 3 eggs in the basket (not 2). There are 2 chocolate bunnies (not 3). There are 2 cards (not 1). There isn't a basket on the chair. There are five flowers (not 6).

KEY COMPETENCES Learn to learn

Spot the difference activities help to develop concentration and memorization skills.

5 Look and write about picture b.

- Tell students to look and write about picture b. When students finish they can swap their work with a friend to check. Then do a whole class feedback.

ANSWERS

- There are three chocolate bunnies.
- There are two baskets.
- There are six flowers.
- There is one card.
- There are four Easter eggs.
- There are four chicks.

Cambridge English Qualifications Pre A1 Starters

Unit 1

Lesson Objectives

Prepare students for the Cambridge English Qualifications Pre A1 Starters exam: Listening Part 1, Speaking Part 2, Reading and Writing Part 3.

Practice in listening, speaking, reading and writing.

Language

Review vocabulary: colours; adjectives; *balloon, dinosaur, camera, dress, umbrella, board game, watch, jigsaw, chocolate, necklace*

Review grammar: *This is his (camera). This is her (necklace).*

Warm up

Play *Bingo!* from the Ideas bank on page 132 using the possessions flashcards from Unit 1. Students can draw pictures of six possessions in their notebooks and try to cross them all out.

Class Book page 102

1 Listen and draw lines. There is one example. 171

Audio transcript

- A This is a picture of my friends.
- B Oh yes. Tell me about your friends.
- A This is Nick. And this is his dinosaur.
- B Oh yes. That's great.

Can you see the line? This is an example. Now you listen and draw lines.

1

- B Who's this?
- A This is May.
- B She's happy.
- A Yes, she is. She's got a pretty necklace.
- B Oh, yes. I can see her necklace.

2

- A Can you see Matt? He's got a board game.
- B Yes. I can see a board game and I can see Matt.

3

- A This is Dan.
- B Where? I can't see Dan.
- A Look! He's got a watch.
- B Oh yes. I can see his watch.

4

- B And who's Kim?
- A This is Kim. Look! And this is her present. It's a camera.
- B Oh yes. That's a good present!

5

- A And this is Grace. Can you see her jigsaw?
- B Yes, I can. I like jigsaws.

ANSWERS

Students draw lines to match:
May to the girl with the necklace
Matt to the boy playing a board game
Dan to the boy with the watch
Kim to the girl with the camera
Grace to the girl with the jigsaw

TIP For extra practice, ask students to say sentences about the picture, e.g. *This is (Nick). This is (his) (dinosaur).*

2 Look at the picture. Point, ask and answer.

- Students do the speaking activity in pairs.

Activity Book page 85

1 Look at the pictures. Look at the letters. Write. There is one example.

- Show the students the jumbled letters. Explain that these letters make a word.
- Students write the letters in the correct order to spell the word.

ANSWERS

1 umbrella 2 camera 3 watch 4 dinosaur 5 dress

Unit 2

Lesson Objectives

Prepare students for the Cambridge English Qualifications Pre A1 Starters exam: Listening Part 1, Speaking Part 1, Reading and Writing Part 1.

Practice in speaking, listening, reading and writing

Language

Review vocabulary: *builder, cook, doctor, farmer, football player, police officer, scientist, teacher, waiter, zoo keeper, bus, car, lorry, motorbike, plane, train*

Review grammar: *Is he / she a teacher? No, he / she isn't. Yes, he / she is. He's a cook. This is my train. These are my cars.*

Warm up

Play *The memory game* from the Ideas bank on page 131.

Class Book page 103

1 Listen and draw lines. There is one example. 172

Audio transcript

- A Here's a photo of my friends at school. They look funny!
- B Can you see Nick?
- A Nick? Oh yes. There he is. He's a waiter.
- Can you see the line? This is an example. Now you listen and draw lines.

1

- B I can see May. Is she a scientist?
- A No, she isn't. Look! She's a cook.

- B Oh, yes.
A May likes food!
2
B This boy's got a car. What's his name?
A Alex.
B Is he a builder?
A No, he isn't! He's a police officer!

- 3**
A Alice is in the picture. Can you see Alice?
B Hmm ... I don't know ... Is she a football player?
A No, she isn't. She's a farmer.
B Oh yes! There she is!
4
B What about Anna, is she in the picture?
A Yes! She's a scientist.
B Oh, yes.
5
B I can see Bill. Is he a teacher?
A No, he isn't. Look! He's a doctor.
B Oh yes! There he is!

ANSWERS

- Nick is a waiter. Alice is a farmer.
May is a cook. Anna is a scientist.
Alex is a police officer. Bill is a doctor.

TIP For listening tasks like activity 1, tell students to look at the picture carefully to identify key vocabulary that will be in the audio. They could write the vocabulary in pencil on the picture. This will make it easier to find the correct answer while they are listening. When they listen a second time students can check their answers.

2 Look at the picture. Point, ask and answer.

Activity Book page 86

1 Look and read. Put a tick ✓ or a cross ✗ in the box. There are two examples.

ANSWERS

1 ✗ 2 ✓ 3 ✗ 4 ✗ 5 ✓ 6 ✓

TIP For tasks where students have to tick or cross, encourage them to justify why they put a tick or a cross as their answer. This will help them understand why the answer is right.

Unit 3

Lesson Objectives

Prepare students for the Cambridge English Qualifications Pre A1 Starters exam: Listening Part 4, Speaking Part 1, Reading and Writing Part 3.

Practice in speaking, listening, reading and writing.

Language

Review: *next to, between, in front of, behind, opposite, above, hospital, station, museum, park, library, swimming pool, shops, restaurant, castle, cinema*

Review: *Is there ...? Yes, there is. No, there isn't. Are there any ...? Yes, there are. No, there aren't.*

Warm up

Play *Board race!* from the Ideas bank on page 133. Use the Unit 3 places in town flashcards and the Unit 3 prepositions flashcards from the Classroom Resource Pack.

Class Book page 104

1 Listen and colour. There is one example. 173

Audio transcript

- A Look at this picture.
B It's a town. Can I colour it?
A Yes, of course. Where's the library?
B The library? It's in front of the castle.
A That's right. Colour the library black. Good.
Can you see the black library? This is an example. Now you listen and colour.
1 A Are there any restaurants in the picture?
B Yes, there are. There are three restaurants.
A That's right. There's a restaurant next to the hospital.
Colour it red.
B Red?
A Yes, please.
2 A There are two shops in the picture.
B Yes.
A Can you see the shop opposite the museum?
B Is it next to a station?
A Yes, it is.
B OK.
A Colour it yellow.
B Yellow? Right.
3 A Can you see the parks?
B Yes. There are three parks.
A That's right. There's a park between the museum and a restaurant.
B Yes.
A Colour it green.
B Green. OK.
A That's nice.
4 A And let's colour the swimming pool, too.
B Where is it?
A It's behind the museum.
B Oh yes. What colour?
A Blue.
B Blue?
A Yes, please. Colour the swimming pool blue. That's it.
Thank you. It's a good picture!

ANSWERS

Students colour:

Restaurant next to the hospital = red

Shop opposite the museum = yellow

Park between the museum and restaurant = green

Swimming pool behind the museum = blue

TIP Before students listen to the audio tell them to look carefully at the pictures and identify the vocabulary. Students can work in pairs and write a list of vocabulary items. When they finish, feed back ideas to the board. This will help students before they listen.

EXAM TIP Remind students to have everything they need for the activity before they start. Make sure they have the necessary coloured pens or pencils to do the task.

2 Listen to your teacher and place the cards.

Activity Book page 87

1 Look at the pictures. Look at the letters. Write. There is one example.

ANSWERS

- 1 restaurant 2 castle 3 swimming pool 4 hospital
5 cinema

TIP For extra practice, play *Hangman* with more vocabulary words from the unit.

Unit 4

Lesson Objectives

Prepare students for the Cambridge English Qualifications Pre A1 Starters exam: Speaking Part 4 and Reading and Writing Part 1.

Practise exam skills in speaking, reading and writing

Language

Review vocabulary: *do trampolining, do athletics, do gymnastics, go mountain biking, go rowing, go swimming, play badminton, play baseball, play rugby, play handball, eat fruit, eat sweets, drink milk, drink lemonade, do exercise, go outdoors*

Review grammar: present simple; have got

Warm up

Play *Board race!* From the Ideas bank on page 133. Use the Unit 4 sports flashcards and the Unit 4 break-time activities flashcards from the Classroom Resource Pack.

Class Book page 105

1 Listen and tick ✓ the box. 174

Audio transcript

1

What do you do at break time?

A Hello, Lucy. What do you do at break time?

B I eat fruit. I like strawberries!

A Me too! Do you drink lemonade?

B No, I don't. I drink milk.

2

How are you healthy?

A Hello, Ben! Are you healthy?

B Yes, I am.

A Do you do exercise?

B Yes, I do. I go outdoors and I do athletics in the park.

A Do you eat fruit?

B Yes, I do.

3

What sports does Sue play?

A Hello, Sue. Do you play sports?

B Yes, I do.

A Do you play badminton?

B No, I don't. I do trampolining.

A Do you go swimming?

B Yes, I do. I go swimming and I go mountain biking too.

ANSWERS

- 1 B 2 A 3 C

2 Ask and answer about yourself.

ANSWERS

Students' own answers

Activity Book page 88

1 Look and read. Put a tick ✓ or a cross ✗ in the box. There are two examples.

ANSWERS

- 1 X 2 X 3 X 4 ✓ 5 ✓ 6 X

Unit 5

Lesson Objectives

Prepare students for the Cambridge English Qualifications Pre A1 Starters exam: Speaking Part 3, Reading and Writing Part 4.

Practice speaking, reading and writing.

Language

Review vocabulary: *elephant, zebra, giraffe, hippo, lion, monkey, crocodile, penguin, shark, whale, eat grass, drink water, like fruit, sleep in a tree, live in a group, hunt animals*

Review grammar: *Do they live in water? Yes, they do. No, they don't. They live / don't live on land. Does it eat meat? Yes, it does. No, it doesn't. It eats grass. It doesn't eat grass.*

Warm up

Play *Animal characteristics* from the Ideas bank on page 131. Use the Unit 5 Lesson 2 flashcards of animals. Stick the cards around the room and elicit the animal names. Say sentences about the animals, e.g. *They eat leaves* and children have to say which animals eat leaves. Repeat with other animal characteristics students have learned in the unit.

Class Book page 106

1 Listen and number. There is one example. 175

Audio transcript

1 It's big and grey. It lives in a group.

Can you see the number? This is an example. Now you listen and number.

2 It lives in a group and it hunts animals. It's got a long tail.

3 It lives in water. It's very big.

4 It lives in water and on land. It's green and it's got lots of teeth.

5 It's very tall and it eats leaves from the trees.

6 It's grey. It eats grass and it can swim.

7 It lives in water. It's grey and it's got lots of teeth.

8 It's black and white and it eats grass.

ANSWERS

- A 4 B 7 C 3 D 1 E 8 F 2 G 6 H 5

TIP Before students listen, tell them to look at the pictures and write the names of the animals they see next to each picture. This will help them identify the correct answer during the listening. During the second listening tell students to check their answers.

2 Look at the pictures in activity 1. Ask and answer.

TIP Extend the activity by sticking the flashcards of the animal vocabulary on the board. Invite a pair of students to the front. One points to an animal and asks their partner questions about the animal. Repeat so all students have a chance to take part.

Activity Book page 89

1 Read and choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

ANSWERS

1 land 2 group 3 animals 4 giraffes 5 tree

TIP For extra practice, challenge the students to justify their answers.

A Oh yes. Why is she behind the door?

B I don't know!

2

A Look, this is Dan.

B What's he doing? Is he playing?

A No, he isn't. He's doing drama.

B Oh, yes. Do you like drama?

A Yes, I do.

3

A Who's this?

B Her name's Kim.

A Jill?

B No, Kim.

A Oh. What's she doing?

B She's doing geography.

A Oh yes. Do you like geography?

B Yes, I do.

4

A We're very busy!

B Yes, I can see! Where are you, Hugo?

A I'm here. I'm singing.

B Oh, yes! What are you singing?

A I'm singing my favourite song! Do you want to hear it?

ANSWERS

Tom's drawing.

Kim's doing geography.

Grace is listening to music.

Hugo's singing.

Dan's doing drama.

Unit 6

Lesson Objectives

Prepare students for the Cambridge English Qualifications Pre A1 Starters exam: Listening Part 1, Speaking Part 2, Reading and Writing Part 2.

Practice in Listening, speaking, reading and writing.

Language

Review vocabulary: *PE, ICT, maths, English, geography, science, drama, art, music, history, listen to music, write, sing, draw, learn about space, do sport*

Review grammar: *What are you doing? I'm doing maths. What's he / she doing in music? He's / She's singing a song.*

Warm up

Play *Freeze!* from the Ideas bank on page 132 with the Unit 6 flashcards from the Classroom Resource Pack.

Class Book page 107

1 Listen and draw lines. There is one example.  176

Audio transcript

- A Hello Hugo.
B Hello Mrs Brown.
A What have you got?
B It's a picture. This is me and my friends. We're in the classroom.
A Oh, yes!
B Can you see Tom?
A No, I can't. Where is he?
B He's here. He's drawing.
A Oh yes! Is he drawing a hippo?
B No, it's an elephant.

Can you see the line? This is an example. Now you listen and draw lines.

- 1
A There's a girl behind the door. Who's that?
B Her name's Grace.
A What's she doing?
B She's listening to music.

2 Look at the picture. Point, ask and answer.

- Students do the speaking activity in pairs.

Activity Book page 90

1 Look and read. Write yes or no.

ANSWERS

1 no 2 yes 3 yes 4 no 5 yes 6 no

TIP For extra practice, challenge the students to correct the sentences they marked with *No*.

Unit 7

Lesson Objectives

Prepare students for the Cambridge English Qualifications Pre A1 Starters exam: Listening Part 2, Speaking Part 2, Reading and Writing Part 3.

Practice in speaking, listening, reading and writing.

Language

Review vocabulary: *cap, coat, guide book, water bottle, map, sun cream, magnifying glass, mobile phone, backpack, notebook, biscuit, orange, drink, cherries, crisps, grapes*

Review grammar: *Whose cap is this? It's mine / yours / his / hers / ours / theirs. Would you like a drink? Would you like some cherries? Yes, please. No, thank you.*

Warm up

Play *First letter* from the Ideas bank on page 133. Use the Unit 7 outdoor things flashcards and the Unit 7 food flashcards from the Classroom Resource Pack.

Class Book page 108

1 Read the question. Listen and write a name or a number. There are two examples.  177

Audio transcript

A Hello. My name's Lucy.

B Is that L-U-C-Y?

A Yes. Lucy.

B How old are you, Lucy?

A I'm seven.

B Seven.

A Yes.

Can you see the answers? Now you listen and write a name or a number.

1

A This is my magnifying glass. It's good. I can see lots of spiders on this tree.

B How many spiders are there?

A Hmm ... fourteen.

B Fourteen?

C Yes.

2

A There's a notebook next to the guide book. Is it yours?

B No, it isn't mine. It's my sister's notebook.

A What's her name?

B She's called Sue. Look, her name's on the notebook. S-U-E.

A Oh yes, Sue. That's a nice name.

3

A Are you hungry?

B Yes, I am.

A Would you like a biscuit?

B No, thank you. I've got lots of biscuits in my backpack.

A Oh! How many biscuits have you got?

B Five.

A Five! That is a lot of biscuits!

4

A Would you like a drink, Lucy?

B Yes, please. I'm thirsty! Thank you. It's delicious. What is it?

A It's called Splash.

B Sorry?

A Splash. S-P-L-A-S-H.

5

A Whose is this coat?

B Can you see the boy behind the tree? It's his.

A What's his name?

B Nick. N-I-C-K. You can see his name on the coat. Nick.

ANSWERS

1 14 2 Sue 3 five 4 Splash 5 Nick

2 Look at the picture. Point, ask and answer.

- Students do the speaking activity in pairs.

Activity Book page 91

1 Look at the pictures. Look at the letters. Write the words. There is one example.

ANSWERS

1 sun cream

4 mobile phone

2 backpack

5 notebook

3 guide book

KEY COMPETENCES Sense of initiative and entrepreneurship

Completing puzzle activities helps to develop problem-solving skills and reasoning skills.

TIP When students complete the task, show the Activity Book page on-screen using the Classroom Presentation Tool. Invite individual students to write their answers using the board pen and ask the class to decide if it is correct. This encourages peer correction and gives students extra practice of writing the words.

Unit 8

Lesson Objectives

Prepare students for the Cambridge English Qualifications Pre A1 Starters exam: Speaking Part 1, Reading and Writing Part 5.

Familiarize students with the style of questions for this exam.

Language

Review vocabulary: colours; prepositions; *photo frame, decorations, cake, bracelet, mask, calendar, box, card, puppet, badge, scissors, glue, paints, paintbrush, crayons, colouring pens*

Review grammar: *Do you like making things? Yes, I do. No, I don't. I like making cards. Can you pass me that glue, please? Can you pass me those scissors, please? Here you are.*

Warm up

Play *Categories* from the Ideas bank on page 134. Use the Unit 8 arts and crafts materials flashcards from the Classroom Resource Park.

Class Book page 109

1 Listen and colour. There is one example.  178

Audio transcript

A Look at this picture.

B I've got my pencils here. Can I colour the picture?

A Of course. Can you see the boy has got a paintbrush?

B Oh, yes I can. Can I colour it blue?

A Yes, colour the paintbrush blue.

Can you see the blue paintbrush? This is an example. Now you listen and colour.

1

A How many masks can you see?

B Masks? Erm ... Three.

A There's a mask next to the calendar.

B Yes.

A Colour that mask green.

B Green, OK.

A Do you like making masks?

B Yes, I do.

2

A Can you see the girl?

B Yes. She's making a bracelet.

A That's right. Colour the bracelet yellow.

B Yellow, right.

A Do you like making bracelets?

B Erm ... No, I don't

3

- A Do you like making presents?
 B Yes, I do. I like making photo frames.
 A There are two photo frames on the table.
 B Yes.
 A Can you see the photo frame next to a badge?
 B Next to a badge ... Yes, I can!
 A Colour it orange.
 B Orange, OK.
 A That looks good.
 4
 A And let's colour the scissors, too.
 B There are lots of scissors!
 A Yes, that's right. Can you see the scissors in front of the box?
 B Yes.
 A Colour them black.
 B Black?
 A Yes, please.
 B OK, black scissors.
 A Well done!

ANSWERS

Paintbrush = blue badge = orange
 Mask near calendar = green Scissors in front of
 Bracelet = yellow box = black
 Photo frame near

EXAM TIP Tell students that they can say *Sorry?* or *Excuse me?* if they didn't understand what the other person said. Then the examiner will repeat what they said.

2 Listen to your teacher and place the cards.

- Students do the speaking activity in pairs.

Activity Book page 92

1 Look at the pictures and read the questions. Write one-word answers.

ANSWERS

1 photo 2 mask 3 one 4 red 5 behind

TIP For extra practice, challenge the students to justify their answers to the questions. e.g. *I can see one (pair of) scissors on the table.*

Extra Practice 1

Lesson Objectives

Prepare students for the Cambridge English Qualifications Pre A1 Starters exam: Listening Part 1, Speaking Part 1 and Reading and Writing Part 4.
 Practise exam skills in listening, speaking, reading and writing.

Language

Review vocabulary: presents and toys; jobs; places in a town; positions; break-time activities; animals; emotions; sports and activities

Review grammar: present simple

Warm up

Play *Noughts and crosses* from the Ideas bank on page 131. Use the Unit 3 places in town flashcards and Unit 4 Break time activities flashcards from the Classroom Resource Pack.

Class Book page 110

1 Listen and draw the lines. There is one example. 179

Audio transcript

1

- A Hello, Lucy.
 B Hello, Mr Parks.

A Can I see your photo?
 B Of course. It's a photo of New Town.

- A Oh, yes!
 B Here's Hugo. He's eating sweets.
 A Oh yes! He's got a blue coat and a red cap.

B That's right!
Narrator: Can you see the line? This is an example. Now you listen and draw lines.

1

- A Who's this boy? He's got a toy dinosaur.
 B Is he in front of the museum?
 A Yes, he is. He's got a red dinosaur.
 B Oh that's Tom. There are lots of dinosaurs in the museum.

A Yes, there are.

2

- B Look! This is Jill. She's Hugo's sister.
 A What's she doing?
 B She's listening to music.
 A Oh, yes. She's got a mobile phone.
 B Yes, she has.

3

- B Can you see Matt? He's in front of the giraffe.
 A Is he tired?
 B No, he isn't. He's in the yellow car.
 A Oh, yes. I can see him. He's happy!

B

4

- B Look! This is Alex.
 A Has he got an umbrella?
 B No, he hasn't. He's on the green motorbike.
 A Hmm ... I can't see him.
 B He's next to the police officer.

A Oh yes!

5

- B Can you see May?
 A Is she in front of the cake shop?
 B No, she isn't. She's on the giraffe.
 A Oh, yes! I can see her now.

6

- B We're having lots of fun!
 A Yes, I can see! Where are you, Lucy?
 B I'm looking at the cakes!
 A Oh, yes! Do you like making cakes?
 B Yes, I do!

ANSWERS

Hugo = boy with blue coat and red cap.
 Tom = boy with toy dinosaur
 Jill = girl with mobile phone
 Matt = boy in the yellow car
 Alex = boy next to the police officer
 May = girl on the giraffe
 Lucy = girl looking at the cakes

TIP Tell the students to look carefully at the picture before they listen to the audio, and identify the vocabulary. Students can work in pairs and write a list of vocabulary items. When they finish, feed back ideas to the board. This will help them before they listen.

2 Look at the picture. Point, ask and answer.

- Students do the speaking activity in pairs.

ANSWERS

Students' own answers

Activity Book page 93

1 Read and choose a word from the box. Write the correct word next to the numbers 1–5. There is one example.

ANSWERS

1 shop 2 jigsaw 3 restaurant 4 biscuits 5 baseball

Extra Practice 2

Lesson Objectives

Prepare students for the Cambridge English Qualifications Pre A1 Starters exam: Listening Part 2, Speaking Part 4 and Reading and Writing Part 5.
Practise exam skills in listening, speaking, reading and writing.

Language

Review vocabulary: sports and activities; letters of the alphabet; animals; food

Review grammar: present simple, *has got*

Warm up

Play *Word snakes* with sports and activities from the Ideas bank on page 133.

Class Book page 111

1 Read the question. Listen and write a name or a number. There are two examples. 180

Audio transcript

1

- A Hello. I'm Mark.
B Is that M-A-R-K?
A Yes. Mark. It's our school sports day today!
B Are you nine, Mark?
A No, I'm not. I'm eight.
B Eight.
A Yes.

Narrator: Can you see the answers? Now you listen and write a name or a number.

1

- A Where's your school, Mark?
B It's in Castle Street.
A Is that C-A-S-T-L-E?
B Yes, that's right. Castle Street. It's next to the swimming pool.

2

- A Do you do gymnastics?

B No, I don't. I do athletics.

A Oh yes! Can you run?

B Yes, I can!

A What number have you got on your T-shirt?

B It's number fifteen.

A Oh yes, I can see it. Number fifteen.

3

A Look! My friend is thirsty.

B Where is she?

A Look. She's drinking lemonade. She's got a badge on her T-shirt.

A Oh yes. What's her name?

B It's Anna. A-N-N-A

A Anna. She's very thirsty!

4

A It's very hot and sunny today. Would you like some sun cream?

B Yes, please. Thank you. It's good. What is it?

A It's called Shine.

B Sorry?

A Shine. S-H-I-N-E

5

B: There are lots of children here today. How many children are at the sports day?

A Hmm. There are thirty-five.

B Thirty-nine?

A No, thirty-five.

B That's a lot of children.

A Yes, it is.

ANSWERS

1 Castle 2 15 3 Anna 4 Shine 5 35

EXAM TIP Tell students to read the questions carefully before they listen. Ask them what the important words to listen for are. This will help them spot the information they need to answer the questions.

2 Ask and answer about yourself.

ANSWERS

Students' own answers

Activity Book page 94

1 Look at the pictures and read the questions. Write one-word answers.

ANSWERS

1 backpack 2 keeper 3 4 4 a banana 5 monkey

The Ideas bank below contains the notes for the warmer activities for *Bright Ideas* Level 2. These activities practise and reinforce the target language of the unit in a fun and engaging way.

Flashcard games

Missing card! / What's missing?

- Display the flashcards on the board. Point to each one in turn for the students to say the words. Give the class a few seconds to look at the cards and try to remember them.
- Tell the students to cover their eyes or turn their backs to the board. Remove a card and ask: *What's missing?*
- The student who identifies the missing card correctly takes your place and the game continues.

Repeat if it's true

- Stick the flashcards on the board.
- Point and say the word. If the word is correct, students say the word. If it is wrong, students stand up. You can make the activity more challenging by saying sentences instead of words, e.g. *It's a lorry*.

Run and touch

- Stick the flashcards around the room.
- Divide the class into two teams and tell them to line up.
- Say a vocabulary item. Two team members have to race to touch the correct flashcard first.

Go to the ... !

- Stick the flashcards on the board.
- Ask a student to 'go to the (library)' and the student goes and points to the card.
- Repeat with other students or ask individuals to take your place.

The memory game

- Stick the flashcards on the board.
- Point and say the words and tell students to repeat.
- Then remove the flashcards and ask students to work in pairs to say or write as many words as they can remember.

Label it!

- Stick the flashcards on the board.
- Give the corresponding wordcards to individual students. Ask them to stick them on the correct flashcard and say the word.

Whisper the flashcard

- Tell students to sit in a circle.
- Pass a flashcard to a student and tell them to whisper the word to the next student and so on. Continue in this way until the last student in the circle whispers the word to you.
- Repeat with the remaining flashcards in the set.

Slow reveal

- Cover a flashcard and slowly reveal it until students guess what it is.
- Repeat with the other flashcards in the set.

The picture game

- Stick the wordcards on the board.
- Students sit in a circle with you.
- Pass a flashcard to a student and ask: *What's this?* They say the word and then go and stick it under the correct word on the board.
- Repeat with the remaining flashcards.

Noughts and crosses

- Divide the class into two teams, noughts and crosses.
- Draw a grid with six squares. Stick the flashcards in each square.
- Explain that students have to choose a square and say the word. The aim is to get a row of noughts or crosses. They can get a row diagonally.
- The winners are the first to make a row.

Snap!

- Put the flashcards on the board. Point to each card for students to say the word.
- Divide the class into four groups. Ask each group to choose one of the flashcards and write down the word.
- Take the flashcards from the board, shuffle them and put them on your desk.
- Ask each group for their words and then turn over the first flashcard. Teams whose word matches the flashcard call out *Snap!* and get one point.
- Put the flashcard to one side, ask the teams to choose and write down a new word, and continue the game in the same way until all of the flashcards have been turned over. The team with the most points at the end wins.

Jump to the elephant

- Stick the flashcards around the room.
- Give individual students an instruction to go to a flashcard, e.g. *jump to the elephant, run to the giraffe, hop to the hippo*.

Lip reading

- Stick the flashcards on the board. Point and say the words.
- Choose a random card and mouth it silently.
- Students say which word it is.

Animal characteristics

- Stick the cards around the room and elicit the animal names.
- Say sentences about the animals, e.g. *They eat leaves* and students have to say which animals eat leaves. Repeat with other animal characteristics students have learned in the unit.

Pass the flashcard

- Ask students to sit in a circle.
- Give individual students a flashcard to hold.
- Put on some music and students then pass the cards round the circle until you pause the music.
- Students holding flashcards hold up their cards and say the word.

Bingo!

- Bring the flashcards and wordcards for a vocabulary set to class.
- First stick the flashcards on the board and ask students to match the wordcards to the correct pictures.
- Ask students to write six of the words in their notebooks or on a piece of paper.
- Call out the words or show the flashcards in a random order.
- When a student hears or sees a word on their list, they cross it out. The first student to cross out all their words wins the game, but continue playing until all students have crossed out all their words.

Jungle chairs

- Arrange chairs in a circle and ask students to sit down. Stand in the middle and assign an animal from the vocabulary set to each student.
- Say the animal words and ask students to repeat.
- Make sure students know their animal before you start. For example, say: *All elephants stand up!*
- Explain that when you say an animal all students given that animal should change chairs. When you say *Jungle chairs!* everyone should change chairs.
- Play the game until students are confident with following the instructions. Call out an animal and as the students are moving sit on one of the chairs. The student who doesn't have a chair takes over giving the instructions.

Miming games

Charades

- Divide the class into two teams.
- Ask a student from one team to mime a clue for a vocabulary item.
- The students in the other team have to guess what the word is.
- Repeat with all team members of each team.

What are you doing?

- Divide the class into two teams.
- Invite a member from one team to the front.
- A member from the opposite team asks: *What are you doing?* And the team member mimes the action. The opposite team guesses what they are doing and must say the sentence, e.g. *I'm doing art.*
- Repeat with other team members.

Freeze!

- Create space in the classroom. Say an activity or animal and ask students to mime the activity or animal.
- Shout *Freeze!* Students then freeze in the positions they're in. Walk around the room and make positive comments.

Do you like ... ing?

- Invite a student to the front of the class. The student mimes something they like doing.
- Students take turns asking questions to guess the activity, e.g. *Do you like making puppets?*
- Repeat with all students.

Simon says

- Ask the students to stand up.
- Give an instruction to the class. If the sentence begins *Simon says*, e.g. *Simon says sing.* the students must do the action. If the sentence does not begin with *Simon says*, for example *Sing*, the students mustn't do the action.
- Students who don't do the action when they should or do the action when they shouldn't, are out of the game and have to sit down.
- Continue the game until only one student is standing.

Song games

Sing in a circle

- Ask students to stand in a circle. Lay the flashcards with vocabulary from the song on the floor face down.
- Play the song. Students sing and walk around the flashcards.
- Then pause the song and say a student's name. That student picks up a card and says the word.
- Play the song again. When you pause it this time, the student that picked up the previous card says another student's name and the process is repeated. Continue in this way until there are no flashcards on the floor.

Mime it!

- This game can be played with flashcards representing actions or activities.
- The students sit or stand in a circle. Play the song as students pass round the flashcards, face down.
- Stop the music. Everyone with a card takes turns to mime their action or activity. The rest of the class calls out the activity.

Act out the song

- Divide students into groups. Assign a different verse of the song to each one. Students read the words to the song and decide on some actions.
- Students take turns to stand up with their groups, sing and do the actions as you play the song.

Sing the next line

- Ask students to read the words of the song and then close their books. Play a few lines of the song and stop the recording. Ask students to sing the next line.
- Repeat, pausing more frequently until the song is finished.

Other classroom games

One thing about me

- Draw something on the board to represent a clue for key vocabulary, e.g. a puppet or half a puppet to make it more difficult.
- Tell students this is something you like doing and they have to ask you questions to guess what the activity is, e.g. *Do you like making cards?*
- Give students sticky notes and ask them to draw three things they like doing and stick them on their foreheads.
- Tell students to walk around the class and ask and answer about their pictures.

First letter

- Write the first letter of each word from the vocabulary set, or sets, you want to revise on the board.
- Ask the students to look at the letters and say the words. If the students get stuck on any of the words, add a second letter.

Throw the ball

- Bring a soft ball or toy to class.
- Ask students to stand in a circle, say a category and throw a ball to a student. The student should say a word from that category. The student repeats this with another student and so on.

Make a mind map

- Tell students to write the vocabulary topic in the middle of a piece of paper in red or green ink.
- Set a time limit and ask students to draw radiating lines from the central topic and write words related to the topic in a different colour.
- Students can also decorate their mind maps with pictures related to the words.
- You can display the mind maps around the classroom for students to view. Ask them to report back something positive about a mind map they liked during whole class feedback.

Hot seat / Guess what?

- Tell one student to choose a vocabulary item and say or draw a clue about it. The students have to guess what it is.

Stop the bus!

- Draw a table with categories of vocabulary for headings, e.g. *jobs, toys, places, prepositions*.
- Divide students into small teams and tell them to copy down the table.
- Tell students to write a word for each category and then shout *Stop the bus!* when they finish. The first team to finish and write their words correctly gains a point.
- Repeat the process and ask students to write more words in each category.

Vocabulary ladders

- Divide students into two teams and then divide the board into two columns.
- Call out a category and each team member writes a word from that category in their team's column.

Definitions / Get rid of it!

- Divide students into groups and give them blank pieces of card. Stick the wordcards for the vocabulary on the board and tell each group to write them on each blank piece of card.
- Hold up a flashcard and tell the students that if it matches one of their wordcards they should get rid of it.
- The team that wins is the one with no wordcards left!

Board race!

- Divide the class into two teams and then divide the board into two columns.
- Each team stands in a line in front of the board.
- Each member writes a word relating to the category you are revising / learning.
- The team to finish first wins.

Find the teddy

- Bring a teddy to class.
- Place the teddy on a table in different positions and elicit from students the correct prepositions of place.

Outburst!

- Write a list of words for any category on a piece of paper.
- Give each student a blank piece of paper.
- Say a category and give students two minutes to write as many words as they can. If their words are on your list, the students get a point.
- Ask students to say and spell the words for extra points.

Descriptions

- Describe a word to the class. Students guess the word, for example:
Teacher: *You can see films here.*
Student: *The cinema!*
- Invite students to take turns to describe other words for the class.

Draw it!

- Invite a student to the front of the class. He / She chooses an item of vocabulary from the topic you are focusing on and draws it on the board. The rest of the class guesses what the word is. Repeat with other students.
- This can also be played as a team game. Divide the class into two teams. Invite students from each team alternately to draw pictures. The first student to guess the word each time scores a point for his/her team.

Word snakes

- Divide the class into four. Write the words from the vocabulary set you are focusing on in a word snake on the board. Include random letters in the word snake in between words.
- Students take turns to come to the board to circle a word.

Collocations match

- This game practises verb and noun collocations.
- Write the verbs from the phrases you want to practise in a column on one side of the board. Write the nouns on the other, in a jumbled order.
- Invite students to the front of the class, one at a time, to draw a line to link the verbs to the correct nouns.

Categories

- Divide the class into groups. Write the headings for three categories on the board, e.g. *daily routines, hobbies, school subjects*.
- Set a time limit of two minutes. Ask students to work in their groups to write down as many words for each category as they can.

Vocabulary network

- Write the topic of vocabulary on the board and draw a circle around it, e.g. *our school*.
- Elicit ideas for categories from students and add them to the board, e.g. *subjects, activities, friends*.
- Ask students to add words for each of the categories until you have built up a vocabulary network on the board.

Choose and describe

- This activity is based on the traditional game, 'Animal, vegetable or mineral'.
- Write three categories on the board. These should relate to topics that students have covered in the unit or should be revision for topics that students are going to look at again.
- Choose one of the topics yourself and tell the class which it is. Describe a vocabulary item from that category for the class to guess, for example:
Teacher: *The topic is school subjects. We do sport in this lesson.*
Student: *PE!*
- Continue the game by asking students to choose a category and describe a word in the same way.

Question chain

- Tell students to get into four groups and stand in four lines.
- Start the game with a question relevant to the language you want to practise. For example, ask the first student in each line *What time do you get up?* The student answers and then asks the question to the next student.
- Continue in this way until the last student answers. They run to the front of the line and the students shift along one.
- The first group to finish gains a point.
- You can repeat the game with more questions in the same topic or you can stick flashcards on the board and students can think of questions to ask, e.g. *What time do you do ICT?*

Find the answer

- This is an activity to review the language and content of the unit.
- Ask questions about anything from the unit (this could be related to vocabulary, grammar, the cross-curricular or culture lessons or details from pictures).
- The students search the pages of their Class Book to find the answers as quickly as possible.

What's the word?

- Choose a word from the vocabulary set and draw the corresponding number of dashes on the board.
- Invite a student to suggest a letter. Write the letter on the board.
- If the letter is in the word, write it above the correct dash. If their letter does not belong in the word, cross it out and then draw the simple outline of a lion's head.
- Continue with other students, adding the letters that they guess correctly to the word. For each incorrect guess, draw another part of the lion.
- Continue in this way until the word has been guessed or the lion picture is complete.

Words in **bold** denote key vocabulary taught in this level.

- above 32 dress 10 kangaroo 58 science 62
apples 38 drink 76 koala 58 scientist 20
April 4 **drink lemonade** 44 lantern 100 **scissors** 86
art 62 **drink milk** 44 **learn about space** 64
August 4 **drink water** 54 **library** 30 see 25
autumn 5 earth 89 lights 100 seeds 58
backpack 74 Easter bunny 101 **like fruit** 54 **senses** 25
badge 84 Easter egg 101 **listen to music** 64 **September** 4
balloon 10 **eat fruit** 44 **live in a group** 54 seventy 67
basket 101 **eat grass** 54 **lorry** 22 **shark** 52
behind 32 **eat sweets** 44 **magnifying glass** 74 **shop** 30
between 32 eighty 67 **map** 74 **sing** 64
bird 38 **elephant** 52 **March** 4 sixty 67
biscuit 76 **English** 62 **mask** 84 **sleep in a tree** 54
board game 10 **farmer** 20 **maths** 62 smell 25
box 84 **February** 4 **May** 4 socks 26
bracelet 84 fifty 67 **mobile phone** 74 **spring** 5
builder 20 fireworks 100 model 86 **station** 30
bus 22 flower 38 **monkey** 52 **summer** 5
cake 84 **football player** 20 **motorbike** 22 **sun cream** 74
calendar 84 forty 67 **museum** 30 sweets 101
camera 10 fruit 58 **music** 62 **swimming pool** 30
cap 74 **geography** 62 **necklace** 10 table tennis 68
car 22 **giraffe** 52 new clothes 100 taste 25
card 84 **glue** 86 **next to** 32 **teacher** 20
carrots 38 **go outdoors** 44 ninety 67 **team** 26
cassowary 58 **go mountain biking** 42 **notebook** 74 ten 67
castle 30 **go rowing** 42 **November** 4 thirty 67
cave 57 **go swimming** 42 **October** 4 touch 25
cherries 76 **grapes** 76 one hundred 67 **train** 22
chick 101 grass 57 **opposite** 32 tree 38
chocolate 10 **guide book** 74 **orange** 76 trousers 70
cinema 30 hat 70 **paintbrush** 86 T-shirt 26
clay 89 hear 25 **paints** 86 twenty 67
coat 74 hedge 38 paper 92 **umbrella** 10
cold 5 **hippo** 52 **park** 30 waiter 20
colouring pens 86 **history** 62 pattern 100 **watch** 10
cook 20 **hospital** 30 **PE** 62 **water bottle** 74
crayons 86 hot 5 **penguin** 52 **whale** 52
crisps 76 **hunt animals** 54 **photo frame** 84 **winter** 5
crocodile 52 ice 57 **plane** 22 wood 89
December 4 **ICT** 62 **play badminton** 42 wool 89
decorations 84 **in front of** 32 **play baseball** 42 **write** 64
desert 57 **It's cloudy**. 79 **play handball** 42 **zebra** 52
dinosaur 10 **It's raining**. 79 **play rugby** 42 **zoo keeper** 20
do athletics 42 **It's snowing**. 79 **police officer** 20
do exercise 44 **It's sunny**. 79 presents 10
do gymnastics 42 **It's windy**. 79 **puppet** 84
do sport 64 **January** 4 rainforest 58
do trampolining 42 **jigsaw** 10 **restaurant** 30
doctor 20 **July** 4 rivers 57
drama 62 **June** 4 rocks 57
draw 64 **jungle** 57

Dear parents,

This year, your child will be learning English using *Bright Ideas* Level 2. The young characters in *Bright Ideas* 2 provide a modern, motivating, fun presentation of topics which students can relate to their own studies or to their daily lives.

Bright Ideas recognizes that your support and encouragement are important to your child's success and provides plenty of ways for you to join in actively with the *Bright Ideas* community of learners, even if you don't speak English.

Lively and motivating videos, real-life texts, interactive games, exciting stories, and entertaining songs make *Bright Ideas* a fascinating window onto the English-speaking world, enriching your child's learning of English and other school subjects, and improving their understanding of a variety of topics, cultures around the world, and important values. Encourage your child to sing you the songs they learn in class, ask them to tell you about the stories, blogs and online chats they have read, and invite them to tell you what topics they have learned about in *Bright Ideas* 2. Try to look at their work regularly and get them to tell you their favourite activities in each unit. Remember to give them lots of praise for their efforts!

Bright Ideas 2 has a strong focus on the development of your child's literacy skills with its variety of modern, real-world text types. Get involved by reading or listening to the unit texts together, and encourage your child to read you his/her own pieces of writing.

Each unit of *Bright Ideas* 2 presents aspects of life in other countries for students to read about and compare to their own lives. Ask your child to tell you what they have learned about other cultures in each unit, and take the opportunity to talk about the similarities and differences in culture between the country presented and your own country.

In each unit of *Bright Ideas* 2, students have the opportunity to carry out a Community Task, which enables them to take the language they have learned in the unit and use it in the world outside the classroom. These tasks vary from asking family and friends to take part in a survey, to inviting family members to come and watch a class performance. Taking part in these activities will give you a chance to witness how your child is progressing in English and contribute to their learning process.

In addition to the video, audio and printed material they will encounter in the *Bright Ideas* course, you can help to expose your child to the English language by finding English films to watch or English comics, magazines or children's websites to read. Encountering English outside the classroom will help your child to see English as a real means of communication in the modern world.

Your child will be encouraged to self-evaluate his/her progress at the end of each unit, and to ask for help in any areas in which he / she has difficulties. Encourage your child to tell you about any problems he / she may have with the material covered in class, and feel free to contact me at any time to ask for any extra help and support necessary.

Please do not hesitate to ask me anything about your child's progress this year.

Welcome to our community of learners!

Yours sincerely

Class teacher

Unit 1**Lesson 1**

Hi! My name's Felix.
 Why do we like birthdays?
 I like birthday cake!
 I'm with my best friends and my family.
 My mum, my dad, my grandma and my grandpa are all here!
 We play games! There are lots of special party games we can play!
 We can play pin the tail on the donkey ...
 ... and we can play musical chairs!
 Now it's time to eat!
 There's special party food! There are sandwiches and carrots.
 There's juice too! I like juice!
 Then we all eat my birthday cake! I love cake! Yum!
 I've got candles too. How many candles are there?
 One, two, three, four, five, six, seven – I've got seven candles because today I'm seven!
 Watch me blow the candles out!
 I like my birthday! And I like my birthday cake!

Lesson 10**Part 1**

Can you remember the birthday presents?

Let's play a game!

Here are some presents.

Say the words with me.

umbrella

jigsaw

camera

Here's Chen.

He's got a present.

What is it?

Look at the pictures and guess.

It's a camera!

Look! More presents!

Say the words with me.

board game

chocolate

balloon

Chen's got another present.

What is it?

Guess!

It's chocolate!

Here are some more presents.

Say the words with me.

watch

dinosaur

dress

Here's Emily.

She's got a present too.

What is it?

Look at the pictures and guess.

It's a watch!

Look! More presents!

Say the words with me.

necklace

balloon
 dinosaur
 Emily's got another present.
 What is it? Guess!
 It's a balloon!
 Here are Chen and Emily and here's a present.
 Is this his watch or is this her watch?
 This is her watch!
 Whose camera is this?
 This is his camera!
 Is this his chocolate or is this her chocolate?
 This is his chocolate!

Part 2

Can you remember the feelings?

Look and say the words with me.

happy

sad

hungry

thirsty

angry

tired

Let's play a mime game!

What's this?

Sad!

And this?

Angry!

What's this?

Thirsty!

What about this?

Tired!

What's this?

Hungry!

Last one! What's this?

Happy!

Now tell me about you!

Are you happy?

OK!

And are you hungry?

I see!

Now ask me a question!

Yes, I am.

Unit 2**Lesson 1**

My name's Maria.

What's fun about games? We can play video games.

My favourite video game is a dance game.

This is my sister. Her name is Milagros and she's thirteen.

We're in the living room. We play dance games together here.

I love dancing! It's fun! I can move my legs and my arms ...
 ... and I can spin!

This is my mum and this is my dad. They don't play video games and they can't dance.

They sit on the sofa. But they can watch! Watching is fun too!
 Mum and Dad don't play video games. They play different games.

My mum likes playing board games. She's got a lot of different games, but this is her favourite!
It's a word game. We play it in the kitchen. We put all the letters on the table and then we make words!
It isn't easy. But it's fun!
I really like board games. But video games are my favourite!

Lesson 10

Part 1

Hello. I'm Mr Williams.
Can you remember the jobs?
Let's play a game!
Look at the pictures and say the words with me.
teacher
zoo keeper
doctor
scientist
police officer
cook
Now remember the pictures.
Who's this?
He's a police officer!
Let's play again!
Look at the pictures and say the words with me.
football player
waiter
builder
farmer
cook
doctor
Now remember the pictures.
Who's this?
He's a farmer!
Let's play one more time!
Look at the pictures and say the words with me.

zoo keeper
teacher
farmer
waiter
scientist
cook
Now remember the pictures.
Who's this?
She's a zoo keeper!
Let's talk about jobs!
Look.
Is she a cook?
No, she isn't.
Is she a scientist?
Yes, she is.
That's great. Well done!
Here's another one.
Look.
Is he a builder?
No, he isn't.
Is he a waiter?
Yes, he is.
Good work!

Part 2

Can you remember the toys?
Let's play a game!
Look at the pictures and say the words with me.

car
train
plane
Now let's play! Look and listen.
Which toy can you hear?
A train!
Let's play again! Look and say with me.
motorbike
bus
plane
Now which toy can you hear?
A plane!
OK, let's play one more time! Look and say the words with me.
lorry
train
car
Look and listen.
Which toy do you hear?
A lorry!
Excellent! Well done.
Now let's talk about my toys.
Here they are.
This is my lorry.
And these are my motorbikes.
Now, here are some toys for you.
Tell me about the train.
And tell me about the cars.
Great!
Here are some more.
Tell me about the planes.
And tell me about the motorbike.
Well done!

Unit 3

Lesson 1

My name's Huan.
Why are towns great? There are different ways to travel.
I live in Beijing, in China.
There are lots of people in Beijing and they've got lots of cars.
But I don't like the cars. They're very noisy!
I like the trains. And there are lots of trains in Beijing.
This is the Beijing Subway. It's underground! I like trains, but I don't like the subway. It's scary!
Different cities have got different ways to travel. This is London.
It's the capital of England and lots of people live here.
There are lots of people so there are lots of different ways to travel.
There's the London Underground and there are lots of buses too. I don't like the Underground, but I really like the buses.
They're big and red. They're called 'Double Deckers'!
London has got special taxis too. People call them 'black cabs'.
This is New York.
New York has got special taxis too. They're yellow and there are lots of yellow taxis here!
Trains ... buses ... and taxis.
Towns have got different ways to travel! That's why towns are great.

Lesson 10

Part 1

Can you remember the places in town?
Let's play a game!
Look at the pictures and say the words with me.
restaurant
cinema
park
swimming pool
hospital
Now, listen carefully.
Say which place in town I DON'T say.
restaurant
park
swimming pool
hospital
Cinema!
That's right.
Now look at these pictures and say the words with me.
shop
museum
station
library
castle
Listen again and say which place in town I DON'T say.
shop
museum
station
castle
Library!
That's right.
Now let's talk about your town.
Tell me, are there any shops?
[Pause]
Great, thank you.
Tell me more about your town.
Is there a park?
[Pause]
OK. Thank you!
Let's talk about where I live.
Ask me about restaurants in my town.
[Pause]
Yes, there are.
Now ask me about a cinema in my town.
[Pause]
No, there isn't.

Part 2

Can you remember the prepositions?
Say them with me.
next to
between
in front of
behind
opposite
above
Now let's play a game!
Remember the pictures.
What's this?
Opposite!
Let's play again!
Look at the pictures and say the words with me.

above
between
next to
in front of
opposite
behind
Now remember the pictures.
What's this?
In front of!
One more time!
Say the words with me.
next to
behind
opposite
between
above
in front of
Now remember the pictures.
What's this?
Behind!
Look at these places.
Where's the museum?
It's between the cinema and the shop.
Let's have another go. Look at these pictures.
Where's the library?
It's next to the swimming pool.
Great!
Now it's your turn to ask the question.
Have a look at these pictures.
Ask me about the hospital.
It's opposite the park.
Try another one.
Ask me about the restaurant.
It's behind the castle.
Great!

Unit 4

Lesson 1

How can we be healthy? We can eat healthy food.
I'm with my mum and my sister. We're at a market in London, in England.
We can buy lots of healthy food here.
We're shopping! We're looking for fruit and vegetables.
Are there any vegetables here? Yes, there are.
There are tomatoes and carrots.
Is there any fruit? Yes, there is.
There are peaches and bananas.
I don't like bananas or peaches, but my sister does!
Foods like milk and cheese are healthy too. They can give you strong bones.
I like cheese. There's lots of cheese at the market! Mmm ... delicious.
Is there any bread? Yes, there is.
We can eat the cheese with the bread.
After we buy the foods at the market, we take them home and eat them.
We've got lots of fruit ...
vegetables ...
cheese ...
and bread.
We eat lots of healthy food!

Lesson 10

Part 1

Can you remember the sports?
Let's play a game!
Look at the pictures and say the words with me.
play baseball
go rowing
play rugby
do athletics
go swimming
Now, listen carefully.
Say which sport I DON'T say.
play baseball
play rugby
do athletics
go swimming
[Pause]
Go rowing!
That's right.
Now look at these pictures and say the words with me.
play badminton
do gymnastics
go mountain biking
play handball
do trampolining
Listen again and say which sport I DON'T say.
play badminton
do gymnastics
go mountain biking
do trampolining
[Pause]
Play handball!
That's right.
I do athletics.
I go swimming and I play badminton.
What about you? Tell me what sports you do.
[Pause]
That's great!
[Pause]
I don't do trampolining.
Tell me what sport you don't do.
[Pause]
OK. Thank you!

Part 2

Can you remember the break time activities?
Look at the pictures and say the words with me.
eat sweets
go outdoors
drink milk
eat fruit
drink lemonade
do exercise
Let's play a game!
It's break time!
What do I do at break time?
Guess!
[Pause]
I eat fruit.
Let's play again!
It's break time.
What activity do I do?

Guess!
[Pause]
I go outdoors.
OK, let's play one more time.
What activity do I do at break time?
Guess!
[Pause]
I drink milk.
Well done!
Now what about you?
Do you eat sweets?
[Pause]
I see!
And do you do exercise?
[Pause]
OK! Tell me, what do you do at break time?
[Pause]
That's great! Thank you.
Now you can ask me about break time activities.
Look!
Ask me a question.
[Pause]
Yes, I do!
Look! Ask me another question.
[Pause]
No, I don't.
Thank you!

Unit 5

Lesson 1

My name's Lucy.
Why are animals amazing? They can do lots of different things.
This is a wildlife park in England. I'm here with my dad and brother. There are lots of wild animals here.
And they can all do different things!
Look at the fish!
They are different colours. They can swim, but they can't walk!
These are penguins! They're my favourite animals.
They're black and white.
They can swim.
And they can walk too!
This is a deer!
Deer live in the countryside and there are lots of deer in the UK. They can run and they're very fast!
These are kangaroos.
Kangaroos are from Australia. They can jump.
Some kangaroos can jump very high!
Look at the birds. Birds live in trees. And they can fly! But these birds can't swim or run.
Animals can do lots of different things! That's why they're amazing.

Lesson 10

Part 1

Can you remember the wild animals?
Let's play a game!
Look at the pictures and say the words with me.
monkey

elephant
crocodile
hippo
shark
Now remember the pictures.
What's missing?
monkey
elephant
hippo
shark
Let's play again!
Look at the pictures and say the words with me.
whale
lion
zebra
penguin
giraffe
Now remember the pictures.
What's missing?
lion
zebra
penguin
giraffe
Let's talk about wild animals!
Look! A shark!
Do they live on land?
No, they don't.
Do they live in water?
Yes, they do.
Look! An elephant!
Ask me about elephants in water.
[Pause]
No, they don't.
Now ask me about elephants on land.
[Pause]
Yes, they do.
Well done!
Let's talk about animals and where they live and don't live.
Look! A zebra! Tell me about zebras.
[Pause]
They live on land. They don't live in water.
Great!
What about this one? A whale! Tell me about whales.
[Pause]
They live in water. They don't live on land!
Good – well done!

Part 2

Can you remember the things wild animals do? Look at the pictures and say the words with me.

live in a group
eat grass
drink water
sleep in a tree
like fruit
hunt animals
Great. Now let's play a game!
Look! In the tree, there's an animal, hiding. Can you guess what it is?
It lives in a group.
It doesn't eat grass.
It lives on land and in water.
It's black and white.

It's a penguin!
Let's play again!
What's hiding now?
It likes fruit.
It sleeps in a tree.
It doesn't hunt animals.
It's a monkey!
Good work!
Let's talk about wild animals!
Look! A zebra! Tell me about it and use *eat grass*.
[Pause]
Great!
Now tell me about it and use *in water*.
[Pause]
OK. Now tell me about it and use *live in a group*.
[Pause]
That's great.
Let's talk about one more animal!
Look! A hippo! Tell me about it and use *sleep in a tree*.
[Pause]
Great!
Now tell me about it and use *hunt animals*.
[Pause]
OK. Now tell me about it and use *drink water*.
[Pause]
OK. Thank you!

Unit 6

Lesson 1

My name's Matt.
What do we do at school? We meet our friends at school.
Today, we've got maths.
There are lots of shapes. There are squares, circles and rectangles!
We play with the shapes and we make pictures together.
It's fun!
This is my friend Rav. He's got glasses. He's wearing a T-shirt.
We go to the playground with our friends.
There's Lucy. She's got blond hair. She's wearing a sweater.
This is my friend Anna. She's got straight hair.
There's Nick. He hasn't got dark hair or glasses.
On Tuesdays we've got PE. PE is fun with my friends.
Rosie likes PE! She nods her head and she stamps her feet!
It's lunchtime! I eat with my friends.
There's Millie. She's got curly hair. She's got long, dark hair.
We say goodbye to our friends at school and then we go home. Bye, everybody!

Lesson 10

Part 1

Can you remember the school subjects?
Let's play a game!
Look at the pictures and say the words with me.
ICT
geography
science
maths
music
Now look and listen carefully.
When you know the word, put up your hand.

I spy with my little eye something beginning with *s*!
Science!

Now look at these pictures and say the words with me.
history

PE

English

art

drama

Remember: look, listen, put up your hand.

I spy with my little eye something beginning with *p*!
PE!

Let's play one more time! Look at these pictures and say the words with me.

geography

art

maths

English

ICT

Look, listen, put up your hand.

I spy with my little eye something beginning with *m*!
Maths!

Now let's talk about school subjects. Look at the picture.

What are you doing?
[Pause]

Great!

Look again.

Now what are you doing?
[Pause]

OK!

Now it's my turn!

Ask me the question.
[Pause]

I'm doing drama.

Part 2

Can you remember the activities?

Let's play a game!

Look at the pictures and say the words with me.

listen to music

learn about space

write

sing

draw

do sport

Now remember the pictures.

What's missing?

Do sport!

Let's play again!

Look at the pictures and say the words with me.

draw

do sport

learn about space

listen to music

sing

write

Now remember the pictures.

What's missing?

Write!

This is Zara. Look! She's doing science.

What's she doing in science?

She's learning about snakes in science.

This is Chen. Look! He's doing music.

What's he doing in music?

He's playing the piano in music!

Now it's your turn!

This is Priti. Ask me a question about Priti.
[Pause]

She's drawing a monkey in art.

OK, one more question.

This is Ted. Ask me about Ted.
[Pause]

He's writing a story in English.

Great!

Unit 7

Lesson 1

I'm Tyla.

What's fun about being outdoors? We can play outdoor games.

I'm in the park with my friends.

I like the park because we can play lots of different outdoor games.

There's Ava. Ava can play football. It's her favourite sport.

I can play football too.

I'm the goalkeeper!

Rob and Charlie are at the park too.

Rob can play baseball.

In baseball, one player throws the ball and another player hits the ball with the bat.

Some players can catch the ball too and then the batter is out!

But Charlie can't play baseball. He likes other games. He can ride a bike and he can play hide and seek!

In hide and seek one player is 'on' and everybody hides.

When they find you, you're out!

Charlie is 'on'. It's lots of fun!

We can play outdoor games. That's what's fun about being outdoors for me!

Lesson 10

Part 1

Can you remember the outdoor things?

Look at the pictures and say the words with me.

mobile phone

guide book

map

coat

backpack

magnifying glass

water bottle

cap

notebook

sun cream

Let's play a game!

Now, look!

These are my outdoor things.

These are your outdoor things.

Now watch carefully.

Oh no! I need your help. Can you remember?

Whose coat is this?

Yes, it's mine.

Whose water bottle is this?

It's yours.

Whose guide book is this?
It's yours.
Now ask me about the mobile phone.
[Pause]
It's mine.
Your turn again. Ask me a question about the magnifying glass.
[Pause]
It's mine.
And finally the cap.
[Pause]
It's yours.
All done!
Let's play again!
Try to remember.
These are my outdoor things.
These are your outdoor things.
Now watch!
Can you remember?
Whose backpack is this?
Yes, it's mine.
Whose mobile phone is this?
It's yours.
Whose sun cream is this?
It's yours.
Now ask me.
[Pause]
It's mine.
Your turn again.
[Pause]
It's yours.
And one more. Ask me about it.
[Pause]
It's mine.
All done!

Part 2

Can you remember the food?
Let's play a game!
Look at the pictures and say the words with me.
orange
cherries
drink
crisps
grapes
biscuit
Now remember the pictures.
What's missing?
orange
drink
crisps
grapes
Let's play again!
Look at the pictures and say the words with me.
cherries
biscuit
grapes
orange
crisps
drink
Now remember the pictures.
What's missing?
cherries

biscuit
grapes
orange
Now, let's have a picnic!
Look at the pictures. If you see a tick, say *Yes, please.* and if you see a cross, say *No, thank you.*
Would you like some cherries?
[Pause]
OK! Would you like an orange?
[Pause]
OK! Here you are.
Now your turn. Ask me about the drink.
[Pause]
Yes, please.
And finally, ask me about the grapes.
[Pause]
No, thank you.
Great!

Unit 8

Lesson 1

My name's Brendan.
What's great about making things? We can make things for dressing up!
Today, Lily is at my house. We're making costumes!
There's a carnival in my town every summer. Everybody in our class dresses up!
We're making hats and masks.
Look! This is Lily's hat. It's silver with pink stars.
This mask is mine! It's got metal hair and big white eyes.
My dad is helping us. Here's a picture of my costume.
It's got a white T-shirt, red gloves, red belt and a scarf!
It looks great!
Now I'm making my gloves for my costume. Lily is putting ribbons on hers!
Look! These costumes are ours! We look great!
Lily's wearing her hat. I'm not wearing a hat, but I'm wearing my mask. We're both wearing our gloves!
That's what's great about making things! We can dress up!

Lesson 10

Part 1

Can you remember the crafts?
Let's play a game!
Look at the pictures and say the words with me.
mask
decorations
calendar
card
puppet
Now look and listen carefully.
When you know the word, put up your hand.
I spy with my little eye something beginning with *m!*
Mask!
Now look at these pictures and say the words with me.
bracelet
badge
photo frame
cake
box

Remember: look, listen, put up your hand.
I spy with my little eye something beginning with *c*!
Cake!
Let's play one more time! Look at these pictures and say the words with me.
decorations, puppet, bracelet, card, photo frame
Look, listen, put up your hand.
I spy with my little eye something beginning with *b*!
Bracelet!
I like making things.
I like making decorations and I like making cakes.
Do you like making things?
[Pause]
Tell me what you like making.
[Pause]
That's great!
I don't like making masks.
Tell me what you don't like making.
[Pause]
OK. Thank you!

Here you are.
[Pause]
Well done!

Part 2
Can you remember the arts and crafts materials?
Look at the pictures and say the words with me.
scissors
glue
paints
paintbrush
crayons
colouring pens
Let's play a game!
This is my school bag. I've got lots of arts and crafts materials.
What have I got in my bag?
Guess!
[Pause]
I've got scissors.
Let's play again!
What have I got in my bag?
Guess!
[Pause]
I've got a paintbrush.
OK, here's my bag again.
What have I got?
Guess!
[Pause]
I've got crayons.
Well done!
Now I need your help.
Can you pass me those materials?
First, can you pass me that glue?
[Pause]
Thanks.
Now, can you pass me those colouring pens?
[Pause]
Thanks.
Now it's your turn. I will pass you the arts and crafts materials.
Ask me about the paints.
[Pause]
Here you are.
[Pause]
Now ask about the paintbrush.
[Pause]