

Poptropica® English Islands

TEACHER'S BOOK

1

Family Island



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Poptropica® English Islands

TEACHER'S BOOK 1

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Scope and sequence

Welcome

Vocabulary:	Colours: blue, green, red, yellow Numbers: one, two, three, four, five, six, seven, eight, nine, ten Classroom actions: stand up, sit down, look, listen, count, open your book, close your book, wave goodbye
Structures:	Hello. I'm (Harry). My name's (Harry). Goodbye. His/Her name's (Harry). His/Her (balloon) is red.

1 My birthday

Vocabulary:	Colours: pink, purple, orange, brown, black, white, grey Actions: clap, stamp, jump, walk, run, dance, hop, climb Natural Science: bird, fish, flower, leaf, butterfly	Values: It's good to share. Phonics: a, p, s, t (at, pat, sat, tap) CLIL: Natural Science (Colours in nature) Wider World: A birthday party
Structures:	What's your name? My name's (Cody). How old are you? I'm (seven). What's your favourite colour? My favourite colour is (green).	Is it (purple)? Yes, it is./No, it isn't. What colour is it? It's (pink).

2 At school

Vocabulary:	Classroom objects: book, pen, pencil, ruler, rubber, pencil sharpener, pencil case, table, chair, desk Numbers: eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty Music: violin, drum, guitar, piano	Values: Try hard at school. Phonics: d, i, m, n (dip, dad, it, sit, man, am, nap, pan) CLIL: Music (Musical instruments) Wider World: My school
Structures:	What's this? It's a (book). It's red. It's a (red) (book).	What are these? They're (pencils). What colour are they? They're (red). How many (pencils) can you see? (Five).

3 My family

Vocabulary:	Family members: mum, dad, brother, sister, granny, grandad, friend, aunt Occupations: vet, pilot, doctor, dancer, cook, farmer, dentist, artist, teacher Art: painting, collage, sculpture, drawing	Values: Love your family. Phonics: c, g, o (can, cap, cat, gas, dig, on, dog, top) CLIL: Art (Types of art) Wider World: Different families
Structures:	This is my brother/sister. How old is he/she? He's/She's (nine).	Is he/she a (vet)? Yes, he/she is. Is he/she an (artist)? No, he/she isn't. He's/She's a (teacher).

4 My body

Vocabulary:	Parts of the body: body, head, arms, hands, fingers, legs, feet, toes, tail, wings Clothes: T-shirt, jumper, trousers, dress, skirt, shoes, socks, hat Natural Science: a dirty face, clean hands, dirty hands, wash your hands	Values: Be clean. Phonics: ck, e, k (kick, sock, pen, pet, ten, neck, kid, kit) CLIL: Natural Science (Personal hygiene) Wider World: Carnivals in the UK
Structures:	I've got a (green) (tail). I've got (green) (arms).	He's/She's got a (red) (hat). He's/She's got (blue) (trousers). He's/She's got (one) (head). It's (yellow). He's/She's got (four) (legs). They're (purple).

5 Pets

Vocabulary:	<p>Pets: dog, cat, rabbit, mouse, tortoise, parrot, frog, snake, hamster</p> <p>Adjectives: big, small, tall, short, long, thin, fat, young, old</p> <p>Natural Science: bird, chick, kitten, puppy, goose, egg</p>	<p>Values: Take care of your pets.</p> <p>Phonics: b, h, r, u (bag, rug, hot, hat, red, rat, up, cup)</p> <p>CLIL: Natural Science (Baby animals)</p> <p>Wider World: Unusual pets</p>
Structures:	<p>What's that? It's a (dog).</p> <p>What are those? They're (hamsters).</p> <p>Have you got a (parrot)? Yes, I have. It's a (small) (parrot)./No, I haven't.</p> <p>Has he/she got a (parrot)? Yes, he/she has. It's a (small) (parrot)./No, he/she hasn't. He's/She's got a (big) (dog).</p>	

6 My house

Vocabulary:	<p>At home (1): house, living room, kitchen, bedroom, bathroom, garden, window, door</p> <p>At home (2): bed, cooker, fridge, TV, sofa, lamp, bath, sink</p> <p>Social Science: shop, library, playground, park, café</p>	<p>Values: Be tidy.</p> <p>Phonics: f, ff, l, ll (fig, fan, off, puff, leg, lap, doll, bell)</p> <p>CLIL: Social Science (Public places)</p> <p>Wider World: Different homes</p>
Structures:	<p>Where's (Aunt Fifi)? She's in the (living room).</p> <p>Where are (Waldo and Beth)? They're in the (bedroom).</p> <p>There's a (lamp) on the (desk).</p> <p>There are (two kittens) under the (sofa).</p>	

7 Food

Vocabulary:	<p>Food (1): fruit, cheese, bread, cake, salad, milk, juice, yoghurt, fish</p> <p>Food (2): sandwich, water, chocolate, honey, jelly, vegetables, ice cream, meat</p> <p>Natural Science: sausages, carrots, chips</p>	<p>Values: Be polite.</p> <p>Phonics: j, ss, v, w (jam, jet, kiss, mess, van, vet, web, wig)</p> <p>CLIL: Natural Science (Healthy eating)</p> <p>Wider World: Packed lunches</p>
Structures:	<p>I like (cake) and (milk).</p> <p>I don't like (salad) and (fish).</p> <p>Do you like (honey)? Yes, I do./No, I don't.</p>	

8 I'm happy!

Vocabulary:	<p>Adjectives (1): tired, hungry, thirsty, scared, happy</p> <p>Adjectives (2): sad, cold, hot, ill, hurt, angry, bored</p> <p>Social Science: It's hot. It's cold.</p>	<p>Values: Respect feelings. Help others.</p> <p>Phonics: qu, x, y, z, zz (quiz, quick, box, taxi, yes, yell, zap, zip, buzz, fizz)</p> <p>CLIL: Social Science (Hot and cold places)</p> <p>Wider World: Hot and cold places in the USA</p>
Structures:	<p>Are you (hungry)? Yes, I am./No, I'm not.</p> <p>Is he/she (cold)? Yes, he/she is./No, he/she isn't. He's/She's (hurt).</p> <p>Are they (bored)? Yes, they are./No, they aren't. They're (tired).</p>	

Goodbye

Vocabulary:	Quest items: balloon, cake, tablet, photo, teddy, bird, door, apple, hat	
Structures:	<p>Where's the (balloon)?</p> <p>I've got the (photo).</p> <p>There's a (bird).</p>	<p>How many (sandwiches) can you see?</p> <p>Has he got a (parrot)?</p> <p>Where's (the frog)?</p> <p>Has she got (blue shoes)?</p> <p>Is he (happy)?</p>

Festivals

Halloween: witch, monster, cat, bat, pumpkin	Easter: egg, bunny, chick
Christmas: Santa, reindeer, sleigh, present	Summer fun: sun, sky, tree, flower, bird, grass

Welcome

Lesson 1 Pupil's Book page 6

Lesson objective

To identify colours

Target language

Hello, I'm (Harry). My name's (Harry). Red, green, yellow, blue

Receptive language

What's your name?

Materials

Audio; Learning adventure poster


Optional activity materials

Drawing paper; Unit 1 Cut-outs

Warm-up

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

Learning adventure

 Open books and ask pupils to look at the main scene. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning words for colours*.

Presentation

1 Listen and trace. Then say.

- Ask questions (in L1) about the main illustration and encourage pupils to talk about who they think the characters are, where they are and what they are doing. Explain that the characters are at the train station where they find a package. In each unit, they try and find an item that will allow them to open the package at the end of the book. Tell pupils the five characters are called (from left to right) Harry, Beth, Waldo, Cody and Aunt Fifi. Point at the characters, say the names and pupils repeat. Explain that Harry and Beth are brother and sister and Aunt Fifi is their aunt. Waldo and Cody are their friends.

- Play the audio. Pupils trace the words. Then play the audio again, stopping after each line. Pupils listen and repeat the sentences.

Audioscript

CD1, Track 02

H = HARRY B = BETH W = WALDO

C = CODY AF = AUNT FIFI

H: Hello. I'm Harry.

B: Hello. My name's Beth.

W: Hello. My name's Waldo.

C: Hello. I'm Cody.

AF: Hello. I'm Aunt Fifi.

C: What's this?

ALL: Oooh!

2 Listen and find.

- Ask pupils what the characters are carrying. (*flowers*)
- Ask pupils to read the colours underneath the characters.
- Play the audio. Pupils listen and read the colours.

Audioscript

CD1, Track 03

B = BETH C = CODY H = HARRY W = WALDO

B: My flowers are blue.

C: My flowers are green.

H: My flowers are red.

W: My flowers are yellow.

3 Point and say.

- In pairs, pupil A says the name of a character and pupil B says the colour of the flowers they are carrying. Pupils use the speech bubbles as a model. Pupils switch roles.

Welcome

1 Listen and trace. Then say.

Hello. I'm Harry.

Hello. My name's Waldo.

Harry

Beth

Waldo

2 Listen and find.

a  blue


b  green

Beth.

Blue.

3 Point and say.

4 Listen and chant.

c  red

d  yellow

See the colours of the flowers.
 Red, red flowers. Yellow, yellow flowers.
 Colours, colours, everywhere.
 Blue, blue flowers. Green, green flowers.
 Colours, colours, everywhere.

6 Lesson 1 Can identify colours

Activity Book page 2

1 Match and trace.

- Pupils draw matching lines between the characters and their silhouettes. They then trace over the names in the speech bubbles and read them to their partner.

ANSWER KEY

2 a 3 d 4 c

Pop quiz

- ★ As pupils are leaving the class, ask, *What's your name?*

Chant

4 Listen and chant.

- Play the chant. Ask pupils to point at the characters as they hear them mentioned. Then play the chant again, encouraging pupils to clap along with the rhythm.
- Play the chant a third time. Pupils chant along, following the text on the page. When pupils are confident with the chant, divide the class into four groups and allocate each group one of the colours.
- You can also use the karaoke version of the chant (see Active Teach). Pupils chant along to the music, using the text on the page.

Lesson 2 Pupil's Book page 7

Lesson objective

To say their names

Target language

Hello. I'm (Harry). My name's (Harry). Goodbye.

Materials

Audio; Learning adventure poster; Unit 1 Cut-outs; Flashcards – Colours; Wordcards – Colours

Optional activity materials

Photocopiable W.1

Warm-up

- Elicit the characters' names. If pupils cut out the puppets from Unit 1 Cut-outs in the last lesson, ask them to take these out and introduce the characters to their partner, saying, *Hello, I'm/My name's (name)*.

Learning adventure



Open books and ask pupils to look at the activities. Ask, *What are we learning today?*

- Write the lesson objective on the board: *We're learning to say our names.*

Presentation



Look!

- Ask pupils to go around the class and introduce themselves to each other. Use flashcards or coloured objects in the class to practise *blue, green, red and yellow*. Practise by holding up different objects in the class and asking, *What colour is it? (red)*
- Play the audio (CD1, Track 05) and ask pupils to listen and follow the *Look!* box. Ask pupils to read the sentences in the *Look!* box while you read them aloud. Read them again and pause after each line for pupils to repeat the sentences.



5 Listen and circle. Then say.

- Play the audio. Pupils listen and circle the correct coloured flowers.

Audioscript

CD1, Track 06

- 1 A blue flower.
- 2 A green flower.
- 3 A yellow flower.
- 4 A blue flower.

- In pairs, pupil A chooses a flower and says the colour. Pupil B points at it. Pupils switch roles. Pupils use the speech bubble as a model.

ANSWER KEY

1 blue 2 green 3 yellow 4 blue

Practice

- Use the colour wordcards. Hold them up one by one and read the words aloud. Then hold up a card and ask a volunteer to read it. The rest of the class points at an item in the classroom in that colour. Repeat with other volunteers and other wordcards.



Quest item and song

- Point at the parcel and ask pupils (in L1) what they think the note inside is. Encourage all guesses, e.g. a present, clothes, a toy, etc.
- Tell pupils (in L1) that Cody and his friends are singing a song about their quest to find the items. Play the Quest song. Pupils listen and name the item they have to find in this unit (*the balloon*). They then find and point at the balloon in the main illustration. Explain that in later units, pupils will add a new quest item each time they sing the Quest song.
- Play the Quest song again. Pupils sing along, following the text in their books.

LOOK!
Hello. I'm Harry.
My name's Harry.
Goodbye.
I'm = I am name's = name is

Cody

Aunt Fifi

5 Listen and circle. Then say.

1 a b 2 a b 3 a b 4 a b

A red flower.

1:07

1:07

Come with us, come on a quest.
Come on a quest today!
Come with us, come on a quest.
Look for a balloon today.
A balloon, a balloon.
Look for a balloon today!

Lesson 2

Can say my name 7

Activity Book page 3

2 Trace. Then colour.

- Pupils trace over the colour words and colour each egg in the correct colour.

3 Listen and ✓. Then colour.

- Play the audio. Pupils listen and tick the colour words. They then colour the pictures accordingly.

Audioscript

CD1, Track 08

- 1 It's blue.
- 2 It's red.
- 3 It's yellow.
- 4 It's green.

ANSWER KEY

2 red 3 yellow 4 green

Pop quiz



Divide the class into two teams. Play a game of *Colour race*. Say a colour, e.g. *red*. One member of each team finds something red in the classroom as quickly as possible. Alternatively, stick the flashcards on the board. One volunteer from each team comes to the board. Say a colour, e.g. *blue*. The first volunteer to point at the correct flashcard wins a point for their team.

Lesson 3 Pupil's Book page 8

Lesson objective

To count up to 10

Target language

Numbers 1 to 10

Materials

Audio; Flashcards – Numbers 1–10; Wordcards – Numbers one–ten


Optional activity materials

Flashcards – Numbers 1–10; Wordcards – Numbers one–ten

Warm-up

- Invite two volunteers to the front of the class and ask them to introduce themselves saying, *Hello, I'm/My name's (name)*.
- Play the *Colour race* game from Lesson 2 again.

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning the numbers 1–10.*

Presentation

- Teach numbers 1 to 10 by counting on your fingers. Invite pupils to join in when they are ready.
- Then write the numbers (digits) on the board in order. Point at and elicit each number in order. Pupils then repeat the words after you. Then point at the numbers in a random order and elicit the words.
- Hold up the digit cards and elicit each number. Then distribute them to ten volunteers. Ask the volunteers to come to the front of the class and arrange themselves in the correct order. Check with the class by counting from 1 to 10. Then repeat with other groups of ten pupils.

6 Listen and point. Then listen again and say.

- Play the audio. Pupils listen and point at the numbers on the page. Then play the audio again. Pupils listen and repeat, with you joining in with the pupils.
- Play the audio a third time, pausing before each number for pupils to say it before they hear it.

Practice

- Stick the digit cards on the board in order. Hold up each wordcard and read it aloud with the class. Then distribute the wordcards to ten volunteers. Volunteers read their number words aloud and come and stick them on the board alongside the correct digit. Check the activity with the rest of the class then repeat with other volunteers.

Chant

7 Listen, count and chant.

- Pupils look at the illustration and count the number of fingers that each child is holding up. Then play the chant. Pupils listen and chant along, holding up the appropriate fingers as they do so.
- Pupils can use this audio to chant around the class in a chain. The first ten pupils in the chain say the numbers 1 to 10, then the whole class chants, *Now count again!* The next ten pupils then count from 1 to 10 again and the whole class repeats the chorus again. Repeat several times.
- You can also use the karaoke version of the chant (see Active Teach). Pupils chant along to the music, using the text on the page.

8 Count and write.

- Pupils look at the pictures, count the flowers and write the correct numbers in the boxes.

ANSWER KEY

1 five 2 six 3 three

6 Listen and point. Then listen again and say.

one	two	three	four	five
six	seven	eight	nine	ten

7 Listen, count and chant.

one	two	three	four	five
six	seven	eight	nine	ten

Now count again!

8 Count and write.

1	2	3
<input type="text"/>	<input type="text"/>	<input type="text"/>

8 Lesson 3 Can count up to 10

Pop quiz

Call out a number from one to ten, e.g. *Two*. Pupils show you the correct number of fingers, pens or pencils.

For the next lesson

- Ask pupils to bring in a magazine picture of a celebrity.

Activity Book page 4

4 Read and trace.

- Pupils trace over the number words.

5 Count and trace.

- Point at the eggs and ask, *What are they?* Pupils count the eggs in each nest and trace over the correct number caption.
- These pictures can then be used for a colour dictation. Give instructions, e.g. *a – two green eggs*. Pupils listen and colour in the eggs accordingly.

ANSWER KEY

a two b five c eight d three e seven

Lesson 4 Pupil's Book page 9

Lesson objective

To talk about other people using *his* and *her*

Target language

His name's (Harry). / Her name's (Beth).
His balloon is (red). / Her balloon is (blue).

Materials

Audio


Optional activity materials

Pupils' and your magazine pictures of known celebrities; poster paper

Warm-up

- Play a game of *Drumbeats*. Pupils use two pencils as drumsticks. Explain (in L1) that their desks (or books) are a drum. Call out a number from 1 to 10 and pupils tap their 'drums' the correct number of beats. Ask volunteers to come up with interesting rhythmic patterns. Pupils continue in pairs.
- Ask volunteers to introduce themselves again, using *Hello. My name's...* The rest of the class then beats out the number of syllables in the pupil's name with their pencil drumsticks, e.g. *Clara* = two beats.

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning to talk about other people using his and her.*

Presentation

- Look at the main illustration on Pupil's Book pp. 6 and 7 again. Say a character's name, e.g. *Harry*, and ask pupils to find and point at the correct character. When pupils point at Harry, say, *Yes! His name's Harry*. Pupils listen and repeat. Then say, *Beth*. When pupils point at Beth, say, *Yes! Her name's Beth*. Pupils listen and repeat. Repeat the procedure with Waldo, Cody and Aunt Fifi, checking pupils are using *his* and *her* correctly.

Look!

- Play the audio (CD1, Track 11) and ask pupils to listen and follow the *Look!* box. Read the sentences aloud in the *Look!* box. Read them again and pause after each line for pupils to repeat the sentences.

Practice

Listen and match. Then say.

- Play the audio. Pupils listen and draw matching lines from each character to the correct balloon.

Audioscript

CD1, Track 12

- 1 His name's Harry. His balloon is red.
- 2 His name's Cody. His balloon is green.
- 3 Her name's Beth. Her balloon is blue.
- 4 His name's Waldo. His balloon is yellow.

- In pairs, pupils then play a game. Pupil A describes one of the characters and Pupil B identifies the correct number of the character. Use the speech bubbles to model the language they will need.

ANSWER KEY

2 c 3 b 4 a

Draw a classmate and guess.

- Pupils choose a classmate and draw a picture of them. They then show their picture to their partner, who guesses who it is, using the language in the speech bubble.

Activity Book page 5

Colour. Then match and trace.

- Pupils colour in the pictures of the characters. They then draw matching lines between the pictures and the sentences. Finally, they trace over *His* or *Her* in each sentence.

ANSWER KEY

2 d 3 b 4 a

9 Listen and match. Then say.

LOOK!
 His name's Harry.
 His balloon is red.
 Her name's Beth.
 Her balloon is blue.

1 Harry

2 Cody

3 Beth

4 Waldo

a a

b b

c c

d d

His name's Harry.
His balloon is red.

Number 1!

Her name's Ana.
Her balloon is yellow.

10 Draw a classmate and guess.

Lesson 4 Can talk about other people using *his* and *her* 9

7 **Circle and colour.**

- Pupils read the sentences and colour in the balloons correctly.

ANSWER KEY

1 His 2 Her

Pop quiz

Play a game of *True or False*. Make sentences about pupils in the class, using *His/Her name's...* and *His/Her bag is (blue)*. Pupils listen and say, *True* or *False*. If the sentence is false, elicit the correct sentence, e.g. *Her name's Ana. (False! Her name's Clara.)* Make sure pupils use the correct intonation as they correct you (stressing the information they change, e.g. *Clara*).

Lesson 5 Pupil's Book page 10

Lesson objective

To identify classroom actions

Target language

stand up, sit down, look, listen, count, open your book, close your book, wave goodbye

Materials

Audio; a coin or small piece of paper per pair; Flashcards – Classroom actions; Wordcards – Classroom actions


Optional activity materials

Wordcards – Classroom actions

Warm-up

- Ask a volunteer to introduce him/herself, e.g. *My name's Juan*. As he/she does so, repeat the introduction back to the class, making a deliberate mistake with the name, e.g. *His name's Ramon*. Pupils listen and stand up when you make a mistake. Ask one of the pupils standing up to correct the sentence. You can also make this activity more challenging by using *his* and *her* incorrectly, e.g. *Her name's Juan*. Pupils correct your mistake, stressing the pronoun, *No, his name's Juan*.
- Revise numbers and colours. Say a number and a colour, e.g. *two, red*. Pupils have to find two items in the classroom that are red. Repeat with other number and colour combinations.

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning classroom actions.*

Presentation

- Use the flashcards and mime to teach the action words. Practise by saying the actions; pupils do the corresponding mime.



11 Listen and do the actions. Then listen again and say.

- Play the audio. Pupils listen, point at the corresponding photos and read the words. Then play the audio again. Pupils listen and do the actions. Play the audio a third time and pupils listen and repeat.

Practice


- In pairs, pupils play a game. Pupil A turns away while Pupil B covers up one of the actions and its word label with a coin or piece of paper. Pupil A turns around and has to guess which action is covered up. Pupils switch roles, covering up more actions each time to make the game more difficult.
- Hold up the wordcards one by one and read the words aloud with the class. Then ask a volunteer to come to the front of the class and show him/her a word. He/She does the corresponding mime. The rest of the class guesses. When a pupil guesses correctly, reveal the word card.


Chant





12 Listen and chant. Then do the actions.


- Pupils look at the pictures and identify the different actions. Then play the chant. Pupils listen and point at the correct children in the picture as they hear each action mentioned.
- Play the chant again, pausing for pupils to repeat. Then encourage pupils to join in.
- Play the chant again. Pupils listen and mime the actions.
- When pupils are confident with the chant, play the karaoke version, (see Active Teach). Pupils chant along to the music, reading the text on the page.


11  Listen and do the actions. Then listen again and say.


1  stand up


2  sit down


3  look


4  listen

5  count

6  open your book

7  close your book

8  wave goodbye

12  Listen and chant. Then do the actions.

Stand up, sit down,
And listen to me.
Open your book
And count to three!


Sit down, stand up,
And look at me.
Close your book
And wave goodbye!

10 Lesson 5 Can identify classroom actions

ANSWER KEY

a 4 b 1 c 7 d 5 e 2 f 6 g 3 h 8

Pop quiz

 Teach pupils the word *please* and explain (in L1) that this is a polite way of asking someone to do something. Then play an instructions game. Call out actions from the lesson, sometimes adding *please*, e.g. *Stand up, please. Sit down.* Pupils listen and only do the actions when you say, *please*. Pupils can also take a turn at giving the instructions.

Activity Book page 6

8 Read. Then listen and number.

- Play the audio. Pupils listen and number the pictures. Check the activity as a class, then ask pupils to read the actions underneath each picture.

Audioscript

CD1, Track 15

- 1 Sit down.
- 2 Open your book.
- 3 Look!
- 4 Count.
- 5 Listen!
- 6 Close your book.
- 7 Stand up.
- 8 Wave goodbye.

Lesson 6 Pupil's Book page 11

Lesson objective

To use what they have learnt


Materials

Audio; Flashcards – Numbers 1–10; Flashcards – Colours; Unit 1 Cut-outs; Wordcards – Classroom actions

Warm-up

- Play the chant from Lesson 5 (CD1, Track 14). Pupils join in and do the actions.
- Use the number cards, colour flashcards and the puppets from the Unit 1 Cut-outs. Stick all of these on the board. Say a number or colour or describe a character's name, e.g. *Number 4. It's red. Her name's Beth.* Pupils listen and a volunteer comes and points at or collects the correct card or puppet from the board.
- Repeat, asking pupils to make the sentences. This can also be played as a team game.

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're playing a game using what we've learnt.*

13 Listen and point. Then play the game.

- Pupils look at the pictures and identify the colours, numbers, actions and character names.
- Explain how to play the game. The numbers along the top of the grid and the colours down the side act as grid references. In pairs, Pupil A chooses a number and a colour to make a grid reference, e.g. 3, *green*. Pupil B traces down the grid from number 3 and across the grid from the colour green until he/she finds the correct square (with the picture of Waldo in it). Pupil B then does one of the following:
 - If the square illustrates a character, he/she makes a sentence, e.g. *His name's Waldo.*
 - If the square illustrates an action, he/she says the action. Pupil A then does the corresponding mime.

- If the square illustrates *Hello* or *Goodbye*, Pupil B says this word.
- When a square has been 'used', pupils strike through it in pencil.
- Play the audio of children playing the game. Pupils listen and point at the corresponding squares each time. They can also listen and repeat.

Audioscript

CD1, Track 16

G = GIRL B = BOY

G: 1, blue.

B: Sit down.

B: 3, red.

G: Hello.

G: 2, blue.

B: Open your book.

- Pupils then play the game, taking turns to make the grid references. They continue until they have used all the squares. Go around the class, helping as necessary.
- Make this game more challenging by asking pupils to make seven cards with numbers 1 to 3 and *red, blue, yellow* and *green* on them. They turn these cards face down in two piles. Pupils then play the game by picking a number and a colour, reading the grid reference and playing the game as described above. They tick the square or write their name in it as they complete it. The game continues until all the squares have been ticked or named. If a pupil gets a grid reference that has already been used, he/she misses a turn. The pupil who ticks or names the most squares is the winner.



Activity Book page 7

















9 Follow and colour.

- Pupils follow the tangled lines to match the numbers to the colour words. They then colour in the number correctly.

ANSWER KEY

1 b 2 d 3 c 4 a


13   Listen and point. Then play the game.

	1	2	3
			 Hello.
			
	 Goodbye.		
			

3, green. His name's Waldo.

Lesson 6 Can use what I have learnt. 11

Pop quiz

 Stick the action wordcards on the board face down and number them 1 to 8. Ask a volunteer to choose a number, e.g. *six*. Another volunteer comes to the board and takes the corresponding word card. He/She reads the word silently and mimes it for the rest of the class to guess. When someone guesses correctly, the volunteer reveals the word.

10 Read and match.

- Pupils look at the characters and guess what they are saying. They then draw matching lines between the pictures and the speech bubbles.
- Pupils then work in pairs. One pupil points at a picture. The other pupil pretends to be that character and reads the correct speech bubble.

ANSWER KEY

2 b 3 d 4 a

1

My birthday

Unit objective

- Can talk about birthdays

Language

Target vocabulary	Colours: black, brown, orange, pink, purple, white, grey Actions: clap, stamp, jump, walk, run, dance, hop, climb Animals and plants: bird, fish, flower, leaf, butterfly
Target structures	What's your name? My name's (Cody). How old are you? I'm (seven). What's your favourite colour? My favourite colour is (green). Is it (purple)? Yes, it is. / No, it isn't. What colour is it? It's (pink).
Revision	Colours: red, blue, yellow, green My name's Cody. His name's Harry. Her name's Beth. Numbers 1 to 10
Receptive language	What colour is it? my birthday, flag How many? cake, thank you, (One blue ball) for (Harry).
CLIL and Wider World language	CLIL: Natural Science (Colours in nature): bird, fish, flower, leaf, butterfly Wider World (A birthday party): balloon, present, birthday cake

Contents

Phonics	Cross-curricular contents <ul style="list-style-type: none"> • Arts and crafts: character puppets, making a poster and a picture • Music: songs and chant • Maths: using numbers to sequence • PE and fitness: using actions in the song • Natural Science: colours occurring in nature • Language skills: asking and answering questions, following instructions, acting out a story, playing games
<ul style="list-style-type: none"> • a, p, s, t (at, pat, sat, tap) 	
Topics	
<ul style="list-style-type: none"> • colours • colours in nature • actions • birthdays 	
Values	
<ul style="list-style-type: none"> • It's good to share. 	Socio-cultural aspects <ul style="list-style-type: none"> • learning other people's names, ages and favourite colours • working in pairs and groups and learning to share with others • showing one's family how to share with others • learning about how other children celebrate their birthday
Songs and chants	Learning strategies <ul style="list-style-type: none"> • using previous knowledge; following instructions • asking and answering questions • logical thinking: deducing information from pictures, playing a guessing game • critical thinking: identifying and comparing • understanding and identifying different items in nature • reflecting on learning and self-evaluation, personalisation of language learnt • recording new vocabulary in a picture dictionary
<ul style="list-style-type: none"> • Chant: What's your name? • Quest song: Look for a cake. • Song: It's my birthday! 	
Stories and Quest	
<ul style="list-style-type: none"> • Unit opener: Beth's birthday • Story episode: Waldo and the cakes • Quest item: Waldo's cake 	

Key competences

Linguistic competence: Use language as an instrument for communication (L. 1 to 10)

Mathematical, science and technological competences: Count to ten (L. 5); Use numbering to complete a task (L. 1 to 10); Understand colour in the world around us (L. 1, 4 and 7); Raise awareness of cultural differences (L. 8)

Digital competence: Use Poptropica English Islands digital tools (L. 1 to 10)

Social and civic competences: Make and accept rules for working together and codes of conduct (L. 1 to 10); Learn to share (L. 5)

Cultural awareness and expression: Develop and value initiative, imagination and creativity (L. 5, 7 and 8); Raise awareness of cultural differences (L. 8)

Learning to learn: Reflect on what has been learnt and self-evaluate progress (L. 9)

Initiative and entrepreneurship: Develop one's own criteria and social skills (L. 1 to 10)

Skills (From Global Scale of English Learning Objectives – for Young Learners)

Speaking

- Can ask someone their name using a basic phrase
- Can say how old they are using a basic phrase
- Can recite a short, simple rhyme or chant
- Can answer short, simple questions related to basic personal information, using a single word or phrase
- Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts
- Can read aloud familiar single words
- Can sing a basic song from memory
- Can take part in basic games that use fixed expressions or rhymes

Listening

- Can recognise isolated words related to familiar topics, if spoken clearly and supported by pictures or gestures
- Can recognise familiar words and phrases in short, simple songs or chants
- Can identify everyday objects, people or animals in their immediate surroundings or in pictures from short descriptions (e.g. colour, size), if spoken clearly
- Can understand simple questions asking for basic information about objects in their immediate surroundings or in pictures (e.g. colour, size), if addressed slowly and clearly
- Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly

Reading

- Can recognise a range of basic everyday nouns and adjectives (e.g. colours, numbers, classroom objects)
- Can recognise key words and basic phrases in short, simple cartoon stories
- Can understand basic phrases in short, simple texts

Writing

- Can write their own name with the correct use of capital letters
- Can write simple facts about themselves (e.g. name, age), given prompts or a model

Classroom ideas

- Play flashcard and team games.
- Make portraits of pupils in the class to decorate the classroom.
- Make colour collages of pupils' favourite colours.
- Make a nature table for pupils to bring in items they find in different colours.
- Photocopiables

Take-home English

- Letters for parents. When you begin Unit 1, complete and give pupils a copy of the Unit letter (see digital tools). This explains what pupils are going to learn in this unit.
- Home–School link. Pupils take their drawings of sharing with their friends home (L. 5).
- Craft activities. Pupils can take home the birthday party pictures they make in Lesson 8.

Evaluation

Self-assessment

- I can use colours.
- I can use action verbs.

Resources

- Pupil's Book p. 12
- Activity Book p. 8
- Grammar reference (Pupil's Book p. 108)
- Unit 1 Extra practice (Activity Book p. 96)
- Picture dictionary (Activity Book p. 104)
- Test Booklet – Unit 1, p. 8

Lesson 1 Pupil's Book page 12

Lesson objective

To identify more colours

Target language

brown, white, pink, black, orange, purple, grey, yes, no

Receptive language

What colour is it? my birthday, flag

Materials

Audio; Flashcards – Colours; Wordcards – Colours; a coin or small piece of paper per pair; Learning adventure poster

Optional activity materials

Photocopiable 1.1

Warm-up

- Divide the class into four groups and give each group a character's name: *Harry, Beth, Waldo* and *Cody*. Say a character's name. Pupils stand up and say, *Hello, I'm... My name's...*
- Revise *red, green, yellow* and *blue* by pointing at various objects and asking, *What colour is it?*

Learning adventure

1 What do you know?

- Open books and ask pupils to look at the main scene. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning more words for colours.*
- Close books. Ask pupils what English words they know for colours, e.g. *red, blue*, etc. Write them on the board.
- Introduce pupils to the learning adventure poster. Use this poster with pupils to help them indicate how confident they feel about the lesson objectives to show you who may need more help. See p. 23 in the Introduction for how to use this with your classes.
- Refer to the learning adventure poster and say, *Great! You are already moving along your learning adventure!*

Presentation

- Present the new colours (*brown, white, pink, black, orange, grey* and *purple*) by using classroom objects or Flashcards – Colours. Point at each and say, *It's (pink)*. Repeat several times.
- Write the colour words on the board and invite pupils to stick the correct colour flashcard next to each word.

2 Listen.

- Pupils look at the main illustration and name the colours they can see in the chain of flags. Teach the word *flag*.
- Play the audio. Pupils listen and look at the illustration. Then play the audio again and ask pupils to point at the correct flag as they hear it described. Check the activity by pointing at each flag and asking, *What colour is it? Is it (pink)?* Teach the words *yes* and *no*.

Audioscript

CD1, Track 17

H = HARRY B = BETH C = CODY W = WALDO

H: Happy birthday.

B: Thank you!

C: Hello, I'm Cody. What's your name?

B: I'm Beth. It's my birthday.

C: How old are you?

B: I'm six.

H: Look at the flags. Pink, purple, orange, brown, black, white, grey. Look at Waldo!

W: Happy Birthday, Beth!

- Ask pupils (in L1) whose birthday it is. (*It's Beth's.*) Point at Waldo, the dragon and ask (in L1) what colour he is (*green*).

3 Listen and circle.

- Play the audio. Pupils listen and circle the colour words.
- In pairs, pupils play a game. Pupil A turns away while Pupil B covers up one of the flags and the colour word with a coin or small piece of paper. Pupil A turns around and has to guess which colour flag is covered up. Pupils switch roles, covering up more objects each time to make the game more difficult.

Audioscript

CD1, Track 18

brown white pink black orange purple grey

Practice

- Play a matching game, using the colour flashcards and wordcards. Distribute the cards to the class – one or more cards to individuals or pairs, depending on the number in your class. Say, *Go!* Pupils walk around the classroom mingling with other pupils until they find their matching pair.

1 My birthday

1 What do you know? 2 Listen.

pink purple orange brown

3 Listen and circle. 4 Listen and say. 5 Listen and chant.

Name, name. What's your name?
Beth, Beth. My name's Beth.
Age, age. How old are you?
Six, six. I'm six.
Colour, colour. What's your favourite colour?
Blue, blue. My favourite colour is blue.

12 Lesson 1 Can identify more colours

Activity Book page 8

1 Trace and colour.

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

ANSWER KEY

Pupils should colour the flags as follows:
1 pink 2 orange 3 black 4 brown
5 purple 6 white 7 grey

Learning adventure

- Ask pupils, *How many colour words do you know now?* Give pupils a minute to tell their partner the new words they know.
- Ask pupils, *Where are you on your learning adventure now?* Ask pupils which words they find easiest or most difficult to remember. Tell pupils, *Well done!* to reinforce the progress they are making.

Pop quiz

- Call on a pupil to choose a colour. Now show them Flashcards – Colours one by one. Pupils stand up and clap when you show the correct colour.

4 Listen and say.

- Play the audio. Pupils listen and point at the coloured flags.

Audioscript

CD1, Track 19

pink purple orange brown black white grey

- Play the audio again. Pause the audio after each word and ask pupils to repeat.

Chant

5 Listen and chant.

- Pupils close their books. Play the chant and ask pupils to listen and tell you the name and number they hear.
- Go around the class, allocating each pupil either *Beth* or *six*. Play the audio again. Pupils stand up when they hear their word.
- Play the audio again. Pupils chant their word with the audio.
- Divide the class into two groups and play the audio again. One group chants the questions and the other chants the answers.
- When pupils are confident with the chant, play the karaoke version, (see Active Teach). Pupils chant along to the music, reading the text in the book.

Lesson 2 Pupil's Book page 13

Lesson objective

To ask and answer questions using *What's your name?*, *How old are you?* and *What's your favourite colour?*

Target language

What's your name? My name's (Cody.) How old are you? I'm (seven.) What's your favourite colour? My favourite colour is (green.)

Receptive language

How many?

Materials

Audio; Flashcards – Colours


Optional activity materials

Learning adventure poster

Warm-up

- Play a game of *Right or wrong?* Show, e.g. the red flashcard and say, *red*. Now show the blue flashcard and say, *green*. Pupils clap when you say the correct colour and stamp their feet when you make a mistake.
- Revise numbers 1–10 by calling out numbers; pupils clap the correct number of times.
- Show different numbers of fingers/classroom objects, e.g. pencils, books, etc. Ask, *How many?*

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning to ask and answer questions about name, age and favourite colour.*

Presentation

- Pupils look at the picture in the Pupil's Book again. Point at the characters and ask, *What's his/her name?* Elicit, e.g. *Harry*. Then ask (in L1) if pupils can remember whose birthday it is (*Beth's*) and how old she is (*six*). Ask individual pupils, *How old are you?* Elicit numbers only at this stage, e.g. *seven*. Ask pupils if they can remember Beth's favourite colour (*blue*). Ask individual pupils, *What's your favourite colour?* Elicit colour words only at this stage.



Look!

- Play the audio (CD1, Track 21) and ask pupils to listen and follow the *Look!* box. Ask pupils to read the sentences in the *Look!* box while you read them out. Read them again and pause after each line for pupils to repeat the sentences.

Practice



6 Listen and write. Then ask and answer.

- Pupils listen and then write Waldo's reply (*three*). Pupils then ask and answer the questions in the speech bubbles. They can do this in small groups or as a class by circulating and asking the questions of as many different pupils as possible.
- Make this activity more challenging by asking pupils to include some mistakes in their answers, e.g. give the wrong age. The pupil asking the question tries to spot the mistake.



Quest item and song

- Ask pupils (in L1) if they can remember the package the characters found in the Welcome unit, containing the list of items they have to find to look after Waldo. Can they remember any of the items? Then ask pupils to predict which item can be found in this unit (*a cake*). Play the Quest song for pupils to listen and check their predictions.
- Pupils find the picture of the cake on the page and point at it or circle it.
- Play the Quest song. Pupils sing along, following the text in their books.

Activity Book page 9



2 Listen and number.

- Pupils look at the pictures and read the names of the different children.
- Play the audio, pausing as necessary for pupils to listen and number the pictures.

Audioscript

CD1, Track 24

- 1 Hello. What's your name?
My name's Ann.
- 2 Hello. What's your name?
My name's Kelly.
- 3 Hello. What's your name?
My name's Ben.

LOOK!	
What's your name?	My name's Cody.
How old are you?	I'm seven.
What's your favourite colour?	My favourite colour is green.
what's = what is	

Quest Look for a cake today. A balloon and a cake! Look for a cake today!

black **white** **grey**

Listen and write. Then ask and answer.

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

How old are you? I'm _____!

What's your favourite colour? My favourite colour is purple.

Lesson 2 Can ask and answer questions about my name, age and favourite colour **13**

Pop quiz

Say a character's name, age and favourite colour. Pupils have to say the correct question (*What's your name? How old are you? What's your favourite colour?*). Volunteers can ask a question (and point at a child) or give an answer and the class says the corresponding answer or question.

Online World

- Direct pupils' attention to the butterfly card. Tell pupils to go online to Online World and find the item. Once pupils click on the card within the game, they are taken to a supplementary language task.

- In pairs, pupils then play a guessing game. Pupil A chooses a picture. Pupil B has to guess the picture by asking, *What's your name?* Pupil B answers, *My name's (Ann).*

ANSWER KEY

a 2 b 3

3 Look and trace. Then colour.

- Pupils follow the tangled lines from the children to their balloons. They then trace over the age and colour words in the speech bubbles. Finally pupils colour the balloons in the correct colour.

ANSWER KEY

Pupils colour in the balloons as follows: cat – purple
dinosaur – orange teddy bear – pink heart – grey

Lesson 3 Pupil's Book page 14

Lesson objective

To identify actions

Target language

clap, stamp, jump, walk, run, dance, hop, climb

Receptive language

How many? What colour is it?

Materials

Audio; Flashcards – Actions; Wordcards – Actions; Unit 1 Cut-outs; scissors and pencils or lolly sticks; Learning adventure poster


Optional activity materials

Photocopiables 1.2–1.3

Warm-up

- Write the numbers 1 to 10 on the board. Point at each and elicit the number. Then rub out some of the numbers and elicit which are missing.
- Revise classroom actions from the *Welcome* unit by playing a game of *Teacher says*. See Games bank, p. 237.


Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning action words.*

- Close books. Ask pupils what English words they know for actions, e.g. *walk, run*. Write them on the board.
- Refer to the learning adventure poster and say, *Great! You are moving along your learning adventure!*

Presentation

- Teach the new action verbs by adding them to the game of *Teacher says*, e.g. *Teacher says 'Clap!'* Demonstrate each new action and encourage pupils to join in.

 **7 Listen and do the actions. Then listen again and say.**

- Play the audio. Pupils look at the photos and read the captions while they listen.
- Play the audio again, pausing for pupils to listen and do the actions.
- Play the audio again, pausing for pupils to listen and say the words.
- In pairs, Pupil A says an action and Pupil B performs the action.

Practice

- Pupils then practise actions and numbers together. Pupil A says an action and a number from 1 to 10. Pupil B performs the action that number of times, e.g. *jump, six* (Pupil B jumps six times).
- Stick the actions flashcards on the board. Volunteers stick the correct word card next to each flashcard.
- Pupils look at the picture. Tell pupils (in L1) they are going to listen to a song about a birthday party. Point at the candles and ask, *How many? (7)*. Point at a balloon and ask, *What colour is it? (green)*, etc.


Song

 **8 Listen. Then sing and do the actions.**

- Say, *I'm eight*. Ask pupils to point at the child who has 8 written on their party clothes. Play the song. Pupils listen and point at each child as he/she is mentioned.
- Play the song again. Pupils listen and do the actions in each verse. Then play the song again. Pupils sing along, following the text in their books.
- When pupils are confident with the song, use the karaoke version of the song, (see Active Teach). Pupils sing a version of the song with ages and actions of their choice. Volunteers teach their song to other pupils.

Unit 1 Cut-outs (Pupil's Book p. 113)


- Pupils finish making the puppets from the Unit 1 Cut-outs (see Pupil's Book p. 113) by sticking them onto the end of a pencil or lolly stick. (If the puppets weren't used in the *Welcome* unit, Lesson 1, pupils will need to cut them out first.)
- Say different character names and actions, e.g. *Harry, dance*. Pupils hold up the Harry puppet and make him dance. Repeat with other character names and actions. Pupils can also do this activity in pairs.
- Pupils can also use their puppets to practise the questions from Lesson 2. In pairs, they make their puppets ask and answer, *What's your name? (My name's Cody.) How old are you? (I'm seven.) What's your favourite colour? (green)*

7  Listen and do the actions. Then listen again and say.

VOCABULARY

1 2 3 4 5 6 7 8

clap stamp jump walk run dance hop climb

8  Listen. Then sing and do the actions.

SONG

Happy Birthday!

It's my birthday!
Hip hip hurray! Happy birthday!
Clap, clap, clap.

I'm six today!

It's my birthday!
Hip hip hurray! Happy birthday!
Stamp, stamp, stamp.

I'm seven today!

It's my birthday!
Hip hip hurray! Happy birthday!
Jump, jump, jump.

I'm eight today.

Happy birthday!
Happy birthday!

14 Lesson 3 Can identify actions

Activity Book page 10


4 Match. Then trace.

- Pupils match the pictures to the correct silhouettes. They then trace over the words. Check answers by calling out a letter (a–h) and eliciting the corresponding number and correct action word.

ANSWER KEY


2 h 3 a 4 f 5 c 6 e 7 g 8 b

Learning adventure

 Ask pupils, *How many action words do you know now?*
Give pupils a minute to tell their partner the new words they know.

- Ask pupils, *Where are you on your learning adventure now?*
Ask pupils which words they find easiest or most difficult to remember! Tell pupils, *Well done!* to reinforce the progress they are making.

Pop quiz

 Play *Parachute* with the vocabulary items Lessons 1 and 3. Put pupils into two teams and tell them to take turns to guess a letter. Teams win a point when they guess the word correctly.

Lesson 4 Pupil's Book page 15

Lesson objective

To ask and answer questions about colours

Target language

Is it (purple)? Yes, it is. / No, it isn't. What colour is it? It's (pink). How old am I today?

Materials

Audio; Flashcards – Colours


Optional activity materials

Puppets from Lesson 3; Wordcards – Numbers and Colours

Warm-up

- Play a game of *Changing places* to revise colours. Say a colour. Any pupils wearing that colour must stand up and change places. Repeat with other colours and with individual pupils taking turns to say the colours.
- A more energetic version of this activity is where pupils sit in a circle and one pupil stands in the middle. Say a colour. The pupils wearing that colour have to stand up and change places, while the pupil in the middle tries to sit in one of those places. The pupil without a place is the next pupil in the middle.

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning to ask and answer questions about colours.*

Presentation

- Hold up different classroom objects and ask their colour, e.g. holding up a red pencil, ask, *What colour is it? (It's red.)* Repeat with other objects. Then hold up the first object again and ask, *Is it red?* Elicit and practise, *Yes, it is.* Then repeat with another object to elicit and practise, *No, it isn't.*



Look!

- Play the audio (CD1, Track 27) and ask pupils to listen and follow the *Look!* box. Ask pupils to read the sentences in the *Look!* box while you read them out. Read them again and pause after each line for pupils to repeat the sentences.
- Pupils then practise the same language in pairs, finding and asking about different objects in the classroom, as in the presentation activity.

Practice



Listen and stick.

- Pupils look at the pictures of the children. Tell them they are missing their coloured hats. Play the audio, pausing as necessary for pupils to listen and stick in the correct coloured hat. Then play the audio again for pupils to listen and check their answers.

Audioscript

CD1, Track 28

- 1 Is it orange?
No, it isn't.
What colour is it?
It's green.
- 2 Is it pink?
Yes, it is.
- 3 Is it yellow?
No, it isn't.
What colour is it?
It's orange.
- 4 Is it yellow?
Yes, it is.

- Play the audio again, pausing for pupils to repeat the questions and answers.
- Pupils can then work in pairs. They take turns to ask and answer about the party hats, using the model language from the audio.

ANSWER KEY

1 green 2 pink 3 orange 4 yellow

10 Look and play.

- Pupils look at the pictures. Ask, *What are they?* Help pupils to answer, *birthday cakes.* Elicit the colour of the cakes. Use the speech bubbles to model the language pupils use to ask and answer about the cakes. Pupils then work in pairs.
- After pupils have practised asking about colours, point at picture 1 and say, *It's my birthday. How old am I today?* Pupils count the candles and reply, *eight.* Write the exchange on the board and ask pupils to practise in pairs.

9 Listen and stick.

LOOK!

Is it purple?	Yes, it is .
	No, it isn't .
What colour is it?	It's pink.
	<small>isn't = is not it's = it is</small>

1 

2 

3 

4  

10 Look and play.

SKILLS

1 

2 

3 

4 

Is it red?
Number 1!

Yes, it is.

Lesson 4 Can ask and answer questions about colours 15

Activity Book page 11

5 Read and trace. Then colour.

- Pupils look at the pictures and read the captions. They complete the captions by tracing over the words.
- Pupils can then read and answer the questions in pairs.
- Finally, pupils colour the pictures as indicated in the captions. Check the activity by asking the questions and getting pupils to show you their pictures.

Pop quiz

- Put the class into teams. Show a colour flashcard or point at a colour and ask each pupil, *Is it...?* The first team to reply, *Yes, it is.* / *No, it isn't.* gets a point. Pupils can continue to play the game in pairs.

Lesson 5 Pupil's Book page 16

Lesson objectives

To understand a simple story
To act out a story

Values

To understand the value of sharing

Receptive language

cake, thank you, (One blue ball) for (Harry).

Functional language

Hurray, Whee! Yum!

Materials

Puppets from Lesson 3; photos or pictures of colourful cakes; Audio; Unit 1 Story cards; props for acting out the story, e.g. some balloons, photos of colourful cakes (optional)


Optional activity materials

Photocopiable 1.4

Warm-up

- Ask pupils to hold up the puppets they made in Lesson 3. For each puppet, ask, *What's his/her name?*
- Use the puppets to play a game of *True or False*. Hold up a puppet, e.g. Harry and say, *His name's Harry*. Pupils say, *True*. Then hold up the puppet of Beth and say, *Her name's Waldo*. Pupils say, *False*. Repeat, making other sentences about the characters' names, ages (if we know them) and favourite colours.


Learning adventure

 Open books and ask pupils to look at the story. Ask, *What are we learning today?* Write the lesson objective on the board: *We're reading a story about Waldo and the cakes.*

11 Listen and read. Then act out.

- Before pupils open their books, show the story cards for Unit 1 in turn and ask the questions from the *Before listening to the story* section on the back of each card.
- Ask pupils to open their books and give them a few minutes to study the pictures from the story. Point and ask questions, e.g. *Who's this? How many cakes? What colour is it/this cake?* Pupils predict what they think is going to happen in the story.
- Play the story and ask pupils to follow in their books.

- Check pupils' understanding of the story by asking the questions from the *After listening to the story* section on the back of each story card.
- Play the audio again. Pause after each line for pupils to repeat.
- Choose seven pupils to act out the roles. Invite them to the front of the class. Play the audio while the pupils act out the story or say the lines and the pupils repeat. Encourage stronger classes to say the lines from memory using prompts.

 You might like to give the pupils feedback on their roleplay. See p. 9 for advice on how to give feedback and useful feedback phrases.

Values

- Draw pupils' attention to the Values topic shown at the bottom of the page (*It's good to share.*). Explain the meaning of the word *share* and ask how the characters are sharing in the story (e.g. *sharing the balloons out between themselves*). Ask pupils which character doesn't share (*Waldo*). Talk about (in L1) the importance of sharing in our everyday lives.

Home–School link

- Ask pupils to draw a picture of the different things they can share with a friend, e.g. their toys, sweets, other friends, etc. Pupils then take their pictures home to show their families.

Activity Book page 12

6 Listen and circle. Then colour.

- Ask pupils to listen to the audio and circle and colour accordingly. Check as a class.

Audioscript

CD1, Track 30

- 1 Mmm, two green balloons for Cody.
- 2 Three blue ducks for Beth.
- 3 One brown ball for Harry.

ANSWER KEY

1 b green 2 b blue 3 a brown

7 Look and ✓ or X.

- Pupils look at the pictures and decide which of the children is sharing nicely and which isn't. They then put a tick in the box showing good sharing and a cross in the box showing an inability to share.

11   Listen and read. Then act out. **STORY**



1 Very good! One ball for you! It's blue.
Thank you!

2 Three yellow ducks for you.
Thank you.

3 Two purple balloons for you.
Hurray! Thank you.

4 White for me.
Brown for me.
And black for me. Whee!

5 Waldo! Waldo! Waldo!
Five cakes for me. Brown, pink, green, yellow and purple! Yum!

6 Oh, Waldo!


VALUES  It's good to share.

16 Lesson 5 Can understand and act out a simple story

ANSWER KEY

1 X 2 ✓

Pop quiz

 Say a character name from the story, e.g. *Harry*. Pairs work together to find a line said by Harry in the story and put their hands up as fast as they can. Accept multiple answers.

Role playing the story

Additional story practice:

- Pupils draw or describe their favourite character.
- You might like to give pupils feedback. You could give pupils two stars and one wish, e.g. *Fantastic actions! Great teamwork! Speak a bit louder next time.* This could be given in L1.

Story card activities

For suggestions on how to use the story card activities, please see p. 22.

Lesson 6 Pupil's Book page 17

Lesson objective

To use the sounds *a*, *p*, *s* and *t*

Target language

at, pat, sat, tap

Materials

Audio; Phonics flashcards – *a*, *p*, *s*, *t*; Flashcards – *at*, *pat*, *sat*, *tap*; Phonics poster

Optional activity materials

Phonics poster; Photocopiable 1.5; one envelope per pupil

Learning adventure



Open books and ask pupils to look at the activities. Ask, *What are we learning today?*

Write the lesson objective on the board: *We're learning the sounds a, p, s and t.*

Warm-up

- Focus pupils' attention on the phonics Flashcard – *a*. Say /æ/ /æ/, *ant* and ask pupils to repeat. Then look around the room for anything else beginning with *a*, including pupils' names. Say, e.g. /æ/ *Ana*. Pupils listen and repeat. Repeat this procedure with the other target letter sounds /p/, /s/ and /t/.

Presentation



12 Listen.

- Pupils look at the letters in this activity. Play the audio twice. Each time, pupils listen and point at the letters in their books.



13 Listen, point and say.

- Play the audio, pausing after each pair of letter sounds. Pupils point at the correct letter and repeat.

Audioscript

/p/, /p/
/a/, /a/
/s/, /s/
/t/, /t/
/a/, /a/
/p/, /p/
/t/, /t/
/s/, /s/

CD1, Track 32

Practice



14 Listen and blend the sounds.

- With books closed, practise the concept of blending sounds to read words. Use the Phonics flashcards. Warm up with the word *at*. Put the Phonics card *a* on the board and sound out /æ/. Pupils listen and repeat. Then put the Phonics card – *t* next to the *a* and sound out /t/. Pupils listen and repeat. Now sound out /æ/ /t/, several times, pointing at the letter cards as you do so. Pupils repeat, blending the sounds to form the word. Repeat the procedure with the words *pat*, *sat* and *tap*. If the pupils find the words distracting, cover them with a sheet of paper.
- Play the audio. Pupils point at the different sound squares – and the words themselves – as the words are sounded out. Play the audio again, pausing for pupils to listen and repeat, sounding out each word.
- Write the words on the board in a different order, e.g. *tap*, *pat*, *sat*, *at*. Pupils sound out each word. Then sound out the words again for pupils to come and write them on the board.



15 Underline *a*, *p* and *t*. Read the words aloud.

- With books closed, write the word *pat* on the board. Sound out /t/ and ask a volunteer to come and underline the letter *t*. Repeat with *p* and *a*. Ask a fourth volunteer to read the word aloud.
- Pupils open their books and find *pat* in Activity 15. They underline the letter sounds and read the word aloud to their partner.
- Repeat the procedure with *tap*.

Activity Book page 13



8 Read the words and circle.

- Pupils read the words in the word bank aloud. They then find the corresponding details in the picture and circle them. Check as a class.

ANSWER KEY


Pupils should circle the girl on the right patting the dog's head.




9 Listen to the sounds and circle the letters.


- Play the audio and ask pupils to listen and circle the letter that corresponds to each sound. Play the audio again for pupils to check the activity.

PHONICS **1**

12  Listen.

1 a 2 p 3 s 4 t

13  Listen, point and say.


14  Listen and blend the sounds.

1 a - t at



2 p - a - t pat

3 s - a - t sat

4 t - a - p tap

15  Underline *a*, *p* and *t*. Read the words aloud.

1 pat 2 tap

Lesson 6 Can use the sounds *a*, *p*, *s* and *t*. 17

ANSWER KEY

2 p 3 a 4 s

11  Listen and circle the words.

- Play the audio. Pupils listen and circle the words they hear. Play the audio again for pupils to check the activity.

Audioscript


CD1, Track 36

- sat
- tap
- at
- pat

ANSWER KEY

2 tap 3 at 4 pat

Pop quiz

-  Ask pupils to stand up if you say a word with the sound *a* or *p* and sit down for a word with the sound *s* or *t*. Say the words from the audio. If pupils are standing when they should be sitting, or vice versa, they continue the game with their hands on their heads. The winner is the last pupil without hands on head.

Audioscript

CD1, Track 34

- /p/ /p/
- /s/ /s/
- /t/ /t/
- /a/ /a/

ANSWER KEY

2 s 3 t 4 a

10  Listen and write the letters.

- Play the audio. Pupils listen and write the letters they hear. Play the audio again for pupils to check the activity.

Audioscript

CD1, Track 35

- t, /t/
- p, /p/
- a, /a/
- s, /s/

Lesson 7 Pupil's Book page 18

Lesson objective

To talk about some animals and plants

Cross-curricular focus

Natural Science (Colours in nature)

Target language

bird, fish, flower, leaf, butterfly, It's a (butterfly).


Materials

Audio; Flashcards – Colours; self-prepared flashcards – bird, butterfly, fish, leaf, flower; self-prepared wordcards – *bird, butterfly, fish, leaf, flower*; magazines showing colourful fish, birds, butterflies, etc. (optional); Learning adventure poster

Optional activity materials

Photocopiable 1.6; CLIL poster

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning about animals and plants.*

- Close books. Ask pupils what English words they know for animals and plants, e.g. *cat, flower*. Write them on the board.
- Refer to the learning adventure poster and say, *Great! You are moving along your learning adventure.*

Warm-up

- Revise colours. Ask pupils to look through the unit so far and find things in different colours, e.g. *Find something (green).*, etc. Pupils find and point. Alternatively, they can do this activity using objects in the classroom.
- Tell pupils (in L1) that in this lesson they are going to think about the different colours in nature. Ask them to close their eyes and imagine they are in: a desert, a coral reef, a beautiful garden, a forest, etc. What colours can they see? Pupils list any colours they can imagine.

Presentation

- Teach the new words *bird, fish, flower, leaf* and *butterfly* using the self-prepared flashcards or by drawing pictures on the board. Ask questions about the colours of these natural objects, e.g. *What colour is (a leaf)? What colour are (flowers)?*



16 Listen and point. Then say.

- Point at the photos and ask pupils to identify the animals or objects. Play the audio. Pupils listen and point.
- Ask questions about the animals and objects, e.g. *What is it? What colour is it?* Elicit, *It's a fish. It's orange.*
- Play the audio again, pausing for pupils to repeat.
- Pupils can then talk about the pictures in pairs. Pupil A says the colour, e.g. *It's (blue).* and Pupil B points at it and says the correct object, *It's a (butterfly).*

Practice

17 Complete the pictures. Then say.

- Ask pupils to complete the pictures with coloured pencils or pens. Then ask them to identify the pictures. Ask, e.g. *What's this? (It's a yellow flower.)*
- Pupils compare their pictures and practise asking and answering in pairs.

Activity Book page 14

12 Match. Then trace.

- Pupils match the animal/object halves to make complete pictures. They then match each of these to the correct word and trace over it.

ANSWER KEY



2 e, fish 3 b, bird 4 a, butterfly 5 c, leaf

13 Colour. Then circle.


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

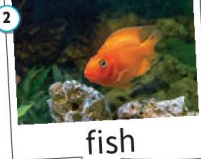
ANSWER KEY


1 fish 2 butterfly


16   Listen and point. Then say.


NATURAL SCIENCE



1  bird


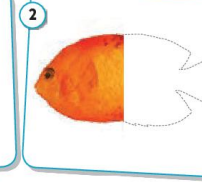
2  fish

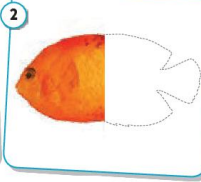
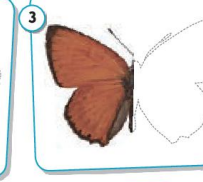
3  flower

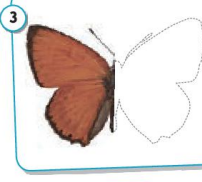

4  leaf

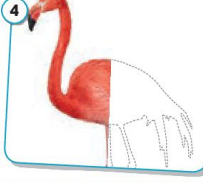
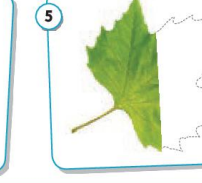
5  butterfly

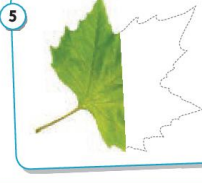

17   Complete the pictures. Then say.

1  

2  

3  

4  

5  

What colour is it?
It's yellow.
A flower!

18 Lesson 7 Can identify some animals and plants

Extension questions


Ask pupils questions which will help to develop their engagement and extend their thinking.

Examples of extension questions are:

- Questions which do not have a definite Yes/No answer, and could elicit a range of answers (e.g. *Which is the odd one out?*)
- Statements for pupils to agree or disagree with, giving reasons (e.g. *Dogs are better than cats.*)
- Giving the answer, for pupils to work out possible questions leading to that answer (e.g. Answer: *Five*. Possible question: *How many cousins do you have?*)
- Point of view, encouraging pupils to imagine things from different perspectives (e.g. *How do you think the boy felt?*)


This type of questioning requires pupils to use higher cognitive skills than just factual recall, and helps to illustrate their learning.

Learning adventure

 Ask pupils, *How many words for animals and plants do you know now?* Give pupils a minute to tell their partner the new words they know.

- Ask pupils, *Where are you on your learning adventure now?* Ask pupils which words they find easiest or most difficult to remember. Tell pupils, *Well done!* to reinforce the progress they are making.

Pop quiz

 As pupils are leaving the class, show them a picture of a plant or animal from the lesson and ask them to tell you what it is/what colour it is.

For the next lesson

- Ask pupils to bring in photos of their own birthday parties.

Lesson 8 Pupil's Book page 19

Lesson objective

To write and talk about birthday parties

Cross-cultural focus

A birthday party

Target language

birthday cake, balloon, present

Materials

Audio; Old birthday cards (if possible); pupils' photos of their own birthday parties; globe or world map (if possible)


Optional activity materials

Photocopiable 1.7

Warm-up

- Ask pupils, *How old are you?* Then play an instructions game. Say, e.g. *Stand up if you're six. Wave goodbye if you're seven*, etc. Pupils perform the instructions according to their age.

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're writing and talking about birthday parties.*

Presentation

- Pupils look at Pupil's Book pp. 12–13. Ask, *Whose birthday is it? (Beth's.) How old is she? (six).*
- Use old birthday cards or simple board pictures to pre-teach birthday vocabulary. Then ask questions about pupils' birthdays, e.g. *Do you have a party? Do you get presents? Do you get birthday cards? Do you have a birthday cake? Do you have balloons?*

18 Listen and read. Then trace.

- Tell pupils they are going to find out about how birthdays are celebrated in other parts of the world. Pupils open their books. Ask them to find the photo of the birthday girl and guess which country she is from (*Britain*). Show them where Britain is using your globe/world map.
- Play the audio speech bubble by speech bubble. Alternatively you can invite pupils to read a sentence each. Ask questions as you read: *How old is she? (seven) What are her favourite colours? (pink and purple) How many presents (can you see)? (six)*, etc.

- Pupils then read the speech bubbles aloud in pairs. Finally they trace over the words.
- Pupils can compare their own birthday parties with the one in the text (using English and L1). What things are the same/different? If pupils have brought their own photos to class, encourage them to talk about them in English, e.g. *Look at my party. Look at my birthday cake.*

Audioscript

CD1, Track 38

Hello. My name's Kim. It's my birthday today!

- Look at my birthday cake! I'm seven.
- Look at my balloons. My favourite colours are pink and purple.
- One, two, three, four, five, six presents!
- Happy birthday to me!

Practice

19 Read and match. Then say.

- Pupils read the sentence halves and match them to make complete sentences.
- In pairs, Pupil A says one sentence half and Pupil B says the other half to make a complete sentence.

ANSWER KEY


2 I'm seven. 3 Happy birthday to me.

20 Project

You might like to elicit from pupils what makes a good poster or display. Write their ideas on the board and/or add these to a wall display for future posters, e.g. large photos/drawings, good handwriting. Choose one of their ideas, e.g. good handwriting and tell pupils to write large, clear words.

Pupils draw and talk about their birthday party by following these steps. First, they draw the party venue, with the party decorations, e.g. balloons. They then draw their friends and family members. After that, they draw something they want to highlight, e.g. *the birthday cake with candles*. Pupils can label their drawing or they can write about it. Finally, they talk about their drawing with their classmates.

Display pupils' drawings in the classroom.

 You might like to give the pupils feedback on their drawings. See p. 9 for advice on how to give feedback and useful feedback phrases.

Wider World

1

A birthday party

18 **Listen and read. Then trace.**

1

Look at my birthday cake!
I'm seven.

2

Look at my balloons.
My favourite colours are pink and purple.

3

One, two, three, four, five,
six presents!

4

Happy birthday to me.

19 **Read and match. Then say.**

1 My name's _____	seven.
2 I'm _____	Kim.
3 Happy _____	birthday to me.

20 PROJECT

1 **Draw** your birthday party.
2 **Write** about your picture.
3 **Talk** about your picture with your classmates.

HOME SCHOOL LINK
Talk to your family about their birthdays.

Lesson 8

Can write and talk about birthday parties

19

Home–School link

- Ask pupils to take their birthday party pictures home and talk to their families about their birthdays.

Activity Book page 15

14 Trace and match.

- Pupils trace over the words, then match them to the correct pictures.

ANSWER KEY

2 b 3 a

15 Draw and colour. Then write.

- Pupils complete the picture to show themselves at their own birthday party. They draw their own head and face on the birthday child, together with the correct number of candles on the cake. They also complete the balloons, then complete and colour in the present.
- Pupils then compare their pictures with their partner. Finally, they read and answer the questions.

Pop quiz

- Invite a volunteer to mime a word from the lesson: *present*, *balloon* and *birthday cake*. Ask pupils to say the word. The class takes turns to mime the words.

Project success criteria

Make sure that pupils understand the steps to success for the project, to enable them to carry out the project successfully and to the best of their ability. For example, instead of just asking them to *create a poster*, give them clear step-by-step instructions:

- Choose or draw the pictures you want to use.
- Fill the page.
- Use lots of colour.
- Write the words neatly next to the pictures.

Show pupils what is required of them. Some pupils may need more support to keep in mind all the key elements of a successful project. Other pupils may be aware of the key elements but may require further suggestions to motivate them to improve.

Above all, project work is a chance for pupils to produce the language they have been learning in class, and will provide useful assessment and remediation opportunities.

Lesson 9 Pupil's Book page 20

Lesson objective

To assess what they have learnt in Unit 1


Materials

Audio; Unit flashcards; Learning adventure poster

Warm-up

- Sing the unit song from Lesson 3 again (CD1, Track 26). Encourage pupils to sing along with the audio and do the actions. When you come to the age in the song, hold up one of the number cards and encourage pupils to substitute the number in the song for the number on the card.
- Ask pupils to count how many butterflies, birds and flowers there are in the unit.

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're thinking about our learning adventure.*

- Close books. Ask pupils what they know about colours. Write their ideas on the board.
- Refer to the learning adventure poster and say, *Great! You are moving along your learning adventure!*

Practice

21 Listen and ✓.

- Pupils look at the pictures. Elicit the colours of the balloons.
- Play the audio. Pupils listen and tick the box next to the correct picture. Pause the audio as necessary. Then play the audio again for pupils to check their answers.

Audioscript

CD1, Track 39

- 1 Is it pink?
Yes, it is.
- 2 What colour is it?
It's white.
- 3 Is it blue?
No, it isn't. It's purple.
- 4 Is it black?
No, it isn't.
What colour is it?
It's brown.

- Play the audio again for pupils to listen and repeat. Then ask them to work in pairs. They ask and answer questions about the pictures.
- Pupils stick the star sticker in place if they feel they have done this successfully.

ANSWER KEY

1 pink 2 white 3 purple 4 brown

22 Listen and number.

- Pupils look at the pictures and say the actions.
- Play the audio and ask the pupils to number the pictures.

Audioscript

CD1, Track 40

- 1 Jump.
- 2 Stamp.
- 3 Dance.
- 4 Clap.
- 5 Walk.
- 6 Run.
- 7 Climb.
- 8 Hop.

- Pupils stick the star sticker in place if they feel they have done this successfully.

ANSWER KEY

a 6 b 3 c 7 d 2 e 5 f 4 g 1 h 8

23 Write. Then ask and answer.

- Pupils read the questions aloud and write the answers.
- Pupils ask and answer the questions in pairs.
- Pupils stick the star sticker in place if they feel they have done this successfully.



Activity Book page 16









16 Read and colour.



- Pupils read the colour key and colour the picture accordingly. They can then check their picture in pairs.


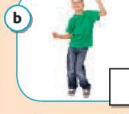

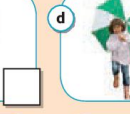
17 Look and circle.




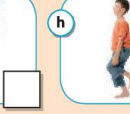
- Pupils read Cody's questions to Harry and circle the correct answers.



21   Listen and ✓.

1   **2**   **3**   **4**  

22   Listen and number.

a  **b**  **c**  **d** 

e  **f**  **g**  **h** 

23   Write. Then ask and answer.

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

How old are you? I'm _____.

What's your favourite colour? My favourite colour is _____.

20 Lesson 9 Can assess what I have learnt in Unit 1


ANSWER KEY

2 I'm six 3 My favourite colour is blue.

Picture dictionary (Activity Book p. 104)


- Use all the flashcards for the unit to revise the new vocabulary. Write three vocabulary headings on the board (*Colours*, *Actions* and *Objects in nature*). Ask pupils to indicate in which category each new word belongs. Stick the cards on the board accordingly.
- Ask pupils to turn to the Picture dictionary on p. 104 of the Activity Book. They complete the colouring activity in pairs. For each category, Pupil A reads a caption and Pupil B colours the corresponding item. They switch roles. When they have finished, they compare their picture dictionaries with other pupils in the class.

Learning adventure

 Ask pupils how they feel about their learning. Pupils say what they have found easy or difficult. Encourage pupils to feel positively about their learning.

- Ask pupils, *Where are you on your learning adventure now?* Ask pupils which words they find easiest or most difficult to remember. Tell pupils, *Well done!* to reinforce the progress they are making.

Pop quiz

 Tell pupils to look back through the unit and find a word they found difficult. Ask them to try to remember it.

Lesson 10 Pupil's Book page 21

Lesson objective

To use what they have learnt in Unit 1

Materials

Unit flashcards and wordcards; Learning adventure poster


Optional activity materials

Online material – Family Island; Grammar reference; Unit 1 Extra practice; Test Booklet p. 8 (Unit 1)

Warm-up

- Show the pupils the unit flashcards and ask them to name the words. Show the pupils the unit wordcards and either point at (colours, birds and plants) or act out (numbers (count), actions).
- Point at a colour and say *Is it...?* Pupils answer, *Yes* or *No*.

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're talking about a birthday party.*

- Ask pupils if they can remember the things they have been learning in the unit, e.g. *balloon, present*. Write their ideas on the board.
- For each idea, ask pupils, *Where are you on your learning adventure?* Reassure less confident pupils that they will have opportunities for more practice.

24 Find, count and write.

- Pupils look at the picture and ask them what is happening. Elicit that it's a birthday party.
- Pupils look at the small pictures. Elicit what they can see (*cake, balloon, butterfly, pink flower, yellow flower, bird*).
- Pupils count the items and write the number.

ANSWER KEY

1 9 2 6 3 5 4 13 5 7 6 7

25 Find and say.

- Put pupils in pairs. One pupil says what they can see in the picture e.g. *Red balloons*. The other pupil counts the red balloons. Pupils switch roles.

Activity Book page 17

18 Read and trace. Then colour.

- Pupils look at the picture while you read the gapped text. They then read the text again in pairs and complete it, tracing the words. Check answers by asking a pupil to read the text aloud.
- Pupils then colour the butterfly on the girl's T-shirt pink to match the colour in the text.

19 Draw and write.

- Pupils draw a picture of themselves holding or wearing something in their favourite colour. They then complete the gapfill paragraph about themselves using the text in Activity 18 as a model. Help as necessary.
- Pupils then compare their drawings and texts with other pupils.


Activity Book page 96 (Extra practice)

1 Choose and write.


- Pupils complete the dialogues in the speech bubbles using the words from the box.
- Check answers with the class, then have the children practise the dialogues in pairs.


ANSWER KEY


a My b Her c you / I'm d your / is e it / Yes


24  Find, count and write.


MOVING ON 1




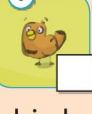
1 
cake


2 
balloon


3 
butterfly

4 
flower

5 
flower


6 
bird

25  Find and say.

 Three red balloons.


Lesson 10 Can use what I have learnt in Unit 1 21

Learning adventure

 Ask pupils, *What do you think you have learnt in Unit 1?*
Give pupils a minute to tell their partner the new language they know.

- Ask them, *Where do you think you are on your learning adventure?* Pupils indicate where they think they are on the learning adventure poster. Tell pupils, *Well done!* to reinforce the progress they are making.
- Ask pupils if they are ready to move onto the next unit. Tell them that it is fine if they do not remember everything as they will continue to practise throughout the level.
- Encourage pupils to ask if they've got any questions about what they have learnt in Unit 1.

Pop quiz

 Hand out the flashcards and wordcards for the unit. Tell pupils to keep their cards secret. Say, *Go!* Pupils have to find their partner by showing their cards to each other without speaking. When they find their partners, they should say the name of the toy.