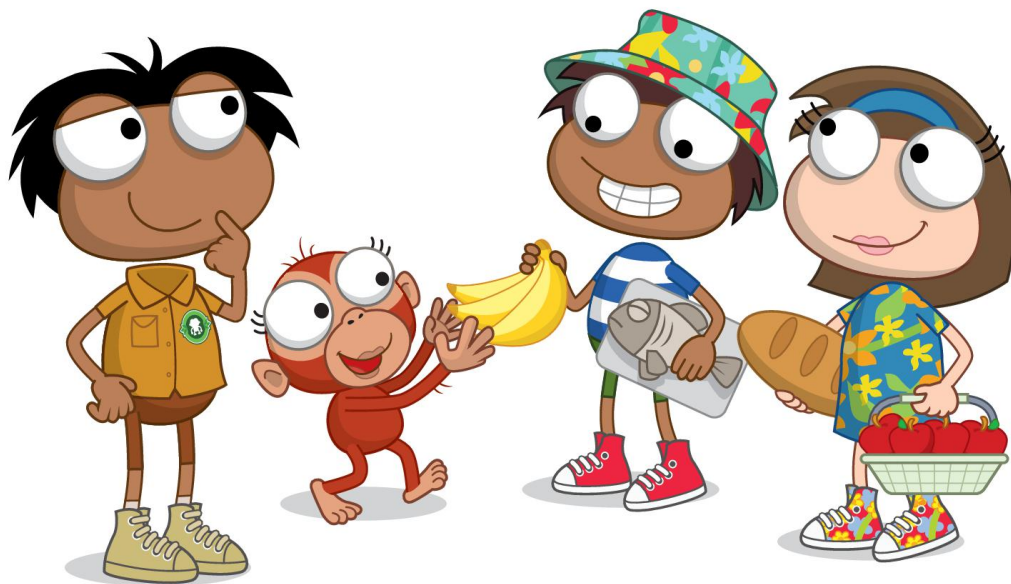


Poptropica® English Islands

TEACHER'S BOOK **2**

Tropical Island



Susannah Malpas

Poptropica® English Islands

TEACHER'S BOOK **2**

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Scope and sequence

Welcome

Vocabulary:	Days of the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday Months of the year: January, February, March, April, May, June, July, August, September, October, November, December	
Structures:	Hello, what's your name? Hello, I'm (Rose). / My name's (Rose). How are you? I'm fine, thank you. How are you?	Do you like (Mondays)? Yes, I do. / No, I don't. What day is it today? It's (Monday). When's your birthday? It's in April. / My birthday is in April. How old are you? I'm (eight).

1 My toys

Vocabulary:	Toys: doll, car, ball, boat, train, bike, teddy bear, lorry, kite Numbers 10–50: ten, twenty, thirty, forty, fifty twenty-one, twenty-two, twenty-three, twenty-four, twenty-five, twenty-six, twenty-seven, twenty-eight, twenty-nine (...) Social Science: bus, motorbike, lorry, plane, helicopter	Values: Friendship is important. Phonics: ch, sh (chin, chop, dish, fish, much, rich, shell, ship) CLIL: Social Science (transport) Wider World: Travelling to school
Structures:	What's this/that? It's a (bike). It's (yellow). What are these/those? They're (bikes). They're (yellow). How many (bikes) are there? There are (sixteen) bikes. There's one (car). How do you go to school? I walk to school. / I go to school by (bus).	

2 My family

Vocabulary:	My family: grandad, granny, uncle, aunt, son, daughter, cousin(s) At home: house, flat, hall, kitchen, living room, bedroom, bathroom, attic Social Science: baby, children, parents, grandparents, young, old	Values: Spend time with your family. Phonics: th, th (bath, path, that, then, thick, thin, this, with) CLIL: Social Science (families) Wider World: Cousins
Structures:	Who's he/she? He's/She's my uncle/aunt. Who are they? They're my cousins. My (teddy bear) is (on) the (bed). My (teddy bears) are (in) the (box). Prepositions of place – in/on/under/next to/behind	

3 Move your body

Vocabulary:	Body movements: shake your body, nod your head, move your legs, stamp your feet, wave your arms, clap your hands, touch your toes, point your fingers Actions: swim, climb, throw a ball, catch a ball, stand on your head, swing, do cartwheels, do the splits P.E.: pull, push, hop, skip	Values: Exercise regularly. Phonics: ng, nk (ink, long, ping, pink, ring, sing, sink, thank) CLIL: P.E. (exercises) Wider World: Sports Day in the UK
Structures:	I can (stamp my feet). / I can't (touch my toes). He can (clap his hands). / He can't (wave his arms). (Imperatives: Touch your toes) Can you (swim)? Yes, I can. / No, I can't. Can he/she (swim)? Yes, he/she can. / No, he/she can't.	

4 My face

Vocabulary:	My face: nose, eyes, hair, mouth, ears Adjectives: long, short, curly, straight, dark, blond, neat, messy Maths: circle, triangle, square, rectangle	Values: Respect differences. Phonics: ai, ee (feet, rain, see, sheep, snail, tail, wait, week) CLIL: Maths (shapes) Wider World: Faces in art
Structures:	I've got (big) eyes. I haven't got (small) eyes. He's/She's got a (small) (nose). He/She hasn't got a (big) (nose). Have you got (a small) (nose)? Yes, I have. / No, I haven't. Has he/she got (a small) (nose)? Yes, he/she has. / No, he/she hasn't. I've got (curly) hair. / My hair is (curly). He/She's got (long) hair. / His/Her hair is (long).	

5 Animals

Vocabulary:	Farm animals: cow, turkey, duck, goat, sheep, horse, hen Wild animals: bat, crow, frog, lizard, skunk, owl, fox, rat Natural Science: asleep, awake, night, day	Values: Respect animals. Phonics: igh, oa (boat, coat, goat, high, light, right, sigh, soap) CLIL: Natural Science (when animals sleep) Wider World: Life on a farm
Structures:	What's this/that? It's got (big eyes). It's (black and white). It's a (cow). What are these/those? They've got (two legs). They're (yellow). They're (ducks).	Is it small? Is it a (bat)? Yes, it is. / No, it isn't. Are the (bats) (big)? Yes, they are. / No, they aren't.

6 Food

Vocabulary:	Food (1): eggs, salad, chicken, rice, fish, bananas, pizza, apples, burgers Food (2): pineapple, coconut, pasta, sweetcorn, toast, cereal, grapes, beans, pancakes, potatoes Natural Science: cut, mix, cook, fry, pan	Values: Eat healthy food. Choose healthy snacks. Phonics: oo, oo (book, cook, food, foot, look, moon, too, zoo) CLIL: Natural Science (recipes) Wider World: Food in the UK
Structures:	I like (chicken). / I don't like (eggs). He/She likes (rice). / He/She doesn't like (fish). Does he/she like (apples)? Yes, he/she does. / No, he/she doesn't.	There's some (rice). / There isn't any (rice). Is there any (fish)? Yes, there is. / No, there isn't. There are some (apples). / There aren't any (apples). Are there any (bananas)? Yes, there are. / No, there aren't.

7 Clothes

Vocabulary:	Clothes (1): T-shirt, dress, socks, skirt, shoes, trousers, hat, jacket Clothes (2): shirt, coat, jumper, glasses, cap, boots, pyjamas, jeans, trainers Social Science: firefighter, chef, nurse, police officer, helmet	Values: Be polite. Phonics: ar, ir, or, ur (car, corn, for, fur, girl, shark, sir, surf) CLIL: Social Science (jobs and uniforms) Wider World: Special clothes
Structures:	I'm wearing a (purple) (skirt). / I'm not wearing (green) (trousers). Are you wearing (blue) (shoes)? Yes, I am. / No, I'm not.	What would you like? I'd like a (shirt), please. / I'd like some (boots), please. Would you like a blue shirt? Yes, I would. / No, I wouldn't. I'd like a red shirt. Would you like brown boots? Yes, I would. / No, I wouldn't. I'd like red boots.

8 Weather

Vocabulary:	Weather: sunny, snowy, cloudy, windy, rainy, stormy Activities: ride a bike, fly a kite, make a snowman, go for a walk, go to the beach, read a book, take a photo, watch TV Social Science: freezing, cold, warm, hot	Values: Share with friends and family. Phonics: ow, oy (boy, cow, cowboy, down, joy, now, owl, toy) CLIL: Social Science (measuring temperature) Wider World: Weather and seasons around the world
Structures:	What's the weather like? It's (cloudy). Do you like (cloudy) days? Yes, I do. / No, I don't. I like (cloudy) days. / I don't like (cloudy) days.	This (kite) is mine. That (kite) is yours. These (books) are his. Those (books) are hers. What's your favourite weather?

Goodbye

Vocabulary:	Quest items: help at the castle, help with dinner, help at the cave, help the doctor, help the farmer, help with the shopping, help with the clothes, help at the mountain
Structures:	I've got a photo. / I haven't got a duck. Have you got a duck? Yes, I have. / No, I haven't.

Festivals

Halloween: bats, moon, witch, pumpkins, sweets, monster, ghost
Christmas: sack, presents, stockings, cards, Christmas tree, star, Santa
Easter: rabbit, egg, chick, flower, Easter Bunny
Summer fun: sandcastle, shells, bucket, spade, sand, sea, beach

Welcome

Lesson 1 Pupil's Book page 6

Lesson objective

To identify the characters in the story

Target language

Hello, I'm (Rose).

How are you? I'm fine, thank you.

Receptive language

This is Ola.

Materials

Audio; a few balloons

Warm-up

- Greet pupils individually. Say, *Hello, I'm (name)*. Add some humour by changing your name each time. Use famous people, cartoon characters or made-up funny names, e.g. *Mr/Mrs Wabababa*. Pupils may also wish to respond with a made-up name.

Learning adventure

1 What do you know?

- 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 meeting the characters in the story.*

Presentation

- Ask pupils (in L1) what they think is happening in the scene. Introduce the characters. Point at each in turn and say, *This is Rose, Charlie, Uncle Dan and Ola*. Point out that Ola is an orangutan. Ask pupils to repeat the names several times. Ask where they think the characters are (*on the beach*).

2 Listen and trace.

- Play the audio. Ask pupils to point at each character as they hear the names.

Audioscript

CD1, Track 02

RO = ROSE CH = CHARLIE UD = UNCLE DAN

RO: Hello. I'm Rose.

CH: Hello. I'm Charlie.

UD: Hello. I'm Uncle Dan and this is Ola.

- Play the audio again. Ask pupils to trace the names on the page.
- Explain that Charlie and Rose want to win the Amazing Helper Award. They will complete challenges by helping people throughout the island in order to win. Explain that the surfboards are the prize.
- Divide pupils into groups of three. Have them practise acting out the scene.

3 Listen and circle.

- Focus on the scene. Have pupils listen to the audio and circle each character as they hear the names.

Audioscript

CD1, Track 03

RO = ROSE CH = CHARLIE UD = UNCLE DAN

RO: Hello, I'm Rose. What's your name?

CH: Hello, I'm Charlie.

RO: How are you, Charlie?

CH: I'm fine, thank you.

UD: Hello, I'm Dan. This is my friend, Ola.

RO: Hello, Ola!



Activity Book page 2

1 Match. Then write.

- Point at each character in turn and pupils say the name.
- Pupils match the characters with their silhouettes. They then write and complete each character's speech bubble.

ANSWER KEY

1 b Hello 2 d Ola 3 a 4 c I'm

Pop quiz

- As pupils are leaving the class, ask, *How are you?* They answer, *I'm fine, thank you.*

4 Listen and chant.

- Play the audio. Ask pupils to point at each character as they hear the names.
- Play the audio again and ask pupils to join in.
- If pupils feel confident, use the karaoke version of the chant (see Active Teach).

Game

- Divide the pupils into small teams. Each team forms a circle and the pupils hold hands. Give each team a balloon. As a team they have to keep the balloon in the air, but when it touches a part of a pupil's body (other than their hand) that pupil says, *Hello, I'm (Isabel).*

Lesson 2 Pupil's Book page 7

Lesson objective

To greet people

Target language

Numbers: 1 to 20

Recycled language

Greetings

Receptive language

stand up, jump up, turn around, sit down

Materials

Audio; Photocopiable W.1


Optional activity materials

Materials for colour collages

Warm-up

- Greet pupils in English. Say, *Hello, I'm (name)*. Ask individual pupils, *What's your name?*
- Play the chant from Lesson 1 (CD1, Track 04). Pupils chant along.

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 how to greet people.*

Presentation

- Go to one of the pupils and say, *Hello. My name is XX. What's your name?* The pupil answers. Go to a different pupil and repeat. Ask different pupils, *What's your name? Say 'My name is...' or 'I'm...'*



Look!

- Read through the *Look!* box and play the audio.
- Pupils then practise greetings in pairs.

Practice

5 Look. Listen and sing.

- Have pupils look carefully at the scene on pp. 6–7. Remind pupils that Rose and Charlie want to win the Amazing Helper Award, but to do so, they need to help people around the island.
- Indicate the items on the page and explain that these are the tasks the children need to complete to win the award.
- Play the Quest song. Have pupils listen and point to each of the items as they are mentioned.

Audioscript

CD1, Track 06

Stand up, jump up, come on a quest.

Come on a quest today.

Turn around, sit down, come on a quest.

How can we help today?

At the castle, with dinner, at the cave, the doctor,
the farmer,

With the shopping, with the clothes, at the
mountain.


We can help today!

Activity Book page 3

2 Find and colour. Then write.

- Pupils read the colour words next to each number and colour the picture accordingly.
- They then read and complete the speech bubbles.

Pop quiz

 Point at different items around the classroom, e.g. pencil cases, pens, board markers, etc. Ask pupils, *What colour is it? (It's pink.)*

LOOK!

Hello, what's your name?	Hello, I'm Rose. My name's Rose.
How are you?	I'm fine, thank you. How are you?

what's = what is name's = name is I'm = I am

5 **Look. Listen and sing.**

Lesson 2
Can greet people
7

Lesson 3 Pupil's Book page 8

Lesson objective

To talk about days of the week

Target language

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

What day is it today? It's (Monday).

Say Hurray

Recycled language

clap your hands, stamp your feet, jump up and down, hop up and down

Is it (Friday)? Yes, it is. / No, it isn't.

Materials

A diary or weekly calendar; handmade wordcards for days of the week; Audio


Optional activity materials

Materials for making day cards for the weekly calendar

Warm-up

- Revise the greetings from the previous lesson by asking pupils what their names are and how they are doing. Pupils repeat in pairs and change roles.

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 days of the week.*

Presentation

- Use a diary or weekly calendar to introduce the idea of the days of the week. Say the days of the week in order, making sure that pupils realise which day is which. Then say the days of the week again, this time holding up the wordcards as you do so.

6 Listen and say.

- Pupils look at the days of the week in their books. Play the audio and ask pupils to listen and point at the days as they are mentioned. Then play the audio again for pupils to listen and repeat.
- Ask several pupils, *What day is it today?* Elicit the answer each time, e.g. *It's Monday.*

- Distribute the days of the week wordcards to seven pupils. Pupils come and stand at the front in the correct order. Then ask the class to close their eyes while two of the pupils at the front switch places. Pupils open their eyes again and have to name the days of the week that are now in the wrong order. Repeat with different pupils coming to the front.

Chant

7 Listen and point. Then chant and do.

- Pupils look at the chant illustrations and name the actions they can see. Then play the chant on the audio. Pupils listen and point at the children in the illustration as they hear their action mentioned.
- Then play the chant on the audio again. Pupils listen and do the actions. Then play the chant again. Pupils chant along, following the words in the Pupil's Book.
- When pupils are familiar with the chant, divide the class into two groups. One group chants the question: *What day is it today?* The other chants the reply and the action instruction. The first group then performs the action. You can also use the karaoke version of the chant (see Active Teach).

Activity Book page 4

Practice

3 Find and write.


- Pupils solve the anagrams and write the days of the week in the correct order.

ANSWER KEY

Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday


4 Complete. Then read and say.

- Pupils complete their own verse of the chant, choosing a day of the week and an action. Help as necessary. You could use the karaoke version of the chant for pupils to perform their verses to (see Active Teach).

6  Listen and say.

1 Monday 2 Tuesday 3 Wednesday 4 Thursday

5 Friday 6 Saturday 7 Sunday

7  Listen and point. Then chant and do.

What day is it today?
It's Monday. It's Monday!
Clap your hands for Monday!

What day is it today?
It's Tuesday. It's Tuesday!
Stamp your feet for Tuesday!

What day is it today?
It's Wednesday. It's Wednesday!
Jump up and down for Wednesday!


What day is it today?
It's Thursday. It's Thursday!
Hop up and down for Thursday!

What day is it today?
It's Friday. It's Friday!
Say Hurray for Friday!

Hurray!

8 **Lesson 3** Can talk about the days of the week

Pop quiz

 Choose a day of the week wordcard and hide it behind your back. Ask, *What's my favourite day?* Revise *Is it...?* questions and answers if necessary, e.g. *Is it (Tuesday)? (Yes, it is. / No, it isn't.)* Pupils then ask until one of them guesses correctly. Pupils can also play this game in pairs.

Lesson 4 Pupil's Book page 9

Lesson objective

To ask and answer questions about likes and dislikes

Target language

Do you like (Mondays)? Yes, I do. / No, I don't.

What day is it today? It's Monday.

Days of the week; Animals; Food; Numbers

Receptive language

Who likes (Mondays)?

How many children like (hamsters)?

Materials

Flashcards from Level 1 – Animals, Food; handmade wordcards for days of the week; Audio


Optional activity materials

A sponge or soft object

Warm-up

- Ask pupils, *What day is it today?* Pupils can come and write or attach the correct day card to the board.
- Ask pupils, *What's my favourite day?* See if they can remember from the game at the end of Lesson 3. When someone guesses correctly, say, *Yes, I like (Saturdays).* Ask individual pupils, *Do you like Saturdays?* Remind pupils of the short answers, *Yes, I do. / No, I don't.*

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 about likes and dislikes.*

Presentation

- Use the animal and food flashcards from Level 1 to revise vocabulary. Attach the cards to the board in a random order. Divide the class into two teams to play a category game. Call out one of the two categories, *Animals* or *Food*. A pupil from each team comes to the board and collects and names an item in that category, e.g. *Animals – hamster*. If they name it correctly, they put the card into a pile for that category and get a point for their team.



Look!

- Play the audio and have pupils listen and follow the *Look!* box.
- Pupils then ask their partner the same questions about days of the week.

Practice

8 Listen and draw. Then ask and answer.

- Pupils look at the pictures. Revise vocabulary by asking questions, *What day is it? (Monday.) What's this? (a cake, a dog, a cat)*
- Tell pupils they are going to listen to children talking about what they like and don't like. Play the audio. Pupils listen and draw a happy smile or sad frown on the face icon, depending on the answers given in the audio. Check the activity as a class.

Audioscript

CD1, Track 10

- 1 Do you like Mondays?
No, I don't.
- 2 Do you like cake?
No, I don't.
- 3 Do you like dogs?
No, I don't.
- 4 Do you like cats?
Yes, I do.

- Play it again. Pupils listen and repeat. They then ask and answer the same questions in pairs, giving their own replies.

ANSWER KEY

2 frown 3 frown 4 smile

Skills

9 Ask and answer. Then ✓.

- Pupils look at the pictures and say what they can see. They then ask and answer about the pictures in pairs, using, *Do you like... ?* and short answers *Yes, I do. / No, I don't.* Pupils record their partner's answers by writing a tick (✓) or a cross (X) next to each picture.
- Do a class survey. Write the items from the activity on the board. Ask questions, e.g. *Who likes (hamsters)?* Pupils put their hands up if they have ticked the hamster picture for their partner and give their partner's name. Write pupils' names next to the correct item on the board.
- Count the number of names to find out how popular each item is. Ask, *How many children like hamsters?* Pupils count the number of names next to 'hamster' and reply, e.g. *Twenty!*

8 Listen and draw. Then ask and answer.

LOOK!

Do you like Mondays?	Yes, I do.
What day is it today?	No, I don't.
It's Monday.	

it's = it is

1 Monday 2 3 4

9 Ask and answer. Then ✓.

Saturdays <input type="checkbox"/>	salad <input type="checkbox"/>	hamsters <input type="checkbox"/>
parrots <input type="checkbox"/>	Fridays <input type="checkbox"/>	fruit <input type="checkbox"/>
rabbits <input type="checkbox"/>	vegetables <input type="checkbox"/>	Sundays <input type="checkbox"/>

Do you like Saturdays? Yes, I do.

Lesson 4 Can ask and answer questions about likes and dislikes **9**

Pop quiz

Pupils can use the flashcards to play a guessing game. They choose one card and hold it behind their back. The rest of the class has to guess what it is by asking, *Do you like (dogs)?* The pupil answers, *No, I don't.* until someone guesses correctly, when they answer, *Yes, I do.* That pupil then chooses a card.

Activity Book page 5

5 Write and circle.

- Pupils read and complete the speech bubbles. They complete the questions by choosing and writing the animal words. They choose the correct answer by looking at the expression of the boy in the story.

ANSWER KEY

2 snakes, Yes, I do. 3 rabbits, No, I don't.
4 parrots, No, I don't.

6 Read and write.

- Pupils answer the questions with *Yes, I do.* / *No, I don't.* according to their own preferences. Answers will vary.

Lesson 5 Pupil's Book page 10

Lesson objective

To identify the months of the year

Target language

January, February, March, April, May, June, July, August, September, October, November, December
My birthday is in (March).

Recycled language

How old are you? I'm (seven).

Receptive language

When's (your birthday)?

Materials

A calendar; handmade wordcards for the months of the year; Audio


Optional activity materials

Poster paper and card

Warm-up

- Ask pupils if they remember the names of the characters from Lesson 1. Then play the Welcome song again (CD1, Track 04).
- Revise numbers 1 to 20 by counting around the class in a chain. Then ask individual pupils, *How old are you?* Elicit the reply, *I'm (seven)*. This should be revision from Level 1, but remind pupils if they have forgotten.

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 words for months of the year.*

Presentation

- Use a calendar to introduce the idea of the months of the year. (Alternatively, use the illustration in the Pupil's Book.) Say the months of the year in order, then repeat, holding up the wordcards as you do so.

10 Listen and say. Then listen again and chant.

- Pupils look at the calendar at the top of the Pupil's Book page. Play the audio. Pupils listen and repeat the names of the months.
- Pupils then work in pairs reading the months and pointing at the correct month on the calendar page.
- Ask pupils to look at the calendar in the Pupil's Book again. Ask questions in English and L1 about the different months, e.g. *When's your birthday? When is Easter? When is Halloween? What's your favourite month? Do you like (August)?* Pupils listen and reply with the name of the month or *Yes, I do. / No, I don't.*

Practice

11 Listen and match. Then say.

- Pupils look at the children in the illustrations and guess how old they are.
- Play the audio. Pupils listen and draw lines from the children to their correct birthday month and age. Check the activity as a class.

Audioscript

CD1, Track 12

- 1 My birthday is in March. I'm six.
- 2 My birthday is in September. I'm eight.
- 3 My birthday is in August. I'm seven.
- 4 My birthday is in February. I'm nine.

- Pupils then play a game in pairs. One chooses a child and makes sentences about their birthday and age. The other guesses which child it is. Pupils use the speech bubbles on the page as a model. Pupils then tell each other when their birthday is and how old they are.

ANSWER KEY

- 2 September, eight
- 3 August, seven
- 4 February, nine

10 Listen and say. Then listen again and chant.

11 Listen and match. Then say.

10 Lesson 5 Can identify the months of the year

8 Follow and write.

- Pupils follow the tangled lines to discover the children's birthday months and ages. They then complete the speech bubble for each child.

ANSWER KEY
 1 b, eight 2 c, January, four
 3 a, July, seven

Pop quiz

Use the months wordcards. Distribute these to twelve pupils and ask them to come and stand at the front in order. Repeat the months chant, asking pupils at the front to hold up their wordcards as it is chanted. Then ask a pupil to stand up. Call out a month word, e.g. *July*. The pupil standing up has to go and switch places with the pupil at the front holding the July card. Repeat until all pupils have had a turn being at the front.

Activity Book page 6

7 Find and circle the words.

- Pupils find and circle the month words in the wordsearch.

ANSWER KEY

E	N	M	J	U	N	E	D	L
B	O	A	P	R	I	L	E	J
A	V	Y	L	G	E	O	C	A
U	E	J	U	L	Y	C	E	N
G	M	A	R	C	H	T	M	U
U	B	C	S	J	I	O	B	A
S	E	P	T	E	M	B	E	R
T	R	H	P	B	D	E	R	Y
F	E	B	R	U	A	R	Y	A

Lesson 6 Pupil's Book page 11

Lesson objective

To ask and answer questions using *When's your birthday?* and *How old are you?*

Target language

When's your birthday? It's in (April).
How old are you? I'm (eight).

Recycled language

What's your name? What's your favourite colour? Do you like (dogs)? What day is it today? How are you?

Materials

Slips of paper with the recycled questions written on them (see above); a calendar; Audio


Optional activity materials

Months of the year wordcards

Warm-up

- Ask pupils, *What day is it today?* Pupils write the day or attach the correct day card to the board.
- Put the slips of paper you have prepared into a bag or box and use them to play a reading game. Individual pupils choose and read a question aloud, and choose another pupil to answer it. If that pupil answers correctly, he/she comes to the front and chooses the next question. Continue the game until all pupils have had a turn and all the questions have been asked.

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 birthdays and age.*

Presentation

- Use the calendar to revise the months of the year. Then point at the month your birthday is in and say, *My birthday is in (April).* Ask individual pupils, *When's your birthday?* Encourage them to answer, *It's in (September).* Then ask, *How old are you? (I'm eight.)*



Look!

- Play the audio and have pupils listen and follow the *Look!* box. Then play it again, asking pupils to listen and repeat after you.
- Pupils then ask the same questions in pairs.

Practice



12 Listen and circle. Then ask and answer.

- Pupils look at the photo of the boy and girl. Tell them that they are going to listen and find out when the boy's birthday is and how old he is. Read the sentences in the speech bubbles aloud and ask pupils to guess the answers.
- Play the audio. Pupils listen and circle the correct words in the boy's answers. Check the activity.

Audioscript

CD1, Track 14

GIRL: When's your birthday?

BOY: It's in November.

GIRL: How old are you?

BOY: I'm nine.

ANSWER KEY

November, nine

Skills

13 Ask and answer to make a birthday chart for your class.

- Pupils complete the chart by asking each other, *When's your birthday?* They then write pupils' names into the correct birthday month on the chart. This can be organised in various ways. You can ask pupils to work in pairs or groups and then switch places, continuing until they have asked enough pupils. Alternatively, pupils can stand up and mingle, asking as many other pupils as possible and writing their names on the chart as they do so.
- When they have finished, ask, *How many birthdays in (August)?* Pupils put up their hands. Count the number of birthdays in the different months.

12 Listen and circle. Then ask and answer.

LOOK!

When's your birthday?	It's in April.
How old are you?	I'm eight.

when's = when is

When's your birthday?

How old are you?

It's in (October / November).

I'm (eight / nine).

13 Ask and answer to make a birthday chart for your class.

SKILLS

Lesson 6 Can ask and answer questions about birthdays and age 11

ANSWER KEY

2 f 3 a 4 d 5 g 6 e 7 b

10 Ask a friend and answer.

- Pupils ask a partner the questions and write their answers in the speech bubbles provided. Answers will vary but check that they are grammatically correct.

Pop quiz

Ask ten pupils to come to the front. They put themselves in order from youngest to oldest, by asking each other, *How old are you?* and *When's your birthday?* When they are ready, ask them to describe their age and birthday month for the rest of the class to check, e.g. *I'm seven. My birthday's in January. I'm seven. My birthday's in March.* Repeat with other groups of ten children. **Note.** Do not expect pupils to use ordinals for their birthdays at this point, e.g. *Eighteenth of March.* If pupils are the same age and have the same birthday month, they can either just stand next to each other or exchange their number in English to find the exact order.

Activity Book page 7

9 Read and match. Then listen and check.

- Play the audio. Pupils listen and match the questions and answers with a line. Check the activity by asking individual pupils to read the questions and answers aloud.

Audioscript

CD1, Track 15

- What's your name?
My name's Rose.
- How old are you?
I'm eight.
- When's your birthday?
It's in August.
- What's your favourite colour?
Blue.
- Do you like dogs?
Yes, I do.
- What day is it today?
It's Tuesday.
- How are you?
I'm fine, thank you!

1

My toys

Unit objective

- Can talk about toys

Language

Target vocabulary	Toys: doll, car, ball, boat, train, teddy bear, bike, kite, lorry Numbers: 20 to 50
Target structures	What's this/that? It's a (bike). It's (yellow). What are these/those? They're (bikes). They're (yellow). How many (bikes/cars) are there? There are sixteen (bikes). There is one (car).
Revision	Colours Numbers 1 to 20 What colour is it / are they? It's/They're (blue). Is it (a teddy bear) / Are these (teddy bears)? Yes, it is / they are. / No, it isn't / they aren't.
Receptive language	Come along and see. Counting's fun. Count with me. Let's (count some more).
CLIL and Wider World language	CLIL (transport): bus, motorbike, lorry, plane, helicopter Wider World (travelling to school): How do you go to school? I go to school by (train). / I walk to school.

Contents

Phonics	Cross-curricular contents
<ul style="list-style-type: none"> • sh (/ʃ/), ch (/tʃ/) (chop, chin, rich, much, ship, shell, fish, dish) • word blending 	<ul style="list-style-type: none"> • Arts and crafts: drawing and colouring toys, making picture cards • Music: songs and chant • Maths: learning numbers from 20 to 50, creating simple number sums, using numbers to sequence, keeping a counting chart for a transport survey • Social Science: learning about transport, travelling to school • Language skills: asking and answering questions, following instructions, acting out a story, playing games
Topics	Socio-cultural aspects
<ul style="list-style-type: none"> • toys • transport • numbers 	<ul style="list-style-type: none"> • learning about toys and playing with others • working with pairs and in groups • learning about friendship • learning about how other children travel to school
Values	Learning strategies
<ul style="list-style-type: none"> • Friendship is important 	<ul style="list-style-type: none"> • using previous knowledge • asking and answering questions • logical thinking: deducing information from pictures and text • critical thinking: identifying and comparing • understanding and identifying different toys and transport • reflecting on learning and self-evaluation • personalisation of language learnt • recording new vocabulary in a picture dictionary • following instructions
Songs and chants	
<ul style="list-style-type: none"> • Chant: What's this? • Quest song: Help at the castle. • Song: Come along and count with me. 	
Story and quest	
<ul style="list-style-type: none"> • Unit opener: Charlie and Rose explore a toy market. • Story episode: Help at the castle. • Quest item: a teddy bear 	

Key competences

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

Mathematical, science and technology competences: Count to 50 (L. 3); Use numbering to complete a task (L. 1 to 10); Identify objects around us (L. 1, 2 and 5)

Digital competences: Use digital tools; 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 about friendship (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)

Listening

- Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures
- Can recognise familiar words and phrases in short, simple songs or chants

Reading

- Can understand basic sentences naming familiar everyday items, if supported by pictures
- Can follow simple dialogues in short illustrated stories, if they can listen while reading

Speaking

- Can recite a short, simple rhyme or chant
- Can use cardinal numbers up to twenty
- Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts
- Can sing a basic song from memory
- Can use cardinal numbers up to fifty
- Can say how they and others get to school every day in a simple way

Writing

- Can write basic sentences referring to everyday items (e.g. classroom objects), given prompts or a model

Classroom ideas

- Play flashcard and team games.
- Play counting and guessing games with small items.
- Make up a new version of a story.
- Invent a new fantasy transport item.
- Make a class poster about travelling to school.
- Bring toys to class for a *Show and tell* activity.
- 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 tell their families about friendships at school and how they help their friends (L. 5); Pupils ask their family how they travel each day (L. 8).
- Craft activities. Pupils can take home the transport survey they complete in L. 8 or the bar chart they make.

Evaluation

Self-assessment

- I can identify toys.
- I can ask *What's this/that* and *What are these/those?*

Resources

- Pupil's Book p. 20
- Activity Book p. 16
- Grammar reference (Pupil's Book p. 108)
- Units 1 and 2 Review pp. 32–33
- 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 toys

Target language

doll, car, ball, boat, train, teddy bear, bike, kite, lorry

Materials

Learning adventure poster; Audio;
Flashcards – Toys; Wordcards – Toys

Optional activity materials

Photocopiable 1.1; small toys for the memory game

Warm-up

- Ask, *What day is it today?* and write it on the board. Say the months of the year and have the pupils stand up when they hear the month of their birthday.
- Revise the character names by playing the chant from the Welcome unit again (CD1, Track 04). Pupils join in.

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 words for toys.*
- Close books. Ask pupils what English words they know for toys, e.g. *bike, ball*. 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 objective 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 vocabulary with the Flashcards – Toys. Show the flashcards in turn, say the words and pupils repeat. Stick the flashcards on the board as you say each word.
- Point at each of the flashcards on the board and say each word as a chant. Encourage the pupils to chant and clap to a beat.
- Have each pupil think which is their favourite toy. Say the name of each toy aloud and have the children stand when you say the name of their favourite toy.

2 Listen and find.

- Pupils look at the main picture and say which toys they can see. Ask questions to elicit the answers, e.g. *What's this? What are these?*
- Play the audio. Pupils look at the picture while they listen. Then play the audio again and ask pupils to point at the toys as they hear them described.

Audioscript

CD1, Track 16

CH = CHARLIE RO = ROSE

CH: Look! A train. Choo! Choo!

RO: Ohhh! And boats and cars. And a lorry!
Vrmmmmmm... . Wow! What's that Charlie?

CH: It's a bike. What's that Rose?

RO: It's a doll. Look, Charlie! What are these?

CH: They're teddy bears! But what are those, Rose?

RO: They're kites. And look! Orange balls.

CH: I love toys!

RO: Me, too!

3 Listen and circle.

- Play the audio and have pupils listen first.

Audioscript

CD1, Track 17

train ball bike doll lorry

- Play the audio again. Have the pupils circle the names of the toys they hear.
- Put the pupils in pairs and have them compare their answers. Invite pairs to give their answers to the class.

Practice

4 Listen and say.

- Point at the toys in turn and ask, *What's this? (It's a bike.)* Play the audio and have pupils repeat.

Audioscript

CD1, Track 18

teddy bear car boat doll lorry bike
kite ball train

- Play the miming game. Ask, *What am I?* and mime a car. Have pupils guess the toy. Then pupils play the game in pairs.

1 My toys

1 What do you know?

teddy bear car boat lorry doll bike

What's this? It's red.
It's a car.

What's that? It's blue.
It's a boat.

What are these? They're brown.
They're teddy bears.

What are those? They're purple.
They're kites.

2 Listen and find.

3 Listen and circle.

4 Listen and say.

5 Listen and chant.

12 Lesson 1

Can identify toys

Activity Book page 8

1 Follow and write.

- Pupils follow the lines to match the jigsaw pieces and they write the correct toy words.

ANSWER KEY

2 e, doll 3 g, bike 4 i, kite 5 b, car
6 a, boat 7 f, train 8 h, teddy bear
9 d, lorry

Learning adventure

- Ask pupils, *How many toy 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

- As pupils are leaving the class, show them a flashcard of a toy and ask them to tell you the word for the toy.

- Say the toy words again and ask pupils to point at the toys in the main picture and read the captions.
- Use the toy wordcards. Hold them up and read them with the class. Hand the wordcards to individual pupils. Have them read them aloud and come and stick them on the board next to the correct picture flashcard.
- Check with the rest of the class each time that the wordcards have been positioned correctly. Then point and read all the words again.

Chant

5 Listen and chant.

- Pupils close their books. Play the chant and ask pupils to listen for the different toys they hear.
- Go around the class, allocating each pupil a toy mentioned in the chant – *car, boat, teddy bear* and *kite*. Play the chant again. Pupils stand up when they hear their toy's name. You can also use the karaoke version of the chant (see Active Teach).

Lesson 2 Pupil's Book page 13

Lesson objective

To ask and answer questions using *What's this/that?* and *What are these/those?*

Target language

What's this/that? It's a (bike). It's (yellow).
What are these/those? They're (bikes).
They're (yellow).

Materials

Flashcards – Toys; Wordcards – Toys;
small classroom objects; Audio


Optional activity materials

Photocopiable 1.1

Warm-up

- Play a matching game using the flashcards and wordcards for toys. Distribute the cards to different pupils and ask them to keep their cards secret. Say, *Go!* Pupils walk around the classroom, saying the name of the toy on their card and try to find the pupil with the matching picture/word. Collect the cards and then repeat the activity so that pupils practise different toys' names.

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 what things are.*

Presentation

- Present the difference between *this* and *that*. Hold up the doll flashcard and ask, *What's this?* Then give the doll flashcard to a pupil in the class to hold. Point at it and ask, *What's that? (It's a doll.)* Repeat with other flashcards or classroom objects.
- Present the difference between *these* and *those* in the same way, with two or more flashcards or items. Make gestures to exaggerate the nearness or distance of the items for *this/these* and *that/those* respectively.



Look!

- Play the audio and have pupils listen and follow the *Look!* box. Then play it again, asking pupils to listen and repeat after you.
- Pupils then ask and answer about different objects around the class in the same way.

Practice



6 Listen and number. Then ask and answer.

- Play the audio and have pupils listen and write the correct number for each picture.

Audioscript

CD1, Track 21

- 1 What's this?
It's a ball. It's orange.
- 2 What are these?
They're trains. They're green.
- 3 What are those?
They're bikes. They're yellow.
- 4 What's that?
It's a doll. It's pink.

- Pupils ask and answer about the pictures in pairs, following the model on the audio.

ANSWER KEY

2 a 3 d 4 b

Quest



Listen and sing.

- Play the Quest song again while pupils follow in their books and sing along. As pupils sing, encourage them to sing along and do the actions. Ask where Charlie and Rose have to help as their quest (*at the castle*).

Audioscript

CD1, Track 22

Stand up, jump up, come on a quest.
Come on a quest today.
Turn around, sit down, come on a quest.
How can we help today?
At the castle.
We can help today!

Activity Book page 9



2 Look. Then read and circle.

- Pupils look at the pictures and circle the correct words or phrases in the questions and answers.

ANSWER KEY

2 What's, boat 3 What are, kites
4 What are, bikes

LOOK!	
What's this/that?	It's a bike. It's yellow.
What are these/those?	They're bikes. They're yellow.

they're = they are

HELP AT THE CASTLE

Listen and number.
Then ask and answer.

these that this those

What's this?
It's a ball.
It's orange.

How can we help today?
At the castle.
We can help today!

Lesson 2 13

Can ask and answer questions about what things are

Pop quiz

Stick the flashcards on the board, some of them on the left side and others on the right. Point at various cards and ask, *What's this/that?* (*It's a bike.*)

Online World

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

3 Listen and write. Then draw and colour.

- Play the audio. Pupils listen and draw the toys that are described and then they write the correct toy word and colour word under each picture. Finally, they colour them in.

Audioscript

CD1, Track 23

- What's this?
It's a train. It's purple.
- What are those?
They're teddy bears. They're three brown teddy bears.
- What's this?
It's a car. It's red.

ANSWER KEY

- Pupils draw a purple train and write the words *train* and *purple* into the caption.
- Pupils draw three brown teddy bears and write the words *teddy bears* and *brown* into the caption.
- Pupils draw a red car and write the words *car* and *red* into the caption.

Lesson 3 Pupil's Book page 14

Lesson objective

To count to 50

Target language

Numbers 20 to 50

Materials

Learning adventure poster; Audio; handmade number wordcards (1 to 50); Cut-out 1; collections of small objects, e.g. straws, toothpicks, beans, etc. to practise counting

Optional activity materials

Photocopiable 1.2; Photocopiable 1.3

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 count up to 50.*

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

Warm-up

- Write the numbers 1 to 20 on the board. Point at each number as you count to 20. Count to 20 again and have pupils clap the correct amount of times for each number. Now hold up two pencils and ask, *How many?* Do the same with other numbers. Pupils play this game in pairs. Ask them to hold up or point at different numbers of objects and ask each other, *How many?*

Presentation

- Count around the class from 1 to 20 and then continue from 21 to 50, encouraging pupils to say the numbers with you.



7 Listen and stick. Then listen again and say.

- Have pupils look at the numbers on the page and help them identify the numbers by pointing and asking, *How many? (23)*
- Ask pupils to take out the number stickers from the back of their books. Tell them that they are going to listen to the audio and then stick the number stickers in place.
- Play the audio and have pupils point at the corresponding numbers in their books.

Practice

- Play the audio again and have pupils stick the number stickers as they listen.
- Play the audio again. Check answers as a class.
- Pair pupils and have them take turns to say each number.

Song



8 Listen and write. Then sing.

- Pupils look at the picture and say the numbers they can see.
- Play the song. Pupils listen and join in with the counting. Then play the song again. Pupils listen and write in the missing numbers.
- Play the song again. Pupils join in with the whole song, following the text in their books. You can also use the karaoke version of the song (see Active Teach).

ANSWER KEY

18, 25, 33, 49, one, four

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

- Pupils cut out the number cards. They put them in two piles at the front of the class – a tens pile and a units pile. Pupils work in pairs and the pairs take turns to come to the front. One pupil chooses a tens card and the other pupil chooses a units card. Each says the number on their card, e.g. *Thirty* and *Five*, and then they say together the correct number, *Thirty-five*.

Activity Book page 10




4 Look and match.


- Pupils match the numbered racing cars with the correct number words.


ANSWER KEY

32/thirty-two, 46/forty-six, 20/twenty, 50/fifty, 30/thirty, 40/forty, 43/forty-three, 14/fourteen, 38/thirty-eight

7  Listen and stick. Then listen again and say.

VOCABULARY


10 ten	20 twenty	30 thirty	40 forty	50 fifty
21 twenty-one	22 twenty-two	23 twenty-three	24 twenty-four	25 twenty-five
26 twenty-six	27 twenty-seven	28 twenty-eight	29 twenty-nine	

8  Listen and write. Then sing.

SONG


Come along and count with me.
Counting's fun. Come and see!
1, 2, 3, 4, 5, 6, 7, 8, 9, 10,
11, 12, 13, 14, 15, 16, 17, _____, 19, 20,
21, 22, 23, 24, _____, 26, 27, 28, 29, 30,
31, 32, _____, 34, 35, 36, 37, 38, 39, 40,
41, 42, 43, 44, 45, 46, 47, 48, _____, 50.

Twenty and _____ is twenty-one.
Come along. Counting's fun!
Thirty and _____ is thirty-four.
Come along. Let's count some more!

 p.113

14 Lesson 3 Can count up to 50

Pop quiz

-  Play *Hangman* with the vocabulary items from this lesson and from Lesson 1. Put pupils into two teams and have the teams take turns. Teams win a point for every correct guess.


5 Look and match. Then write.

- Pupils match the sums with the correct answers. They then write the number word.

ANSWER KEY

2 c, thirty-four 3 a, forty-seven 4 b, thirty-one

Learning adventure

-  Ask pupils, *How many numbers 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.

Lesson 4 Pupil's Book page 15

Lesson objective

To ask and answer questions using *How many... are there?* and *There is/are...*

Target language

How many (bikes/cars) are there?
There are (sixteen bikes).
There is (one car).

Materials

Cut-out 1; Audio; Flashcards – Toys


Optional activity materials

Photocopiable 1.2

Warm-up

- Play a game of *Changing places* to revise numbers 1 to 50. Use the cut-out number cards from Lesson 3, tens and units only. Distribute these to pupils in the class. Call out a number, e.g. *twenty-four*. Pupils with the cards 20 and 4 stand up and change places. They then hand their cards to two pupils who haven't got cards. Continue until all pupils have had a turn.

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 how many there are.*

Presentation

- Look around the classroom and find different sets of items for pupils to count (up to 50). Ask, *How many windows are there? How many tables are there? How many chairs are there?* Pupils count and say.



Look!

- Play the audio and have pupils listen and follow the *Look!* box. Then play it again, asking pupils to listen and repeat after you.
- Pupils then practise the same language in pairs, finding, asking about and counting different items in the classroom, as in the presentation activity.

Practice

9 Count and circle. Then ask and answer.

- Ask about the pictures, e.g. *Number 1. Are these teddy bears? (No, they aren't.) What colour are they?*
- Read the number captions under each picture aloud. Check that pupils understand these by asking individual pupils to write the correct figures on the board. Then ask pupils to count the number of toys in each picture and circle the correct word each time. Check the activity as a class, by asking, *How many (trains) are there?*
- Pupils can then practise in pairs. They take turns to ask and answer about the numbers of toys, using the examples in the speech bubbles.

ANSWER KEY

2 seventeen 3 twenty 4 thirty-one


Skills

10 Look at Activity 9. Then write.

- Make sure pupils can use plurals correctly. Use the toy flashcards to revise toy vocabulary and write the words on the board. Then point at each word and ask pupils to call out the plural form, e.g. *bike – bikes*. This can be played as a game of *Seesaw*. One pupil stands up and calls out a word from the board that is in the singular. He/She nominates another pupil to stand up and call out the plural form of that word. As this pupil does so, the original pupil sits down (mimicking the motion of a seesaw). Continue until all the words on the board have been practised sufficiently.
- Pupils then look at Activity 9 and complete the sentences.


ANSWER KEY


2 are seventeen teddy bears 3 are twenty dolls
4 are thirty-one balls


9  Count and circle. Then ask and answer.

LOOK! How many cars/bikes are there? There is one car. There are sixteen bikes.


1  twenty-one / twenty-three

2  sixteen / seventeen

3  twenty / thirty

4  thirty-one / thirty-two

How many trains are there? There are twenty-one trains.

10  Look at Activity 9. Then write.

SKILLS

1 How many trains are there? There are twenty-one trains.


2 How many teddy bears are there? There _____.

3 How many dolls are there? There _____.

4 How many balls are there? There _____.

Lesson 4 Can ask and answer questions about how many there are 15

Pop quiz

 Play a guessing game. Put a random number of objects (e.g. pencils) into a bag (up to 50 objects). Ask, *How many pencils are there?* Pupils guess and write down a number. Then ask a pupil to come and count the number of pencils in the bag. The pupil with the closest number written down is the winner.

Activity Book page 11

6 Look and count. Then write.

- Pupils look at the picture and count the different toys. They then complete the questions and answers with the correct toy and number words.

ANSWER KEY

- 2 How many dolls, twenty-five dolls
 3 How many boats, nineteen boats.
 4 How many kites, one kite

Lesson 5 Pupil's Book page 16

Lesson objective

To understand and act out a simple story

Value

Friendship is important

Target language

Oh, no! My kite! Can we help? Yes, let's help.
Uh-oh. Er, ... Hurray!

Functional language

Hurray!

Materials

Audio; Learning adventure poster; Unit 1 Story cards; prompts

Optional activity materials

Photocopiable 1.4

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 help at the castle.*

Warm-up

- Ask pupils to recall the opening scene in Unit 1. Ask what Rose and Charlie were doing (*playing with toys*). Ask pupils to look back at the scene and tell you where the children will help in this story episode (*at the castle*). Play the Quest Song (CD1, Track 22) to check pupils' answer.

Story

- Before pupils open their books, show the story cards for Unit 1 in turn and ask the questions from the 'Before reading the story' section written on the back of each card.



11 Listen and read. Then act out.

- Direct pupils' attention to the story and ask questions about the characters and the scene, e.g. *What can you see in the pictures?* (*Rose, Charlie, Ola, toys, a castle, and a kite*)
- Play the audio and have pupils listen to the story as they follow along in their books.

- Play the audio again. Check pupils' understanding of the story by asking questions and pointing at the pictures. Ask, e.g. *What do Rose and Charlie see?* (*a kite*) Make sure pupils are aware that Rose and Charlie decide to help the prince in the castle get his kite back.
- Play the audio again and ask different groups of pupils to read the parts of Rose, Charlie, Ola, the butler and the prince.
- Elicit from pupils, *What makes a good roleplay?* Write their ideas on the board and/or add these to a wall display to use as success criteria for future role-play activities, e.g. *speak clearly, use actions*.
- See the 'How to use stories' section on p. 22 of the Introduction for more ideas on how to build your pupils' confidence with roleplays.
- Divide pupils into groups of five. Give each group a set of cut-up story cards and have pupils place them in the correct order.
- Invite five pupils to act out the story. First, play the audio and have the pupils mime the story. Then play the audio again and have the pupils speak along to the audio. Encourage them to say the lines from memory, using prompts.
- Invite other groups of pupils to come to the front to act out the story.



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 (Friendship is important). Talk about making new friends. Ask pupils to describe situations in which they have met new friends. Ask pupils how they like their friends to treat them. Discuss the importance of treating others with kindness.

Home-School link

- Encourage pupils to tell their families about friendships at school and how they help their friends.

Activity Book page 12



7 Look and number. Then tell the story again.

- Pupils number the story scenes in the correct order and then retell the story in pairs.

ANSWER KEY

2 d 3 a 4 b

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

VALUES  Friendship is important.

16 **Lesson 5** Can understand and act out a simple story

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.

8 Look and ✓. Then write about you.

- Talk about the pairs of pictures and establish if the children in each picture are friends. Pupils then complete the sentences with the name of their own best friend and two things they both like.

ANSWER KEY

1 b 2 b

Pop quiz

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

Lesson 6 Pupil's Book page 17

Lesson objective

To use the sounds *ch* and *sh*

Target language

chop, chin, rich, much, ship, shell, fish, dish

Materials

Alphabet poster; Audio; Phonics – Level 1; Phonics cards – *ch* and *sh*; Wordcards – chop, chin, rich, much, ship, shell, fish, dish


Optional activity materials

Photocopiable 1.5; Phonics picture cards and letter tiles made in Level 1

Warm-up

- Use the alphabet poster and phonics cards from Level 1 to revise letter sounds and blends that pupils already know. Spell out simple phonics words from Level 1 on the board, e.g. *pat, man, dog, sock, rat, bell, wig*, and see if pupils can sound out and mime the words.

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 ch and sh sounds.*

Presentation

- Point at your chin and say, /tʃ/, /tʃ/, /tʃ/, *chin*. Show the picture of the cheetah on the phonics card and say, /tʃ/, /tʃ/, /tʃ/, *cheetah*. Point at anything else in the room beginning with *ch* or a pupil whose name begins with *ch*. Continue to say /tʃ/ and encourage pupils to repeat the sound. Then write *ch* on the board or show pupils the letters on the phonics card. Point at them and say, /tʃ/. Pupils repeat.
- Repeat the procedure for *sh* and the sound /ʃ/. Use the picture of the shark on the phonics card and draw a simple picture of a shell on the board.

12 Listen.

- Pupils open their books and look at the letter combinations at the top of the page. Play the audio a couple of times, while pupils point at the letters.

13 Listen, point and say.

- Play the audio, pausing for pupils to point at the correct letter(s) and repeat.

Audioscript

CD1, Track 29

/sh/, /sh/
/ch/, /ch/
/sh/, /sh/
/ch/, /ch/
/ch/, /ch/
/sh/, /sh/

Practice

14 Listen and blend the sounds.

- Revise the concept of blending sounds to read words. Use the phonics cards. Start with the word *chop*. Put the phonics card *ch* on the board and sound out /tʃ/. Pupils repeat after you. Then put the *o* phonics card next to it and sound out /ɒ/. Pupils repeat. Then add the *p* card, sound out /p/ and ask pupils to repeat. Now sound out /tʃ/ /ɒ/ /p/ a few times, pointing at the phonics cards as you do so, encouraging pupils to say and blend the sounds to form the word. Repeat with the other words on the Pupil's Book page.
- Play the audio and have pupils follow in their books. Play the audio again, pausing for pupils to sound out the words.

15 Underline *ch* and *sh*. Read the words aloud.


- With books closed, write the word *shell* on the board. Sound out /ʃ/ and ask a pupil to come to the board and underline the letters *sh* in the word. Ask another pupil to read the word aloud.
- Pupils open their books and find the same word on the page. They then underline the letter sounds and read the word aloud to their partner. Do the same with the other sample words.

Activity Book page 13


9 Read the words and circle.


- Pupils read the words and circle the corresponding items in the main picture.

PHONICS 1


12  Listen.

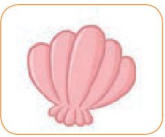





1 **ch** 2 **sh**

13  Listen, point and say.

14  Listen and blend the sounds.

1 ch - o - p chop	2 ch - i - n chin
3 r - i - ch rich	4 m - u - ch much
5 sh - i - p ship	6 sh - e - ll shell
7 f - i - sh fish	8 d - i - sh dish

15  Underline *ch* and *sh*. Read the words aloud.

1 shell 	2 chop 	3 rich 
4 fish 	5 chin 	6 ship 

Lesson 6 Can use the sounds ch and sh 17

11  Listen and write the words.

- Play the audio. Pupils listen and write the words.


Audioscript

CD1, Track 32

- 1 chin
- 2 dish
- 3 chop
- 4 much


ANSWER KEY

2 dish 3 chop 4 much

12  Read aloud. Then listen and check.

- Pupils read the sentences aloud. Play the audio. Pupils listen and check their pronunciation, focusing on *s* and *sh*.

Pop quiz

-  Play a game of *Build the word* (Phonics games). See p. 241.

10  Listen and link the letters.

- Play the audio. Pupils listen and connect the letters.

Audioscript

CD1, Track 31

Let's start.

/ch/

/p/

/sh/

/ch/

/b/

/s/

You're finished!

ANSWER KEY

sh, ch, b, s

Lesson 7 Pupil's Book page 18

Lesson objective

To talk about different forms of transport

Cross-curricular focus

Social Science (transport)

Target language

bus, motorbike, lorry, plane, helicopter

Materials

Learning adventure poster; Flashcards – Toys; Audio; handmade flashcards of transport (photocopied from Photocopiable 1.6); handmade wordcards (car, train, bike, bus, motorbike, lorry, plane, helicopter)


Optional activity materials

Photocopiable 1.6; CLIL poster

Warm-up

- Write the numbers 1–50 in numerical form across the board as you count. Now rub out one or more of the numbers. Pupils say which number(s) you have rubbed out.
- Revise plural nouns by drawing some toys on the board or showing real toys or classroom objects in various numbers. Ask, *How many (boats)? (two boats)*

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 different forms of transport.*

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

Presentation

- Revise and teach transport, using the handmade flashcards. Then play a game of *What's missing?* Attach four transport flashcards to the board. Call out three of the transport items. Pupils look at the flashcards on the board and say the name of the item you didn't mention. Repeat with other combinations of flashcards.

Tip

- Draw pupils' attention to the *Tip!* box. Elicit, *one plane, two planes*, emphasising the /s/ sound at the end. Repeat with other countable nouns.



Listen and number.

- Point at the pictures and ask pupils to identify the modes of transport. Play the audio. Pupils listen and number the pictures 1 to 5. Then play it again for pupils to listen and repeat.

Audioscript

CD1, Track 34

- 1 It's a plane.
- 2 It's a bus.
- 3 It's a lorry.
- 4 It's a motorbike.
- 5 It's a helicopter.

- Describe one of the transport pictures and ask pupils to guess which one it is, e.g. *It's big. It's white. It's got (three) windows.* Pupils ask, *Is it a plane?* Repeat, describing the other transport pictures.

ANSWER KEY

2 a 3 c 4 b 5 e


Practice





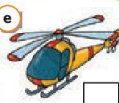
17 Count. Then ask and answer.

- Pupils name the different transport items they can see in the picture (*car, lorry, plane, motorbike, bus*). Then ask pupils which transport items are missing (*train, bike and helicopter*).
- Pupils find and count the number of each of the transport items in the picture. Allow them a few minutes to do this. Then ask a pupil, *How many cars are there? (There are five cars.)*
- Pupils then check their answers in pairs. They use the example in the speech bubbles to help them.
- Finally, check the activity as a class.


ANSWER KEY

There are five cars, three motorbikes, two buses, one lorry and one plane.

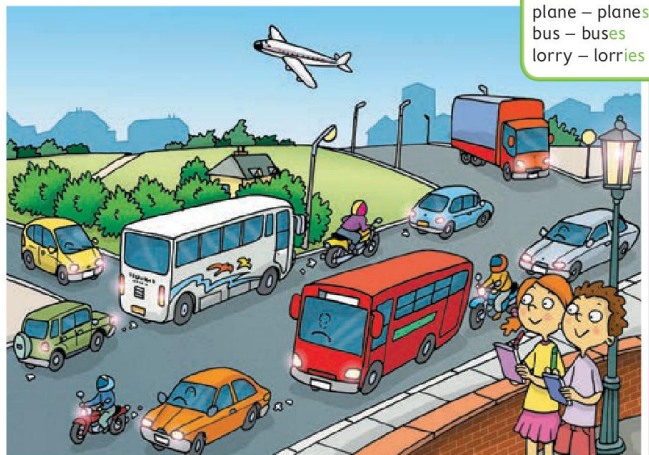
16  Listen and number.

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

bus motorbike lorry plane helicopter

17  Count. Then ask and answer.

TIP!
plane – planes
bus – buses
lorry – lorries



How many cars are there? There are five.

18 Lesson 7 Can talk about different forms of transport

Activity Book page 14

13 Look and write. Then find and draw the missing word.

- Pupils complete the word puzzle. When pupils have finished the puzzle, ask them to find the hidden word written in the shaded vertical column (*motorbike*). Pupils draw a picture of a motorbike into the empty picture box.


ANSWER KEY

2 boat 3 lorry 4 car 5 bus 6 train 7 bike 8 plane
The hidden word is motorbike.

14 Look through your window. Count and write.


- Ask pupils to take turns to look through the classroom window, so that they can count and write the different items they see. Alternatively, this could be set for homework.

Learning adventure

 Ask pupils, *How many transport 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 a transport mime game. Mime driving, riding or sitting in one of the transport items. Pupils guess which one it is. Pupils can also play this in pairs.

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.

Lesson 8 Pupil's Book page 19

Lesson objective

To talk and write about how children travel to school

Cross-cultural focus

Travelling to school

Target language

I go to school by (bus).
I walk to school.


Optional activity materials

Handmade transport cards, Photocopiable 1.7;
CLIL poster

Warm-up

- Show any four of the handmade transport flashcards from Lesson 7, e.g. *lorry, bike, plane, car*. Ask the pupils which item they think is the odd one out and encourage them to say why. They may decide it's 'bike' because it's got two wheels / no engine, etc. Encourage pupils to use as much English as possible and to reformulate L1 answers into simple English. There are no right or wrong answers.

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 making a chart and writing about how we travel to school.*

Presentation

- Draw a picture of the mode of transport you use to come to school, e.g. bus, car, train, bike. Ask pupils, *What's this? (It's a (bus).)* Then draw a simple picture of yourself (e.g. your face at the window of the bus/car). Ask, *Who's this?* Allow pupils' guesses, then say, *It's me. I go to school by (bus).* Pupils repeat. Then ask individual pupils, *How do you go to school?* Encourage them to answer, *I go to school by (bike).* Pre-teach and practise the expression *I walk to school.*



18 Listen and read. Then match.

- Pupils look at the pictures of the different children. Point at the different pictures and ask, *How old is he/she? What's his/her name? How does he/she go to school?* Ask pupils to guess. Tell pupils they are going to listen and find out.

- Play the audio. Stop the audio after number 1 and ask, *What's her name? (Sam) How old is she? (She's eight.)* Then ask, *How does she go to school? (She walks to school.)* Ask pupils to match the text with the picture of the girl walking to school.
- Continue with the other items, stopping the audio after each number.
- Check the activity by asking, *How does Sam go to school? (She walks.) How does Ravi go to school? (By bus.),* etc.

ANSWER KEY

2 d 3 e 4 a 5 c

Practice

19 Ask and answer.

- Ask pupils to find others who travel to school in the same way as them. Pupils move around the class, asking each other, *How do you go to school?* When they find someone else who travels in the same way as them, they join up and move around the class together to find more pupils. At the end of the activity, count the pupils in each group to find out which way of travelling to school is the most popular.

20 Project

- Pupils do a class survey about how they travel to school. Divide pupils into groups of ten. Pupils ask and answer in their group, *How do you go to school?*
- Pupils draw a tick chart to record their answers.
- Ask each group, *How many children go to school by (bus)?* Add together the numbers of pupils from different groups who go to school by the different means of transport and write the total numbers on the board.
- Pupils then write the information into their charts.



You may wish to give the pupils feedback on their survey.

Home-School link

- Encourage pupils to ask their families how they travel each day.

Wider World

Travelling to school

18 Listen and read. Then match.

1



My name's Sam. I'm eight. I walk to school.

2



My name's Ravi. I'm nine. I go to school by bus with my friends.

3



My name's Lin. I'm eight. I go to school by bike.

4



My name's Katy. I'm ten. I go to school by car, with my mum.

5



My name's Paolo. I'm nine. I go to school by boat!

a



b



c



d



e



19 Ask and answer.

How do you go to school?

I go to school by train.

20 **PROJECT**

1 Ask your friends.
2 Answer your friends' questions.
3 Draw a chart.
4 Write about your drawing.




Ask your family how they travel each day.

Lesson 8 19

Can talk and write about how children travel to school

Pop quiz

 Ask pupils how they travel to different places, e.g. *How do you go to your granny's house? (By car.) How do you go to the USA? (By plane.), etc.*

For the next lesson

- Ask pupils to bring in favourite toys for a *Show and tell* activity.

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.

Activity Book page 15

15 Complete the picture and match.

- Pupils complete the transport pictures and match them with the correct speech bubble.

ANSWER KEY

2 c 3 a

16 Read and write. How do you travel?

- Pupils use the words in the word box to complete the sentences about themselves.

Lesson 9 Pupil's Book page 20

Lesson objective

To assess what they have learnt in Unit 1


Materials

Learning adventure poster; Flashcards – Toys and Transport; pupils' toys from home; Audio

Optional activity materials

Grammar reference

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 toys. Write their ideas on the board.
- Refer to the learning adventure poster and say, *Great! You are moving along your learning adventure!*

Warm-up

- Stick the Flashcards – Toys and Transport on the board. Stick a wordcard below each flashcard, but make some intentional mistakes. Teach the words *right* and *wrong*. Point at each wordcard in turn and ask, *Right or wrong?* Invite pupils to the board to correct your mistakes.

Practice

21 Listen and write the numbers.

- Pupils look at the pictures and name the toys and the colours. Ask questions, e.g. *What's this? (It's a kite.) Is the ball purple? (No, it isn't. It's orange.)*
- Play the audio. Pupils write the numbers they hear.

Audioscript

CD1, Track 36

How many brown teddy bears are there?
There are sixteen brown teddy bears.
How many yellow cars are there?
There are eighteen yellow cars.
How many green kites are there?
There are fifty green kites.
How many blue cars are there?
There are nineteen blue cars.

How many red bikes are there?
There are twenty red bikes.
How many grey boats are there?
There are forty grey boats.
How many orange balls are there?
There are thirty orange balls.
How many pink dolls are there?
There are seventeen pink dolls.

- Pupils ask and answer using *How many* and *There are* to check their answers in pairs.
- Ask pupils to take out the appropriate sticker from the back of their books. They stick the sticker in place if they feel they've learnt the unit vocabulary words and language successfully.

ANSWER KEY

b 18 c 50 d 19 e 20 f 40 g 30 h 17

22 Read and circle. Then say.


- Ask pupils to read the sentences below the picture of the lorry. They choose the correct option and circle it. Repeat with the picture of the cars.
- Ask pupils to take out the appropriate sticker from the back of their books. They stick the sticker in place if they feel they've learnt the unit vocabulary words and language successfully.





ANSWER KEY



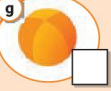

1 It's a lorry.
2 cars, fifteen


23 Draw a picture of your toys. Then ask and answer.



- Ask pupils to draw a picture of their favourite toy/toys.
- Put the pupils in pairs. Encourage them to ask and answer as many questions about their pictures as they can.
- Ask pupils to take out the appropriate sticker from the back of their books. They stick the sticker in place if they feel they've learnt the unit vocabulary words and language successfully.

21  Listen and write the numbers.



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

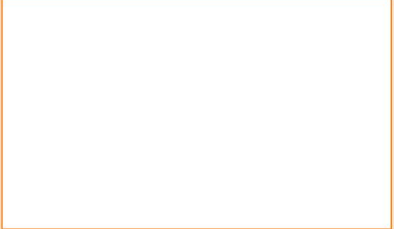
e  **f**  **g**  **h** 

22  Read and circle. Then say.

1 (What's this? / What are these?) 2 How many (kites / cars)
(It's a lorry. / They're lorries.) are there?
There are (fifteen / twenty).

23   Draw a picture of your toys. Then ask and answer.



What's that?
It's a doll.

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

Activity Book page 16

17 Read and circle. Then colour.

- Pupils colour the dotted shapes to create a toy silhouette. They read and circle the correct toy word.

ANSWER KEY

2 train 3 doll

18 Look and circle. Then write.

- Pupils circle the correct questions. They then write the correct answers.

ANSWER KEY

2 What are these?, cars 3 What's that? It's a bike.
4 What are those? They're balls.

19 Look at Activity 18. Count and write.

- Pupils read the questions and count the toys in Activity 18. They then complete the sentences.


ANSWER KEY

1 three 2 There are five balls.

Picture dictionary (Activity Book p. 104)


- Write category headings on the board: *Days of the week, Months of the year, Toys and transport.* Use flashcards or call out words from each category, e.g. *Monday, September, doll, lorry.* Pupils attach the flashcards or write the words under the correct category heading.
- Pupils then turn to the Picture dictionary section on p. 104 of the Activity Book. Pupils play a game in pairs using the Unit 1 pictures in the Picture dictionary. Each pupil takes turns to say a word and their partner points to the correct picture. Stronger pupils may wish to cover the written words below each picture.

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

-  Pupils who have brought toys from home can do a *Show and tell* activity. Ask a confident pupil to come to the front. He/She shows his/her toy to the class and describes it, e.g. *It's a teddy bear. Her name's Lola. She's seven years old.* Pupils can also do this activity in pairs or groups.

- If pupils haven't brought toys from home, they can do the same activity using the drawings of their favourite toy.

Lesson 10 Pupil's Book page 21

Lesson objective

To use what they have learnt in Unit 1

Revision language

Numbers 1 to 50, toys and transport

What's this/that? What are these/those?

It's a / They're kite(s).

How many cars are there? There are four.

Materials

Handmade number cards 1 to 50; Audio; counters and dice per pair of pupils; Learning adventure poster; Flashcards – Days, Months, Toys and Transport


Optional activity materials

CLIL poster; Unit 1 Extra practice; Unit 1 Test, Test Booklet p. 8

Warm-up

- Write numbers between 16 and 20 as well as 30, 40 and 50 on small sticky notes. Stick them on the back of the toy flashcards. Stick the flashcards on the board. Tell the pupils that you are going to say answers and they have to think about the questions.
- Say, *There are 18*. Have pupils work in pairs, then try to elicit possible questions from the pupils, e.g. *How many bikes are there?* Say only numbers you know are written on the sticky notes. When they guess correctly, turn the card over. This will provide pupils with further reinforcement of the question form. With a confident class, ask a pupil to lead.

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 about toys.*

- Ask pupils if they can remember the things they have been learning in the unit, e.g. *bike, doll*. 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.

Game

24 Listen. Then play.

- Teach the word *game*. Indicate the Noughts and Crosses board in the book and say, *Let's play a game*. Point at various toys on the grid and ask, *What are these? (They're kites.) How many kites are there? (There are four kites.)*
- Divide the class into pairs and explain the game. Each pupil chooses whether they want to use an X or an O. Pupils take turns to ask and answer questions about the pictures, writing an X or an O in the box when they answer correctly. Pupil A shows his/her partner in which square they want to write their letter. Pupil B asks, *What are these?* Pupil A answers, *They're lorries*. A pupil wins when he/she gets three Xs or three Os in a row horizontally, vertically or diagonally. Pupils can erase their Xs and Os and play again, if they wish. Play the audio to model the language.

Audioscript

CD1, Track 37

BOY: What are these?

GIRL: They're kites.

BOY: That's right!

GIRL: Your turn!

- With stronger classes, add extra questions such as, *What colour are they? How many (lorries) are there?*, etc.

25 Look at activity 24. Count and write. Then ask and answer.

- Ask pupils which toys they can see in Activity 24. Have pupils count and write down the number of toys in each picture in Activity 24.
- Pair pupils together and have them take turns to ask and answer about the number of toys in the picture.

Activity Book page 17

20 Read and write. Then colour.

- Pupils read the text in pairs and complete it, choosing the missing words from the word bank. Check by asking a pupil to read the text aloud.
- Pupils then colour the picture to match the colours in the text.

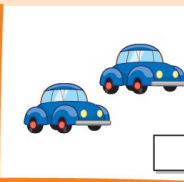
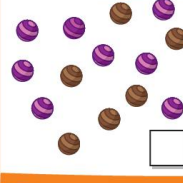
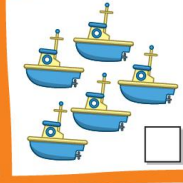


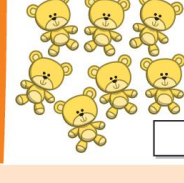
ANSWER KEY

2 teddy 3 bike 4 school

24 Listen. Then play.

What are these? They're kites.

MOVING ON

25 Look at Activity 24. Count and write. Then ask and answer.

How many cars are there? There are two cars.

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

21 Draw your favourite toys. Then write.

- Pupils draw a picture of their own favourite toys. They then write a paragraph about their toys, using the text in Activity 20 as a model. Pupils can compare their drawings and text with other pupils in the class.

Activity Book page 96 (Extra practice)

1 Write the questions. Then say.

- Pupils unscramble the words to make questions. Then have pupils ask and answer the questions in pairs

ANSWER KEY

- 2 How are you? 3 When's your birthday?
4 What day is it today?

2 Read and circle. Then write.

- Revise this/that and these/those using classroom items at relative distances to yourself.
- Pupils look at the pictures and circle the correct words in the questions. They then write and answer the questions.
- Pupils count the cars and boats to complete the last two sentences. Check answers with the class.
- Have pupils practise the dialogues in pairs using different items.


ANSWER KEY

2 these / They're / cars

3 that / It's / bike


4 those / They're / boats / two / There are three boats

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 pupils, *Where are you 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 pupils 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 learnt in Unit 1.

Pop quiz

 Write Unit 1 vocabulary words in a jumbled form on the board. Ask volunteers to unscramble the letters and write, then say, each word correctly. Pupils can also do this in pairs.