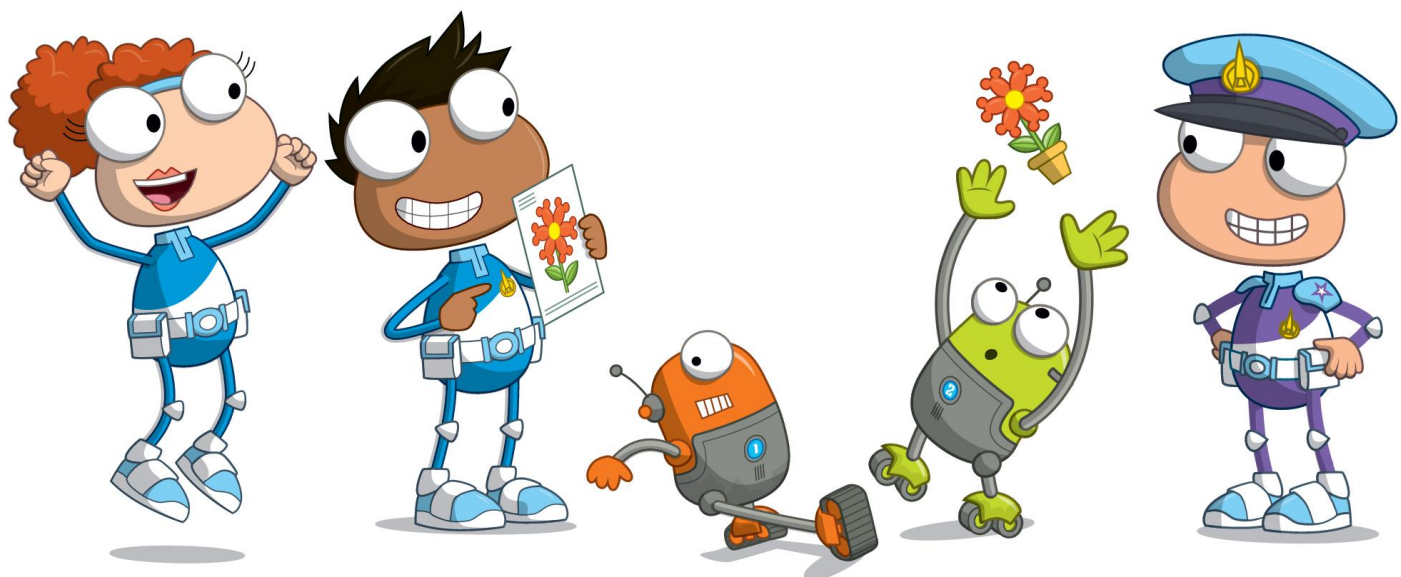


Poptropica® English Islands

TEACHER'S BOOK **3**

Space Island



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Poptropica® English Islands

TEACHER'S BOOK 3

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Welcome

Lesson 1 Pupil's Book pages 6 and 7

Lesson objective

To understand a simple story

Recycled language

Hello

Materials

Audio; Story character cards; Story cards; Learning adventure poster; props for acting out the story (orange T-shirt, green T-shirt, a captain hat, alien antennae)


Optional activity materials

Photocopiable W.1, a piece of plain paper for each pair of pupils, glue

Warm-up

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

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 reading a story about Captain Conrad, Kim, Katy and the PRODS going to Space Island.*


Presentation

- Introduce the characters using the character story cards. Hold them up one at a time and say, e.g. *This is Captain Conrad.* Put the flashcards up on the board.
- Ask pupils to look at the pictures on pp. 6–7 and encourage them to guess (in L1) what the story is about. They can look at other pages in the book to get ideas.
- Ask the class (in L1) what other things they can find in space. Pupils answer (in L1), e.g. *planets, satellites, stars, etc.*

1 Listen to the story. Read.

- Focus on the story.
- Pupils open their books and look at the characters. Ask, *Who are they? Where are they?*
- Show the story cards one at a time and ask the *Before listening to the story questions*.
- Pre-teach the words *sick, medicine, plant, important* and *problem* if necessary.
- Play the recording. Pupils listen and follow in their books to check their predictions. Ask the *After listening to the story questions*. Ask comprehension questions to make sure pupils understand the story.

Extension questions

-  In L1, discuss why pupils think the ship could not start (*because a cable was unplugged*). Ask, *What do you think will happen in the story? Will they find the tiffiff plant? Will they have many problems to find it?* Write the questions on the board. Use L1, if necessary. Ask pupils to work with their partner to answer the questions.
- Give pairs two minutes to think of their answers. They might like to write their ideas in their notebooks. Write their suggestions on the board in two categories. Ask pupils to say (in L1) why they chose their ideas.

Practice

- Divide the class into six groups (Captain Conrad, President Pop, Kim, Katy, PROD 1, PROD 2) and assign each group a role. Play the recording again. Groups read their parts as a class from their seats.
- Invite volunteers to the front to act out the story. Use the props. Encourage tone of voice and expressions to match those in the pictures. Encourage pupils to say the lines from memory.
- You might like to give pupils feedback on their roleplay.

Activity Book pages 2–3

1 Number the pictures in order.

- Pupils put the pictures into the correct sequence.

ANSWER KEY

a 1 b 3 c 4 d 2



2 Match.

- Ask pupils to match the speech bubbles to the characters who say those sentences in the story.

ANSWER KEY

1 c 2 b, d

3 Number the pictures in order.

- Pupils discuss the correct sequence of the pictures and write the correct number in the box.
- Check answers with the whole class.

ANSWER KEY

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

4 Look at Activity 3 and write.

- Pupils complete the sentences according to what the characters in the story say. They then open their Pupil's Book and check their answers.

ANSWER KEY

a Kim b Ah c Hurray d Quick
e Goodbye f 19

Pop quiz

- Make sentences about the story, some true and some false, e.g. *Everyone is sick. Captain Conrad has got a tiffiff plant.* When pupils hear a false sentence, they stand up and correct it.

Lesson 2 Pupil's Book page 8

Lesson objective

To identify the characters in the story

Target Language

Hello, I'm (name). I'm (age); Hello. My name's...

Materials

Audio; Story cards; Story character cards


Optional activity materials

Photocopiable W.1; a large sheet of paper for each pair of pupils; colouring pencils; glue

Warm-up

- Tell pupils (in L1) they are going to meet the characters. Ask them what they say when they meet new friends. Say, *Hello, my name's (name). I'm (age). What's your name?* Check meaning and elicit some answers.
- In pairs, pupils introduce themselves to their partner.

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 names of the characters in the Space Island story.*

2 Listen, point and say.

- Play the recording. Ask pupils to listen and point to the characters as they hear the corresponding names.
- Play the recording again, pausing after each sentence for pupils to repeat. Drill the pronunciation as a class. Encourage pupils to point to the correct character.

3 Listen and sing. Then find the tiffiff plant.

- Play the recording. Pupils listen and find the tiffiff plant in the picture. (*It's on the sign on the building.*)
- Play the recording again. Pupils listen and join in.

Activity Book page 4

5 Match.

- Pupils match the speech bubbles to the characters.


ANSWER KEY

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

6 Draw yourself. Then write.

- Pupils draw themselves and write their name and age on the name tag.

Pop quiz

 Play the song again. Divide the class into two groups and ask each group to sing alternate lines, miming the words as they sing. Point to the group that sings each section so that both groups pay attention.

Lesson 3 Pupil's Book page 9

Lesson objective

To count up to 50

Target Language

21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 40, 50


Materials

Audio; a piece of sticky paper for each pupil; homemade number cards 21–50

Warm-up

- Write 1 on the board and ask pupils to say *one*. Continue with numbers 2–10 in random order. Point at each number and ask pupils to say the word: *two, nine, four*, etc. Then say, *Put the numbers in the correct order.*

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.*

Presentation

- Write number 20 and then show homemade number cards for numbers 21 through 50 in order.

4 Listen and repeat. Then say the characters' favourite numbers.

- Play the recording. Pupils listen, point, and repeat them.
- Play the recording a second time for pupils to point to and say the characters' favourite numbers.

ANSWER KEY

Kim: 21 Katy: 33 Captain Conrad: 50

5 Listen and chant.

- Play the recording for pupils to listen and clap to the rhythm. Then, they join in.

Practice

- Divide the class into two groups. Play audio (CD1, Track 06) again. The groups sing alternate lines.
- Everyone joins in with *Clap, clap, clap!*

2 Listen, point and say.

3 Listen and sing. Then find the tiffiff plant.

Hey boys! Hey girls!
Come with us to Space Island.
Look up, down, here, there.
Look around everywhere.
Where's the tiffiff plant?
Come on, come on,
Let's find the tiffiff plant!

WELCOME TO SPACE ISLAND

Hello, I'm Captain Conrad.
I'm President Pop.
Welcome to Space Island.

My name's Katy.

I'm Kim.
I'm PROD 1.
And I'm PROD 2!
Hello!

8 Lesson 2 Can identify the characters in the story

4 Listen and repeat. Then say the character's favourite numbers.

twenty-one 21	twenty-two 22	twenty-three 23	twenty-four 24	twenty-five 25
twenty-six 26	twenty-seven 27	twenty-eight 28	twenty-nine 29	thirty 30
thirty-one 31	thirty-two 32	thirty-three 33	thirty-four 34	thirty-five 35
thirty-six 36	thirty-seven 37	thirty-eight 38	thirty-nine 39	forty 40
forty-one 41	forty-two 42	forty-three 43	forty-four 44	forty-five 45
forty-six 46	forty-seven 47	forty-eight 48	forty-nine 49	fifty 50

5 Listen and chant.

One, two, three, four, five. Clap, clap, clap!
Six, seven, eight, nine, ten. Clap, clap, clap!
Eleven, twelve, thirteen, fourteen, fifteen. Clap, clap, clap!
Sixteen, seventeen, eighteen, nineteen, twenty. Clap, clap, clap!
Twenty-one, twenty-two, twenty-three, twenty-four, twenty-five. Clap, clap, clap!
Twenty-six, twenty-seven, twenty-eight, twenty-nine, thirty. Clap, clap, clap!
Forty. Clap, clap, clap!
Fifty. Clap, clap, clap!

6 Listen and choose. Then say.

1 twenty-six twenty-seven twenty-eight
2 thirty-two thirty-four thirty-nine
3 forty-one forty-three forty-five
4 twenty-three thirty-three forty-three
5 twenty-seven thirty-seven forty-seven

Let me guess. Is it 33?
No, it isn't. My turn.

7 Ask and answer.

9 Lesson 3 Can count up to 50

6 Listen and choose. Then say.

- Play the recording pausing after each sentence for pupils to point to the correct number.
- As a class, pupils say the correct number.

Audioscript CD1, Track 07
1 28 2 34 3 45 4 23 5 47

ANSWER KEY
1 28 2 34 3 45 4 23 5 47

7 Ask and answer.

- Explain that pupils will play a game. In pairs, pupils read the question and answer in the speech bubbles.
- Without showing, pupils write a number on a piece of sticky paper and put it on their partner's back.
- Pupils take turns to guess the number their partners have stuck on their backs.

Activity Book page 5

7 Listen and write. Then draw lines.

- Play the recording. Ask pupils to match the numbers to the written words.

Audioscript CD1, Track 08
38, 50, 46, 21, 49, 22, 35, 44, 23, 37

ANSWER KEY
b fifty c forty-six d twenty-one e forty-nine
f twenty-two g thirty-five h forty-four
i twenty-three j thirty-seven

8 Write and say.

- Focus on the first row of numbers. Explain that pupils will have to work out the number pattern and write down the missing number. Elicit the answer.
- Pupils work out the rest of the number patterns.

ANSWER KEY
a 33 b 39 c 25, 30 d 40, 50 e 29, 34 f 22, 24

Pop quiz

Before pupils leave the class, say three numbers to each pupil, for them to say the following number. Start with consecutive numbers, (e.g. 21, 22, 23, ?). Then make it more difficult by going up in twos, fives or 10s.

Lesson 4 Pupil's Book page 10

Lesson objective

To ask and answer the question *What's your favourite day?*

Target Language

What's your favourite day?
My favourite day is (Monday).

Materials

Audio; Weather poster


Optional activity materials

Homemade cards for days of the week

Warm-up

- Use the Weather poster to revise the days of the week. Point to each day for pupils to say the word.
- Play a chain game saying the days of the week. One pupil says one day, e.g. *Monday*, the rest continue the chain.

Learning adventure

 Open books and ask pupils to look at the activities. *What are we learning today?* Write the lesson objective on the board: *We're learning to ask and answer the question What's your favourite day?*

Presentation

Look!

- Play the audio (CD1, Track 10) and ask pupils to listen and follow the *Look!* box. Write the sentences on the board, with gaps where *Monday* is written. Ask, *What's your favourite day of the week?* A pupil responds, e.g. *Friday*. Complete the gap according to the pupil's answers. Repeat with other pupils.

Chant

Listen and sing.

- Play the recording. Pupils listen and follow in their books.
- Play the chant again for pupils to listen and point to the day of the week when they hear the word.
- Play the recording a third time for pupils to join in. Chant along with them.

Practice

- Divide the class into two groups. Play the chant again. Group 1 chants the first verse. Group 2 chants the second verse.

Listen and choose.

- Explain that pupils will hear some children talking about their favourite days of the week. They must listen and point to the children's favourite days.
- Pupils read the sentences and the possible answers.
- Play the recording pausing after each line for pupils to listen and point.

Audioscript

CD1, Track 11

TINA: What's your favourite day, Mark?

MARK: My favourite day is Monday. I'm always happy on Monday.
How about you, Tina? What's your favourite day?

TINA: That's easy! My favourite day is Friday. I'm always happy on Friday. And you, Sam? What's your favourite day?

SAM: My favourite day is Sunday. I'm always tired on Sunday, but I can sleep.

TINA

& MARK: (laugh)

ANSWER KEY

1 Monday 2 Friday 3 Sunday

Ask and answer.

- Pupils read the question and answer in the speech bubbles to the class.
- In pairs, pupils take turns asking and answering the questions. Ask some pairs to come to the front and do their dialogues for the class.

Activity Book page 6

Listen, write and match.

- Explain that pupils will hear some children talking about their favourite day and what they do on it. Pupils must listen and write each child's favourite day before matching them to a picture that shows what they do on this day.
- Play the recording pausing for pupils to write the children's favourite day next to their pictures.

8 **Listen and sing.**

Sunday
 Monday
 Tuesday
 Wednesday
 Thursday
 Friday
 Saturday

Seven days in a week
 What's your favourite day?
 Oh, that's easy. It's Tuesday!
 My favourite day is Tuesday.
 Seven days in a week
 What's your favourite day?
 Oh, that's easy. It's Sunday!
 My favourite day is Sunday.

LOOK!

What's your favourite day? My favourite day is Monday.

9 **Listen and choose.**

1 **Mark** My favourite day is **Monday** **Tuesday** **Wednesday** .

2 **Tina** My favourite day is **Thursday** **Friday** **Saturday** .

3 **Sam** My favourite day is **Saturday** **Sunday** **Monday** .

10 **Ask and answer.**

What's your favourite day?

My favourite day is Sunday.

10 **Lesson 4** Can ask and answer the question *What's your favourite day?*

- Play the recording again, pausing for pupils to match the children with what they do.
- Play the recording a third time for pupils to check their answers.
- Go through the answers with the whole class.

ANSWER KEY

2 Friday, e 3 Saturday, f 4 Monday, a
5 Thursday, g 6 Sunday, c 7 Tuesday, b

10 **What's your favourite day? Write.**

- Pupils complete the question and answer.
- Check answers with the whole class.

ANSWER KEY

Pupil's own answers

Pop quiz

- Before pupils leave the class, play *Bingo* with the days of the week.

Audioscript

CD1, Track 12

- Hi, I'm Boris. Today is my favourite day. It's Wednesday. It's cold and snowy today. I'm wearing my long coat.
- My name is Billy. I'm 10 years old. My favourite day is Friday. On Friday I ride my bike to the pool at 5 o'clock. I love swimming.
- My name is Jenny. My favourite day is Saturday. At 7 o'clock on Saturday night I go to the cinema.
- My name is Marie. Today is my favourite day. It's Monday. I'm in the garden with my mum.
- My name is Andy. I'm 9 years old. My favourite day is Thursday. My dad makes me a burger for dinner on Thursday.
- My name is Mike. My favourite day is Sunday. I sleep late. I get up at 9 o'clock. I eat breakfast at 10 o'clock. I have eggs and toast.
- My name is Judy. I'm 9 years old. My favourite day is Tuesday. I go to my grandad's farm on Tuesday afternoon after school. He's got goats, chickens, ducks and cows. I get milk from the cows.

Lesson 5 Pupil's Book page 11

Lesson objectives

To ask and answer the question *When were you born?*
To use ordinal numbers

Target Language

January, February, March, April, May, June, July, August, September, October, November, December
Ordinal numbers: 1st–31st
(Monday) is the (first) day of the week.
When were you born? Were you born in May?

Materials

Audio; Weather poster; homemade month cards


Optional activity materials

Folded piece of paper for each pupil

Warm-up

- Discuss the months of the year (in L1). Ask, *What is your favourite month? When is your birthday? What is the weather like in January / April / July / November?*

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 the question When were you born?*

Presentation

- Present the vocabulary with the month cards you made or write the months on the board. Pause after each month for pupils to repeat the words.
- Point to the months in any order for pupils to say them.

11 Listen and say.

- Explain pupils will hear a recording of the months of the year. Play it pausing for pupils to repeat the words.
- Play the recording again for individual pupils to say the words.

Practice

- Put the month cards in any order on the board and ask groups of pupils to come to the front to put them in order.

12 Listen and choose.

- Explain pupils will hear a recording describing when children were born. They must listen and point to the correct month.
- Pupils read the possible answers.
- Play the recording pausing for pupils to point to the correct months.

Audioscript

CD1, Track 14

- 1 He was born in March.
- 2 She was born in June.
- 3 They were born in September.

- Go through the answers with the class.

ANSWER KEY

- 1 March
- 2 June
- 3 September

Presentation

Look!

- Play the audio (CD1, Track 16) and ask pupils to listen and follow the *Look!* box. Read the questions and the answers with the class.
- Ask a pupil to read out the questions. Answer them for yourself.
- Elicit further answers from individual pupils and write them on the board.

13 Listen, point and repeat.

- Focus on the calendar. Tell pupils they are going to hear a recording of ordinal numbers. Explain these numbers say in which order things happen.
- Play the recording for pupils to point to the numbers and repeat them.
- Play the recording again for pupils to point and repeat.

14 Ask and answer.

- Pupils read the question and the answer in the speech bubbles for the class.
- In pairs, pupils take turns asking and answering the questions. Ask some pairs to do their dialogues for the class.

Practice

- Hold up or point to the Weather poster. Ask, *What's today's date?* Then ask individual pupils, *When were you born?*

11 Listen and say.

January	February	March	April
May	June	July	August
September	October	November	December

12 Listen and choose.

1 He was born in January February March April .

2 She was born in May June July August .

3 They were born in September October November December .

13 Listen, point and repeat.

January						
1 st	2 nd	3 rd	4 th	5 th	6 th	7 th
8 th	9 th	10 th	11 th	12 th	13 th	14 th
15 th	16 th	17 th	18 th	19 th	20 th	21 st
22 nd	23 rd	24 th	25 th	26 th	27 th	28 th
29 th	30 th	31 st				

LOOK!

When were you born?	I was born on the 20th of January.
Were you born in May?	No, I wasn't. I was born in June.
I was born on the first day of the week.	

14 Ask and answer.

When were you born?

I was born in July.
I was born on the 20th of July.

wasn't = was not

Lesson 5 11
Can ask and answer the question When were you born?

ANSWER KEY

Tenth of August
Thirteenth of August
Twentieth of August
Twenty-Third of August
Thirty-First of August

12 Unscramble and write the months.

- Ask pupils to unscramble the letters and write the months.
- Go through the answers with the whole class.

ANSWER KEY

b September c November d June
e January

13 Look at Activity 12 and write.

- Pupils look at the months in Activity 12 and complete the answers.
- Check answers with the whole class.

ANSWER KEY

1 of September
2 I wasn't... was born in March

Activity Book page 7

11 Listen and circle the correct days.

- Focus on the calendar and explain that pupils will hear a recording of different dates and they will have to circle the correct one in their books.
- Play the recording, pausing where necessary for pupils to circle the correct dates on the calendar.

Audioscript

CD1, Track 17

First of August Tenth of August Thirteenth of August
Twentieth of August Twenty-Third of August
Thirty-First of August

Pop quiz

Before pupils leave the class say, *Children born in May, get together.* Pupils have to find other classmates born in the same month. Repeat until all children are grouped according to the month in which they were born.

1 Nature

Unit objective

- Can talk about nature

Language

Target vocabulary	Nature: animal, birds, clouds, flowers, insects, mushrooms, pond, rock, sun, trees, ants, worms, spiders, butterflies, roses, wind, sky, rainbow Directions: North, East, South, West Places: library, park, museum, playground	
Target structures	How many animals are there? How many birds are there? There are some spiders. Is there a rainbow? Is there any wind? Are there any ants? Where are they? / Where is he?	There's one purple animal. There are two blue birds. There aren't any spiders. Yes, there is. / No there isn't. Yes, there's some wind. / No, there isn't any wind. Yes, there are. / No, there aren't. At the library. / At the museum.
Revision	birds, numbers, park, playground	
Receptive language	fair, hair, tear, hear, pair, chair, year, near	
CLIL and Wider World language	CLIL (Maths): plus, minus, equals, count Wider World (Where we play): beach, sea, bucket, sand, board game	

Contents

Phonics	Cross-curricular contents
Topics	
Values	
Songs and chants	
Stories	Socio-cultural aspects
	Learning strategies

- air, ear (hair, hear)
- blending sounds

- Nature
- Animals
- Numbers and colours

- Play outside. Play safely!

- Chant: There's a pond, a blue pond
- Song: How many birds are there?

- Unit opener: Nature on a planet
- Island Adventure, Chapter 1

- Maths: plus, minus and equal signs
- Natural Science: nature around us
- Art and Music: song, pronunciation rhyme
- Language and Arts: reading a story, acting out, telling a story
- Language Skills: answering questions, reading riddles

- Finding out about places where children play in other parts of the world
- Comparing customs
- Thinking about the influence of the environment on games
- Playing with others

- Using previous knowledge
- Using memorisation to learn new words
- Identifying rules about the use of *There is / There are...*
- Logical thinking: solving problems
- Critical thinking: comparing cultures
- Collaborative learning: pair and team work
- Self-assessment

Key competences

Linguistic competence: Use language to communicate in the classroom (L. 1 to 10)

Mathematical, science and technological competence: Solve easy Maths problems (L. 9)

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

Social and civic competence: Talk about playing safely (L. 5)

Cultural awareness and expression: Be aware of other children's life (L. 7 to 8)

Learning to learn: Reflect on what has been learnt and self-evaluate progress (L. 10)

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 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 answer short, simple questions related to basic personal information, using a single word or phrase
- Can sing a basic song from memory
- Can take part in basic games that use fixed expressions or rhymes
- Can use 'there' + 'be' to express presence/absence

Reading

- Can understand basic sentences naming familiar everyday items, if supported by pictures
- Can read aloud short, familiar phrases with intelligible pronunciation
- Can follow the sequence of events in short, simple cartoon stories that use familiar key words.
- Can get the gist of short, simple texts on familiar topics, if supported by pictures
- Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets)

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
- Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures

Writing

- Can write simple sentences about familiar things, given prompts or a model

Classroom ideas

- Display projects in the classroom.
- Display flashcards and wordcards in the classroom while working with this unit.
- Decorate the class with different nature landscapes.
- Use the internet to find information about nature in other planets.
- Make a board game and play with a friend.
- Play games from the Games bank.
- 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. Encourage pupils to play their board game with their parents.

Evaluation

Self-assessment

- I can recognise nature words.
- I can ask and answer questions about how many there are.
- I can talk about where children play.

Resources

- Pupil's Book p. 12
- Activity Book p. 8
- Grammar reference (Pupil's Book p. 112)
- Unit 1 Extra practice (Activity Book p. 96)
- Photocopiable 1.7
- Picture dictionary (Activity Book p. 104)
- Test Booklet p. 8

Lesson 1 Pupil's Book page 12

Lesson objective

To recognise nature words

Target language

animal, birds, clouds, flowers, insects, mushrooms, pond, rock, sun, trees

Materials

Audio; Flashcards and Wordcards – Nature; Character story cards; Learning adventure poster

Optional activity materials

Photocopiable 1.1

Warm-up

- Play the numbers chant from the Welcome unit (CD1, Track 05) to revise numbers 1–50. Listen first, then play the recording again and chant together.
- When pupils are confident, divide the class into two groups. Each group chants a section in turn, with everyone joining in with the clapping.

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 about nature.*
- Close books. Ask pupils what English words they know about nature, e.g. *tree, flower.* 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. 25 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 – Nature. Show the cards in turn, say the words and have pupils repeat. Stick the flashcards on the board as you say each word.
- To teach *animals*, draw a few simple line drawings of animals on the board.
- Ask the class to look outside the classroom for things they can see in nature. They point and say sentences about the things they see. If conditions permit, take children outside to do this activity.

2 Listen and find. What's missing?

- Focus on the scene. Tell pupils to look at the picture. Ask questions to identify the characters. Ask questions

about it, e.g. *Who's this? Where are they?* (*Space Island's Park*) Also use the picture to review known vocabulary, e.g. *colours*. Say each nature word, and tell pupils to find and point.

- Tell pupils (in L1) that they are going to hear a conversation between the characters and the Park Keeper but that one of the nature words will not be mentioned.
- Play the recording. Pupils listen to the main characters' dialogue and look in the picture to find the nature items that are mentioned.

Audioscript CD1, Track 18

PK = PARK KEEPER P1 = PROD 1 P2 = PROD 2

KATY KIM

PK: Hello! Welcome to the park. There are a lot of things to see. Look! There's a pond here, and there's a big rock.

P1: There are insects!

KATY: Ooh, yes, and mushrooms.

PK: There are trees.

KIM: And there are blue birds. Look!

P2: The flowers are beautiful. Mmm...

KIM: Ooh, there are two clouds but the sun is hot. I like the park.

- Play the recording again. Ask pupils which item is missing. (*animal*)

Practice

3 Listen and point.

- Tell pupils to look at the scene again. Explain that they are going to hear sentences that include nature words. They should point to the items in the picture when they hear them.
- Play the recording. Pause after each sentence so that pupils can find the items and point to them. Check understanding by asking individual pupils to stand up and point to the item in their books.

Audioscript CD1, Track 19

There's a brown rock.

Look! Three pink insects, one, two, three.

There are two tall trees.

Look, two birds. They're blue!

Can you see any mushrooms? There are four blue mushrooms.

There are two white clouds.

The sun is yellow. Ooh, it's hot!

The pond is blue.

The animal is funny. It's got seven legs.

I can see five yellow flowers. One, two, three, four, five!

1 Nature

1 What do you know?

2 Listen and find. What's missing?

3 Listen and point.

4 Listen and say.

5 Listen and chant.

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

12 Lesson 1

Can recognise nature words

4 Listen and say.

- Focus on the labels next to each picture. Read the labels to the class one by one, giving pupils time to find the words as they hear them, and to repeat the words.
- Tell pupils that they are going to hear the words for each of the nature items. Play the recording and ask pupils to listen.

Audioscript

CD1, Track 20

animal, mushrooms, rock, birds, sun, clouds, pond, insects, trees, flowers

- Play the recording again. Pupils listen, point to the pictures and repeat the words. Ask some confident pupils to say the words for the class.

Practice

- Display the flashcards on one side of the board and put the wordcards on the other side of the board. Pupils come to the front and match the pictures to the words. When they are matched correctly, pupils say the word and then return to their seats.

Chant

5 Listen and chant.

- Play the recording. Pupils listen and follow the words in their books.
- Play the recording again. Pause after each line for pupils to repeat.
- Play the chant a third time. Ask pupils to chant along. Use the flashcards as prompts, if necessary.
- Divide the class into two groups. Play the chant again. Each group chants alternate lines. If pupils feel confident, use the karaoke version (see Active Teach).

Activity Book page 8

1 Write. Then colour.

- Pupils label the items in the picture using the words from the word bank.
- Go through the answers with the class.
- Ask pupils to colour the picture as they choose.
- When they have finished, they show their pictures to the class. Encourage stronger pupils to describe the picture to the class.

ANSWER KEY

2 sun 3 birds 4 trees 5 flowers
6 rock 7 mushrooms 8 pond
9 insects 10 animal

Learning adventure

Ask pupils, *How many nature 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

Pupils make sentences about the scene on p. 12. Put the flashcards on the board. Say *There are...* and ask pupils to choose a flashcard. They say the word to complete the sentence, e.g. *There are yellow flowers.* Repeat the process, asking different pupils to choose flashcards and say sentences.

Lesson 2 Pupil's Book page 13

Lesson objective

To ask and answer questions using *How many...?*

Target language

How many animals are there? There's one purple animal.

How many birds are there? There are two birds.

Materials

Audio; Flashcards – Nature


Optional activity materials

A bin or small box

Warm-up

- Put the nature flashcards on the board and ask individual pupils to say the words. Tell pupils to close their eyes. Remove one of the flashcards and reorder the remaining ones. Pupils say which flashcard is missing. Repeat several times.
- Revise colours and the words *big* and *small* by asking pupils to show their classroom objects (pens, pencils, rulers, etc.) and saying their colour and how big they are (e.g. *My ruler is blue. It is big.*) You may prompt correct answers by asking, *What colour is your pen? Is it big?*

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 using How many...?*

Presentation

Look!

- Play the audio (CD1, Track 22) and ask pupils to listen and follow the *Look!* box. Focus on the two answers, and draw pupils' attention to the different sentence beginnings: *There's / There are...*. Ask pupils to count the purple animals and the blue birds in the scene. (*There's only one purple animal but there are two blue birds.*)
- Help pupils create a simple rule, e.g. *There is one animal. There are two/three/four animals.* Write the rule on the board.
- Pupils look around the room and give more examples, e.g. *There are twelve chairs.* Write the examples on the board.

Practice

6 Look and say *True or False*.

- Ask pupils to read the first sentence, and then count the mushrooms in the picture. Ask: *Is this sentence True or False?*
- In pairs, pupils read the sentences and respond *True or False*.
- Go through the answers with the class.

ANSWER KEY

1 False 2 False 3 True 4 False 5 False

7 Look at the scene. Count and say.

- Ask, *How many yellow flowers are there?* Count them, *One, two, three, four, five.* Then say, *There are five yellow flowers.* In pairs, pupils take turns to count the nature items in the picture and say a sentence about them. They should include the number and the colour of the objects in their sentences.
- Ask some pupils to say their sentences aloud for the class.


8 Play a memory game.

- Ask two pupils to read out the example question and answer.
- Divide the class into two teams. Pupils look at the scene carefully for a minute then close their books.
- Alternating between the teams, pupils take turns asking and answering how many items of a certain colour there are in the picture. Give two points for a sentence that is correct both grammatically and in content. Give a point for a sentence that is ungrammatical but has the correct content or vice versa.

Activity Book page 9

2 Listen, colour and draw.

- Explain that pupils will hear a description of the picture and have them draw and colour it following the instructions.
- Play the recording once for pupils to listen.



LOOK!

How many animals are there?	There's one purple animal.
How many birds are there?	There are two blue birds.

there's = there is


6 Look and say *True* or *False*.

- There are seven mushrooms.
- There are three trees.
- There's one sun.
- There are twelve insects.
- There's one flower.

7 Look at the scene. Count and say.

8 Play a memory game.

How many brown rocks are there? There's one brown rock.



Lesson 2

Can ask and answer questions using *How many...?*

13

3 Look at Activity 2 and write.

- Ask pupils to read the example: *There's a blue pond*. Remind them about the rule for *is* and *are*.
- Pupils answer the questions by completing the sentences. Then they read their sentences to the class.

ANSWER KEY

- There are three yellow flowers.
- There's one brown rock.
- There are some blue birds.
- There are some insects.
- There is one animal.

Pop quiz

Ask pupils to write questions with *How many...?* about the classroom or things they can see from the window. In pairs, pupils take turns asking and answering each other's questions, e.g. *How many pencils are there on your desk? There are three. How many trees are there? There's a tree.*

Online World

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

Audioscript

CD1, Track 23

There are blue birds.
 There's a brown rock.
 There are pink insects.
 There's a purple animal.
 There are grey clouds.
 There's a brown and green tree.
 Draw a pond. Colour it blue.
 Draw three flowers. Colour them yellow.
 Draw five mushrooms. Colour them brown.
 Draw the sun and colour it yellow.

- Play the recording again, pausing after each sentence for pupils to complete and colour.
- Play it a third time so pupils can check they have followed the instructions correctly.

ANSWER KEY

Pupil's own picture, containing: some blue birds, a brown rock, some pink insects, a purple animal, some grey clouds, a brown and green tree, a blue pond, three yellow flowers, five brown mushrooms, a yellow sun

Lesson 3 Pupil's Book page 14

Lesson objective

To recognise more nature words

Target language

ants, worms, spiders, butterflies, roses, rainbow, sky, wind

Materials

Audio; Flashcards and Wordcards – Nature; Learning adventure poster; pictures of animals or natural scenes taken from old magazines


Optional activity materials

Photocopiable 1.2; Photocopiable 1.3; a large sheet of paper for each pair of pupils; colouring pencils; glue

Warm-up

- Brainstorm other animal words pupils know, e.g. *cat*, *sheep*.
- Divide the class into groups of four. Give each group a nature picture. Pupils discuss what they see. They then show their picture to the class and say what there is in them.

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 more nature words.*

- Close books. Ask pupils which English words they know for nature, e.g. *sun*, *rock*. 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 vocabulary, showing the flashcards in turn and saying the words. Pupils repeat. Stick flashcards on the board as you say each word.
- Point to the flashcards in any order and ask, *What is it/are they? What colour is it/are they?*

9 Listen and repeat.

- Play the recording, pausing after each word. Pupils repeat and point to the items in the picture.
- Play the recording a second time.
- Say the words in any order. Pupils point to them and show them to the class.

Song

10 Listen. Then sing and do the actions.

- Say and mime the actions in the song (*stamp, clap, jump, splash*), to make the meaning clear. Say the actions in random order and ask the class to mime.
- As a class, decide on actions for the nouns in the song (*birds, mushrooms, rocks, animals, trees, clouds, pond*).
- Play the recording. Pupils listen and follow in their books. Play the song again. Pupils sing and do the actions at the end of each stanza. Encourage less confident pupils to join in.
- Play the song a third time. All pupils sing and do the actions. When pupils feel confident enough, use the karaoke version (see Active Teach).

Practice

- Divide the class into three groups: A, B and C. Each group will sing a different stanza. The whole class joins in to sing the question (*How many... are there?*) and the verb lines (e.g. *Stamp stamp stamp!*). Play the song.
- Explain that pupils are going to sing a different version of the song. Put all the nature flashcards on the board. When you point to a flashcard, pupils use this word in the song. Play the karaoke version and point to flashcards to prompt pupils to use these words in the song (see Active Teach).

Activity Book page 10

4 Look and write.

- Pupils look at the picture and write the words.

ANSWER KEY

2 sky 3 rainbow 4 butterflies 5 roses
6 spiders 7 worms 8 ants

5 Look at Activity 4 and write.

- Pupils complete the sentences using the correct form of the verb (*is* or *are*) and the correct number.

ANSWER KEY


b 's a c are five d are three e are six f There are six g There are four h There are two

VOCABULARY

9  Listen and repeat.

1 

ants

2 

worms

3 

spiders

4 

butterflies

5 

roses

6 

rainbow

7 

wind

8 

sky

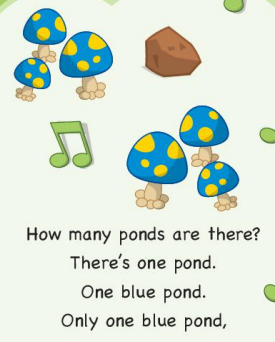
SONG

10  Listen. Then sing and do the actions.

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


How many animals are there?
There are four animals.
There are three trees.
There are two clouds.
Four, three, two,
Clap, clap, clap!
Clap, clap, clap, clap, clap!

How many ponds are there?
There's one pond.
One blue pond.
Only one blue pond,
Jump, jump, splash!
Jump, jump, splash, jump, splash!




14 **Lesson 3** Can recognise more nature words

Learning adventure

 Ask pupils, *How many nature 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 *Noughts and crosses* (see p. 234) with the vocabulary from Lessons 1 and 3. Put pupils into two teams and have them take turns to choose a card and say the word.

Lesson 4 Pupil's Book page 15

Lesson objective

To ask and answer questions using *Is there a... ? / Is there any... ? / Are there any... ?* and *Where is he / are they?*

Target language

Are there any insects? Yes, there are. / No, there aren't.

Is there any wind? Yes, there's some wind. / No, there isn't any wind.

Is there a rainbow? Yes, there is. / No, there isn't.

Where are they? In the park.

Where is he? At the museum.

Materials

Audio


Optional activity materials

Flashcards – Places

Warm-up

- Play the song from Lesson 3 (CD1, Track 25). Pupils listen and join in with the words.
- Draw or mime the animals (birds and insects) whose names pupils have learnt. Pupils guess the words. Pupils then take over your role, miming or drawing for their classmates.

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 using Is there a... ? / Is there any... ? / Are there any... ? and Where is he/are they?*

Presentation

Look!

- Play the audio (CD1, Track 26) and ask pupils to listen and follow the *Look!* box. Draw pupils' attention to *some* and *any*. Ask them (in L1) when we use these words. Elicit that we use *some* in affirmative sentences: *There are some spiders. There is some wind.* We use *any* in negative sentences and in questions: *There aren't any ants. Is there any wind?*

11



Listen and find the right screen. Then ask and answer.

- Focus on the screens. Explain that pupils will hear a conversation between two aliens: one is on Space Island and the other is on the ground. Pre-teach *Ground Control* and the expression *over* (used to indicate the end of a communication). Have pupils listen to the audio and identify the screen the aliens are talking about.
- Play the recording. Pause after each sentence. Pupils find the screen that matches what they have heard (*NORTH*). Repeat if necessary.

Audioscript

CD1, Track 27

SI Alien = Space Island Alien

GC Alien = Ground Control Alien

SI Alien: Space Island to Ground Control. There is rain and there is wind. Over.

GC Alien: Are there any trees? Over.

SI Alien: Yes, there are. And there are some flowers. Over.

GC Alien: Are there any birds? Over.

SI Alien: No, there aren't. And there aren't any insects. There are some mushrooms. Over.

GC Alien: Thank you, Space Island. Over.

SI Alien: Goodbye, Ground Control. Over and out.

- Check the answers with the class.
- Pupils work in pairs. One chooses a screen and the other asks questions to find out which one it is. Pupils then swap roles and repeat the activity.



Look!

12 Look, ask and answer.

- Play the audio (CD1, Track 28) and have pupils listen and follow the *Look!* box. Focus on the sentences. Pupils read the questions and answers. Check comprehension. Help, if necessary.
- Ask a pair of pupils to read the example dialogue for the class. Explain that the first sentence is a clue to the answer, as it helps to limit the number of possibilities. In pairs, pupils take turns asking and answering the questions. Go through the answers with the class.
- Elicit more dialogues from the class, e.g. *There are some books. / At the library.*

LOOK!

Is there a rainbow?	Yes, there is . / No, there isn't .
Is there any wind?	Yes, there's some wind. / No, there isn't any wind.
Are there any ants?	Yes, there are . / No, there aren't .
There are some spiders.	There aren't any spiders.

11 Listen and find the right screen. Then ask and answer.

Are there any rocks?
Yes, there are.
West?
Yes!

12 Look, ask and answer.

1 At the library 2 At the park 3 At the museum 4 At the playground

There are some trees.
Yes, there are. Where are they?
Are there any children?
At the playground.

LOOK!
Where are they? At the library.
Where is he? At the museum.

Lesson 4 Can ask and answer questions using *Is there a...? / Are there any...? and Where is he / are they?* **15**

Audioscript

CD1, Track 29

- 1 There's a tree. There are some flowers.
- 2 There's a cloud. There are five birds.
- 3 There's a mushroom. There are some insects.
- 4 There's a horse. There are two cats.

- Play the recording again. Give pupils time to choose and tick.
- Play it a third time for pupils to check their choices.
- Encourage stronger pupils to describe the pictures they did not tick.

ANSWER KEY

2 a 3 b 4 a

8 Unscramble and write.

- Pupils read the words and write them in the correct order, to make sentences or questions from the lesson.

ANSWER KEY

- 2 At the park.
- 3 Where is he?
- 4 At the museum.

Activity Book page 11**6 Read. Then draw and colour.**

- Pupils read the text. Then they draw the objects on the screen and colour them accordingly.

ANSWER KEY

Pupils' own answers

7 Listen and tick (✓).

- Ask pupils to look at the pairs of pictures. Explain that they will listen to a recording and tick the picture that is being described.
- Play the recording for pupils to listen.

Pop quiz

- Ask volunteers to come to the front and to mime being at the library, in the park, at the museum or in the playground, for the class to guess.

Lesson 5 Pupil's Book page 16

Lesson objectives

To understand a simple story
To act out a story

Value

To understand the value of playing safely outside

Target language

Nature, colours, I don't know
It isn't funny!

Functional language

Aargh!
Oooh!
Ha, ha, ha!
Hee, hee, hee!

Materials

Audio; Unit 1 Story cards; Character Story cards; props for acting out the story (an orange T-shirt, a green T-shirt, a yellow T-shirt, two alien antennae, a yellow helmet)


Optional activity materials

Flashcards and Wordcards – Nature;
Photocopiable 1.4


Warm-up


- Ask questions about the scene in Lesson 1 (Pupil's Book p. 12), e.g. *How many (trees) are there? (There are two trees.)* Describe the scene, making deliberate mistakes, e.g. *There are five purple animals.* Pupils have to spot the mistake, say *false*, and produce the correct sentence (*There is one purple animal*).

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 Kim and Katy looking for a tiffiff plant on Space Island.*

Presentation

-  **13 Listen and read. Then act out.**
 - Ask pupils (in L1) about the story. Elicit that the characters are looking for a tiffiff plant to help cure sick people on Earth.
 - Show the story cards and ask the *Before listening to the story* questions. Pupils predict what will happen in the story.
 - Play the recording. Pupils listen and follow in their books. Ask them if their predictions were correct.

- Ask the *After listening to the story* questions. After pupils have a clear understanding of the story, play the recording again, stopping after each line for pupils to repeat.
- Divide the class into five groups (Katy, Kim, PROD 1, PROD 2, the yellow trickster). Play the recording again. Each group reads the part of their character.
- Ask for volunteers. They come to the front and act out the story. Use the props. Encourage pupils to use tone of voice and expressions to match the pictures. Encourage pupils to say the lines from memory.
-  You might like to give pupils feedback on their roleplay.

Extension questions

- Write the following questions on the board: *Is it safe in the park? Which things are dangerous? (the pond, the trickster, some insects)* Use L1, if necessary. Ask pupils to work with their partner to answer them.
- Give pairs two minutes to think of their answers. They might like to write their ideas in their notebooks. Write their suggestions on the board in two categories. Ask pupils to say (in L1) why they chose their ideas.

Practice

- Put the story cards in random order on the board. With books closed, ask, *Which picture is first/second/third?* Number the pictures on the board. Pupils open their books and check.

Values

- Point to frames 4 and 5 in the story. Ask, *Are PROD 1 and PROD 2 playing safely? (No, they aren't.)* Discuss (in L1) how to play safely with pupils. Ask, *Why is it important to play safely in the home/outside?*

Activity Book page 12

- 9 Read the story again. Where is the tiffiff plant? Write.**
 - Pupils read the story again and answer the question. (*In the pond.*)
- 10 Find the mistakes and write.**
 - Pupils look at the picture and read the example. They read the sentences and correct the mistakes.

13  Listen and read. Then act out.


STORY



VALUES  Play outside. Play safely!

16 Lesson 5 Can understand and act out a simple story

Pop quiz

 Display character story cards around the room. Describe a character for pupils to guess, e.g. *I'm yellow and I'm an alien. Who am I?* Pupils point to the correct card and say the name (*the yellow trickster*). Repeat with the other characters. Allow confident pupils to describe the characters.

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 activities, please see p. 24.

ANSWER KEY

- 2 There aren't any birds.
- 3 There are eight flowers.
- 4 There are three worms.
- 5 There are three rocks.

11 Number the pictures in order.

- Ask individual pupils to read the speech bubbles in Activity 11.
- Pupils number the pictures in the order in which they occur in the story.
- They can look back at their Pupil's Books to check.

ANSWER KEY

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

Lesson 6 Pupil's Book page 17

Lesson objective

To pronounce the sounds *air* and *ear*

Target language

fair, hair, tear, hear, pair, chair, year, near

Materials

Audio; Wordcards and Flashcards – Phonics;
Phonics poster


Optional activity materials

Photocopiable 1.5

Warm-up

- Tell pupils that today's lesson is about phonics. Explain they will have one of these lessons every week, covering different sounds. Hold up the phonics poster and show them the pictures relating to the different groups of sounds.
- Pupils help you choose a prominent place in the classroom to display the poster. Tell them that you will use the poster to review the phonics they have learnt.

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 air and ear.*

Presentation

14 Listen and repeat.

- Explain that pupils will listen to a recording with the correct pronunciation of words ending in *air* and *ear*. Hold up the Wordcard – Phonics for *air*, play the recording, and ask pupils to listen and repeat. Do the same with the wordcard for *ear*.
- Write *air* and *ear* on the board. Play the recording again for pupils to point to the corresponding wordcards.

Practice

- Put the *air* and *ear* wordcards on the board. Hold up the corresponding flashcards one at a time for pupils to say the sounds.
- Hold up the flashcards again. Pupils say the words and point to the *air* or *ear* wordcard on the board. Put the flashcards below the corresponding sound.

15 Listen, point and say.

Tell the pupils that you are going to play a recording of the sounds. They must point to *air* or *ear*.

Audioscript

CD1, Track 32

/air/ /air/
/ear/ /ear/
/air/ /air/
/ear/ /ear/
/ear/ /ear/
/air/ /air/

ANSWER KEY

Pupils point to: air, ear, air, ear, ear and air.

16 Listen and blend the sounds.

- Introduce the concept of blending sounds. Start with the word *hair*. Put the *h* card on the board and do the sound *h*. Pupils repeat after you. Add the *air* card, pronounce it, and ask pupils to repeat. Now produce *h-air*, pointing to each of the sounds, and ask pupils to repeat. Blend and say, *h-air hair*, a few times. Pupils repeat after you. Repeat for the word *year*.
- Play the recording for pupils to listen. Play it again, for pupils to listen and repeat.

17 Read the sentences aloud. Then find *air* and *ear*.

- Pupils read the sentences aloud to themselves. They identify the *air* and *ear* sound in each sentence.
- Check the answers with the class. Practice pronunciation by asking pupils to read the sentences aloud.

Activity Book page 13

12 Read the words. Circle the pictures.

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

13 Listen and connect the letters. Then write.

- Play the recording. Pupils listen and connect the letters. They then write the words.

PHONICS **1**

14  Listen and repeat.


① **air** ② **ear**

15  Listen, point and say.

16  Listen and blend the sounds.

1	f - air	fair	2	p - air	pair
3	h - air	hair	4	ch - air	chair
5	t - ear	tear	6	y - ear	year
7	h - ear	hear	8	n - ear	near

17  Read the sentences aloud. Then find *air* and *ear*.

1 This girl has long hair. 

2 Sit down on the chair. 


3 I can hear with my ear. 

4 A pair is near the chair. 

Lesson 6 Can pronounce the sounds *air* and *ear* **17**

ANSWER KEY

2 year 3 near 4 hear


15  **Read aloud. Then listen and check.**

- Pupils read the sentences aloud. Play the recording. They listen and check their pronunciation, focusing on the sounds *air* and *ear*.

ANSWER KEY

Pupils check their own pronunciation.

Pop quiz

-  Divide the class into two groups. Give each group a sound, either *air* or *ear*. Say words from the lesson. Pupils stand when they hear their sound in the words.

Audioscript

CD1, Track 34

1 /t/	/a/	/p/	tap
2 /r/	/i/	/ch/	rich
3 /s/	/a/	/t/	sat
4 /sh/	/e/	/l/	shell

ANSWER KEY

1 sat 2 rich 4 shell

14  **Listen and write the words.**

- Play the recording. Pause after each word for pupils to write it down.

Audioscript

CD1, Track 35

1 fair 2 year 3 near 4 hear

Lesson 7 Pupil's Book page 18

Lesson objective

To understand texts about where children play

Cross-cultural focus

How and where children play in other countries

Target language

beach, sea, sand, bucket, board game

Warm-up

- Use the weather poster to revise the seasons. Point to each one and say the word for pupils to repeat. Ask individual pupils, *Which is your favourite season?*
- Discuss free-time activities with the class. Ask, *What do you do at the weekend? What do you play? Where do you go in the summer/winter? What do you do?*

Learning adventure

18 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 learning about where children play.*
- Close books. Ask pupils what English words they know for games or places to play, e.g. *park, football* etc. Write them on the board.
- Refer to the learning adventure poster and say, *Great! You're moving along your learning adventure!*

Presentation

- Ask pupils to look at the texts and say where the children come from. Write the names of the countries on the board (*Spain, the UK*). Then ask the class to help you locate them on the map or globe.
- Ask the pupils to look at the picture of Pablo. Point to the beach, the sea, the bucket and the sand. Say the words for pupils to repeat them.

19 Listen and read.

- Tell pupils they are going to hear Pablo and Lucy talk about where they play. Play the recording once for pupils to follow in their books. Then play each part separately and ask questions to check comprehension, e.g. *Where's Pablo from? Where does he live?*
- Discuss with the class where each child plays, which child's games are most similar to theirs and which are most different.

Practice

- Pupils work in pairs to read the texts aloud to their partners. One child reads Pablo's text and the other reads Lucy's. Ask some of the pupils to read the texts aloud to the class.

20 Read. Then say the complete sentences.

- Pupils read the text again, read the questions and then say one word to complete each sentence about the texts. Ask pairs to read out their answers.

ANSWER KEY

1 Spain 2 swimming 3 games 4 playground


21 Ask and answer.

- Ask individual pupils to read the questions aloud to the class.
- Pupils work in pairs to ask and answer the questions.

ANSWER KEY

Pupils' own answers

Extension questions

 Write the following on the board: *Is it fun to live in Spain? Is it fun to live in the UK? Why? / Why not?* Use L1, if necessary. Ask pupils to work with their partner to answer the questions.

- Give pairs two minutes to think of their answers. They might like to write their ideas in their notebooks. Ask pupils to say (in L1) why they chose their ideas.

Activity Book page 14

16 Read and write *T = True* or *F = False*.

- Pupils read the texts again and decide if the sentences are *True* or *False*. They write their answers.

ANSWER KEY

2 T 3 T 4 T

Wider World

Where we play

18  What do you know?

19  Listen and read.

1    



Hi, I'm Pablo and I'm from Spain. In the summer it's very hot. I live near the sea. I go to the beach and I make castles with sand and a bucket. I love sandcastle competitions. I love swimming in the sea too.

20  Read. Then say the complete sentences.

- 1 Pablo is from ...
- 2 Pablo loves ... in the sea.
- 3 Lucy plays board ...
- 4 Lucy plays in the ...

21  Ask and answer.

- 1 Where are you from?
- 2 Do you play in the playground?
- 3 Do you make sandcastles?
- 4 Do you play board games?

2 



My name is Lucy. I'm from the UK. I live in a city in the North and in winter it's very cold. There is wind and there is rain. On weekends I play board games with friends at home. I play every day in the school playground.

18 Lesson 7 Can understand texts about where children play

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.


17 Look, read and tick (✓).

- Pupils look at the pictures and read the sentences. They tick the pictures that show where they play.

ANSWER KEY

Pupils tick the pictures about themselves.

Pop quiz

-  As pupils are leaving the class, ask them to say where they play.

Lesson 8 Pupil's Book page 19

Lesson objective

To talk about how they play

Cross-curricular focus

How and where children play in other countries

Target language

beach, sea, sand, bucket, board game


Optional activity materials

Photocopiable 1.6

Warm-up

- Ask pupils to think about what they do in the summer. Say, *In the summer, I go to the library* and write it on the board. In pairs, pupils make a list of all the things they do in the summer. Elicit from the class and write their answers on the board. Challenge pupils to come up with activities not yet on the board.

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 how we play.*

Practice

22 Read again. Then choose.

- Pupils read the text again, read the sentences and choose the correct word or phrase. Ask pairs to read out their answers.

ANSWER KEY

1 the UK 2 the sea 3 board games
4 sandcastle

23 Write about yourself in your notebook.

- Pupils copy the sentence starters in their notebooks. They then complete them for themselves. Ask pupils to show a classmate when they're finished.


ANSWER KEY

Pupils' own answers

Project

24 Make a board game. Then play.

- Give each pupil a piece of paper. Pupils draw a long worm on the page. Make sure they draw their worm long enough to fit 20 squares within it.
- Ask pupils to write 'start' at one end of the worm and 'finish' at the other. They then divide the worm into 20 spaces and write the numbers 1 to 20 in order from start to finish.
- Give pupils time to colour in and decorate their board games.
- Put pupils in groups of two or three. They take turns throwing the dice and moving their pieces along the board. The first pupil to reach 'finish' wins.

-  You may wish to give pupils feedback on their board game.

Home-School link


- Play your board game with your family.

Activity Book page 14


18 Choose someone from Activity 17. Imagine and write.

- Pupils imagine they are either Pablo or Lucy. They then complete the sentences about their chosen child.

Learning adventure

-  Ask pupils, *How many words about playing 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 what they find easiest or most difficult to remember. Tell pupils, *Well done!* to reinforce the progress they are making.

Pop quiz

-  Say, *I'm thinking of a question.* The answer is: *There are six.* Give pupils a minute to think what the question might be. They might like to write their ideas in their notebooks. Write their ideas on the board, e.g. *How many (legs) are there? How many (flowers) are there?* Ask pupils to say why they chose their ideas. With a confident class you might repeat this activity, with a pupil giving the answer to a mystery question, and with the class trying to guess the question.

22 Read again. Then choose.

- 1 Lucy is from **Italy** **the UK** **Spain** .
- 2 Paolo lives near **the sea** **the mountains** **the city** .
- 3 On weekends, Lucy plays **football** **board games** **tennis** with friends.
- 4 Pablo loves **sandcastle** **cooking** **board game** competitions.

23  **Write about yourself in your notebook.**
I'm from ... I live ... I play ... On weekends, I ...

24 Make a board game. Then play.

PROJECT

- 1 Draw a long worm across the page.
- 2 Divide the worm into 20 spaces and number them.
- 3 Write START and FINISH.
- 4 Play the game with a classmate.



HOME SCHOOL LINK
Play your board game with your family.

Lesson 8 Can talk about how I play **19**

Feedback

Let pupils know what they have done successfully and what they can improve upon. For example:

Good! Your pictures are interesting and colourful. Draw a frame for each picture. Write a heading at the top of your poster.

Create feedback messages on stickers or pieces of paper, which you can hand out to pupils. For example:

- *Well done!*
- *Good spelling!*
- *Neat work!*
- *Very colourful!*
- *Interesting pictures!*

Giving pupils feedback about what they have done successfully and what they need to improve upon can lead to a positive impact on their achievement.

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:

1. *Choose or draw the pictures you want to use.*
2. *Fill the page.*
3. *Use lots of colour.*
4. *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 do simple sums and number puzzles

Cross-curricular focus

Maths (counting)

Target language

plus, minus, equals, museum

Materials

Audio; CLIL poster; Learning adventure poster

Optional activity materials

Photocopiable 1.7

Warm-up

- Write some numbers from 20 to 50 on the board and ask pupils to say them. Individual pupils come to the board and write the words for different numbers.

Learning adventure

25 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 learning to do simple sums and number puzzles.*
- Close books. Ask pupils what they know about adding and subtracting. Write their ideas on the board.
- Refer to the learning adventure poster and say, *Great! You are already moving along your learning adventure!*

Presentation

- Write the symbols +, – and = on the board, and say them in English. Pupils repeat. Write the words (*plus*, *minus* and *equals*) on the board, as a reference.
- Hold up the CLIL poster and focus on the pictures and vocabulary for this lesson. Pupils to come to the front and write simple adding and subtracting operations on the board.

26 Listen. Then count and say.

- Play the recording. Do the first sum with the class as an example: count the birds and add them together in English.
- Pupils do the second sum independently.
- Go through the answers with the class.

ANSWER KEY

a eight birds b four flowers

Practice

- Write on the board more sums and subtractions similar to those in Activity 26. Use simple pictures such as clouds, worms and butterflies.
- Give pupils time to work out the sums. Invite individual pupils to write the answers on the board.

27 Look and answer.

- Pupils read and answer the questions, counting the number of items in each case. Check the answers with the whole class.

ANSWER KEY

1 thirty 2 five

28 Read the number riddles and answer.

- Explain (in L1) what a number *riddle* is. Ask pupils if they know any riddles. Encourage pupils to share them with the class.
- Read the first riddle. Pupils follow in their books. In pairs, pupils do the sums and compare their answers. Check answers with the whole class.
- Repeat with the second riddle.

ANSWER KEY

1 ten 2 eight

29 Write a number riddle in your notebook. Then ask and answer.

- Divide the class into pairs or groups of three. Using Activity 28 as a model, pupils write similar riddles for the class. They draw a picture to illustrate their riddle.
- One pupil from each group holds up the riddle and reads it for the class to answer.

ANSWER KEY

Pupils' own answers

Activity Book page 15

19 Look and draw. Then write.

- Pupils look at the pictures and answers. They draw the missing items to make the sums correct. They complete the sentences below. Ask individual pupils to read their sentences to the class.

MATHS

25 What do you know?

26 Listen. Then count and say. + (plus) - (minus) = (equals)

1 + =

2 - =

27 Look and answer.

library museum

1 How many books can you see at the library?

2 How many trees can you see at the museum?

28 Read the number riddles and answer.

1 +

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

2 -

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

29 Write a number riddle in your notebook. Then ask and answer.

20 **Lesson 9** Can do simple sums and number puzzles

ANSWER KEY

2 three mushrooms 3 three clouds 4 four flowers

20 Read and write.

- Pupils read the sentences and answer the questions by adding the sums.

ANSWER KEY

2 twelve 3 sixteen 4 eight

21 Write the numbers.

- Pupils complete the sums with the appropriate missing number so that the result always remains thirteen.

ANSWER KEY

2 seven 3 one 4 five

Learning adventure

Ask pupils, *How much do you know about adding and subtracting now?* Give pupils a minute to think of ideas with their partner. Accept any answers and promote discussion.

- 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

Say, *I'm thinking of a question.* The answer is: *There are six.* Give pupils a minute to think what the question might be. They might like to write their ideas in their notebooks. Write their ideas on the board, e.g. *How many (legs) are there? How many (flowers) are there?* Ask pupils to say why they chose their ideas. With a confident class you might repeat this activity, with a pupil giving the answer to a mystery question, and with the class trying to guess the question.

Lesson 10 Pupil's Book page 21

Lesson objective

To assess what they have learnt in Unit 1

Materials

Audio; Flashcards – Nature; Learning adventure poster; a sheet of paper; colour pencils for each pupil


Optional activity materials

A sheet of paper; colouring pencils; glue; Wordcards – Nature; homemade number cards (1–10); Activity Book (Extra practice); Test Booklet pp. 8–11 (Unit 1)

Warm-up

- Use Flashcards – Nature to revise unit vocabulary. Stick two flashcards on the board (*a rainbow and spiders*). Pupils describe what they can see: *There is a rainbow. There are spiders*. Repeat with other flashcards. Ask questions to elicit affirmative and negative 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 thinking about our learning adventure.*

- Ask, *How many nature words or names of animals can you remember?* Write pupils' answers on the board.
- In pairs, pupils discuss how they feel about their learning adventure. Individual pupils say where they are on their learning adventure, and what they think their difficulties are.

Practice

30 Look and count. Then ask and answer.

- Ask, *How many birds/spiders are there?* Pupils count items in each picture and say sentences.
- In pairs, pupils ask and answer questions about the pictures.
- Some pairs do their questions and answers for the class.

ANSWER KEY

a five birds b one mushroom
c four butterflies d five birds and two trees
e three ants and two spiders f six ants
g two trees and one rainbow h one worm

31 Play a guessing game.

- Say, *I'm thinking of a picture*. Pupils have to guess which picture it is by asking questions with *Are/Is there...?*
- Pupils work in pairs, guessing each other's pictures.

32 Draw the view from your window. Ask and answer.

- Give pupils drawing materials. They draw what they can see from their window (their bedroom window, living room window or classroom window).
- Read the examples with the class. In pairs, pupils guess what their partners can see.

Activity Book pages 16–17

22 Look and write.

- Pupils look at the pictures and write the words in the grid. Check answers as a class.

ANSWER KEY

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

23 Look and write.

- Pupils look at the picture and write what they see in the numbered lines.

ANSWER KEY

2 There's a sun. 3 There's a tree.
4 There are some birds. 5 There are some insects.
6 There are some flowers.

24 Look and write.

- Pupils look at the pictures and complete the sentences. Check answers as a class.

ANSWER KEY

1 three insects
2 insects, There's, insect on the rock.
3 there isn't any wind or rain.

25 Write about your favourite place.

- Pupils write about their favourite places to complete the sentences.

ANSWER KEY

Pupils' own answers

1

30 Look and count. Then ask and answer.

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

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

31 Play a guessing game.

Are there any trees? Yes, there are.
Is there a rainbow? No, there isn't.
Picture d!

32 Draw the view from your window. Ask and answer.

Are there any trees? Yes, there are some trees.
Are there any flowers? No, there aren't.

ICAN
I can recognise nature words.
I can ask and answer about how many there are.
I can do simple sums and number puzzles.

Lesson 10 Can assess what I have learnt in Unit 1 **21**

ANSWER KEY

1 At the library. 2 At the park.


4 Write.

- Pupils read the words in the boxes. They complete the sentences using the words from the box. Go through all the possible answers for each with the class.

ANSWER KEY


There's + singular nouns; There are + plural nouns.

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.

- Pupils say the *I can* statements in the Pupil's Book, and point to the faces to represent how confident they feel about each learning objective. Then they colour each bar in the Activity Book.
- Put up the learning adventure poster. Ask, *Where are you now in your learning adventure?* Pupils discuss where they think they are. Tell them, *Well done!* to reinforce their progress.

Pop quiz

 In groups of four, pupils tell the others the answers to the following questions: Which is your favourite activity in the unit? Why? Which activity don't you like? Why? What is your favourite new word? Which word is the most difficult for you?

- In groups of four, pupils discuss the answers to the questions.
- Groups share their answers with the class.

Activity Book page 96 (Extra practice)**1 Read and write about yourself.**

- Pupils write their own answers to the questions. Pupils then ask and answer in pairs.

ANSWER KEY

Pupils' own answers

2 Write.

- Count to 50 with the class. Pupils then complete the number table with the missing numbers

ANSWER KEY

10, 15, 17, 26, 28, 32, 39, 41, 43

3 Look and write.

- Pupils look at the pictures and complete the sentences.
- Check answers with the class.