UPDATED EDITION

Guess What!

Teacher's Book 1

with Digital Pack

CAMBRIDGE

American English

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Language summary

		Page
Hello!		4
Vocabulary	blue, green, orange, pink, purple, red, yellow	6–7
Grammar	Hello, I'm … , What's your name?, Goodbye. ● How old are you? I'm … ● Numbers 1–10 ● What's your favorite color? My favorite color's …	8–9
Story value	Be curious	10
Talk time	*Look! It's a lizard!*	11
Animal sounds	p ● A pink and purple panda.	
CLIL: Art	What color is it?	12–13
1 School		14
Vocabulary	board, book, chair, desk, door, eraser, pen, pencil, pencil case, window	16–17
Grammar	How many (chairs) can you see? ● Stand up, please.	18–19
Story value	Make friends	20
Talk time	*Hello. My name's Ravi.*	21
Animal sounds	b ● A bear with a blue book.	
CLIL: Science	What material is it?	22–23
2 Toys		24
Vocabulary	art set, ball, bike, camera, computer, computer game, doll, kite, robot, teddy bear	26–27
Grammar	What's this? ● Is it a (ball)?	28–29
Story value	Say thank you	30
Talk time	*Happy birthday!*	31
Animal sounds	t ● A turtle with two teddy bears.	
CLIL: Science	Is it electric?	32–33
Review	Units 1–2	34–35
3 Family		36
Vocabulary	aunt, brother, cousin, dad, grandma, grandpa, mom, sister, uncle	38–39
Grammar	Who's this? ● Who's that?	40–41
Story value	Love your family	42
Talk time	*Hello, Grandma. How are you?*	43
Animal sounds	d ● A dolphin in a red desk.	
CLIL: Geography	What continent is it?	44–45
4 At home		46
Vocabulary	apartment, balcony, bathroom, bedroom, dining room, hallway, house, kitchen, living room, yard	48–49
Grammar	Where are you? / I'm in (the kitchen). ● Where's (the doll)?	50–51
Story value	Take care of things	52
Talk time	*Take care of things!*	53
Animal sounds	a ● An ant with an apple.	
CLIL: Math	What shape is it?	54–55
Review	Units 3–4	56–57

		Page
5 My body		58
Vocabulary	arms, ears, eyes, feet, hair, hands, head, legs, mouth, nose	60–61
Grammar	I have (a red head and green eyes). ● Do you have (a yellow nose)?	62–63
Story value	Be clean	64
Talk time	*Wash your feet, please.*	65
Animal sounds	i ● An iguana with pink ink.	
CLIL: Science	What sense is it?	66–67
6 Food		68
Vocabulary	apple, banana, bread, cheese, chicken, egg, juice, milk, orange, water	70–71
Grammar	I like (bananas). ● Do you like (eggs)?	72–73
Story value	Be patient	74
Talk time	*Can I have four apples, please?*	75
Animal sounds	e ● An elephant with ten eggs.	
CLIL: Science	Where is food from?	76–77
Review	Units 5–6	78–79
7 Actions		80
Vocabulary	climb, dance, draw, jump, paint, play soccer, ride a bike, run, sing, swim	82–83
Grammar	I can (swim)! ● Can you (ride a bike)?	84–85
Story value	Help your friends	86
Talk time	*You can do it!*	87
Animal sounds	u ● An umbrella bird can jump.	
CLIL: Math	What's the number?	88–89
8 Animals		90
Vocabulary	bird, crocodile, elephant, giraffe, hippo, lion, monkey, snake, spider, zebra	92–93
Grammar	(Elephants) are (big). ● (Elephants) have (long trunks).	94–95
Story value	Respect animals	96
Talk time	*It's small. Respect animals.*	97
Animal sounds	o ● An octopus in an orange box.	
CLIL: Science	How do animals move?	98–99
Review	Units 7–8	100–101
My sounds		102–103

Introduction

About *Guess What!*

Guess What! is an innovative six-level course for elementary-age students learning English who simultaneously want to learn about the world around them. *Guess What!* aims to motivate students and excite young minds, to feed their natural curiosity about the world, and fuel their imaginations.

Guess What! has been written with the busy teacher in mind, and offers clear lesson planning with flexibility for teachers with between two and four lessons per week.

A creative journey

The realm of fantasy and imagination is as important to young learners as discovering the world around them. *Guess What!* uses engaging characters and exciting stories to fuel students' imaginations. In *Guess What!* Level 1, students follow Olivia, David, and Tina through a magic portal in a tree house, where they find exciting adventures with their funny robot friend, "iPal."



The global classroom

With the use of stunning photographs, and an emphasis on real-life contexts, *Guess What!* brings the world into the English classroom. Students learn and are motivated to practice new language by following the examples of real children shown at home, in school, on vacation, on exciting trips, or in different leisure activities. By using photographs from around the world, students are encouraged to engage with each topic and make cross-cultural comparisons.

Competence-based learning

Cambridge Life Competencies

Guess What! develops students' learning and life skills in a broad sense, with opportunities for learning across the wider curriculum, and for exploring social skills and values. To support this, the course includes extensive coverage and evaluation of the competencies from the Cambridge Life Competencies Framework.

The Cambridge Life Competencies are a combination of knowledge, skills, and attitudes designed to help students develop tools that they can use both academically and in a wider social context. They are an aid to lifelong learning and are an essential part of a well-rounded curriculum which equips students with the skills they need to thrive now and in the future.

To find out more about the Cambridge Life Competencies Framework, please visit cambridge.org/clcf.

The Cambridge Life Competencies

CREATIVE THINKING	Learners actively participate in creative activities, generate new ideas, and use them to solve problems.
CRITICAL THINKING	Learners identify patterns and relationships, evaluate ideas, and use these skills to solve problems.
LEARNING TO LEARN	Learners develop practical skills to support and take control of their learning and reflect on their own progress.
COMMUNICATION	Learners choose the most appropriate language to use in different situations, manage conversations effectively, and express themselves clearly and confidently.
COLLABORATION	Learners work well together in groups through actively taking part in group activities, listening to others, sharing tasks, and finding solutions to problems.
SOCIAL RESPONSIBILITIES	Learners recognize and describe different roles and responsibilities in a variety of groups and understand cultural and global issues.
EMOTIONAL DEVELOPMENT	Learners describe and manage emotions and develop positive relationships with others.
DIGITAL LITERACY	Learners create content, share and interact with others online, and maintain their safety and wellbeing while using technology.

Communication – comprehension and production

Students need to be confident in reading, listening, speaking, and writing in order to use language effectively. As students will be learning to read and write, *Guess What!* Level 1 focuses more on listening and speaking while providing a gradual introduction to the written word and an opportunity to practice all four skills.

Production – interaction and mediation

Speaking and writing skills are further developed in functional language and pronunciation activities. In the *Talk time* feature, students learn and practice a simple and useful functional dialog, such as saying thank you, or asking for things politely. Students will then enjoy practicing their pronunciation with the amusing *Animal sounds* feature. The *Let's collaborate!* projects offer the perfect opportunity for mediation activities and for transmitting information through a variety of presentation types.





Social values and sustainability

An understanding of social values gives young learners the skills they need to be successful in life. They need to learn about how to behave with other people, as well as taking responsibility for themselves and the world around them. Stories, fairy tales, and fables have traditionally been used to promote social values in a way that children can relate to. Each story in *Guess What!* illustrates a social value for students to discuss and apply to their own behavior. The social values covered in *Guess What!* Level 1 include being curious about the world around them, making friends, and being polite.

Keen thinkers

Guess What! aims to encourage students to become keen thinkers as well as good language learners. Activity types develop a range of thinking skills including observation, concentration, prediction and guessing, using memory, sequencing, and classifying. Thinking skills activities are clearly signposted in the material, using the *Think* icon. The inclusion of *Let's collaborate!* projects offers the opportunity to develop content research skills in a guided way, alongside the development of critical thinking skills. *Content and Language Integrated Learning* (CLIL) activities also encourage wider thinking and knowledge across the elementary curriculum.

The wider curriculum

The CLIL material in *Guess What!* has been selected from popular elementary school subjects across the curriculum, including "STEM." Teachers can thereby integrate development of learners' understanding of age-related concepts while developing their English language skills. *Guess What!* offers CLIL learning with the combination of materials in the Student's Book and Workbook, including the use of short dynamic videos. This motivating approach provides a language-rich experience and develops learners' listening skills while they process subject-specific content.

Digital literacy

Successful young learners need to be competent in *Information Technology* (IT) and digital skills. They need to be shown how to study and live within a safe digital environment with a critical and responsible use of technology. This can be done through online research for *Let's collaborate!* projects and during language practice with *Practice Extra* online and *Presentation Plus*.

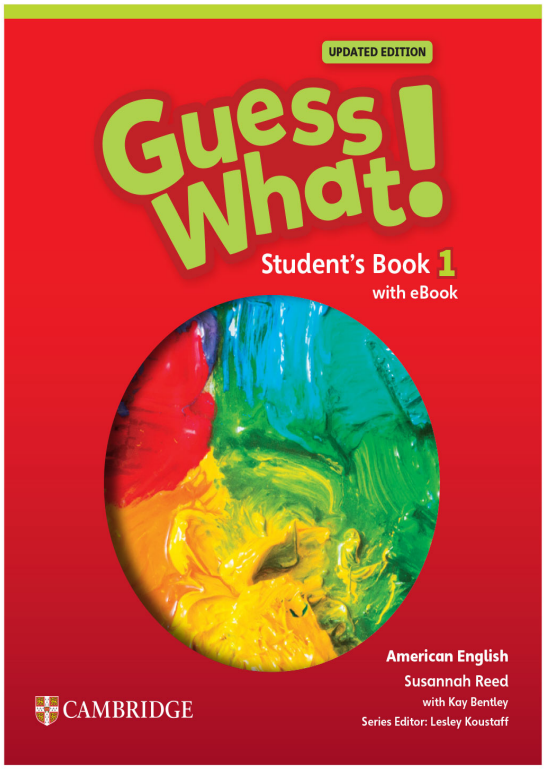
Evaluation

Guess What! offers a variety of evaluation tools, including summative and formative assessment, competencial assessment, plus self-assessment and peer-evaluation in the *Let's collaborate!* projects.

Guess What! supports students aiming to take **Cambridge English: Young Learners (YLE tests)**. *Guess What!* Level 1 covers part of the Starters syllabus.

Guess What! Level 1 components

Student's Book with eBook



The 104-page full-color and highly photographic Student's Book contains:

- A Hello! unit which introduces the *Guess What!* characters and teaches numbers and colors.
- Eight further teaching units, each presenting new language within a topic of interest to students of this age.
- Four review spreads, designed to be used after every two main teaching units.

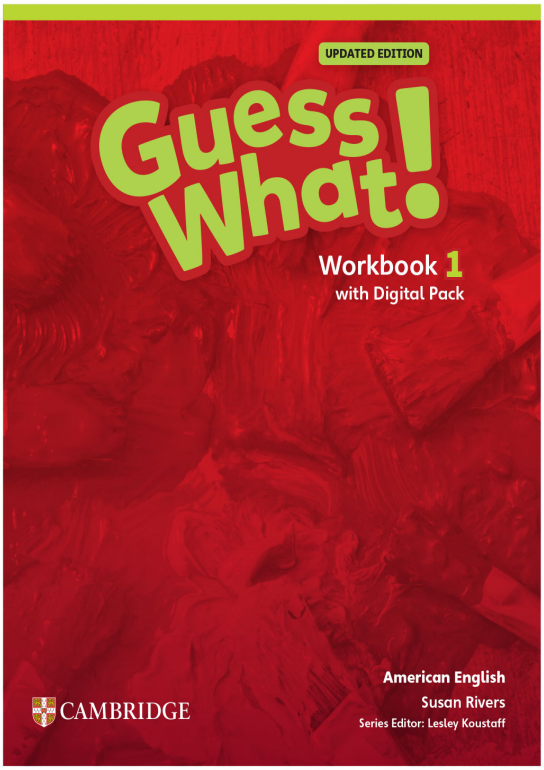
Each unit opens with an eye-catching photographic spread and engaging introductory *Look!* video, followed by eight easy-to-use, single-lesson pages, which contain:

- Engaging topics and presentation contexts.
- Progression from presentation to practice in each lesson.
- A wide variety of activities, including dialogs, chants, songs, games, and communicative activities, role play and pronunciation activities.
- Two *Grammar fun!* animated games.
- An exciting story adventure with animated video.
- Two pages of CLIL activities with a captivating video.
- Regular activities to develop a range of thinking skills.
- *About Me* activities for students to personalize learning.
- *Let's collaborate!* projects to round out each unit.

eBook

Each Student's Book includes an activation code for the digital version of the book in Cambridge One, including all the embedded audio and video from the course.

Workbook with Digital Pack



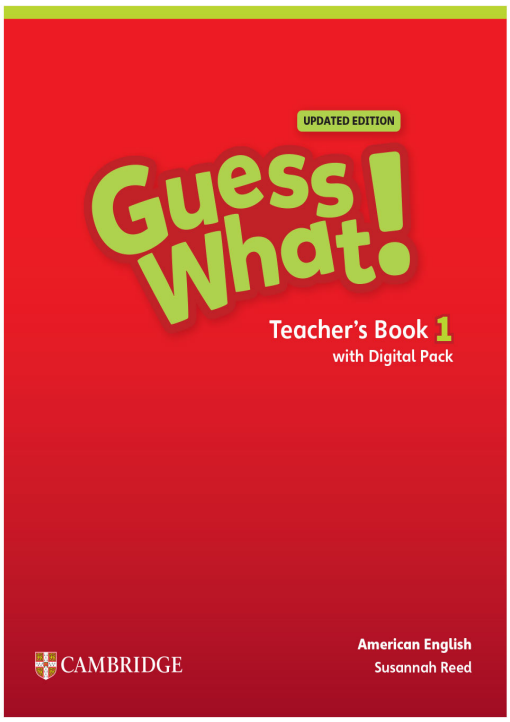
The 96-page full-color Workbook provides further consolidation of all the language and topics presented in the Student's Book. It can be used at home or in class and contains:

- Nine units and four reviews, following the same easy-to-use single-lesson format as the Student's Book.
- Puzzles, matching and task-based activities providing reading, and writing practice starting at word level, with completion of sentences by the end of Level 1.
- An *Evaluation* providing a record of learning for each unit.
- A full-color Picture Dictionary.
- A puzzle page feature.
- Regular *Think* and *About Me* activities.

Digital Pack

Each Workbook includes an activation code for the learner's Digital Pack in Cambridge One including Practice Extra for online consolidation and extension activities and additional Learner Resources.

Teacher's Book with Digital Pack



The Teacher's Book is fully interleaved with the Student's Book. It has been written with the busy teacher in mind and provides:

- Step-by-step guidance for each lesson in the teaching notes. This includes a summary of lesson aims and materials needed, a simple warmer and end of lesson activity, clear instructions for using the Student's Book and Workbook, audio scripts, answer keys, and suggested classroom instructions for you to use with your class.
- Ideas and teaching notes for using the word cards provided in the online Teacher's Resources. These word cards match the flashcards for each unit.
- Extra games and activities for every lesson, as well as a Games Bank which can be used as a dip-in resource.

The Teacher's Book also includes access to the Digital Pack in Cambridge One providing Presentation Plus, Class Audio, Practice Extra, the Test Generator, and Teacher's Resources. The pack also provides access to all the video and audio content plus access to the student's eBook.

Presentation Plus

Presentation Plus is a classroom presentation tool which displays a page faithful and interactive version of the Student's Book and Workbook in class or remotely. Presentation Plus includes embedded audio, video, and animations for every unit plus digital versions of the flashcards. Quick and easy access is given to the Teacher's Book notes. A fun classroom game is also included at the end of every unit.

Class Audio

The Class Audio contains all the recorded material for the Student's Book and Workbook, including the songs (plus karaoke versions), chants, and stories. The audio script is included in each lesson in the teaching notes, when it is not seen on the Student's Book page.

Practice Extra

Teachers can set homework and track each student's progress in Practice Extra including how many online activities have been completed and how many attempts have been made. Practice Extra provides grammar, vocabulary, and skills practice in a way that rewards and motivates young learners. *Brain Break* activities are included to aid motivation and help recharge the brain.

Test Generator

- Each unit has a standard and extension test, which evaluate student's progress in each unit. These tests cover the core vocabulary and grammar structures of each unit, with listening and speaking activities on the first page, and reading and writing activities on the second page.
- Four two-page Review tests evaluate student's progress. These can be used after each review spread, and provide practice in listening, speaking, reading, and writing skills.
- In addition there are Skills Tests and an End of Level test for each level.

Teacher's Resources

The Teacher's Resources contain around 200 pages of optional photocopiable material for you to use alongside *Guess What!* Levels 1 and 2. You can dip in and choose the material at different times, depending on the specific needs of your class. For *Guess What!* Level 1, the Teacher's Resources include:

- Printable Grammar and Vocabulary worksheets
- Additional Support worksheets
- *Let's collaborate!* project pages
- *Let's collaborate!* guide for teachers and evaluation sheets
- Printable word cards

Flashcards





There are 95 flashcards to accompany *Guess What!* Level 1. They illustrate the key vocabulary from the main teaching units. Ideas for using the flashcards in class are included in the main teaching notes and in the Games Bank.

Tour of a unit

Guess What! Level 1 has nine teaching units, each divided into eight lessons along with an introduction to the topic. In addition, there are four review spreads of two lessons each. As well as offering further practice, the Workbook provides a Picture Dictionary and Evaluations. There are additional resources in the Teacher's Digital Pack including Presentation Plus, the Test Generator, and Teacher's Resources.

Unit introduction

The topic of the unit is introduced with a *Look!* video highlighting the key vocabulary plus a double-page photograph in the book. These both contain images that stimulate children's imagination and encourage them to relate the topic to the wider world. The teaching notes for each unit suggest ways of exploiting both resources. This introduction can be included as part of Lesson 1, or as a separate "warmer" lesson.

Lesson 1
Presentation of vocabulary





New vocabulary is presented within a colorful illustration featuring the *Guess What!* characters. This is accompanied by a short and lively dialog in the Class Audio. Students listen and repeat the vocabulary, and from Unit 3 also read the vocabulary labels on the page. Students then listen and identify the new vocabulary in contextual sentences.

- The flashcards and word cards can also be used to present and review new words in a variety of games.
- The Workbook provides further recognition activities, including matching, tracing, and writing.

Lesson 2
Practice of vocabulary

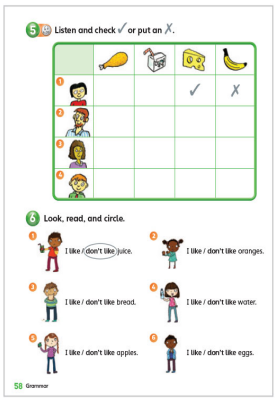
Students practice the new vocabulary further with an engaging chant, followed by an activity which encourages them to use a particular thinking skill, such as spotting differences, working out sequences, and finding mistakes.

- Both activities practice vocabulary while also recycling language from previous units.
- The Workbook provides further practice including a sticker feature. Students are also directed to the Picture Dictionary at the end of this lesson.
- There are two additional vocabulary worksheets available in the Teacher's Resources.

Note: In the Hello! Unit, Lesson 1 introduces the new character names rather than a vocabulary set. New vocabulary (Colors) is presented in Lesson 4, so students also complete the Picture Dictionary activity in the Workbook at that point.

Lesson 3
Presentation and practice of grammar 1



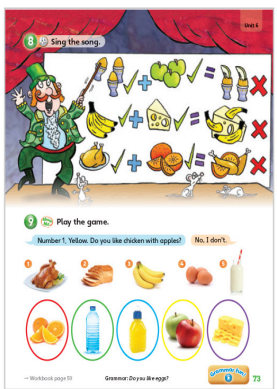


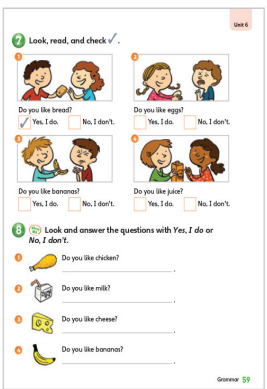
The two grammar points of the unit are presented either with a lively song which also reuses the unit vocabulary, or in a short dialog, usually illustrated by photographs of children using English in real and engaging contexts.

The activities on the page follow a clear and enjoyable path from presentation, through practice to production. Students are supported through their learning with example speech bubbles on the page and a *Grammar fun!* animation with practice activities. The new grammar point is summarized at the bottom of the page for the teacher alongside the link to *Grammar fun!*

- The Workbook provides a variety of activities and puzzles, designed to consolidate the target grammar, while providing support with early reading and writing.
- There is an additional grammar worksheet available in the Teacher's Resources.

Lesson 4
Presentation and practice of grammar 2





The second new grammar point is presented either with a song or a short contextual dialog (depending on the format used in Lesson 3).

There is clear progression from this context to active production. Students are supported by example speech bubbles on the page and a second *Grammar fun!* animation with practice activities. The new grammar point is summarized at the bottom of the page for the teacher alongside the link to *Grammar fun!*

- The Workbook provides a variety of consolidation activities and puzzles, which support early reading and writing. There is also an *About Me* activity which encourages students to use the new grammar to talk about the unit topic.
- There is an additional grammar worksheet available in the Teacher's Resources.

Lesson 5
Story and value

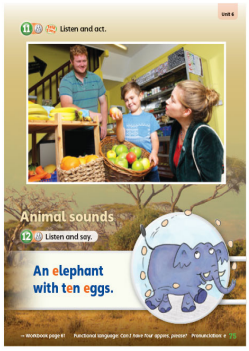




Students consolidate and extend their learning further with a story featuring the *Guess What!* characters. They read and listen to the story first and then watch the video. Each story introduces a social value in a light-hearted way, as well as a functional dialog which students practice more fully in Lesson 6.

- The Workbook provides follow-up activities.

Lesson 6
Talk Time and Animal Sounds





Students practice a functional dialog, first introduced in the story and then applied in this lesson to real world contexts. Students therefore learn how the function can be used in different contexts of their own lives. Students will also focus on and practice a specific English sound in the engaging context of a humorous sentence about an animal.

- The Workbook provides a values activity and additional pronunciation practice.

Lesson 7
CLIL (Content and Language Integrated Learning)



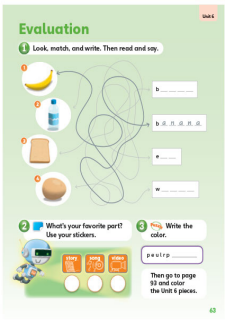


Students explore a fascinating topic selected from elementary school subjects across the curriculum. Students use the stimulating introductory photograph to engage with the topic and share any knowledge they already have. They then learn some new vocabulary and watch a short dynamic video in Presentation Plus in the Digital Pack. Instructions for using the video and the video script are provided on pages TB115–119.

- The Workbook provides further activities exploring the CLIL topic.

Lesson 8
Let's collaborate! project and unit evaluation



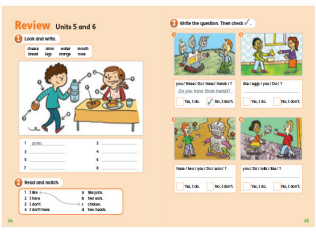


Students work together to complete a collaborative project linked to the unit topic. The project types vary from unit to unit and for this level include a poster, board game, booklet, exercise video, survey, flyer, and presentation.

Students then complete a whole unit evaluation in the Workbook reviewing the content of the unit.

Review lessons (after every second unit)





Language is consolidated through vocabulary puzzles and a task-based listening based on real children.

There is also a full-page board game with clearly marked linguistic aims.

Grammar fun! videos



There are two *Grammar fun!* videos in each unit, one for each of the grammar presentation lessons. The videos can be used to consolidate the new grammar after completing the presentation and practice activities in the Student's Book.



Each video begins with a language presentation section, in which the grammar focus of the unit is highlighted and reviewed in example sentences and illustrated with a photograph or picture. As students watch this section of the video, you can pause after each example sentence to check students' understanding and drill pronunciation.

For the practice stage of the videos, students will need colored crayons (see game descriptions for colors needed). If students don't have crayons, they can use any other objects as long as they are in the suggested colors. In each game, students listen to and read a series of animated questions or sentences, and choose from two options to answer them or complete the missing information. The question or sentence is repeated and *all* students participate by each holding up a colored crayon to vote on which option they think is correct. After three seconds, the answer is revealed on the video.

Monitor how well students perform in the practice stage of the video. If some of them are having difficulty, you can repeat the video at a later stage after further review of the language, such as after completing the exercises in the Workbook. You can also review the language by playing the game again as a warmer in a later lesson or as part of the end-of-unit review.

The two *Grammar fun!* games in Level 1 are:

The "Yes or no" game



Students will need a green crayon and a red crayon. They will see a picture and hear and read a question or statement about it. If the answer to the question is *yes*, or the statement is true, they hold up their green crayon. If the answer to the question is *no*, or the statement is false, they hold up their red crayon.

The "Balloon" game

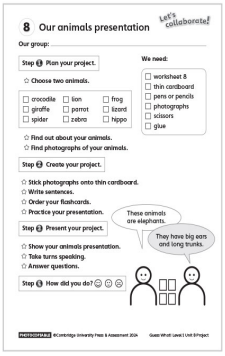


Students will need a red crayon and a blue crayon. They will hear and read a question or a sentence with a word missing. There is a red balloon and a blue balloon, each with an answer option written on it. Students hold up their red or blue crayons to vote on the answer they think is correct. When the time runs out, the balloon with the incorrect answer will pop, and the balloon with the correct answer will float up, carrying the word into the correct position in the sentence.

You may want to turn the *Grammar fun!* activities into team games. Divide the class into groups to agree on answers and then nominate one person to hold up the corresponding crayon. Award points for the correct answers and keep a tally for both grammar points in the unit.

Let's collaborate! projects

The collaborative projects are meaningful and contextualized tasks linked to the end of each unit in which students can put into practice their knowledge, skills, and approaches to learning. All the worksheets and evaluation sheets for the projects can be found in the *Teacher's Resources*. The focus of each project is on collaboration by encouraging students to work together, brainstorm, negotiate, give opinions, mediate, and be inclusive. Each project is related to the unit topic and students are given a project sheet that follows the same stages each time: plan, create, present, and evaluate.


8 Our animals presentation

Let's collaborate!

Our group:

Step 1 Plan your project.

☆ Choose two animals.

crocodile, giraffe, spider, lion, parrot, zebra, frog, lizard, hippo

☆ Find out about your animals.
☆ Find photographs of your animals.

We need:
worksheet 8, thin cardboard, pens or pencils, photographs, scissors, glue

Step 2 Create your project.

☆ Stick photographs onto thin cardboard.
☆ Write sentences.
☆ Order your flashcards.
☆ Practice your presentation.

Step 3 Present your project.

☆ Show your animals presentation.
☆ Take turns speaking.
☆ Answer questions.

Step 4 How did you do?

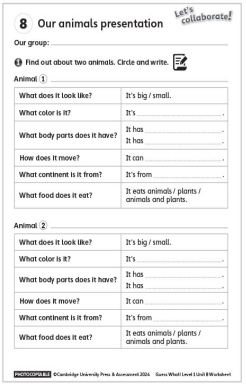
These animals are elephants.

They have big ears and long trunks.

PHOTOCOPIABLE ©Cambridge University Press & Assessment 2024 Guess What! Level 1 Unit 8 Project

Plan: At this stage, the students should work together and think about *how* they are going to do the project and *what* they need to do it. There are steps for how collaborative planning should take place and a materials list box is included on the project sheet.

Create: This is the stage in which the students actually *do* the project and follow guidelines about how to go about this in a collaborative way. Students are provided with a template or graphic organizer to make notes and are given a model to follow if necessary. Instead of printing a model sheet per student, it is more practical to display the model on the interactive whiteboard. Please note that this part of the project will primarily be in the students' first language, although the final output will be in English. Students should be encouraged to use English whenever they can.


8 Our animals presentation

Let's collaborate!

Our group:

Find out about two animals. Circle and write.

Animal 1

What does it look like?	It's big / small.
What color is it?	It's _____.
What body parts does it have?	It has _____. It has _____.
How does it move?	It can _____.
What continent is it from?	It's from _____.
What food does it eat?	It eats animals / plants / animals and plants.

Animal 2

What does it look like?	It's big / small.
What color is it?	It's _____.
What body parts does it have?	It has _____. It has _____.
How does it move?	It can _____.
What continent is it from?	It's from _____.
What food does it eat?	It eats animals / plants / animals and plants.

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8 Our animals presentation

Let's collaborate!

These animals are elephants. They're big and gray. They have big ears and long trunks.

Elephants can walk and run. They can swim, too.

Elephants are from Africa or Asia. This elephant is from Africa.

Elephants eat plants. This elephant likes leaves.

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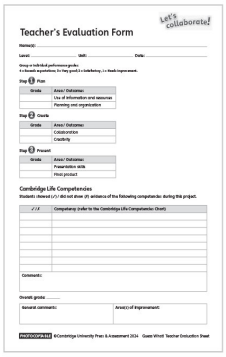
Present: Each project gives guidelines about digital or physical variations of the presentation.

Evaluation: This stage (*How did we do?*) involves completing a separate *Group evaluation* sheet. There is also a *Teacher evaluation* sheet if you wish to grade student or group performance. See pages TB121 and TB122 or download from the *Teacher's Resources*.


Teacher's Evaluation Form

Let's collaborate!

Name(s): _____

Level: _____ Unit: _____ Date: _____

Step 1 Plan

Grade	Area / Outcomes
	Use of information and resources
	Planning and organization

Step 2 Create

Grade	Area / Outcomes
	Collaboration
	Creativity

Step 3 Present

Grade	Area / Outcomes
	Presentation skills
	Final product

Cambridge Life Competencies

Students observed (✓) / did not show (✗) evidence of the following competencies during this project.

✓ / ✗	Competency (refer to the Cambridge Life Competencies Chart)

Comments: _____

Overall grade: _____

General comments: _____ Area(s) of improvement: _____

PHOTOCOPIABLE ©Cambridge University Press & Assessment 2024 Guess What! Teacher Evaluation Sheet

As well as being related to the unit topic, different stages of each project are also aligned to one or more of the competencies from the Cambridge Life Competencies Framework (see page TB120). These are Critical Thinking, Creative Thinking, Learning to Learn, Communication, Collaboration, Social Responsibilities, Emotional Development, and Digital Literacy. All stages of the projects are helpful in developing students' collaboration skills and cue cards are provided to support children to work together effectively throughout. Students will touch on topics, such as children's roles, health, the environment, and helping others. There are some art and craft-style projects, and digital outputs are suggested wherever possible. You can decide whether to use digital or not, and projects will still be successful without digital means.

Duration

Projects will have different durations depending on what students are doing. As such, you can pick and choose which projects to do and tailor them to the amount of time you have in class. You may choose to do every project with your students, or you can do one or two per term or per year. It might be possible for students to work on their projects in cross-curricular lessons, such as art or science.

Groups and roles

Projects can be completed in pairs or groups, although pair work is suggested for most projects in Level 1. It is helpful to give students specific roles so that they feel they are making a meaningful contribution. At lower levels, we suggest giving students the responsibility of monitoring different stages of the project. This could mean one student monitoring the whole project, or different students monitoring different stages or tasks. Students can monitor the materials list, the order of presenters, the peer assessment, and so on. If there is one monitor per pair or group for a whole project, ensure this is not the same person in the next project.

More information on how to exploit the *Let's collaborate!* projects can be found in the guide in the *Teacher's Resources*.

CLIL (Content and Language Integrated Learning)

Introduction

The two CLIL pages at the end of each unit in *Guess What!* are selected from elementary school subjects across the curriculum. The subjects chosen for Levels 1 and 2 are the popular CLIL subjects of art, geography, math, physical education, and science. With the CLIL pages, teachers can develop students' understanding of age-related subject concepts through the medium of English, thus improving their language skills.

In order to integrate content and language meaningfully, each CLIL topic is supported with a short, dynamic video. Students can therefore watch and listen to contextualized, supportive CLIL input derived from the real world outside the classroom. This approach provides a language-rich experience and develops students' listening skills while they process subject content. The video and book activities also develop students' thinking processes by helping them to:

- understand, recognize, and produce new subject-specific vocabulary (Activity 1)
- develop lower-order processing, such as remembering, identifying, and comparing new subject-specific vocabulary presented in the Student's Book and then seen in the video (Activity 2)
- recognize new concepts and interpret what is shown in the pictures (Activity 3)
- develop higher-order processing, such as critical and creative thinking (Activity 4)

What is exciting about CLIL in *Guess What!* is that students build on their knowledge of subject concepts presented in the videos as they work through each level of the course. An example is the science topic of plants. In Level 1, students find out which foods come from plants then in Level 2, they discover that materials for clothes are made from plants. In subsequent levels, students find out about parts of plants we can eat, explore how we can use plants for shelter, food, fabric, and medicine, and also learn how plants play a role in underwater food chains. The development of subject concepts across all levels of *Guess What!* ensures students deepen their knowledge of both content and English language. The CLIL topic is related to the theme of each unit in the main Student's Book which is further developed in the *Let's collaborate!* projects.

Teachers can help learners to enjoy the CLIL sections in *Guess What!* by doing the following:

Activating students' prior knowledge of the subject

Use the stimulating one-page photograph in the first CLIL page and the learner-friendly video to find out what students already know about each CLIL topic. Ask students closed questions and then an open question to help develop thinking skills. For example, in Level 1, Unit 6, "Where does food come from?" ask:

1 *Can you see potatoes or carrots?* (recognizing and identifying words presented earlier in the book)
2 *Where do they come from?* (establishing if students know this concept)

Finding out what students already know about subject-specific vocabulary at the beginning of a CLIL lesson is a stage when many students want to use their first language (L1). If students use L1 to say some words related to the CLIL topic, translate into English for them.

Word-level support

New vocabulary presented in the CLIL sections needs to be practiced because it is important students can produce new language clearly and with confidence. You can achieve this by playing the videos more than once and by doing the following:

- Turning off the sound, pausing the video, and asking students to repeat new vocabulary slowly/quickly/quietly/loudly
- Pausing the video and eliciting new words through mime or questioning
- Making flashcards to show the new CLIL vocabulary in a different order from that presented in the book or video.

You could compare some new CLIL vocabulary with words from other units, e.g.:

- Level 1 Hello! Unit: *purple*, Unit 1: *plastic*, Unit 2: *electric*
- Level 2 Hello again! Unit: *sculpture*, Unit 1: *water*, Unit 2: *shelter*

Ask students: *Do they sound the same? Do they look the same?* If there are students from other countries, find out the words in their languages, in order to focus on culture as well as language.

Sentence-level support

Encourage students to communicate new CLIL vocabulary in sentences, using grammar presented in the Student's Book. Provide sentence starters, sentence gap fills (using *is/isn't*, *are/aren't*) or substitution charts, so students feel confident when speaking, e.g.:

An apple is a _____. Bananas are _____. A carrot is a _____. Beans are _____.	A pea _____ a vegetable. Rice _____ a grain. Olives _____ fruit. Sausages _____ meat.

apples carrots oranges potatoes	are	fruits vegetables

You will need to provide students with plenty of support for CLIL. And remember, some learners need more support than others.

Schedule fit

There are 80 lesson plans provided in the teaching notes of *Guess What!* Level 1. These consist of eight lessons in each of the nine teaching units, and eight review lessons. Each teaching unit has two vocabulary lessons, two grammar lessons, one story lesson, one functional language and pronunciation lesson, one CLIL lesson, and one additional optional lesson for the *Let's collaborate!* project and Workbook Evaluation.

The course is aimed at teachers with classes of between two and four lessons per week (75 to 150 lessons per year). Extra materials provided in the Teacher's Digital Pack (Teacher's Resources, Test Generator, and Presentation Plus) can therefore be used to adapt the material to cater to these different needs, along with the many ideas for Extra activities in each unit (pages TB105-114) and in the Games bank (pages xvi to xix).

Use these ideas to help you tailor the course to your own teaching situation. Each additional lesson type provides nine lessons (one per unit) unless otherwise stated.

Additional lesson type	Description	Three lessons per week (127 per year)	Four lessons per week (163 per year)
Introduction	Use the opening photographic spread for each unit, along with the flashcards, to pre-teach the new vocabulary. Use ideas from the Games bank (pages xvi–xix) for preparatory vocabulary work.		✓
Evaluation	Use the Evaluation at the end of the unit in the Workbook. Use ideas from the Extra activities (pages TB105–114) or the Games bank or extra worksheets from the Teacher's Resources and Test Generator in the Digital Pack.		✓
Test and consolidation	Use the End of unit test in the Teacher's Resources and Test Generator in the Digital Pack. Reward students with activities from the Games bank when they have completed the test. Extra vocabulary and grammar worksheets from the Teacher's Resources and Test Generator in the Digital Pack can also be used.	✓	✓
Portfolio	A portfolio is a large folder or box in which students store work they produce throughout the year. Use ideas from the Extra activities or the Games bank to review work and then encourage students to add any worksheets, posters, or other materials to their portfolio.	✓	✓
Progress to fun	Use ideas from the Extra activities and the Games bank, including the more time-consuming ideas, such as craft activities, research projects, or class trips. Students can also repeat their favorite activities.	✓	✓
Picture dictionary	Use the Picture dictionary in the Workbook, the flashcards and word cards, and ideas from the Extra activities or the Games bank. The extra vocabulary worksheet from the Teacher's Resources and Test Generator in the Digital Pack can also be used.		✓
Creativity	Base this around one of the craft activities suggestions in the Extra activities.		✓
IT	These lessons should be conducted in an area where you have access to computers. Use the Teacher's Resources in the Digital Pack, or base this on a research project from those suggested in the Extra activities.	✓	✓
End of term test (four lessons)	Use the test from the Teacher's Resources and Test Generator in the Digital Pack after each Review.	✓	✓
Let's collaborate! Projects (spread across the year)	Use the Project worksheets for students to complete pair or group projects on the unit topic. Allow time for research and give groups the opportunity to present their projects to the class. Hold a feedback session and encourage students to complete their evaluation forms.	✓	✓

Games bank

The games bank provides the instructions for games and communication activities that are referred to in the Lesson notes. It can also be used as a dip-in resource whenever you need a simple and fun activity to use in class.

Act and guess

Use any set of flashcards or word cards. Students take turns choosing a card without showing the rest of the class and miming the item on it for the rest of the class to guess.

Action treasure hunt

Write actions on slips of paper: *Ride a bike. Draw a picture.*, etc. Hide these around the classroom. Students take turns finding one and doing or miming the action on it. Alternatively, students can find an action, and use it to make a question, e.g., *Can you (ride a bike)*? *(Yes, I can. / No, I can't.)* or to make a suggestion which they then both mime, e.g., *Let's (ride a bike)*.

Act it out

Students think of an activity or a word they know in English, e.g., *run*, *jump*, or *draw a picture*. They write this down on a slip of paper and put the slips of paper into a box or bag. Students or pairs of students take turns drawing out a slip of paper, reading the activity or the word. and acting it out for the class to guess, e.g., *Can you (jump)*? *(Yes, I can.)*

Bingo

Use flashcards for this game to review any vocabulary set. Students choose four of these words and write them down. Say sentences with the words, e.g., *It's a red and yellow kite.* Students who have written the word *kite* cross it out. The first student to cross out all four of their words calls out *Bingo!*

Blindfold game

A student is blindfolded with a piece of material around his/her eyes and stands in the middle of the classroom. He/she reaches out and touches one of the students walking around. This student stands still and asks *What's my name?* The blindfolded student guesses: *Your name's (Ana).* (Ana) then has a turn at being blindfolded.

Can I have ... ?

Students play this game in teams. Make a request, e.g., *Can I have (ten books/a red pen), please?* The team who finds the requested item the most quickly wins a point. When students are reading and writing more, you can also play this game with the requests written down on slips of paper for them to read.

Class survey

Class surveys can be used to compare a range of students' experiences, e.g., finding out how many students like or don't like different foods. Attach a flashcard to the board, e.g., *chicken* and use it to make a sentence or ask a question, e.g., *I like chicken. / Do you like chicken?* Count the number of hands up and write this number next to the flashcard of the chicken. Repeat with other food and drink flashcards. At the end of the activity, you can compare the numbers for each food and drink item to find out the most and least popular foods *(How many children like chicken?)* You may need to teach students numbers past 10 to conduct class survey activities.

Copycat

Give a student, or pair of students, a series of instructions to perform, e.g., *Touch your head. Open the door. Point to your nose. Pick up a pencil. Sit down.* (Keep a note of the sequence of instructions you give.) To another student/pair of students, say *Copycat*. The students perform the same actions in the same order as the first pair. The rest of the class can correct them if they make mistakes. Repeat the activity with a new sequence and different "copycats."

Correct my mistakes

This game can be played with photographs, pictures, or texts with students and items in your class. Make false sentences for students to correct, e.g., if a door is red, say *It's a blue door.* Nominate individual students to correct the sentences.

Count and collect

Students play this game in teams. Say a number, e.g., *Eight.* One student from each team has to find and name eight of the same classroom objects, e.g., eight books, eight pencils, eight rubbers. The first student to do so scores a point for their team.

Describe and draw

This is a picture dictation game. Students choose and draw three or four items, e.g., food items. They don't show their drawing. They then take turns describing to a partner what they've drawn, e.g., *I have chicken. I don't have water. I have milk.* Their partner listens and draws the same items onto another piece of paper. They then compare their drawings and check they match. If there are any mistakes, they can say, e.g., *No, I don't have water. I have milk*!

Does it match?

Use flashcards and matching word cards. Stick four flashcards on the board face down so students can't see the pictures. Give four students a word card each. Students stick these face up below the flashcards so they can be read. Point to the first word card and students read out the word. Turn over the flashcard above it. Ask the rest

of the class *Does it match? (Yes/No.)* When all word cards are turned over, students move them around so that they match the flashcards correctly. Repeat with other groups of students. See which group can guess the most flashcards.

Drawing game

Choose a vocabulary item students know. Draw a picture on the board, line by line, pausing to ask each time *What am I drawing? Can you guess?* Students try to guess what the picture is before you have finished it. They can also play this in teams or in pairs.

Drawing in the air

Trace the outline of a number or an item in the air. Students have to watch and guess what you are "drawing."

Find a partner

Students draw or write down something that is their favorite, they like or they can do, e.g., their favorite toy. Then they have to find someone, or as many other students as possible, who have the same favorite toy, by asking *What's your favorite toy*?

Find something (red/plastic)

Give students simple instructions to find objects of a color or a material: *Find something (red/plastic)*. Students have to look around the class finding all the items they can that are of that color or material. This can also be played in teams. If they know the words, students list the objects they have found: *A red pencil, a plastic ruler*, etc.

Follow my instructions

Give a student an instruction, e.g., *Put a pencil on my desk*. Ask the rest of the class *Where's the pencil*? *(It's on your desk.)* If the student has followed your instruction correctly, say *Thank you. The pencil is on my desk.* If the student has made a mistake, say *Sorry (Clara)*. Repeat the instruction until he/she gets it right. Repeat giving instructions to other students. This can also be played in teams with the team getting a point when a student carries out the instruction correctly.

Guess where!

Ask students to close their eyes while you hide a flashcard or small item somewhere in the classroom. Students then open their eyes. Ask *Where's the (book)?* Students look around and if they can see the book, answer *It's (under the chair)*.

Guess who!

Describe a student, for the rest of the class to guess: *I have brown eyes. I have brown hair. I don't have a robot.*

I can see

Play this observation game with photographs or illustrations in the Student's Book. Ask students to look at the pictures and make sentences about them, e.g., *I can see a yellow present.* Students find and point to the correct items. Students can also take turns making more sentences for the class or doing the same activity in pairs.

Is that your (mom)?

Use this game with students' drawings of people or possessions. Put them in a pile at the front of the class. Ask a student to come and select a drawing (or possession). The class asks *Who's that?* (a person) or *What's that?* (an object). The student choosing the picture tries to guess who drew it and who or what it is. They take the drawing to their chosen student and ask *Is this/that your (mom)?* The student says *Yes, it is* and takes the drawing back or *No, it isn't* and the questioner has to guess again. This can also be played in teams with a point awarded for each correct guess.

Last one standing

Start the game with all students standing. Make a sentence, practicing a target structure, e.g., with *I have: I have blue eyes.* Students who agree with you stay standing. Those who don't agree sit down. Ask a standing student *Do you have blue eyes? (Yes, I do.)* Then ask a sitting student, to elicit *No, I don't.* Repeat with different sentences using *I have* and *I don't have*. The last student left standing wins.

Listen for the sound

Say a mixture of words that do or don't have target sounds in them, e.g., for /æ/: *ant, apple, book, house.* Students listen and raise their hands or stand up when they hear an /æ/ word.

Match the pictures and words

Use any set of flashcards and matching word cards. Hold up the word cards and read them with the class. Then attach them to the board, or put them on your desk. Distribute the matching flashcards to pairs of students in the class. One student shows the flashcard and names the item or place on it. The other student finds the matching word card and brings it back. Check that each word card matches the flashcard.

Meet and greet

Ask students to stand up. If you have some music, play it while students move around the classroom. Then stop the music. Students turn and greet the student on their left, e.g., *Hello, What's your name? (I'm/My name's Sofia.)*. Repeat several times. (If you don't have music, students can move around until you say *Stop*, or get students to do the same activity from their seats, turning to ask the students next to, behind and in front of them in turn.)

Memory 1 through 10

Play this game with any set of ten flashcards. Show the cards to the students one by one and elicit the word or a sentence about the card. Then attach the flashcard to the board face down and write a number underneath it from 1 to 10. Students have to try and remember where each flashcard is. Divide the students into two teams. Students name a card and ask a question about it, e.g., *Number 3. Is it a (kite)?* Turn the chosen flashcard over. If it is a kite, answer *Yes, it is* and the guessing team keeps the card.

If it isn't a kite, say *No, it isn't* and turn it face down on the board again in the same position. Continue the game until all the cards have been guessed correctly. The team with the most flashcards wins.

Mime and match
Use flashcards and the matching word cards for a target vocabulary set. Distribute the flashcards to half the class, and matching word cards to the other half. Ask a student with a word card to mime the word written on his/her card. The student with the matching word card stands up, shows the word and reads it aloud. Check the answer is correct, and then repeat with other students.

Mirror game
Students sit facing each other in pairs and take turns touching a part of the body or face. Their partner has to do the same action at exactly the same time, as if they are looking in their mirror. They can both then say the action, e.g., *Touch your nose!* Students also trick their partner with their movements, i.e., seem to be about to touch their nose and touch an ear instead.

Pass the actions
Use any word cards for actions or action phrases. Distribute these to eight students in the class. Play some music while students pass the cards around the class. Then stop the music or say *Stop!* Students with word cards take turns reading their action silently and acting it out for the others to guess.

Pass the ball
Students pass a soft ball or another object carefully around the class. Say *Stop!* The student holding the ball has to answer a question posed by you or by another student.

Pass the flashcards/objects
Use any set of flashcards or objects. Distribute these to students in the class. Play some music and ask students to pass the flashcards around the class. Then stop the music. Students with flashcards or objects take turns naming, making a sentence about, or answering a question about the item on their flashcard.

Pass the present
Wrap a classroom object or small toy in layers of paper. Play some music and ask students to *Pass the present* carefully around the class. Stop the music and ask the student holding the present a question, e.g., *What's your favorite color?* The student answers and can then unwrap one layer. Continue until one student opens and names the present.

Point to (red)
Give students simple color instructions: *Point to (red).* Students have to look around the class and be the first one to find and point to something of that color. Repeat with other colors. This game can also be played with any nouns: *Point to (an eraser).*

Questions tic-tac-toe
Draw a tic-tac-toe grid on the board (a 3x3 grid). Attach a flashcard into each of the nine squares. Divide the class into two teams – the Xs and the Os. The teams take turns asking and answering a question using the picture in the square. If the question and answer is grammatically correct, they score an X or O in the square. The first team to get three Xs or Os in a row wins.

Reading race
Use any set of flashcards. Write sentences on pieces of paper, each describing one of the flashcards you have chosen, e.g., *I can't swim* for the flashcard *swim*. Attach the flashcards to the board. Divide the class into two teams and give each team half the sentences (face down in a pile). Say *Play!* One student from each team stands up, picks up a sentence, reads it, and sticks it below the correct flashcard on the board. They then walk quickly back to their team and sit down, naming the next student to read a sentence. The first team to stick up all its sentences wins.

Sentence chain game
This is a chain activity. Start with an initial sentence, e.g., thanking people for your birthday presents: *Thank you for my teddy bear.* Ask a student to continue, repeating your sentence and adding a present of their own: *Thank you for my teddy bear and my computer game.* The game continues until someone forgets a present or can't think of one to add.

Sequences
Play this game with any words that are easy to draw, e.g., a simple sequence using food items: an apple, a banana, a banana, an apple, a banana,?. Point to each food item and elicit the food words. Ask students to guess the missing word from the pattern of the sequence. Students can raise their hands and say the word, or you can distribute flashcards or word cards to them first. Students with the correct card raise their hands, then come to the board to attach the card and complete the sequence.

Simon says
This is an instructions game. Students follow instructions, but only if you say *Simon says*, e.g., if you say *Pick up a book*, students should do nothing, but if you say *Simon says "Pick up a book,"* students must find a book and pick it up (or mime doing so).

Sound bingo
Students think of four words with the target sound in them and write them on a piece of paper, e.g., with the /ɪ/ sound: *iguana, ink, six, kitchen*. Call out a mixture of words that have /ɪ/ or other sounds to contrast, e.g., /æ/ and /ɪ/: *apple, ant, ink, iguana*. Students listen carefully. When you say a word with the target sound, they say *Yes*, and cross it off their list if they have written it down. When you say a word without this target sound in it, students say *No*. The first student to cross out all of their words calls out *Bingo!*

Sound pairs
Draw or write pairs of sound words on the board in a jumbled order, e.g., for words with /b/, /d/, /p/, and /t/, *ball* and *bike*, *doll*, and *dolphin*, *panda* and *pen*, *turtle* and *ten*. Make sure the words you choose only contain one of the target sounds in the, e.g., avoid *teddy* as it contains both /t/ and /d/. Students then work in pairs to see who can match up the correct sound pairs the most quickly.

Sound that doesn't belong
Choose and write four words – three that have the same sound, and one with a different sound, e.g., for the /t/ sound, *turtle*, *teddy*, *panda*, *ten*. Students listen and identify which sound doesn't belong. Students then replace the odd sound with one that matches the other three, e.g., *two*.

Stand in order
Use any set of flashcards. Distribute these to students in the class and ask them to come to the front. Name the items on the flashcards in a random order. Students with the flashcards have to arrange themselves in the correct order.

Stand up and sit down
This is an agreement game. Make sentences about something relating to students, e.g., *My home is a house*. Students for whom this is true stand up, the others remain seated. Repeat with different sentences.

Test the teacher
Students test your knowledge by asking you questions in turns, or you can arrange this as a team game. If you don't know the answer, their team gets a point. The team with the most points at the end of the game wins.

Tic-tac-toe
Use any nine flashcards or word cards. Draw a tic-tac-toe grid on the board (a 3x3 grid). Attach one card face down into each of the nine squares. Divide the class into two teams – the Xs and the Os. Each team takes turns selecting a card and turning it over. They have to say/read the word, or make a sentence, or ask a question using it. If they do this correctly, they score an X or O in the square. If they make a mistake, the other team scores the X or O. The first team to get three Xs or Os in a row wins.

True or false?
Make true and false sentences about a picture, photograph, text, story, students in the class, or factual statements. Students listen and say *true* or *false*. Students can then take turns making the sentences and correcting the false ones to make them true.

What's in the bag?
Put an object or objects in a bag for a student to feel, e.g., classroom objects or small toys. Ask *What's this?* Students must feel and guess what the object is without looking.

What's missing?
Attach flashcards or word cards to the board. Allow students a few minutes to look at them. Then ask students to close their eyes while you remove one or two of the cards. Students open their eyes and answer the question *What's missing?*

Where's the (mom)?
Use the home and family flashcards. Show students six of the home flashcards, elicit the room or place name, then attach them face down to the board in a row. Show six of the family flashcards, elicit the family member, and attach one above each of the home flashcards. Turn over the first family flashcard and ask *Where's (the dad)*? Tap the room below. Students have to guess, e.g., *He's in the living room*. Turn the home flashcard over. If it's the living room, give both flashcards to the student who guessed correctly. If not, turn both cards over again and ask about another family member, returning to the dad again later. At the end of the game, students who have the most pairs of cards win.

Which sound is it?
This is a sound differentiation activity. Choose two sounds, e.g., /p/ and /b/. Write these letters on the board or draw a simple picture to represent each sound, e.g., a pen for /p/ and a book for /b/. Say a list of words which contain one of these two sounds, e.g., *pen*, *book*, *panda*, *bear*, *blue*, *purple*, *board*, *ball*. Students listen and say /p/ or /b/ (or *pen* and *book* if you prefer).

Whisper
Whisper an action for a student to mime for the others to guess. When the class guesses the action, confirm if it's correct or not, by saying aloud: *Yes*, *pick up a book*, or *No*, *put away a book*. If the mime was wrong, the class then performs the correct one. Alternatively, mouth an instruction for students to mime. They guess what it is by reading your lips.

Who am I?
Play this game with any pictures, photographs, or flashcards of people. Nominate a student to ask *Who am I?* and then mime being a person in one of the pictures, copying the actions, facial expressions, or standing stance of their chosen person. The rest of the class watches the mime and guesses, by referring back to the pictures being copied. They then guess the person, e.g., *You're the mom!*

Who's speaking?
Play this game after students have listened to one of the stories. Students look at the story frames. Say *Listen. Who's speaking?* Read a line from the recording script for the story. Students listen and try to guess who is speaking. They answer with the character's name, e.g., *David*. To make this activity more challenging students can also try to remember the correct frame, e.g., *David – number 3!*

Yes/No game
Think of an item. Students have to guess what you are thinking of by asking *yes* or *no* questions only. They try to guess using as few questions as possible, or you can set a maximum number of questions. They can also play this is pairs or teams.

Hello!





Unit aims Students introduce themselves and learn about numbers and colors. This includes:

- saying what their name is
- saying how old they are
- saying what their favorite color is
- learning how primary colors mix together to make secondary colors

Background information The photograph shows a display of finger painting by children in Florida, in the United States.

Introduction to the unit

- Say *Open you books to pages 4 and 5, please.* (Demonstrate by opening a Student's Book and showing pages 4 and 5.) Then say *Now listen and look.* Play the theme song on the recording. Students look at the photograph and read the title of the unit, while listening to the song.
- Ask *What can you see in the photograph?* Elicit or teach the word *paintings* (or *pictures*). You also could explain (or demonstrate with your finger) that they are finger paintings.
- Ask *What's your favorite painting?* Students point to the painting they like best. Then ask students about the paintings they have chosen: *What colors can you see?* Students list the colors they can see in their chosen painting.
- If you have access to paints, students can do their own paintings to be displayed in their class in a similar way to the photograph – using a washing line or string and clothes pins. Students can do finger paintings, or be encouraged to use paintbrushes. Alternatively, they can do drawings and display them in the same way.

Look!

- Show students the video to introduce the topic. Pause the video at different intervals and ask questions. Students can answer in L1 at this stage. *How do the children feel? (Happy.) What are they doing? (Waving, saying "hello," playing.). Where are they? (At the park, in school, etc.) How old is the boy? (Seven.).*
- Play the video again and ask *What animal can you see?* Write *lizard* on the board. Tell students they will meet a lizard in the unit.

Theme

(Theme song lyrics)
Guess what! Come and see.
Guess what! Come and play.
Guess what! What can we learn today?

Guess what! Come and see.
Guess what! Come and play.
Guess what! It's time to learn today!
Guess what!


1 0.01 Listen. Who's speaking?
2 0.02 Listen, point, and say.
1
2
3
4
3 0.03 Listen and find.
Find Leo

Lesson aims Students are introduced to new course characters. They learn to introduce themselves.

New language *Olivia, Tina, David, Leo* (character names) | *Hello.* | *What's your name? I'm/My name's (Olivia).* | Numbers 1 through 4

Materials A small, soft ball (or scrunch a piece of paper into a ball) | Music for the end-of-lesson activity (optional)

Warmer

- If you haven't already done so, greet the class, saying *Hello*, and encourage them to say *Hello* back to you.
- Use the ball and play a name game with the class. Hold the ball and say *My name's (Miss Barker)*. Then hand the ball to a student and ask *What's your name?* Students repeat the question. The student answers the question *My name's (Luis)*, before passing the ball to another student, asking *What's your name?* The activity continues until all students have stated their name.
- If you asked students to make name badges or stickers when looking at the opening spread of the course, ask students to wear them. If not, students can make name badges or stickers to wear at this point.

Student's Book page 6

1 Listen. Who's speaking?

- Say *Let's meet some children. Open your books to page 6, please.* Encourage students to guess their names, by asking *What's his/her name?* Suggest some names yourself to help students. Then point to each character and say their names from left to right: *Olivia*, *David*, and *Tina*. (Students can also guess the lizard's name: *Leo*)
- Ask *What are they saying?* Demonstrate waving your hand in greeting and elicit *Hello!* Point to the moving vans in the background of the picture and explain that Olivia and David have just moved into a new house and are meeting a new friend, Tina.
- Say *Let's listen to the children. Who's speaking?* Play the recording. Students listen and point to the different characters as they hear them introducing themselves.
- Then play the recording again, pausing to elicit each character's name and that of David's pet lizard, Leo. Point out that people can use either *My name's* or *I'm* when introducing themselves by name.

0.01

Olivia: Hello. I'm Olivia.
Tina: Hello.
Olivia: What's your name?
Tina: I'm Tina.
David: I'm David. Hello, Tina.
Tina: Hello.
David: And this is Leo.
Leo: Crick!
Tina: Ha, ha! Hello, Leo.

2 Listen, point, and say.

- Make sure students can recognize numbers 1 through 4 before you do the activity. Count on your fingers from 1 through 4 and encourage students to repeat the numbers with you. Then write the numbers on the board and say them aloud.
- Say *Now listen, point, and say.* Play the recording. Students listen and point to the numbered characters in the picture as they hear them mentioned in the recording. Then play again. Students listen and say the characters' names.

0.02

1 Olivia **2** David **3** Tina **4** Leo

3 Listen and find.

- Say *Now listen and find.* Play the recording, pausing for students to find and point to the correct character, as they hear them introduce themselves in the recording. Students can also say the correct number.

Key: David **2** Olivia **1** Leo **4** Tina **3**

0.03

Olivia: Hello. I'm Olivia. What's your name?
David: Hello. I'm David.
Tina: I'm Tina.
David: This is Leo.

Find Leo.

- Point to the *Find Leo* icon at the bottom of the page. Ask *What's his name? (Leo.)* Say *Now find Leo*. Students find and point to Leo in the picture (David is holding him).

Workbook page 4

1 Look and match.

- Students match each character with his/her silhouette. They can also say the character's name as they do the matching.

Key: **1** b (Olivia) **2** c (Leo) **3** d (Tina) **4** a (David)

2 Ask and answer with a friend.

- Students ask each other their names and then say *goodbye* to each other. They use the example speech bubbles on the page as a model.

Ending the lesson

- Play a game of *Meet and greet* (see page xvii), or students can turn and greet the students sitting to their left and right and in front of and behind them.

Extra activities: see page TB105 (if time)

Lesson aims Students practice greetings and names.

New language *Goodbye.*

Recycled language *Hello.* | *What's your name? I'm/My name's (Tom).* | Numbers **1** through **4**

Materials A blindfold (optional)

Warmer

- Greet the class, saying *Hello*, and encourage them to say *Hello* back to you. Then make sentences with *I'm …* and *My name's … ,* using the names of students in the class. Students stand up when they hear their name. Confirm by asking the student/s who is/are standing up *What's your name? (I'm/My name's Monica.)*

Presentation

- Practice *Hello* and teach *Goodbye*. Wave and say *Hello, (name)*, and encourage that student to come to the front of the class. Shake his/her hand and say *Hello, (name)*. Then wave again, this time saying *Goodbye, (name)*. Indicate that they should go and sit down on their chair again. Students repeat *Goodbye* in chorus and individually.

Student's Book page 7

4 Say the chant.

- Say *Open your books to page 7, please.* Look at the photograph and elicit where the children are (*At school*). Tell students they are playing a name game.
- Say *Listen to the chant.* Play the recording. Students listen and point to the children they think are speaking the lines in the chant. Then point to the boy in the middle of the circle in the first photograph. Ask *What's his name? (Tom.)*
- Then say *Now listen and say the chant.* Play the recording again. Students can clap along to the rhythm at first, joining in with as many words as they can. Then repeat as often as necessary, until students are chanting confidently.
- Students then play the name game in class. Ask a group of students to come to the front of the class. Direct them to stand in a circle, with one student in the middle. Play the recording again. The children in the circle join in with the chorus part, and the child in the middle says Tom's part but using his/her own name. Students then repeat the chant with a different child in the middle of the group. Repeat the activity using different groups of students until all or most of the class have had a turn.

0.04

Chorus: Hello, hello, hello to you.
Hello. What's your name?
Tom: I'm Tom. I'm Tom.
Chorus: Hello, Tom. Hello, Tom.
Tom: Hello, hello to you.
Chorus: Goodbye, goodbye, goodbye, Tom.
Tom: Goodbye, goodbye to you.

5 Look and say the name.

- Point to each character silhouette and ask *What's his/her name? Guess!* Students try to remember each character's name. Then they can check by looking at the picture on page 6.
- Then say a number, e.g., *Number* 1. (Write the number on the board if necessary.) Students say the correct character name: *David*. Repeat with numbers 2 through 4. Students can also do the activity in pairs.
- Students can then mime greeting the characters, saying *Hello, (David)*, and *Goodbye, (David)*.

Key: **2** Tina **3** Olivia **4** Leo

Workbook page 5

3 Listen and stick.

- Students will need the Hello! Unit stickers from the back of the Workbook. Play the recording. Students listen and stick the stickers into the correct position.

0.05

1 **Olivia:** Hello! My name's Olivia.
2 **Tina:** Hello! I'm Tina.
3 **David:** Hello! My name's David.

4 Listen and number.

- Students look at the pictures and guess what the characters are saying.
- Play the recording. Students listen to the mini dialogs and number the pictures.

Key: **2** a **3** b

0.06

1 **Olivia and David:** Hello!
Tina: Hello!
2 **Olivia:** What's your name?
Tina: My name's Tina.
David: I'm David.
3 **Olivia and David:** Goodbye, Tina!
Tina: Goodbye!

Ending the lesson

- Ask students to close their eyes. Then tap one student on the shoulder. That student says *Hello* to the rest of the class. The class listens and guesses his/her name from the voice. Students then open their eyes and see if they were right. Repeat the activity, tapping other students on the shoulder.
- At the end of the lesson, say *Goodbye* as you dismiss students.

Extra activities: see page TB105 (if time)

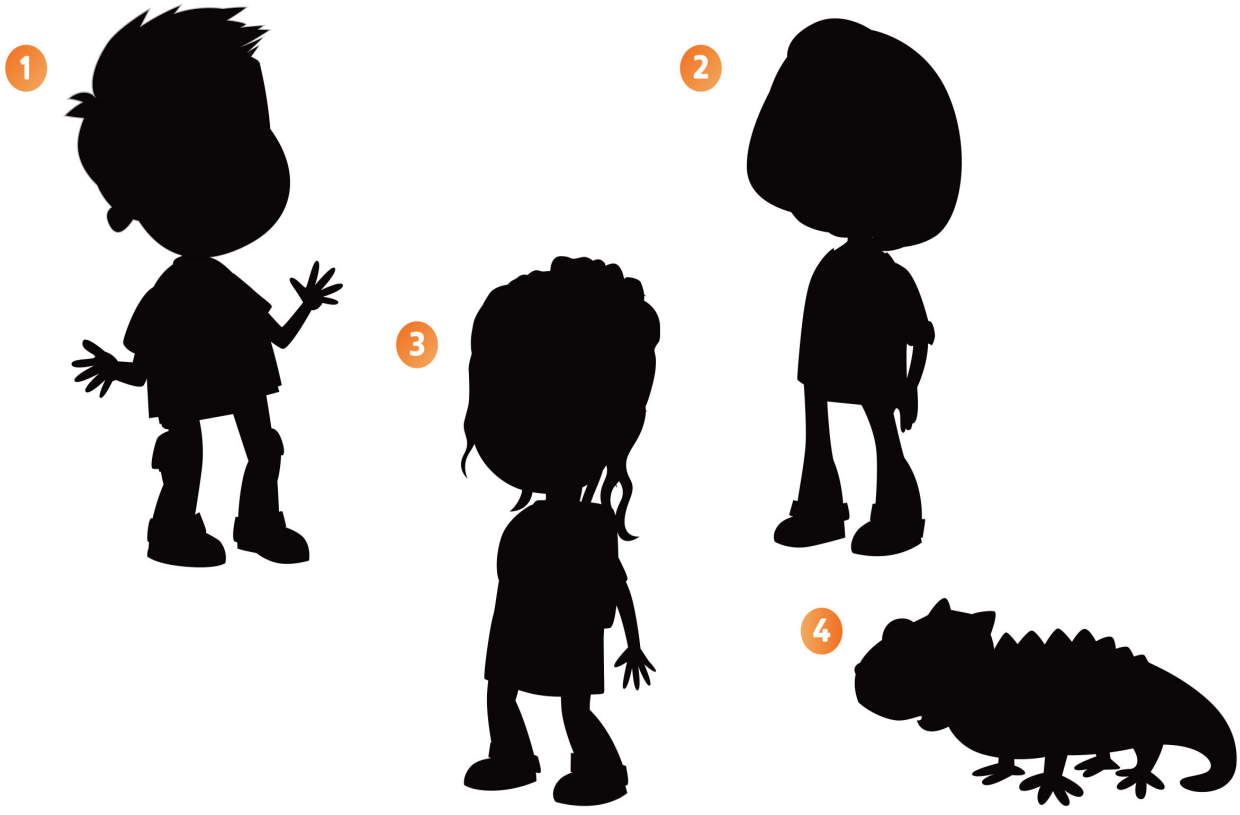
4 0.04 Say the chant.





5 Think Look and say the name.

Number 1. David.



→ Workbook page 5

6 0.07 Listen, look, and say.



7 Look and match.



8 0.08 Now listen and check.

Grammar fun!

Grammar: *Numbers 1–10*

→ Workbook page 6

Lesson aims Students learn numbers 1 through 10 and ask and answer about how old they are.

New language numbers 1 through 10 | *How old are you? I'm (seven).*

Recycled language *hello, goodbye* | *What's (your name)? (I'm/My name's Sam.)*

Materials Handmade number cards for numbers 1 through 10 (optional)

Warmer

- Do a lipreading activity. Mouth a greeting or question, e.g., *Hello. / Goodbye. / What's your name? My name's (Olivia).* Students try to guess what you are saying by reading your lips. Students can then do the same activity in pairs.

Presentation

- If you have made number cards, use these to teach numbers 1 through 10. Hold up each card in order and say the numbers for students to repeat in chorus and individually. Then hold up the cards in a random order. Students look and say the number. Students can then count around the class from 1 through 10 and back down to 1.
- Then draw a birthday cake on the board and start to draw some candles on it. Ask a student *How old are you?* Elicit the answer *I'm (six).*

Student's Book page 8

6 Listen, look, and say.

- Say *Open your books to page 8, please.* Look at the pins and elicit the numbers from 1 through 10.
- Then say *Now listen and point.* Play the recording. Students listen and point to the pins in order from 1 through 10. Then say *Now listen and say.* Play the recording again, pausing for students to listen and repeat the numbers.

0.07

One, two, three, four, five, six, seven, eight, nine, ten

7 Look and match.

- Students look at the photographs and guess how old each child is. They then follow the tangled lines to the correct age badge and say the number.

Key: 1 6 2 8 3 7

8 Now listen and check.

- Say *Now listen and check.* Play the recording, pausing after each answer for students to repeat the child's name and their age.
- Then say *Now listen and say.* Play the first interview with Sam on the recording again, pausing for students to repeat the questions and answers.
- Nominate different students to ask and answer the questions in class. Students can then ask and answer in pairs.
- Students can also play a guessing game, using the children in activity 7. One asks *How old are you?* His/Her partner answers with the age of one of the children in activity 7, e.g., *I'm eight.* The first student then guesses the name of the child: *You're Alex!* Demonstrate the activity with a confident student first, then students can play in pairs.

0.08

1 **Interviewer:** Hello. What's your name?
Sam: My name's Sam.
Interviewer: How old are you?
Sam: I'm six.

2 **Interviewer:** Hello. What's your name?
Alex: I'm Alex.
Interviewer: How old are you?
Alex: I'm eight.

3 **Interviewer:** Hello. What's your name?
Lucy: I'm Lucy.
Interviewer: How old are you?
Lucy: I'm seven.

Grammar fun!

- Play the *Grammar fun!* (Yes or no game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Ensure students have their colored crayons ready for the game and know how to vote, then play the rest of the video (see Introduction page xii).

Workbook page 6

5 What's next? Draw a line.

- Students look and guess the next number in each sequence. They then draw a line to the correct number.

Key: 2 10 3 7 4 4 5 3

6 Listen and write the numbers in the pictures.

- Play the recording. Students listen and write the correct numbers in each child's age badge.

Key: 2 6 3 9 4 3

0.09

1 How old are you? I'm seven.
2 How old are you? I'm six.
3 How old are you? I'm nine.
4 How old are you? I'm three.

Ending the lesson

- Play a game of *Meet and greet* (see page xvii). This time, when the music stops, students ask *How old are you?* (Alternatively, students ask *How old are you?* in a chain around the class.)
- Say *Goodbye* before dismissing the class.

Extra activities: see page TB105 (if time)

Lesson aims Students ask and answer about their favorite color.

New language *red, yellow, green, blue, pink, orange, purple* | *What's your favorite color? (My favorite color's (red).)*

Recycled language numbers 1 through 10 | *How old are you? (I'm (six).)*

Materials Flashcards: 6–16 | Word cards: see Digital Pack (Teacher's Resources)

Warmer

- Gesture to a student and make a deliberate mistake saying his/her name and age, using the first person, e.g., *My name's Paola. I'm eight.* The student listens and corrects the mistake: *No! I'm Sara.* or *No! I'm seven.*

Presentation

- Hold up each flashcard (or point to the pictures on Student's Book page 9) and say the color. Students repeat in chorus and individually.
- Take one color flashcard and smile. Say *(Red.) Hmm. My favorite color's (red).* Students repeat the sentence *My favorite color's (red).* Ask individual students *What's your favorite color? (Blue.)*

Student's Book page 9

9 Listen, point, and say.

- Say *Open your books to page 9, please.* Students look at the picture of Tina with her painting. Ask *What colors can you see?* Point to each color and elicit the answer.
- Say *Listen and point.* Play the recording. Students listen and point to the colors. Ask *What's Tina's favorite color? (Purple.)*
- Then say *Now listen and say.* Play the recording again, pausing for students to listen and repeat.

0.10

Tina: Red, yellow, green, blue, pink, orange, and purple!
My favorite color's purple! (x2)

10 Sing the song.

- Ask *Who can you see? (Olivia, David, and Tina.) What colors can you see?* Students name the colors.
- Ask *What's Tina's favorite color? (Purple.) What's Olivia's favorite color?* Students look at the paint Olivia's holding and guess: *Red.* Repeat with David.
- Say *Let's find out. Listen and point.* Play the recording. Students listen and point to each character and the color they mention. Ask again *What's Olivia's favorite color?*
- Say *Now sing the song.* Play the recording a few times, until students are singing confidently.

0.11

Olivia: Red, yellow, green, and blue,
Pink, orange, and purple.
David: What's your favorite color? (x2 from the top)
Olivia: My favorite color's red.
Yes! My favorite color's red.
David: Red, yellow, green, and blue,
Pink, orange, and purple.
Tina: What's your favorite color? (x2)
David: My favorite color's green.
Yes! My favorite color's green.
Tina: Red, yellow, green, and blue
Pink, orange, and purple.
Olivia: What's your favorite color? (x2)
Tina: My favorite color's purple.
Yes! My favorite color's purple.

11 Ask and answer.

- Ask students the questions about themselves, e.g., *How old are you? (I'm (six).) What's your favorite color? (My favorite color's (green).)*
- Students can then ask and answer in pairs, using the example speech bubbles on the page as a model.

Grammar fun!

- Play the *Grammar fun!* (Balloon game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Ensure students have their colored crayons ready for the game and know how to vote. Then play the rest of the video (see Introduction page xii).

Workbook page 7

7 Listen and color.

- Play the recording. Students listen and color the numbered paint splotches in the correct color.

Key: **2** yellow **3** pink **4** purple **5** orange **6** blue

0.12

1 What's your favorite color? My favorite color's green.
2 What's your favorite color? My favorite color's yellow.
3 What's your favorite color? My favorite color's pink.
4 What's your favorite color? My favorite color's purple.
5 What's your favorite color? My favorite color's orange.
6 What's your favorite color? My favorite color's blue.

8 Look. Then draw and say.

- Students look at the cake and candles and read the speech bubbles. They then draw their own number of candles on the other cake and color them in. Students can then ask and answer in pairs, using the speech bubbles on the page as a model.

My picture dictionary → Go to page 84. Check the words you know and trace.

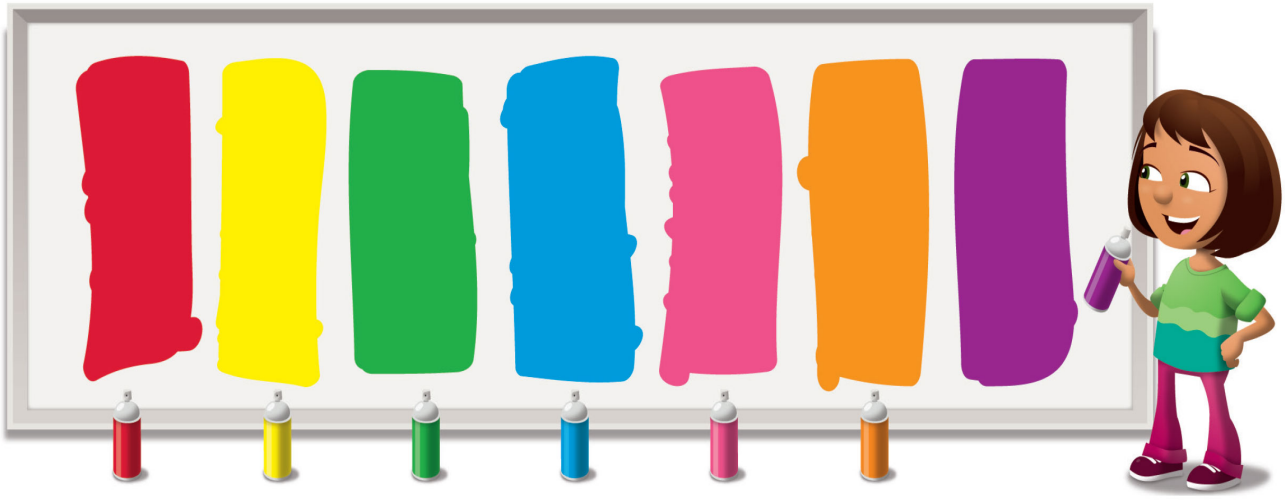
- Students turn to page 84 and check the colors they know. Read the color word labels aloud before students trace.

Ending the lesson

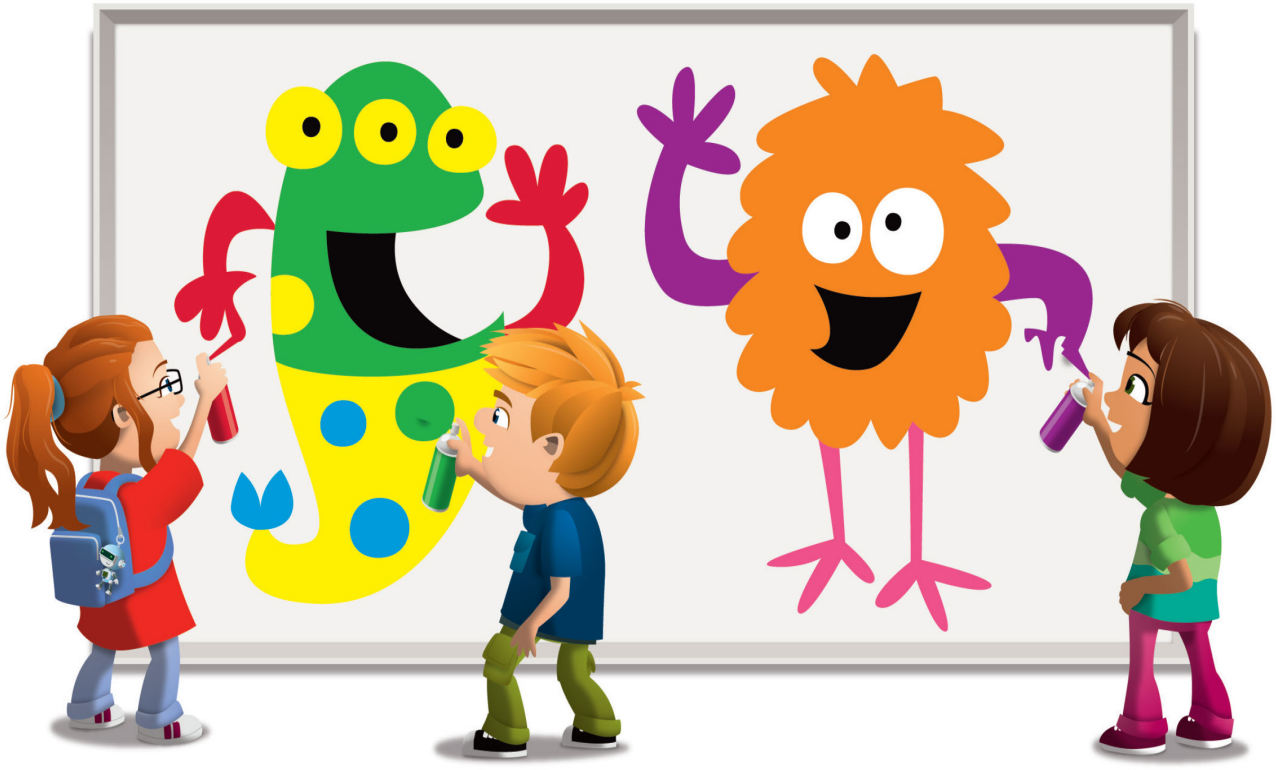
- Play *Pass the flashcards* (see page xviii). Students say *My favorite color's (blue)* when they have a flashcard. The rest of the class says *yes* or *no*.

Extra activities: see page TB105 (if time)

9 0.10 Listen, point, and say.



10 0.11 Sing the song.



11 About Me Ask and answer.

How old are you?

I'm six.

What's your favorite color?

My favorite color's blue.

→ Workbook page 7

Grammar: *My favorite color's …*

Grammar fun!

12 0.13 Story Listen and watch.



Value: Be curious

→ Workbook page 8

Lesson aims Students reinforce language with a story. They also learn the value of being curious.

New language *Come and see.* | *It's a (tree house).*

Recycled language numbers 1 through 10, colors | *What's your favorite color? My favorite color's (purple).* | *Guess what!*

Materials Flashcards: 6–16

Warmer

- Play a guessing game. Put a color flashcard behind your back and say *Guess what! What's my favorite color?* Students call out different color words until one of them guesses correctly. That student has the next turn.

Presentation

- Use the picture on page 6 of the Student's Book to ask students about the course characters. Ask *Who can you see in the picture? (Olivia, David, Tina, and Leo.) What's his/her name? (Olivia.) What's Olivia's favorite color? (Red.)* Then say *Let's listen to a story about Olivia, David, and Tina.*

Student's Book page 10

12 Listen and watch.

- Say *Open your books to page 10, please.* Ask *Who can you see? (David, Tina, and Olivia.)* If you wish, explain (in L1) that Olivia and David have asked Tina to play with them in their new yard.
- Say *Now listen to the story.* Play the recording. Students listen and look at the story frames. Then point to the tree house in frame 4 and ask *What can you see?* Say *It's a tree house.*

Story

- Now students can watch the video. Pause at the end of each frame to ask: Frame 1: *What colors can you see? (Red, yellow, green, purple.)* Frame 2: *What's Olivia's favorite color? (Red.)* Frame 4: *What can you see? (A tree house.)* Frame 6: *What do the children say? (Wow!)*
- Point to the children's smiling faces and ask *Are the children happy?* Smile yourself to help demonstrate the meaning of the word. Nod and say *yes.* Repeat the children's expression *Wow!* If necessary, explain (in L1) that this means the children are excited about the tree house. Students can also raise their hands and say if they have seen or been inside a tree house and where.
- Students can watch the story again for pleasure, or pause after each key line for students to repeat. Encourage students to use gestures and intonation from the story as appropriate.

0.13

1 **Olivia:** Red, yellow, green, purple.
Tina: Wow!
2 **Olivia:** What's your favorite color, Tina?
Tina: Purple. What's your favorite color?
Olivia: My favorite color's red.
3 **David:** Olivia! Tina! Guess what! Come and see!
Olivia and Tina: OK.
4 **David:** Look!
Olivia: It's a tree house!
Tina: Wow!
5 **David:** One, two, three, four, five, six, seven, eight, nine, ten!
6 **All:** Wow!

Value ***Be curious***

- Play the dialog for frame 3 of the story again, pausing and asking students to repeat David's line: *Come and see!* Show with gesture the meaning of this expression. Then read the value title *Be curious* with the class. Make sure that students understand that being curious means being interested in exploring the world around them. Ask *Are the children in the story curious? (Yes.) What do they find? (A tree house.)*
- Divide the class into three groups and give each group a character name – Olivia, Tina, and David. Then play the dialog from frames 3 and 4 again. Students listen and repeat the lines for their group's character.
- Divide the class into groups of three, each with one "Olivia," "Tina," and "David." Students practice the dialog, using gesture and intonation to emphasize curiosity.

Workbook page 8

9 Listen and check ✓.

- Say *Now listen and check.* Play the recording (on which there are four frames from the story). Students listen and check the correct picture, a or b.

Key: 2 a 3 b 4 a

0.14

1 **David:** Olivia! Tina! Guess what! Come and see!
Olivia and Tina: OK.
2 **Olivia:** Red, yellow, green, purple.
Tina: Wow!
3 **David:** Look!
Olivia: It's a tree house.
4 **Tina:** Wow!
David: One, two, three, four, five, six, seven, eight, nine, ten!

Ending the lesson

- Play a game of *Who's speaking?* (see page xix).

Extra activities: see page TB105 (if time)

Lesson aims Students practice the function of identifying objects. Students also practice saying the sound /p/.

New language *panda, turtle, lizard, pen, ball*

Recycled language numbers, colors | *Come and see.* | *It's a (lizard).*

Materials Pictures of a panda, a turtle, a lizard, a bird, a fish, a cat, a pen, and a ball (you could download the pictures from the Internet or use cutouts from magazines)

Warmer

- Draw a simple picture of a tree house on the board, pausing after each line for students to guess what you're drawing. When you've finished the picture, point to it and say *Look! It's a …* Pause for students to complete your sentence with the word *tree house*.

Student's Book page 11

13 Listen and act.

- Say *Open your books to pages 10 and 11, please.* Remind students that the children in the story found a tree house when they were exploring in their yard.
- Tell students they are going to listen to another child finding and identifying something exciting as he/she is exploring. Point to the photograph on page 11 and say *Come and see. What can you see?* Do any students know the word *lizard* in English? Then say *Listen and find out.* Play the recording. Students listen and point to the lizard.
- Say *Now listen and repeat.* Play the recording again, pausing for students to repeat the line.
- Then choose one of the pictures that you have brought to class. Hold one of these pictures so that it's facing away from the students. Then gesture excitedly to a group of students, saying *Come and see!* When the students approach you, show them the picture and introduce the word to them and the rest of the class: *Look! It's a (panda).*
- Repeat the procedure with the other pictures you have brought, then attach them to the board so that all students can see them. Students can then practice pointing to them and saying *Look! It's a (turtle).*

0.15

Girl: Look! It's a lizard!

14 Listen and say. /p/

- In this activity, students practice saying the /p/ sound.
- Say *Look at Activity 14. What can you see?* Elicit or teach *It's a panda.* Then ask *What colors can you see? (Pink and purple.)* (**Note:** You could also teach *black* and *white* here if you wish – otherwise these colors are taught in the next unit.)
- Then say *panda* – /p/ /p/ /p/ – *panda.* Students repeat, emphasizing the /p/ sound in *panda.*
- Say *Listen and say.* Play the sound sentence on the recording. Students listen and repeat, emphasizing the /p/ sounds in *pink, purple,* and *panda.*
- Students can then repeat the sound sentence without the recording, saying it faster and faster each time. See how fast they can say it.
- Ask students to think of any other words they know that begin with the sound /p/. For example, they may know the classroom objects *pencil* or *pen*. If not, show them these objects and say the words.

0.16

/p/ A pink and purple panda.

Workbook page 9

10 What's missing? Look and draw. Then stick.

- Students guess the missing animal that the children have discovered in a nest. They then choose the correct animal from the three options shown and draw it into the nest.

Key: Students should draw the bird (b).

11 Trace the letters.

- Students trace the letter *p* in the sound sentence.

12 Listen and circle the p *words.*

- Play the recording. Students listen and circle the words that have a /p/ sound in them.

Key: Students circle the pen and panda.

0.17

1 pen, pen **2** panda, panda **3** turtle, turtle **4** book, book

Ending the lesson

- Show students a picture and say *Look! It's a panda.* Students stand up and mime being the animal or using the object on the picture if you describe it correctly, and stay sitting down if you don't.

Extra activities: see page TB105 (if time)

13 0.15 Talk Time Listen and act.

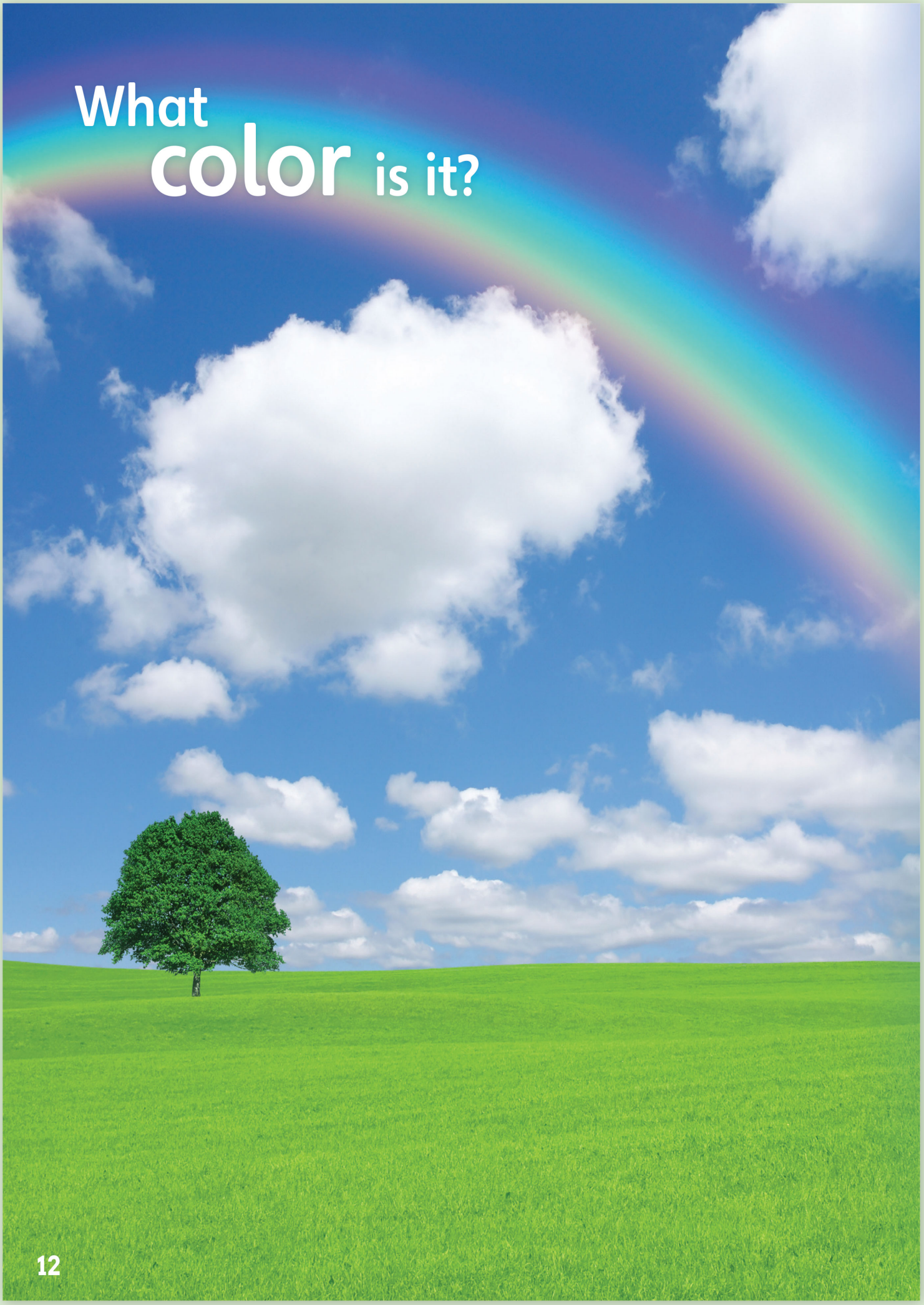


Animal sounds

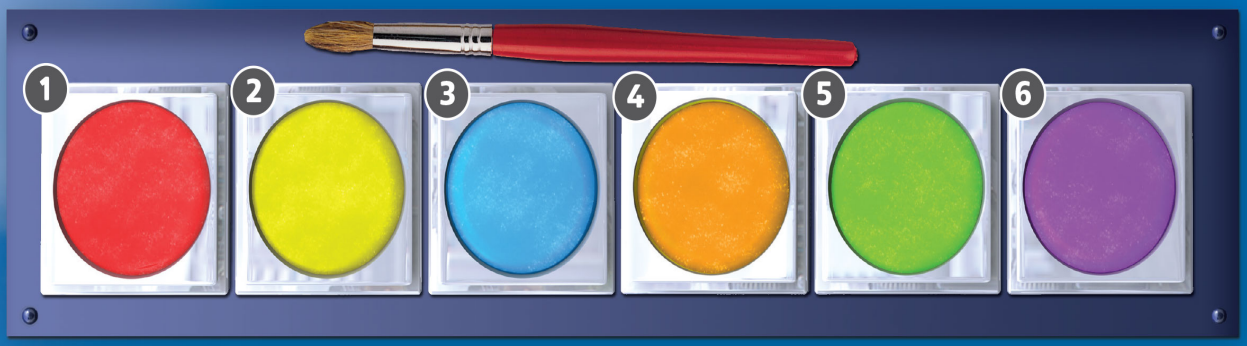
14 0.16 Listen and say.



A pink and purple panda.


What
color is it?

1 Listen and say.

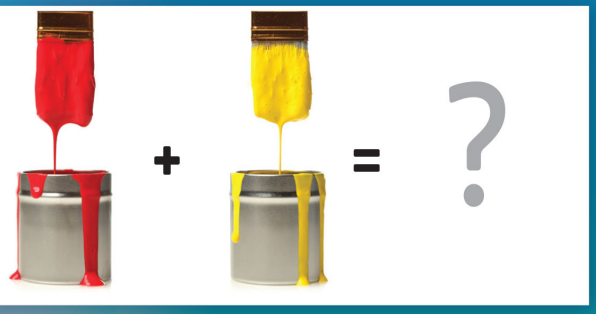


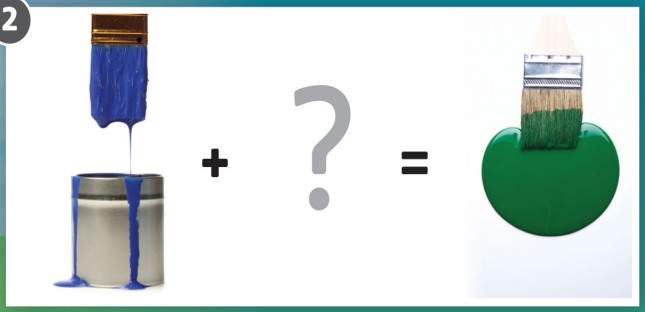
2 CLIL Watch the video.

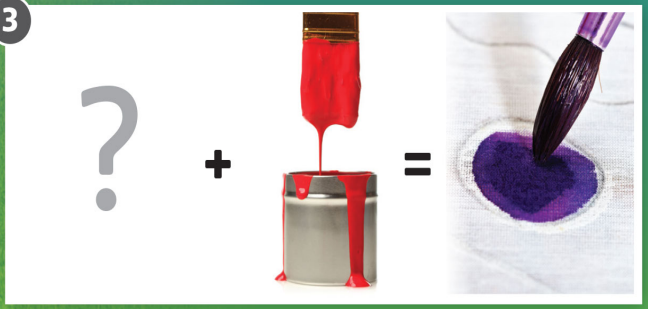
3 Say the color.

Number 1. Orange.

Yes.

1 

2 

3 

Guess What!

Let's collaborate!



→ Workbook page 10

CLIL: Art

Lesson aims Students learn and talk about mixing primary colors to make secondary colors.

New language *rainbow* | *What color is it?*

Recycled language *colors*

Materials Digital Pack (Teacher's Resources) | Flashcards: 6–16 | Blue, yellow, and red paint or tissue paper (optional)

Warmer

- Use the flashcards to review colors. Each time you hold up a flashcard, ask the question *What color is it?* Then play a game of *Point to (red)* (see page xviii).

Student's Book page 12

What color is it?

- Say *Open your books to page 12, please.* Say or elicit *It's a rainbow*, teaching the word *rainbow*. Then read and ask the opening question *What color is it?* Students look at the photograph and name the colors they can see in the rainbow. Then point to other items in the photograph, e.g., the sky, tree, and grass, asking *What color is it? (Blue, green,* and *green.)*

Student's Book page 13

1 Listen and say.

- Say *Open your books to page 13, please.* Use the photographs to elicit and review the color words *red, yellow, blue, orange, green, purple.*
- Say *Listen and say.* Play the recording. Students listen and repeat the words. Then use the color paintbox photograph to indicate how the primary colors mix to make secondary colors. Point to red and yellow and then to orange and say *Red and yellow make orange.* Repeat with *blue, yellow,* and *green,* and *red, blue,* and *purple.*

0.18

1 red **2** yellow **3** blue **4** orange **5** green **6** purple

2 Watch the video.

- Play the video.
- If you don't have the video, use some paints and mix the colors together to show how they make the secondary colors. Say, e.g., *Red and yellow make orange.* You can also invite students to do some of the color mixing. Alternatively, do the same activity using tissue paper in red, yellow, and blue and holding two pieces of tissue paper up to the light so that the light shines through them to make the secondary color.

CLIL 00: see page TB115

3 Say the color.

- Students look at each color sum and say the missing color in each one. In number 1, the missing color is the secondary color made by mixing the first two primary colors together. In numbers 2 and 3, the missing color is one of the two primary colors needed to make the illustrated secondary color.
- Check the activity by saying the number of the color sum. Students say the missing color.

Key: **2** Yellow. **3** Blue.

Guess What!

- Students look at the swirled picture and guess which of the pictures on the page it's from.

Key: It's the rainbow project in activity 4.

Workbook page 10

1 Listen and color.

- Play the recording. Students listen and color the numbered paints in the palette correctly. Encourage students to see which are the primary colors (red, yellow, and blue), and which are the colors the primary colors mix to make (orange, green, and purple).

Key: **2** orange **3** yellow **4** green **5** blue **6** purple

0.19

Color number 1 red. Color number 3 yellow. Color number 5 blue.

Red and yellow make orange. Color number 2 orange.

Yellow and blue make green. Color number 4 green.

Blue and red make purple. Color number 6 purple.

2 Look and color.

- Students look at the color sums and guess the missing colors. They then color the circles in the correct colors.

Key: **1** Students color orange. **2** Students color green. **3** Students color purple.

Ending the lesson

- Use the color flashcards to play a game of *What's missing?* (see page xix).
- **For the next lesson (optional):** Ask students to bring tissue paper or other collage material in different rainbow colors.

Extra activities: see pages TB105–TB106 (if time)

Lesson aims Students make a color collage. | They can also complete the unit evaluation in the Workbook.

New language *collage*

Recycled language colors | *What color is it?* | Students also review all unit vocabulary and grammar in the unit evaluation.

Materials Hello! Model sheet, Hello! Project sheets, Hello! Worksheets, Peer and Teacher evaluation sheets, cue cards (optional), letter-size paper, pencils, colored pencils or paints, magazines, scissors and glue, poster paper, access to computer for research (optional)

Warmer

- Draw a rainbow outline on the board. Ask *What colors can you see in a rainbow?* Elicit the seven colors *red*, *orange*, *yellow*, *pink*, *blue*, *purple*, and *green*.

Student's Book page 13 – Let's collaborate!

Introduce the project.

- Students use L1 and English to name things that are different colors, e.g., the grass is green, the sky is blue. Elicit different ideas. Then display the model sheet. Point to each color section and ask *What color is this?* Then ask students to identify the different objects in L1.
- Then say *Now it's your turn. Let's collaborate.* Students look at the project flyer on page 13. Tell them they are going to make their own color collage.

Step 1 Plan your project.

- Divide students into pairs and distribute the project sheets and worksheets. Students write their names and choose and circle the name of the project monitor.
- Students collect and check the materials they need for their project. The project monitor can also check that they have everything they need.
- Each pair chooses one color to research from the list on the project sheet. Students choose, if possible, but make sure that there are an even number of pairs researching the different colors. Students then use the worksheet to draw pictures of different things they find in their classroom, in nature, or in other places. They look around the classroom and agree on other objects from memory or by looking in magazines or searching online. They draw small pictures of the different objects they think of on their worksheets.
- Students work together, naming the objects they find in English or L1, and confirm *Is it red?* Yes.
- Students check their worksheets before the project monitor stores them safely.

Step 2 Create your project.

- Each pair first makes a small collage for their color. Students draw a border with their color on a letter-size sheet of paper as seen in the model. If students have found photographs, they cut and stick them. Alternatively, students can also draw and color.
- Students work together, with one drawing pictures and one cutting and sticking photographs, or both taking the same number of items to draw or stick.
- While students are working, encourage them to see different shades of color that exist, e.g., the yellow of a daffodil is much brighter than the yellow of a banana.

Step 3 Present your project.

- Students then work with other pairs who have chosen a different color. Each pair presents their color poster to the group. Students take turns presenting their collage and answering questions. They ask about the color in English, but can ask and answer other questions in L1.
- **Note:** Remind students to raise their hands before asking a question.
- Students then combine their collages together to make a group collage. They can compare. Ask *How are the colors different? What other differences are there?*

Step 4 How did we do?

- Distribute a Group evaluation sheet (see page TB121 or *Teacher's Resources*) to each pair for them to complete.
- The project monitor then collects and stores the project materials together.
- If you wish, complete a Teacher evaluation sheet (see page TB122 or *Teacher's Resources)* for each pair and award students an overall grade.

Workbook page 11 – Evaluation

1 Follow the lines. Then trace and say.

- Students follow the lines from the characters' pictures to their names. They then trace over the words for the characters' names, saying each name as they do so.

Key: **2** a David **3** d Tina **4** c Leo

2 What's your favorite part? Use your stickers.

- Students choose their favorite part of the unit – the story, the song or the video – and put a sticker under their chosen preference.

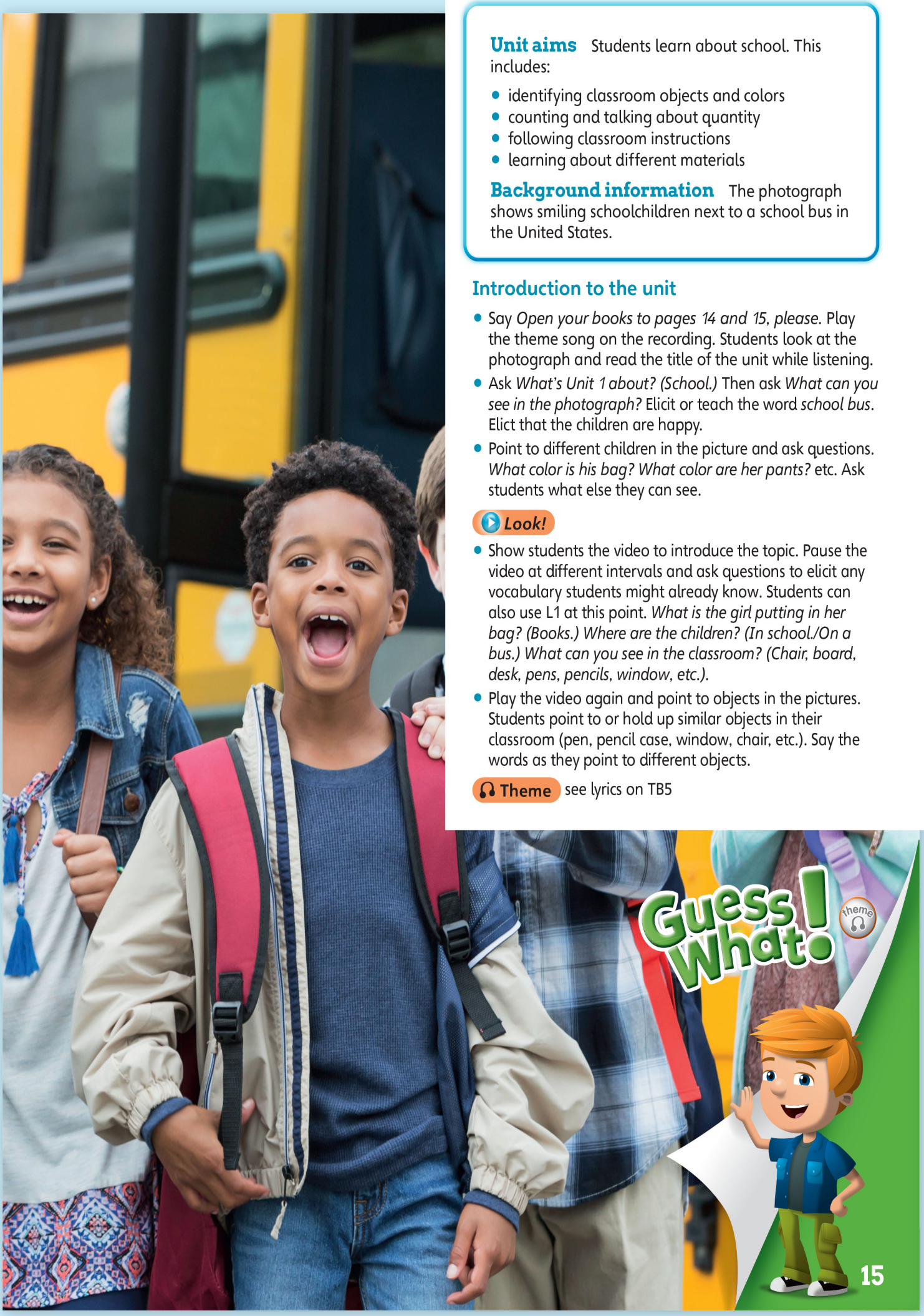
3 Trace the color.

- Students trace over the color word *pink*. They then go to page 93 and find and color all the puzzle pieces marked with *Hello!* in pink.

Extra activities: see page TB106 (if time)

1 School





Unit aims Students learn about school. This includes:

- identifying classroom objects and colors
- counting and talking about quantity
- following classroom instructions
- learning about different materials

Background information The photograph shows smiling schoolchildren next to a school bus in the United States.

Introduction to the unit

- Say *Open your books to pages 14 and 15, please.* Play the theme song on the recording. Students look at the photograph and read the title of the unit while listening.
- Ask *What's Unit 1 about? (School.)* Then ask *What can you see in the photograph?* Elicit or teach the word *school bus*. Elict that the children are happy.
- Point to different children in the picture and ask questions. *What color is his bag? What color are her pants?* etc. Ask students what else they can see.

Look!

- Show students the video to introduce the topic. Pause the video at different intervals and ask questions to elicit any vocabulary students might already know. Students can also use L1 at this point. *What is the girl putting in her bag? (Books.) Where are the children? (In school./On a bus.) What can you see in the classroom? (Chair, board, desk, pens, pencils, window, etc.).*
- Play the video again and point to objects in the pictures. Students point to or hold up similar objects in their classroom (pen, pencil case, window, chair, etc.). Say the words as they point to different objects.

Theme see lyrics on TB5

1 1.01 Listen. Who's speaking?

2 1.02 Listen, point, and say.



3 1.03 Listen and find.

→ Workbook page 12

Lesson aims Students learn vocabulary for classroom furniture and objects.

New language *board, door, window, desk, chair, pencil, pencil case, book, eraser, pen, white, black, brown, gray*

Recycled language colors | *It's a/an (window).* | *A (gray) (eraser).*

Materials Flashcards: 6–16 | Flashcards: 17–26 | Word cards: see Digital Pack (Teacher's Resources) (optional)

Warmer

- Use all the color flashcards to review colors, but also teach new colors *black*, *white*, *gray*, and *brown*. Then play a game of *Stand in order* (see page xix).

Presentation

- Hold up each classroom object flashcard (or point to real items) and say the new words: *a board, a door.* Students repeat in chorus and individually. Hold up the flashcards in a random order. Students name the word and point to or hold up the corresponding item in their own classroom.
- Hold up the book flashcard and ask *What color is it? (Blue.)* Repeat the question with the other flashcards. Practice the new colors *black*, *white*, *gray*, and *brown*, using different items in your classroom. (**Note**: If your students sit at tables instead of desks, you could also teach *table*.)

Student's Book page 16

1 Listen. Who's speaking?

- Say *Open your books to page 16, please.* Ask *Who can you see? (Tina, David, children, a teacher.)* Explain that Tina and David are in the same class at school. They are playing a game in class.
- Say *Listen. Who's speaking?* Play the recording. Students listen and point to the character they think is speaking each line (the teacher, Tina, David, or Leo). Then play again, pausing for students to point to the classroom objects in the picture as they hear them mentioned.

1.01

Teacher: OK, children. Let's play. Ready?
Tina: Yes!
Teacher: OK. What's white?
Tina: White ... the board!
Teacher: Yes! OK ... orange!
David: The door!
Teacher: Good! Now ... Red and ... green!
Tina: *Red* ... the window! Green ... your desk!
Teacher: Good! Your turn, Tina.
Tina: OK. Purple and ... blue!
David: Um. Purple ... Here – your pencil! And blue ... Oh, my book!
Tina: Yes! Your turn.
David: OK. Brown and ... black!
Tina: Hmm, brown ... my chair! Black ... your pen!
Teacher: Great! Now, gray and yellow.
Tina: A gray eraser.
David: And a yellow pencil case!
Leo: Crick!
David: And a green lizard!

2 Listen, point, and say.

- Say *Now listen, point, and say.* Play the recording. Students listen and point to the numbered items as they hear them mentioned. Then play again. Students listen and say the words.

1.02

1 board **2** door **3** window **4** desk **5** chair **6** pencil **7** pencil case **8** book 9 eraser **10** pen

3 Listen and find.

- Say *Now listen and find.* Play the recording, pausing for students to find and point to the correct items. They can also say the correct number. If time, students can do a similar activity in pairs. One says a sentence, e.g., *It's a window*, and the other says the number: *Number 3* (or points to the item in their own classroom).

Key: Students point to items in the following order: 3, 2, 6, 1, 10, 9, 5, 4, 8, 7

1.03

It's a window. It's a door. It's a pencil. It's a board.
It's a pen. It's an eraser. It's a chair. It's a desk.
It's a book. It's a pencil case.

Find Leo.

- Say *Now find Leo.* Students search for Leo in the picture (he's in the yellow pencil case). Students can also find numbers and colors from the previous unit.

Workbook page 12

1 Listen and check ✓.

- Students look at the pictures and identify the classroom objects they can see. Play the recording. Students listen and check the box next to each item.

Key: **2** b **3** b **4** a

1.04

1 It's a book. **2** It's a board. **3** It's a chair. **4** It's a pencil case.

2 Look and match.

- Students match each picture with its close-up view. They can also say the words as they do so.

Key: **2** d (chair) **3** a (door) **4** c (pencil)

Ending the lesson

- Play a game of *True or false?* (see page xix) pointing to items in your classroom or on Student's Book page 16 and making sentences about them, with or without colors, e.g., *It's a door.* or *It's an orange door.*

Extra activities: see page TB106 (if time)

Lesson aims Students practice vocabulary for classroom objects and furniture.

New language *picture* | *Here's a/an (book).*

Recycled language classroom objects, colors | *It's a board/whiteboard.*

Materials Flashcards: 17–26 | Word cards: see Digital Pack (Teacher's Resources) (optional) | Paper and drawing materials (optional)

Warmer

- Use the flashcards to review classroom objects. Then present a flashcard to a student, saying *Here's a (pencil).* Sometimes use the name of the object on the flashcard, sometimes name a different object. The student says *yes* and takes the flashcard if it's correct. If the flashcard shows a different object, the student says *no* and doesn't take it. Repeat until different students are holding all the flashcards.
- Then, if you wish to introduce the written form of the classroom object vocabulary at this stage, use the word cards. Hold up each word card and read it aloud with the class. Then ask a student to point to (or come and give the word card to) the student who is holding the correct flashcard.

Student's Book page 17

4 Say the chant.

- Say *Open your books to page 17, please.* Talk about the photographs: *What can you see? (A pencil.) What color is it? (Red.)*
- Say *Listen and point.* Play the chant on the recording. Students point to the different items as they are mentioned in the chant. (**Note**: The chant is said a few times on the recording, and speeds up each time. Students point to the different items each time, but speeding up how fast they point.)
- Then say *Now listen and say the chant.* Play the chant again a few times. Students can just listen and clap along with the rhythm the first time, joining in with a few words. Repeat the activity until students are chanting confidently.

1.05

Here's a pencil
And here's a book.
Here's a desk
And here's a chair.
Here's an eraser
And here's a pen.
Now say it all again! (x4)

5 Look and find five differences.

- Ask *What can you see in picture 1?* Students name the objects they can see: *A purple chair, a red book, a blue window,* etc. Make sure students are using the correct colors and objects.
- Then say *Now look at picture 2. What's different?* Read the example speech bubbles aloud, pointing to the purple pen in picture 1 and the purple pencil in picture 2 to emphasize this difference. Make sure students understand the word *picture.*
- Students can then work in pairs, finding the additional four differences in picture 2.
- Then elicit the answers from different pairs of students. Students point to the item in each picture and describe it, showing the difference, e.g., *Picture 1: A blue window. Picture 2: A blue door.*

Key: Picture 1: A purple pen, Picture 2: A purple pencil; Picture 1: A blue window, Picture 2: A blue door; Picture 1: A red book, Picture 2: A red pencil case; Picture 1: A yellow pencil, Picture 2: A yellow eraser; Picture 1: A green eraser, Picture 2: A green pencil.

Workbook page 13

3 Listen and stick.

- Students will need the Unit 1 stickers from the back of the Workbook. Play the recording. Students listen and stick the stickers into the correct position.

1.06

1 It's a whiteboard.
2 It's an orange pencil case.
3 It's a yellow chair.
4 It's a red door.
5 It's a blue desk.

4 What's next? Draw a line.

- Students look and guess the next picture in each sequence. They then draw a line to the correct picture. They can also name each item as they do so.

Key: **2** d (eraser) **3** a (desk) **4** b (book)

My picture dictionary → Go to page 85. Check the words you know and trace.

- Students turn to page 85 and check the classroom items they know. They then trace over the word labels for each picture. (**Note**: If you didn't use the word cards in the Warmer at the beginning of the lesson, you could use them to introduce the classroom object words before students do this activity. Alternatively, read through the word labels with students first.)

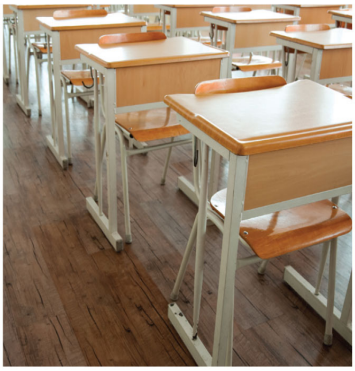
Ending the lesson

- Play a game of *Find something (red)* (see page xvii). Students can also name the items they know as they find them, e.g., *a red pencil, a red book.*

Extra activities: see page TB106 (if time)

4 1.05 Say the chant.



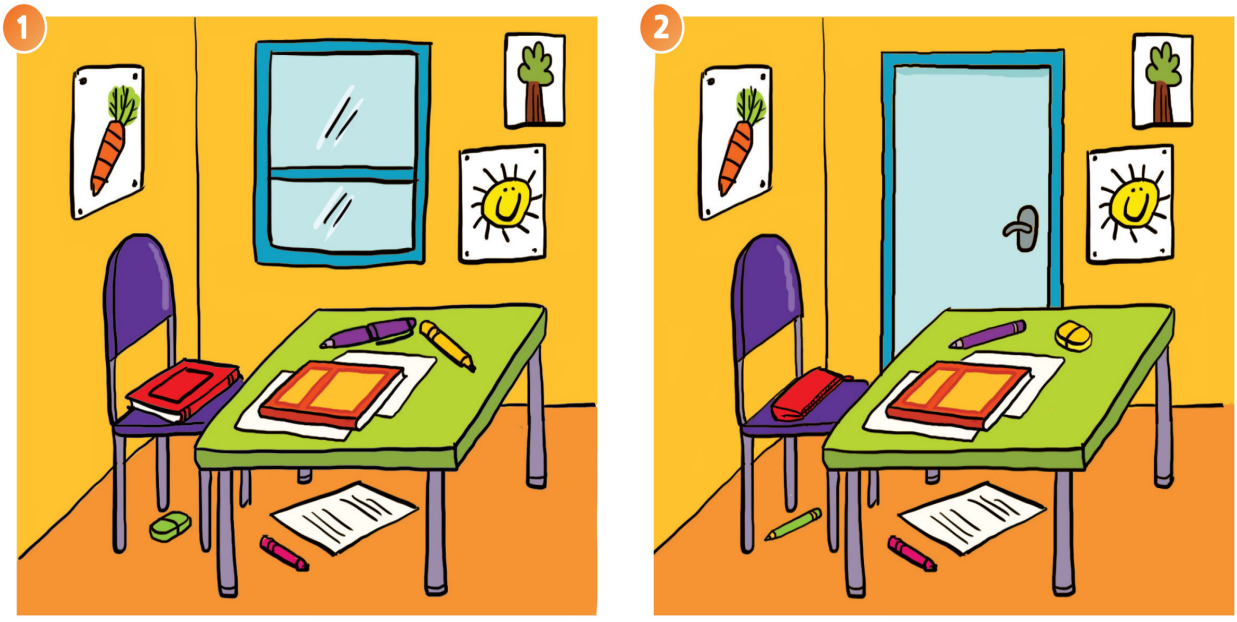





5 Think Look and find five differences.

Picture 1. A purple pen.

Picture 2. A purple pencil.



→ Workbook page 13



6 1.07 Sing the song.

7 1.08 Listen and answer the questions.

How many chairs can you see?

Six!





Grammar fun!

Grammar: *How many chairs can you see?*

→ Workbook page 14

Lesson aims Students ask and answer questions using *how many*.

New language *How many books can you see? (Four books.)*

Recycled language numbers 1 through 10

Materials Handmade number cards (optional)

Warmer

- Review numbers by counting around the class from 1 through 10 and back down again to 1.
- Then use the handmade number cards (or write the numbers on the board in a random order). Hold up one at random and invite a student to say the number. The other students listen and hold up the correct number of fingers and thumbs.

Presentation

- Pick up a book and elicit *(It's a) book*. Then ask *How many books?* Hold up one finger to elicit the number *one*. Confirm, saying *One book*. Then hold up two books and ask *How many books?* Elicit the number *two*. Confirm by saying *One, two – two books*. Make sure students hear the *s* at the end of *books*. Students repeat *two books* in chorus and individually.
- Ask about different objects in the classroom, e.g., *How many (windows) can you see?* Students count and answer: *(Two) windows*. Make sure they are using plurals correctly.

Student's Book page 18

6 Sing the song.

- Say *Open your books to page 18, please*. Students look at the picture of the circus performer juggling different objects. Point to the books on the top of her head and ask *How many books can you see?* Students count and say the number. Repeat with the erasers and pencils.
- Say *Listen and point*. Play the recording. Students listen and point to the objects as they hear them mentioned.
- At the end of the song, ask again *How many books can you see?* Students answer *(Four books.)*. They then repeat the question and answer in chorus and individually. Then point to the pencils and elicit the question *How many pencils can you see?* Nominate a student to answer, then repeat with the erasers.
- Then say *Now sing the song*. Play the recording a few times, until students are singing confidently. The first time, students can just listen or hum to the tune and join in with any words they can remember. Then students can sing along with the song.
- You can also divide the class into two groups, with one group singing the first two lines of each verse (asking the question) and the other group singing the last two lines of each verse (with the answer). Students can then swap roles. (**Note**: Students can sing along to the version of the song with the words or to the karaoke version.)

1.07

Books, books. Count with me. (x2)
How many books can you see?
One, two, three, four. Four! Four, four, four books.
Erasers, erasers. Count with me. (x2)
How many erasers can you see?
One, two, three, four, five. Five! Five, five, five erasers.
Pencils, pencils. Count with me. (x2)
How many pencils can you see?
One, two, three, four, five, six. Six! Six, six, six pencils.

7 Listen and answer the questions.

- Students name the classroom objects they can see along the top. (*A chair, a book, a pen, a window, a pencil case.*)
- Point to the large picture. Ask *How many chairs can you see?* Students find and count. Repeat for other items.
- Say *Now listen and answer the questions*. Play the recording, pausing after each question and nominating a student to answer it. The other students listen and check.
- Read the example speech bubbles: *How many chairs can you see? (Six.)* Students then ask and answer about the objects in pairs, using the speech bubbles as a model.

Key: **2** Nine. **3** Ten. **4** Two. **5** Eight.

1.08

1 How many chairs can you see? **2** How many books can you see? **3** How many pens can you see? **4** How many windows can you see? **5** How many pencil cases can you see?

Grammar fun!

- Play the *Grammar fun!* (Balloon game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Ensure students have their colored crayons ready for the game and know how to vote. Then play the rest of the video (see Introduction page xii).

Workbook page 14

5 Look and count. Write the number.

- Students find and count each pictured item in the main picture. They then write the correct number in the box provided.

Key: board (3), desk (6), chair (7), book (8), pencil (8)

6 Ask and answer about your classroom.

- Students ask and answer about their own classroom, using the example speech bubbles as a model.

Ending the lesson

- Play the *How many* game from activity 7 in the Student's Book, but using objects in your own classroom. Students take turns asking a question for the rest of the class to answer. Another student then counts the items to make sure that the answer given by the rest of the class is right. (**Note**: Set an upper limit of ten for this activity.)

Extra activities: see page TB106 (if time)

Lesson aims Students learn to follow and give classroom instructions.

New language *Stand up, Sit down, Open/close (your books), Pick up/put away (your pencils), please.*

Warmer

- Students can sing the song from the previous lesson again. Alternatively, students can make up their own verse of the song to sing.

Presentation

- Present the classroom instructions by giving students instructions, following them yourself as you do so, and inviting students to copy you. Stand up and invite students to stand up with you, saying *Stand up, please.* Repeat with the instructions *Sit down, Open your books, Close your books, Pick up a pencil,* and *Put away a pencil.*
- Then repeat the instructions in a different order, performing each one yourself and inviting students to copy you.

Student's Book page 19

8 Listen, point, and say.

- Point to each photograph and elicit the actions students can see in each one. Then say *Listen and point.* Play the recording. Students listen and point to the photographs.
- Then say *Now listen, point, and say.* Play the recording again, pausing for students to repeat the instruction each time. Remind students that *please* is a polite way of asking someone to do something.

1.09

1 Stand up, please.
2 Sit down, please.
3 Open your books, please.
4 Close your books, please.
5 Pick up your pencils, please.
6 Put away your pencils, please.

9 Listen and do the action.

- Say *Now listen and do the action.* Play the recording, the first time pausing for students to complete each action. Then play the recording again without pausing. Students have to listen and do the actions a little more quickly.

1.10

Stand up, please.
Pick up a pen, please.
Pick up a pencil case, please.
Pick up a book, please.
Open your books, please.
Close your books, please.
Put away your pencils, please.
Put away your pencil cases, please.
Put away your books, please.
Sit down, please.

10 Play the game.

- Nominate a student to say an instruction for the rest of the class to follow. Repeat a few times, then divide students into pairs or small groups. One gives an instruction for the others to follow, then they change roles.

Grammar fun!

- Play the *Grammar fun!* (Yes or no game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Ensure students have their colored crayons ready for the game and know how to vote. Then play the rest of the video (see Introduction page xii).

Workbook page 15

7 Listen and check ✓ or put an ✗.

- Students look at the pictures and identify the actions they can see in each one.
- Play the recording. Students listen and put a check next to each picture if it matches the recording and an ✗ if it doesn't. If you have time, students can then say the correct sentence for the pictures they have marked with an ✗.

Key: 1 ✗ (Open your books, please.) 2 ✓ 3 ✓ 4 ✗ (Stand up, please.)

1.11

1 Put away your books, please.
2 Please sit down.
3 Pick up your pencils, please.
4 Close your books, please.

8 Circle the different one.

- Students look at the four pictures in each row and circle the one that is different.

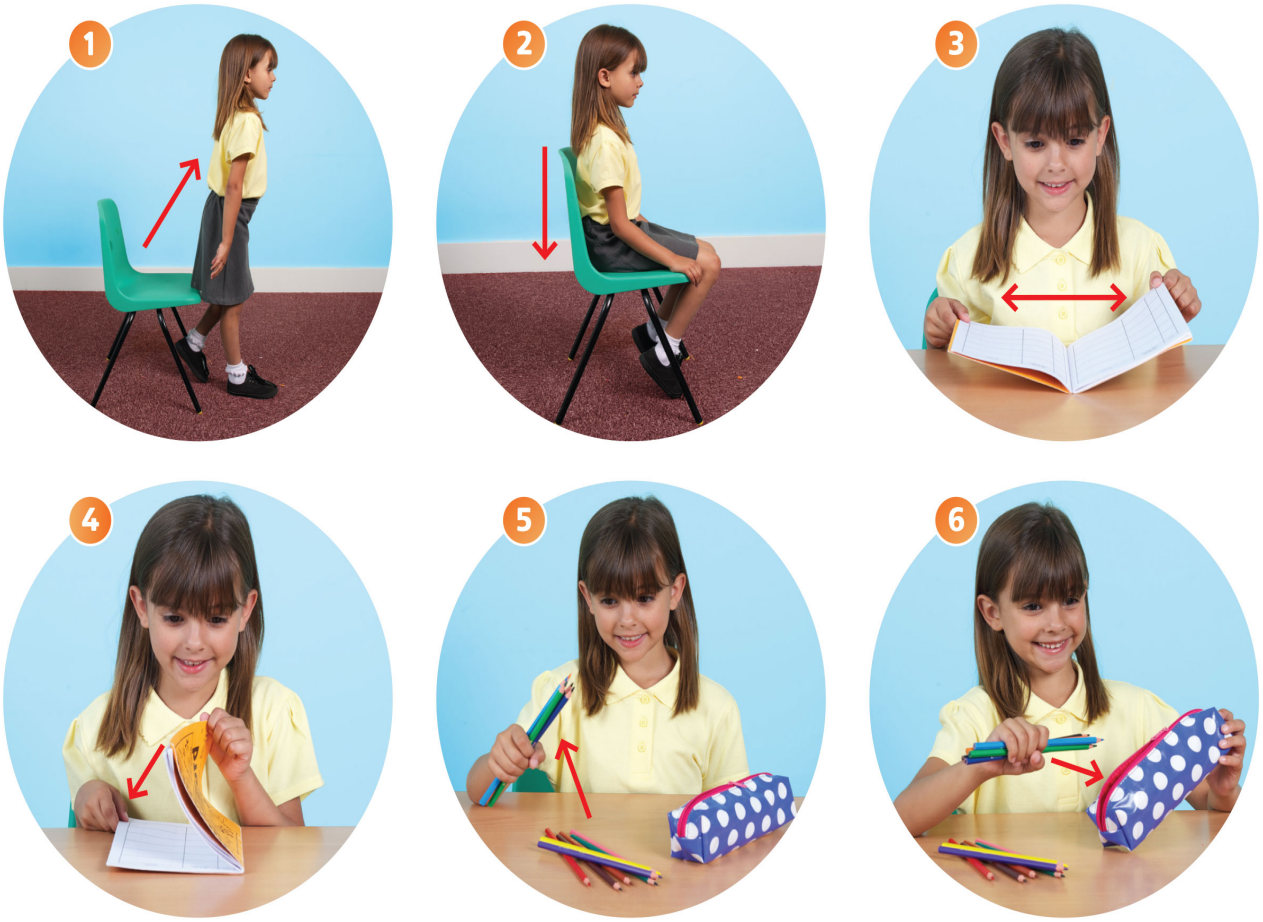
Key: 2 b

Ending the lesson

- Give and demonstrate instructions, but sometimes doing a different action from the one in your instruction, e.g., sit down when you say *Stand up, please.* Students copy your action when it's correct, but correct your mistake when it isn't: *No! Sit down, please.* When they correct you, say *Sorry! Sit down, please.* Students can then copy the instruction. You can also incorporate color review into this activity, by saying, e.g., *Pick up a blue pencil* as you pick up a red one.

Extra activities: see page TB106 (if time)

8 1.09 Listen, point, and say.



9 1.10 Listen and do the action.

10 Play the game.



→ Workbook page 15

Grammar: *Stand up, please.*

Grammar fun!



Value: Make friends

→ Workbook page 16

Lesson aims Students reinforce language with a story. They also consider the value of making friends.

New language *robot, magic, friend, clap your hands, stamp your feet | Nice to meet you!*

Recycled language classroom objects, colors, numbers, *school | Look! | It's a (robot). | Hello/ Goodbye. | My name's (iPal). | How many pens can you see? (Four pens.) | Thanks, (iPal).*

Warmer

- Call out classroom actions for students to follow. Include and demonstrate the new actions *clap your hands* and *stamp your feet*. Then play a game of *Whisper* (see page xix), including all the actions in your instructions.

Introduction

- Ask questions about the story so far, e.g., *What are the children's names? (David, Olivia, and Tina.) What's in the yard? (A tree house.)*

Student's Book page 20

11 Listen and watch.

- Say *Let's listen to a story. Open your books to page 20, please.* Ask about frame 1: *Who can you see? (Tina, Olivia, and David.) Where are they? (In a tree house).* Ask *What can you see in the tree house? (A table, chairs, a picture, a window, books, a eraser, pens, pencils.)* Point to the small robot lying under the table and say *Look! What can you see?* Say *It's a robot!* Encourage students to guess what happens in the story by looking at the other frames. Then say *Let's find out.*
- Say *Listen.* Play the recording while students look at the story frames. At the end of the story, ask *What's the robot's name? (iPal.)* Make sure that students realize what is special about iPal: *He's a magic robot.* Point to the fairy dust around the robot in frame 2 and that iPal then is big in frames 3, 4, and 5 to ensure that students understand the word *magic*.

Story

- Now students can watch the video. Pause at the end of each frame to ask more questions and help with answers as necessary: Frame 1: *What can Tina see? (A robot.)* Frame 2: *What does the robot say? (1, 2, 3, Magic tree … .)* Frame 3: *Where are the children? (In school.) What's the robot's name? (iPal.)* Frame 4: *How many pens can you see? (Four.)* Frame 5: *What's on the board? (iPal's magic picture.)* Frame 6: *Where are the children? (In the tree house.)*
- Check students understand the key elements of the story: iPal is a magic robot who teaches the children a rhyme. When they say this in the tree house, they go through a portal into a magical world where iPal is their friend. Then when it's time to go home again, they say a second rhyme to return to the tree house. Play iPal's rhymes from frame 2 and frame 5 again, pausing for students to listen and repeat, clapping their hands or stamping their feet as they do so.
- Students can watch the story again for pleasure, or pause after key lines for students to repeat. Encourage students to use gestures and intonation from the story as appropriate and also to say iPal's magic chant at the beginning and end of the story.

1.12

1 **Tina:** Look! It's a robot!
Olivia: Pick it up, David. Look!
2 **iPal:** 1, 2, 3, magic tree. Clap your hands and come with me.
Olivia: Clap your hands!
3 **David:** Wow! We're at school!
Tina: Hello, Miss Berry!
Miss Berry: Hello!
iPal: Hello! My name's iPal! Nice to meet you.
4 **iPal:** A red pen, a blue pen, count with me. How many pens can you see?
Tina: Four pens.
5 **iPal:** 3, 2, 1, that was fun. Stamp your feet – the magic's done!
Olivia: Goodbye, Miss Berry!
6 **Olivia:** Wow! Thanks, iPal.
David: iPal?
Tina: Look!

Value ***Make friends***

- Students look at frame 3. Ask *Is iPal a friend?* Check that students understand the word *friend*, then gesture and say *Yes*. Play iPal's line from frame 3 again. Explain that iPal says *Nice to meet you* to make friends with the children and the teacher. Students repeat *Nice to meet you*.
- Divide the class into four groups. Give each group a character name – David, Tina, Miss Berry, and iPal. Then play the dialog from frame 3 again. Students listen and repeat the lines for their group's character.
- Rearrange the class into groups of four, with one of each character. Students practice the dialog, emphasizing the value of making new friends.

Workbook page 16

9 Listen, look, and match.

- Students listen to the story again and look and match the two parts of the picture puzzles.

Key: 2 d 3 e 4 c 5 a 6 f

1.13

(Repeat of story – see above for story script)

Ending the lesson

- Play a game of *I can see* (see page xvii), using the story pictures: *I can see a red chair. I can see four pens.*

Extra activities: see page TB106 (if time)

Lesson aims Students learn and practice the function of greeting people politely when you meet them for the first time. Students also practice saying the sound /b/.

New language *And you.* | /b/ – *bear*

Recycled language *Hello. My name's (Ravi).* | *Nice to meet you.*

Materials A soft small ball | Paper and drawing materials (optional)

Warmer

- Play a game of *Pass the ball* (see page xviii), using questions students have learned so far: *What's your name? How old are you? What's your favorite color? What color is it? How many (doors) can you see?*

Student's Book page 21

12 Listen and act.

- Say *Open your books to pages 20 and 21, please.* Remind students of the story from the previous lesson. Ask *Who is iPal ? (A magic robot.) Is he a friend? (Yes.)* Point to frame 3 of the story and ask *What does iPal say?* Students try to remember iPal's lines to make friends *(Hello. My name's iPal. Nice to meet you.)* Congratulate any students who remember correctly.
- Tell students they are going to listen to more people meeting each other for the first time. Say *Now look at page 21. Who's speaking? Listen and point.* Play the recording. Students listen and point to the people in the photograph as they speak each line.
- Then say *Now listen and say.* Play the recording again, pausing for students to repeat each line with the correct pronunciation and intonation. Pay particular attention to the new expression *And you*, which is used to reply to the *Nice to meet you* greeting.
- Students act out similar dialogs with the students sitting next to and directly in front of and behind them, using their own names.

1.14

Ravi: Hello. My name's Ravi.
Woman: Hello. Nice to meet you.
Ravi: And you.

13 Listen and say. /b/

- In this activity, students practice saying the /b/ sound.
- Say *Look at activity 13. What can you see?* Elicit or teach *It's a bear.* Then point to the book and elicit *It's a book.* Ask *What color is it? (Blue.)*
- Then say *bear* – /b/ /b/ /b/ – *bear.* Students repeat, emphasizing the /b/ sound in *bear.*
- Say *Listen and say.* Play the sound sentence on the recording. Students listen and repeat, emphasizing the /b/ sounds in *bear, blue* and *book.*
- Students can then repeat the sound sentence without the recording, saying it faster and faster each time. See how fast they can say it.
- Ask students to think of any other words they know that begin with the sound /b/, e.g., *board, ball.* Then ask them to think of words that contain the sound /b/, e.g., *number, rainbow.*

1.15

/b/ A bear with a blue book.

Workbook page 17

10 What's missing? Look and draw. Then stick.

- Students look and guess the missing expression on the girl's face. Point out, if necessary, that the two children on the left-hand side of the picture are being friendly to the boy on the right-hand side as he is new to their neighborhood or school and is a little nervous. They then choose the correct expression from the three options shown and draw it onto the girl's face.

Key: Students should draw the smiley expression (c).

11 Trace the letters.

- Students trace the letter *b* in the sound sentence.

12 Listen and circle the b *words.*

- Play the recording. Students listen and circle the words that have a /b/ sound in them.

Key: Students circle the bear and book.

1.16

1 bear, bear **2** pencil, pencil **3** pen, pen **4** book, book

Ending the lesson

- Students can play *Meet and greet* (see page xvii), this time adding *Nice to meet you* as they introduce themselves to other students in the class.

Extra activities: see page TB106 (if time)

12 1.14 Talk Time Listen and act.

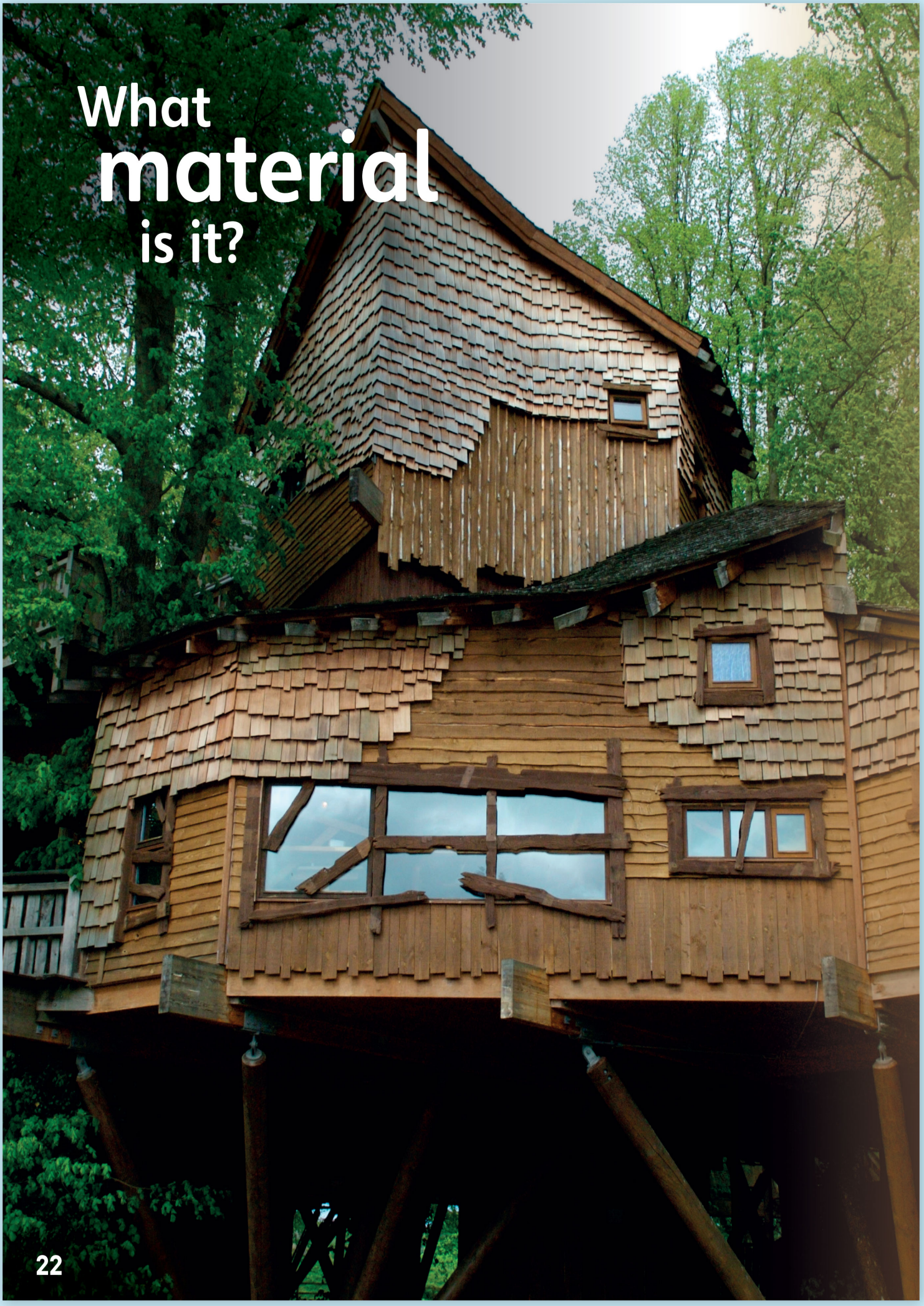


Animal sounds

13 1.15 Listen and say.



A bear with
a blue book.


What
material
is it?

1 Listen and say. 1.17






2 CLIL Watch the video.

3 Look and say *wood*, *plastic*, *metal*, or *glass*.

Number 1. Wood.

Yes.






Guess What!

Let's collaborate!



→ Workbook page 18

CLIL: Science

Lesson aims Students learn about materials.

New language *wood, plastic, metal, glass* | *What material is it?*

Recycled language classroom objects, tree house

Materials Digital Pack (Teacher's Resources) | Classroom objects or small toys made of different materials (wood, plastic, metal, and glass) | A small bag for the *What's in the bag?* game (optional) | Paper and drawing materials (optional)

Warmer

- Use real classroom objects to play a game of *Correct my mistakes* (see page xvi).

Student's Book page 22

What material is it?

- Say *Open your books to page 22, please.* Look at the photograph and ask *What can you see?* Elicit *A tree house.* Then ask the opening question *What material is it?* Point to the wooden slats and rooftiles, as well as supports for the tree house. Say *It's wood.* Point or hold up wood objects in the classroom (e.g., a pencil, the door, a table or desktop) to emphasize the meaning of *wood.* Students can then point to or hold up other wood items in their classroom.
- Students can also say (in L1) if they have been in or seen a tree house and where or if they'd like to visit the one in the photograph. If you wish, tell students that the tree house is in Alnwick Castle in the United Kingdom. It is one of the biggest treehouses in the world. Students might also like to know there's a restaurant and stores inside.

Student's Book page 23

1 Listen and say.

- Say *Now look at page 23, please.* Use the photographs to elicit and teach the words for materials: *wood, plastic, metal,* and *glass.* For each material, use something in the classroom to reinforce the meaning of the material, e.g., a wood pencil or door, a plastic ruler, a metal chair leg, the glass in a window.
- Say *Listen and say.* Play the recording. Students listen and repeat the words.
- Call out the material words in random order, e.g., *wood, metal, glass, plastic.* Students look around the classroom and point to different items made of these materials. Then point to items and make sentences about the materials with deliberate mistakes, e.g., point to a wood door and say *Glass.* Students listen and correct you: *No – wood.*

1.17

1 wood **2** plastic **3** metal **4** glass

2 Watch the video.

- Play the video.
- If you don't have the video, play the *What's in the bag?* game (see page xix), but using the question *What material is it?* Students guess the material of the object you have put in the bag. If they can, they could also name the object they take out, e.g., *wood – pencil, plastic – lizard.*

CLIL 01: see page TB116

3 Look and say wood, plastic, metal, *or* glass.

- Read the rubric with the class, and point out the written form of the material words: *wood, plastic, metal,* and *glass.*
- Students look at the photographs and say the materials they can see. Check by saying the photograph numbers. Students say the material word or words.

Key: **2** glass (and wood) **3** metal **4** plastic

Guess What!

- Students look at the swirled picture and guess which of the photographs on the page it's from.

Key: It's the wooden pencils in activity 3 (photograph 1).

Workbook page 18

1 Look and match.

- Students look at the photographs and name the items and materials they can see.
- Students look and match the numbered photographs to the lettered photographs showing the material they are made of. They can also name the material as they do so.

Key: **1** c (wood) **2** c (wood) **3** d (glass) / c (wood) **4** a (plastic) **5** b (metal) **6** a (plastic)

2 Listen and check ✓.

- Students look at the photographs and name the materials they can see.
- Play the recording. Students listen and check the picture of the item that is made of the material they hear mentioned on the recording. Students can also name the item as they do so.

Key: **1** a (door) **2** a (door) **3** b (pencil case) **4** a (chair)

1.18

1 What material is it? Wood.
2 What material is it? Glass.
3 What material is it? Plastic.
4 What material is it? Metal.

Ending the lesson

- Play *Correct my mistakes* again (see page xvi), but this time including materials in your descriptions of the objects, e.g., *It's a red door. It's plastic.*

Extra activities: see page TB106 (if time)

Lesson aims Students make a materials poster. | They can also complete the unit evaluation in the Workbook.

New language *poster* | *It's a (window).*

Recycled language materials, classroom objects | *What material is it? It's (glass).* | Students also review all unit vocabulary and grammar in the unit evaluation.

Materials Model sheet 1, Project sheets 1, Worksheets 1, Peer and Teacher evaluation sheets, cue cards (optional), letter-size paper, pencils, poster paper, photographs of different materials (optional), scissors and glue (optional), access to a computer for research (optional)

Warmer

- Play a game of *Find something (plastic)* (see page xvii). If you have enough objects in different materials, you can make this more challenging by combining colors and materials: *Find something (plastic) and (red).*

Student's Book page 23 – Let's collaborate!

Introduce the project.

- Point to things around the classroom made of different materials, (e.g., a window, a door, a plastic chair, a metal hook) and ask *What material is this? (Glass.)* Display the model sheet, point to each group of objects, and ask the same question.
- Students can describe some of the objects in English, e.g., *It's a pencil. It's a wooden pencil. It's a plastic ruler.*
- Then say *Now it's your turn. Let's collaborate.* Students look at the project flyer on page 23. Tell them they are going to make their own materials poster.

Step 1 Plan your project.

- Divide students into pairs and distribute the project sheets and worksheets. Students write their names and choose and circle the name of the project monitor.
- Students collect and check the materials they need for their project. The project monitor can also check that they have everything they need.
- Each pair chooses one material from the list on the project sheet. Students choose, if possible, but make sure that there are an even number of pairs researching the different materials. Students then use the worksheet to draw pictures of things in their classroom and school, or around the home, that are made of that material. They can take their worksheet around the school looking for objects, and then research online to find pictures of further items in the home. Alternatively, they can brainstorm lists of things that they find at home and draw a quick sketch of them.
- Students name each object they find in English or L1, and then confirm *Is it metal? Yes.* Students can also take turns naming a material for the other one to draw.
- Students can check that their worksheets match before the project monitor stores them safely.

Step 2 Create your project.

- Each pair first makes a small poster of their material. Students draw an image to represent their material at the top of a letter-size sheet of paper. They then draw pictures (or alternatively, cut and stick photographs) of the items they have found onto the paper. Students work together, both taking the same number of items to draw or stick pictures of.
- Students then create one big poster to show all four materials. They work with three other pairs, who have chosen different materials. In their new group, they share their information, before sticking it onto a piece of paper to make a combined poster.

Step 3 Present your project.

- Students present their poster to the rest of the class. They take turns describing the material and showing the objects they have found, using English words when they can, for example, chair, cup, pencil, etc. Other words can be given in L1.
- Students then answer questions about their poster.
- Students display their posters and compare them. What different objects have they found? Which materials have they found the most objects for?

Step 4 How did we do?

- Distribute a Group evaluation sheet (see page TB121 or *Teacher's Resources*) to each pair for them to complete.
- The project monitor then collects and stores the project materials together.
- If you wish, complete a Teacher evaluation sheet (see page TB122 or *Teacher's Resources*) for each pair and award students an overall grade.

Workbook page 19 – Evaluation

1 Look and trace. Then say.

- Students name each classroom object and trace over each word. They then read and say the words.

2 What's your favorite part? Use your stickers.

- Students choose their favorite part of the unit – the story, the song, or the video – and put a sticker under their chosen preference.

3 Trace the color.

- Students trace over the color word *red*. They then go to page 93 and find and color all the puzzle pieces marked with a *1* in red.

Extra activities: see pages TB106–TB107 (if time)


2
Toys
Look!

Unit aims Students learn to talk about their toys. This includes:

- learning toy vocabulary
- identifying toys and their color
- guessing what toys are
- deciding if toys are electric or not

Background information The photograph shows a boy playing with a toy rocket and astronaut.

Introduction to the unit

- Say *Open your books to pages 24 and 25, please.* Play the theme song on the recording. Students look at the photograph and read the title of the unit while listening.
- Ask *What's Unit 2 about? (Toys.)* Use the photograph and any toys you have around the classroom (or toy flashcards 27 through 36) to make sure students understand the word *toy*.
- Then ask *What can you see in the photograph?* Elicit any words students may know or teach new key words *(A boy, a toy)*. Then ask more questions about the toy: *What material is it? (Plastic.) What color is it? (Gray, red, black.)*

Look!

- Show students the video to introduce the topic. Pause the video after each toy and ask questions. *Is he/she / Are they happy with the toy(s)? Do you like this toy?* Use mime and gesture to help comprehension. Ask students to give a thumbs-up if they like the toy or a thumbs-down if they don't like the toy.
- Play the video again without pausing and have the class give a thumbs-up or a thumbs-down as it shows each toy.

Theme see lyrics on TB5





→ Workbook page 20

Lesson aims Students name and talk about toys.

New language *bike, ball, kite, doll, teddy bear, camera, robot, computer, computer game, art set.*

Recycled language numbers, colors | *What's your favorite (toy)? My favorite (toy) is my (art set).* | *How many (teddy bears) can you see? Three teddy bears.*

Materials Flashcards: 27–36 | Word cards: see Digital Pack (Teacher's Resources) (optional)

Warmer

- Review numbers from 1 through 10 by counting around the class up to 10 and back down to 1. Then review numbers and classroom objects with a game of *Count and collect* (see page xvi).

Presentation

- Ask *What toys do you know?* Elicit any toy words students know, and then hold up each flashcard and say the new words (or point to the pictures on Student's Book page 26). Students repeat in chorus and individually. Then show the cards in a random order, asking individual students to name the items.
- Show a flashcard to a student and ask him/her to mime playing with the toy (e.g., taking a photograph with a camera). The other students name the toy.

Student's Book page 26

1 Listen. Who's speaking?

- Say *Open your books to page 26, please.* Ask *Who can you see? (Tina, Olivia, and David.)* Explain that Olivia and David have gone to Tina's house and are looking at her toys.
- Say *Listen. Who's speaking?* Play the recording. Students listen and point to the character they think is speaking (Tina, Olivia, or David). Then play again, pausing for students to point to the toys in the picture as they hear the characters mention them.
- Point out that in this picture, iPal has gone back to being a small robot toy again. He only grows big in the magical portal world they travel to after saying the rhyme in the tree house.

2.01

Tina: These are my toys! My yellow bike, my blue ball, my green and yellow kite …
Olivia: Hmm, and here's a doll. And three teddy bears …
David: Wow! Nice computer! Oh, and computer games! One, two, three, four, five, six, seven, eight computer games! Let's play!
Tina: OK, OK, but look at my favorite toy – my art set. What's your favorite toy, Olivia?
Olivia: Hmm … my camera!
Toy iPal: Bleep!
Olivia: Oh, and iPal – our robot! Now, let's play!

2 Listen, point, and say.

- Say *Now listen, point, and say.* Play the recording. Students listen and point to the numbered items in the picture as they hear them mentioned. Then play again. Students listen and say the words.

2.02

1 bike **2** ball **3** kite **4** doll **5** teddy bear **6** camera
7 robot **8** computer **9** computer game **10** art set

3 Listen and find.

- Say *Now listen and find.* Play the recording, pausing for students to find and point to the correct items in the picture, as they hear them mentioned. Students can also say the correct number.
- If you have time, students can then do a similar activity in pairs, using words and numbers only. One names an item, e.g., *Robot*, and the other says the number: *Number 7.*

Key: Students point to items in the following order: 10, 6, 2, 4, 8, 9, 5, 3, 1, 7

2.03

It's an art set. It's a camera. It's a computer game.
It's a ball. It's a doll. It's a teddy bear. It's a kite.
It's a computer. It's a bike. It's a robot.

Find Leo.

- Say *Now find Leo.* Students search for Leo in the picture (he's in Tina's doll's house). Students can also find items from the previous unit (the window, Tina's desk and chair).

Workbook page 20

1 Listen and check ✓.

- Students look at the pictures and identify the toys.
- Play the recording. Students listen and check the box next to each toy as they hear it mentioned.

Key: **2** a **3** b **4** b

2.04

1 It's a computer.
2 It's an art set.
3 It's a robot.
4 It's a ball.

2 Look, match, and say.

- Students look at the pictures and guess the toy each child is playing with. They then draw a line to match each child to the correct toy and name the toys.

Key: **1** b (kite) **2** c (ball) **3** d (camera) **4** a (bike)

Ending the lesson

- Use the picture in the Student's Book to play a counting game. Say, e.g., *How many teddy bears can you see?* Students count the teddy bears in the picture, and then say the correct number: *One, two, three – three teddy bears!* Students can also ask the *How many* questions.

Extra activities: see page TB107 (if time)

Lesson aims Students practice the toy vocabulary.

New language *girls, boys*

Recycled language toys, colors | *What's your favorite (toy)? My favorite toy's my (red and yellow kite).*

Materials Flashcards: 27–36 | Word cards: see Digital Pack (Teacher's Resources)

Warmer

- Use the flashcards to review toy vocabulary. Then ask a student *What's your favorite toy?* Encourage them to take a flashcard and name the toy on it. They come to the front of the class. Repeat until ten students are standing at the front of the class with all the flashcards.
- Then use the word cards. Hold up each word card and read it aloud with the class. Then ask a student to point to (or come and give the word card to) the student who is holding the correct flashcard.

Presentation

- If you have a mixed class of boys and girls, use an instructions game to preteach *boys* and *girls* in English. Say, e.g., *Boys, stand up.* Encourage the boys in the class to stand up. Then repeat with *Girls, pick up a book.* All girls in the class pick up a book. (**Note**: If you don't have a mixed class, leave out this stage of the lesson and clarify the words *girl* and *boy* after students have listened to the chant, referring back to pictures of David, Olivia, and Tina. Students name the *boy (David)* and the *girls (Tina and Olivia)*.)

Student's Book page 27

4 Say the chant.

- Say *Open your books to page 27, please.* Talk about the photographs, e.g., *What can you see? (A kite.) What color is it? (Red and yellow.)*
- Say *Listen and point.* Play the chant on the recording. Students point to the different toys as they are mentioned in the chant.
- Then say *Now listen and say the chant.* Play the chant again a few times. Students can just listen and clap along with the rhythm the first time, joining in with a few words. Repeat the activity until students are chanting confidently.

2.05

Toys, toys, girls and boys,
What's your favorite toy?
My kite. My kite. My red and yellow kite.
My favorite toy's my red and yellow kite.

Toys, toys, girls and boys,
What's your favorite toy?
My robot. My robot. My blue and orange robot.
My favorite toy's my blue and orange robot.

Toys, toys, girls and boys,
What's your favorite toy?
My teddy. My teddy. My green teddy bear.
My favorite toy's my green teddy bear.

5 Look and find five missing toys in picture 2.

- Ask *What can you see in picture 1?* Students go around the class naming the toys they can see: *A blue ball, a doll, a red camera, an orange bike*, etc. Make sure students are using the colors and *a* or *an* correctly.
- Then say: *Now look at picture 2. What's missing?* Students work in pairs, finding the five toys that are missing in picture 2. Then elicit the answers from different students.

Key: The orange bike, the pink camera, the yellow ball, the blue book, and the green art set are all missing in picture 2.

Workbook page 21

3 Listen and stick.

- Students will need the Unit 2 stickers from the back of the Workbook. Play the recording. Students listen and stick the stickers into the correct position.

2.06

1 It's a computer game.
2 It's an art set.
3 It's a robot.
4 It's a ball.
5 It's a bike.

4 Look and circle the toys.

- Students look at the pictures and circle the ones that are toys. They can also name the toys as they do so.

Key: Students should circle the doll, the teddy bear, the kite, and the ball.

My picture dictionary → Go to page 86. Check the words you know and trace.

- Students turn to page 86 and check the toys they know. They then trace over the word labels for each picture. (**Note**: If you didn't use the word cards in the Warmer at the beginning of the lesson, use them to introduce the toy words before students do this activity. Alternatively, read through the word labels with students first.)

Ending the lesson

- Students can make up their own verse of the chant, using their own favorite toy. You can either nominate a few students to perform their verse to the class or, for a noisier option, they can all recite their own verses at the same time.

Extra activities: see page TB107 (if time)

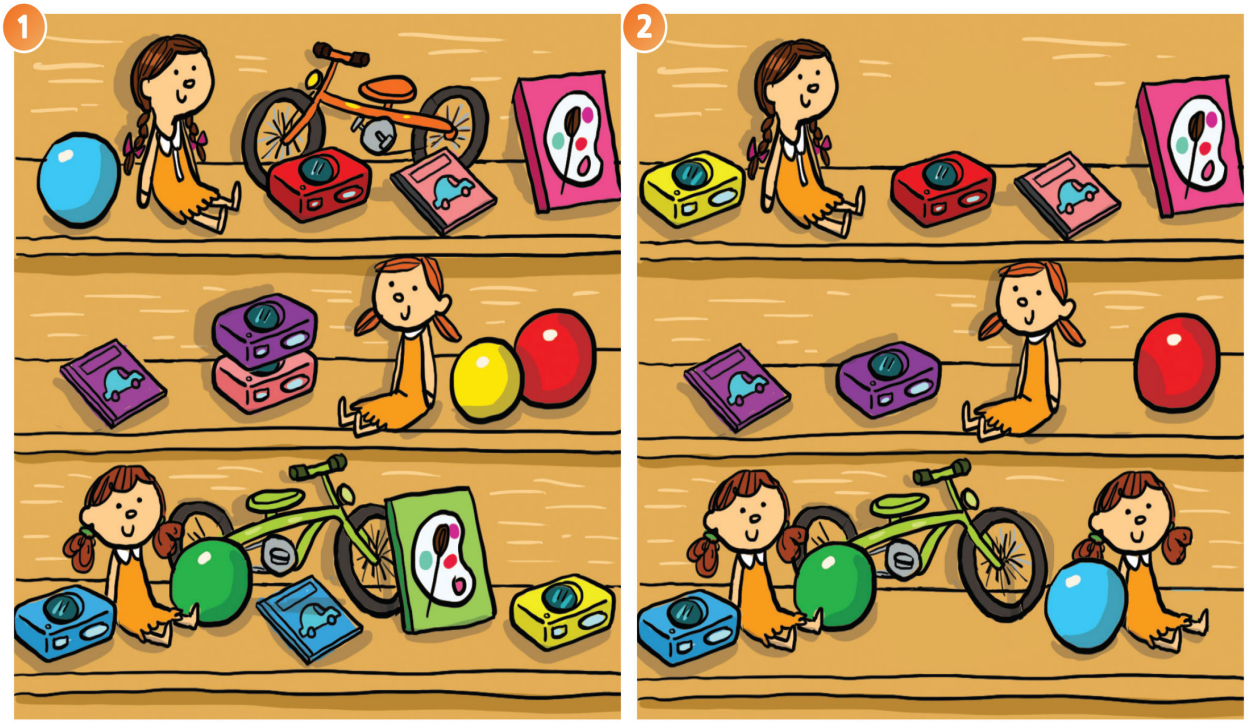
4 2.05 Say the chant.





5 Think Look and find five missing toys in picture 2.

The yellow ball.



→ Workbook page 21

6 2.07 Listen, look, and say.

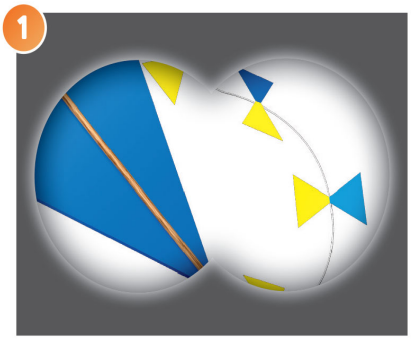




7 Think Look and say.

What's this?

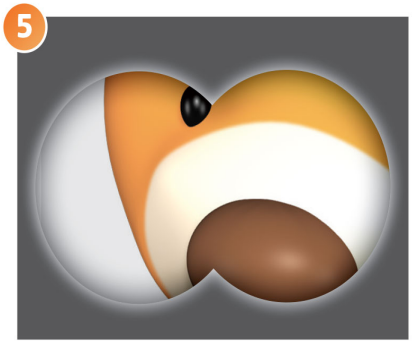
It's a kite.













8 2.08 Now listen and check.

Lesson aims Students ask and answer to identify objects.

New language *What's this?*

Recycled language *toys* | *It's a computer game / an art set.*

Materials Flashcards: 27–36 | A bag and small toys or classroom objects for the *What's this?* game (optional)

Warmer

- Students can say the chant from the previous lesson again, either the version of the chant from the Student's Book (2.05) or their own verse of the chant if they made one up in the previous lesson.

Presentation

- Show a toy flashcard, e.g., the ball, very quickly and ask *What's this?* Students name the toy they think they saw: *A ball!* Then show the flashcard to confirm their guess, saying: *Yes. It's a ball.* Students repeat the answer in chorus and individually.
- Do the same with the art set flashcard, to elicit *It's an art set.* Make sure students hear and practice the *an* before *art set*.
- Repeat the activity, using the different toy flashcards.

Student's Book page 28

6 Listen, look, and say.

- Say *Open your books to page 28, please.* Ask *Who can you see? (A boy and a girl.)* Explain, if necessary, that the two children are opening their birthday presents. Students name the toys they can see inside the wrapped presents *(a computer game and an art set)*.
- Say *Listen and repeat.* Play the recording. Students listen and repeat the questions and answers.

2.07

1 Boy: What's this? It's a computer game!
2 Girl: What's this? It's an art set.

7 Look and say.

- Say *Look at picture* 1. *What's this?* Students look at the close-up picture and guess the toy: *It's a kite.*
- Students then guess the other toys, asking and answering in pairs. Check the activity by asking students to ask and answer the questions.
- Students who finish early can continue asking and answering in pairs, using objects in the classroom. One chooses an object (e.g., a pencil) without the other one looking and places it under a piece of paper or a book, so only part of it is peeping out. They then ask *What's this?* Their partner answers *It's a pencil.* Then they change roles.

Key: 1 It's a (blue and yellow) kite. 2 It's a (pink) camera. 3 It's a(n) (orange) book. 4 It's a (pink) robot. 5 It's a(n) (orange) teddy bear. 6 It's an art set.

8 Now listen and check.

2.08

1 What's this? It's a kite.
2 What's this? It's a camera.
3 What's this? It's a book.
4 What's this? It's a robot.
5 What's this? It's a teddy bear.
6 What's this? It's an art set.

Grammar fun!

- Play the *Grammar fun!* (Balloon game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Ensure students have their colored crayons ready for the game and know how to vote. Then play the rest of the video (see Introduction page xii).

Workbook page 22

5 Listen and check ✓ or put an ✗.

- Students look at the pictures and guess the toys they can see peeping out of each present.
- Play the recording. Students listen and put a check next to each toy if it matches the one identified in the recording, and an ✗ if it doesn't. If you have time, students can then say the correct toy for the pictures they have marked with an ✗.

Key: 1 ✓ 2 ✗ (It's a bike.) 3 ✗ (It's a doll.) 4 ✓

2.09

1 What's this? It's a computer.
2 What's this? It's a ball.
3 What's this? It's a computer game.
4 What's this? It's an art set.

6 Draw your favorite toy and say.

- Students draw their favorite toy into the space provided. They then show it to a partner and ask *What's this?* Their partner guesses and answers *It's a (computer game).* Students can use the example speech bubbles on the page as a model.

Ending the lesson

- Play a game of *Drawing in the air* (see page xvii), asking as you "draw" each item *What's this?*

Extra activities: see page TB107 (if time)

Lesson aims Students ask and answer to guess what the objects are.

New language *Is it a computer? (Yes, it is. / No, it isn't.)* | *Happy birthday to you!*

Recycled language toys | *What's this? (It's a (purple) (teddy bear).)*

Materials Flashcards: 27–36 | Word cards: see Digital Pack (Teacher's Resources)

Warmer

- Use the flashcards and word cards to play a game of *Mime and match* (see page xviii).

Presentation

- Take a toy flashcard and put it behind your back. Say to students *What's this? Guess.* When students guess a toy word, e.g., *ball*, turn it into a question: *Is it a ball?* Students repeat the question in chorus and individually. Then (if the flashcard isn't the ball) shake your head and say *No, it isn't.* Students repeat the answer.
- Then say *Guess again!* Repeat the procedure until someone guesses the correct toy. Then nod your head, show the flashcard and say *Yes, it is. It's a (kite).*

Student's Book page 29

9 Sing the song.

- Say *Open your books to page 29, please.* Ask *Who can you see? (A boy and a girl.)* Explain, if necessary, that it's the girl's birthday. Point to the present and ask *What's this? Guess.* Students name the three toys they can see in the girl's thought bubbles (*a computer, an art set,* and *a teddy bear*) and guess what's in the present.
- Say *Listen and point.* Play the recording. Students listen and point to the toys in the speech bubbles as they hear them mentioned in the song.
- At the end of the song, point to the present again and ask *What's this?* Students answer *It's a (purple) teddy bear.* Then ask *Is it a computer? (No, it isn't.) Is it a teddy bear? (Yes, it is.)*
- Then say *Now sing the song.* Play the recording a few times, until students are singing confidently. You can also divide the class into two groups, with one group singing the part of the boy and the other group the part of the girl.
- Students can sing along to the version of the song with the words or to the karaoke version.

2.10

What's this? What's this?
Can you guess? Can you guess? (x2)

Is it a computer? Is it a computer?
No, it isn't. No, it isn't. Guess again! Guess again!

Is it an art set? Is it an art set?
No, it isn't. No, it isn't. Guess again! Guess again!

Is it a teddy bear? Is it a teddy bear?
Yes, it is. Yes, it is. It's a purple teddy bear.

Happy birthday to you, happy birthday to you,
Happy birthday, happy birthday, happy birthday to you!

10 Play the game.

- Students play a guessing game.
- Demonstrate the activity yourself first. Say *Close your eyes.* Hold an object behind your back and then say *Open your eyes. What's this? Guess.* Encourage a student to guess *Is it a (pencil)?* If it isn't a (pencil), say *No, it isn't* and ask another student to guess. If it is a pencil, say *Yes, it is* and show it to the student. That student can then hide something behind his/her back for others in the class to guess.
- Students can then continue the game in pairs. They use the example speech bubbles on the page as a model.

Grammar fun!

- Play the *Grammar fun!* (Yes or no game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Ensure students have their colored crayons ready for the game and know how to vote. Then play the rest of the video (see Introduction page xii).

Workbook page 23

7 Listen and number the pictures.

- Students look at the close-up pictures and guess the toys.
- Play the recording. Students listen and number the pictures as they hear them mentioned.

Key: **1** d (computer) **2** b (doll) **3** f (teddy bear) **4** e (camera) **5** a (bike) **6** c (computer game)

2.11

1 It's a computer.
2 It's a doll.
3 It's a teddy bear.
4 It's a camera.
5 It's a bike.
6 It's a computer game.

8 Listen and draw the pictures.

- Students look and identify the toys on the right-hand side of the drawing grid.
- Play the recording. Students listen and draw the correct toy into each space on the grid.

Key: Students draw: **1** a teddy bear **2** a ball **3** a kite **4** a camera

2.12

1 Is it a doll? No, it isn't. It's a teddy bear.
2 Is it a ball? Yes, it is.
3 Is it a kite? Yes, it is.
4 Is it a robot? No, it isn't. It's a camera.

Ending the lesson

- Students can play the *Drawing game* (see page xvii).

Extra activities: see page TB107 (if time)

9 2.10 Sing the song.

10 Play the game.



→ Workbook page 23

Grammar: *Is it a ball?*

Grammar fun!

11 2.13 Story Listen and watch.



Value: Say thank you

→ Workbook page 24

Lesson aims Students reinforce language with a story. They also consider the value of being polite and saying thank you.

New language *present | Here you are, (Oscar). This is for you. (Thank you.)*

Recycled language *What's this? It's a (present). | Hello (Oscar). | This is (iPal). | Is it a (computer game)? (Yes, it is. / No, it isn't.) | Happy birthday!*

Materials Flashcards: 27–36 | Word cards: see Digital Pack (Teacher's Resources)

Warmer

- Use the flashcards or word cards to play a game of *What's missing?* (see page xix). Students use questions with *Is it … ?* as they guess the missing items.

Introduction

- Say *Let's listen to a story.* Remind students of the story so far asking: *What are the children's names? (David, Olivia, and Tina.) What's in the yard? (A tree house.) What's in the tree house? (A robot.) What is the magic robot's name? (iPal.)*

Student's Book page 30

11 Listen and watch.

- Say *Open your books to page 30, please.* Ask *What can we see in the tree house today?* Elicit *A present.* Encourage students to guess who the present is for by looking at the story frames. Ask, e.g., *Is the present for iPal? (No, it isn't.)* Then ask *Who's the present for? Let's find out.*
- Say *Listen.* Play the recording while students look at the story frames. Then ask *Who's the present for? Is it for Oscar? (Yes, it is.)* Make sure that students realize that Oscar is the children's friend, and they have gone to his birthday party.

Story

- Now students can watch the video. Pause at the end of each frame to ask more questions: Frame 1: *What can they see? (A present.) Who's it for? (Oscar.)* Frame 2: *What's his name? (Oscar.)* Frame 3: *What do the children say to Oscar? (Happy birthday.)* Frame 4: *What's this? (A teddy bear.) Is it for iPal? (No, it isn't.)* Frame 5: *What's this? (It's a robot.) Is it for Oscar? (Yes, it is.)* Frame 6: *Is it Oscar's birthday? (Yes, it is.)*
- Students can watch the story again for pleasure, or pause after key lines for them to repeat.

2.13

1 **Olivia:** What's this?
Tina: Oh! A present!
David: Look! "To Oscar." It's Oscar's birthday today.
All: 1, 2, 3, magic tree. Clap your hands and come with me.

2 **Oscar:** Hello!
David: Hello, Oscar! This is iPal.
iPal: Nice to meet you, Oscar.

3 **Tina:** Here you go, Oscar. This is for you.
All: Happy birthday!
Oscar: Thank you. Is it a computer game?

4 **iPal:** Look! It's a teddy bear!
Tina: Oh, dear!
Olivia: iPal … It's for Oscar!

5 **iPal:** Here you go, Oscar. This is for you.
Oscar: Wow! It's a robot! Thank you, iPal.

6 **David:** Happy birthday, Oscar!
All: Hooray!
All: 3, 2, 1, that was fun. Stamp your feet. The magic's done!

Value ***Say thank you***

- Students listen to the story again and count how many times Oscar says *thank you. (Two.)* Students say who he is thanking each time (*The children and iPal*) and for what? (*Presents*).
- Divide the class into two groups. Give each group a character name – iPal or Oscar. Then play the dialog from frame 5 again. Students listen and repeat the lines for their group's character.
- Rearrange the class into pairs, each with one iPal and one Oscar. Students practice the dialog, emphasizing the value of saying *thank you.*

Workbook page 24

9 Listen and check ✓.

- Play the reduced version of the story on the recording. Students listen and check picture *a* or *b* to match each numbered audio clip.

Key: 2 b 3 b 4 a

2.14

1 **Tina:** What's this?
Olivia: Oh! A present!
David: Look! "To Oscar." It's Oscar's birthday today!
All: 1, 2, 3, magic tree. Clap your hands and come with me!

2 **Oscar:** Hello!
David: Hello, Oscar! This is iPal.
iPal: Nice to meet you, Oscar.

3 **iPal:** Look! It's a teddy bear!
Tina: Oh, dear!
Olivia: iPal … It's for Oscar!

4 **David:** Happy birthday, Oscar!
All: Hooray!

Ending the lesson

- Play the *Sentence chain game* (see page xviii), using the starting sentence *Thank you for my (teddy bear).*

Extra activities: see page TB107 (if time)

Lesson aims Students practice the function of saying thank you. Students also practice saying the sound /t/.

New language /t/ – *turtle* | *with*

Recycled language *Happy birthday! This is for you. (Thank you.) It's a/an (art set).*

Materials Flashcards: 27–36 | A small classroom object or toy, wrapped in several layers of wrapping paper

Warmer

- Show students the wrapped present (or draw a simple birthday present on the board) and ask *What's this? (It's a present.)* Encourage students to guess what is inside, asking *Is it a (book)?* Write their suggestions on the board. Leave the words there for the end of the lesson.

Presentation

- Give the present to a student or a pair of students in the class, saying *Happy birthday! This is for you.* Encourage the student(s) to say *Thank you*, but make sure they realize this is a demonstration and that they are not to actually open the present. Ask *What is it?* Encourage the student(s) to guess by feeling the present.
- Repeat with different students until several of them have had a turn at guessing what the present is. Then say *Wait and see*, and put the present away until the end of the lesson. (**Note**: If you don't have a present, do the same activity by handing each student a face-down flashcard for them to guess what it is before turning it over.)

Student's Book page 31

12 Listen and act.

- Say *Open your books to page 31, please.* Ask *Who can you see? (A girl and a boy.) What's this? (A present.) Is the present for the girl? (Yes, it is.)* Students guess what the boy and girl are saying. Accept any answers. *(Here you are. This is for you. Happy birthday. Thank you.)*
- Say *Now listen. Who's speaking?* Play the recording. Students listen and point to the boy and girl as they speak their lines.
- Say *Now listen and repeat.* Play the recording again, pausing for students to repeat each line with the correct pronunciation and intonation.
- Act out the same dialog with a confident student. Mime giving them a present, saying *Happy birthday! This is for you.* The student replies *Thank you* and then says the name of a toy they would like the present to be: *It's a (bike)! Thanks.*
- Students can then act out similar dialogs in pairs, taking turns miming giving each other a present. (Alternatively, students can draw a present for their partner first, then use their drawings to act out the dialog.)
- Check the activity, if you have time, by asking pairs of students to act out their dialogs.

2.15

Boy: Happy birthday! This is for you.
Girl: Thank you. It's an art set! Thanks!

13 Listen and say.

- In this activity, students practice saying the /t/ sound.
- Say *Look at activity 13. What's this?* Teach *It's a turtle.* Then point to the teddy bears and ask *How many teddy bears can you see? (Two.)*
- Then say */turtle/ – /t/ /t/ /t/ – turtle.* Students repeat, emphasizing the beginning /t/ sound in *turtle.*
- Say *Listen and repeat.* Play the sound sentence on the recording. Students listen and repeat, emphasizing the /t/ sounds in *turtle, two,* and *teddy.*
- Students can then repeat the sound sentence without the recording, saying it faster and faster each time.
- Encourage students to think of other words that begin with the sound /t/, e.g., *Tina, ten, table, toy,* and which contain the sound /t/, e.g., *metal, kite, computer, art set, it.* Help them, using mime or pictures as appropriate.

2.16

/t/ A turtle with two teddy bears.

Workbook page 25

10 What's missing? Look and draw. Then stick.

- Students look and guess the missing present that the boy is opening, choosing from the three options pictured on the left-hand side. They then draw the correct item into the wrapping paper in the picture.

Key: Students should draw the teddy bear.

11 Trace the letters.

- Students trace the letter *t* in the sound sentence.

12 Listen and circle the t *words.*

- Play the recording. Students listen and circle the words that have a /t/ sound in them.

Key: Students circle the turtle and teddy bear.

2.17

1 turtle, turtle **2** teddy bear, teddy bear **3** pen, pen
4 ball, ball

Ending the lesson

- Take the wrapped present again and say *What is it? Let's find out.* Use the present to play a game of *Pass the present* (see page xviii) or *Pass the flashcards* (see page xviii) if you don't have a present. When the present has been opened, ask the student who has opened it *What is it?* The student names the item and can keep it if appropriate. You can then compare the item with the list of guesses on the board and see who guessed the item correctly.

Extra activities: see page TB107 (if time)

12 2.15 Talk Time Listen and act.



Animal sounds

13 2.16 Listen and say.



A turtle with two teddy bears.


Is it
electric?

1 2.18 Listen and say.

1 

2 

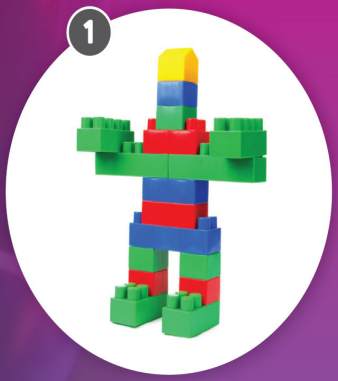
3 

2 CLIL Watch the video.

3 Look and say *it's electric* or *it isn't electric*.

Number 1. It isn't electric.

Yes.

1 

2 

3 

4 

Guess What!

Let's collaborate!



→ Workbook page 26

CLIL: Science

Lesson aims Students think about which toys are electric.

New language *electric, scooter, flashlight, guitar* | *It's/It isn't electric.*

Recycled language *robot, camera, plastic, metal*

Materials Flashcards: 27–36 | Word cards: see Digital Pack (Teacher's Resources) | A bag and small toys or objects for the *What's in the bag?* game. Include some items that are battery-operated (e.g., a small flashlight). (optional)

Warmer

- Use the flashcards or word cards to play a game of *Act and guess* (see page xvi).

Student's Book page 32

Is it electric?

- Introduce the concept of electricity by turning the light on and off a few times. Say *on* and *off* as you do so, then point to the light and say *It's electric*. Students repeat the word *electric* in chorus and individually.
- Say *Open your books to page 32, please*. Point to the photograph of the electricity waves and back to the electric light. Say *It's electric* again. Students repeat the word *electric* in chorus and individually.
- Then point to an item in the classroom that's powered by electricity and ask *Is it electric?* Elicit the answer *Yes, it is*, then repeat with an item that isn't powered by electricity to elicit *No, it isn't*. Repeat with different objects around the classroom (including the items for the *What's in the bag?* game), making sure that students realize that items that are electric can be powered by wired electricity or by batteries.

Student's Book page 33

1 Listen and say.

- Say *Now look at page 33, please*. Point to each photograph and ask *What's this?* Elicit and teach the new words *scooter, flashlight,* and *electric guitar.*
- Say *Listen and say.* Play the recording. Students listen and repeat the words in chorus and individually.
- Point to the scooter and ask *Is it electric?* Students answer *No, it isn't*. Then repeat with the flashlight and the electric guitar to elicit *Yes, it is*.
- If you wish, write the words *scooter, flashlight,* and *electric guitar* on the board. Students read and mime each word.

2.18

1 scooter **2** flashlight **3** electric guitar

2 Watch the video.

- Play the video.
- If you don't have the video, students can find and point to all the items in the classroom that are electric (e.g., electric light, board, computer). They can also think of toys and other items they have at home that are electric. Help students with new vocabulary they want to know as necessary.

CLIL 02: see page TB116

3 Look and say it's electric *or* it isn't electric.

- Point to each toy and ask *What's this? (It's a robot. /It's a camera.)* Students then say which toys are and aren't electric.
- If appropriate, use the photographs to review materials from the CLIL spread in Unit 1, e.g., the robot and camera in pictures 1 and 3 are made of plastic. The camera in picture 4 is made of metal.

Key: **2** It's electric. **3** It isn't electric. **4** It's electric.

Guess What!

- Students look at the close-up photograph and guess what it is. Check by asking *Guess what! What's this? (It's a camera.) Is it electric? (Yes, it is.)*

Workbook page 26

1 Listen and check ✓ (electric) or put an ✗ (not electric) .

- Students look at the photographs and identify the toys they can see. They guess if they are electric or not.
- Play the recording. Students listen and put a check in the boxes next to the toys that are electric and an ✗ in the boxes next to those that aren't.

Key: 2 ✗ 3 ✓ 4 ✗ 5 ✗ 6 ✓

2.19

1 The kite isn't electric.
2 The doll isn't electric.
3 The computer game is electric.
4 The art set isn't electric.
5 The teddy bear isn't electric.
6 The robot is electric.

2 Look at Activity 1 and draw.

- Students choose and draw one electric toy and one non-electric toy into the boxes provided. They can copy the toys from activity 1 or use other toys if they wish.
- If you have time, students can then show the toys they have drawn to a partner or the class.

Ending the lesson

- Use the bag and any small toys or classroom objects you have to play *What's in the bag?* (see page xix). When students draw the object out of the bag, they name it, but also say whether it is electric or not: *It's electric* or *It isn't electric.* (**Note**: If you don't have objects for the *What's in the bag?* game, students can categorize objects around the classroom into things that are electric and things that aren't electric.)

Extra activities: see page TB107 (if time)

Lesson aims Students make a board game. | They can also complete the unit evaluation in the Workbook.

New language *board game*

Recycled language numbers, colors, classroom objects, materials, toys | *What's this? It's a (teddy bear). Is it electric? (Yes, it is.)* | Students also review all unit vocabulary and grammar in the unit evaluation.

Materials Model sheet 2, Project sheets 2, Worksheets 2, Peer and Teacher evaluation sheets, cue cards (optional), large sheets of thin cardboard, pencils, colored pens and pencils, pictures or photographs, scissors and glue (optional), game pieces and dice

Warmer

- Talk about games with the class. Ask in L1 which games students like best. Then ask which games help them learn English and why games help them learn. Students share their ideas in L1 (We have fun. You remember things when they're fun. We like playing games again and again.)

Student's Book page 33 – Let's collaborate!

Introduce the project.

- Use examples of board games or the ones in the review spreads of Guess What! to introduce the word *board game*. Display the model sheet and say *Look at my board game.* Point and say *This is the game path*. Then ask more questions in L1: How many squares can you see? (Twelve.) What color are they? (Red, green, yellow, and blue.)
- Then say *Now it's your turn. Let's collaborate.* Students look at the project flyer on page 33. Tell them they are going to make their own board game.

Step 1 Plan your project.

- Divide students into pairs and distribute the project sheets and worksheets. Students write their names and choose and circle the name of the project monitor.
- Students collect and check the materials they need for their project. The project monitor can also check that they have everything they need.
- Students choose topics for their game from the project sheet. They can choose a mix of different topics or one or two that they both find difficult and need to practice more. Students can discuss the topics in L1 as they choose, asking each other What do you find difficult? Do you know all your colors? Should we practice toys and materials? In English, they can list the words they remember for each topic.
- Students use the worksheet to plan and sketch their game. They agree on a design for a game path with 12 squares. They agree on what pictures or photographs they will use in the game path squares. They can also decide if they are going to draw the pictures, or find photographs to cut out and stick into their game.
- **Note:** Students can use their Student's Book to find photographs related to the topics on the project sheet.
- Show students the model sheet again to help them. They then draw their game path onto their worksheets and draw sketches for the picture squares. The project monitor can check that their worksheets match.

Step 2 Create your project.

- Students copy their game path onto a large piece of thin cardboard. They use pencil first, and then a marker. One students can draw the outline of the game, while the other colors around the outline of each square. Students then cut and stick photographs (or alternatively draw pictures) into the picture squares.
- Students think of questions they can ask for each picture square. Remind them of questions they know in English, e.g., *What's this? What color is it?*
- Students then play their game in their pair.

Step 3 Present your project

- Students work with another pair. They take turns playing each other's games, asking and answering questions as they land on the picture squares.
- Students can play several times: First Student As and Student Bs together, and then Student A of each group with Student B of the other.
- Students compare their games: Were the game paths the same shape? Did they choose the same topics to practice? Which game was easier to play?

Step 4 How did we do?

- Distribute a Group evaluation sheet (see page TB121 or *Teacher's Resources)* to each pair for them to complete.
- The project monitor then collects and stores the project materials together.
- If you wish, complete a Teacher evaluation sheet (see page TB122 or *Teacher's Resources*) for each pair and award students an overall grade.

Workbook page 27 – Evaluation

1 Look and trace. Then say.

- Students name each toy and trace over each word. They then read and say the words.

2 What's your favorite part? Use your stickers.

- Students choose their favorite part of the unit – the story, the song, or the video – and put a sticker under their chosen preference.

3 Trace the color.

- Students trace over the color word *green*. They then go to page 93 and color the puzzle pieces for Unit 2.

Extra activities: see page TB107 (if time)

Review Units 1 and 2

1 Look and say the word.

Number 1. Desk.



2 2.20 Listen and say the color.



→ Workbook pages 28–29

Lesson aims Students reinforce the language from the Hello! Unit through Unit 2.

Recycled language numbers, colors, classroom objects, toys | *My name's (Ben).* | *I'm (six).* | *This is my favorite toy.* | *It's a (robot).* | *What's your name?* | *How old are you?* | *What's your favorite toy/color?*

Materials Flashcards: 17–36

Warmer

- Ask *What can you remember from the Hello! Unit through Unit 2? Let's find out.* Allow students time to look through the units and at any work displayed in class. Encourage them to say what's easy or difficult and what their favorite activity is.

Student's Book page 34

1 Look and say the word.

- Say *Open your books to page 34. Look at the photographs.*
- Students look at the close-up photographs and guess the words. Check the activity by saying the picture number, e.g., *Number* 1. Students say the word *desk*. Alternatively, check the activity by asking *What's number* (1)*?* Elicit *It's a (desk).*
- If you have time, provide further review by asking questions about the photographs, e.g., *Number 1. Is it a chair? (No, it isn't.)*

Key: **2** teddy bear **3** pencil case **4** kite **5** board **6** bike **7** pencil **8** computer

2 Listen and say the color.

- Point to the frame around each photograph and ask *What color is it?* Students answer with the color of the picture frame, e.g., *Red.* Then say *Look at the (red) photograph. What toy can you see?* Students look at each photograph and name the toy they can see (*a robot, a bike, a teddy bear,* and *a doll*).
- Say *Now listen and say the color.* Play the recording. Students listen and find which child in the photographs with the colored frames is speaking. You could also ask them to listen and say how old the children are. They then say the correct number and color. Play the recording again, if necessary, pausing to ask *What color? What number?*

Key: Orange – six, Red – five, Blue – eight, Green – seven

2.20

Ben: Hi! My name's Ben. I'm six. This is my favorite toy. It's a robot.

Saki: Hello! My name's Saki. I'm five. This is my favorite toy. It's a doll.

Marta: I'm Marta. I'm eight. This is my favorite toy. It's a teddy bear.

Anil: Hi! I'm Anil. I'm seven. This is my favorite toy. It's a bike.

Workbook page 28

1 Look and say. Find and circle.

- Students look and say the words for the individual pictures of classroom objects and toys. They then find and circle each item in the main picture.
- Students can color in the pictures when they have completed the activity.

Key: The pen is on the chair, the kite is in the sky, the chair is in the yard, the teddy bear is on a branch in the tree, the pencil case is near the tree, the ball is on the left-hand side, the door is on the building, the bike is next to the door.

Ending the lesson

- Ask students questions about themselves from the Hello! Unit through Unit 2, e.g., *What's your name? How old are you? What's your favorite color/toy?* Students answer, but sometimes deliberately give a false answer. Students have to listen and say *No!* when they hear a false answer. The student then has to correct his/her answer.

Extra activities: see page TB108 (if time)

Lesson aims Students play a board game and continue reinforcing the language of the Hello! Unit through Unit 2.

Recycled language numbers, classroom objects, toys | *What's this? (It's a (pencil case).)* | *Is it a (teddy bear)? (Yes, it is. / No, it isn't).* | *How many (books) can you see? I can see (six books).*

Materials Flashcards: 17–36 | Classroom objects or small toys (optional) | Coins and buttons or game pieces for playing the game | A bag for the *What's in the bag?* game (optional)

Warmer

- Hide an object, toy, or flashcard behind your back (without students seeing) and ask *What's this?* Students guess by asking *Is it a (book)?* Gesture and elicit *No, it isn't* until someone guesses correctly, then show the item and elicit *Yes, it is.*

Student's Book page 35

3 Play the game.

- The aim of this game is to be the first one to reach the tree house (marked *Finish)*. Students play in pairs with a coin and buttons or game pieces.
- Students place their button or game piece on the square marked *Start*. They then take turns flipping the coin and moving their game piece along the board. If they flip the heads side of the coin, they move two spaces. If they flip the tails side of the coin, they move one space. When they land on a blue square, they ask and answer about the item pictured, e.g., for Square 1: *What's this? (It's a pencil case.)* When they land on a red square, they ask and answer a question about the wrapped present, e.g., for Square 2: *Is it a (teddy bear)? (Yes, it is.)* or *Is it an art set? (No, it isn't.)* (Note that students can choose whether to ask a question that elicits a *yes* or *no* answer.) When they land on a yellow square, they ask and answer about the number of items pictured, e.g., for Square 3: *How many books can you see? (I can see six books.)* If students ask and answer correctly, they stay on the square they have landed on. If they make a mistake, they move back one square.
- Draw students' attention to the three key squares on the left side of the page. These provide example language for students to help them while they are playing the game.
- Play continues until one student wins by reaching the square marked *Finish*.

Key: **1** What's this? (It's a pencil case.) **2** Is it a (teddy bear/art set)? (Yes, it is. / No, it isn't.) **3** How many books can you see? (I can see six books.) **4** What's this? (It's a computer.) **5** Is it a (kite/doll)? (Yes, it is. / No, it isn't.) **6** How many pens can you see? (I can see eight pens.) **7** What's this? (It's an art set.) **8** Is it a (bike/computer)? (Yes, it is. / No, it isn't.) **9** How many cameras can you see? (I can see three cameras.) **10** What's this? (It's a robot.) **11** Is it a (ball/computer game)? (Yes, it is. / No, it isn't.) **12** How many windows can you see? (I can see four windows.)

Workbook page 29

2 Listen and number the pictures.

- Play the recording. Students listen and match the two sets of pictures, according to the question and answers given in the recording.

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

2.21

1 How many pencils? Eight pencils.
2 How old are you? I'm seven.
3 Stand up, please.
4 What's this? It's an art set.
5 Is it a doll? No, it isn't. It's a teddy bear.
6 How many books? Five books.

Ending the lesson

- Play a game of *Simon says* (see page xviii) to review actions students have learned so far (*stand up, sit down, open/close your books, pick up/put away a pencil, clap your hands, stamp your feet,* etc.).

Extra activities: see page TB108 (if time)


3 Play the game.
Blue
What's this?
It's a (pencil case).
Red
Is it a (teddy bear)?
Yes, it is.
Is it an (art set)?
No, it isn't.
Yellow
How many books can you see?
I can see (six books).
Finish
Start
1
2
3
4
5
6
7
8
9
10
11
12


3
Family
Look!



Unit aims Students learn to talk about their family. This includes:

- learning family vocabulary
- identifying people
- checking who people are

They also learn about continents.

Background information The photograph shows a family hiking on Mont Bochor in France.

Introduction to the unit

- Say *Open your books to pages 36 and 37, please.* Play the theme song on the recording. Students look at the photograph and read the title of the unit while listening to the song.
- Then ask *What's Unit 3 about? (Family.)* Use the photograph (and any family photographs you may have) to make sure students understand the word *family*.
- Ask *What can you see in the photograph?* Elicit any words students may know or teach key new words *(Two boys, a woman/mom, a man/dad, mountain)*.
- Students can name any mountains they have in their own country, and think if they'd like to go hiking in the mountains shown in the photograph. They can also think about other activities they like doing with their families.

Look!

- Show students the video to introduce the topic. Pause the video after each frame and ask questions. *What is the family doing? How many people are there? Where are they? Are they happy?* etc. Ask students to give a thumbs-up if they like the activity the family is doing or a thumbs-down if not. Elicit any names for family members students know or have them say them in L1. Do not teach them at this stage.

Theme see lyrics on TB5



1 3.01 Listen. Who's speaking?

2 3.02 Listen, point, and say.



3 3.03 Listen and find.

Find Leo

→ Workbook page 30

Lesson aims Students learn the words for family members.

New language *grandma, grandpa, dad, mom, uncle, aunt, brother, sister, cousin, This is my (grandpa).*

Recycled language *book, chair, bike, computer, desk, ball* | *Here's my (uncle).*

Materials Flashcards: 37–45 | A photograph of a member of your family | Word cards: see Digital Pack (Teacher's Resources)

Warmer

- Show your photograph to introduce the concept of family and say *Guess who?* Students guess who it is. Say *This is my (mom).* Show the photograph to different students, inviting them to say *Hello, (Sally). Nice to meet you.* Then say *Goodbye, (Sally),* and put the photograph away.

Presentation

- Draw a family tree on the board, using the one on page 38 of the Student's Book as a model. Ask *What family words do you know?* Elicit any words students know, then hold up each flashcard, say the new words, and point to the family tree. Students repeat in chorus and individually.
- Then show the flashcards in a random order, nominating individual students to say the words. You can also hold up the flashcards and say the wrong word, e.g., hold up the sister and say *Brother?* Students correct you: *No, sister.*

Student's Book page 38

1 Listen. Who's speaking?

- Say *Open your books to page 38, please.* Ask *Who can you see? (Olivia, David, Tina, iPal.)* Explain that Tina is at Olivia and David's house, looking at their family tree on the computer. Also explain that here, iPal is only the toy version of the robot, rather than the magical version they meet in the portal world. Say *Listen. Who's speaking?* Play the recording. Students listen and point to the character (Olivia, David, or Tina). Then play again, pausing for students to point to each family member.

3.01

Olivia: Look at my family, Tina.
David: And my family.
Olivia: Yes, David … This is my grandma with her book, and my grandpa is on his chair. And here's my dad!
David: Yes – he's on his bike. And this is my mom at her computer. And here's my uncle and aunt. My aunt is at her desk.
Olivia: Thanks, David! This is David, my brother.
David: And this is Olivia, my sister.
Tina: Ha, ha, ha! Hmm. What about this boy with the ball?
Olivia: Oh. It's my cousin, Dan.
David: He's my cousin, too!
Olivia: Yes, David. I know!

2 Listen, point, and say.

- Say *Now listen, point, and say.* Play the recording. Students listen and point to the numbered family members. Then play again. Students listen and say the family words. Play the recording a third time. Students listen and say the words while tracing the family word labels with their fingers.
- Use the word cards. Hold up each word card and read the word aloud for students to repeat. Then shuffle the word cards and hold them up again, this time asking individual students to read the words.

3.02

1 grandma **2** grandpa **3** dad **4** mom **5** uncle **6** aunt **7** brother **8** sister **9** cousin

3 Listen and find.

- Say *Now listen and find.* Play the recording, pausing for students to find and point to the correct family members. Students can also say the correct number.
- If time, students can do a similar activity in pairs, using words and numbers only. One names an item, e.g., *uncle,* and the other says the number: *Number 5.*

Key: Students point to the family members in the following order: 2, 4, 7, 5, 3, 6, 1, 8, 9

3.03

Olivia: This is my grandpa.
David: This is my mom.
Olivia: This is my brother.
David: This is my uncle.
Olivia: This is my dad.
David: This is my aunt.
Olivia: This is my grandma.
David: This is my sister.
Olivia: This is my cousin.

Find Leo.

- Say *Now find Leo.* Students search for Leo in the picture (he's in the family photograph of David on the computer screen). Students can also find toy items from the previous unit in the family photographs. (The computer, Olivia's camera, the bike, and the ball.)

Workbook page 30

1 Trace the words and match.

- Students trace over the family words, then match them to the correct pictures. They can also say each family word as they do so.

Key: **2** c (dad) **3** d (sister) **4** a (brother) **5** e (grandma)

2 Look and write the number.

- Students number the family members in the picture, choosing the correct label from the box each time.

Ending the lesson

- Play a game of *I can see* (see page xvii), using the objects included in the family photographs (*book, chair, bike, computer, desk, camera, ball).*

Extra activities: see page TB108 (if time)

Lesson aims Students practice family vocabulary.

Recycled language family | *This is (my mom).* | *yes/no*

Materials Flashcards: 37–45 | Word cards: see Digital Pack (Teacher's Resources)

Warmer

- Review family vocabulary using the flashcards. Show each card, saying *This is my/the …* , pausing for students to say the correct family word. Play a game of *Memory 1 through 10* (see pages xvii–xviii). Students say a number and ask *Is it the (mom)?*
- When all the flashcards have been guessed correctly, make sure different students are holding them and use the word cards. Hold up a word card and read it aloud with the class or ask a student to read it. The student with the matching flashcard then comes and gives it you. Repeat until all the flashcards have been matched correctly and returned to you.

Presentation

- Ask a student *What's your favorite lesson? (Math.)* Then ask *Do we have math today?* Elicit and practice the correct answer *(Yes, we do. / No, we don't.)* Then confirm the answer by saying *We have math today. We have math on Monday*, or *We don't have math today. We have math on Tuesday.* Students repeat the sentences in chorus and individually. Repeat with other students' favorite lessons, eliciting and practicing the questions and answers as a class and individually.

Student's Book page 39

4 Say the chant.

- Say *Open your books to page 39, please. Who can you see?* Students look at the photographs and guess the family members they can see in each one.
- Say *Listen and point.* Play the chant on the recording. Students point to the family members in each photograph as they are mentioned. Then play the recording again, pausing after each verse and pointing to the different people in each photograph to elicit the correct family word.
- Then say *Now listen and say the chant.* Play the chant again a few times. Students can just listen and clap along with the rhythm the first time, joining in with a few words. Repeat the activity until students are chanting confidently.

3.04

This is my mom. And this is my dad.
This is my sister. And this is me!
We're a happy family!
This is my uncle. And this is my aunt.
This is my cousin. And this is me!
We're a happy family!
This is my grandma. And this is my grandpa.
This is my brother. And this is me!
We're a happy family! (x2)

5 Listen and say yes *or* no.

- Ask *Who can you see?* Students look at the family "photographs" being held by Olivia and David and name the family member each time. (They can refer back to the opening picture on Student's Book page 38 to help.)
- Then say *Now listen and say yes or no.* Students listen to Olivia and David describing each photograph. They say *yes* if the characters say the correct family member and *no* if they don't. Play the recording a second time if necessary, pausing after each sentence to elicit the correct word.
- Students then do a similar activity in pairs, pointing to the family members on Student's Book page 38 and describing them as if they are Olivia or David, e.g., point to the uncle and say *This is my aunt.* Their partner listens and says *yes* or *no*, then they swap roles.

Key: **1** no **2** yes **3** yes **4** no

3.05

1 Olivia: This is my dad.
2 David: This is my grandpa.
3 Olivia: This is my aunt.
4 David: This is my sister.

Workbook page 31

3 Listen and stick.

- Students will need the Unit 3 stickers from the back of the Workbook. Play the recording. Students listen and stick the stickers into the correct position.

3.06

1 This is my brother.
2 This is my uncle.
3 This is my mom.
4 This is my cousin. She's two.
5 This is my grandpa.

4 Read, look, and check ✓.

- Students read each family word and check the correct family member pictured in each box.

Key: **2** (aunt is on the left-hand side) **3** (grandma is in the middle) **4** (brother is on the left-hand side)

My picture dictionary→ Go to page 87. Check the words you know and trace.

- Students turn to page 87 and check the family members they know. They then trace over the word labels for each picture. Read through the word labels with students first.

Ending the lesson

- Play a game of *Correct my mistakes* (see page xvi), using the flashcards and making sentences with *This is my/the (sister).*
- For the next lesson: Students find a family photograph at home and bring it to class.

Extra activities: see page TB108 (if time)

4 3.04 Say the chant.





5 3.05 Think Listen and say *yes* or *no*.

This is my dad.

No!



→ Workbook page 31

6 3.07 Sing the song.

7 3.08 Think Listen and say *yes* or *no*.









Grammar: *Who's this?*

→ Workbook page 32

Lesson aims Students learn to identify people and say what their names are.

New language *Who's this? It's my (dad).* | *His/Her name's (Greg).*

Recycled language family | *My name's (Meg).*

Materials Flashcards: 37–45 | Photographs of members of your family; students' photographs of their families; baby pictures of students or other teachers in the school (optional)

Warmer

- Use the flashcards to review family members. Then attach them face up on the board. Students can play a game of *Who am I?* (see page xix), copying the activity or standing position of each family member in the flashcards.

Presentation

- If you have brought photographs of your own family to class, show one and ask *Who's this?* Pass the photograph around the class (or show it to individual students), inviting them to guess. Then say *It's my (sister). Her name's (Lara).* Repeat with other family photographs. (**Note:** If you don't have family photographs, do the same activity using the flashcards or drawing simple pictures of people on the board.)

Student's Book page 40

6 Sing the song.

- Say *Open your books to page 40, please.* Students look at the picture of the family enjoying themselves at the beach. Point to the different people and ask *Who's this?* Students guess the family word.
- Say *Listen and point.* Play the song on the recording. Students listen and point to each family member as they are mentioned. Make sure students realize that *me* in the song (Meg) is the girl standing in the ocean with the camera. Play the song again, pausing after each verse to ask *Who's this? (It's my/the (dad).)* Students repeat the question and answer. Then ask *What's his/her name? (His name's Greg.)*
- Point to one of the family members on the page, and elicit the question and answer *Who's this? (It's my (dad). His name's (Greg).)* Students can then ask and answer in pairs.
- Then say *Now sing the song.* Play the recording a few times, until students are singing confidently. The first time, students can just listen or hum to the tune and join in with any words they can remember. Then students can sing along with the song.

3.07

Boy: Who's this?
Girl: It's my dad.
Boy: Who's this?
Girl: It's my dad.
His name's Greg.
Yes, his name's Greg.
Boy: Who's this?
Girl: It's my mom.
Boy: Who's this?
Girl: It's my mom.
Her name's Lucy.
Yes, her name's Lucy.
Boy: Who's this?
Girl: It's my brother.
Boy: Who's this?
Girl: It's my brother.
His name's Freddy.
Yes, his name's Freddy.
Boy: Who's this?
Girl: It's me.
Boy: Who's this?
Girl: It's me.
My name's Meg.
Yes, my name's Meg.

7 Listen and say yes or no.

- Point to each silhouette picture and ask *Who's this?* Students compare the silhouette with the color version in activity 6 and answer *It's (my/the dad).*
- Then say *Now listen and say yes or no.* Play the recording. Students listen to Meg describing each silhouette picture and decide if the description is correct *(yes)* or not *(no)*. Play the recording again if necessary, pausing for students to say *yes* and *no*.

Key: **1** yes **2** no **3** no **4** no

3.08

1 Who's this? It's my brother. His name's Freddy.
2 Who's this? It's my uncle. His name's Max.
3 Who's this? It's my sister. Her name's Lucy.
4 Who's this? It's my mom. Her name's Lucy.

Grammar fun!

- Play the *Grammar fun!* (Balloon game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Ensure students have their colored crayons ready for the game and know how to vote. Then play the rest of the video (see Introduction page xii).

Workbook page 32

5 Look, read, and match.

- Students match the questions and answers by matching the half pictures.

Key: **2** c – It's my grandpa. **3** a – It's my grandma. **4** d – It's my dad. **5** b – It's my aunt.

6 Draw a member of your family. Then ask and answer with a friend.

- Students draw a member of their family. They then ask and answer about their drawing with a partner, using the example speech bubbles as a model.

Ending the lesson

- Students do a chain activity, introducing the student to their left and saying *This is my friend. (Her) name's (Lola).* Then do the activity again with students making mistakes in the names for the rest of the class to correct.

Extra activities: see page TB108 (if time)

Lesson aims Students ask and answer about their family members.

New language *Who's that?* | *Is that your (dad)?*

Recycled language family | *Who's this? (It's my (sister).)* | *Yes, it is. / No, it isn't.*

Materials Flashcards: 37–45 | Photographs of members of your own family (optional) | Paper and drawing materials | Classroom objects: art materials (optional)

Warmer

- Play a game of *Pass the flashcards* (see page xviii), asking students who have the flashcards *Who's this?*

Presentation

- Use a family photograph (or a flashcard) and ask *Who's this? (It's your (sister).* Say *Yes. It's my (sister)* and attach the photograph to the board. Stand back and point to it, asking *Who's that? (It's your sister.)* Repeat with other photographs, asking *Who's this?* if you hold the photograph or *Who's that?* if you point to it from a distance.
- Then point to the photograph of your sister. Ask *Is that my sister?* Gesture "yes" and elicit *Yes, it is.* Students repeat. Then point to the photograph of another family member. Ask *Is that my sister?* Gesture "no" and elicit the answer *No, it isn't.* Students repeat.

Student's Book page 41

8 Listen, look, and say.

- Say *Open your books to page 41, please.* Students look at the photographs. Point to each drawing the children are holding and ask *Who's that? Is that his grandma? Is that her aunt?* Students guess.
- Say *Listen and point.* Play the recording. Students listen and point to the boy and girl as they are speaking and listen to who the family member in their drawing is. Then say *Now, listen and say.* Play the recording, pausing for students to listen and repeat.
- Point to the pictures the children are holding again. Ask *Who's that? Is that his grandpa? (Yes, it is.) Is that her aunt? (No, it isn't.)*

3.09

1 **Girl:** Who's that? Is that your dad?
Boy: No, it isn't. It's my grandpa.
2 **Boy:** Who's that? Is that your sister?
Girl: Yes, it is.

9 Listen and say the color.

- Students look at the different family portraits. Point to each one and ask *Who's that?* Students guess the family member. Then point to the frame around each picture and ask *What color is it?*
- Say *Listen and say the color.* Play the recording, pausing after each set of questions and answers. Students listen and say the color of the frame.

Key: blue, red, green, yellow

3.10

Who's that? Is that your mom? Yes, it is.
Who's that? Is that your dad? Yes, it is.
Who's that? Is that your aunt? No, it isn't. It's my grandma.
Who's that? Is that your cousin? No, it isn't. It's me!

10 Draw your family. Ask and answer.

- Say *Draw a picture of your family.* Give out paper and drawing materials. Students draw one or more people in their own family or copy one of the portrait styles shown in activity 9.
- When students have finished their pictures, divide them into small groups. They use their portraits to ask and answer about their families. Read the example speech bubbles on the page before students ask and answer.

Grammar fun!

- Play the *Grammar fun!* (Yes or no game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Ensure students have their colored crayons ready for the game and know how to vote, then play the rest of the video (see Introduction page xii).

Workbook page 33

7 Listen, read, and check ✓.

- Students look at the pictures and read the two family labels under each one.
- Play the recording, pausing after each question and answer. Students listen and check the correct family label.

Key: **2** my mom **3** my grandma **4** my sister **5** my aunt **6** my dad

3.11

1 Who's that? Is that your brother? No, it isn't. It's my cousin.
2 Who's that? Is that your aunt? No, it isn't. It's my mom.
3 Who's that? Is that your grandma? Yes, it is.
4 Who's that? Is that your sister? Yes, it is.
5 Who's that? Is that your cousin? No, it isn't. It's my aunt.
6 Who's that? Is that your uncle? No, it isn't. It's my dad.

8 Look, read, and circle the correct word.

- Students look at each picture and read the text selection dialog underneath. They then choose and circle the correct word or phrase.

Key: **2** this **3** that **4** this

Ending the lesson

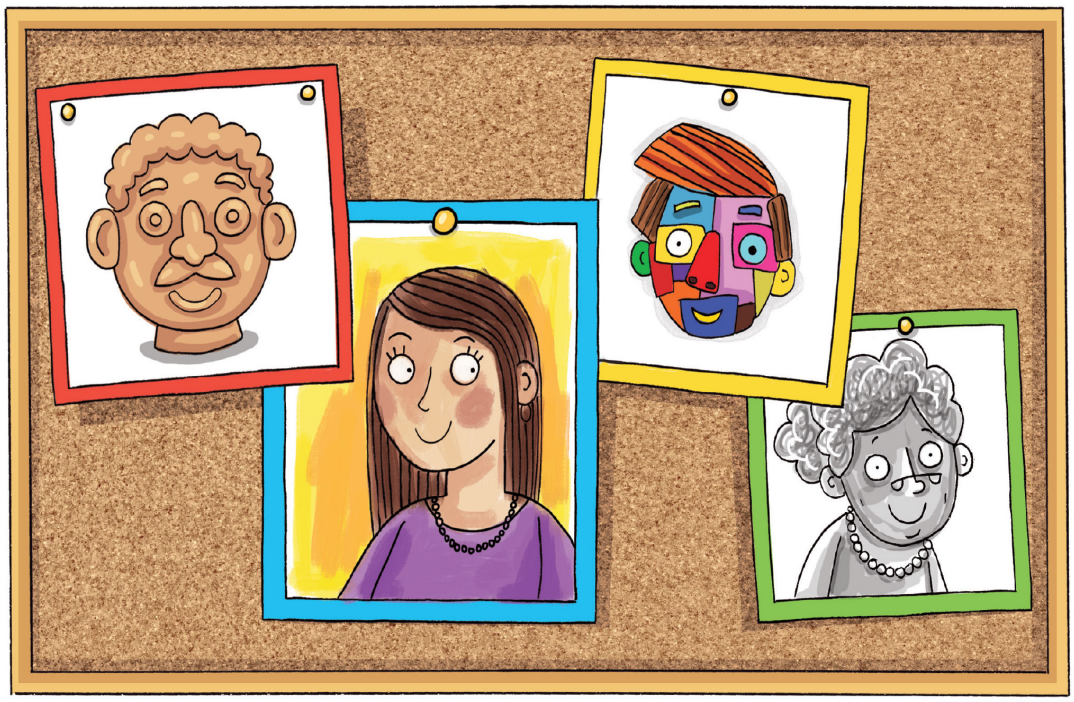
- Collect in student's drawings from activity 10 in the Student's Book. Use them to play a game of *Is that your (mom)?* (see page xvii). Keep these drawings for the next lesson.

Extra activities: see page TB108 (if time)

8 3.09 Listen, look, and say.



9 3.10 Listen and say the color.



10 About Me Draw your family. Ask and answer.



Who's this?

It's my brother. His name's Freddy.

Who's that? Is that your sister?

No, it isn't. It's my cousin.

→ Workbook page 33

Grammar: *Who's that?*

Grammar fun!

11 3.12 Story Listen and watch.



Value: Love your family

→ Workbook page 34

Lesson aims Students reinforce language with a story. They also consider the value of loving your family.

New language *photograph, invitation, art show* | *Nice to see you.* | *I love (my family).*

Recycled language family, colors | *Who's this? (It's my cousin.) This is (my cousin). Her name's (Anna). Is that (Tina)? (Yes, it is.)*

Materials Flashcards: 37–45 | Photographs of your own family (optional) | Students' drawings of their families from the previous lesson | Paper and drawing materials (optional)

Warmer

- If you have family photographs, use these to test students' memories. Hold up each photograph and ask *Who's this?* Students try to remember. Alternatively, use the flashcards to play *Tic-tac-toe* (see page xix).

Introduction

- Remind students of the story so far, asking, e.g., *What's in the tree house? (A robot.) What's his name? (iPal.) Is iPal a friend? (Yes.)*
- Students can also say where the characters have been with iPal so far *(to school, to a birthday party).*

Student's Book page 42

11 Listen and watch.

- Say *Let's listen to a story. Open your books to page 42, please.* Point to the photograph that David is looking at and ask *What's this?* Elicit/Teach *It's a photograph.* Point to the photograph again and ask *Who's this?* Students guess. Then say *Let's find out.*
- Say *Listen.* Play the recording while students look at the story frames. At the end of the story, point to the photograph again and ask *Is this Tina's cousin? (Yes, it is.)* Then point to iPal's family picture in frame 6 and ask *Who's this? (It's iPal's family.)*

Story

- Now students can watch the video. Pause at the end of each frame to ask more questions (helping and supplying answers as necessary): Frame 1: *Who's this? (It's Tina's cousin.)* Frame 2: *Where are the children? (At an art show.) What's the cousin's name? (Anna.)* Frame 3: *Is iPal happy? (Yes.)* Frame 4: *Is that Olivia? (No, it isn't. It's Tina.)* Frame 5: *What colors can you see? (Red, blue, yellow, green.)* Frame 6: *Who's this? (It's iPal's family.)*
- Students can watch the story again for pleasure, or pause after key lines for students to repeat.

3.12

1 **David:** Look at this photograph! Who's this?
Tina: It's my cousin! It's an invitation to her art show.
Olivia: Let's go!
All: 1, 2, 3, magic tree. Clap your hands and come with me.
2 **Anna:** Hi, Tina! Nice to see you!
Tina: Hello! This is my cousin. Her name's Anna.
Olivia and David: Hello!
3 **Anna:** How are you, Tina?
Tina: I'm fine, thanks.
iPal: This is great!
4 **Olivia:** Ha, ha! Is that Tina?
Anna: Yes, it is!
5 **iPal:** Red, blue, yellow, green.
David: Oh, iPal!
Anna: That's OK. It's fun!
6 **iPal:** This is my family: mom, dad, sister, iPal. I love my family!
Tina and Anna: Wow, iPal! It's great!
All: 3, 2, 1, that was fun. Stamp your feet. The magic's done!

Value ***Love your family***

- Students look at frame 6. Ask *Who's this? (iPal's family.)* Point and elicit iPal's family (from left to right): *mom, iPal, dad, sister.* Then ask *What does iPal say?* Play iPal's line from frame 6 again. Demonstrate the meaning of *I love my family.* Students repeat.
- Students can think of other ways the characters appreciate their families. (Anna invites Tina to her show.)
- Play the dialog for frame 2. Pause after the expression *Nice to see you* for students to repeat.
- Divide the class into four groups, one for each character (Anna, Tina, Olivia, and David). Then play the dialog from frame 2 again. Students listen and repeat the lines for their group's character.

Workbook page 34

9 Listen, look, and match.

- Allow students time to look and match the two halves of each story frame before you play the recording.
- Say *Now listen and match.* Play the story again, which is repeated in full. Students point to the two matching halves of each story frame as they hear the dialog for it on the recording.

Key: **2** c, **3** e, **4** b, **5** f, **6** a

3.13

(Repeat of story – see above for story script)

Ending the lesson

- Use students' drawings of their families from the previous lesson. Attach these to the board and say *Let's have an art show.* Invite a few students to the board, saying *Come to the art show.* Ask questions, e.g., *Is that Clara's sister?* Elicit *Yes, it is.* or *No, it isn't.* Repeat with other students.

Extra activities: see page TB108 (if time)

Lesson aims Students practice greeting family and friends with affection. Students also practice saying the sound /d/.

New language *How are you? (I'm fine, thanks.)* | /d/ – *dolphin*

Recycled language *red, desk, turtle, doll, teddy bear* | *Hello, (Grandma).* | *Nice to see you!*

Warmer

- Greet the class with *Hello, everyone. Nice to see you!* Students can then play *Meet and greet* (see page xvii), adding the expression *Nice to see you!* as they greet their classmates.

Presentation

- Invite a student to the front of the class. Greet him/her by name: *Hello, (Liam), nice to see you!* Then ask *How are you?* Smile encouragingly and elicit the answer *I'm fine, thanks.* Encourage the student to smile as he/she is answering to emphasize the meaning of the exchange. Repeat, asking other students in the class, eliciting a smile and the answer *I'm fine, thanks.*

Student's Book page 43

12 Listen and act.

- Say *Open your books to pages 42 and 43, please.* Remind students of the story from the previous lesson. Ask *Who do the children see? (Tina's cousin.) What's her name? (Anna.)* Point to frame 3 of the story and ask *What does Anna say? (How are you, Tina?) What does Tina say? (I'm fine, thanks.)* Congratulate any students who remember correctly.
- Tell students they are going to listen to more people greeting a family member. Say *Now look at page 43. Who's this?* Students guess how the woman in the photograph is related to the girl (her mom, aunt, grandma, cousin, etc.).
- Accept any answers, then say *Listen. Let's find out.* Play the recording. Students listen for the correct family member. Point to the woman again and ask *Who's this?* (It's her grandma.)
- Then say *Now listen and say.* Play the recording again, pausing for students to repeat each line with the correct pronunciation and intonation.
- Students act out similar dialogs with the students sitting next to, directly in front of, and behind them, using their names instead of the family name.

3.14

Girl: Hello, Grandma. How are you?

Grandma: I'm fine, thanks. Nice to see you!

13 Listen and say. /d/

- In this activity, students practice saying the /d/ sound.
- Say *Look at activity 13. What's this?* Elicit or teach *It's a dolphin.* Then point to the desk and ask *What's this? (It's a desk.) What color is it? (It's red.)*
- Then say *dolphin* – /d/ /d/ /d/ – *dolphin.* Students repeat, emphasizing the /d/ sound in *dolphin.*
- Say *Listen and say.* Play the sound sentence on the recording. Students listen and repeat, emphasizing the /d/ sounds in *dolphin, red,* and *desk.*
- Students can then repeat the sound sentence without the recording, saying it faster and faster each time. See how fast they can say it.
- Ask students to think of any other words they know that begin with the sound /d/, e.g., *doll, door, David.* Then ask them to think of words that contain the sound /d/, e.g., *lizard, teddy, panda, window, board, stand, wood, birthday.*

3.15

/d/ A dolphin in a red desk.

Workbook page 35

10 What's missing? Look and draw. Then stick.

- Students look and guess the missing expression on the boy's face as he runs to greet his grandma. Point out, if necessary, that the boy loves his family so is pleased to see her. They then choose the correct expression from the three options shown and draw it onto the boy's face.

Key: Students should draw the smiley expression (c).

11 Trace the letters.

- Students trace the letter *d* in the sound sentence.

12 Listen and circle the d *words.*

- Play the recording. Students listen and circle the words that have a /d/ sound in them.

Key: Students circle the doll, the dolphin, and the teddy bear. (If necessary, point out that *teddy* begins with the sound /t/, but does have a /d/ sound in the middle of it.)

3.16

1 turtle, turtle **2** doll, doll **3** dolphin, dolphin **4** teddy bear, teddy bear

Ending the lesson

- Students play *Meet and greet* (see page xvii) again, this time including the question and answer *How are you? (I'm fine, thanks.)* into their greetings.
- Dismiss the class, saying *Goodbye, everyone.*

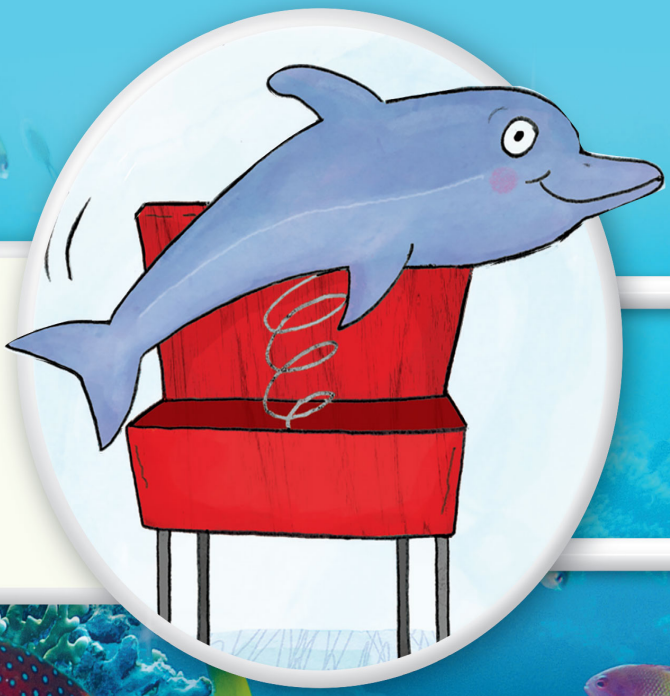
Extra activities: see page TB108 (if time)

12 3.14 Talk Time Listen and act.



Animal sounds

13 3.15 Listen and say.



A dolphin in a red desk.

What continent is it?



1 3.17 Listen and say.



1 North America
2 South America
3 Europe
4 Africa
5 Asia
6 Australia
7 Antarctica

Guess What!

2 CLIL Watch the video.

3 What continent are they from?

My name's Akiko.
I'm from Tokyo.



My name's Zack.
I'm from Ottawa.



My name's Luiz.
I'm from Lima.



My name's Sofia.
I'm from Madrid.



Let's collaborate!



→ Workbook page 36

CLIL: Geography

Lesson aims Students learn about continents.

New language *North/South America, Europe, Africa, Asia, Australia, Antarctica*

Recycled language colors, numbers

Materials Digital Pack (Teacher's Resources) | A world map or globe (optional) | Pictures to represent different continents – e.g., African animals for Africa, king penguins for Antarctica, a kangaroo for Australia (optional)

Warmer

- Use a world map or globe to introduce the topic of the world. Ask *What's this? (It's a map / the world.)* Ask students *Where are you from?* Gesture for a student to find and touch the country they are from. If you are from another country, point to this on the map or globe and say *I'm from (the United Kingdom).* Then say *Let's find out about the world.* (**Note**: If you don't have a map or globe, just use the map on page 44 of the Student's Book.)

Student's Book page 44

What continent is it?

- Say *Open your books to page 44, please. Look at the map. Where are you from?* Students say the name of their country and point to where it is on the map. Then, using your finger on the map to indicate the continent around this country, ask *What continent is it?* Elicit the name of the continent you are in, and teach the word(s) in English, e.g., *South America.*
- Check that all students understand the concept of a continent. Then ask *What other continents do you know?* Elicit the names of any continents students know in L1, asking students to point to the correct area on the map. (**Note**: Continent borders are subject to change and to the best of our knowledge, are correct at the time of publication.)

Student's Book page 45

1 Listen and say.

- Say *Now look at page 45, please.* Point to the colors on the map and ask *What colors can you see?* Elicit the color of each continent, and make sure students realize how they tie into the color key on the right-hand side of the activity.
- Say *Listen and point.* Play the recording. Students listen and point to each continent as they hear it named. Then say *Now listen and say.* Play the recording again, pausing for students to listen and say the words.
- Say the continent words again, asking students to say the correct number. Then say the numbers in a jumbled order. Students look and say the correct continent word.

3.17

1 North America **2** South America **3** Europe **4** Africa
5 Asia **6** Australia **7** Antarctica

2 Watch the video.

- Play the video. If you don't have the video, but have brought photographs to class, show them to students and ask them to guess: *What continent is it?* This could be organized as a photograph quiz, with students working in pairs or small groups to guess the continents and then seeing which group gets the highest number of correct guesses. If you don't have either the video or photographs, ask students *What continent are we in?* Students reply with the name of the correct continent. Then make sentences about a member of your family, pointing to the map on page 44 as you do so, e.g., *My cousin's from Asia.* Then say the name of the other continents. Students raise their hands if they know someone who is from or lives in that continent – they can say that person's name or family connection to them, e.g., *North America – my grandma!*

CLIL 03: see page TB117

3 What continent are they from?

- Students look at the children in the photographs and read the texts. They decide which continent they are from.

Key: **Akiko** – Asia **Zack** – North America
Luiz – South America **Sofia** – Europe

Guess What!

- Students look at the swirled picture and guess the continent in the central part.

Key: It's Africa.

Workbook page 36

1 Listen and write the number.

- Students look at the map and name the continents. They can refer back to the Student's Book if necessary.
- Play the recording. Students listen and number the continents.

3.18

1 North America **2** Europe **3** Asia **4** South America
5 Africa **6** Australia **7** Antarctica

2 Look at the map again. Listen and color.

- Play the recording. Students listen and color the continents.

3.19

1 Color North America yellow. **2** Color Europe green.
3 Color Asia blue. **4** Color South America purple.
5 Color Africa red. **6** Color Australia orange.
7 Don't color Antarctica!

Ending the lesson

- Give each student a continent to remember. Each continent should be used more than once. Say a continent, e.g., *Antarctica!* All students given the word "Antarctica" stand up and change seats (without running).

Extra activities: see pages TB108–TB109 (if time)

Lesson aims Students make a booklet about a child from another city in the world. | They can also complete the unit evaluation in the Workbook.

New language *city, home, house, apartment, big/small* | *He's/She's from (Tokyo).*

Recycled language ages, family, school, toys | *This is (Haru.)* | Students also review all unit vocabulary and grammar in the unit evaluation.

Materials Model sheet 3, Project sheets 3, Worksheets 3, Peer and Teacher evaluation sheets, cue cards (optional), letter-size paper, pencils, scissors, glue, access to a computer for research and downloading photographs

Warmer

- Draw a circle on the board to represent a world globe. Then use the set of continents you've cut out from the continent template. Hold each continent up and ask *What continent is it?* Students raise their hand if they know. Choose a student to reply. If the student gets the answer right, they can come to the board and stick the continent in the correct position.

Student's Book page 45 – Let's collaborate!

Introduce the project.

- Ask students in L1 to name other cities in the world and to imagine what life is like in them. Students compare their ideas.
- Display the model sheet and say *Look at my book about a boy in Japan.* Point to the photographs as you say: (1) *This is Haru. He's seven. He's from Tokyo. (Tokyo is in Japan in Asia.)* (2) *And this is his family. This is his grandpa and his grandma. This is his mom and his dad. And this is his sister.*, etc.
- Then say *Now it's your turn. Let's collaborate.* Students look at the project flyer on page 45. Tell them they are going to make a book about a child from another city in the world.

Step 1 Plan your project.

- Divide students into pairs and distribute the project sheets and worksheets. Students write their names and choose and circle the name of the project monitor.
- Students collect and check the materials they need for their project. The project monitor can also check that they have everything they need.
- Students choose a city from the list on the project sheet. Make sure all the cities are chosen across the class. Students switch between English and L1 as they discuss their choices. English sentences could include *Where is Tokyo? Is Tokyo in Asia? Let's find out about (a child from New York).*
- Students research and find a photograph of a child from their chosen city. They download three copies of the photograph and stick one each into their worksheets (keeping one for making their book). They then research and download photographs of typical homes and schools, family groups, sports, and toys popular in that country.
- Students complete the mind maps on their worksheets together, agreeing what their photographs suggest about the lifestyle of their child.

Step 2 Create your project.

- Students make a book about their child. They fold a piece of letter-size paper in half to make four pages. Then they cut and stick their photographs onto the pages as in the model sheet. They think of sentences to describe each photograph.
- Students work together: one chooses and sticks a photograph, while the other uses their mind map to make sentences. Then they change roles.
- Students practice going through their book together, taking turns saying the sentences for each picture.
- The project monitor then stores the book safely.

Step 3 Present your project.

- Join pairs into groups of six or eight, making sure that each pair in the group has chosen a different city. The pairs then take turns presenting their books, each student also taking turns speaking.
- At the end of each presentation, students answer questions from the rest of the group.

Step 4 How did we do?

- Distribute a Group evaluation sheet (see TB121 or *Teacher's Resources*) to each pair for them to complete.
- The project monitor then collects and stores the project materials together.
- If you wish, complete a Teacher evaluation sheet (see TB122 or *Teacher's Resources*) for each pair and award students an overall grade.

Workbook page 37 – Evaluation

1 Read and trace. Then circle and say.

- Students read and trace over each family word. They then choose and circle the picture that matches the family label.

Key: 2 b 3 b 4 a

2 What's your favorite part? Use your stickers.

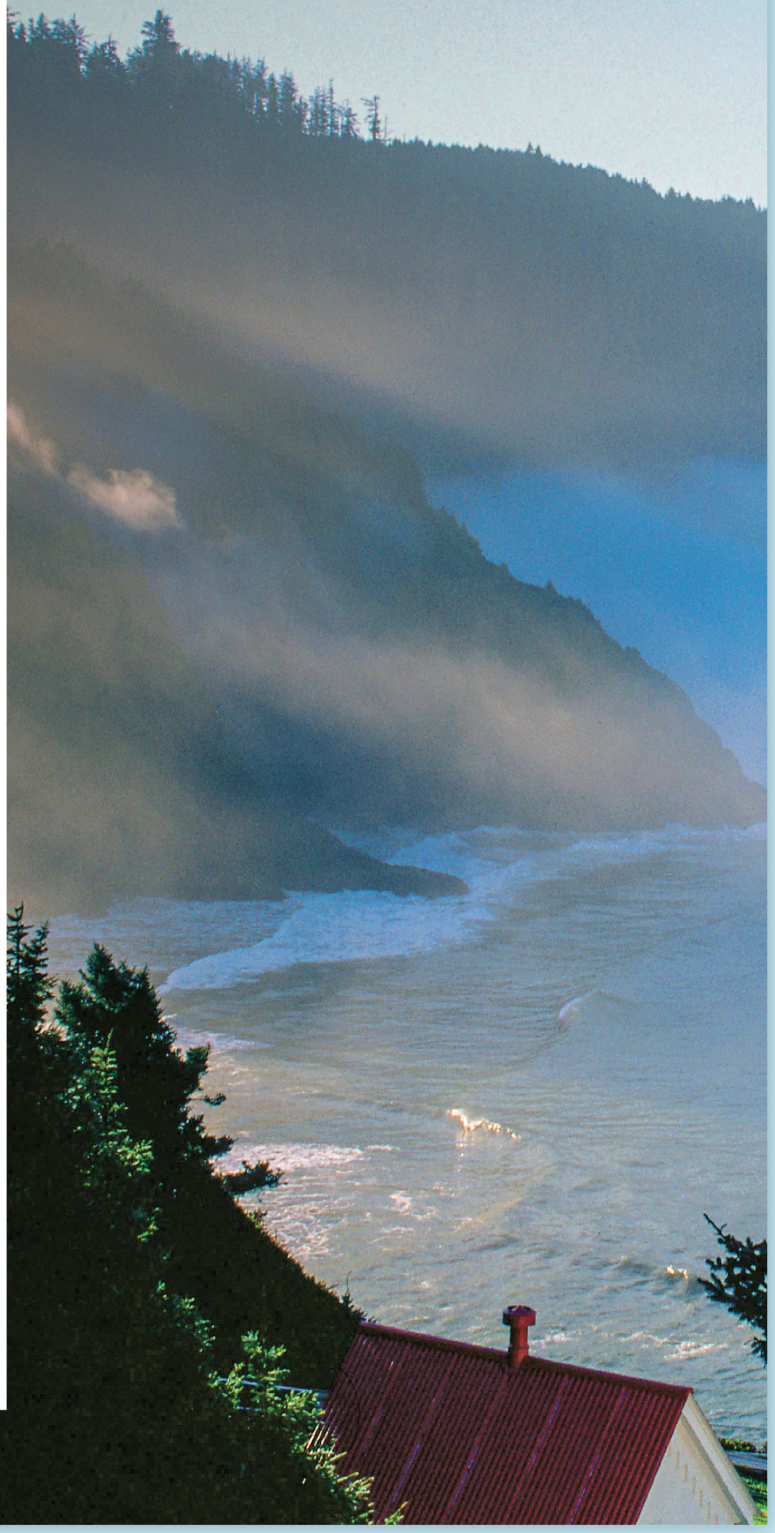
- Students choose their favorite part of the unit – the story, the song or the video – and put a sticker under their chosen preference.

3 Complete the color.

- Students complete and trace over the color word *orange*. They then go to page 93 and find and color all the puzzle pieces marked with a *3* in orange.

Extra activities: see page TB109 (if time)

4 At home



Unit aims Students learn to talk about their home. This includes:

- learning vocabulary of rooms and features in a home
- asking and answering where people are
- asking and answering where things are

They also learn about shapes.

Background information The photograph shows Heceta Head lighthouse in Oregon in the United States.

Introduction to the unit

- Say *Open your books to pages 46 and 47, please.* Play the theme song on the recording. Students look at the photograph and read the title of the unit while listening to the song. Then ask *What's Unit 4 about? (Home.)*
- Ask *What can you see in the photograph?* Elicit or present the words *house* and *lighthouse*. Students can say if they have seen a real lighthouse and then tell the class where.
- Encourage students to think more about the photograph and where it is from. Ask students questions in English (using mime and gesture to help comprehension). *Is this lighthouse in our/your country? (Yes./No.) Where's it from? (The United States.)*
- Encourage students to think if they'd like to live in a lighthouse like this and why or why not. What other unusual homes can they think of? (e.g., a mobile home, a water tower, a boat.)

Look!

- Show students the video to introduce the topic. After watching, ask students if they saw any similarities or differences between the different homes. Allow them to use L1 (some homes had yards, one yard was on a roof, there are tall apartment blocks, large houses, etc.). Ask students what rooms they saw and what people do in the rooms (kitchen – cook, living room – work, play, etc.).
- Play the video again for students to check their ideas.

Theme see lyrics on TB5


Guess What!
theme

1 4.01 Listen. Who's speaking?

2 4.02 Listen, point, and say.



3 4.03 Listen and find.

→ Workbook page 38

Lesson aims Students learn vocabulary for rooms and features of a home.

New language *house, apartment, bathroom, bedroom, dining room, living room, balcony, kitchen, hallway, yard*

Recycled language family, colors, numbers, *table, chair, tree house* | *Is that (the dining room)? (Yes, it is.)*

Materials Flashcards: 46–55 | Word cards: see Digital Pack (Teacher's Resources)

Warmer

- Hold up the *house* and *apartment* flashcards and ask *What's this?* Elicit/Teach *It's a house/an apartment.* Point to one of these and, gesturing to yourself, say *My home's a(n) (apartment).* Then ask individual students *What's your home? (House./Apartment.)* Play a game of *Stand up and sit down* (see page xix), saying *My home's a house/an apartment.* You could also include negatives, e.g., *My home isn't a house.*)

Presentation

- Draw a house outline on the board. Ask *What's this? (It's a house.)* Then draw outlines for rooms within the house (for students to attach the flashcards to). Ask *What rooms do you know?* Elicit any room words students know, then hold up each flashcard and say the new words. Students repeat in chorus and individually. Ask students to come and stick the room, yard, and balcony flashcards into an appropriate place on the house on the board. Then point to each room again and ask *Is that the kitchen? (Yes, it is. / No, it isn't.)*

Student's Book page 48

1 Listen. Who's speaking?

- Say *Open your books to page 48, please.* Ask *Who can you see? (Tina, David, Olivia, Leo.)* Explain that they are at a model village. Say *Point to a house. Point to some apartments.*
- Say *Listen. Who's speaking?* Play the recording. Students listen and point to the character (Tina, Olivia, David, or Leo). Play the recording again, pausing for students to point to each room or place.

4.01

Tina: Wow! Nice house!
Olivia: Look! A purple bathroom! And a red bedroom – my favorite color.
Tina: Great! Hmm. Look at the grandma in the kitchen. She's funny!
Olivia: Oh, yes … Hmm, and is that the dining room?
Tina: Yes, it is. Look – a table and one, two … six! Six chairs in the dining room!
Olivia: And what's that in the hallway?
Tina: A bike! And here's a family … in the living room!
David: Hey! Come and look at this apartment. Look at the grandpa!
Olivia: Oh, yes. Cool! And here's … a tree house, in the yard! And what's this?
Leo: Crick!
David: It's Leo!
Tina: Ha, ha, ha!

2 Listen, point, and say.

- Say *Now listen, point, and say.* Play the recording. Students listen and point to the numbered rooms or places. Then play again, pausing for students to repeat the words. Play a third time. Students listen and say the words again while tracing over the word labels with their fingers.
- Use the word cards. Hold up each word card and read the word aloud, for students to repeat. Then shuffle the word cards and hold them up again, this time asking individual students to read the words.

4.02

1 house **2** bathroom **3** bedroom **4** apartment **5** dining room **6** living room **7** balcony **8** kitchen **9** hallway **10** yard

3 Listen and find.

- Say *Now listen and find.* Play the recording, pausing for students to find and point to the correct place each time. Students can also say the correct number. If time, students can do a similar activity in pairs, using words (or sentences) and numbers. One names a room or place, e.g., *(This is the) bathroom*, and the other guesses: *Number 2.*

Key: Students point to the places in the following order: 2, 8, 9, 10, 3, 5, 7, 6, 1, 4.

4.03

This is the bathroom.
This is the kitchen.
This is the hallway.
This is the yard.
This is the bedroom.
This is the dining room.
This is the balcony.
This is the living room.
This is a house.
This is an apartment.

Find Leo.

- Say *Now find Leo.* Students search for Leo in the picture (he's in the tree house). Students can also find the toy version of iPal (he's attached to Olivia's backpack and can be seen above the apartment building) and family members reviewed from the previous unit in the picture (the grandma in the kitchen, the grandpa on the balcony, the brother and sister in the living room).

Workbook page 38

1 Look at the picture and write the letter.

- Students name the places they can see in the picture.
- Students then write the correct letter next to each vocabulary label. They can also say the words.

Key: **2** h **3** c **4** f **5** i **6** d **7** b **8** g **9** j **10** a

Ending the lesson

- Play a game of *I can see* (see page xvii) using the picture on Student's Book page 48, e.g., *I can see a teddy bear.*

Extra activities: see page TB109 (if time)

Lesson aims Students practice vocabulary for rooms in a house.

New language *Come and play in my (yard) today.*

Recycled language the home | *This is my/the (bedroom).* | *Is it a (bedroom)? (Yes, it is. / No, it isn't.)*

Materials A piece of paper the same size as the flashcards with a hole cut in it | Flashcards: 46–55 | Word cards: see Digital Pack (Teacher's Resources) | Paper and drawing materials (optional)

Warmer

- Use the piece of paper and the home flashcards. Hold up each flashcard with the piece of paper held over it so that students can only see part of the flashcard picture. Ask *What's this?* Students guess *Is it a (bedroom)?* Then show the flashcard for another student to answer *Yes, it is. / No, it isn't.*
- Then use the word cards. Hold up each one and ask individual students to read the words. Then distribute both the flashcards and the word cards and play a game of *Mime and match* (see page xviii). Students with the flashcards come to the front to mime being in different rooms (e.g., eating for dining room). Say and demonstrate *Come and play* to each student as they come to the front to mime.

Student's Book page 49

4 Say the chant.

- Say *Open your books to page 49, please. What rooms can you see?* Students look at the photographs and name the rooms and other places they can see: *bedroom, living room, kitchen, yard.*
- Say *Listen and point.* Play the chant on the recording. Students point to each room/place as it's mentioned on the recording. Then play the recording again, pausing after each verse, and asking *What room/place is it? (It's a bedroom.)*
- Then say *Now listen and say the chant.* Play the chant again a few times. Students can just listen and clap along with the rhythm the first time, joining in with a few words. Repeat the activity until students are chanting confidently.

4.04

This is my bedroom. Come and play.
Come and play in my bedroom today!

This is my living room. Come and play.
Come and play in my living room today!

This is my kitchen. Come and play.
Come and play in my kitchen today!

This is my yard. Come and play.
Come and play in my yard today!

5 Look and say the room.

- Say *Look at picture* 1. *What room is it? (It's a dining room.)* Repeat with the other pictures.
- Students can then look and say the rooms in pairs. One says the picture number and the other says the name of the room. They can use the example speech bubble as a model. Alternatively, if students are at a higher level, encourage them to ask and answer *What room is it? (It's a dining room.)*
- If you have time, students can draw their own keyhole picture, or one item from a room, for their partner to guess by asking *What room is it?*

Key: **2** Bedroom. **3** Bathroom. **4** Kitchen. **5** Hallway.

Workbook page 39

2 Listen and stick.

- Students will need the Unit 4 stickers from the back of the Workbook. Play the recording. Students listen and stick the stickers into the correct position.

4.05

1 This is the balcony.
2 This is my bedroom.
3 This is the bathroom.
4 This is the living room.
5 This is the hallway.
6 This is the dining room.

3 Look, read, and circle the correct word.

- Students look at the pictures and name the rooms and other places they can see. Students then read the two vocabulary labels under each picture and circle the correct one.

Key: **2** living room **3** bedroom **4** bathroom **5** yard **6** dining room

My picture dictionary → Go to page 88. Check the words you know and trace.

- Students turn to page 88 and check the rooms and places they know. They then trace over the word labels for each picture. Read through the word labels with students first.

Ending the lesson

- Play a mime game, using the expression *Come and play* from the chant. Say, e.g., *Come and play in my kitchen today.* Students have to mime being in the kitchen. Repeat with different rooms and places. Students can also take turns saying the sentence.

Extra activities: see page TB109 (if time)

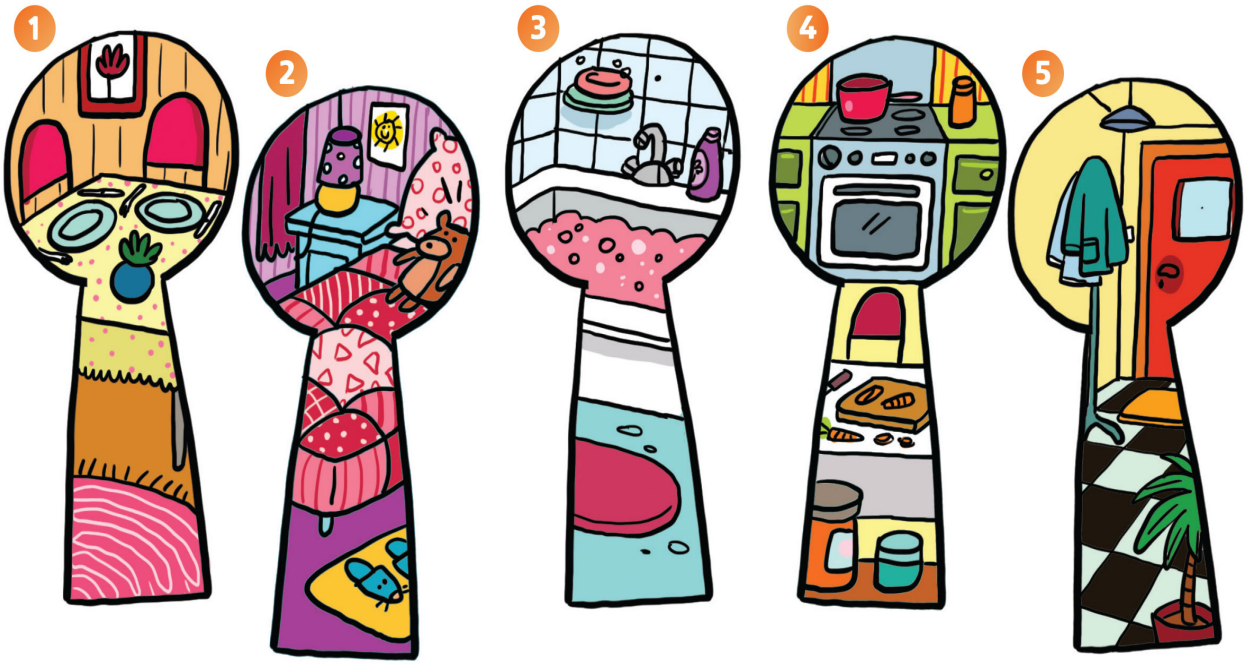
4 4.04 Say the chant.





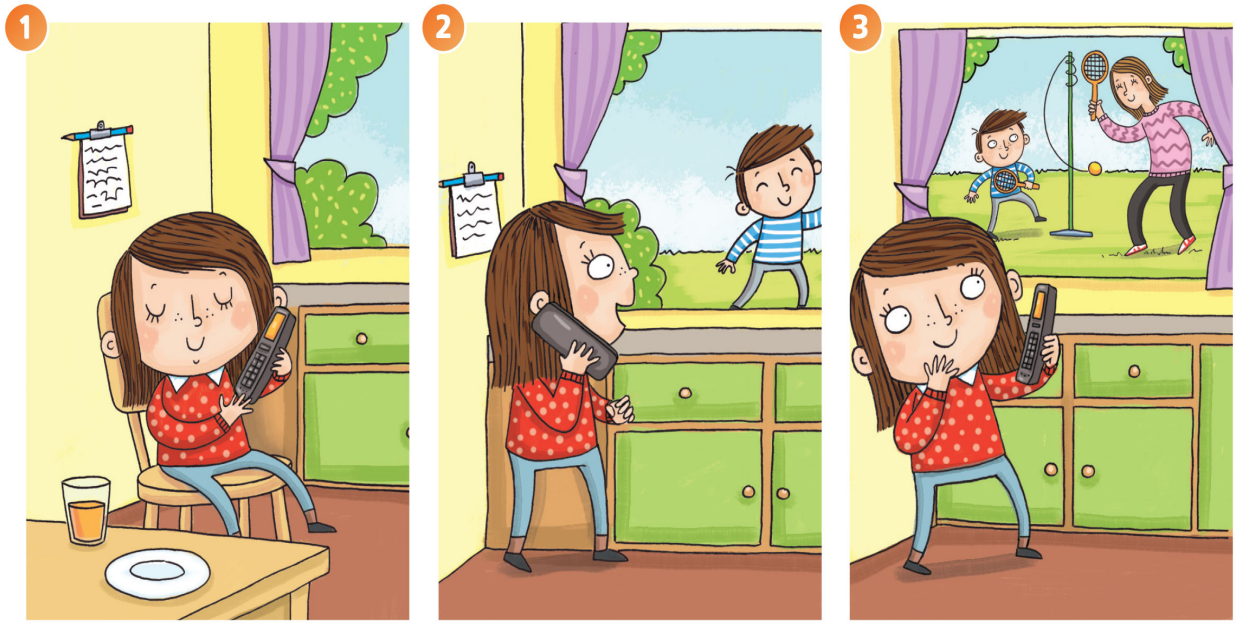

5 Think Look and say the room.

Number 1. Dining room.



→ Workbook page 39

6 4.06 Listen, look, and say.

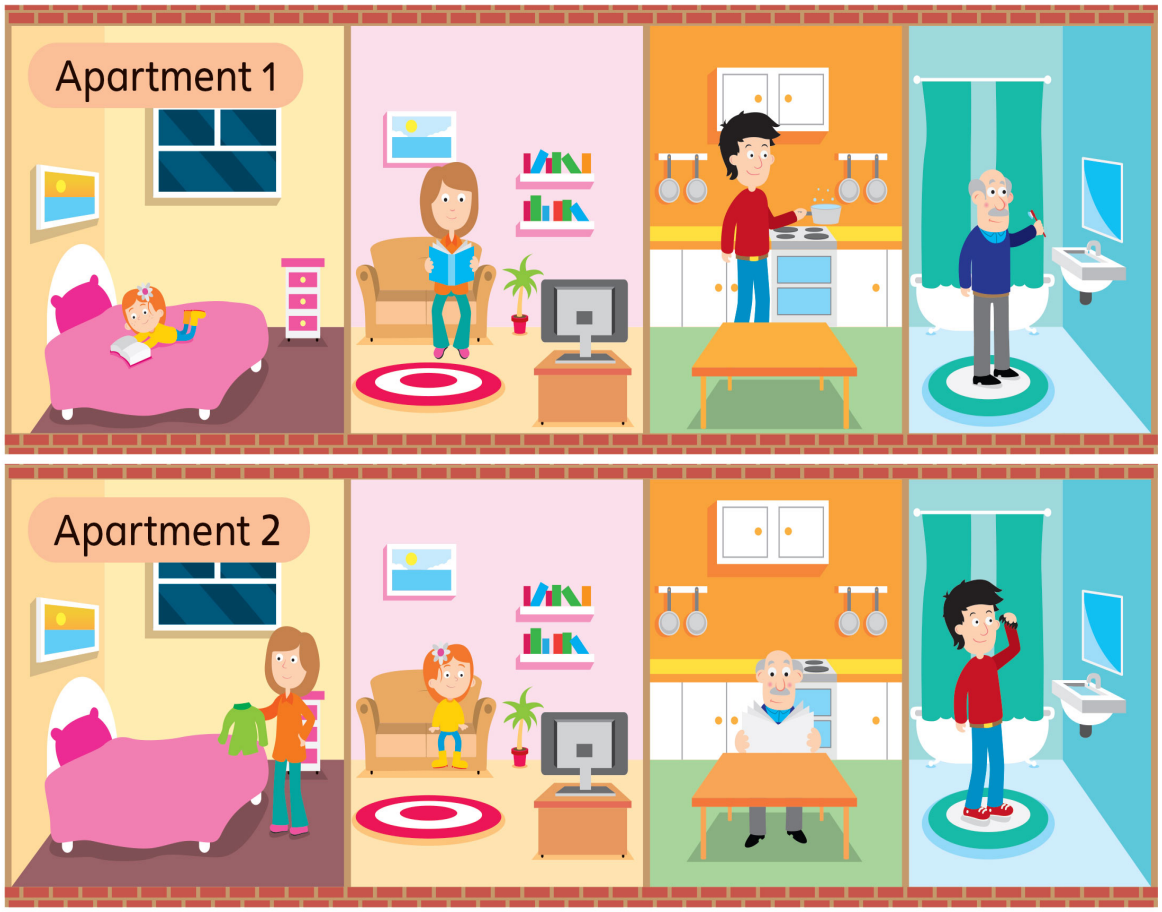


7 4.07 Listen and say *Apartment 1* or *Apartment 2*.

Where's your mom?

Apartment 2.

She's in the bedroom.



Grammar fun!

Grammar: *Where are you? / I'm in the kitchen.*

→ Workbook page 40

Lesson aims Students ask and answer about where people are.

New language *Where are you? I'm in the (kitchen).* | *Where's (your brother/Mom)? He's/She's in the (yard).*

Recycled language home, family

Materials Flashcards: 37–55 | Paper and drawing materials (optional)

Warmer

- Draw a house outline and invite students to come and place the flashcards for the different rooms and the yard onto this outline, saying *This is the (bedroom).*

Presentation

- Use the family flashcards to review family members, asking *Who's this/that?* and *Is this/that (the sister)?*
- Then stick the brother flashcard into a room of the house on the board. Ask *Where's the (brother)?* Elicit/Give the answer *He's in the (bedroom).* Students repeat the answer in chorus and individually. Repeat with the sister flashcard, eliciting *She's in the (bathroom).*
- Make sure students understand the difference between *He's* and *She's*, repeating the procedure with other family members, eliciting *He's* or *She's* correctly each time.

Student's Book page 50

6 Listen, look, and say.

- Say *Open your books to page 50, please.* Students look at the pictures. Ask *Who's this? (A girl/sister.) Where is she? (She's in the kitchen.) Who's that? (A boy/brother.) Where is he? (He's in the yard.) Who's that? (A woman/mom.) Where is she? (She's in the yard.)* Point out that the girl is talking on the phone.
- Say *Listen and look.* Play the recording. Students listen to the girl's telephone conversation with her dad and point to each person they talk about. At the end of the recording, ask students again who the girl is talking to (her dad).
- Then say *Now listen and say.* Play the recording again, pausing for students to repeat the questions and answers. Point out that we ask about *your brother* (and *sister/uncle/aunt/cousin*, but *Mom* (and *Dad/Grandma/Grandpa*) can also be used as a name, without *your*.
- Play the recording a third time, pausing and asking individual pairs of students to repeat the dialog.
- Students can then practice the dialog in pairs.

4.06

1 **Dad:** Where are you?
Girl: I'm in the kitchen.
2 **Dad:** Where's your brother?
Girl: He's in the yard.
3 **Dad:** And where's Mom?
Girl: She's in the yard, too.

7 Listen and say Apartment 1 or Apartment 2.

- Point to each apartment and ask *What's this? (It's an apartment.)* Then point to each room in Apartment 1 and ask *What's this?* and *Who's this?* Elicit the room name and family member illustrated. Repeat with Apartment 2.
- Then say *Now listen and say Apartment 1 or Apartment 2.* Play the recording, pausing after each question for students to find the family member in the room specified and then say if it is *Apartment 1* or *Apartment 2*.
- Students can then do a similar activity in pairs. One chooses an apartment, and the other has to guess which one it is by asking about the family members in it. Read the model dialog in the speech bubbles first. Students can then use the speech bubble to help them. If necessary, remind students that they can use *Where's Mom/your mom/the mom?* But only *Where's your/the sister?*

Key: **2** Apartment 1 **3** Apartment 1 **4** Apartment 2 **5** Apartment 1

4.07

1 Where's your mom? She's in the bedroom.
2 Where's your grandpa? He's in the bathroom.
3 Where's your dad? He's in the kitchen.
4 Where's your sister? She's in the living room.
5 Mom! Where are you? I'm in the living room.

Grammar fun!

- Play the *Grammar fun!* (Yes or no game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Ensure students have their colored crayons ready for the game and know how to vote. Then play the rest of the video (see Introduction page xii).

Workbook page 40

4 Look, read, and match.

- Students look at the pictures of each family member and guess the room they're in, from the activity they're doing.
- Students then match the illustrated questions and answers, choosing the answer that has the correct place for each activity.

Key: **2** d **3** b **4** a

5 Draw yourself. Ask and answer with a friend.

- Students draw themselves in a room of their choice. They then show their drawing to a partner and ask and answer about it, using the example speech bubbles as a model.

Ending the lesson

- Use the family and home flashcards to play a game of *Where's the (mom)?* (see page xix).

Extra activities: see page TB109 (if time)

Lesson aims Students ask and answer about where objects are.

New language *in, on, under, table* | *Where's the (doll)? It's (under) (the chair).*

Recycled language home, family | *Where's (your brother)? (He's/She's in the (living room).)*

Materials Flashcards: 37–55 | Classroom objects | Paper and drawing materials (optional)

Warmer

- Ask pairs of students to take one family and one home flashcard. The student with the family flashcard asks *Where's (your dad)?* The student with the home flashcard mimes being in the room for the class to guess *He's in the (kitchen).*

Presentation

- Hold up a book and ask *What's this? (It's a book.).* Put the book on your desk and ask *Where's the book?* Elicit *It's on the desk.* Students repeat in chorus and individually.
- Repeat the procedure, putting the book under and in your desk to elicit and teach *It's under/in the desk.*
- Repeat a few times, positioning different classroom objects in different locations around the classroom, including *table*, as this word will be used in the song.

Student's Book page 51

8 Sing the song.

- Say *Open your books to page 51, please.* Students identify the rooms and any furniture or items they know in English. Say *Listen and point.* Play the song. Students listen and point to each item and room.
- Play the recording again, pausing after each verse and asking the questions again: *Where's the doll? (It's under the table.) Where's the table? (It's in the kitchen.) Where's the kitchen? (It's in the house.)*
- Say *Now sing the song.* Play the recording a few times, until students are singing confidently.

4.08

Boy: Where's the doll?
Girl: It's under the table.
Boy: Where's the table?
Girl: It's in the kitchen.
Boy: Where's the kitchen?
Girl: It's in the house.
In the house I live in!
Girl: Where's the computer?
Boy: It's on the desk.
Girl: Where's the desk?
Boy: It's in the bedroom.
Girl: Where's the bedroom?
Boy: It's in the house.
In the house I live in!
Boy: Where's the robot?
Girl: It's in the bathtub.
Boy: Where's the bathtub?
Girl: It's in the bathroom.
Boy: Where's the bathroom?
Girl: It's in the house.
In the house I live in!
Girl: Where's the ball?
Boy: It's on the bike.
Girl: Where's the bike?
Boy: It's in the hallway.
Girl: Where's the hallway?
Boy: It's in the house.
In the house I live in!

9 Listen and say yes *or* no.

- Say *Now listen and say yes or no.* Play the recording. Students look at the pictures in activity 8 and decide if the question and answer are correct or not. Play the recording again, pausing after each question and answer for students to say *yes* or *no.*

Key: 1 yes 2 no 3 yes 4 no

4.09

1 Where's the doll? It's under the table.
2 Where's the computer game? It's on the bed.
3 Where's the robot? It's in the bathtub.
4 Where's the ball? It's under the bike.

10 Ask and answer.

- Students ask and answer about the pictures in activity 8 in pairs, using the example dialog in activity 10.

Grammar fun!

- Play the *Grammar fun!* (Balloon game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Ensure students have their colored crayons ready for the game and know how to vote. Then play the rest of the video (see Introduction page xii).

Workbook page 41

6 Listen and write the number.

- Students guess where the items pictured at the top of the activity are in the bedroom. Then play the recording. Students listen and write each number into the circle on the correct location in the bedroom.

4.10

1 Where's the teddy bear? It's on the bed.
2 Where's the book? It's under the desk.
3 Where's the ball? It's under the chair.
4 Where's the robot? It's under the bed.
5 Where's the computer? It's on the desk.

7 Draw the objects in the picture. Ask and answer.

- Students draw the three items pictured *in*, *on*, or *under* the desk and chair in the main picture. They show their picture to a partner and ask and answer about it, using the speech bubbles as a model.

Ending the lesson

- Place objects in, on, and under different items in the classroom. Ask a pair of students to ask and answer *Where's (the pencil)? (It's under (the door).)* If the answer is correct, the rest of the class stands up. If not, they stay sitting down.

Extra activities: see page TB109 (if time)

8 4.08 Sing the song.



9 4.09 Listen and say *yes* or *no*.

10 Ask and answer.



→ Workbook page 41

Grammar: *Where's the doll?*

Grammar fun!

11 4.11 story Listen and watch.



Value: Take care of things

→ Workbook page 42

Lesson aims Students reinforce language with a story. They also consider the value of taking care of things.

New language *Take care of my (books).* | *This is a story about (robots).*

Recycled language home, family | *Is this your book? (No, it isn't.)* | *Where's (Grandma)? (She's) in the (living room). Where's (the book)? It's in the (living room).* | *How many books can you see?* | *Here you are. I'm sorry. Thank you.*

Materials A story book (optional) | Handmade story page worksheet (optional)

Warmer

- Use flashcards or classroom objects to play a game of *Guess where!* (see page xvii).

Introduction

- Remind students of the story so far, asking *What's in the yard? (A tree house.) What's the robot's name? (iPal.) Is he a friend? (Yes.)*
- Students can also say where the characters have been with iPal *(to school, to a birthday party, to an art show)*, and guess where they'll go with him today.

Student's Book page 52

11 Listen and watch.

- Say *Let's listen to a story. Open your books to page 52, please.* Ask *What can we see in the tree house today?* Students look and answer *It's a book.* Students can guess who the book belongs to by looking at the story frames. Then say *Let's find out.*
- Say *Listen.* Play the recording while students look at the story frames. At the end of the story, point to the book again and ask *Is this iPal's book? (No, it isn't.) Is it Grandma's book? (Yes, it is.)*

Story

- Now students can watch the video. Pause at the end of each frame to ask more questions: Frame 1: *Is this Olivia's book? (No, it isn't.)* Frame 2: *Is this Grandma's house? (Yes, it is.) Who's this? (Grandpa.)* Frame 3: *Where's Grandma? (She's in the living room.)* Frame 4: *How many books can you see? (Four.) Is Grandma happy? (No.)* Frame 5: *What does iPal say? (I'm sorry.)* Frame 6: *Is iPal happy? (Yes.)*
- Students can watch to the story again for pleasure, or pause after key lines for students to repeat. Encourage students to use gestures and intonation from the story as appropriate and to say the magic chant at the beginning and end of the story.

4.11

1 **David:** OK, now, my turn … Hey! Look – is this your book?
Olivia: No, it isn't. Hmm … Oh! It's Grandma's! Come on.
All: 1, 2, 3, magic tree. Clap your hands and come with me.
2 **Olivia:** Here we are! Grandma's house.
David: Hello, Grandpa! Where's Grandma?
Grandpa: Hello, children! She's in the living room.
3 **Olivia:** Hello, Grandma. Is this your … Oh! Where's the book?
David: *iPal?*
4 **iPal:** Whee! How many books can you see?
Olivia: No, iPal!
Grandma: Take care of my books, iPal.
5 **iPal:** Here you are. I'm sorry.
Grandma: That's OK, iPal. Thank you.
6 **Grandma:** Sit down, everyone. This is a story about robots.
iPal: Aah! Books are great!
All: 3, 2, 1, that was fun. Stamp your feet. The magic's done!

Value ***Take care of things***

- Students look at frame 4 of the story again, where iPal is juggling Grandma's books. Ask *Is Grandma happy? (No.)* Encourage students to think why (because iPal isn't taking care of her books). Ask *What does Grandma say?* Students try to remember. Play Grandma's line *Take care of my books, iPal.* Students repeat the line in chorus and individually.
- Students then look at frame 5. Ask *Is iPal taking care of the books? (Yes.)* Point out how he is taking care of books – putting them away in the bookshelf. Students can think about how they take care of their books and other classroom possessions (put their pens and pencils in their pencil cases, put their books in their bag, cover their books with protective covers, put the tops back on pens, etc.).
- Divide the class into two groups, one for iPal and one for Grandma. Then play the dialog from frames 5 and 6 again (up to *Books are great!*) Students listen and repeat the lines for their group's character. Then rearrange the class into pairs, with one "iPal" and one "Grandma." Students practice the dialog, miming iPal putting the books away and then sitting down to read a story, as well as saying the lines.

Workbook page 42

8 Listen and number.

- Say *Now listen and number.* Play the story, which is repeated in full on the recording, again. Students listen and number the story frames in the correct order.

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

4.12

(Repeat of story – see above for story script)

Ending the lesson

- Play a game of *Simon says* (see page xviii), including instructions for putting things away, e.g., *Put your pencils in your pencil case. Put your books in your bags.*

Extra activities: see page TB109 (if time)

Lesson aims Students practice the function of telling people to take care of things. Students also practice saying the sound /æ/.

New language /æ/ – *ant, apple*

Recycled language *Take care of (the house).* (*Sorry.*)

Warmer

- Play a game of *Correct my mistakes* (see page xvi), making sentences about objects around the classroom, e.g., *My book's on my chair.* When students correct you, apologize before repeating the correction: *Oh, I'm sorry. My book's on my desk.* If students are confident, they can also take turns making mistakes.

Student's Book page 53

12 Listen and act.

- Say *Open your books to pages 52 and 53, please.* Remind students of the story from the previous lesson. Point to frame 4 of the story and ask *What does Grandma say?* Students try to remember *(Take care of my books, iPal.)* Then point to iPal in frame 5. Ask *What does iPal say? (I'm sorry.)* Congratulate any students who remember either line correctly.
- Say *Now look at page 53. Who's this? (A boy and his dad.)* Point to the broken lamp and say *Oh, dear.* Then ask students to guess what the dad and the boy are saying. Accept any guesses, then say *Let's find out. Listen and point.* Play the recording, pausing for students to point to the dad and the boy as they are speaking and to listen to see if any students have guessed what they are saying correctly.
- Then say *Now listen and say.* Play the recording again, pausing for students to repeat each line with the correct pronunciation and intonation.
- Students then act out the dialog with a partner, one taking the role of the dad and the other, the boy, then changing roles.
- Students can also make up and act out their own versions of the dialog, using other possessions. For example, one student mimes scribbling with markers and the other says *Take care of my pens.* The first student then says *I'm sorry* and mimes putting the pens away.

4.13

Man: Take care of things!
Boy: Sorry.

13 Listen and say. /æ/

- In this activity, students practice saying the /æ/ sound.
- Say *Look at activity 13. What's this?* Elicit or teach *It's an ant/an apple.*
- Then say *ant* – /æ/ /æ/ /æ/ – *ant.* Students repeat, emphasizing the /æ/ sound in *ant.*
- Say *Listen and say.* Play the sound sentence on the recording. Students listen and repeat, emphasizing the /æ/ sounds in *an, ant,* and *apple.*
- Students can then repeat the sound sentence without the recording, saying it faster and faster each time. See how fast they can say it.
- Ask students to think of any other words they know that begin with the sound /æ/, e.g., *and, Africa, Antarctica.* Then ask them to think of words that contain the sound /æ/, e.g., *iPal, panda, stand, plastic, family, dad, grandma, grandpa.*

4.14

/æ/ An ant with an apple.

Workbook page 43

9 What's missing? Look and draw. Then stick.

- Students look and guess the missing item that the girl is looking at, choosing from the three options pictured on the left-hand side. They then draw the correct item in front of the girl.

Key: Students should draw the book (a).

10 Trace the letters.

- Students trace the letter *a* in the sound sentence.

11 Listen and circle the a *words.*

- Play the recording. Students listen and circle the words that have an /æ/ sound in them.

Key: Students circle the apple and ant.

4.15

1 book, book **2** pen, pen **3** apple, apple **4** ant, ant

Ending the lesson

- Play the *Sentence chain game* (see page xviii), starting with the sentence *Please take care of my (pencil case).*

Extra activities: see pages TB109–TB110 (if time)

12 4.13 Talk Time Listen and act.

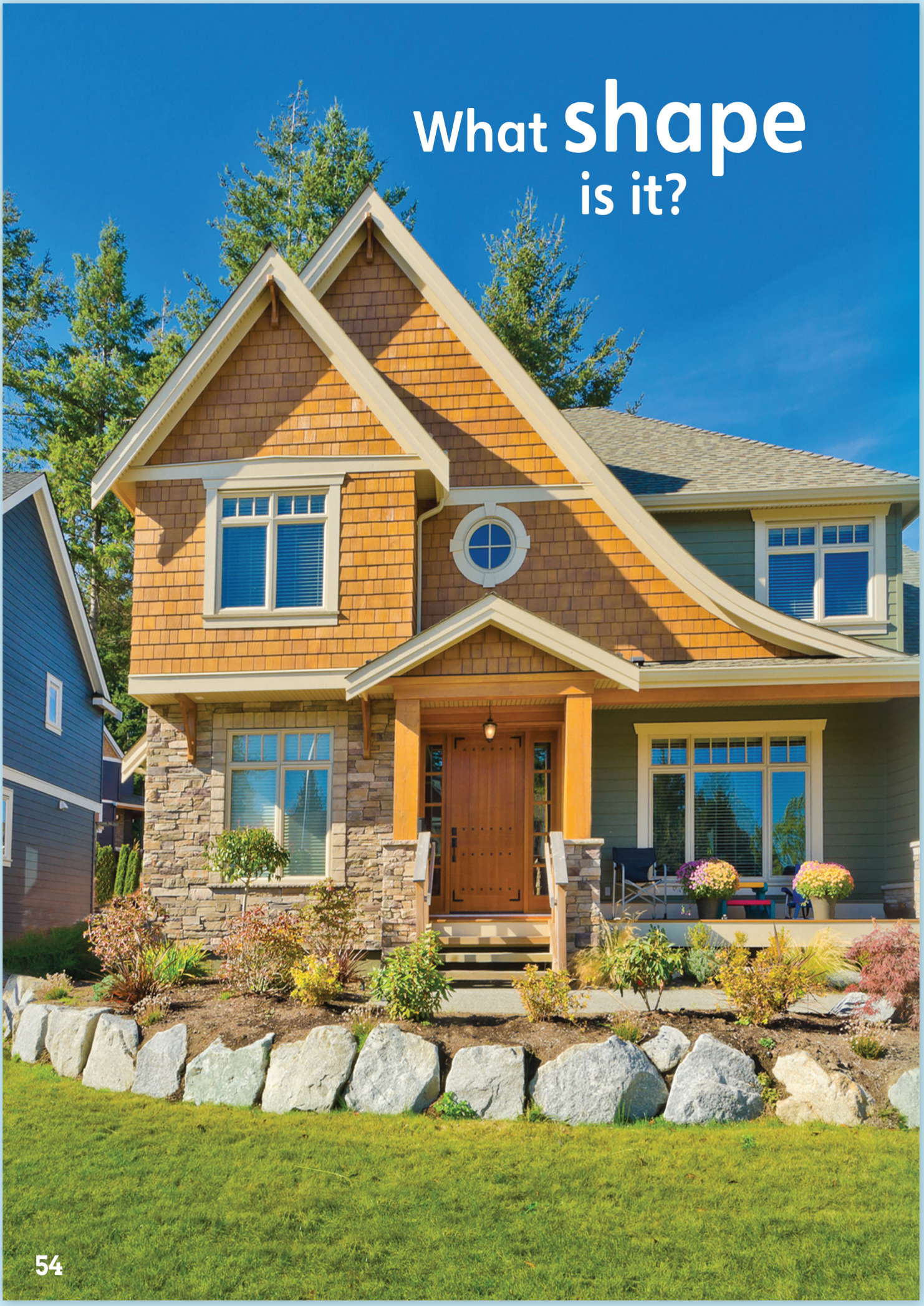


Animal sounds

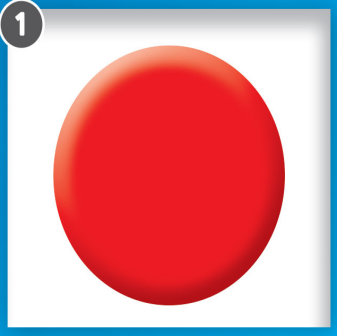
13 4.14 Listen and say.



An ant with
an apple.


What shape
is it?

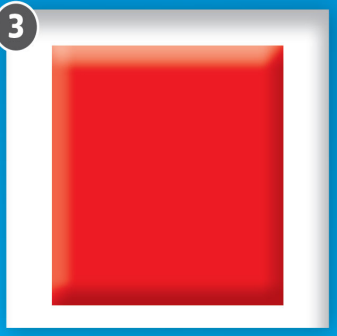
1 4.16 Listen and say.



circle



triangle



square

2 CLIL Watch the video.

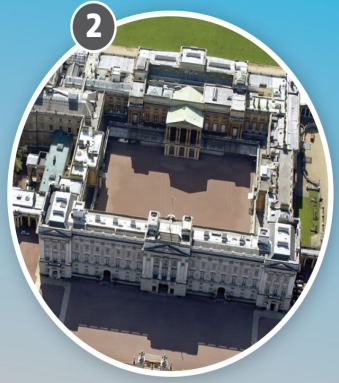


3 Look and say *circle*, *triangle*, or *square*.

What's this?

It's a circle!

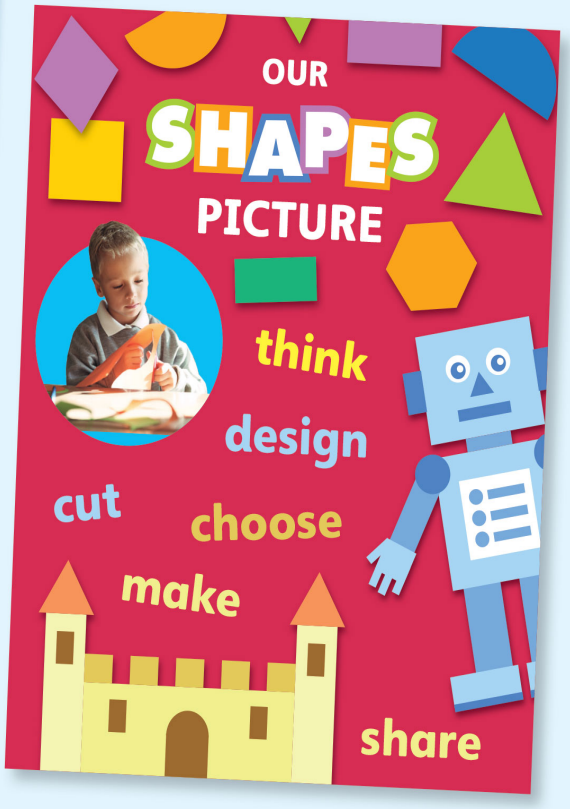








Let's collaborate!



→ Workbook page 44

CLIL: Math

Lesson aims Students learn about shapes.

New language *circle, triangle, square* | *What shape is it?*

Recycled language rooms in a house | *What's this? It's a (circle).* | *How many (triangles) can you see? (Seven.)*

Materials Digital Pack (Teacher's Resources)

Warmer

- Use the flashcards to review rooms or places in a home. Then play a game of *What's missing?* (see page xix).

Student's Book page 54

What shape is it?

- Say *Open your books to page 54, please.* Ask *What's this? (It's a house.)* Use the photograph to review *door, window, yard, chair*, etc., then ask *How many (windows) can you see?* Students count and answer *Seven windows* (not including the windows on the house next door).
- Point to the around window above the door of the house and ask *What shape is it?* Draw a circular motion with your finger to elicit or teach the word *circle*. (Note that students might recognize this word from the rubrics in the Workbook.)
- Then say *What other shapes can we see? Let's find out.*

Student's Book page 55

1 Listen and say.

- Say *Now look at page 55, please.* Point to the three shape pictures and ask *What shape is it?* Listen and point. Play the recording while students listen and point to the different shapes.
- Then say *Now listen and say.* Play the recording, pausing for students to listen and repeat the words.
- Then say *Now look at page 54 again. What shapes can you see?* Students name the shapes they can see in the picture of the house. You can also ask questions about quantity, e.g., *How many circles? How many triangles?* Note that you may also want to teach the word *rectangle*. Draw a rectangle on the board first to teach this shape. Then, pointing to the bottom left window, ask *Look at this window. How many rectangles can you see? (Eight.)*

4.16

1 circle **2** triangle **3** square

2 Watch the video.

- Play the video.
- If you don't have the video, students look around the classroom, finding different shapes, e.g., a square window, a square desk, a circular clock. They can also count the numbers of each shape to see which shape is the most common.

CLIL 04: see page TB117

3 Look and say circle, triangle, *or* square.

- Students look at the photographs and say the main shapes they can see. After naming the main shapes, students can also say additional shapes they can see in the photographs, e.g., photograph 1 is a circle, but you can also see four triangles.

Key: **1** It's a circle. **2** It's a square. **3** It's a triangle. **4** It's a circle.

Guess What!

- Students look at the swirled picture and guess which of the photographs on the page it's from.

Key: It's the triangular house in activity 3 (photograph 3).

Workbook page 44

1 Look and color the shapes.

- Students color the shapes they can see in the picture. They can choose a different color for each shape – e.g., blue for circle, yellow for square, and red for triangle.

Key: (There are triangles in the kite and the roof of the house. There are circles on the duck pond, the circular window in the house, and the bike wheels. There are two square windows on the house.)

2 What's next? Match, then draw and color the shapes.

- Students look and guess the next shape in each sequence. They then draw a line to the correct labeled box. They then draw the correct shape and color it in the correct color to match the sequence.

Key: **2** square (students draw a green square) **3** triangle (students draw a green triangle)

Ending the lesson

- Draw a shape on a student's back and ask *What's this?* Students have to guess. If they guess correctly, say *Yes*, then draw some more of the same shape and ask *How many (circles)?* The student counts and answers. Students can then play this game in pairs.

Extra activities: see page TB110 (if time)

Lesson aims Students make a shapes picture. | They can also complete the unit evaluation in the Workbook.

New language *rectangle, diamond, half circle, castle*

Recycled language shapes, numbers, colors, *house, teddy bear, robot* | *This is (our shapes castle). What shape is (this window)? It's a (circle).* | Students also review all unit vocabulary and grammar in the unit evaluation.

Materials Model sheet 4, Project sheets 4, Worksheets 4, Peer and Teacher evaluation sheets, cue cards (optional), colored paper or thin cardboard, letter-size paper, scissors and glue

Warmer

- Play a version of the *Drawing game* (see page xvii), where you use shapes in the pictures you are drawing (e.g., a robot made out of squares and circles).

Student's Book page 55 – Let's collaborate!

Introduce the project.

- Review *square*, *triangle*, and *circle* and teach *diamond*, *half-circle*, and *rectangle* by drawing the shapes on the board and asking *What shape is this? (It's a circle.)* Students then look around them and point to any of these shapes in the classroom. They use English and L1.
- Display the model sheet and say *Look at my shapes picture. It's a castle. It has two circles, five squares, two diamonds, one half-circle, four triangles, and five rectangles.*
- Then say *Now it's your turn. Let's collaborate.* Students look at the project flyer on page 55. Tell them they are going to make their own shapes pictures.

Step 1 Plan your project.

- Divide students into pairs and distribute the project sheets and worksheets. Students write their names and choose and circle the name of the project monitor.
- Students collect and check the materials they need for their project. The project monitor can also check that they have everything they need.
- Students choose a subject for their shapes picture from the project worksheet.
- Students then use the worksheet to draw a plan of their shapes picture. They work together using English or L1 to agree on the shapes they are going to use. Students can think about typical shapes that are used for different elements in their picture and why. English phrases they can use include: *Windows are squares or rectangles. Let's use squares for our windows.*
- When they have drawn their plan, they estimate the different shapes they will need for their picture and write the numbers at the bottom of the worksheet. Students discuss and agree in L1: How many squares do we need?

Step 2 Create your project.

- Students take turns carefully drawing the shapes they need and cut them out. Students should use different-colored paper or thin cardboard for each shape.
- Students arrange and stick the shapes onto the letter-size paper to make their picture. They use their plan to help them and cut out more shapes if they need to. Students work together, with one putting glue on the back of a shape and the other sticking it into place.
- When they have finished, they compare their picture to their plan. Do the pictures match? Did they estimate the number of shapes they would need correctly?

Step 3 Present your project

- Students display their pictures around the classroom. Students guess what the picture is, and discuss it in English if they can, e.g., *What's this? (It's a robot.) What shapes are there? (Squares, triangles, and diamonds.) What color are the diamonds? (Blue.)*
- Students then present their shapes pictures to the class. The pairs point to the shapes they have used and ask questions about them for other students to answer.
- Students can also compare their pictures and see how they have used the shapes differently.

Step 4 How did we do?

- Distribute a Group evaluation sheet (see page TB121 or *Teacher's Resources*) to each pair for them to complete.
- The project monitor then collects and stores the project materials together.
- If you wish, complete a Teacher evaluation sheet (see page TB122 or *Teacher's Resources*) for each pair and award students an overall grade.

Workbook page 45 – Evaluation

1 Read and trace. Then circle and say.

- Students read and trace over each place word. They then choose and circle the picture that matches the word label.

Key: 2 b 3 a 4 b

2 What's your favorite part? Use your stickers.

- Students choose their favorite part of the unit – the story, the song, or the video – and put a sticker under their chosen preference.

3 Complete the color.

- Students complete and trace over the color word *yellow*. They then go to page 93 and find and color all the puzzle pieces marked with a 4 in yellow.

Extra activities: see page TB110 (if time)

Review Units 3 and 4

1 Look and say the words.

Number 1. Yard.



2 4.17 Listen and say the color.



→ Workbook pages 46–47

Lesson aims Students reinforce the language of Units 3 and 4.

Recycled language family, home | *Who's that? It's my (grandma).* | *Where is he/she? (He's/She's (in) the (kitchen).* | *Is that (your aunt)? Yes, it is. / No, it isn't.* | *It's my uncle/mom. His/Her name's (Bill).*

Materials Flashcards: 37–55 | Word cards: see Digital Pack (Teacher's Resources) | Students' possessions in class (e.g., pencil cases, books) (optional)

Warmer

- Ask *What can you remember from Units 3 and 4? Let's find out.* Allow students time to look through the units and at any work displayed in class. Encourage them to say what's easy or difficult and what is their favorite activity is.

Student's Book page 56

1 Look and say the words.

- Students look at the close-up photographs or pictures and guess the words. For the family member pictures, students have to remember which members of Olivia and David's family they are. Check the activity by saying the picture number, e.g., *Number 1.* Students say the word *Yard.* Alternatively, check the activity by asking questions, e.g., *What's number 1? (It's a yard.) Who's number 2? (It's a grandma.)*

Key: **1** yard **2** grandma **3** bathroom **4** uncle **5** bedroom **6** grandpa **7** kitchen **8** cousin

2 Listen and say the color.

- Students look and guess who the family members illustrated in each colored photograph frame are. Ask *Who's this? Is it a sister?* Accept any guesses.
- Say *Listen and say the color.* Play the recording, pausing after each mini dialog. Students listen and guess which photograph is being described each time. They say the color of the correct photograph frame.
- Depending on the available time, ask students further questions about the photographs: *Where's the sister? (She's on the balcony.) What's her name? (Her name's Grace.) Is this a grandpa? (No, it's a grandma.)*

Key: red, yellow, green, blue

4.17

Boy: Who's that?
Girl: It's my grandma.
Boy: Where is she?
Girl: She's in the kitchen.

Girl: Is that your aunt?
Boy: No, it isn't. It's my mom. Her name's Grace.

Boy: Who's that?
Boy 2: It's my sister.
Boy: Where is she?
Boy 2: She's on the balcony.

Girl: Is that your dad?
Girl 2: No, it isn't. It's my uncle. His name's Bill.

Workbook page 46

1 Write the words and match.

- Students use the code to solve and write the six coded words. They then match each word to the picture.

Key: **2** kitchen – f **3** grandma – e **4** yard – c **5** dad – b **6** house – a

Ending the lesson

- Use the flashcards or word cards to play a game of *Memory 1 through 10* (see pages xvii–xviii).

Extra activities: see page TB110 (if time)

Lesson aims Students play a board game and continue reinforcing the language of Units 3 and 4.

Recycled language family, home | *Where is (the teddy bear)? It's in the (bedroom).* | *Where is (your brother)? He's/She's in the (bedroom).*

Materials Classroom objects | Flashcards: 37–55 | Word cards: see Digital Pack (Teacher's Resources) | Coins and buttons or game pieces for playing the game

Warmer

- Use classroom objects to play a game of *Guess where?* (see page xvii).

Student's Book page 57

3 Play the game.

- The aim of this game is to be the first one to move around the house from *Start* to *Finish*. Students play in pairs with a coin and buttons or game pieces.
- Students place their button or game piece on the square marked *Start*. They then take turns flipping the coin and moving their game piece around the path (moving up from the Start and over the house. If they flip the heads side of the coin, they move two spaces. If they flip the tails side of the coin, they move one space. When they land on a yellow square, they ask and answer about where the pictured item is in the house, e.g., for Square 1 *Where's the computer? (It's in the bedroom.)* When they land on an orange square, they ask and answer a question about where the pictured person is in the house, e.g., for Square 2 *Where's (your) grandma? (She's in the bedroom.)* If students ask and answer correctly, they stay on the square they have landed on. If they make a mistake, they move back one square.
- Draw students' attention to the two key squares at the top of the game. These provide example language for students to help them while they're playing the game.
- Play continues until one student wins by reaching the square marked *Finish*.

Key: Questions and answers clockwise around the board from the Start are: Where's the computer? (It's in the bedroom.); Where's (your) grandma? (She's in the bedroom.); Where's the kite? (It's in the bedroom/under the bed.); Where's (your) mom? (She's in the yard.); Where's the ball? (It's in the bedroom.); Where's (your) grandpa? (He's in the kitchen.); Where's the teddy bear? (It's in the bedroom.); Where's your brother? (He's in the bedroom.); Where's the camera? (It's in the bedroom.); Where's (your) dad? (He's in the living room.); Where's the bike? (It's in the yard.)

Workbook page 47

2 Read and match the questions with the answers.

- Students read each question and find the correct lettered answer in the box. They then write the correct letter next to each question.

Key: **2** b **3** d **4** a

3 Circle the correct words and write.

- Students read and circle the correct words in each question. They then complete the answers with the correct words from the box.

Key: **1** Where's the doll? It's under the bed. **2** Who's this? It's my grandma. **3** Where are you? I'm in my bedroom. **4** Is that your aunt? No, it isn't. It's my mom.

Ending the lesson

- Use either the flashcards or the word cards for family and the home. Put these in two piles face down at the front of the class. Ask a pair of students to come to the front and take one card from each pile. They say or read the family member and the place in a home, e.g., *uncle, apartment*. They then use these to make a correct sentence, e.g., *My uncle's in his apartment.* Or they use them to ask and answer *Where's your uncle? (He's in his apartment.)*

Extra activities: see page TB110 (if time)

3 Play the game.

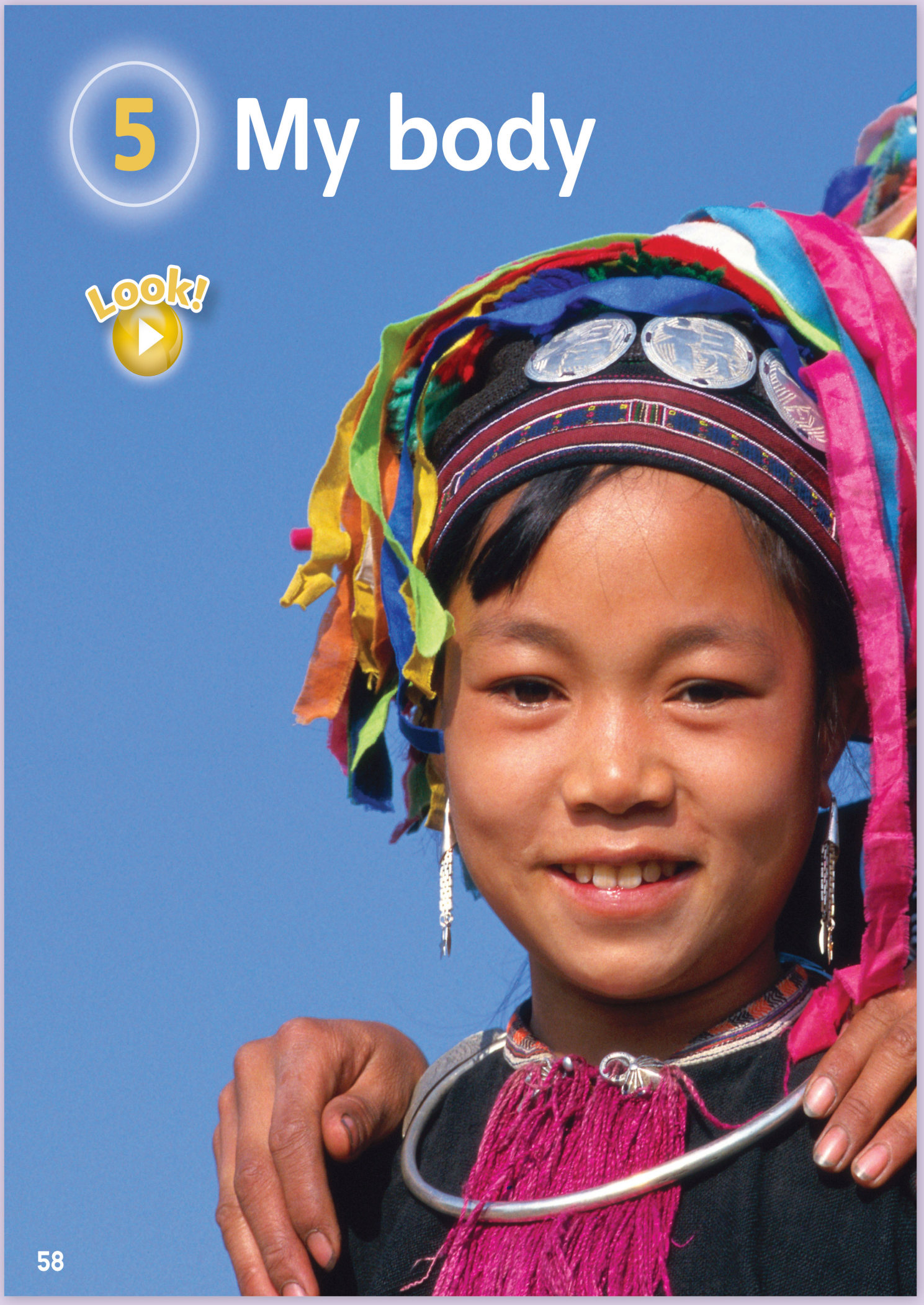
Yellow
Where's the (computer)?
It's (in) the (bedroom).

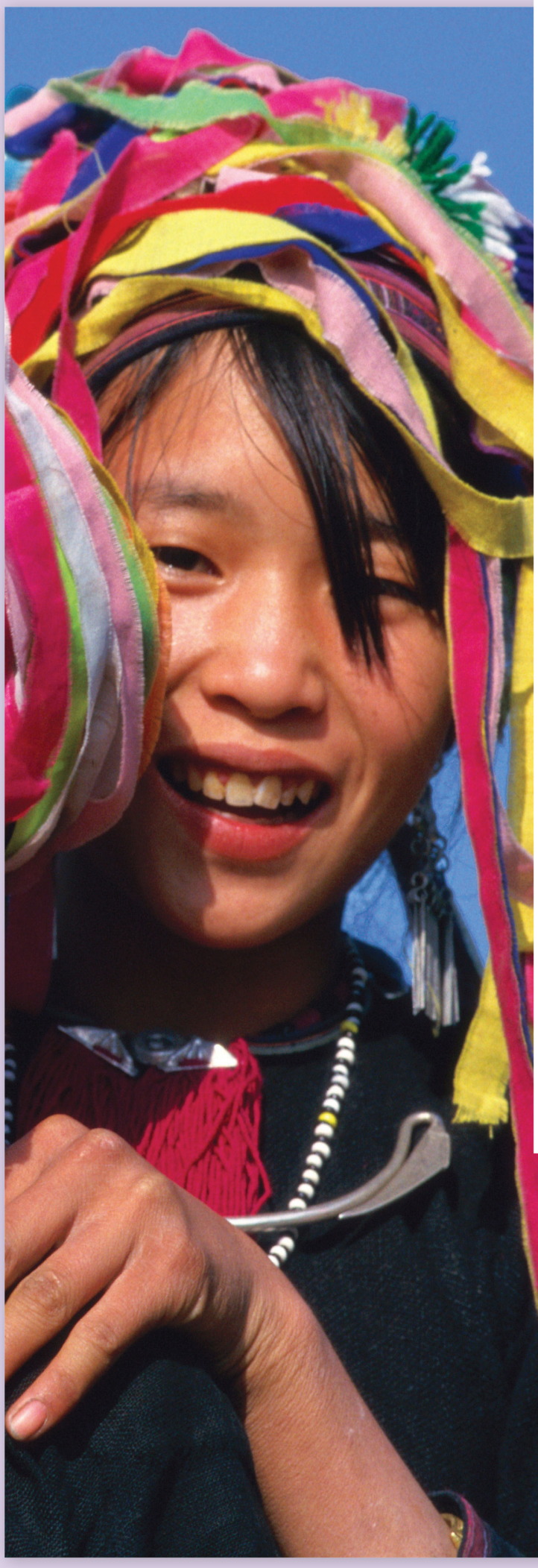
Orange
Where's your (grandma)?
(She) is in the (bedroom).



5 My body

Look!





Unit aims Students learn to talk about parts of the body. This includes:

- learning vocabulary for parts of the body
- following movement instructions
- asking and answering about features they have
- learning about the five senses

Background information The photograph shows two girls from Sapa, Vietnam.

Introduction to the unit

- Say *Open your books to pages 58 and 59, please.* Play the theme song on the recording. Students look at the photograph and read the title of the unit while listening to the song. Then ask *What's Unit 4 about? (The body.)*
- Ask *What can you see in the photograph? (Two girls.)* Students can guess their family relationship (*sisters*, *friends*, *cousins*, etc.).
- Encourage students to think about where the girls are from. Ask students questions in English (using mime and gesture to help comprehension). *Where do these girls live? Do they live in our country? (Yes./No.) Where do they live?* If you have access to a world map or globe, point out Vietnam (or use the world map on page 44 of the Student's Book). If students completed the CLIL lessons on continents, you can also ask *What continent is it? (Asia.)*
- Draw attention to the clothes the girls are wearing – bracelets, jewelry, and hats. Touch your head and ask *What do they have on their heads?* Teach the word *hat* or *headdress* and ask students *What colors can you see?*

Look!

- Show students the video to introduce the topic of the body. As students see pictures of different body parts, have them point to the corresponding parts of their own body. Tell them to call out the names if they know them in English.
- Play the video again and repeat. Pause at different stages to ask what the people are using their body parts for.

Theme see lyrics on TB5





→ Workbook page 48

Lesson aims Students name different parts of the body.

New language *head, nose, eyes, ears, mouth, hair, arms, legs, hands, feet* | *Move/Touch/Point to your (head).*

Recycled language *Clap your hands. Stamp your feet. Open/Close your (eyes).*

Materials Flashcards: 37–45 and 56–65 | Word cards: see Digital Pack (Teacher's Resources) | A piece of paper the same size as the flashcards with a hole cut in it

Warmer

- Use the piece of paper and the family flashcards. Hold up each flashcard with the paper held over it so that students can see only one part of the body of each family member. Ask *Who's this?* Students guess *Is it the (sister)?* Show the flashcard for another student to answer *Yes, it is. / No, it isn't.*

Presentation

- Teach the parts of the body, holding up the flashcards or pointing to your own body as you do so. Say the new words. Students repeat in chorus and individually.
- Give simple instructions, and demonstrate, e.g., *Touch your head.* Students touch their heads and say just *head.* Repeat a few times with the verbs *touch, move, point to, clap (your hands), stamp (your feet),* and *open/close (your eyes).*

Student's Book page 60

1 Listen. Who's speaking?

- Say *Open your books to page 60, please.* Ask *Who can you see? (Tina, Oscar, Olivia, David, a teacher.)* Explain that the children are in a gym class.
- Say *Listen. Who's speaking?* Play the recording. Students listen and point to the character (*the teacher, Tina, Oscar, David, Olivia, Leo*). Play again, pausing for students to point to the part of the body.
- Play the recording a third time, encouraging students to do the actions as they hear them. They can do this activity sitting down or standing up.

5.01

P.E. teacher: OK, everybody. Are you ready? Let's play! Move your head … and touch your nose.
P.E. teacher: Good! Now, Tina.
Tina: Touch your hair … and touch your ears.
P.E. teacher: Good! Now, Oscar.
Oscar: Close your eyes … and open your mouth.
P.E. teacher: Yes! Now, David.
David: Clap your hands … and stamp your feet.
P.E. teacher: Good job! Now, Olivia.
Olivia: Move your arms … and move your legs.
P.E. teacher: Good! Stop! Now clap your hands again.
P.E. teacher: Good job, everyone.
Leo: Crick!

2 Listen, point, and say.

- Say *Now listen, point, and say.* Play the recording. Students listen and point to the parts of the body. Then play again, pausing for students to repeat the words. Play the recording a third time. Students listen and say the words while tracing over the word labels with their fingers.
- Use the word cards. Hold up each card and read the word aloud, for students to repeat. Shuffle the cards, hold them up again, and ask individual students to read the words.
- Count different parts of the body with students, e.g., *one eye, two eyes.* Include *one foot, two feet,* so that students are aware of the singular and plural form of this word.

5.02

1 head **2** nose **3** eyes **4** hair **5** ears **6** arms **7** mouth **8** hands **9** feet **10** legs

3 Listen and find.

- Say *Now listen and find.* Play the recording, pausing for students to find and point to the correct body part each time. Students can also say the correct number.
- If you have time, students can do a similar activity in pairs. One names a body part or gives an instruction: *Head* or *Point to your head.* The other follows the instruction, then they change roles.

Key: Students point to the body parts in the following order: 1, 8, 4, 9, 3, 6, 5, 10, 2, 7

5.03

P.E. teacher: Point to my head.
David: Point to my hands.
Oscar: Point to my hair.
David: Point to my feet.
Tina: Point to my eyes.
P.E. teacher: Point to my arms.
Tina: Point to my ears.
Olivia: Point to my legs.
P.E. teacher: Point to my nose.
Oscar: Point to my mouth.

Find Leo.

- Say *Now find Leo.* Students search for Leo in the picture (he's climbing up the rope in the right-hand side of the picture). Students can also find the toy version of iPal (he's attached to Olivia's backpack in the bottom right of the picture).

Workbook page 48

1 Read and circle the correct word.

- Students follow the labeling lines from each part of the boy's body and circle the correct word. They can also say the part of the body as they do so.

Key: **2** eyes **3** ears **4** arms **5** hands **6** hair **7** nose **8** mouth **9** legs **10** feet

Ending the lesson

- Make up an exercise routine with the class, calling out different movements. As students become more confident, speed up the instructions.

Extra activities: see page TB110 (if time)

Lesson aims Students practice vocabulary for parts of the body.

Recycled language parts of the body | *Touch/Move/Point to (your head). Clap your hands. Stamp your feet. Open/Close your eyes.*

Materials Flashcards: 56–65 | Word cards: see Digital Pack (Teacher's Resources)

Warmer

- Use the flashcards to review parts of the body, then use the word cards. Hold up each one and ask individual students to read the words. Then distribute both the flashcards and the word cards and play a game of *Mime and match* (see page xviii).

Student's Book page 61

4 Say the chant.

- Say *Open your books to page 61, please. What actions can you see?* Students look at the photographs and say the actions they can see: *clap your hands, move your legs/arms, touch your head, stamp your feet.*
- Say *Listen and point.* Play the chant. Students point to each action as it is mentioned. Say *Stand up*. Play the recording again, encouraging students to join in with the actions.
- Then say *Now listen and say the chant.* Play the chant again a few times. Students can just listen and clap along with the rhythm the first time, joining in with a few words as they do the actions. Repeat the activity until students are chanting confidently.

5.04

Simon says, "Clap your hands.
Clap your hands, clap your hands."
Simon says, "Clap your hands,
Clap your hands with me."

Simon says, "Move your arms.
Move your arms, move your arms."
Simon says, "Move your arms,
Move your arms with me."

Simon says, "Touch your head.
Touch your head, touch your head."
Simon says, "Touch your head,
Touch your head with me."

Simon says, "Stamp your feet.
Stamp your feet, stamp your feet."
Simon says, "Stamp your feet,
Stamp your feet with me."

5 Look and say the action.

- Tell students to *Stand up*, then *Sit down*. Repeat a few times, alternating equally between *stand up* and *sit down*. Say *Stand up*. Students guess what you're going to say next. Then say *Now look at activity 5.*
- Students look and name the actions they can see. Elicit the sequence for the first row by saying *What actions can you see? Number 1. (Clap your hands, stamp your feet, clap your hands, stamp your feet …)* Point to the question mark and ask *What's next?* Students say the next action in the sequence *(stamp your feet)*. Go through the sequence again if necessary. Then repeat the procedure for the second and third sequence.
- Students can then act out the sequences in pairs, saying and doing the actions, then saying and doing the missing action in each sequence.
- Depending on the level of your students, they can then also try making up their own sequence of body movements, for the rest of the class to act out.

Key: **2** Move your legs. **3** Touch your ears.

Workbook page 49

2 Listen and stick.

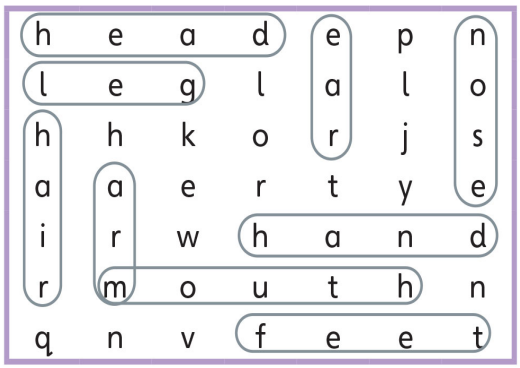
- Students will need the Unit 5 stickers from the back of the Workbook. Play the recording. Students listen and stick the stickers into the correct position.

5.05

1 Clap your hands. **2** Move your arms. **3** Close your eyes.
4 Touch your nose. **5** Stamp your feet. **6** Touch your head.

3 Look at the picture. Find and circle the words.

- Students look and name the parts of the body that have arrows pointing to them in the picture. They then find and circle these words in the word search.



Key: Students find the following words: ear, head, hair, nose, arm, hand, leg, feet, mouth

My picture dictionary → Go to page 89. Check the words you know and trace.

- Students turn to page 89 and check the parts of the body they know. They then trace over the word labels for each picture.

Ending the lesson

- Play a game of *Simon says* (see page xviii), using the new actions from the unit, as well as other actions students know from previous units.

Extra activities: see page TB110 (if time)

4 5.04 Say the chant.






5 Think Look and say the action.

Number 1. Stamp your feet.

1



2

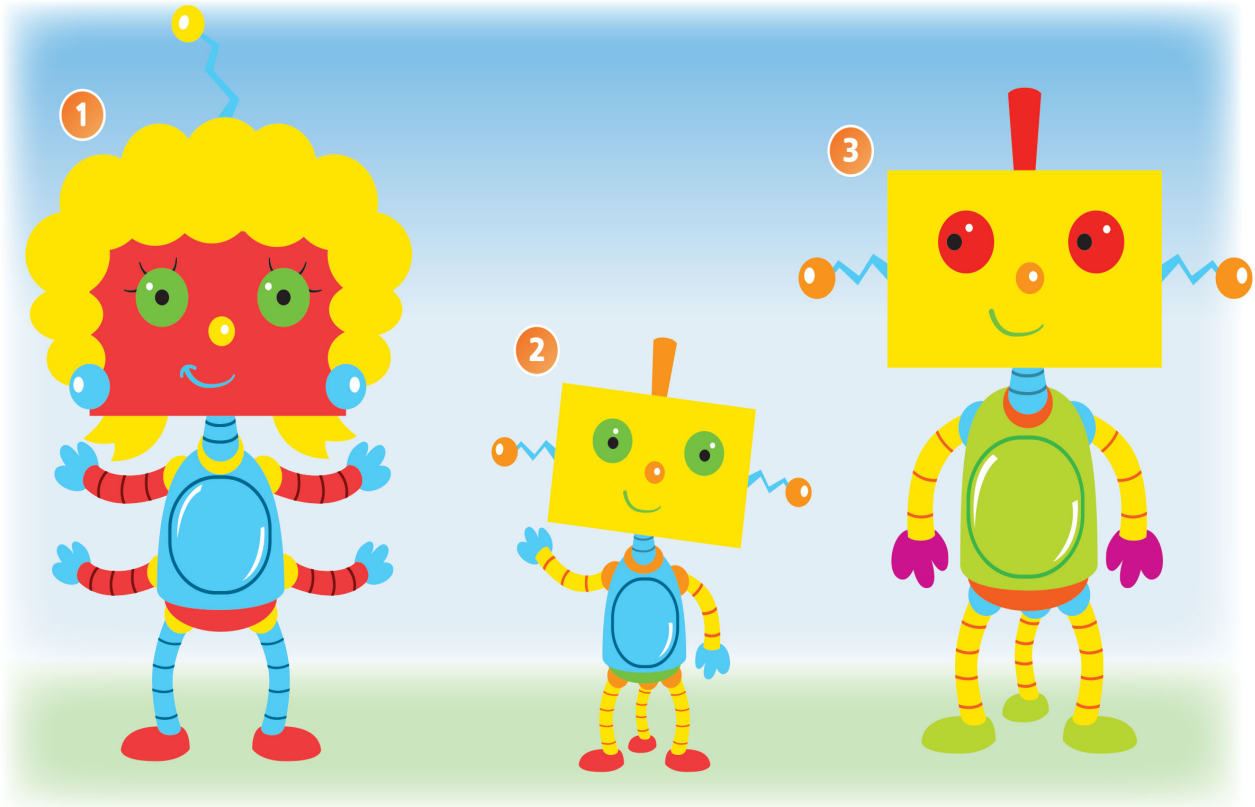


3

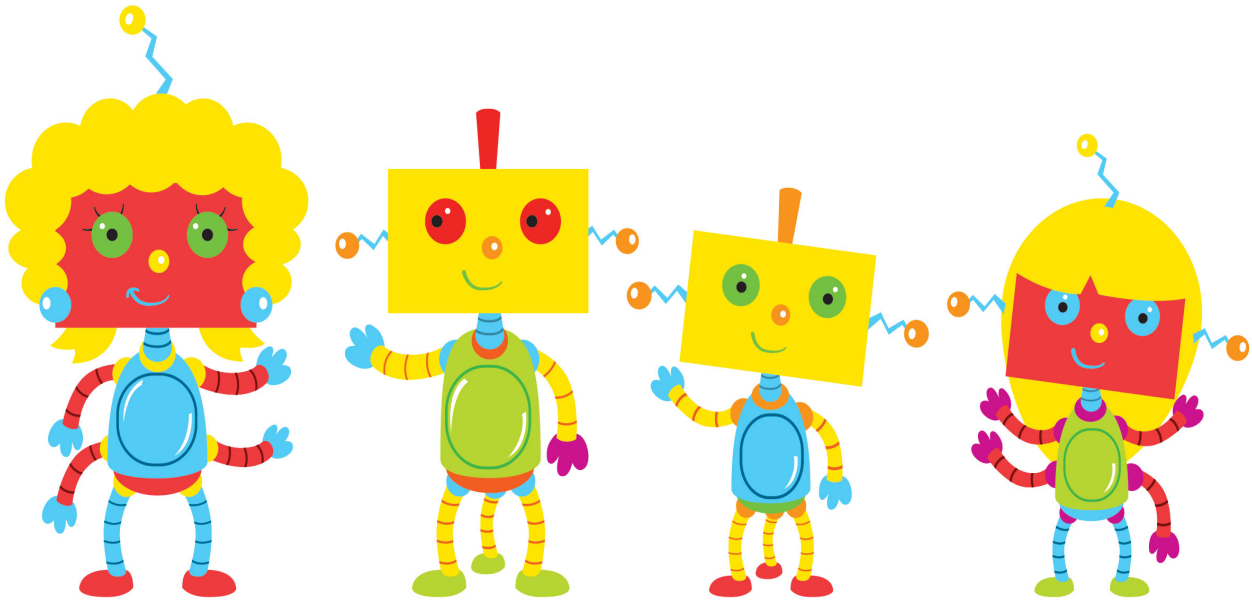


→ Workbook page 49

6 5.06 Listen, look, and say.



7 5.07 Think Listen and say the name.



i-Lin i-Tex i-Zak i-Con

Grammar fun!

Grammar: *I have a red head and green eyes.*

→ Workbook page 50

Lesson aims Students identify robots by the body parts they have.

New language *I have/I don't have (a red head).*

Recycled language parts of the body, colors, numbers

Materials Classroom objects and a small bag (optional)

Warmer

- Play a game of *Copycat* (see page xvi). Alternatively, perform actions in a sequence as in activity 5 in the previous lesson and ask students to guess the next action in the sequence.

Presentation

- Point to your eyes and count *one, two*. Then say *I have two eyes. What color are my eyes?* Ask students to name the color of your eyes and confirm, saying *I have (brown) eyes.* Students repeat the sentence in chorus and individually. Then ask individual students *What color are your eyes?* Students answer *I have (green) eyes.*
- Then point to your eyes and say *Blue?* Elicit *no*, and then say *I don't have blue eyes. I have … eyes.* Students say the correct color of your eyes *(Brown)*.

Student's Book page 62

6 Listen, look, and say.

- Say *Open your books to page 62, please.* Ask *What can you see? (Robots.) How many robots can you see? (Three.)* Say *It's a robot family.* Ask students to guess the family members: mom, brother, and dad robot. Then point to the different robots and ask, e.g., *What color is her (head)? (Red.)*
- Say *Who's speaking? Listen, look, and point.* Play the recording. Students point to the robot who is speaking and listen to its description of itself.
- Say *Now listen and say.* Play the recording, pausing after each sentence for students to repeat.

5.06

1 I have a red head and green eyes.
2 I have a yellow head, and I have green eyes.
3 I don't have a blue head. I have a yellow head. And I don't have purple eyes. I have red eyes.

7 Listen and say the name.

- Students look at the family of robots and point to the additional family member shown (the sister). Ask *What are their names?* Students can suggest some names suitable for robots. Then say *Let's find out their names.* Read the name labels aloud with the class.
- Say *Now listen to the robots. Who's speaking? Listen and say the name.* Play the recording, pausing after each robot's description of itself. Students find the correct robot and say its name.

Key: **1** i-Con **2** i-Tex **3** i-Lin **4** i-Zak

5.07

1 **i-Con:** I have a red head, and I have yellow hair. I have four red arms. I don't have green eyes. I have blue eyes. I have blue legs.
2 **i-Tex:** I have a yellow head, and I have orange ears. I have yellow arms, and I have blue and purple hands. I don't have red feet, I have three green feet.
3 **i-Lin:** I have a red head, and I have a yellow nose. I have red arms. I don't have two arms, I have four arms. I have blue hands. I have red feet.
4 **i-Zak:** I have a yellow head, and I have a green mouth. I have green eyes. I have yellow arms and three yellow legs. I don't have green feet. I have red feet.

Grammar fun!

- Play the *Grammar fun!* (Balloon game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Ensure students have their colored crayons ready for the game and know how to vote. Then play the rest of the video (see Introduction page xii).

Workbook page 50

4 Listen and check ✓.

- Play the recording. Students listen to each monster and check the correct picture.

Key: **2** c **3** a

5.02

1 I don't have two eyes. I don't have five eyes. I have four eyes.
2 I don't have six arms. I don't have four arms. I have five arms.
3 I don't have one foot. I don't have four feet. I have three feet.

5 What's different? Circle the word.

- Students look at the pairs of monsters and note the key differences between them in terms of the number of different body parts they have. Students should also look for the difference in the number of things, e.g., one eye or two eyes. They then circle the correct word.

Key: **2** hands, **3** arms, **4** mouth

Ending the lesson

- Play a game of *Stand up and sit down* (see page xix), using sentences with *I have* and *I don't have.* (**Note:** You needn't only use parts of the body for this game. Include sentences about your possessions, e.g., *I have a blue pencil case.*)

Extra activities: see page TB110 (if time)

Lesson aims Students ask and answer about parts of the body robots have.

New language *monster* | *Do you have a (blue nose)? (Yes, I do. / No, I don't.)*

Recycled language parts of the body, colors, numbers

Materials Flashcards: 56–65 | Word cards: see Digital Pack (Teacher's Resources) | Flashcards: 6–16 (optional) | Classroom objects (optional)

Warmer

- Play a game of *Guess who!* (see page xvii).

Presentation

- Ask a student to choose a flashcard (or a word card) and show it or read it to the class, e.g., *feet*. Encourage the student to give an instruction with the word, e.g., *Touch your feet.* Point to the student's feet and ask *Do you have two feet?* Encourage the response *Yes, I do.* Students repeat in chorus and individually. Then ask students around the class *Do you have (two feet/two legs/one mouth)?* Elicit the response *Yes, I do.*
- Ask a different student to choose another flashcard or word card, e.g., *head*. Repeat the procedure with the student giving an instruction, e.g., *Move your head.* Then ask *Do you have two heads?* Elicit the answer *No, I don't.* Students repeat in chorus and individually. Ask students around the class *Do you have (three feet/one ear/four legs)?* Elicit the response *No, I don't.*

Student's Book page 63

8 Sing the song.

- Say *Open your books to page 63, please. What can you see?* Teach the word *monster.* Ask *How many monsters can you see? (Four.)* Ask questions about the different monsters: *Look at number* 1. *What color is his head? How many arms? What color is his nose?*
- Say *Listen and point.* Play the song on the recording. Students listen and point to the monster that matches the description in each verse. Then say *Now listen and say the number.* Play the song again, pausing after each verse if necessary while students find and say the number of the monster. Help with additional questions if necessary, e.g., *What color is his nose? (Red.)*
- Ask a student *Do you have a red nose? (No, I don't.)* Say the question again. Students repeat in chorus and individually. Then ask individual students to ask you a question.
- Say *Now sing the song.* Play the recording a few times, until students are singing confidently. The first time, students can just listen or hum to the tune and join in with any words they can remember. Then students can sing along with the song.
- You can also divide the class into two groups, with the groups taking turns singing the questions and answers.

(**Note**: Students can sing along to the version of the song with the words or to the karaoke version.)

5.09

Do you have a yellow nose?
No, I don't.
Do you have a yellow nose?
No, I don't.
I don't have a yellow nose. (x2)
I have a red nose.
One red nose.

Do you have two arms?
Yes, I do.
Do you have two arms?
Yes, I do.
I have two arms. (x2)
I have purple arms.
Two purple arms.

Do you have pink hands?
No, I don't.
Do you have pink hands?
No, I don't.
I don't have pink hands. (x2)
I have purple hands.
Four purple hands.

Do you have three legs?
Yes, I do.
Do you have three legs?
Yes, I do.
I have three legs. (x2)
I have orange legs.
Three orange legs.

9 Ask and answer.

- Ask a student to choose and pretend to be one of the four monsters from the song illustration. Then say *Let's guess who!* Ask the student a question, e.g., *Do you have a blue nose? (Yes, I do. / No, I don't.)* Then encourage another student to ask another question, e.g., *Do you have three legs? (Yes, I do. / No, I don't.)* Continue the procedure until students can guess which monster the student has chosen. They say *Number (3)!* Students play in pairs.

Grammar fun!

- Play the *Grammar fun!* (Yes or no game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Ensure students have their colored crayons ready for the game and know how to vote. Then play the rest of the video (see Introduction page xii).

Workbook page 51

6 Look, read, and check ✓.

- Students read each question and check the correct answer, referring to the picture each time.

Key: **2** Yes, I do. **3** No, I don't. **4** Yes, I do.

7 Draw a robot. Then complete the sentences.

- Students draw a robot, then complete the sentences to describe it. They should use the first person, as if their robot is describing itself, e.g., *I have one head. I don't have a nose.* Answers will vary.

Ending the lesson

- Play a game of *Last one standing* (see page xvii), making sentences with *I have* and *I don't have (blue eyes/a red pencil/two rulers).*

Extra activities: see pages TB110–TB111 (if time)

8 5.09 Sing the song.



9 Ask and answer.



→ Workbook page 51

Grammar: *Do you have a yellow nose?*

Grammar fun!

10 5.10 Story Listen and watch.



Value: Be clean

→ Workbook page 52

Lesson aims Students reinforce language with a story. They also consider the value of keeping clean.

New language *sand, competition, dirty, clean | Oh, dear! | Wash your (hands), please.*

Recycled language parts of the body, numbers, *monster | What is it? (It's a (sand monster).) | Look at (your hands).*

Materials Clay, play dough, salt dough, or drawing materials (optional)

Warmer

- Say *Let's draw a monster. How many heads?* Elicit a number to draw on the board. Repeat with other parts of the body. Add colors to the monster if you have colored markers. Then ask *How many legs? What color is his head?*

Introduction

- Remind students of the story so far, then ask them to say where the characters have been with iPal (*to school, to a birthday party, to an art show, to grandma's house*) and guess where they'll go with him today.

Student's Book page 64

10 Listen and watch.

- Say *Open your books to page 64, please.* Ask *What does Tina have?* Teach *bucket* and *spade*. Students guess where the characters are going. Elicit/Teach *beach*. Read Tina's poster and explain the word *competition*.
- Say *Listen to the story.* Play the recording while students look at the story frames. Then point to the sand monster and ask *What's this? (It's a sand monster.)* Explain the word *sand* and that the competition in the story is a sand sculpture competition. Point to the winner's rosette in frame 4 and ask *Does Tina win the competition? (Yes.)*

Story

- Now students can watch the video. Pause after each frame to ask more questions: Frame 1: *Where's the competition? (Big Beach.)* Frame 2: *How many arms/legs/heads? (Four, two, one.)* Frame 3: *What is it? (It's a sand monster.) Is it a magic sand monster? (Yes, it is.)* Frame 4: *Does Tina win the competition? (Yes.) Is she happy? (No.) What's the matter/problem? (Her hands are dirty.)* Frame 5: *What does iPal say? (Wash your hands.)* Frame 6: *Are the children happy now? (Yes.)*
- Students can watch the story again for pleasure, or pause after key lines for them to repeat. Encourage students to use gestures and intonation from the story as appropriate and to say the magic chant at the beginning and end of the story.

5.10

1 **Tina:** Come on! Let's go to Big Beach.
Olivia: OK, great!
All: 1, 2, 3, magic tree. Clap your hands and come with me.
2 **Tina:** Four arms, two legs, a body, and a head …
iPal: What is it, Tina?
3 **iPal:** Ha, ha! It's a sand monster!
Sand monster: Hello!
Children: Wow!
4 **Judge:** Good job. Here you are! Oh, no! Look at your hands.
Tina: Oh, dear!
5 **iPal:** Come on. Wash your hands, please.
David: OK! Thanks, iPal.
6 **Olivia:** Oh, iPal.
All: Ha, ha, ha!
All: 3, 2, 1, that was fun. Stamp your feet. The magic's done!

Value ***Be clean***

- Students look at frame 4 of the story. Ask *Does Tina win the competition? (Yes.) What's the prize? (Ice cream.) Is Tina happy? (No.)* Encourage students to think why (her hands are dirty, so she can't eat the ice cream).
- Students then look at frame 5. Ask *What does iPal say? (Wash your hands.)* Point to the children in frame 6 and ask *Are the children happy now? (Yes.)* Encourage students to think why (they have clean hands, so they can eat the ice cream). Read the value *Be clean* with the class and encourage students to think about the importance of keeping clean. When do they need to wash their hands? (Before they eat, when handling food, after touching pets, after playing with sand or paint, after going to the toilet.)
- Divide the class into four groups, one each for the judge, Tina, iPal, and David. Play the dialog from frames 4 and 5 again. Students repeat the lines for their group's character. Rearrange the class into groups of four, with one of each character per group. Students practice the dialog in their groups, miming washing their hands to emphasize the value of being clean.

Workbook page 52

8 Listen and check ✓.

- Play the reduced version of the story on the recording. Students listen and check picture *a* or *b* to match each numbered audio clip.

Key: 2 a 3 a 4 b

5.11

1 **Tina:** Come on! Let's go to Big Beach.
Olivia: OK, great!
All: 1, 2, 3, magic tree.
Clap your hands and come with me.
2 **iPal:** Ha, ha! It's a sand monster!
Sand monster: Hello!
Children: Wow!
3 **Judge:** Good job. Here you are! Oh, no! Look at your hands.
Tina: Oh, dear!
4 **iPal:** Come on. Wash your hands, please.
David: OK! Thanks, iPal.

Ending the lesson

- Play a game of *Who's speaking?* (see page xix).

Extra activities: see page TB111 (if time)

Lesson aims Students practice the function of asking people to keep clean. Students also practice saying the sound /ɪ/.

New language /ɪ/ – *iguana, ink*

Recycled language parts of the body, *dirty, clean* | *Look at your (feet).* | *Oh, dear!* | *Wash your (feet).*

Warmer

- Call out some instructions for students to mime: *Wash your hands, Move your arms, Stamp your feet.* Include some instructions that don't make sense, e.g., *Clap your heads.* Students mime your instructions unless they don't make sense, in which case they say *Oh, dear!* Invite students to make a more sensible instruction using the same verb, e.g., *Clap your hands.*

Student's Book page 65

11 Listen and act.

- Say *Open your books to pages 64 and 65, please.* Remind students of the story from the previous lesson. Point to frame 4 of the story and ask *Are Tina's hands dirty or clean? (Dirty.)* Then point to iPal in frame 5. Ask *What does iPal say? (Wash your hands.)* Congratulate any students who remember correctly.
- Say *Now look at page 65. Who's this? (A girl and her dad.)* Point to the girl and ask *What's dirty?* Students guess: *Her feet.* Ask students to guess what the dad and the girl are saying. Accept any guesses, then say *Let's find out. Listen and point.* Play the recording, pausing for students to point to the dad and the girl as they are speaking and to listen to see if any students have guessed what they are saying correctly.
- Then say *Now listen and say.* Play the recording again, pausing for students to repeat each line with the correct pronunciation and intonation.
- Students then act out the dialog with a partner, one taking the role of the dad and the other, the girl, then changing roles.
- Students can also make up and act out their own versions of the dialog, using other parts of the body. For example, one student mimes having dirty hands after painting, then washing them when instructed by the dad. You may also want to teach the word *face* for this activity.

5.12

Dad: Look at your feet!
Girl: Oh, dear!
Dad: Wash your feet, please.
Girl: OK.

12 Listen and say. /ɪ/

- In this activity, students practice saying the /ɪ/ sound.
- Say *Look at activity 12. What's this?* Students may say *lizard.* Teach *It's an iguana* (explain, if necessary, that this is a type of lizard).
- Then say *iguana* – /ɪ/ /ɪ/ /ɪ/ – *iguana.* Students repeat, emphasizing the /ɪ/ sound in *iguana.*
- Say *Listen and say.* Play the sound sentence on the recording. Students listen and repeat, emphasizing the /ɪ/ sounds in *iguana, with, pink,* and *ink.*
- Students can then repeat the sound sentence without the recording, saying it faster and faster each time. See how fast they can say it.
- Ask students to think of any other words they know that begin with the sound /ɪ/, e.g., *it, is, isn't, in* (you may also like to introduce *insect).* Then ask them to think of words that contain the sound /ɪ/, e.g., *lizard, listen, sing, six, window, sister, his, kitchen, living room.*

5.13

/ɪ/ An iguana with pink ink.

Workbook page 53

9 What's missing? Look and draw. Then stick.

- Students look and guess the parts of the body belonging to the girl at the sink, choosing from the three options pictured on the left-hand side. They then draw the correct parts of the body onto the girl.

Key: Students should draw the dirty hands (b).

10 Trace the letters.

- Students trace the letter *i* in the sound sentence.

11 Listen and circle the i *words.*

- Play the recording. Students listen and circle the words that have an /ɪ/ sound in them.

Key: Students circle the ink and iguana.

5.14

1 ant, ant **2** apple, apple **3** ink, ink **4** iguana, iguana

Ending the lesson

- Play a game of *Simon says* (see page xviii), including instructions to *Wash your (hands/feet/arms/face),* along with other instructions.

Extra activities: see page TB111 (if time)

11 5.12 Talk Time Listen and act.

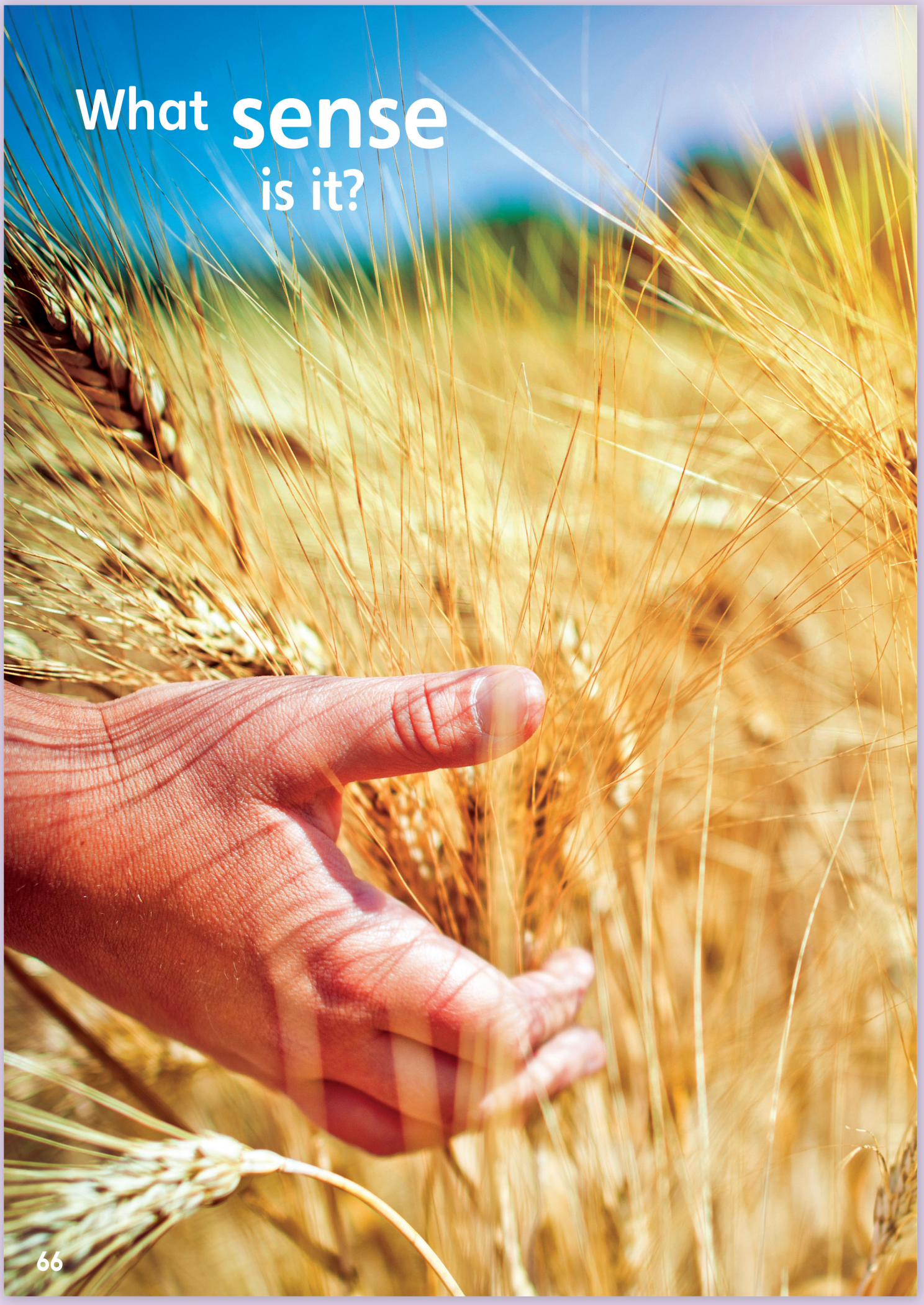


Animal sounds

12 5.13 Listen and say.



An iguana with pink ink.


What sense is it?

1 5.15 Listen and say.



sight



hearing



smell



taste



touch

2 CLIL Watch the video.



3 Look and say the senses.

Number 1. Sight and touch.

Yes.









Let's collaborate!



→ Workbook page 54

CLIL: Science

Lesson aims Students learn about the five senses.

New language *sight, sound, smell, taste, touch, hear, feel* | *What sense is it?*

Recycled language parts of the body, *see*

Materials Digital Pack (Teacher's Resources) | Items and food for the sensory test activities (optional)

Warmer

- Introduce the topic of the senses. Say *Look around the classroom. What can you see?* (Students name different items.) Then say *Now close your eyes. What can you hear?* Students listen as you perform a few tasks for them to identify just by listening, e.g., open the door or clap your hands. Then say *Put your hands on your desks. What can you feel?* Students move their hands over their desks, still with their eyes closed, identifying things they can touch.

Student's Book page 66

What sense is it?

- Say *Open your books to page 66, please.* Students look at the photograph. Ask *What can you see?* Teach the word *wheat* if you wish. Then say *Imagine you are in this place. Is it outside? (Yes, it is.)*
- Encourage students to imagine using their other senses in a field of wheat. Inhale and point to your nose and ask *What can you smell?* Students imagine the smell of wheat in a field. Then point to your ear and ask *What can you hear?* Students imagine the wheat moving in the wind, birds singing, etc. Then put your hands out and say *Touch the wheat. What can you feel?* Students imagine the wheat in their hands. Finally say *Taste the wheat. What can you taste?* Students imagine the taste of wheat.

Student's Book page 67

1 Listen and say.

- Say *Now look at page 67, please.* Point to each photograph in activity 1 and ask *What part of the body is it? (Eye, ear, nose, mouth, hand.)* Then ask *What sense is it? Listen and point.* Play the recording while students listen to the sense nouns and point to the photographs.
- Then say *Now listen and say.* Play the recording, pausing for students to repeat the words.

5.15

1 sight **2** hearing **3** smell **4** taste **5** touch

2 Watch the video.

- Play the video.
- If you don't have the video, do some sensory activities. Students take turns closing their eyes or being blindfolded. They then guess what different items are, using their other senses. Use the sense noun and a question for each activity, e.g: *Hearing – What can you hear?* (Stamp your feet, write on the board, etc.) *Touch – What can you feel?* (Students feel a book, an apple, etc.) *Smell – What can you smell?* (Students smell a pencil, an eraser, etc.) *Taste – What can you taste*? (Students taste a small piece of apple, a cookie, etc.) (**Note:** Check for any food allergies before allowing students to taste anything.)

CLIL 05: see page TB118

3 Look and say the senses.

- Students look at the photographs and say the senses that are most used with each item. You can also teach the words *binoculars*, *trumpet*, *cupcakes*, and *ocean* if you wish.

Key: **2** sight, touch, and hearing **3** sight, smell, taste, and touch **4** sight, hearing, smell, taste, and touch

Guess What!

- Students look at the swirled picture and guess which photograph it's from.

Key: It's the cat in the touch photograph in activity 1 (photograph 5).

Workbook page 54

1 Look, read, and match.

- Students match the numbered parts of the body with the correct sense noun. They then match this to the lettered photograph that shows something they most need that sense for. They can also name the part of the body and any of the nouns they know.

Key: **1** (eye) – sight – d (rainbow) **2** (ear) – hearing – e (music) **3** (nose) – smell – c (flowers) **4** mouth – taste – a (apple) **5** (hand) – touch – b (sand)

2 Look and check ✓.

- Students look at the items pictured down the left-hand side of the chart (a picture, a drum, a teddy bear, ice cream, the ocean). Teach these words if you wish.
- Students choose and check the senses you use to enjoy each of the items. They can work in pairs, in groups, or together as a class. (Each item needs more than one sense, e.g., a picture uses sight, touch, and possibly smell if you are using strong paint or ink.)

Key: Students may check the following sense for each item: picture (touch, sight, smell), a drum (sight, touch, hearing), teddy bear (sight, touch, smell, hearing (if it has a squeaker)), ice cream (sight, touch, smell, taste), ocean (sight, touch, smell, hearing, taste).

Ending the lesson

- Students close their eyes and identify objects by sound alone. Ask *What's this?* and use an item in some way – open the door, tap on a window, move your chair, etc.

Extra activities: see page TB111 (if time)

Lesson aims Students make an exercise video and teach their routine to the class. | They can also complete the unit evaluation in the Workbook.

New language *exercise, video*

Recycled language numbers, parts of the body, actions | *(Move) your (head)* | Students review all unit vocabulary and grammar in the evaluation.

Materials Model sheet 5, Project sheets 5, Worksheets 5, Peer and Teacher evaluation sheets, cue cards (optional), thin cardboard, pens and pencils, photographs (optional), scissors and glue (optional), smartphone or video recorder (optional)

Warmer

- Get students to do a simple exercise routine. Say *Stand up. Touch your head. Move your arms. Stamp your feet,* etc. Then ask in L1 Do you feel awake? (Yes.) Students can think about the benefits of exercise – for their health and to wake them up in class.

Student's Book page 67 – Let's collaborate!

Introduce the project.

- Display the model sheet and point to each of the photographs as you say the actions: (1) *Move your arms.* (2) *Touch your feet.* (3) *Clap your hands.*, etc.
- Then say *Now it's your turn. Let's collaborate.* Students look at the project flyer on page 67. Tell them they are going to make up their own exercise routine and then film it to make an exercise video.
- Students can think about why exercise videos are useful. When do people watch them? They can also name other things they learn from watching instruction videos, e.g., how to play their favorite computer game.

Step 1 Plan your project.

- Divide students into groups of three and distribute the project sheets and worksheets. Students write their names and choose and circle the name of the project monitor.
- Students collect and check the materials they need for their project. The project monitor can also check that they have everything they need.
- Students use the worksheet to choose six actions for their routine. Students can make different types of routines. One group can make a routine that gets them all moving and wakes them up, while another makes a routine that they can do from their seats. Students then number their actions in a logical order. One student can act the actions out as the others say them to make sure the actions flow logically together.
- Students then make exercise cards for their routine. Students work together and take turns. One student does an action, while the other takes a photograph of them. The third student cuts and sticks the photograph on a piece of thin cardboard. If students don't have access to cameras, they can draw pictures of each action instead.
- Students then write the actions on the back of each card to help them in the next stage of the project.
- The project monitor then makes sure that the cards are stored safely for the next stage of the project.

Step 2 Create your project.

- If students have access to smartphones or video recorders, they work together in the following way: Student A uses the exercise cards to give instructions for the routine, Student B listens to the instructions and performs the routine, Student C videos Student B performing the routine.
- If students don't have access to smartphones or video recorders, Students B and C can act the routine out. Then students swap roles and repeat the routine until they have each had a turn giving the instructions.

Step 3 Present your project

- Students present their project. Student A shows the video to the class. Student B performs the action and Student C encourages the class to do the actions as well.
- If students haven't made a video, Student A reads the instructions from the exercise cards, and Students B and C perform the actions and encourage the class in the same way.
- In groups, students agree if their exercise routines were fun, easy to follow, and good for their health.

Step 4 How did we do?

- Distribute a Group evaluation sheet (see page TB121 or *Teacher's Resources)* to each group for them to complete.
- The project monitor then collects and stores the project materials together.
- If you wish, complete a Teacher evaluation sheet (see page TB122 or *Teacher's Resources*) for each group and award students an overall grade.

Workbook page 55 – Evaluation

1 Look, match, and trace. Then read and say.

- Students look and match the pictures to the correct labeled part of the body. They trace over each body-part word. They then read and say each word.

Key: **2** ears **3** nose **4** head

2 What's your favorite part? Use your stickers.

- Students choose their favorite part of the unit – the story, the song, or the video – and put a sticker under their chosen preference.

3 Complete the color.

- Students complete and trace over the color word *blue*. They then go to page 93 and find and color all the puzzle pieces marked with a *5* in blue.

Extra activities: see page TB111 (if time)

6 Food





Unit aims Students learn to talk about food and drink. This includes:

- learning vocabulary for food and drink
- talking about food they like
- learning where food and drink is from

Background information The photograph shows a market stall in Croatia.

Introduction to the unit

- Say *Open your books to pages 68 and 69, please.* Play the theme song on the recording. Students look at the photograph and read the title of the unit while listening to the song. Then ask *What's Unit 6 about? (Food.)*
- Ask *What can you see in the photograph?* Teach the words *fruit and vegetables.* You may also wish to teach the word *market.* Elicit any food words students know or wish to know. (Pears, peaches, peppers, tomatoes, garlic, cucumbers, and lemons are all visible in the photograph.)
- Ask *Where is this market? Is it in our country? (Yes./ No.)* If you have access to a world map or globe, point out Croatia (or use the world map on page 44 of the Student's Book). If students completed the CLIL lessons on continents, you can also ask *What continent is it? (Europe.)*

Look!

- Show students the video to introduce the topic of food. Pause after each type of food and drink and ask students if they like them. If students know any of the names of foods, write them on the board. Play the video again without pausing and have students give a thumbs-up if they like the food or drink and a thumbs-down if they don't.
- Ask students *What's your favorite food?* Students can point to their favorite fruit if they can see it in the photograph on pages 68 and 69 or mention one of the foods in the video. They name it in English if possible. Or, if it's not in the photograph, students can name it in their own language and find out the word for it in English.

Theme see lyrics on TB5

1 6.01 Listen. Who's speaking?

2 6.02 Listen, point, and say.



3 6.03 Listen and find.

→ Workbook page 56

Find Leo

Lesson aims Students learn food and drink vocabulary.

New language *chicken, water, orange, cheese, milk, egg, apple, banana, juice, bread*

Recycled language *I have (two eggs).*

Materials Flashcards: 66–75 | Word cards: see Digital Pack (Teacher's Resources) | A picnic blanket (optional)

Warmer

- Draw a dot-to-dot picture of an apple on the board. Use ten dots only in your drawing and number them 1 through 10. Ask individual students to the board to draw lines from each number in order. When the picture is completed, ask *What's this?* Elicit or teach *It's an apple.* Ask students *What other food words do you know?* Elicit any food vocabulary students may know already.

Presentation

- Use the flashcards (or the picture on Student's Book page 70) to teach the words for food and drink. Hold up each flashcard and say the new word. Students repeat in chorus and individually. Hold up each flashcard and ask *Is it (an apple)?* Students reply *Yes, it is. / No, it isn't.*

Student's Book page 70

1 Listen. Who's speaking?

- Say *Open your books to page 70, please.* Ask *Who can you see? (David, Olivia, Tina.)* Explain that the children are having a picnic. Ask *What food can you see?* Students name the food and drink items they can see.
- Say *Listen. Who's speaking?* Play the recording. Students listen and point to the character they think is speaking (Olivia, David, Tina, Leo). Then play the recording again, pausing for students to point to each food and drink item.

6.01

Olivia: What a great picnic! What do you have, David?
David: I have two eggs and two apples. And I have a big yellow banana! And some milk. Yum!
Tina: What about you, Olivia? What do you have?
Olivia: Chicken and an orange.
David: What's that in your picnic basket?
Olivia: Water. What do you have, Tina?
Tina: I have bread and cheese.
David: And to drink?
Tina: I have juice … Oh, no! Juice with bread!
Leo: Crick!

2 Listen, point, and say.

- Say *Now listen, point, and say.* Play the recording. Students listen and point to the food and drink. Play again, pausing for students to repeat the words. Play the recording a third time. Students listen and say the words while tracing over the word labels with their fingers.
- Use the word cards. Hold up each card and read the word aloud for students to repeat. Then shuffle the word cards and hold them up again, this time asking individual students to read the words.

6.02

1 chicken **2** water **3** orange **4** cheese **5** milk **6** egg
7 apple **8** banana **9** juice **10** bread

3 Listen and find.

- Say *Now listen and find.* Play the recording, pausing for students to find and point to the correct food and drink item each time. Students can also say the correct number.
- If you have time, students can do a similar activity in pairs. One names a food or drink item. The other mimes eating or drinking it and says the number.
- Students can then choose the items from the picnic blanket that they would put in their own picnic basket and describe these to their partner: *I have chicken, an apple, and juice.* Their partner points and says the number of each item mentioned.

Key: Students point to the food and drink in the following order: 6, 3, 10, 5, 9, 2, 7, 1, 4, 8

6.03

I have an egg.
I have an orange.
I have bread.
I have milk.
I have juice.
I have water.
I have an apple.
I have chicken.
I have cheese.
I have a banana.

Find Leo.

- Say *Now find Leo.* Students search for Leo in the picture (he's in Olivia's picnic basket). Students can also find the toy version of iPal (he's lying under Olivia's leg).

Workbook page 56

1 Look and write the word.

- Students look and name the items of food and drink they can see in the pictures. They then rearrange the letters in the anagrams and write the correct labels.

Key: **2** apple **3** egg **4** cheese **5** water **6** banana

2 Complete the words and match.

- Students complete the food words with the missing letters. They then match each word to the correct picture.

Key: **2** orange – d **3** bread – a **4** chicken – b

Ending the lesson

- Students play a food version of *Bingo* (see page xvi). They draw the outline of a picnic basket with four food and drink items in it. Call out the items in sentences, using *I have* and *I don't have*, e.g., *I don't have chicken. I have cheese.*

Extra activities: see page TB111 (if time)

Lesson aims Students practice vocabulary for food and drink.

New language *yum, eat, drink*

Recycled language food and drink | *I have (chicken).*

Materials Flashcards: 66–75 | Word cards: see Digital Pack (Teacher's Resources) | Drawing materials (optional)

Warmer

- Use the flashcards to play a game of *Stand in order* (see page xix). Then distribute the word cards to different students. Students with a word card read their word and then go and stand with the student with the correct flashcard. (Alternatively, the student with the flashcard can go and sit down with the student with the word card if this works better with your classroom setup.)

Presentation

- Draw the outline of a lunch box on the board and ask *What do I have to eat?* Mime eating and ask a couple of students to choose two food flashcards for you. Stick them to the board and say *Thanks. I have (chicken) and (cheese). Yum.*
- Then ask *What do I have to drink?* Mime drinking and ask a student to choose a drink flashcard for you. Stick it to the board and say *Thanks. I have (orange juice). Yum.*
- Students can then look at your lunch box on the board. Ask *Do I have eggs? (No, you don't.) Do I have chicken? (Yes, you do.)*

Student's Book page 71

4 Say the chant.

- Say *Open your books to page 71, please.* Students name the food they can see in each photograph *(apple, bread, eggs, milk).*
- Say *Listen and point.* Play the chant on the recording. Students point to each food or drink item as it is mentioned.
- Then say *Now listen and say the chant.* Play the chant again a few times. Students can just listen and clap along with the rhythm the first time, joining in with a few words as they do so. Repeat the activity until students are chanting confidently.

6.04

I have an apple,
An apple, an apple.
I have an apple.
An apple, yum, yum.

I have bread,
Bread, bread.
I have bread.
Bread, yum, yum.

I have two eggs,
Two eggs, two eggs.
I have two eggs.
Two eggs, yum, yum.

I have milk,
Milk, milk.
I have milk.
Milk, yum, yum.

5 Look and find five differences.

- Ask *What food and drink can you see in picture 1?* Students go around the class naming the food and drink they can see *(an orange, chicken, water, an apple, milk, eggs, bread).*
- Then say *Now look at picture 2. What's different?* Read the example speech bubbles aloud, pointing to the chicken the girl is holding in picture 1 and the cheese she is holding in picture 2 to emphasize this difference.
- Students can then work in pairs, finding the additional four differences in picture 2.
- Elicit the answers from different pairs of students. Students point to the item in each picture and make a sentence with *I have*, showing the difference, e.g., *Picture 1: I have chicken. Picture 2: I have cheese.*
- **Note:** If you want students to have more practice with the negative, they can express the differences as follows: *Picture 1: I have chicken. Picture 2: I don't have chicken. I have cheese.*

Key: Picture 1: I have one orange, Picture 2: I have two oranges; Picture 1: I have milk, Picture 2: I have juice; Picture 1: I have an apple, Picture 2: I have a banana; Picture 1: I have two eggs, Picture 2: I have one egg.

Workbook page 57

3 Listen and stick.

- Students will need the Unit 6 stickers from the back of the Workbook. Play the recording. Students listen and stick the stickers into the correct position.

6.05

1 I have juice and cheese.
2 I have an apple and water.
3 I have bread and milk.
4 I have an orange and chicken.

4 Look and write the words.

- Students read and categorize the words into those for food and drink. They write the food words into the *We eat* box and the drink words into the *We drink* box. Use the pictures in the boxes to remind them of the verbs *eat* and *drink* if necessary.

Key: We eat **2** an apple **3** bread **4** a banana **5** an egg **6** an orange **7** chicken. We drink **1** juice **2** water **3** milk.

My picture dictionary→ Go to page 90. Check the words you know and trace.

- Students turn to page 90 and check the food and drink they know. They then trace over the word labels for each picture.

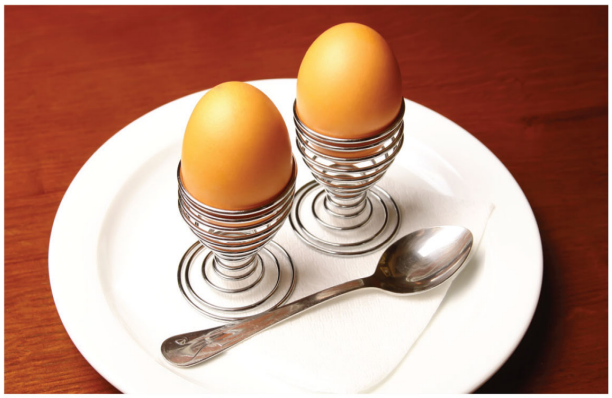
Ending the lesson

- Put the flashcards or word cards in a pile face down at the front of the class. Students take turns coming to the front and saying or reading the word on the card. The class then says a new verse of the chant, using this food or drink item.

Extra activities: see page TB111 (if time)

4 6.04 Say the chant.






5 Think Look and find five differences.

Picture 1. I have chicken.

Picture 2. I have cheese.





→ Workbook page 57

6 6.06 Listen, look, and say.

1



2



7 6.07 Think Listen and say the name.

I like chicken and I like bananas …

Kim.






Alex		✗	✓	✗	✓
Sasha		✓	✗	✓	✗
Sam		✗	✓	✓	✗
Kim		✓	✓	✓	✗

Grammar fun!

Grammar: *I like bananas.*

→ Workbook page 58

Lesson aims Students say what food they like or don't like.

New language *I like/don't like (bananas).*

Recycled language food

Materials Flashcards: 66–75 | Word cards: see Digital Pack (Teacher's Resources) (optional)

Warmer

- Play a game of *Sequences* (see page xviii).

Presentation

- Place all the food flashcards face down and ask a student to hand you one of them. Look at it, smile delightedly and say *Yum, thanks. I like (bananas).* Students repeat *I like bananas* in chorus and individually.
- Then ask another student to choose a different flashcard and hand it to you. This time, frown and refuse the flashcard politely. Say *No, thanks. I don't like (cheese).* Students repeat *I don't like cheese* in chorus and individually.

Student's Book page 72

6 Listen, look, and say.

- Say *Open your books to page 72, please.* Ask *Who can you see? (A boy and a girl.) What food do they have? (Bananas, oranges, apples.)*
- Say *Who's speaking? Listen, look, and point.* Play the recording. Students point to the child who's speaking and to the food they talk about.
- Say *Now listen and say.* Play the recording, pausing after each sentence for students to repeat.

6.06

1 **Ravi:** Mmm. I like bananas. Yum!
Ana: I don't like bananas.
2 **Ana:** I like apples. Yum.

7 Listen and say the name.

- Students look at the chart. Point to each child down the left-hand side and ask *What's his/her name?* Then read each name and ask students to repeat.
- Ask *What food and drink can you see?* Students name the food and drink items they can see along the top of the chart.
- Draw students' attention to the checks and ✗s in the chart. Make sure they realize that a check means *I like* and an ✗ means *I don't like*. Make a sentence about the chart: *I like chicken*. Students look at the chart and say the names of the two children who like chicken (*Sasha* and *Kim*). Then say *I don't like chicken*. Students look at the chart and say the names of the two children who don't like chicken (*Alex* and *Sam*.) Repeat with other sentences if necessary.
- Say *Now listen. Who's speaking? Say the name.* Play the recording, pausing after each child speaks, for students to say the correct name.

Key: Kim, Sam, Alex, Sasha

6.07

Kim: I like chicken, and I like bananas. I like milk, too, but I don't like juice.
Sam: I don't like chicken, but I like bananas, and I like milk. I don't like juice.
Alex: I don't like chicken, but I like bananas, yum! I don't like milk, but I like juice.
Sasha: I like chicken, but I don't like bananas. Milk … I like milk. Juice? Oh, no, I don't like juice.

Grammar fun!

- Play the *Grammar fun!* (Balloon game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Ensure students have their colored crayons ready for the game and know how to vote. Then play the rest of the video (see Introduction page xii).

Workbook page 58

5 Listen and check ✓ or put an ✗.

- Students look at the chart and identify the food and drink items they can see.
- Play the recording. Students listen and check or put an ✗ by the food or drink each person mentions. They check the food or drink the people like and put an ✗ by the food and drink the people don't like.

Key: **2** (Students check milk and put an ✗ by chicken.)
3 (Students check bananas and put an ✗ by milk.)
4 (Students check chicken and put an ✗ by cheese.)

6.08

1 I like cheese. I don't like bananas.
2 I like milk. I don't like chicken.
3 I like bananas. I don't like milk.
4 I like chicken. I don't like cheese.

6 Look, read, and circle.

- Students look at the pictures and judge whether the children like or don't like the food they are holding. They do this from the expressions on their faces and if they are holding the food close or away from them.
- Students then read and circle *like* or *don't like* in each sentence to match the picture.

Key: **2** like **3** like **4** like **5** don't like **6** like

Ending the lesson

- Hold up the food and drink flashcards. Students stand up if they like the food or drink item pictured and stay seated if they don't. Nominate individual students to make sentences accordingly: *I like (cheese)* or *I don't like (cheese).*

Extra activities: see page TB111 (if time)

Lesson aims Students ask and answer about the food they like.

New language *with* | *Do you like (eggs)? (Yes, I do. / No, I don't. Yuck!)*

Recycled language food | *I like/don't like (cheese).*

Warmer

- Play a game of *Last one standing* (see page xvii), using sentences with *I like* and *I don't like (cheese)*.

Presentation

- Make a sentence about a food or drink you like, e.g., *I like (bananas)*. Students who agree with you stand up. Then ask the students standing up *Do you like (bananas)?* Elicit the answer *Yes, I do*. Students repeat the answer in chorus and individually.
- Make a sentence about a food or drink you don't like, e.g., *I don't like (milk)*. Students who agree with you stand up. Then ask the students standing up *Do you like (milk)?* Elicit the answer *No, I don't*. Students repeat the answer in chorus and individually.
- Repeat the procedure a couple of times, using different questions.

Student's Book page 73

8 Sing the song.

- Say *Open your books to page 73, please. What can you see?* Students name the items they can see in the food sums.
- Say *Listen and point.* Play the song on the recording. Students listen and point to the food in each sum as it is mentioned. Then play the recording again, pausing to elicit the question and answer from each verse, e.g., *Do you like eggs? (Yes, I do.) Do you like apples? (Yes, I do.) Do you like eggs with apples? (No, I don't.)* Make sure students realize that the third question in each verse is asking if they like the two foods mixed together *(eggs **with** apples)* – as illustrated at the end of each food sum.
- Point to a food item and ask a student *Do you like (eggs)? (No, I don't.)* Students repeat the question in chorus and individually. Then ask individual students to choose a food item from the song and make a *Do you like* question to ask you and other students in the class.
- Say *Now sing the song*. Play the recording a few times, until students are singing confidently. The first time, students can just listen or hum to the tune and join in with any words they can remember. Then students can sing along with the song.
- You can also divide the class into two groups, with the groups taking turns singing the questions and answers. (**Note:** Students can sing along to the version of the song with the words or to the karaoke version.)

6.09

Do you like eggs?
Yes, I do.
Do you like apples?
Yes, I do.
Do you like eggs with apples?
No, I don't. Yuck!

Do you like bananas?
Yes, I do.
Do you like cheese?
Yes, I do.
Do you like bananas with cheese?
No, I don't. Yuck!

Do you like chicken?
Yes, I do.
Do you like oranges?
Yes, I do.
Do you like chicken with oranges?
No, I don't. Yuck!

9 Play the game.

- Students name the food and drink items they can see in the photographs. Then call out a number, e.g., *1*, and ask a pair of students to name the food and ask and answer about it, e.g., *Chicken. Do you like chicken? (Yes, I do. / No, I don't.)* Repeat the procedure with a color, e.g., *yellow* to elicit *Apples. Do you like apples? (Yes, I do. / No, I don't.)*
- Then make a question combining the two food items. *Number 1. Yellow. Do you like chicken with apples? (No, I don't.)* Read the example speech bubble on the page.
- Students can then do the activity in pairs. One student chooses a number and a color and makes a question. The other student answers it. Then they change roles.

Grammar fun!

- Play the *Grammar fun!* (Yes or no game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Ensure students have their colored crayons ready for the game and know how to vote. Then play the rest of the video (see Introduction page xii).

Workbook page 59

7 Look, read, and check ✓.

- Students read each question and check the correct answer, judging by the child's expression in each picture.

Key: **2** No, I don't. **3** No, I don't. **4** Yes, I do.

8 Look and answer the questions with Yes, I do *or* No, I don't.

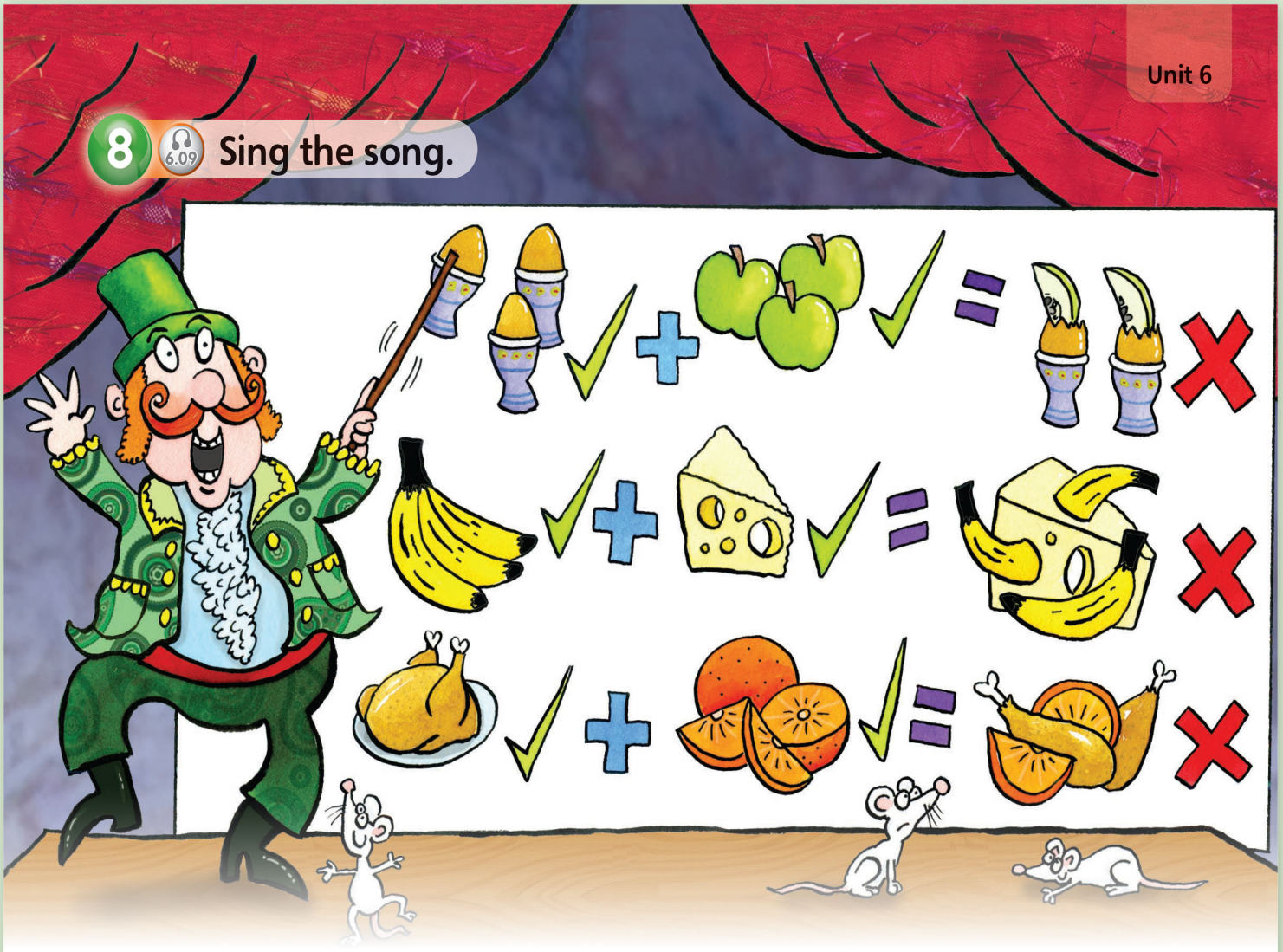
- Students read and answer the questions about the food and drink according to their own likes and dislikes. Answers will vary.

Ending the lesson

- Students ask you *Do you like* questions, to find out your food and drink likes and dislikes.

Extra activities: see page TB111 (if time)

8 6.09 Sing the song.



9 About Me Play the game.

Number 1. Yellow. Do you like chicken with apples? No, I don't.





→ Workbook page 59

Grammar: *Do you like eggs?*

Grammar fun!

10 6.10 Story Listen and watch.



Value: Be patient

→ Workbook page 60

Lesson aims Students reinforce language with a story. They consider the value of being patient.

New language *farm, hen* | *Wait! Be patient.* | *Can we have (four eggs), please?*

Recycled language food | *Where (are the eggs)?* | *It's a (farm).* | *Do you have (four eggs)? (Yes, I do.)* | *I like/don't like (eggs).* | *Do you like (eggs)? (Yes, I do. / No, I don't.)*

Materials Flashcards: 66–75

Warmer

- Students can sing the song from the previous lesson again.

Introduction

- Remind students of the story so far, then ask them to say where the characters have been with iPal (to school, to a birthday party, to an art show, to grandma's house, to the beach) and guess where they'll go with him today.

Student's Book page 74

10 Listen and watch.

- Say *Open your books to page 74, please.* Ask *What can we see in the tree house today?* Elicit the food on the table *(bread, cheese, apples)*. Explain, if necessary, that the children are having a picnic lunch in the tree house. Point out that David is looking for something in his bag. Ask *What's missing from the picnic?* Encourage children to guess what from the story frames. Then say *Let's find out.*
- Play the recording while students look at the story frames. Then ask *Where do the children go?* Teach the new word *farm*. Then ask *What do they look for at the farm?* Help with meaning as necessary and elicit the answer *Eggs*. Also use the story frames to teach the new word *hen*.

Story

- Now students can watch the video. Pause after each frame to ask more questions. Frame 2: *Where are the children? (At a farm.)* Frame 3: *Does the farm have eggs? (Yes.)* Frame 4: *What does iPal have? (Three eggs.) Is the hen happy? (No.)* Frame 5: *Does Tina have the eggs? (Yes.) Does the hen like iPal now? (Yes.)* Frame 6: *Are the children happy now? (Yes.) Does iPal like eggs? (No.)*
- Students can watch the story again for pleasure, or pause after key lines for them to repeat. Encourage students to use gestures and intonation from the story as appropriate and to say the magic chant at the beginning and end of the story.

6.10

1 **David:** Yum! I like bread, cheese, and apples.
Olivia: … and eggs. Oh! Where are the eggs?
Tina: Hmm.
All: 1, 2, 3, magic tree. Clap your hands and come with me.
2 **David:** It's a farm!
Tina: Hello!
Farmer: Hello!
3 **Olivia:** Excuse me. Do you have four eggs?
Farmer: Yes, I do. Come with me.
4 **Farmer:** Here are the eggs. Oh!
Tina: iPal! Wait. Be patient.
5 **Tina:** Can we have four eggs, please?
Farmer: Yes. Here you are.
Olivia: Thank you.
6 **Olivia:** Yum! I like eggs.
Tina: Do you like eggs, iPal?
iPal: No, I don't. But I like hens!
All: 3, 2, 1, that was fun. Stamp your feet. The magic's done!

Value ***Be patient***

- Students look at frame 4 of the story, where iPal is taking the eggs. Ask *Are Tina and the farmer happy? (No.)* Ask *What does Tina say?* Students try to remember, then play Tina's line *iPal! Wait. Be patient.* Make sure students realize that Tina is telling iPal he can't just rush and take the eggs without asking. He has to wait and ask politely for permission.
- Students then look at frame 5. Say *Now listen to Tina.* Play Tina's line *Can we have four eggs, please?* Students repeat the polite way of asking for things that you want.
- Divide the class into four groups, one each for Olivia, the farmer, Tina, and iPal. Then play the dialog from frames 4 and 5 again. Students repeat the lines for their group's character. (**Note:** iPal doesn't have lines, so the "iPals" should act out iPal's actions.) Then rearrange the class into groups of four, with one of each character per group. Students practice the dialog in their groups.

Workbook page 60

9 Listen, look, and match.

- Allow students time to look and match the two halves of each story frame before you play the recording.
- Say *Now listen and match.* Play the story again, which is repeated in full on the recording. Students point to the two matching halves of each story frame as they hear the dialog for it on the recording.

Key: 2 e 3 d 4 a 5 f, 6 c

6.11

(Repeat of story – see above for story script)

Ending the lesson

- Use the food flashcards to play a game of *What's missing?* (see page xix).

Extra activities: see pages TB111–TB112 (if time)

Lesson aims Students practice the function of asking for things politely. Students also practice saying the sound /e/.

New language *store* | */e/ – elephant*

Recycled language *ten, eggs* | *Can I have (four apples), please? (Yes, here you are.) Thank you.*

Materials Flashcards: 66–75 | Paper and drawing materials (optional)

Warmer

- Ask individual students for different items, e.g., *Can I have (four pencils / a blue book), please?* When students give you the correct item(s), say *Thank you.*

Student's Book page 75

11 Listen and act.

- Say *Open your books to pages 74 and 75, please.* Remind students of the story from the previous lesson. Point to frame 5 of the story and ask *What does Tina say? (Can I have four eggs, please?)* Congratulate any students who remember correctly.
- Say *Now look at page 75. Where are these people?* Teach the new word *store*. Point to the boy and ask *What does he have? (Apples.)* Then ask students to guess what the boy asks the storekeeper. Accept any guesses, then say *Let's find out. Listen and point.* Play the recording, pausing for students to point to the boy and the storekeeper as they are speaking and to listen to see if any students have guessed what they are saying correctly.
- Then say *Now listen and say.* Play the recording again, pausing for students to repeat each line with the correct pronunciation and intonation.
- Students then act out the dialog with a partner, one taking the role of the boy and the other, the storekeeper, then changing roles.
- Students can also make up and act out their own versions of the dialog, using other food and drink or other items they can buy in a store.

6.12

Boy: Can I have four apples, please?
Storekeeper: Yes, here you are.
Boy: Thank you.

12 Listen and say. /e/

- In this activity, students practice saying the /e/ sound.
- Say *Look at activity 12. What's this?* Teach/Elicit *It's an elephant.*
- Then say *elephant – /e/ /e/ /e/ – elephant.* Students repeat, emphasizing the /e/ sound in *elephant.*
- Say *Listen and say.* Play the sound sentence on the recording. Students listen and repeat, emphasizing the /e/ sounds in *elephant, ten,* and *eggs.*
- Students can then repeat the sound sentence without the recording, saying it faster and faster each time. See how fast they can say it.
- Ask students to think of any other words they know that begin with the sound /e/, e.g., *electric* (they may also know *entrance* or *exit*). Then ask them to think of words that contain the sound /e/, e.g., *hello, seven, red, yellow, pen, pencil, pencil case, desk, metal, teddy bear, present, leg, smell.*

6.13

/e/ An elephant with ten eggs.

Workbook page 61

10 What's missing? Look and draw. Then stick.

- Students look and guess the missing item from the toy store shelf, choosing from the three options pictured on the right-hand side. They then draw the correct item onto the shelf. Point out, if necessary, that the children in the store are asking for the toy politely and being patient, rather than trying to grab it for themselves.

Key: Students should draw the kite (a).

11 Trace the letters.

- Students trace the letter *e* in the sound sentence.

12 Listen and circle the e words.

- Play the recording. Students listen and circle the words that have an /e/ sound in them.

Key: Students circle the elephant and egg.

6.14

1 elephant, elephant **2** kite, kite **3** egg, egg **4** book, book

Ending the lesson

- Play a game of *Can I have … ?* (see page xvi).

Extra activities: see page TB112 (if time)

11 6.12 Talk Time Listen and act.



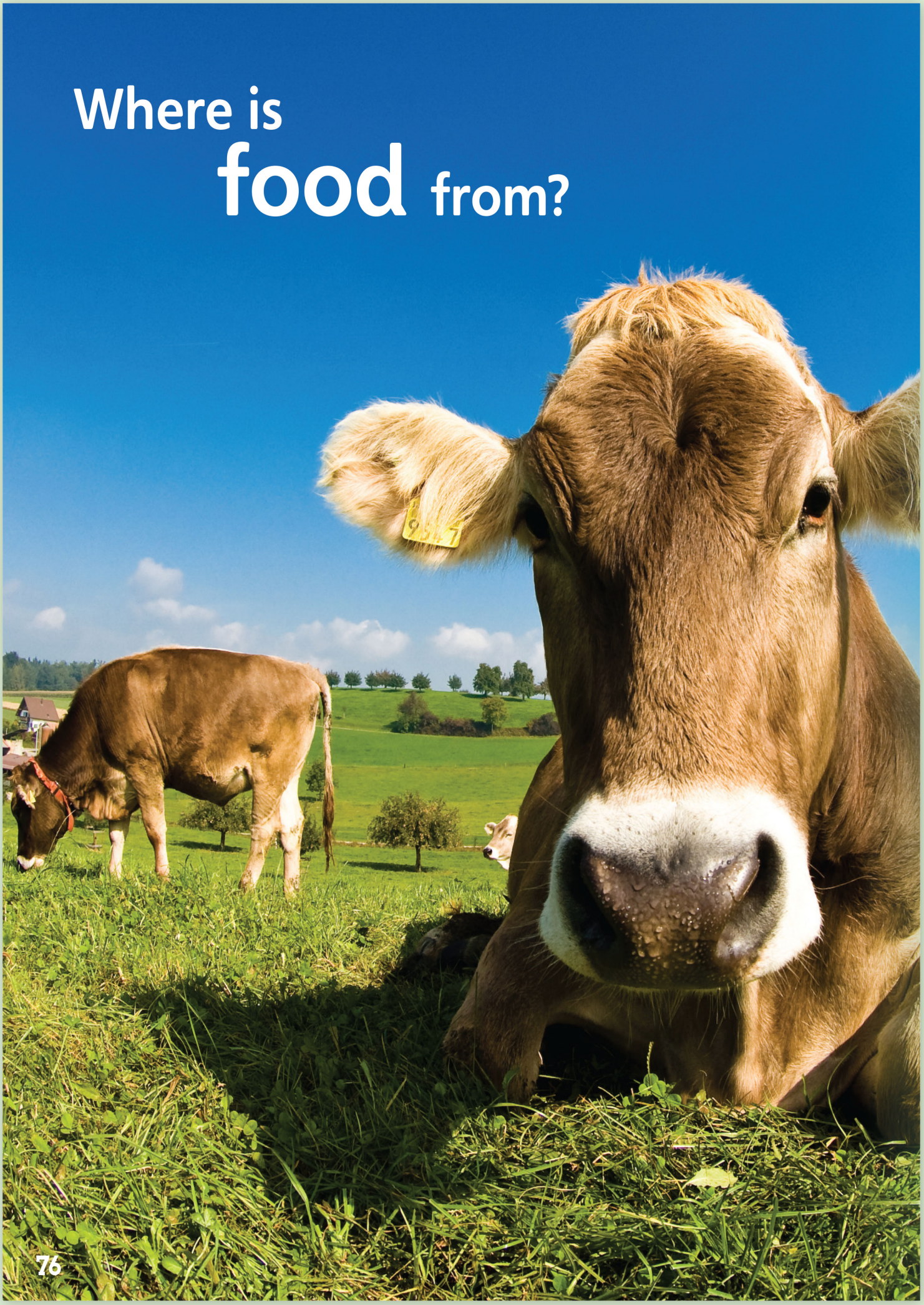
Animal sounds

12 6.13 Listen and say.



An elephant
with ten eggs.

Where is food from?



1 6.15 Listen and say.

plants





animals





2 CLIL Watch the video.

3 Look and say *plant* or *animal*.

Number 1. Plant.

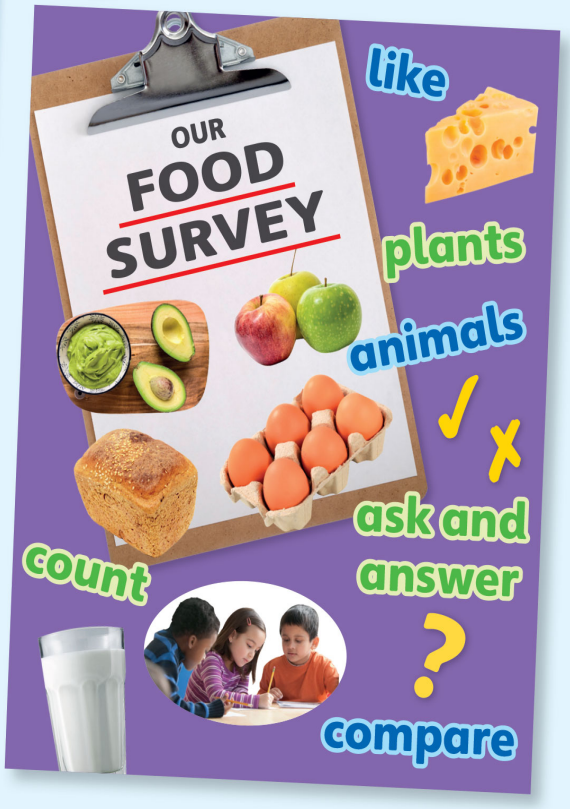
Yes!






Guess What!

Let's collaborate!



→ Workbook page 62

CLIL: Science

Lesson aims Students learn which food comes from plants and animals.

New language *cow, plant, animal* | *Where is food from?*

Recycled language food

Materials Digital Pack (Teacher's Resources) | Flashcards: 66–75 | Food pictures downloaded from the Internet – include a mix of plant and animal sources (optional)

Warmer

- Use the flashcards to play a game of *Memory 1 through 10* (see pages xvii–xviii). At the end of the game, leave the flashcards on the board.

Student's Book page 76

Where is food from?

- Say *Open your books to page 76, please.* Point to the cow in the photograph and ask *What's this?* Elicit or teach the word *cow*. Then ask the opening question *Where is food from?* Point to the food and drink flashcards on the board and say *Two of these food and drink items are from cows. Guess which!* Students look and name the two items (*milk* and *cheese*). Remind students of the story from Lesson 5 where the characters get eggs from a farm. Ask *Which food item is from a hen? (Egg.)*
- Then point to the other flashcards and say *Where is the other food from? Let's find out.*

Student's Book page 77

1 Listen and say.

- Students look at the photographs and name any items they know in English (they'll know *apples* from the unit vocabulary and *hen* from the story). You may also like to teach the additional vocabulary *carrots, lettuce, fish,* and *sheep*.
- Then say *Now listen and point.* Play the recording while students point to the different photographs illustrating plants and those illustrating animals.
- Say *Now listen and say.* Play the recording again. Students listen and repeat the words.
- Make sure that students realize that *plants* and *animals* are the group words for the plants and animals illustrated.

6.15

1 plants **2** animals

2 Watch the video.

- Play the video.
- If you don't have the video, use the food flashcards and other pictures of food you have downloaded from the Internet. Students can classify them into plants (apple, banana, orange, juice, bread) and animals (milk, egg, cheese, chicken).

CLIL 06: see page TB118

3 Look and say plant *or* animal.

- Students look at the photographs and identify the food items. If students want to know it, you can teach the new word *cereal* in picture 4.
- Students then say if the food in each photograph is from a plant or an animal. They may also be able to identify the plant or animal each of these food types comes from.

Key: **1** plant (banana plant) **2** animal (hen) **3** animal (hen) **4** plant (orange for juice, wheat for cereal)

Guess What!

- Students look at the swirled picture and guess which of the photographs on the page it's from. (It's the hen in photograph 4 of activity 1.)

Workbook page 62

1 Look and check ✓ or put an ✗.

- Students look and name the food or drink items they can see in the photographs. They decide which ones come from plants and which are from animals. Students then look and decide if each food photograph is under the correct category heading – plants or animals. If it is, they put a check next to it. If it isn't, they put an ✗.

Key: Plants: (Students should check the banana, tomatoes, and orange. Students should put an ✗ by the egg.) Animals: (Students should check the milk, chicken, and cheese. Students should put an ✗ by the orange juice.)

2 Look, read, and circle.

- Students look at the photographs and circle if the food or drink pictured is from a plant or an animal.

Key: **2** animal **3** animal **4** animal **5** animal **6** plant

Ending the lesson

- Play the *Drawing game* (see page xvii) with food and drink items. As well as guessing what you are drawing, students say if the item is from *a plant* or *an animal*.

Extra activities: see page TB112 (if time)

Lesson aims Students do a food survey. | They can also complete the unit evaluation in the Workbook.

New language *survey*

Recycled language numbers, food, *plant, animal* | *Do you like (eggs)? (Five) children like (eggs). (Eggs) are food from (animals).* | Students also review all unit vocabulary and grammar in the unit evaluation.

Materials Model sheet 6, Project sheets 6, Worksheets 6, Peer and Teacher evaluation sheets, cue cards (optional), Flashcards 66–75, paper, pens

Warmer

- Hold up the flashcards and ask students to say if each one comes from *a plant* or *an animal*. Then ask individual students *What do you like for lunch?* Elicit different food ideas.

Student's Book page 77 – Let's collaborate!

Introduce the project.

- Say *Let's find out what we like in the class.* Display the model sheet and say *Look at my survey.* Ask questions in English and in L1: *Which foods are from animals? Which foods are from plants? How many children like cheese? (Six) How many children don't like cheese? (Four)* Make sure students understand that check marks are used to represent *yes* and Xs to represent *no*.
- Then say *Now it's your turn. Let's collaborate.* Students look at the project flyer on page 77. Tell them they are going to do their own class survey about food.

Step 1 Plan your project.

- Divide students into pairs and distribute the project sheets and worksheets. Students write their names and choose and circle the name of the project monitor.
- Students collect and check the materials they need for their project. The project monitor can also check that they have everything they need.
- First, students categorize food and drink into ones that come from animals (cheese, chicken, egg, milk) or from plants (apple, banana, juice, orange). Students work together, asking about the foods as they classify them. *Do you like juice? Is juice from an animal or a plant?*
- Students then use the worksheet to make two surveys – one about food from animals and one about food from plants. Students agree on which food type goes in each survey, and take turns drawing the food pictures and writing the questions.
- Students then practice the questions by asking each other.
- The project monitor then makes sure that the worksheets are stored safely for the next stage.

Step 2 Create your project.

- Students take one survey each. Divide the class into two groups, with one student from each pair in each group. Each student asks ten students in their group the questions on their survey and records each answer as a check mark for *yes* or an X for *no*.
- When they have recorded all the answers, they return to their original pairs. They swap the surveys, count the numbers of check marks and Xs on their partner's survey, and write the total number for each in the column provided. Students then use L1 to check that the numbers are correct.
- Students look at the charts and analyze the results using English: *How many people like eggs? (three)* or L1: Are you surprised? (Yes. Not many people like eggs.)

Step 3 Present your project.

- Students work in a group with two or three other pairs. They take turns showing and talking about the results from their survey. Students then compare their surveys and see how similar or different the numbers are in each. Student A will talk about survey 1, Student B survey 2.
- Compare the survey results as a class. Students then identify which are the most and least popular foods. Do students like foods that come from animals or plants more? Are they surprised at the results? Why or why not?

Step 4 How did we do?

- Distribute a Group evaluation sheet (see page TB121 or *Teacher's Resources*) to each pair for them to complete.
- The project monitor then collects and stores the project materials together.
- If you wish, complete a Teacher evaluation sheet (see page TB122 or *Teacher's Resources*) for each pair and award students an overall grade.

Workbook page 63 – Evaluation

1 Look, match, and write. Then read and say.

- Students look and say the foods they can see.
- Students trace over the lines from each picture to its label. They write the correct word into the letter spaces provided. They then read and say the words.

Key: **2** water **3** bread **4** egg

2 What's your favorite part? Use your stickers.

- Students choose their favorite part of the unit – the story, the song, or the video – and put a sticker under their chosen preference.

3 Write the color.

- Students rearrange the letters and write the color word *purple*. They then go to page 93 and find and color all the puzzle pieces marked with a *6* in purple.

Extra activities: see page TB112 (if time)

Review Units 5 and 6

1 Look and say the word.

Number 1. Mouth.



2 6.16 Listen and say the name.









→ Workbook pages 64–65

Lesson aims Students reinforce the language of Units 5 and 6.

Recycled language parts of the body, food | *I like/don't like (red apples). Do you like milk? (Yes, I do. / No, I don't.)*

Materials Flashcards: 56–75 (optional) | Word cards: see Digital Pack (Teacher's Resources) (optional)

Warmer

- Ask *What can you remember from Units 5 and 6? Let's find out.* Allow students time to look through the units and at any work displayed in class. Encourage them to say what is easy or difficult and what their favorite activity is.

Student's Book page 78

1 *Look and say the word.*

- Students look at the close-up photographs and guess the words. Check the activity by saying the picture number, e.g., *Number* 1. Students say the word *Mouth*. Alternatively, check the activity by asking *What's number (1)?* Elicit *It's (a mouth)*.
- If you have time, provide further review by asking questions about the photographs, e.g., *How many mouths do you have? (One.) Do you like cheese? (Yes, I do. / No, I don't.)*

Key: **2** cheese **3** banana **4** eye **5** bread **6** apple **7** hair **8** milk

2 *Listen and say the name.*

- Read the children's names aloud and ask students to repeat. Then point to each child and ask *What's his/her name? (His/Her name's (Tony).)*
- Then ask *What food can you see?* Students name the food they can see in each picture.
- Ask questions about the children, e.g., *Does Tony like cheese?* Encourage students to guess *yes* or *no*.
- Then say *Now listen and say the name.* Play the recording, pausing after each child for students to say their name.
- Students can then play a game of *Who am I?* (see page xix). They take turns saying a sentence as if they are one of the children in the photographs, e.g., *I like milk.* The other students listen and say the name. Alternatively, students can ask questions to guess, e.g., *Do you like milk? (Yes, I do.) You're Lily!*

Key: **1** Ana **2** Ravi **3** Tony **4** Lily

6.16

Ana: I like red apples and green apples. Yum!
Ravi: I don't like orange juice, and I don't like apple juice.
Tony: I don't like cheese. Yuck!
Lily: I like milk. Do you like milk?

Workbook page 64

1 *Look and write.*

- Students look and name the numbered parts of the body and food items in the picture.
- They then write these words into the correct numbered lines.

Key: **2** water **3** nose **4** mouth **5** orange **6** legs **7** bread **8** cheese

2 *Read and match.*

- Students match the beginning and ending of each sentence so that it makes sense.

Key: **2** b – I have two ears. **3** a – I don't like juice. **4** d – I don't have two heads.

Ending the lesson

- Play a game of *Stand up and sit down* (see page xix), making sentences with *I have/I don't have (blue eyes)* and *I like/don't like (orange juice)*. Students can also take turns being the teacher.

Extra activities: see page TB112 (if time)

Lesson aims Students play a board game and continue reinforcing the language of Units 5 and 6.

Recycled language parts of the body, food | *I have/I don't have (blue hair).* | *I like/don't like (bananas).* | *Do you have (three hands)? (Yes, I do. / No, I don't.)* | *Do you like (eggs)? (Yes, I do. / No, I don't.)*

Materials Flashcards: 56–75 | Word cards: see Digital Pack (Teacher's Resources) | Coins and buttons or game pieces for playing the game | Pictures of food, cut into two or three pieces for the jigsaw matching game (optional)

Warmer

- Use the flashcards and word cards to play a game of *Memory 1 through 10* (see pages xvii–xviii). When pairs of words are matched correctly, use them to ask the students questions: *Do you like (cheese)? Do you have (green hair)?*

Student's Book page 79

3 Play the game.

- The aim of this game is to be the first one to reach the square marked *Finish*. Students play in pairs with a coin and buttons or game pieces.
- Students place their button or game piece on the square marked *Start*. They then take turns flipping the coin and moving their game piece along the board. If they flip the heads side of the coin, they move two spaces. If they flip the tails side of the coin, they move one space. When they land on a blue square, they make a sentence about the parts of the body that are illustrated, e.g., for Square 1 *I don't have four hands*. When they land on a green square, they say *I like* or *I don't like* and the food item illustrated, e.g., for Square 4 *I (like) bananas*. If they form the sentence correctly, students move forward one square. If they make a mistake, students move back one square.
- Draw students' attention to the two key squares at the bottom of the game. These provide example language for students to help them while they are playing the game.
- Game continues until one student wins by reaching the square marked *Finish*.
- If there is time, students can play the game again, but this time asking questions when they land on the squares. They use *Do you have* questions for the parts of the body and *Do you like* questions for the food items.

Key: Sentences following the arrows from the *Start* are: I don't have four hands; I have a nose; I don't have three feet; I like/don't like bananas; I like/don't like cheese; I like/don't like eggs; I like/don't like juice; I like/don't like chicken; I don't have blue hair; I have two ears; I like/don't like apples; I have a mouth.

Workbook page 65

3 Write the question. Then check ✓.

- Students rearrange each set of words to make a question. They write this under the picture. Students then check the correct answer to the question, referring to the picture each time.

Key: **2** Do you like eggs? Yes, I do. **3** Do you have two ears? Yes, I do. **4** Do you like milk? No, I don't.

Ending the lesson

- Students can play the *Mirror game* (see page xviii).

Extra activities: see page TB112 (if time)

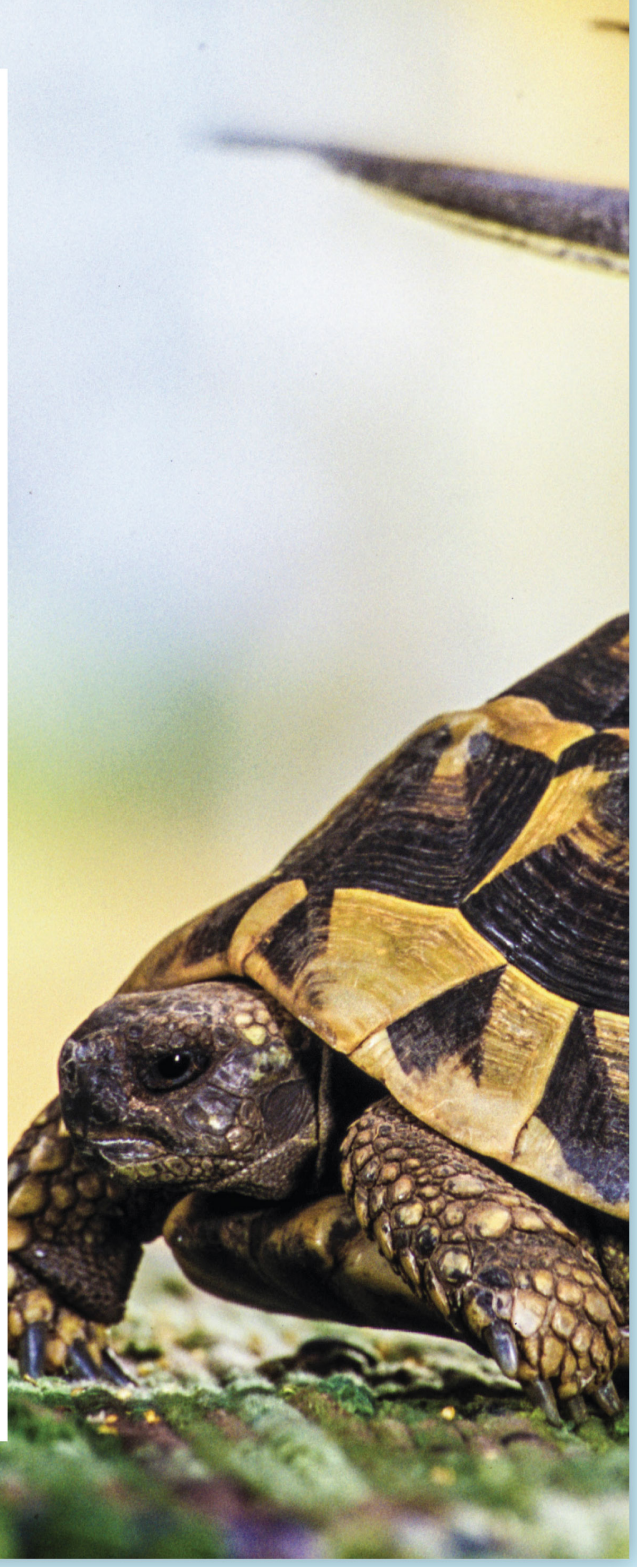
3 Play the game.



Blue
I don't have (four hands).
I have a (nose).

Green
I like / I don't like
(bananas).

7 Actions



Unit aims Students learn to talk about things they can do. This includes:

- learning vocabulary for actions
- saying what they can and can't do
- asking others about what they can and can't do

They also learn about number bonds to 10.

Background information The photograph shows a cockatiel jumping over a turtle.

Introduction to the unit

- Say *Open your books to pages 80 and 81, please.* Play the theme song on the recording. Students look at the photograph and read the title of the unit while listening to the song. Ask *What's Unit 7 about? (Actions.) What actions do you know?* Elicit any actions students know in English already *(listen, look, see, hear, touch, point, stand up, sit down,* etc.*)* and ask students to act them out with you.
- Ask *What can you see in the photograph?* Elicit the words *animals* and *turtle* and teach *bird* if you wish. Then ask *What actions can you see in the photograph?* Point to the bird and elicit *jump*. Jump up and down and ask students to jump with you. Then point to the turtle and elicit *walk*. Walk slowly (like a turtle) in place. and encourage students to walk in place with you.
- Encourage students to think why the bird is jumping over the turtle. *Is the bird happy? Is it fun? Are the animals friends?* Students may be interested to know that the title of the photograph is *Animal Friendship*. Do they think animals make friends? Do they have pets that play with each other or other animals?

Look!

- Show students the video to introduce the topic of actions. When it is finished, ask them if they remember any of the actions they saw (have them say the names in L1). Then play the video again and have students mime the actions as they see them.

Theme see lyrics on TB5


Guess What!
theme

1 7.01 Listen. Who's speaking?

2 7.02 Listen, point, and say.



3 7.03 Listen and find.

Find Leo

→ Workbook page 66

Lesson aims Students learn some action words.

New language *run, jump, swim, climb, play soccer, ride a bike, draw, paint, dance, sing*

Recycled language *Let's (draw and paint).*

Materials Flashcards: 76–85 | Word cards: see Digital Pack (Teacher's Resources) | Paper and drawing materials (optional)

Warmer

- Play a game of *Simon says* (see page xviii), using actions students already know (*listen, look, touch, point, move, clap, stamp, stand up, sit down, pick up, put down, open, close, draw, sing*, etc.).

Presentation

- Use the flashcards (or mime) to teach the new actions. Hold up each flashcard (or act an action out) and say the new words. Students repeat in chorus and individually.
- Then hold up each flashcard and ask individual students to say the action. When the student identifies it correctly, say *Let's (jump)* and encourage students to mime the actions with you.

Student's Book page 82

1 Listen. Who's speaking?

- Say *Open your books to page 82, please.* Ask *Where are the children today?* Teach the new word *park*. Explain that the children are looking at a poster advertising a festival in the park. Ask *What actions can you see?* Students name the actions they can see in the poster.
- Say *Listen. Who's speaking?* Play the recording. Students listen and point to the character they think is speaking (Tina, Olivia, David, Leo). Then play the recording again, pausing for students to point to each action in the poster as they hear it mentioned.

7.01

Tina: Wow! Look at this!
Olivia: "Come to a Festival at the Park." Great! Look at the sports. Run, jump, swim, climb, play soccer. Ooh! Let's go! I love sports!
David: And look – ride a bike. Let's take our bikes!
Tina: No. Let's draw and paint. I love art. Let's paint a picture.
David: Or let's dance and sing. La-la-la-la
Tina: Oh, David, stop!
Leo: Crick!

2 Listen, point, and say.

- Say *Now listen, point, and say.* Play the recording. Students listen and point to the actions as they hear them mentioned. Then play again, pausing for students to repeat the words.
- Play the recording a third time. Students listen and say the words while tracing over the word labels with their fingers.
- Use the word cards. Hold up each word card and read the word aloud for students to repeat. Then shuffle the word cards and hold them up again, this time asking individual students to read the words.

7.02

1 run **2** jump **3** swim **4** climb **5** play soccer **6** ride a bike **7** draw **8** paint **9** dance **10** sing

3 Listen and find.

- Say *Now listen and find.* Play the recording, pausing for students to find and point to the correct action each time. Students can also say the correct number.
- Students can then choose the actions from the poster they'd like to do at the festival. They say to their partner *Let's (draw).* Their partner points to the action on the poster and says the number. They both then mime doing the action together. Ask students to repeat *Let's (draw)* in chorus and individually before they do this activity.

Key: Students point to the actions in the following order: 5, 8, 4, 3, 10, 6, 2, 7, 9, 1

7.03

Let's play soccer.
Let's paint.
Let's climb.
Let's swim.
Let's sing.
Let's ride a bike.
Let's jump.
Let's draw.
Let's dance.
Let's run.

Find Leo.

- Say *Now find Leo.* Students search for Leo in the picture (he's on the top of the poster between the two birds). Students can also find three food items from the previous unit hidden in the picture (Tina's drinking orange juice, David's holding a banana and there's an apple on the tree behind the poster).

Workbook page 66

1 Look, read, and circle the word.

- Students look at the pictures and name the actions they can see.
- They then read the captions under each picture and circle the correct one. Students can also say the words as they do so.

Key: **2** climb **3** draw **4** ride a bike

2 Look at the pictures. Find and circle the words.

- Students look at the pictures and name the actions they can see. They then find and circle each action word in the word snake.

Key: **2** swim **3** jump **4** climb **5** run **6** paint

Ending the lesson

- Play a *Sentence chain game* (see page xviii), using the starting sentence *Let's go to a festival and ride a bike.*

Extra activities: see page TB112 (if time)

Lesson aims Students practice action vocabulary.

New language *Come on, everybody.*

Recycled language actions, numbers, colors | *Run and jump (with me).*

Materials Word cards: see Digital Pack (Teacher's Resources)

Warmer

- Greet the class and say *Come on, everybody. Let's play a game.* Then use the word cards to play a game of *Pass the actions* (see page xviii).

Student's Book page 83

4 Say the chant.

- Say *Open your books to page 83, please.* Students guess the actions the children are doing in each pair of photographs: *run and jump, dance and sing, draw and paint.*
- Say *Listen and point.* Play the chant on the recording. Students point to each action as it is mentioned.
- Then say *Now listen and say the chant.* Play the chant again a few times. Students can just listen and do the actions the first time, joining in with a few words as they do so. Repeat the activity until students are chanting confidently.

7.04

Come on, everybody, run and jump.
Run and jump, run and jump!
Come on, everybody, run and jump,
Run and jump with me!

Come on, everybody, dance and sing.
Dance and sing, dance and sing!
Come on, everybody, dance and sing,
Dance and sing with me!

Come on, everybody, draw and paint.
Draw and paint, draw and paint.
Come on, everybody, draw and paint,
Draw and paint with me.

5 Look and match. Then say the action.

- Students look at the four numbered items of equipment and think what actions they are needed for. Ask *Number (1). What action is it for?* Students guess *Play soccer.* Students then find the photograph that has a child playing soccer and say the number, color of the frame, and the action, e.g., *Number 1. Green. Play soccer.* Read the example speech bubble with the class.
- Repeat the procedure with the other numbered items.
- Students can then do the activity in pairs. One says a number, e.g., *Number 3*, and the other says the color of the correct framed photograph and the action: *Red. Ride a bike.* Students can then also act the actions out. (**Note:** You do not need to teach students the vocabulary for the equipment, but if they really want to know the words, teach *soccer, paintbrush, helmet,* and *swimming cap/goggles.*)

Key: **2** yellow – paint (a picture) **3** red – ride a bike **4** blue – swim

Workbook page 67

3 Listen and stick.

- Students will need the Unit 7 stickers from the back of the Workbook. Play the recording. Students listen and stick the stickers into the correct position.

7.05

1 Let's ride a bike.
2 Let's sing.
3 Let's run.
4 Let's draw.
5 Let's play soccer.
6 Let's swim.

4 Read and circle the object.

- Students read the action words and circle the object that can be used for this action. (**Note:** They don't have to name all the objects.)

Key: **1** (Students circle the ballet shoes.) **2** (Students circle the art set.) **3** (Students circle the microphone.) **4** (Students circle the swimming goggles.)

My picture dictionary → Go to page 91. Check the words you know and trace.

- Students turn to page 91 and check the actions they know. They then trace over the word labels for each picture.

Ending the lesson

- Play a game of *Copycat* (see page xvi), using the new actions.

Extra activities: see page TB112 (if time)

4 7.04 Say the chant.



5 Look and match. Then say the action.

Number 1. Green.
Play soccer.

1 

2 

3 

4 



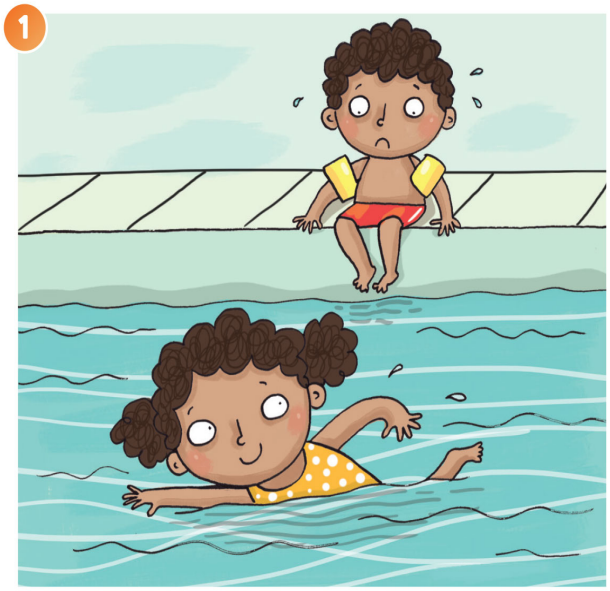






→ Workbook page 67

6 7.06 Listen, look, and say.

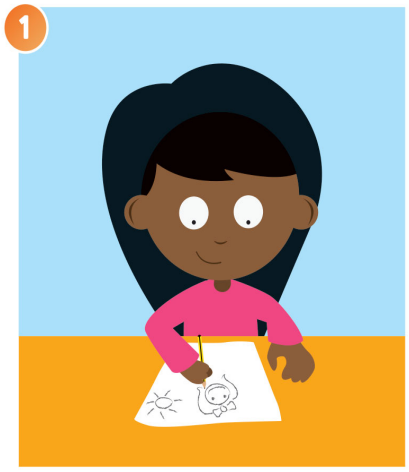


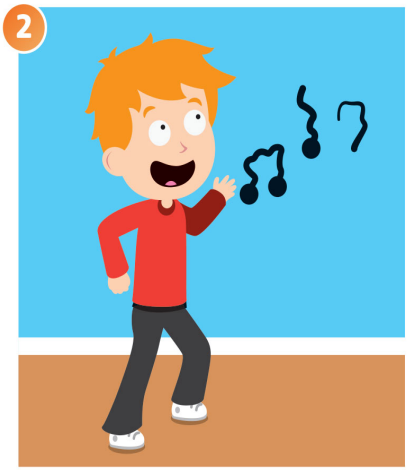


7 7.07 Listen and say the number.

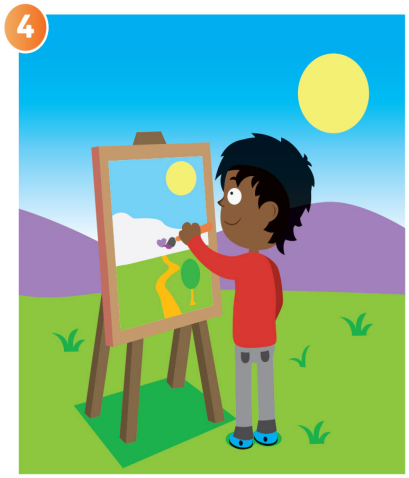
I can run.

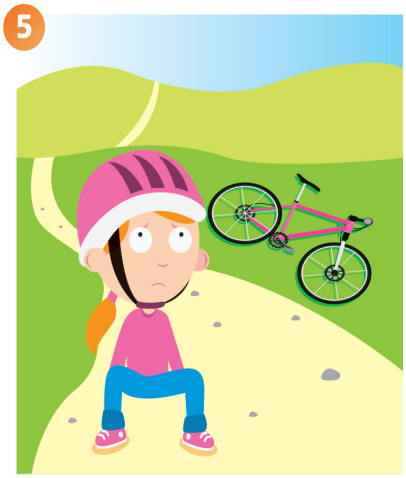
Six













Lesson aims Students say what they can and can't do.

New language *I can/can't (climb trees).*

Recycled language actions

Materials Flashcards: 76–85 | Slips of paper with *I can* and *I can't* sentences (optional)

Warmer

- Play a game of *Follow my instructions* (see page xvii).

Presentation

- Choose a flashcard of an action you can do, e.g., *run*. Look at it and run in place. Then say *I can run* and run in place again. Students repeat *I can run* in chorus and individually and then run in place with you.
- Then choose a flashcard of something you can claim not to be able to do, e.g., *sing*. Look at the card and sing very badly. Stop and look sad, using a gesture to indicate *no*. Say *I can't sing* and gesture *no* again. Students repeat *I can't sing* in chorus and individually.
- Make a few sentences, using *I can* or *I can't*. Students who agree with you stand up. Ask students who are standing up when you say a sentence with *I can* to demonstrate doing the action.

Student's Book page 84

6 *Listen, look, and say.*

- Say *Open your books to page 84, please.* Ask *Who can you see? (A girl and her brother.) What actions can you see? (Swim* and *climb.)* Teach the phrase *climb trees.* Then ask *Who can swim? (The girl.) Who can climb trees? (The boy.)*
- Say *Who's speaking? Listen, look, and point.* Play the recording. Students point to the child who's speaking and listen to the action they're talking about.
- Say *Now listen and say.* Play the recording, pausing after each sentence for students to repeat.

7.06

1 **Girl:** I can swim.
Boy: I can't swim.

2 **Boy:** I can climb trees!
Girl: I can't climb trees.

7 *Listen and say the number.*

- Ask *What actions can you see?* Students name the actions in the pictures.
- Then say *Who's speaking? Listen and say the number.* Play the recording, pausing after each sentence. Students find and say the number of the correct picture.
- Students can then do this activity in pairs. One student pretends to be one of the children in the pictures and makes a sentence using *I can* or *I can't*, e.g., *I can't ride a bike.* The other student looks and says the number: *Number 5.* To make this more challenging, ask the student saying the numbers to do so from memory, without looking at the book.

Key: Students say the numbers in the following order: 6, 3, 2, 1, 4, 5

7.07

Boy: I can run.
Girl: I can dance.
Boy: I can't sing.
Girl: I can draw.
Boy: I can paint.
Girl: I can't ride a bike.

Grammar fun!

- Play the *Grammar fun!* (Balloon game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Ensure students have their colored crayons ready for the game and know how to vote. Then play the rest of the video (see Introduction page xii).

Workbook page 68

5 *Listen and circle the picture.*

- Students look at the pairs of pictures and name the action that is pictured in each pair.
- Play the recording. Students listen and circle the correct picture in each pair, according to whether the speaker can or can't do the action.

Key: 2 a 3 a 4 b

7.08

1 I can't ride a bike.
2 I can draw.
3 I can play soccer.
4 I can't sing.

6 *Look and write* can *or* can't.

- Students look at the chart and name the actions they can see. They then note the actions the boy pictured can and can't do, based on the checks and ✗s in the chart.
- Students then complete the sentences with *can* and *can't.*

Key: 2 can't 3 can 4 can't

Ending the lesson

- Students can play a game of *True or false?* (see page xix), or *Last one standing* (see page xvii) using sentences with *I can* and *I can't* and actions they know in English.

Extra activities: see pages TB112–TB113 (if time)

Lesson aims Students ask and answer about what they can do.

New language *Can you ride a bike? (Yes, I can. / No, I can't.)*

Recycled language actions | *I can/ can't (ride a bike).*

Materials Flashcards: 76–85 | Paper and pencils (optional)

Warmer

- Play a game of *Pass the flashcards* (see page xviii). Students with the flashcards have to make true sentences about themselves using *I can* and *I can't* and the action on the card.

Presentation

- Say and demonstrate, e.g., *I can touch my feet.* Students who can also touch their feet, raise their hands. Ask these students *Can you touch your feet?* Gesture *yes* and teach the answer *Yes, I can.* Students repeat in chorus and individually. Then ask other students who raised their hands up *Can you touch your feet?* Students answer *Yes, I can.*
- Then say, e.g., *I can't stand on my hands.* (Use the picture of iPal standing on his hands in the story for the previous unit to teach this expression if necessary.) Students who can't stand on their hands, raise their hands. Ask them *Can you stand on your hands?* Gesture *no* and teach the answer *No, I can't.* Students repeat in chorus and individually.

Student's Book page 85

8 Sing the song.

- Say *Open your books to page 85, please. What can you see? (A robot family (in the park).)* Ask *What actions can you see?* Elicit *run, ride a bike, play soccer, climb a tree, jump,* etc.
- Say *Listen and point.* Play the song on the recording. Students listen and point to the robot doing each action as it is mentioned in the song.
- Then say *Now let's listen and do the actions.* Play the recording again, joining in with the actions at the end of each verse and encouraging students to copy you.
- Say *Now sing the song.* Play the recording a few times, until students are singing confidently. The first time, students can just listen or hum to the tune and join in with any words they can remember. Then students can sing along with the song.
- You can also divide the class into two groups, with the groups taking turns singing the questions and answers. (**Note:** Students can sing along to the version of the song with the words or to the karaoke version.)

7.09

Can you ride a bike?
Yes, I can. Yes, I can. Yes, I can.
Can you ride a bike?
Yes, I can. I can ride a bike like this. Like this.
Can you play soccer?
Yes, I can. Yes, I can. Yes, I can.
Can you play soccer?
Yes, I can. I can play soccer like this. Like this.
Can you run and jump?
Yes, I can. Yes, I can. Yes, I can.
Can you run and jump?
Yes, I can. I can run and jump like this. Like this.
Can you climb a tree?
No, I can't. No, I can't. No, I can't.
Can you climb a tree?
No, I can't. I can't climb a tree. Can you? Can you?

9 Ask and answer.

- Read the example speech bubbles, asking a student in the class at the same time *Can you ride a bike?* Elicit the student's answer *Yes, I can. / No, I can't.*
- Students can then ask and answer in pairs, using the actions from the unit and other actions they know in English.

Grammar fun!

- Play the *Grammar fun!* (Yes or no game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Ensure students have their colored crayons ready for the game and know how to vote. Then play the rest of the video (see Introduction page xii).

Workbook page 69

7 Look, read, and check ✓.

- Students look at the pictures and name the actions in each one.
- Students read each question and check the correct answer, judging by how successfully the child in the picture is doing the action.

Key: **2** Yes, I can. **3** Yes, I can. **4** No, I can't.

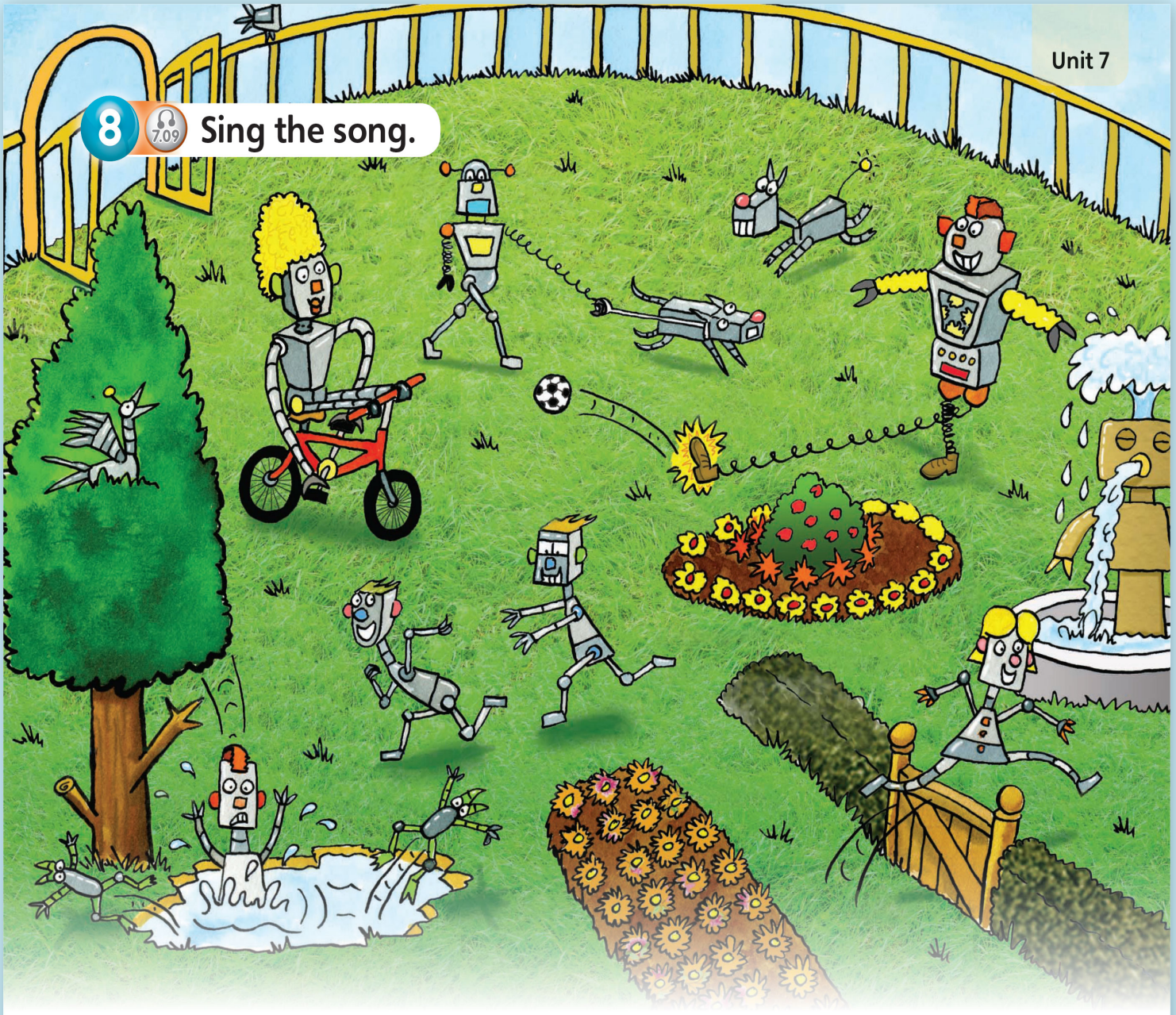
8 Complete the chart. Ask three friends and check ✓.

- Students look at the pictures in the chart and name the actions they can see. They then complete the first row of the chart (labeled *Me*), checking the actions they can do and putting an ✗ by the ones they can't.
- Students work in groups of four. They write the names of the three other children in their group into the chart. They then take turns completing their charts, asking each other *Can you (sing)?* and recording the answers *(Yes, I can. / No, I can't.)* with checks and ✗s.

Ending the lesson

- Play a robot game. Ask students *Can you (dance) like a robot?* Students answer *Yes, we can,* and mime (dancing) in a jerky, robotic way. Repeat with other actions. Students have to perform them all as if they are robots.

Extra activities: see page TB113 (if time)



8 7.09 Sing the song.

9 About Me Ask and answer.



→ Workbook page 69

Grammar: *Can you ride a bike?*

Grammar fun!

10 7.10 story Listen and watch.



Value: Help your friends

→ Workbook page 70

Lesson aims Students reinforce language with a story. They also consider the value of helping your friends.

New language *Come on, (David).* | *Try!* | *You can do it.* | *Good job, (David).*

Recycled language actions | *I can/can't (ride a bike).* | *Yes, you can.* | *Can iPal help?*

Warmer

- Students can sing the song from the previous lesson again.

Introduction

- Remind students of the story so far, then ask them to say where the characters have been with iPal (to school, to a birthday party, to an art show, to grandma's house, to the beach, to a farm) and guess where they'll go with him today.

Student's Book page 86

10 Listen and watch.

- Say *Open your books to page 86, please.* Say *Look at Tina. What can she do?* Elicit *Ride a bike.* Then ask *Can Olivia ride a bike? Can David ride a bike?* Students guess *yes* or *no* by looking at the story frames. Then say *Let's find out.*
- Play the recording while students look at the story frames. Then ask *Can David ride a bike at the beginning of the story? (No, he can't.) Can he ride a bike at the end of the story? (Yes, he can.) Is he happy? (Yes, he is.)*

Story

- Now students can watch the video. Pause after each frame to ask more questions (helping and supplying answers as necessary). Frame 1: *Can David ride a bike? (No, he can't.)* Frame 2: *What does iPal have? (A bike.)* Frame 3: *Is David happy on the bike? (No, he isn't.)* Frame 4: *Can iPal help? (Yes, he can.)* Frame 5: *Can David ride a bike now? (Yes, he can.) What does iPal change into? (A bike.)* Frame 6: *Where are the children going?* Students can guess where iPal might take them on a magical bike journey. Accept any answers.
- Students can watch the story again for pleasure, or pause after key lines for students to repeat. Encourage students to use gestures and intonation from the story as appropriate. Encourage students to say the magic chant at the beginning and end of the story.

7.10

1 **Tina:** This is fun! Come on, David!
David: I … I can't ride a bike.
Olivia: Hmm. Can iPal help?
All: 1, 2, 3, magic tree. Clap your hands and come with me.

2 **iPal:** Here you are.
David: But I can't ride a bike.
Olivia: Yes, you can, David. Try!

3 **iPal:** Come on, David.
Olivia: Oh, no!
David: Help!

4 **iPal:** Now push with your feet. 1, 2, 3.
Olivia: You can do it, David!

5 **David:** Look! I can ride a bike!
Tina: Good job, David!
iPal: Wait for me!

6 **iPal:** Follow me!
David: Wow!
Tina: This is great!
All: 3, 2, 1, that was fun. Stamp your feet. The magic's done!

Value ***Help your friends***

- Ask *Who helps David in the story? (iPal and his friends.)* Point out that iPal teaches David to ride a bike, but his friends encourage and help him, too. Say *Listen to the story again. What do his friends say?* Play the recording, encouraging students to raise their hands when they hear Olivia, Tina or iPal being encouraging. Each time, pause the recording and ask *What does (Olivia/iPal/Tina) say?* Elicit the expressions of encouragement from the story: *Yes, you can. Try. Come on, (David). You can do it. Good job.* Students repeat them.
- Divide the class into four groups, one each for iPal, Olivia, David, and Tina. Then play the dialog from frames 4 and 5 again, where David learns to ride the bike. Students repeat the lines for their group's character. Then rearrange the class into groups of four with one of each character per group. Students practice the dialog in their groups.

Workbook page 70

9 Listen and number.

- Say *Now listen and number.* Play the story again, which is repeated in full on the recording. Students listen and number the story frames in the correct order.

Key: **2** c **3** e **4** b **5** d **6** a

7.11

(Repeat of story – see above for story script)

Ending the lesson

- Play a game of *Who's speaking?* (see page xix), using characters' lines from the story.

Extra activities: see page TB113 (if time)

Lesson aims Students practice the function of encouraging others. Students also practice saying the sound /ʌ/.

New language */ʌ/ – umbrella bird*

Recycled language *can, jump, climb (trees) | I can't (climb). | Yes, you can. | Come on. You can do it. | Good job.*

Warmer

- Play the *Yes/No game* (see page xix). Choose an action for students to guess by asking *Can you (swim)?* Answer *No, I can't* until someone chooses the action you are thinking of. Then answer *Yes, I can*. Students can also take turns thinking of the actions.

Student's Book page 87

11 Listen and act.

- Say *Open your books to pages 86 and 87, please.* Remind students of the story from the previous lesson. Ask students if they can remember any of the expressions of encouragement from the story. Congratulate any students who remember correctly.
- Say *Now look at page 87. Who's this? (A girl and a dad.)* Ask *What can't the girl do?* Elicit *Climb a tree.* Then ask students to guess what the girl and her dad are saying to each other. Accept any guesses, then say *Let's find out. Listen and point.* Play the recording, pausing for students to point to the girl and her dad as they're speaking and to listen to see if any students have guessed what they're saying correctly.
- Then say *Now listen and repeat.* Play the recording again, pausing for students to repeat each line with the correct pronunciation and intonation.
- Students then act out the dialog with a partner, one taking the role of the girl and the other, the dad, then changing roles.
- Students can also make up and act out their own versions of the dialog, using other actions someone can't do (e.g., swim, paint a picture, sing a song, etc.).

7.12

Ana: Oh, Dad. I can't climb.

Dad: Yes, you can, Ana. Come on, you can do it!
Good job!

12 Listen and say. /ʌ/

- In this activity, students practice saying the /ʌ/ sound.
- Say *Look at activity* 12. *What's this?* Teach *It's an umbrella bird.*
- Then say *umbrella – /ʌ/ /ʌ/ /ʌ/– umbrella.* Students repeat, emphasizing the /ʌ/ sound in *umbrella.*
- Say *Listen and say.* Play the sound sentence on the recording. Students listen and repeat, emphasizing the /ʌ/ sounds in *umbrella* and *jump.*
- Students can then repeat the sound sentence without the recording, saying it faster and faster each time. See how fast they can say it.
- Ask students to think of any other words they know that begin with the sound /ʌ/, e.g., *uncle, up, under.* Then ask them to think of words that contain the sound /ʌ/, e.g., *number, fun, run.*

7.13

/ʌ/ An umbrella bird can jump.

Workbook page 71

10 What's missing? Look and draw. Then stick.

- Students look and guess the missing item from the picture, choosing from the three options pictured on the right-hand side. They then draw the correct item into the picture. Point out, if necessary, that one girl in the picture is helping the other play soccer.

Key: Students should draw the soccer ball (c).

11 Trace the letters.

- Students trace the letter *u* in the sound sentence.

12 Listen and circle the u *words.*

- Play the recording. Students listen and circle the words that have an /ʌ/ sound in them.

Key: Students circle the umbrella and umbrella bird.

7.14

1 umbrella, umbrella **2** apple, apple **3** umbrella bird, umbrella bird **4** egg, egg

Ending the lesson

- Students ask you questions with *Can you*, e.g., *Can you sing?* When you reply *Yes, I can*, students can say *Good job!* When you reply *No, I can't*, students should say *Come on, (Teacher). Try!* Then mime or do the action in the question to show them.

Extra activities: see page TB113 (if time)

11 7.12 Talk Time Listen and act.

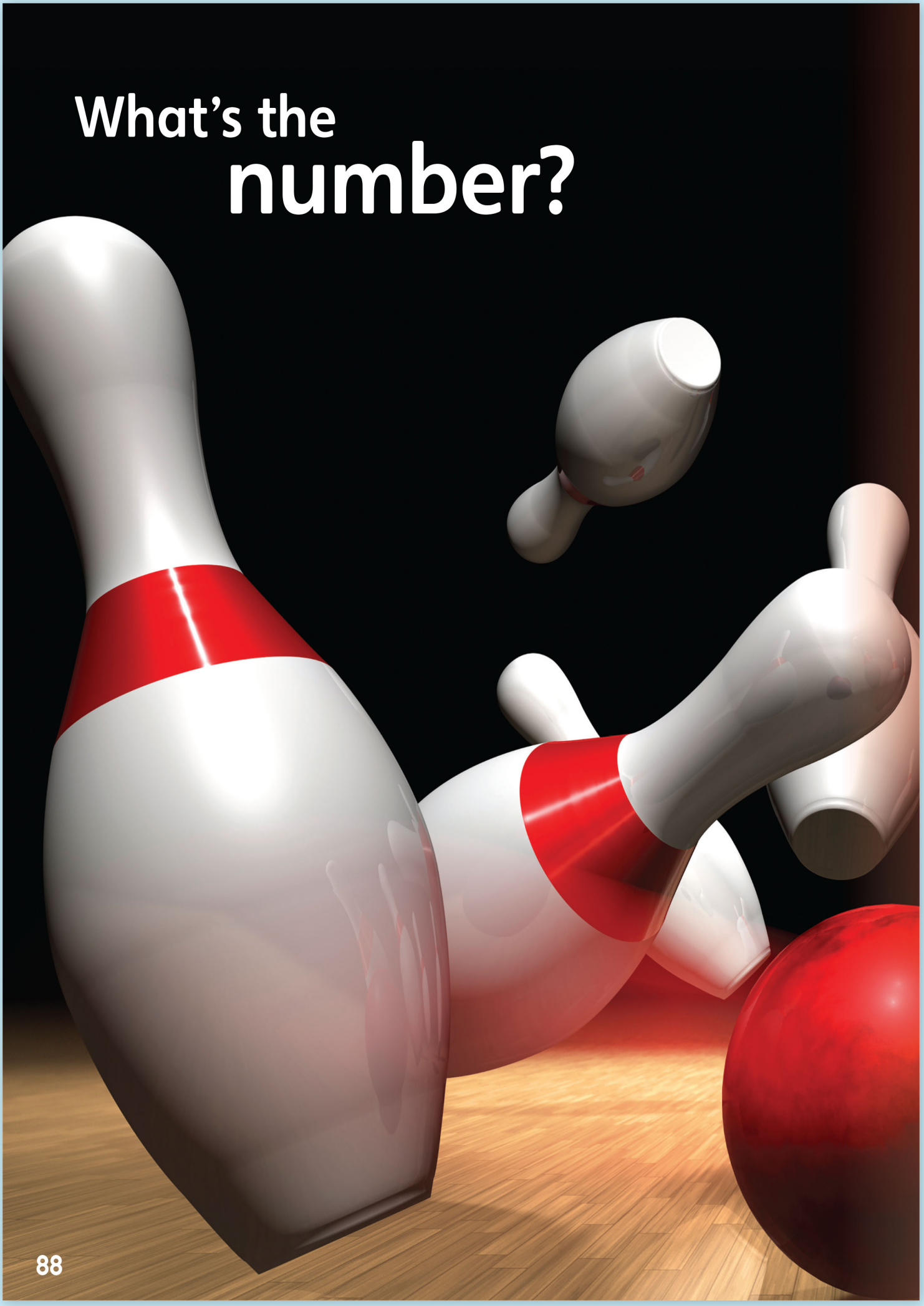


Animal sounds

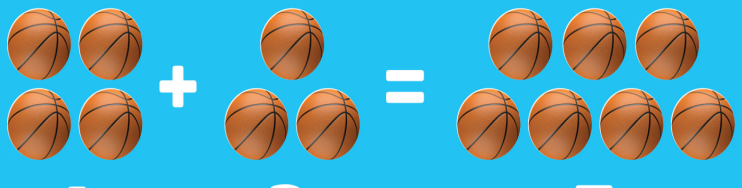
12 7.13 Listen and say.



An umbrella bird can jump.


What's the
number?

1 Listen and say. 7.15



4 + 3 = 7

four plus three equals seven



8 – 2 = 6

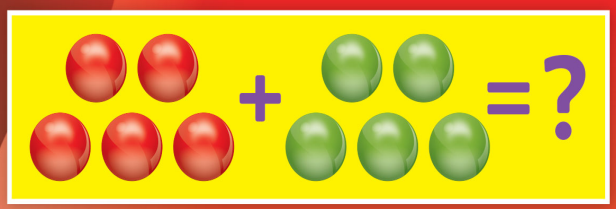
eight minus two equals six

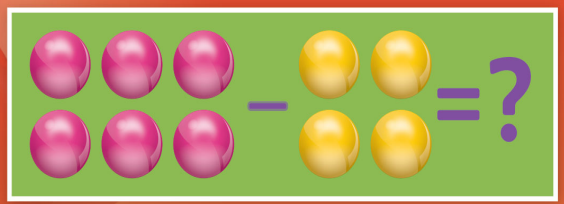
2 CLIL Watch the video.

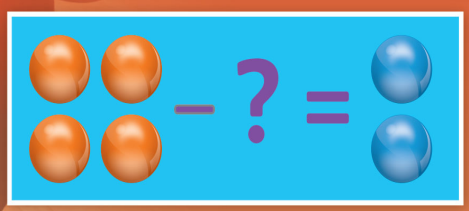
3 Find the number. Then say the words.

Five balls plus five balls equals ten balls.

Yes!

1 

2 

3 

Guess What!

Let's collaborate!



→ Workbook page 72

CLIL: Math

Lesson aims Students learn about numbers and number bonds up to ten.

New language *plus, minus, equals* | *What number is it?*

Recycled language numbers 1 through 10, *ball*

Materials Digital Pack (Teacher's Resources) | A set of plastic pins and a ball (optional) | Handmade number cards (optional)

Warmer

- Review numbers 1 through 10. Then hold up different numbers of objects or ask about items around the classroom: *How many (pencils) do I have? (Eight.) How many windows can you see? (Two.)*

Student's Book page 88

What's the number?

- Say *Open your books to page 88, please.* Ask *What activity is this?* Teach the word *bowling.* Ask students who have been bowling to raise their hands. Ask these students *Do you like bowling?* Elicit *Yes, I do. / No, I don't.*
- If you have plastic pins, take these out and ask *How many pins are there in bowling?* Elicit *Ten* and arrange the pins in a triangle of 10 – with one at the front, two in the next row, three in the third row, and four at the back. Point to the pins and ask again *How many pins? (Ten.)* (**Note:** If you don't have plastic pins, draw ten pins on the board, asking the same questions.)
- Then take out the plastic ball (or draw one on the board) and ask *How many balls are there in bowling? (One.)* Roll the ball (or invite a student) to roll the ball to the triangle of pins and see how many they can knock down. Take away the knocked-down pins and point to those remaining. Say *How many pins? (Six.)* Then hold up the (four) pins that were knocked down and say *Six pins. Ten minus four pins equals six pins.* (If you don't have a plastic ball or pins, draw a dotted line from the ball to the pins on the board and cross out four of them to indicate your ball has knocked out four pins.)

Student's Book page 89

1 Listen and say.

- Say *Now look at page 89, please.* Point to each part of the first picture sum and ask *How many balls can you see? (Four, three, seven).* Then repeat with the pins in the second picture sum.
- Say *Listen and point.* Play the recording. Students listen and point to each part of the sum as it's mentioned on the recording. Make sure students realize how the *plus* and *minus* work in each sum and that *equals* is used before the answer to the sum.
- Then say *Now listen and say.* Play the recording again, pausing for students to repeat the sums.
- Draw some more simple picture sums on the board for students to say and solve.

7.15

Four plus three equals seven.

Eight minus two equals six.

2 Watch the video.

- Play the video.
- If you don't have the video, divide the class into two teams and do a simple arithmetic competition. Say a sum using classroom objects, e.g., *Five pencils plus two pencils equals seven pencils.* Each team has to find seven pencils and arrange them into a group of five and a group of two. When they have done so, they raise their hands and then say the sum again, pointing to their group of pencils.
- Repeat the activity with a subtraction, e.g., *Six rulers minus one ruler equals five rulers.* Students group the rulers into two piles as before, but this time taking the one ruler away as they say the subtraction.
- Award a point each time to the team who finds the objects and demonstrates the sums the most quickly. The team with the most points is the winner.

CLIL 07: see page TB119

3 Find the number. Then say the words.

- Students look at the picture sums and count the number of balls in each part of the sum.
- Students then complete the picture sums, saying them out loud as they do so.

Key: **2** Six balls minus four balls equals two balls. **3** Four balls minus two balls equals two balls.

Guess What!

- Students look at the swirled picture and guess which mathematical sign it is – plus, minus, or equals.

Key: It's the equals sign.

Workbook page 72

1 Think and write the answer. Then color.

- Students do the sums to create a color key for the picture. They then use the key to color the numbered items in the picture correctly.

Key: **2** blue = 6 **3** orange = 9 **4** purple = 8
5 green = 3 **6** yellow = 4

Ending the lesson

- Use the handmade number cards to make more sums, but leave the plus or minus out, e.g., hold up the 8, the 5, and the 3 and say *Eight xxx five equals three.* Students say the missing sign: *Minus!* (If you don't have number cards, do the same activity writing the numbers on the board.)

Extra activities: see page TB113 (if time)

Lesson aims Students make a flyer for a summer camp. | They can also complete the unit evaluation in the Workbook.

Recycled language *flyer, summer camps* | *Come and (climb a tree).*

Recycled language actions | *Can you (climb)?* | Students review all unit vocabulary and grammar in the evaluation.

Materials Model sheet 7, Project sheets 7, Worksheets 7, Peer and Teacher evaluation sheets, cue cards (optional), letter-size paper, pencils, colored pencils or pens, computer to research photographs (optonal), scissors and glue (optional)

Warmer

- Introduce the phrase *summer camp* and ask students in L1 to share their experiences of summer camp: What activities did they do? What was their favorite activity? If students haven't been to summer camp, ask them to guess what people do there.

Student's Book page 89 – Let's collaborate!

Introduce the project.

- Display the model sheet and say *Look at my Summer Camp*. Point to each page as you read the information: *(1) Welcome to Adventure Kids Summer Camp! (2) Can you climb? Come and climb a tree! (3) Can you run?* etc.
- Invite students to name their favorite activities. Then say *Now it's your turn. Let's collaborate.* Students look at the project flyer on page 89. Tell them they are going to make a flyer for their own summer camp.

Step 1 Plan your project.

- Divide students into groups of three and distribute the project sheets and worksheets. Students write their names and choose and circle the name of the project monitor.
- Students collect and check the materials they need for their project. The project monitor also checks that they have everything they need.
- Students choose three actions they want to use in the activities for their summer camp. Students discuss their choices in English and L1. English questions and phrases may include *Can you climb? (Yes, I can.) Let's choose swim!* They can use L1 to agree on activities they like: Do you like climbing? (Yes, I do.) Me, too. Let's have climbing.
- Students use the project worksheets to make notes and draw pictures of their ideas. They think of a name for their summer camp and activities for each of the actions they have chosen. They can use the language box on the worksheet to help them.
- Students take turns sharing their ideas and listening to each other. They can agree on the choices together or each student can choose one activity.
- The project monitor can make sure that the worksheets are completed correctly.
- **Note:** Students can search for photographs online to illustrate their flyers instead of drawing pictures.

Step 2 Create your project.

- Students work together to make their flyer. Student A folds a piece of letter-size paper into an accordion. Student B writes the name of the camp on the front cover and Student C draws a picture to illustrate the cover.
- Students then each draw a picture of one activity or cut and stick their photographs into the flyer. They take turns writing sentences on each page of the flyer, helping each other with spelling if necessary. Students can also refer back to the model sheet.
- Students then illustrate the back cover of the flyer and write a persuasive sentence that will make people want to come. For example, Come to Kids Camp today!

Step 3 Present your project.

- Students present their flyer to the class. Each student describes one of the activities and answers questions.
- Students then work in groups with other pairs. They compare their flyers and see how they are the same or different. Which summer camp do they think looks the most interesting and why?

Step 4 How did we do?

- Distribute a Group evaluation sheet (see page TB121 or *Teacher's Resources*) to each group for them to complete.
- The project monitor then collects and stores the project materials together.
- If you wish, complete a Teacher evaluation sheet (see page TB122 or *Teacher's Resources*) for each group and award students an overall grade.

Workbook page 73 – Evaluation

1 Look and write the words. Then read and say.

- Students look at each picture and name the action they can see. They then write the correct caption for each picture, using the number of letter blanks to help them.

Key: **2** dance **3** paint **4** jump **5** sing **6** swim

2 What's your favorite part? Use your stickers.

- Students choose their favorite part of the unit – the story, the song, or the video – and put a sticker under their chosen preference.

3 Write the color.

- Students rearrange the letters and write the color word *gray*. They then go to page 93 and find and color all the puzzle pieces marked with a *7* in gray.

Extra activities: see page TB113 (if time)


8
Animals
Look!



Unit aims Students learn to talk about wild animals. This includes:

- learning vocabulary for wild animals
- describing animals using adjectives
- describing animals by their physical characteristics
- learning how animals move

Background information The photograph shows a herd of African elephants drinking at a waterhole.

Introduction to the unit

- Say *Open your books to pages 90 and 91, please.* Play the theme song on the recording. Students look at the photograph and read the title of the unit while listening to the song. Then ask *What's Unit 8 about? (Animals.)* Ask *What animals do you know?* Elicit any animals students know in English already *(lizard, panda, bear, turtle, dolphin, ant, iguana, elephant, umbrella bird).*
- Ask *What can you see in the photograph? (Elephants.)* Ask *How many elephants can you see? (Eight.)* Explain it's an elephant family. Point to the baby elephants and ask *How many baby elephants can you see? (Two.)*

Look!

- Show students the video to introduce the topic. Ask them to count how many different animals they see. Check answers with the class (13). Ask *What animals do you know?* Elicit any animals students know in English already *(lizard, panda, bear, turtle, dolphin, ant, iguana, elephant, umbrella bird).*
- Play the video again, pausing after each animal for the class to say the animals' names if they know them. Ask *Where are the people in the video? Where can you see these animals in one place? (A zoo.)*
- Ask *Do you like elephants? What's your favorite animal?* Students name their favorite animal if they know the word for it in English.

Theme see lyrics on TB5



→ Workbook page 74

Lesson aims Students learn words for wild animals.

New language *giraffe, monkey, elephant, bird, snake, hippo, zebra, lion, spider, crocodile*

Recycled language colors | *Look (in the tree).* | *What's (in the tree)? (It's a (monkey).)* | *Is it an (elephant)?* | *I can't (draw). Yes, you can.* | *What's your favorite animal? (Lizard.)* | *Where's (Leo)?*

Materials Flashcards: 86–95 | Word cards: see Digital Pack (Teacher's Resources) | Drawing materials (optional)

Warmer

- Play the *Drawing game* (see page xvii), using simple pictures of animals students know in English (they should know *panda, bear, turtle, dolphin, ant, iguana,* and *elephant* from the pronunciation activities).

Presentation

- Use the flashcards (or the picture on Student's Book page 92) to teach the animal words for food and drink. Hold up each flashcard and say the new words. Students repeat in chorus and individually.
- Then hold up each flashcard and ask *Is it (a lion)?* Students reply *Yes, it is. / No, it isn't.* according to the flashcard you are holding.

Student's Book page 92

1 Listen. Who's speaking?

- Say *Open your books to page 92, please.* Ask *Who can you see? (David, Olivia, Tina, Oscar.)* Explain that the children are at a natural history museum looking at animals. Ask *What food can you see?* Students name the food and drink items they can see in the picture.
- Say *Listen. Who's speaking?* Play the recording. Students listen and point to the character they think is speaking (Olivia, David, Tina, Oscar, Leo). Then play the recording again, pausing for students to point to each animal as they hear it mentioned.

8.01

David: Here we are, Africa! My favorite! Look! A giraffe, and a gray elephant, and a black and white zebra, and two lions!
Oscar: Cool! And look in the tree. Let me see – what's in the tree? A red, yellow, and green bird … and a gray monkey. And … oh! A green snake! Urgh!
Tina: Look at my picture, Olivia. It's a crocodile.
Olivia: That's great! Look at my picture. What is it?
Tina: Umm, is it an elephant?
Olivia: No, it's a hippo. Oh, dear. I can't draw!
Tina: Yes, you can, Olivia!
Oscar: What's your favorite animal, David?
David: Lizards, of course. Where's Leo?
Olivia: There! With that spider!
Leo: Crick!

2 Listen, point, and say.

- Say *Now listen, point, and say.* Play the recording. Students listen and point to each animal. Play again, pausing for students to repeat the words. Then play a third time. Students listen and say the words, tracing over the word labels with their fingers.
- Use the word cards. Hold up each card and read the word aloud for students to repeat. Shuffle the cards, hold them up again, and ask individual students to read the words.

8.02

1 giraffe **2** monkey **3** elephant **4** bird **5** snake **6** hippo **7** zebra **8** lion **9** spider **10** crocodile

3 Listen and find.

- Say *Now listen and find.* Play the recording, pausing for students to find and point to the correct animal each time. Students can also say the correct number.
- Students can then play the *I can see* (see page xvii) game in pairs. Remind them to use *an* before elephant: *I can see an elephant.*

Key: Students point to the animals in the following order: 5, 7, 3, 6, 2, 8, 4, 10, 1, 9

8.03

I can see a snake.
I can see a zebra.
I can see an elephant.
I can see a hippo.
I can see a monkey.
I can see a lion.
I can see a bird.
I can see a crocodile.
I can see a giraffe.
I can see a spider.

Find Leo.

- Say *Now find Leo.* Students search for Leo in the picture (he's being chased by the spider). Students can also find three actions from the previous unit (Tina and Olivia are drawing, the monkey is climbing, the crocodile is swimming).

Workbook page 74

1 Look and match.

- Students look at the close-up pictures of animals and name the ones they can see. They then match each picture with the correct word label. They can also say the animal words.

Key: **2** d (elephant) **3** b (giraffe) **4** a (crocodile)

2 Look and write the word.

- Students look at the pictures and name the animals they can see, then label the pictures, rearranging and using the letters from the anagrams each time.

Key: **1** lion **2** zebra **3** bird **4** hippo **5** monkey **6** snake

Ending the lesson

- Say *Close your books.* Ask questions about the animals in the picture, e.g., *What color is the snake/elephant/monkey?* Students try to answer without opening their books before looking at the picture again to check.

Extra activities: see page TB113 (if time)

Lesson aims Students practice animal vocabulary.

New language *safari*

Recycled language animals | *What can you see? (I can see (a lion).)* | *What's this? (It's a (snake).)*

Materials Flashcards: 86–95 | A flashlight | Word cards: see Digital Pack (Teacher's Resources) (optional)

Warmer

- Say *Let's go on safari.* Review animal vocabulary, using the flashcards and asking *What can you see?* Then stick the flashcards to the board and play a game of *What's missing?* (see page xix).

Student's Book page 93

4 Say the chant.

- Say *Open your books to page 93, please.* Ask *What animals can you see? (A lion, a monkey, a bird, and a snake.)*
- Say *Listen and point.* Play the chant on the recording. Students point to each animal as it is mentioned.
- Then say *Now listen and say the chant.* Play the chant again a few times. Students can just listen and clap along with the rhythm the first time, joining in with a few words as they do so, repeating until they're chanting confidently.
- You could also demonstrate the following actions for students to do as they're saying the chant: March in place for *Out on safari.* Place one hand above your eyes and look from side to side for *What can you see?* Point with your finger for *I can see (a lion)*, and then mime roaring and getting ready to pounce like a lion, moving your arms and chattering like a monkey, flapping your wings and singing like a bird, and hissing like a snake.

8.04

Out on safari, what can you see?
I can see a lion!
A lion!
Looking back at me!

Out on safari, what can you see?
I can see a monkey!
A monkey!
Looking back at me!

Out on safari, what can you see?
I can see a bird!
A bird!
Looking back at me!

Out on safari, what can you see?
I can see a snake!
A snake!
Looking back at me!

5 Look and say the animal.

- If you have a flashlight, introduce this activity by showing students a shadow animal (optional). Ask a student to come to the front of the class and hold the flashlight. Turn the lights off. Put your hands into the shape of one of the shadow animals shown in activity 5, e.g., the snake in picture 1. Ask the student with the flashlight to shine it at your hand so that the shadow for the snake head is projected onto the wall. Ask *What's this? (It's a snake.)*
- If you have used a flashlight and have turned the lights off, turn them on again. Then say *Now look at activity 5. Look at number (1). What's this? (It's a snake.)* Repeat for the other shadow pictures.
- Students then work in pairs. One says a number, and the other says the name of the animal, as in the example speech bubble, e.g., *Number 1. A snake.* Alternatively, they can ask and answer *What's this? It's a snake.*
- Students can also try arranging their hands into the positions illustrated in the photographs.

Key: **2** An elephant **3** A bird **4** A spider

Workbook page 75

3 Listen and stick.

- Students will need the Unit 8 stickers from the back of the Workbook. Play the recording. Students listen and stick the stickers into the correct position.

8.05

1 I can see a bird.
2 I can see a snake.
3 I can see a zebra.
4 I can see a crocodile.
5 I can see a monkey.
6 I can see a giraffe.

4 Write the words. Circle the animals with four legs.

- Students look at the pictures and name the animals they can see. They then label each animal, choosing and copying the correct word from the box.
- Students then circle the animals that have four legs.

Key: **2** snake **3** bird **4** elephant **5** spider **6** giraffe **7** lion **8** hippo. Students circle the elephant, giraffe, lion and hippo.

My picture dictionary→ Go to page 92. Check the words you know and trace.

- Students turn to page 92 and check the animals they know. They then trace over the word labels for each picture.

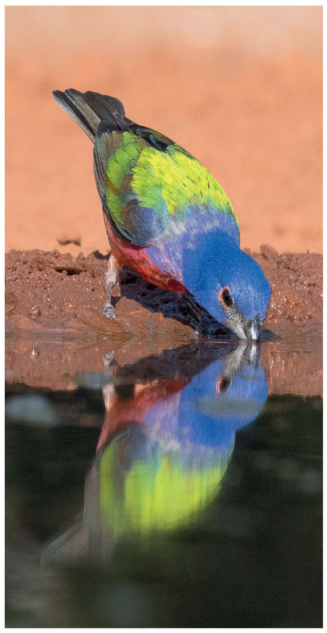
Ending the lesson

- Play an animal mime game, using the language of the chant. The class can chant *Out on safari, what can you see?* together. Then students take turns suggesting an animal, e.g., *I can see a zebra.* The rest of the class have to mime being a zebra.

Extra activities: see page TB113 (if time)

4 8.04 Say the chant.






5 Think Look and say the animal.

Number 1. A snake.

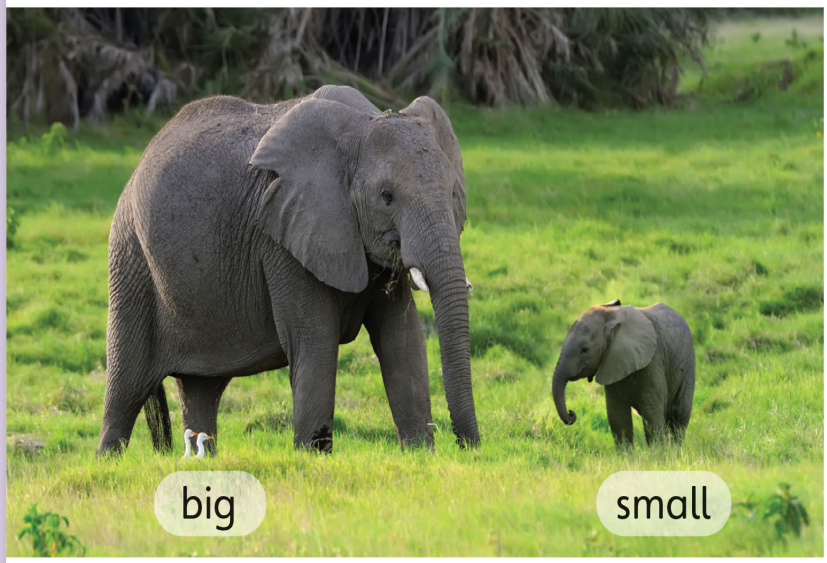





→ Workbook page 75







6 8.06 Listen, point, and say.

7 8.07 Listen and say the number.







Grammar fun!

Grammar: *Elephants are big.*

→ Workbook page 76

Lesson aims Students use adjectives to describe animals.

New language *big, small, long, short, tall, baby* | *Crocodiles are (long).*

Recycled language animals

Materials Word cards: see Digital Pack (Teacher's Resources) | Different-sized classroom objects – e.g., a big book and a small book, a long pencil and a short pencil | Pictures of animals and matching baby animals, cut into two or three pieces for the jigsaw matching game (optional)

Warmer

- Use the word cards to play a game of *Act it out* (see page xvi). Students can guess by asking *Is it/Are you (a snake)?*

Presentation

- Use the classroom objects to teach the adjectives *big, small, long,* and *short.* Hold up a big book and ask *What's this? (It's a book.)* Say *Yes. It's a book. It's big. It's a big book.* Students repeat the word *big* in chorus and individually. Then do the same with a small book, a long pencil or ruler, and a short pencil. Students repeat the words *small, long,* and *short.*
- Then stand on your tiptoes, put your hands on your head to emphasize your taller height and say *Look at me. I'm tall.* Students repeat *tall* in chorus and individually. Then crouch down and say *Now I'm short.* Students repeat *short.*
- Call out the adjective words, encouraging students to mime each one, e.g., curl into a ball for *small,* hold their arms out and make themselves as big as they can for *big,* stand on tiptoes for *tall,* hold their arms wide for *long,* etc.

Student's Book page 94

6 Listen, point, and say.

- Say *Open your books to page 94, please.* Ask *What can you see? (Animals.)* Students identify the animals in each photograph. Then say *Point to the baby (elephant).* Students point to the baby animals in each photograph.
- Say *Listen and point.* Play the recording. Students point to each animal as it is mentioned.
- Say *Now listen and say.* Play the recording, pausing after each sentence for students to repeat.

8.06

Crocodiles are long.
Baby crocodiles are short.
Giraffes are tall.
Baby giraffes are short.
Elephants are big
Baby elephants are small.

7 Listen and say the number.

- Point to each photograph and ask *What's this? (It's a monkey.)*
- Then say *Now listen and say the number.* Play the recording. Students listen and find the photograph with the animal being described. They then say the number of the photograph.
- Students can then do a similar activity in pairs. One says a sentence about one of the animals in the photographs, the other says the photograph number. Students can use the photographs in activity 6 as well, in which case they would say the photograph and the activity number, e.g., *Number 2, activity 6.*

Key: Students say the numbers in the following order: 2, 3, 1, 3, 1

8.07

Snakes are long.
Baby hippos are small.
Monkeys are tall.
Hippos are big.
Baby monkeys are short.

Grammar fun!

- Play the *Grammar fun!* (Yes or no game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Ensure students have their colored crayons ready for the game and know how to vote. Then play the rest of the video (see Introduction page xii).

Workbook page 76

5 Look and match the opposites.

- Students look at each picture and read the adjective caption.
- Students then draw a line to match the numbered pictures with their lettered opposites. Students can also say the adjectives and objects as they do so (*A big ball and a small ball.*)

Key: **1** b (A big ball and a small ball.) **2** a (A short boy and a tall boy.) **3** c (A long ruler and a short pencil.)

6 Look, read, and complete the sentences.

- Students look at the pictures and guess the adjective that each set of animals is illustrating.
- Students then complete the sentences with the correct adjectives. They can use the words from activity 5 to help if necessary.

Key: **2** Monkeys are short. **3** Snakes are long. **4** Elephants are big. **5** Giraffes are tall. **6** Baby crocodiles are short.

Ending the lesson

- Play a game of *True or false?* (see page xix), making sentences about animals using their size, e.g., *Elephants are small.* You can also use colors as part of the game, e.g., *Zebras are gray.*

Extra activities: see page TB114 (if time)

Lesson aims Students describe animals using their different physical characteristics.

New language *trunk, tooth/teeth, neck, tail* | *(Elephants) have (long trunks).*

Recycled language parts of the body, animals, adjectives | *Elephants are (big).*

Materials Students' drawings of animals from the Warmer activity on page TB92 (optional)

Warmer

- Play *Simon says* (see page xviii). Use instructions to *point to, touch* and *move* different parts of the body.

Presentation

- Teach the new parts of the body, pointing to your own teeth and neck and miming or using photographs of animals to teach *trunk* and *tail*. Students repeat in chorus and individually. (Teach both the singular and plural version of *tooth* and *teeth*.)
- Then ask *Do you have a tail? Do you have teeth? Do you have a trunk? Do you have two hands?* Students answer *Yes, I do. / No, I don't.*

Student's Book page 95

8 Sing the song.

- Say *Open your books to page 95, please. What animals can you see? (A lion, an elephant, a hippo,* and *a giraffe.)*
- Say *Listen and point.* Play the song. Students listen and point to each animal and the parts of the body.
- Say *Now let's listen and do the actions.* Play the recording again, joining in with the actions at the end of each verse and encouraging students to copy you. (Swish a trunk for the elephant, roar for the lion, stretch your neck for the giraffe, and wave a tail for the hippo.)
- Start to make one sentence from the song, pausing for students to complete it, e.g., *Elephants have … (long trunks)!* Students then repeat the completed sentence.
- Say *Now sing the song.* Play the recording a few times. The first time, students can just listen or hum to the tune and join in with any words they can remember. Then students can sing along with the song.
- Students can sing along to the version of the song with the words or to the karaoke version.

8.08

Elephants have long trunks, long trunks, long trunks.
Elephants have long trunks, elephants go like this.

Lions have big teeth, big teeth, big teeth.
Lions have big teeth, lions go like this.

Giraffes have long necks, long necks, long necks.
Giraffes have long necks, giraffes go like this.

Hippos have short tails, short tails, short tails,
Hippos have short tails, hippos go like this.

9 Listen and say yes *or* no.

- Say *Now listen and say yes or no.* Play the recording, pausing after each sentence. Students say *yes* or *no*, according to whether the sentence is true or false.
- Students can then do a similar activity in pairs. One makes a sentence, and the other says *yes* or *no*.

Key: **1** no **2** yes **3** yes **4** no **5** yes **6** yes

8.09

1 Elephants have short trunks.
2 Elephants have long trunks.
3 Hippos have short tails.
4 Giraffes have short necks.
5 Giraffes have long necks.
6 Lions have big teeth.

10 Look and find five mistakes.

- Say *Now look at activity 10. What's wrong? Find five mistakes.* Allow time for students to note the mistakes in the picture. Then check the activity as a class. Ask students to comment on the mistakes using the affirmative.

Key: Elephants have big ears. Crocodiles have short legs. Hippos have short necks. Monkeys have long tails.

Grammar fun!

- Play the *Grammar fun!* (Balloon game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Ensure students have their colored crayons ready for the game and know how to vote. Then play the rest of the video.

Workbook page 77

7 Look and read. Circle the correct sentences.

- Students look at the pictures and name the animals they can see. Students then read each sentence and circle it only if it describes the picture correctly.

Key: Students circle sentences 2 and 4.

8 Look and write.

- Students look at the picture and name the animals they can see. They then complete the sentences with the correct phrases from the word box.

Key: **2** long tails. **3** big teeth. **4** long necks. **5** short legs.

9 Ask and answer with a friend.

- Students work in pairs, asking each other *What are your favorite animals?* They use the example speech bubbles on the page as a model.

Ending the lesson

- Play a game of *Guess what!* Students make a sentence describing an animal, by its size, color, and physical characteristics for others to guess what it is.

Extra activities: see page TB114 (if time)

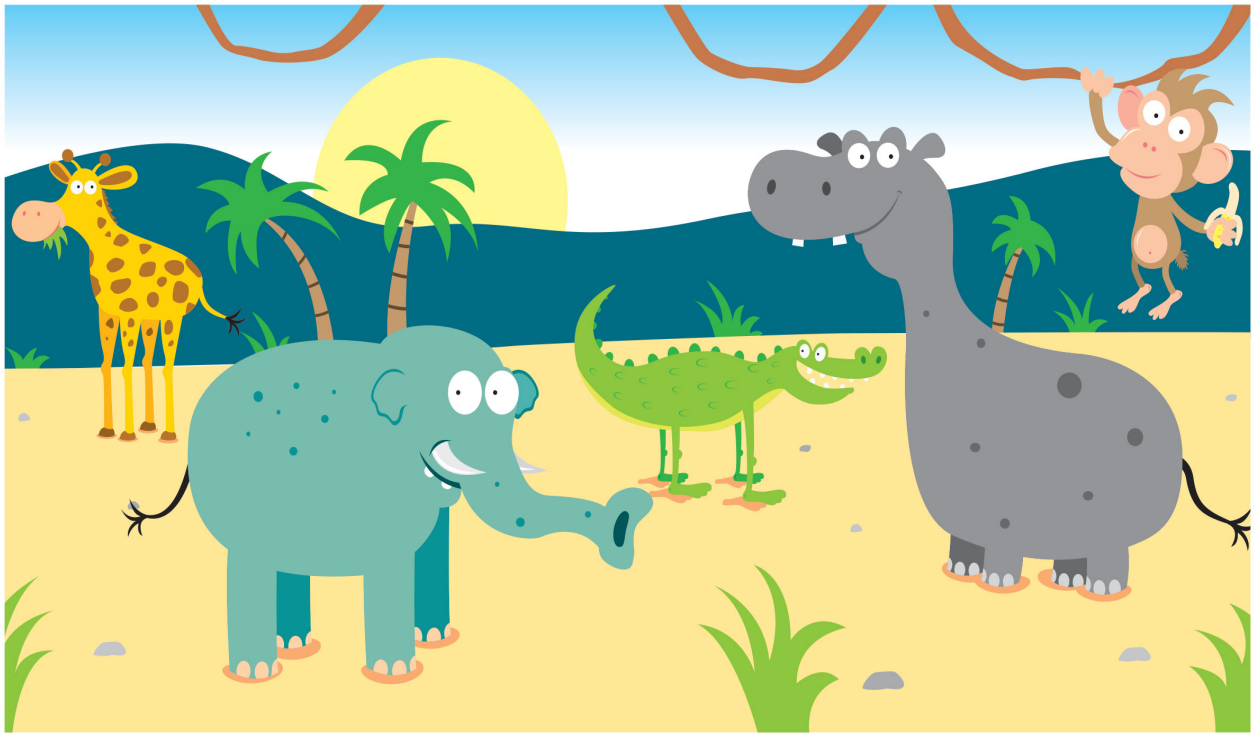


8 8.08 Sing the song.

9 8.09 Listen and say *yes* or *no*.

10 Look and find five mistakes.

Giraffes don't have short necks.
Giraffes have long necks.



→ Workbook page 77

Grammar: *Elephants have long trunks.*

Grammar fun!

11 8.10 Story Listen and watch.



Value: Respect animals

→ Workbook page 78

Lesson aims Students reinforce language with a story. They consider the value of respecting animals.

New language *zoo* | *Don't touch.* | *Respect animals*

Recycled language animals, adjectives, colors, *baby, trunk* | *Let's (go to the zoo). Where are (the elephants)? What's (an elephant)? (Elephants) are (big and gray). (Elephants) have (trunks). I like (baby elephants).*

Materials Flashcards: 86–95

Warmer

- Say *Let's go to the zoo. What can we see?* Name an animal for students to mime. Students can then make a sentence about the animal for others to say *yes* or *no*, according to whether it's true or false, e.g., *Snakes have legs. (False.)*

Introduction

- Remind students of the story so far, then ask them to say where the characters have been with iPal (to school, to a birthday party, to an art show, to grandma's house, to the beach, to a farm, on a magic bike ride) and guess where they'll go with him today.

Student's Book page 96

11 Listen and watch.

- Say *Open your books to page 96, please.* Ask *Where do the children go today?* Students guess *The zoo*, by looking at the story frames. Then ask *What do they see at the zoo? (A hippo, an elephant, a baby elephant).* Ask *Does iPal like elephants?* Elicit *yes* or *no*, then say *Let's find out.*
- Play the recording while students look at the story frames. Then ask again *Does iPal like elephants? (Yes.)*

Story

- Now students can watch the video. Pause after each frame to ask more questions: Frame 1: *What does Tina ask? (Do baby elephants have trunks?)* Frame 2: *Where do the children go? (To the zoo.) What does iPal ask? (What's an elephant?)* Frame 3: *Is that an elephant? (No, it isn't. It's a hippo.)* Frame 4: *Do baby elephants have trunks? (Yes.) Does iPal like baby elephants? (Yes.)* Frame 5: *Does Tina like baby elephants? (Yes.)* Frame 6: *What does iPal change into? (A baby elephant.) Does he have a trunk? (Yes.)* You might also like to show frame 3 again and ask *Can hippos talk? (No.)* Remind students that iPal's world is a magical world, so the animals at the zoo can talk.
- Students can watch the story again for pleasure, or pause after key lines for students to repeat. Encourage students to use gestures and intonation from the story as appropriate and to say the magic chant at the beginning and end of the story.

8.10

1 **Tina:** Hmm. Do baby elephants have trunks?
David: I don't know.
Olivia: Let's go to the zoo and find out!
All: 1, 2, 3, magic tree. Clap your hands and come with me.
2 **Tina:** Here we are! Now where are the elephants?
iPal: What's an elephant?
David: An animal. Elephants are big and gray, iPal.
3 **iPal:** Are you an elephant?
Hippo: No, I'm a hippo!
4 **Tina:** Look! Baby elephants have trunks!
iPal: I like baby elephants!
David: No, iPal! Don't touch!
5 **David:** Respect animals, iPal.
iPal: OK, I'm sorry. But I really like baby elephants.
Tina: Me, too.
6 **iPal:** Look at me! I'm a baby elephant.
Olivia: Ha, ha!
iPal: And I have a trunk!
All: 3, 2, 1, that was fun. Stamp your feet. The magic's done!

Value ***Respect animals***

- Students look at frame 4 of the story, where iPal is trying to touch the baby elephant. Ask *Is David happy with iPal? (No.) What does he say?* Students try to remember. If necessary, play David's line *No, iPal! Don't touch!* Ask students to think why iPal can't touch the baby elephant (it's dangerous to touch wild animals, and they don't like it). Read the value *Respect animals* and emphasize the importance of respecting wild animals, both for students' own safety and for animal welfare.
- Divide the class into three groups, one each for Tina, iPal, and David. Then play the dialog from frames 4 and 5 again. Students repeat the lines for their group's character. Then rearrange the class into groups of three with one of each character per group. Students practice the dialog in their groups.

Workbook page 78

10 Listen and check ✓.

- Play the reduced version of the story on the recording. Students listen and check picture *a* or *b* to match each numbered dialog.

Key: 2 a 3 a 4 a

8.11

(Repeat of story – frames 1, 3, 4, and 6 – see above for story script)

Ending the lesson

- Use the animal flashcards to play a game of *Guess where!* (see page xvii).

Extra activities: see page TB114 (if time)

Lesson aims Students practice telling others not to touch and to respect animals. Students also practice saying the sound /ɒ/.

New language /ɒ/ – *octopus, box*

Recycled language *Don't touch.* | *Respect animals.*

Warmer

- Ask individual students *Do you like (snakes)? (Yes, I do. / No, I don't.)* Students can also ask you questions to find out about the animals you like and don't like.

Student's Book page 97

12 Listen and act.

- Say *Open your books to pages 96 and 97, please.* Remind students of the story from the previous lesson. Point to frames 4 and 5 of the story and ask *What does David say? (Don't touch. Respect animals.)* Congratulate any students who remember correctly.
- Say *Now look at page 97. Who's this? (A girl.)* Ask *What animal can she see? (A hedgehog.)* Say *Listen and point.* Play the recording, pausing for students to point to the hedgehog as the girl is speaking.
- Then say *Now listen and repeat.* Play the recording again, pausing for students to repeat the line with the correct pronunciation and intonation.
- Students then act out the dialog with a partner, one pretending to touch a wild animal and the other saying *Don't touch* and *Respect animals*.

8.12

Girl: It's small. Respect animals.

13 Listen and say. /ɒ/

- In this activity, students practice saying the /ɒ/ sound.
- Say *Look at activity 13. What's this?* Teach *octopus* and *box*. Ask *Where's the octopus? (It's in the box.)*
- Then say *octopus* – /ɒ/ /ɒ/ /ɒ/ – *octopus*. Students repeat, emphasizing the /ɒ/ sound at the start of *octopus*.
- Say *Listen and say.* Play the sound sentence on the recording. Students listen and repeat, emphasizing the /ɒ/ sounds in *octopus*, *orange*, and *box*.
- Students can then repeat the sound sentence without the recording, saying it faster and faster each time. See how fast they can say it.
- Ask students to think of any other words they know that begin with the sound /ɒ/, e.g., *on*. Then ask them to think of words that contain the sound /ɒ/, e.g., *doll*, *robot* (second syllable only), *dolphin*, *body*, *monster*, *got*.

8.13

/ɒ/ An octopus in an orange box.

Workbook page 79

11 What's missing? Look and draw. Then stick.

- Students look and guess the missing expression from the girl's face in the picture, choosing from the three options pictured on the right-hand side. Point out, if necessary, that the boy isn't respecting animals by giving the goats juice. Therefore the girl wouldn't be pleased with him.

Key: Students should draw a cross expression on the girl's face (b).

12 Trace the letters.

- Students trace the letter *o* in the sound sentence.

13 Listen and circle the o words.

- Play the recording. Students listen and circle the words that have an /ɒ/ sound in them.

Key: Students circle the dolphin, orange and octopus.

8.14

1 dolphin, dolphin **2** panda, panda **3** orange, orange **4** octopus, octopus

Ending the lesson

- Students can play a game of *Bingo* (see page xvi), noting down four animals, including the ones from the pronunciation activities. Make different sentences about the animals, e.g., *I like (pandas). (Bears) are (big). (Dolphins) don't have (legs).*

Extra activities: see page TB114 (if time)

12 8.12 Talk Time Listen and act.



Animal sounds

13 8.13 Listen and say.

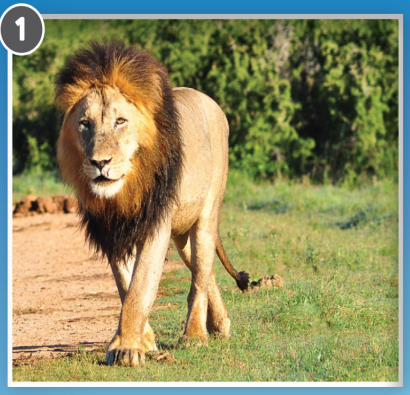


An octopus in an orange box.

Functional language: *It's small. Respect animals.* Pronunciation: *o*


How do
animals
move?

1 8.15 Listen and say.



walk



fly



slither

2 CLIL Watch the video.



3 Look and say *walk*, *fly*, or *slither*.

A spider can walk. Yes.









Let's collaborate!



→ Workbook page 80

CLIL: Science

Lesson aims Students learn how animals move.
New language *walk, fly, slither*
Recycled language animals, actions
Materials Digital Pack (Teacher's Resources)

Warmer

- Play an animal movement game. Call out instructions, e.g., *Move like an elephant. Jump like a spider. Sing like a bird. Run like a lion.* Students perform the movements as if they are the animals mentioned. Students can take turns giving similar instructions.

Student's Book page 98

How do animals move?

- Say *Open your books to page 98, please. What's this? (It's a bird.)* If you wish, you can also teach the word *eagle*. (It's an African fish eagle.) Ask some questions about the eagle in the photograph: *Is this bird big or small? (Big.) What color is its head and tail? (White.) What color is its body? (Black.) Does it have wings? (Yes.)*
- Then ask *How does the bird/eagle move?* Point to the wings in the photograph and mime flapping wings. Elicit *fly* and say *It can fly*.
- Ask individual students *Can you fly? (No, I can't.)* Say *The bird can fly*. And then say *How do animals move? Let's find out.*

Student's Book page 99

1 Listen and say.

- Say *Now look at page 99, please.* Ask *What animals can you see?* Use the photographs to elicit *lion*, *bird*, and *snake*.
- Then say *How do these animals move? Listen and point.* Play the recording. Students listen and point to the animals and listen to the words that describe how they are moving.
- Say *Listen and say.* Play the recording, pausing for students to listen and repeat the words.
- Make sentences about the animals and the movement, making some deliberate mistakes for students to note and correct, e.g., *A lion can walk. (Yes.) A lion can fly. (No.)*
- Then give instructions for students to act out the new movements: *Walk like a lion. Fly like a bird. Slither like a snake. Walk like a hippo.*

8.15

1 walk **2** fly **3** slither

2 Watch the video.

- Play the video.
- If you don't have the video, play a game of *Simon says* (see page xviii), using the new movements and animal words: *Simon says walk like a lion. Fly like a bird. Simon says slither like a snake. Walk like a hippo.* To make the activity more challenging, you could include some *Simon says* instructions that aren't possible, e.g., *Simon says fly like a monkey.* Students also don't perform the instructions if you have used one that is factually impossible.

CLIL 08: see page TB119

3 Look and say walk, fly, *or* slither.

- Students look and name the animals in the photographs (a spider, a bird/an owl, a snake, a zebra).
- Students then make sentences about what the animals can do. The first time, students should make true sentences about the animals. They make the sentences and a partner agrees – *yes*. Then students repeat the activity, but this time making deliberate mistakes, e.g., *A spider can slither.* Their partner listens, says *No*, and corrects the sentence: *A spider can't slither. A spider can walk.*
- Check the activity by asking *Can (a spider) walk?* Elicit *yes* or *no*, then confirm student's answers by saying *Yes, it can. / No, it can't.* Students can repeat these answers in chorus and individually.

Key: **2** A bird can fly. **3** A snake can slither. **4** A zebra can walk.

Guess What!

- Students look at the swirled photograph and guess which of the photographs on the page it's from.

Key: It's the bird/parrot in activity 1 (photograph 2).

Workbook page 80

1 Read and complete. Then number the pictures.

- Students look and name the animals they can see in the photographs (*giraffe*, *bird*, *snake*, and *elephant*).
- Students then read the sentences, complete the missing words from the word box and match them to the correct photograph. They write the number of each sentence into the box in the matching photograph.

Key: **2** slither (snake) **3** fly (bird) **4** walk (giraffe)

2 Look at Activity 1 and circle the answers.

- Students read the questions and circle the correct answers, using the photographs in activity 1 to help as necessary. Read the questions and answers with the class first. Check the activity by asking each question, e.g., 1. *Can a (snake fly)?* Students answer *No, it can't* (or *Yes, it can* for the positive answers).

Key: **1** No, it can't. **2** Yes, it can. **3** Yes, it can. **4** No, it can't.

Ending the lesson

- Play a game of *Correct my mistakes* (see page xvi), making sentences about animals, e.g., *A bird can't fly.*

Extra activities: see page TB114 (if time)

Lesson aims Students give a presentation about animals. | They can also complete the evaluation in the Workbook.

New language *presentation, frog*

Recycled language animals, parts of the body, actions, continents, *plant, big/small, long/short* | *It's a (crocodile). It has (a long body.) It's from (Africa.) It can (swim).* | Students also review all unit vocabulary and grammar in the unit evaluation.

Materials Flashcards: 86–95 | Model sheet 8, Project sheets 8, Worksheets 8, Peer and Teacher evaluation sheets, cue cards (optional), thin cardboard, pens or pencils, scissors, computer or tablet

Warmer

- Use the flashcards to play a game of *Tic-tac-toe* (see page xix). Students can make sentences about the animals, using *(Elephants) are (big), (Giraffes) have (long necks),* or *(A bird) can (sing).*

Student's Book page 99 – Let's collaborate!

Introduce the project.

- Say *Listen to my presentation about an animal.* Display the model sheet and point to each of the photographs as you read the sentences.
- Then say *Now it's your turn. Let's collaborate.* Students look at the project flyer on page 99. Tell them they are going to give a presentation about animals.

Step 1 Plan your project.

- Divide students into pairs and distribute the project sheets and worksheets. Students write their names and choose and circle the name of the project monitor.
- Students collect and check the materials they need for their project. The project monitor can also check that they have everything they need.
- Students choose two animals for their presentation, adding another animal to the list if they prefer. They should choose two different types of animals, switching between English and L1 as they discuss their choices.
- Allow students to choose as much as possible, but make sure they choose a wide variety of animals across the class.
- Students research their two animals online and fill in the chart in the project worksheet. Students work together, taking turns finding information online for them to both write on their worksheets. Students can also check each other's charts and ask questions. They then find and download photographs to illustrate the different information about the animals.
- The monitor can also make sure that the worksheets are completed correctly and that the photographs are stored correctly.
- **Note:** When researching their animals online, show students how to type in the name of their animal as a key word. Explain also that the first sites that come up in their search are the ones that are likely to have the most information.

Step 2 Create your project.

- Students use the information they have collected to make flashcards for a presentation about their animals. First, they cut and stick photographs of their animals onto thin cardboard. Then they write sentences on the back of each flashcard, using the information from their research.
- Students work together: Student A can stick the photographs for an animal on card, and Student B writes the sentences. They then swap roles.
- Students then discuss and decide which order the flashcards should appear in for their presentation.
- Students practice the presentation together.

Step 3 Present your project.

- Students give their presentation by showing each flashcard and reading the sentences aloud. They take turns presenting the different facts.
- Allow time at the end of the presentation for questions.

Step 4 How did we do?

- Distribute a Group evaluation sheet (see page TB121 or *Teacher's Resources*) to each pair for them to complete.
- The project monitor then collects and stores the project materials together.
- If you wish, complete a Teacher evaluation sheet (see page TB122 or *Teacher's Resources*) for each pair and award students an overall grade.

Workbook page 81 – Evaluation

1 Look and write the word. Then read and say.

- Students look at each picture and name the animals they can see. They then write the correct caption for each animal, using the number of letter blanks to help them.

Key: **2** bird **3** hippo **4** elephant **5** giraffe **6** lion

2 What's your favorite part? Use your stickers.

- Students choose their favorite part of the unit – the story, the song, or the video – and put a sticker under their chosen preference.

3 Write the color.

- Students rearrange the letters and write the color word *black.* They then go to page 93 and find and color all the puzzle pieces marked with an *8* in black.
- Students then look at the completed puzzle. Ask *Who's this? (iPal.) What's he saying? (Goodbye.)* Students can then wave goodbye to iPal.

Extra activities: see page TB114 (if time)

Review Units 7 and 8

1 Look and say the words.

Number 1.
Play soccer.



2 8.16 Listen and say the number.



→ Workbook pages 82–83

Lesson aims Students reinforce the language of Units 7 and 8.

Recycled language actions, animals | *(Lions) are (big).* | *(Lions) have (long tails).* | *Can you (swim)? (Yes, I can. / No, I can't.)* | *Do you like (giraffes)? (Yes, I do. / No I don't.)*

Materials Flashcards: 76–95 | Word cards: see Digital Pack (Teacher's Resources) (optional)

Warmer

- Ask *What can you remember from Units 7 and 8? Let's find out.* Allow students time to look through the units and at any work displayed in class. Encourage them to say what's easy or difficult and what their favorite activity is.

Student's Book page 100

1 Look and say the words.

- Students look at the close-up photographs and guess the actions and animals. Check the activity by saying the photograph number, e.g., *Number 1.* Students say *Play soccer.* Alternatively, check the activity by asking questions, e.g., *What's number 1? (Play soccer). What's number 2? (It's a giraffe.)*
- If you have time, provide further review by asking questions about the photographs, e.g., *Can you play soccer? (Yes, I can. / No, I can't.) Do you like giraffes? (Yes, I do. / No, I don't.)*

Key: **2** giraffe **3** paint (a picture) **4** lion **5** dance **6** elephant **7** swim **8** bird

2 Listen and say the number.

- Students look at the photographs and name the animals they can see. Ask *What's number 1? (It's a crocodile.)*
- Say *Listen and say the number.* Play the recording. Students listen and say the number of the photograph being described each time.
- Depending on time available, make more sentences about the animals using *they*, e.g., *They're long. They have big teeth.* Students listen and say the animal name *Crocodiles.*

Key: 4, 2, 3, 1

8.16

Lions are big. Lions have long tails.
Monkeys have long arms and long legs.
Birds are small. Birds have wings.
Crocodiles are long. Crocodiles have big teeth.

Workbook page 82

1 Look and write. Then draw number 9.

- Students look at the numbered pictures and name the animals and actions they can see.
- Students then write these words into the correct numbered spaces on the word puzzle.
- Students then read word number 9 in the puzzle and draw the correct animal into the picture box at the bottom of the page.

Key: **2** play soccer **3** snake **4** jump **5** hippo **6** dance **7** monkey **8** paint
Students draw an elephant (word 9) in the picture box.

Ending the lesson

- Play a game of *Correct my mistakes* (see page xvi), making sentences about animals. Sentences could include *(Elephants) are (small). (Giraffes) have (long trunks). (Monkeys/A monkey) can (fly).*

Extra activities: see page TB114 (if time)

Lesson aims Students play a board game and continue reinforcing the language of Units 7 and 8. They also have the opportunity to review language from all units as an optional extension.

Recycled language actions, animals | *I can/can't (play soccer). Can you (play soccer)? (Yes, I can. / No, I can't.)* | *(Giraffes) have (long necks). (Birds) are (small).*

Materials Word cards: see Digital Pack (Teacher's Resources) | A selection of flashcards from all units for the *Categories* game. (optional)

Warmer

- Use the word cards to play *Act it out* (see page xvi) or *Pass the actions* (see page xviii).

Student's Book page 101

3 Play the game.

- The aim of this game is to be the first one to reach the square marked *Finish*. Students play in pairs with a coin and buttons or game pieces.
- Students place their button or game piece on the square marked *Start*. They then take turns flipping the coin and moving their game piece along the board. If they flip the heads side of the coin, they move two spaces. If they flip the tails side of the coin, they move one space. When they land on a green square, they make a sentence about animals and parts of the body pictured, e.g., for Square 2: *Giraffes have long necks.* When they land on an orange square, they make a true sentence with *I can* or *I can't* and the action illustrated, e.g., for Square 3: *I (can) play soccer.* When they land on a red square, they make a sentence about the size of the animal illustrated, e.g., for Square 10: *Birds are small.* If they form the sentence correctly, students can move forward one square. If they make a mistake, they move back one square.
- Draw students' attention to the three key squares below the game. These provide example language for students to help them while they are playing the game.
- Play continues until one student wins by reaching the square marked *Finish*.

Key: From the *Start* square, sentences are as follows: Giraffes have long necks; I can/can't play soccer; Birds have two wings; Spiders have long legs; I can/can't draw; Crocodiles have big teeth; I can/can't sing; Elephants have long trunks; Birds are small; Snakes are long; I can/can't ride a bike; Monkeys have long arms; I can/can't paint (a picture); Giraffes are tall.

Workbook page 83

2 Look and write.

- Students read and complete the questions or sentences so that they make sense. They choose appropriate words from the box each time.

Key: **2** Birds are small. **3** I can play soccer. **4** Giraffes have long necks. **5** I can't ride a bike.

3 Look, read, and circle the words.

- Students look at the pictures and read the sentences. They circle the correct words or phrases in each sentence to match the picture.

Key: **2** I can't sing. **3** Hippos have short tails. **4** I can draw.

Ending the lesson

- Give instructions to students combining actions with animal vocabulary, e.g., *Can you (dance) like a (monkey)?* Students have to mime the action as if they are the animal mentioned. Students can also suggest actions and animals.

Extra activities: see page TB114 (if time)

3 Play the game.



Orange
I can (play soccer).

Green
(Giraffes) have (long necks).

Red
(Birds) are (small).

My sounds



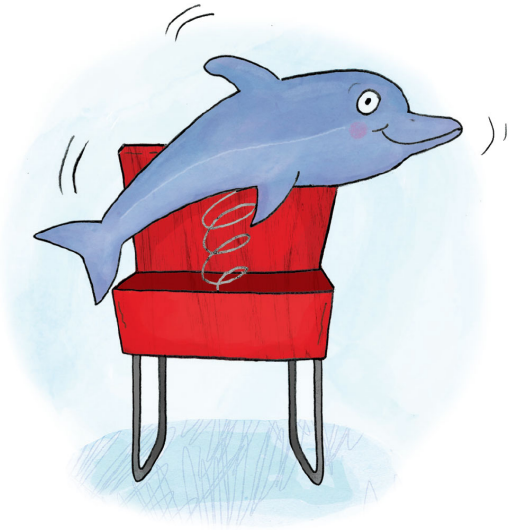
panda



bear



turtle



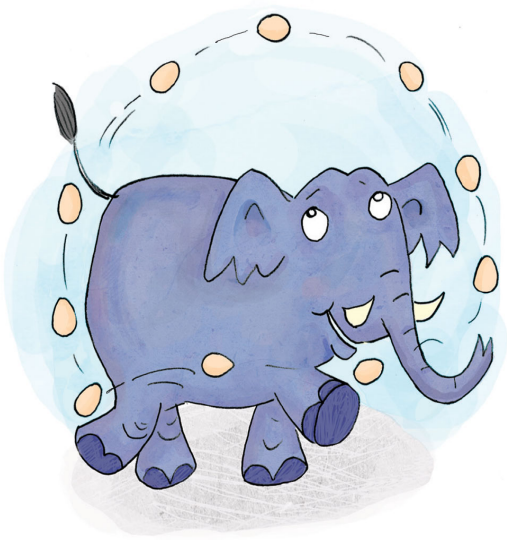
dolphin



ant



iguana



elephant



umbrella bird



octopus

Songs and chants

Hello! (page 7)

0.04

Hello, hello, hello to you.
Hello. What's your name?
I'm Tom. I'm Tom.
Hello, Tom. Hello, Tom.
Hello, hello to you.
Goodbye, Goodbye,
Goodbye, Tom.
Goodbye, Goodbye to you.

Hello! (page 9)

0.11

Red, yellow, green, and blue
Pink, orange, and purple.
What's your favorite color?
Red, yellow, green, and blue
Pink, orange, and purple.
What's your favorite color?
My favorite color's red. Yes!
My favorite color's red.

Red, yellow, green, and blue
Pink, orange, and purple.
What's your favorite color?
Red, yellow, green, and blue
Pink, orange, and purple.
What's your favorite color?
My favorite color's green. Yes!
My favorite color's green.

Red, yellow, green, and blue
Pink, orange, and purple.
What's your favorite color?
Red, yellow, green, and blue
Pink, orange, and purple.
What's your favorite color?
My favorite color's purple. Yes!
My favorite color's purple.

Unit 1 (page 17)

1.05

Here's a pencil
And here's a book,
Here's a desk,
And here's a chair.
Here's an eraser
And here's a pen,
Now say it all again!

Unit 1 (page 18)

1.07

Books, books. Count with me.
Books, books. Count with me.
How many books can you see?
One, two, three, four.
Four! Four! Four! Four books.

Erasers, erasers. Count with me.
Erasers, erasers. Count with me.
How many erasers can you see?
One, two, three, four, five.
Five! Five! Five! Five erasers.

Pencils, pencils. Count with me.
Pencils, pencils. Count with me.
How many pencils can you see?
One, two, three, four, five, six.
Six! Six! Six! Six pencils.

Unit 2 (page 27)

2.05

Toys, toys, girls and boys,
What's your favorite toy?
My kite. My kite. My red and yellow kite.
My favorite toy's my red and yellow kite.

Toys, toys, girls and boys,
What's your favorite toy?
My robot. My robot. My blue and orange robot.
My favorite toy's my blue and orange robot.

Toys, toys, girls and boys,
What's your favorite toy?
My teddy. My teddy. My green teddy bear.
My favorite toy's my green teddy bear.

Unit 2 (page 29)

2.10

What's this? What's this?
Can you guess?
Can you guess?
What's this? What's this?
Can you guess?
Can you guess?

Is it a computer? Is it a computer?
No, it isn't. No, it isn't.
Guess again! Guess again!

Is it an art set? Is it an art set?
No, it isn't. No, it isn't.
Guess again! Guess again!

Is it a teddy bear? Is it a teddy bear?
Yes, it is. Yes, it is.
It's a purple teddy bear.

Happy birthday to you,
Happy birthday to you,
Happy birthday, happy birthday,
happy birthday to you.

Unit 3 (page 39)

3.04

This is my mom.
This is my dad.
This is my sister.
And this is me!
We're a happy family!
This is my uncle.
And this is my aunt.
This is my cousin.
And this is me.
We're a happy family!

This is my grandma.
And this is grandpa.
This is my brother.
And this is me!
We're a happy family!
We're a happy family

Unit 3 (page 40)

3.07

Who's this?
It's my dad.
Who's this?
It's my dad.
His name's Greg.
Yes, his name's Greg.

Who's this?
It's my mom.
Who's this?
It's my mom.
Her name's Lucy.
Yes, her name's Lucy.

Who's this?
It's my brother.
Who's this?
It's my brother.
His name's Freddy.
Yes, his name's Freddy.

Who's this?
It's me.
Who's this?
It's me.
My name's Meg.
Yes, my name's Meg.

Unit 4 (page 49)

4.04

This is my bedroom. Come and play.
Come and play in my bedroom today!
This is my living room. Come and play.
Come and play in my living room today!
This is my kitchen. Come and play.
Come and play in my kitchen today!
This is my yard. Come and play.
Come and play in my yard today!

Unit 4 (page 51)

4.08

Where's the doll?
It's under the table.
Where's the table?
It's in the kitchen.
Where's the kitchen?
It's in the house.
In the house I live in!
Where's the computer?
It's on the desk.
Where's the desk?
It's in the bedroom.
Where's the bedroom.
It's in the house.
In the house I live in!
Where's the robot?
It's in the bath.
Where's the bath?
It's in the bathroom.
Where's the bathroom?
It's in the house.
In the house I live in!
Where's the ball?
It's on the bike.
Where's the bike?
It's in the hallway.
Where's the hallway?
It's in the house.
In the house I live in!

Unit 5 (page 61)

5.04

Simon says clap your hands.
Clap your hands, clap your hands.
Simon says clap your hands,
Clap your hands with me.

Simon says move your arms.
Move your arms, move your arms.
Simon says move your arms,
Move your arms with me.

Simon says touch your head.
Touch your head, touch your head.
Simon says touch your head,
Touch your head with me.

Simon says stamp your feet.
Stamp your feet, stamp your feet.
Simon says stamp your feet,
Stamp your feet with me.

Unit 5 (page 63)

5.09

Do you have a yellow nose?
No, I don't.
Do you have a yellow nose?
No, I don't.
I don't have a yellow nose.
I don't have a yellow nose.
I have a red nose.
One red nose!

Do you have two arms?
Yes, I have.
Do you have two arms?
Yes, I have.
I have two arms.
I have two arms.
I have purple arms.
Two purple arms.

Do you have pink hands?
No, I don't.
Do you have pink hands?
No, I don't.
I don't have pink hands.
I don't have pink hands.
I have purple hands.
Four purple hands.

Do you have three legs?
Yes, I have.
Do you have three legs?
Yes, I have.
I have three legs.
I have three legs.
I have orange legs.
Three orange legs.

Unit 6 (page 71)

6.04

I have an apple,
An apple, an apple.
I have an apple.
An apple, yum, yum.

I have bread,
Bread, bread.
I have bread.
Bread, yum, yum.

I have two eggs,
Two eggs, two eggs,
I have two eggs.
Two eggs, yum, yum.

I have milk,
Milk, milk.
I have milk.
Milk, yum, yum.

Unit 6 (page 73)

6.09

Do you like eggs?
Yes, I do.
Do you like apples?
Yes, I do.
Do you like eggs with apples?
No, I don't. Yuck!
Do you like bananas?
Yes, I do.
Do you like cheese?
Yes, I do.
Do you like bananas with cheese?
No, I don't. Yuck!
Do you like chicken?
Yes, I do.
Do you like oranges?
Yes, I do.
Do you like chicken with oranges?
No, I don't. Yuck!

Unit 7 (page 83)

7.04

Come on everybody, run and jump,
Run and jump, run and jump.
Come on everybody, run and jump,
Run and jump with me.
Come on everybody, dance
and sing,
Dance and sing, dance and sing.
Come on everybody, dance
and sing,
Dance and sing with me.

Come on everybody, draw
and paint,
Draw and paint, draw and paint.
Come on everybody, draw
and paint,
Draw and paint with me.

Unit 7 (page 85)

7.09

Can you ride a bike?
Yes, I can. Yes, I can. Yes, I can.
Can you ride a bike?
Yes, I can. I can ride a bike like
this. Like this.

Can you play soccer?
Yes, I can. Yes, I can. Yes, I can.
Can you play soccer?
Yes, I can. I can play soccer like
this. Like this.

Can you run and jump?
Yes, I can. Yes, I can. Yes, I can.
Can you run and jump?
Yes, I can. I can run and jump like
this. Like this.

Can you climb a tree?
No, I can't. No, I can't. No, I can't.
Can you climb a tree?
No, I can't.
I can't climb a tree. Can you?

Unit 8 (page 93)

8.04

Out on safari, what can you see?
I can see a lion!
A lion!
Looking back at me!
Out on safari, what can you see?
I can see a monkey!
A monkey!
Looking back at me!
Out on safari, what can you see?
I can see a bird!
A bird!
Looking back at me!
Out on safari, what can you see?
I can see a snake!
A snake!
Looking back at me!

Unit 8 (page 95)

8.08

Elephants have long trunks,
Long trunks, long trunks.
Elephants have long trunks,
Elephants go like this.

Lions have big teeth,
Big teeth, big teeth.
Lions have big teeth,
Lions go like this.

Giraffes have long necks,
Long necks, long necks.
Giraffes have long necks,
Giraffes go like this.

Hippos have short tails,
Short tails, short tails.
Hippos have short tails,
Hippos go like this.

Extra activities

Hello! TB6

- **Reinforcement activity:** Collect students' name badges or stickers (or ask students to make a name badge or sticker first and then collect it). Put them all into a bag. Then ask students to take turns drawing a name badge out of the bag. They read the name and then take it and give it to the correct student, checking as they do so by asking *What's your name? (I'm/My name's Luis.)*
- **Extension activity:** Our class. Students find a photograph or draw a picture of themselves and label it with their name. These can then be displayed in the class – either as a poster or by hanging the pictures from a clothesline, or something similar, with clothespins.

Hello! TB7

- **Reinforcement activity:** Play the *Blindfold game* (see page xvi).
- **Extension activity:** Celebrity factfile. Students can find and bring in a photograph of a celebrity they like. They stick this onto a piece of paper and label it with the celebrity's name or write *My name's (…)*. Then, as the course progresses and students know more English, they can find out or invent and add more information to their celebrity factfile, e.g., *My favorite color's (blue). I have two sisters. I like cheese.*

Hello! TB8

- **Reinforcement activity:** Play a game of *Drawing in the air* (see page xvii), using numbers 1 through 10. Alternatively, students can play a similar game, drawing a number on a partner's back for them to guess.
- **Extension activity:** Make word cards for numbers one through ten. Students can then play a game of *Match the pictures and words* (see page xvii), using the number and number word cards.

Hello! TB9

- **Reinforcement activity:** Play a game of *Match the pictures and words* (see page xvii), using the color flashcards and word cards for *red*, *yellow*, *blue*, *green*, *pink*, *purple*, and *orange*.
- **Extension activity:** Color collages. Students find and collect different scraps of paper and material in their favorite color – e.g., clean food wrappers, tissue paper, ribbon, feathers, wrapping paper. They then use these to create a color collage to illustrate their favorite color. Other students in the class can then guess from their collage what their favorite color is.

Hello! TB10

- **Reinforcement activity:** Students play a game of *Bingo* (see page xvi), choosing two numbers from 1 through 10, and two colors. Call out the numbers and colors in the context of sentences: *I'm seven. My favorite color's blue.*
- **Extension activity:** Colors in nature. Students review colors and explore the value of curiosity by being given a challenge to hunt and find items that show different colors in nature – e.g., a yellow leaf, a red flower, etc. They can either find real items or find, e.g., a picture of a blue fish. Arrange the items into a multicolored collage to show the different colors in nature around us.

Hello! TB11

- **Reinforcement activity:** Play a game of *Listen for the sound* (see page xvii), saying a mixture of words that do or don't have /p/ in them, e.g., *one*, *pink*, *pen*, *tree house*, *David*.
- **Extension activity:** Students will need paper and drawing materials. They draw a simple picture of one of the new vocabulary items from the lesson and color it in an unusual color. Collect the pictures and display them at the front of the class. Then describe one of the pictures, e.g., *Look! It's a pink panda!* Nominate a student to come and find the correct drawing. They can also try to guess who drew it and return the drawing to its owner. Alternatively, you could do a drawing dictation, e.g., *Draw a pink lizard.*

Hello! TB12

- **Reinforcement activity:** Play a game of *True or false* (see page xix), holding up different objects and saying their color, e.g., *It's green*, or making statements about color mixing: *Red and blue make green. (False.)*
- **Extension activity:** Students make color-mix butterfly paintings. Students will need access to red, blue, and yellow paints, as well as painting paper. Demonstrate the activity first or make your own color-mix painting, while students follow and copy what you are doing on their own paper. Fold a piece of painting paper in half and then unfold it again, so students can see the fold down the center of the paper. On one half only, use the red, yellow, and blue paints to paint half a butterfly (with the body of the butterfly along the central fold of the paper). Before the paints have dried, fold the paper in half again (with the painted part inside) and rub your hands over the paper so that the paint mixes and sticks to the other half of the paper.

Then open the paper again to show your butterfly. Students can see how their butterfly has come out, as well as how the primary color paints have blended and mixed to form secondary colors.

Hello! TB13

- **Reinforcement activity:** Use the color flashcards and word cards to play a game of *Does it match?* (see pages xvi–xvii). **Note:** Do not use the flashcards or word cards for *brown*, *gray*, *black*, or *white*. These colors will be taught in Unit 1.
- **Extension activity:** Play a game of *Pass the ball* (see page xviii). When students get the ball, ask them (or encourage other students to ask) one of the questions from the unit: *What's your name? How old are you?* or *What's your favorite color?* The chosen student replies, either truthfully or making some mistakes for students to guess.

Unit 1 TB16

- **Reinforcement activity:** Use the word cards to introduce the words for classroom objects. Hold up each word card and read the word aloud for students to repeat. Then shuffle the word cards and hold them up again, this time asking individual students to read the words. Repeat a few times, until students are familiar with the words. Then play a game of *Match the pictures and words* (see page xvii).
- **Extension activity:** Do a color quiz about the picture on Student's Book page 16. Ask, e.g., *What color is the desk? (Green.)* To make this more challenging, you could do this as a memory quiz, with students trying to answer the questions first with their books closed. They can also play in teams.

Unit 1 TB17

- **Reinforcement activity:** Students can play *Mime and match* (see page xviii). (**Note:** If you don't wish to use the word cards, students just use the flashcards to play a mime game, acting out using a classroom object each time for the rest of the class to guess.)
- **Extension activity:** Students play a version of the game *Bingo* (see page xvi). In this version of the game, they draw three classroom objects and color them in colors of their choice. Say sentences about classroom objects using colors, e.g., *It's a red pencil.* Only students who have drawn a pencil and colored it red can cross it out.

Unit 1 TB18

- **Reinforcement activity:** Students can play a game of *Count and collect* (see page xvi). When students have collected their different items, check by asking *How many (erasers) can you see?* Then count the (erasers) to make sure the correct number has been collected.
- **Extension activity:** Classroom object sculptures. In pairs, students use classroom objects to make a sculpture or tower on their desks – e.g., a tower of eight pencils or a face using a book, two erasers and a pencil. They then compare sculptures by asking e.g., *How many pencils? (Eight.)*
- **Home-school link:** Students choose a classroom item, e.g., a pencil case. They then have to count how many pencil cases they can find at home.

Unit 1 TB19

- **Reinforcement activity:** Students can play *Simon says* (see page xviii), using the classroom instructions.
- **Extension activity:** Combine actions with numbers by saying, e.g., *Stand up five times, please. Pick up ten pencils, please.* Students perform the action the correct number of times or with the correct number of objects, counting as they do so.
- **Home-school link:** Students can give instructions to their families and friends and see how many they can perform correctly.

Unit 1 TB20

- **Reinforcement activity**: Play the *Drawing game* (see page xvii). Include a robot as one of the items you draw.
- **Extension activity:** Students can play the *Sentence chain game* (see page xviii), using the starting sentence *In my magic tree house, I can see (a blue bear).*

Unit 1 TB21

- **Reinforcement activity:** Play *Which sound is it* (see page xix), using words with /b/ *(board, blue, bear, ball, book, rainbow)* and words with /p/ (*pen, pencil, pink, purple, panda, pencil case, picture, painting.*)
- **Extension activity:** My robot friend. Students draw a robot, then present it to the class, using prompts (name, age, color, favorite color, e.g., *My name's iBuddy. I'm a robot. I'm two. I'm red and blue. My favorite color's red. Nice to meet you.* You can then arrange students' drawings into a robot gallery.
- **Home-school link:** The next time students meet a new person, they greet them in English and say *Nice to meet you*. They can then tell the class in a later lesson the name of the new person they have met.

Unit 1 TB22

- **Reinforcement activity:** Play a version of *Count and collect* (see page xvi), but this time calling out a material rather than a number. Students find as many items in that material as they can and then count them.
- **Extension activity:** Students can design and draw their own tree house, using the photograph on Student's Book page 22 or the tree house in the story as inspiration. They can design the outside and a room inside, as well as choose different materials they will use in the tree house. Students then present their tree houses to the class, saying the materials they have used. Students can work in pairs or small groups.

Unit 1 TB23

- **Reinforcement activity:** Review vocabulary from the unit with a game of *Tic-tac-toe* (see page xix).

- **Extension activity:** Students can play *Test the teacher* (see page xix), finding classroom objects and asking *What color is it?* and *What material is it?*

Unit 2 TB26

- **Reinforcement activity:** Use the word cards to introduce the toy words. Hold up each word card and read the word aloud for students to repeat. Then shuffle the word cards and hold them up again, this time asking individual students to read the words. Repeat a few times, until students are familiar with the toy words. Then play a game of *Match the pictures and words* (see page xvii).
- **Extension activity:** Students can do a drawing dictation with toys. Describe toys for them to draw: *Draw a kite. Color it yellow.*

Unit 2 TB27

- **Reinforcement activity:** Ask a student to *Find something (red)*(see page xvii). The student finds and names something red in the classroom and puts it on your desk, e.g., *a red pen*. Repeat with other students and colors until you have about eight items on your desk. Ask students to name the items, (e.g., *a red pen, a blue book*, etc.). Then say *Close your eyes.* Take an item away and say *Now open your eyes. What's missing?* Students look at the items on your desk and try to remember the missing one. Repeat the activity a few times.
- **Extension activity:** Students play a game of *Find a partner* (see page xvii), using the question *What's your favorite toy?* Teach students additional toys as required for this activity.
- **Home-school link:** Students bring a favorite toy (or a photograph of one) to school and show it to the class: *My favorite toy's my (bike).*

Unit 2 TB28

- **Reinforcement activity:** Play a game of *What's in the bag?* (see page xix).
- **Extension activity:** Use the pictures students drew in activity 6 in the Workbook to conduct a simple class survey on favorite toys. Ask, e.g., *How many bikes?* Students who drew a bike raise their hands. Count and write the number of bikes on the board. Repeat for other toys. Then add all the numbers up, to see which toys are the most and least popular. (**Note:** You may wish to teach numbers past 10 for this activity. Also note that if students haven't done activity 6 in the Workbook, you can do this same activity with them drawing their favorite toy on a piece of paper.)

Unit 2 TB29

- **Reinforcement activity:** Students play a game of *Memory 1 through 10* (see pages xvii–xviii), using the *Is it … ?* question form as they guess each flashcard.
- **Extension activity:** Traditional toys around the world. Using their school computers and the Internet, students can find pictures of traditional toys from different countries around the world (similar to the photograph in the opening spread of the unit). Students can then say or guess what the different toys are, e.g., *It's a (doll). / Is it a (doll)?* They can then label their pictures and arrange them together to make a poster.

Unit 2 TB30

- **Reinforcement activity**: Students can play a game of *I can see* (see page xvii) using the story pictures, e.g., *I can see a yellow present. I can see a robot.*
- **Extension activity:** Cross-cultural comparison – Birthday parties. Use the story frames to draw students' attention to and teach words for the birthday party traditions shown, e.g., *party, presents, costume, balloons, birthday cake*. Ask *What's the same or different?* Students say which of these items or traditions they have in their own birthday celebrations and which ones they don't.

Unit 2 TB31

- **Reinforcement activity:** Play *Sound that doesn't belong* (see page xix), using groups of words with three of the same sound (/p/, /b/ or /t/) and one with a different vowel sound, e.g., *turtle, teddy, panda, ten.*
- **Extension activity:** Birthday postman. Give each student the name of another student in the class to draw a birthday card or present for. Students draw a picture and label it *To (name), From (name)*. Collect the pictures and put them into a box or bag. Students then take turns drawing a picture out of the bag and delivering the present to the correct student, saying *Happy birthday! This is for you.* The student receiving the present says *Thank you* and identifies what it is. Students could also draw a card or present for a member of their family, to give as a **Home-school link**.

Unit 2 TB32

- **Reinforcement activity:** Play the *Yes/No game* (see page xix), choosing words from toys or other objects students know in English and which are or aren't electric. Students first ask the question *Is it electric?* Then they ask further questions to guess, e.g., *Is it a toy? Is it red? Is it a ball?*
- **Extension activity:** Vocabulary extension. Students each find out one more English word for an item or toy that's electric (e.g., *television, lamp, clock, CD player*). They can draw a picture of this item and then teach the new word to other students in the class. Students can then make a list of these electrical items and check the ones they have at home as a **Home-school link**.

Unit 2 TB33

- **Reinforcement activity:** Students can review vocabulary with a game of *Bingo* (see page xvi).
- **Extension activity:** Use the flashcards to play *Questions tic-tac-toe* (see page xviii). Students choose and make questions with each card, e.g., *What's this? What color is it? Is it a (kite)? Is it (electric)?*

Review Units 1 and 2 TB34

- **Reinforcement activity:** Use the flashcards to play a game of *Memory 1 through 10* (see pages xvii–xviii).
- **Extension activity:** Students can draw a picture of their own favorite toy and talk about themselves in the same way as in activity 2 of the Student's Book, e.g., *Hello. My name's Laura. I'm six. This is my favorite toy. It's a computer game.*

Review Units 1 and 2 TB35

- **Reinforcement activity:** Play a game of *What's in the bag?* (see page xix). In this version, put a mixture of singular and plural items in the bag. For singular items ask *What's this? (It's a pen.)* or *Is it a (ruler)? (No, it isn't.)* For plural items, ask *How many (erasers)? (Four erasers.)*
- **Extension activity:** Ask students questions from the Hello! Unit through Unit 2, e.g., *What's your name? What's your favorite color? How many (rulers) can you see? What's this? What color is it? Is it a (pencil)?* Then play *Test the teacher* (see page xix), with students asking you these questions.

Unit 3 TB38

- **Reinforcement activity:** Use the flashcards and word cards to play a game of *Does it match?* (see pages xvi–xvii).
- **Extension activity:** Family trees. Students can draw their own family tree, copying the example of the one in the Student's Book. They write the names of their different family members into each position and draw simple pictures, or find photographs.

Unit 3 TB39

- **Reinforcement activity:** Students can make up and perform their own verse of the chant, using three of their own family members and themselves. They can also draw a picture or find a photograph to illustrate the chant.
- **Extension activity:** Students can play a game of *Correct my mistakes* (see page xvi), but combining the new language *This is a/an* with classroom object or toy vocabulary from previous units e.g., show the ball flashcard and say *This is a doll* or *This is a red ball* (if the flashcard is blue).

Unit 3 TB40

- **Reinforcement activity:** If students have brought their own family photographs to class, they use these to ask and answer about their own family members, asking *Who's this?* and answering *It's my (sister). (Her) name's (Luisa).* If students haven't brought family photographs, use the family flashcards to play a game of *What's missing?* (see page xix).
- **Extension activity:** Baby photographs. Ask students (or other teachers in the school) to bring in photographs of themselves as a baby. Use the photographs to ask *Who's this?* Students see how many of the other students (or teachers) they can name correctly. They can guess using either *It's (Arjun)!* or *Her name's (Melissa).*

Unit 3 TB41

- **Reinforcement activity:** Students can play a game of *Is that your (mom)?* (see page xvii) but using students' possessions instead of family members. Collect objects belonging to students first. Students then come and choose an object and return it to the correct owner, asking *Is this your (ruler)?*
- **Extension activity:** Family portraits. If you have access to a school art room or access to different art materials, students can make their own family portrait, choosing from different artwork methods, as suggested in activity 10 in the Student's Book, e.g., a drawing, a painting, an abstract painting, a collage, a clay sculpture.
- **Home-school link:** Plan a field trip with your class to an art gallery where you can look at different styles of portraits. Invite some of the parents as helpers.

Unit 3 TB42

- **Reinforcement activity**: Play a game of *True or false?* (see page xix), making sentences about the story and story frames, e.g., point to Anna and say *This is Tina.*
- **Extension activity (Home-school link):** Students make invitations to invite their parents to their own art show. Distribute paper and drawing materials for the invitations. You will need to plan a convenient time for the art show. Display students' drawings of their families, as well as other artwork they have done in class.

Unit 3 TB43

- **Reinforcement activity:** Play *Sound pairs* (see page xix), using pairs of /p/, /b/, /t/, and /d/ words.
- **Extension activity:** Mime and elicit an extended dialog combining different functional language students have learned so far, e.g., for a visit to a grandparent on their birthday:

  A: Hello, (Grandma). How are you?

  B: I'm fine, thanks. Nice to see you.

  A: Happy birthday! This is for you.

  B: Thank you. Is it a book?

  B: Ooh, look! It's a computer game!

  Students practice and act out the dialog. They can also come up with their own variations.
- **Home-school link:** With permission, students can call a family member who they haven't seen for a while and ask *How are you?* in English.

Unit 3 TB44

- **Reinforcement activity:** Repeat the family and continents activity (see activity 2), but this time count how many family members live in or are from the different continents. Ask *How many family members are from (Asia)?* Students raise their hands if they have a relative from or living in Asia and say the family relationship, e.g., *My uncle.* Count the total number of relatives in each continent to see which is the most and least common.
- **Extension activity:** Children of the world. Do a paper-cutting activity to represent children of the world holding

hands. Each student needs a sheet of paper and scissors. Demonstrate how to fold the paper eight times, using an accordion pattern. Then draw the outline of a child on the folded paper, making sure the child's arms touch the end of the folded paper on both sides. Cut out the drawing of the child, making sure you don't cut the arm links on the folded paper. Then unfold the paper. You should have a row of eight children holding hands. Students can draw and color in the children to represent different nationalities from around the world.

Unit 3 TB45

- **Reinforcement activity:** Use a set of cut-out continents to play *What's missing?* (see page xix).
- **Extension activity:** Use the flashcards or any family photographs you have (yours or the students') to play a game of *Questions tic-tac-toe* (see page xviii). Students make questions from the unit: *Who's this? Who's that? Is that your (sister)?*

Unit 4 TB48

- **Reinforcement activity:** Use the flashcards and word cards to play a game of *Match the pictures and words* (see page xvii).
- **Extension activity:** Homes around the world. Students find pictures of unusual houses around the world (e.g., the Nautilus House in Mexico). They can research and find photographs using the school computers or find them at home and bring them to school. Students then label their photograph with the names of the different rooms that can be seen in the photograph. The photographs can then be arranged together into a poster.
- **Home-school link:** Students can research if they have a model village or anything similar near their town, and arrange with their families to go and visit it.

Unit 4 TB49

- **Reinforcement activity:** Use the flashcards to play a game of *True or false?* (see page xix), holding up each card and saying, e.g., *This is the (yard).*
- **Extension activity:** An ideal bedroom. Students design their own ideal bedroom. They can put items of furniture as well as toys they know into their bedroom. Students then take turns showing their bedroom to the rest of the class, saying the bedroom verse of the chant again: *This is my bedroom. Come and play. Come and play in my bedroom today.* They can then identify the different objects they have drawn: *This is my bed. This is my computer,* etc. Students can also vote on whose ideal bedroom is the best.
- **Home-school link:** With permission from their parents, students ask a friend to *Come and play at my house today.*

Unit 4 TB50

- **Reinforcement activity:** Play a game of *Act and guess* (see page xvi), using the home flashcards. Students mime being in the room of the card they have chosen. Each time, ask *Where's (Juan)?* Elicit correct answers with *He's* or *She's (in the kitchen*). Then check by asking the student miming *Where are you? (I'm in the kitchen.)*
- **Extension activity:** Students draw a picture of a member of their family in a room of their choice. If they are able, they can also label their picture with words – *mom, living room* – or a sentence: *My mom is in the living room.* Collect student's drawings and use them to play a game of *Is that your (mom)?* (see page xvii). In this version of the game, students take a drawing out of the bag and ask *(Luisa), where's your (mom)? (She's in the living room.)* If the drawing they're holding shows a mom in the living room, then the student can ask the second question *Is this/that your mom? (Yes, it is. / No, it isn't.)*

Unit 4 TB51

- **Reinforcement activity:** Play a game of *Follow my instructions* (see page xvii).
- **Extension activity:** If students have done activity 7 in the Workbook, they can work in pairs and use their pictures to do a *Spot the difference* activity. Students comment on the differences between their pictures, e.g., *In my picture, the ball is on the chair. In his picture, the ball isn't on the chair. It's under the desk.* If students haven't done activity 7, they can do a describe-and-draw activity now instead. All students draw a simple chair and desk. They then have to draw three items in, on, or under these items of furniture by asking their partner *Where's the (ruler)? (It's on the (chair).)*

Unit 4 TB52

- **Reinforcement activity:** Read a story in English to your class. This can be a graded reader (e.g., *The Cambridge Young Readers*) or a picture book (in English or translated from L1 as you read). If possible, ask students to sit around you in a circle as you read them the story.
- **Extension activity:** Students can read and illustrate their own four-page robot story, using language they have learned so far. Prepare a story page worksheet by drawing lines to divide a sheet of paper into four. Label these Page 1 through Page 4. Then on each page write the following text: Page 1: *Who's this? It's Rocky. He's a magic robot.* Page 2: *Where's Rocky today? He's in the yard.* Page 3: *Rocky is happy. It's his birthday.* Page 4: *This is his new toy.* Photocopy and distribute the story page worksheet to the class, allowing one per pair or group of 4 students. Read the story text with the students first, checking their understanding as you do so. Students then illustrate the story in their pairs or groups, choosing their own characterization for Rocky, what his yard would look like, and what his new toy is. Help students to cut the story pages out and staple them together to make a mini book.

Unit 4 TB53

- **Reinforcement activity:** Play *Listen for the sound* (see page xvii), with students listening for the words with the /æ/ sound in them.

- **Extension activity:** Students can clean up their classroom, putting the different items away and noting which objects they are taking care of as they do so. Say, as students clean up, *Let's take care of the books. Put the books in the bookcase. Now let's take care of the pens. Put the pens in the pen cups*, etc. Students can pledge to do a similar activity at home, cleaning their bedroom, as a **Home-school link**. (They make a list of their toys and other items they've taken care of while cleaning up.)

Unit 4 TB54

- **Reinforcement activity:** Play a game of *Count and collect* (see page xvi), this time giving students numbers and a shape to find, e.g., *Four squares*. Students have to find or point to four objects in the classroom that are square.
- **Extension activity:** Shapes in abstract art. Research and download pictures by famous abstract artists who use shapes in their work, e.g., Piet Mondrian (*Composition with red, yellow, and blue*), Wassily Kandinsky (*Squares with concentric circles*), Henri Matisse (*The Snail*), Joan Mirò (*Woman, Bird, and Star – Homage to Picasso*). Show students the paintings and ask *What shapes can you see? / What shape is it? What colors can you see? / What color is it?* Students can then make their own piece of abstract art following the style of one of these artists.

Unit 4 TB55

- **Extension activity:** Use the flashcards and word cards to play a game of *Does it match?* (see pages xvi–xvii). If the cards match, students can also mime being in the room. Then ask *Where are you?* for students to answer *I'm in the (bedroom).*
- **Extension activity:** Test students' memory of the unit by asking questions about different pages. Students have to try to answer from memory first, e.g., *In the story, where's Grandpa? (He's in the yard.) Where's Grandma? (She's in the living room.) In the song, where's the robot? (It's in the bathtub/bathroom.) Where's the doll? (It's in the kitchen / under the table.)* Depending on the students' level, they can also ask questions for the rest of the class to guess.

Review Units 3 and 4 TB56

- **Reinforcement activity:** Play a game of *Is that your (mom)?* (see page xvii), but using students' possessions instead of drawings, e.g., pencil cases, books, pens, etc. Students will therefore ask *Is this your (pencil case)?* as they return each item to its owner.
- **Extension activity:** Students draw a picture of one member of their family in a room at home. They then ask and answer about their drawings with a partner, using language similar to activity 2 in the Student's Book.

Review Units 3 and 4 TB57

- **Reinforcement activity:** Students can play a game of *Where's the (mom)?* (see page xix). Alternatively, they can play *Guess where!* (see page xvii) in pairs or groups.
- **Extension activity:** Play a game of *Follow my instructions* (see page xvii). After playing with a couple of students, extend the activity so that students give you and other students instructions and ask the questions rather than just following your instructions and answering questions.

Unit 5 TB60

- **Reinforcement activity:** Distribute the word cards to ten students in the class. They take turns reading the word aloud on their card. Students all listen and touch that part of their body. The student reading then shows the card for someone else to read and check.
- **Extension activity:** Call out instructions, e.g., *Touch your head, Move your arms, Point to your feet.* Demonstrate each one as you do so, but sometimes make deliberate mistakes – e.g., touch your leg and say *Touch your head.* Students follow your instructions if they match your action, but correct you if they don't: *No! (Touch your) head! Apologize* and perform the correct action: *Oh, yes, sorry. Touch your head.* Students then copy it.
- **Home-school link:** Students can do one of the ending-the-lesson exercise routines in the mornings before they come to school, as a way of keeping healthy!

Unit 5 TB61

- **Reinforcement activity:** Play a game of *Copycat* (see page xvi).
- **Extension activity:** Students can make up their own verse of the chant to teach to the rest of the class. They can also teach and play the game of *Simon says* (see page xviii) to their families at home as a **Home-school link**.

Unit 5 TB62

- **Reinforcement activity:** Play a version of *What's in the bag?* (see page xix). In this version of the game, ask students *What do you have*? as you pass them the bag. Students feel and say *I have (an eraser).*
- **Extension activity:** Students do a fill-in-the-blank activity. They sit back to back. One then chooses four classroom objects and puts them in front of him/her. He/She describes them, e.g., *I have a book. I have a pencil. I have a pen, and I have an eraser.* The other student listens and assembles the same four objects in front of them. Students then check, the groups of objects are the same, then they swap roles. This can also be done as a drawing dictation, with students drawing the objects instead of assembling them in front of them.

Unit 5 TB63

- **Reinforcement activity:** Hide a classroom object or a flashcard behind your back, e.g., a pencil. Invite students to guess what it is by asking *Do you have a (pencil)?* If a student guesses correctly, answer *Yes, I do* and hand them the object. That student can then take a turn hiding something behind his or her back. If they guess incorrectly, answer *No, I don't* and ask another student to *Guess again!*

- **Extension activity:** Review toys and classroom objects with students using flashcards. Then play a game of *Bingo* (see page xvi). Students draw four toys or classroom objects they have. Make sentences using *I have (a kite)*. When checking any students who've called out *Bingo*, ask questions: *Do you have a (kite)?*

Unit 5 TB64

- **Reinforcement activity**: Play a game of *Pass the flashcards* (see page xviii). Students with the flashcards have to give an instruction using the part of the body, e.g., *Wash/Move your (hands)*. The rest of the class follow the instructions, but they also do the actions slowly and heavily as if they are the sand monster from the story.
- **Extension activity:** Students can have a sculpture competition, making their own monsters out of clay, play dough, or salt dough (you can find recipes for salt dough online). Students will need aprons or old clothes to wear when they do this activity. Students see who can make the most scary/friendly/cute monster and say how many arms, legs, hands, and feet their monster has. For a less messy option, students can draw their own monster and have a drawing competition instead.
- **Home-school link:** The next time students visit the beach, they can make a sand sculpture and take a photograph of it to show the class.

Unit 5 TB65

- **Reinforcement activity:** Play a game of *Sound bingo* (see page xviii).
- **Extension activity:** Categorizing. Students can categorize the parts of the body and other items into things you can wash and things you can't, e.g., wash your hair, but not wash your eyes; wash a chair, but not a book; wash a ball, but not a computer (or any electric toys.)
- **Home-school link:** If they have younger siblings, students can tell them to wash their hands before dinner at home.

Unit 5 TB66

- **Reinforcement activity:** Play a game of *What's in the bag?* (see page xix), including things in the bag that are particularly unusual or interesting to touch. As an alternative to feeling, students can smell the items in the bag to guess what they are.
- **Extension activity:** A sensory table. Students bring one object to class that they think is particularly interesting to see, hear, smell, or touch. Students can show their object to the class. Students decide which sense the item is most interesting for. Group the items together on a table, and then invite students to come and see, touch, and smell the items, as well as hear them make a sound.

Unit 5 TB67

- **Reinforcement activity:** Students can review parts of the body by playing the *Mirror game* (see page xviii).
- **Extension activity:** Play a game of *Count and collect* (see page xvi) or *Find something (red)* (see page xvii). When students find the required number of objects or correctly colored objects, they can then describe what they have: *I have six books. I have a yellow pencil case.* Then ask them about some of the objects: *Do you have a (red pencil case)? (Yes, I do. / No, I don't.)*

Unit 6 TB70

- **Reinforcement activity:** Use the flashcards and word cards to play a game of *Does it match?* (see pages xvi–xvii).
- **Extension activity:** Students can have a class picnic. This can either be a real class picnic on the playground at lunchtime, with students bringing food from home, or arrange this as a mime activity. Spread a real or an imaginary picnic blanket on the ground. Invite students to *Come to the picnic*. Students take turns sitting down on the "blanket" and saying a food item they have, e.g., *I have (apples)*. The rest of the students already sitting on the blanket mime eating apples. When there are too many students at the picnic, ask them to *Sit down again*, and invite different students to the picnic. Students could also arrange a picnic with their families as a **Home-school link.**

Unit 6 TB71

- **Reinforcement activity:** Students play *Describe and draw* (see page xvi), using the theme of drawing items on a picnic blanket or into a lunch box.
- **Extension activity:** Play the *Yes/No game* (see page xix), with the theme of students guessing what's in your lunch box and asking you *Do you have (chicken)?*

Unit 6 TB72

- **Reinforcement activity:** Students play a game of *True or false?* (see page xix), making sentences with *I like (cheese)* or *I don't like (eggs)*.
- **Extension activity:** Do a *Class survey* about food (see page xvi).

Unit 6 TB73

- **Reinforcement activity:** Play a game of *Find a partner* (see page xvii).
- **Extension activity:** Funny sandwiches. Teach students the word *sandwich*. Then ask students about the kinds of sandwiches they like: *Do you like (chicken) sandwiches? (No, I don't.) Do you like (banana) sandwiches? (Yes, I do.)* Then ask *Do you like chicken and banana sandwiches?* Elicit students' answers. Students then think of their own funny combination for a sandwich – either one they think would be delicious or one that would be disgusting. They then ask the class *Do you like (egg, milk, and banana) sandwiches?* Students answer. They can also vote for the best or worst sandwich combination.

Unit 6 TB74

- **Reinforcement activity**: Play a game of *I can see* (see page xvii), using the story frames.

- **Extension activity:** A farm (vocabulary extension). Students can find out about the animals that live on a farm in their country and learn their names in English (e.g., *cow*, *duck*, *sheep*, *goat*). They can also find out food that comes from farm animals (*eggs*, *milk*, *cheese*, *meat*, *chicken*).
- **Home-school link:** Students find out if there is a farm or petting zoo near where they live and arrange to visit it with their families.

Unit 6 TB75

- **Reinforcement activity:** Play *Sound that doesn't belong* (see page xix).
- **Extension activity:** Play a shopping game. Students fold a piece of paper in half. On each side of the paper they draw two sets of the same item they might buy in a store – e.g., two pictures of three apples. They then cut their paper in half. Collect one half of the paper and leave the other half with students. Then arrange students in small groups. Each group of students is a store. They combine their drawings of the things they have to sell. Put the drawings you've collected into a bag. Students take turns drawing an item out of the bag. If it is an item in their own store, they put it back and take another item. Then they have to "go shopping" in the class until they find the store that has the item they want. At each store (or group of students), they ask for the object on their piece of paper: *Can I have (three apples), please?* When they find a store that has the other picture of three apples, the student who drew it says *Yes, here you are* and hands it over. At the end of the game, the group that has shopped successfully for the most items wins the game.
- **Home-school link:** Students make polite requests at home when they want to ask for something from their families.

Unit 6 TB76

- **Reinforcement activity:** Students note down food and drink they had for lunch that day (if the lesson is in the afternoon) or yesterday (if the lesson is in the morning). Students then name as many of the items they can in English and categorize their lunch into "from plants" or "from animals." Alternatively, they could do this activity with their dinner as a **Home-school link**.
- **Extension activity:** Students can find out about which animals different food comes from, e.g., eggs and chicken from hens; milk, cheese, and yogurt from cows; meat from cows and sheep; fish from fish; honey from bees.

Unit 6 TB77

- **Reinforcement activity:** Use the flashcards to play a game of *Questions tic-tac-toe* (see page xviii). Students can ask questions about the food using *Do you like (apples)?* or *Can I have (two apples), please?*
- **Extension activity:** A restaurant role-play. Display students' food posters on the wall. Students can then use them to make up and act out a role play in a restaurant. They use the food posters as a menu noticeboard. Elicit the following dialog for students to practice and adapt:
  A: Hello. Can I help you?
  B: Hello. Can I have chicken and milk, please?
  A: Yes, of course. Here you are.
  B: Thank you.

Review Units 5 and 6 TB78

- **Reinforcement activity:** Students can play the *Yes/No game* (see page xix), choosing the food items. Students guess by asking and answering *Do you like (bananas)? (Yes, I do. / No, I don't.)*
- **Extension activity:** Use the flashcards or word cards to play a game of *Act and guess* (see page xvi). When students are guessing the card, they can ask *Do you have (chicken)?* The student miming answers *No, I don't* until someone guesses correctly.

Review Units 5 and 6 TB79

- **Reinforcement activity:** If you've cut out pictures of food, use them to play a game. Students ask questions with *Do you have (chicken)? (Yes, I do. / No, I don't.)*
- **Extension:** Monsters. Students draw a picture of their own fantasy monster and two things it likes to eat. They then present these to the class: *My name's Hal. I have a blue body and a green head. I like computers with cheese.* Students can also ask questions about the monsters, with the student answering in the first person, as if they are the monster, e.g., *Do you have green ears? (Yes, I do.) Do you like bread and cheese? (No, I don't. I like computers with cheese.)*

Unit 7 TB82

- **Reinforcement activity:** Play a game of *Mime and match* (see page xviii), using the flashcards and word cards.
- **Extension activity:** A festival in our school. Students can work in groups to make a poster or brochure for a festival in their own school, thinking of actions and activities to take place on their playground, school hallway or art room. When they have finished, display the brochures or posters in class. Students can decide which festival they'd like to go to and the activities they'd like to do, e.g., *Let's go to this festival. Let's (play soccer).*

Unit 7 TB83

- **Reinforcement activity:** Play a game of *Whisper* (see page xix).
- **Extension activity:** Students can make up their own verse of the chant to teach to the rest of the class.

Unit 7 TB84

- **Reinforcement activity:** Do a *Reading race* (see page xviii), using the action flashcards and slips of paper with sentences using *I can* and *I can't* and the actions on the flashcards.
- **Extension activity:** Robots. Students can design a robot and think of five things it can and can't do. They then present their robot to the class, saying, e.g., *My name's*

Klunk. I can dance and I can sing. I can draw and I can jump. But I can't swim. (**Note:** If students drew robots in Unit 1, they can reuse those robot drawings for this activity, adding to them by deciding about their abilities, not just what they look like. Otherwise, students design new robots.)

Unit 7 TB85

- **Reinforcement activity:** Play a game of *Act it out* (see page xvi).
- **Extension activity:** Students note down one action they can do and one they can't. They then use this note to play *Find a partner* (see page xvii). They try to find a partner who has noted down the same actions, asking and answering *Can you (swim)? (Yes, I can).* Alternatively, students can do a *Class survey* about things that their classmates can and can't do (see page xvi).

Unit 7 TB86

- **Reinforcement activity:** Ask *What can iPal do?* Students have to try to remember all the different things iPal can do from the stories. They can either answer as if they are iPal *(I can draw …)* or they can answer in the third person, using *He (He can draw …).* This can be played as a team game, with teams scoring a point for each action they remember. (Possible answers include *he can draw, he can fly, he can do magic, he can paint, he can wash his hands, he can stand on his hands, he can ride a bike.* Students may also want to learn *he can juggle* from Unit 4.)
- **Extension activity:** Helping our friends. Children can write down one thing they can't do and would like to learn, e.g., sing a particular song, paint a picture, ride a bike, swim, dance a routine, etc. They can then find out if there's anyone in the class who can help them learn, by asking other students *Can you (sing …)?* If they find someone who answers *Yes, I can*, they can then arrange a time to teach each other (outside school or during recess). Alternatively, students can ask their families at home, as a **Home-school link**.

Unit 7 TB87

- **Reinforcement activity:** Play *Listen for the sound* (see page xvii), with students identifying /ʌ/ sounds in words. Use words with different vowel sounds in them, /æ/, /e/, and /ɪ/, to contrast.
- **Extension activity:** Support your team. Give the children a task or competition to do in teams. It could be a spelling competition (call out words for students from each team to spell on the board). It could be a memory game (ask them questions about the characters in the Student's Book). It could be a vocabulary competition (ask students to think of as many (food) words as they can or to name as many classroom items in the classroom as they can). While students in each team are performing their tasks, encourage other members of the team to say encouraging words, e.g., *Come on, (Ana). You can do it!* Then congratulate each student by saying *Good job!* at the end.

Unit 7 TB88

- **Reinforcement activity:** Play a game of *Count and collect* (see page xvi). When students have collected their objects, use them to do some more sums practice. Say, e.g., *Eight pencils – plus two more. How many pencils do you have? (Ten.)* Or *Eight pencils – now minus four. How many pencils do you have? (Four.)*
- **Extension activity:** Play a game of bowling in the classroom, using a plastic pins set, or make your own using ten small plastic bottles and a small ball. Ask pairs of students (one pair at a time only) to come to the front of the class. One sets up the pins at the front of the class, counting from one through ten as they do so. The other rolls the ball to knock them down. Each time, ask students to count both the number of pins that have been knocked over and the number that are left. Repeat with other pairs of students coming to the front, but control this activity by asking students to raise their hands before you invite them to the front.
- Students could go bowling with their families as a **Home-school link**.

Unit 7 TB89

- **Reinforcement activity:** Students can play *Test the teacher* (see page xix), making up sums for you to solve. Alternatively, they can make these for their families as a **Home-school link.**
- **Extension activity:** Do an *Action treasure hunt* (see page xvi).

Unit 8 TB92

- **Reinforcement activity:** Students play a game of *Memory 1 through 10* (see pages xvii–xviii).
- **Extension activity:** Students draw a picture of their favorite animal and label it. Teach additional vocabulary as necessary. Use these pictures for a game of *Act and guess* (see page xvi). Then keep the pictures to be used again in Lesson 4.
- **Home-school link:** If there is a natural history museum nearby, students can visit it with their families. Alternatively, arrange this as a field trip and invite parent helpers to come with you.

Unit 8 TB93

- **Reinforcement activity:** Use the flashcards to play a game of *Stand in order* (see page xix). You can add a reading element to this game by giving other students word cards to give to the student with the matching flashcard.
- **Extension activity:** Ask students questions about what animals can do, reviewing actions from the previous unit, e.g., *Can a bird sing?* Students can either just answer *Yes/No* or *Yes, it can. / No, it can't.*
- **Home-school link:** Students can visit a safari park or zoo with their families and make a note of the animals they see there.

Unit 8 TB94

- **Reinforcement activity:** If you have pictures of animals and baby animals, you could cut these up and use them to play a game of *Jigsaw matching*. As well as students finding the other students with the pieces of their animal, they also find the students who have the matching adult or baby for the animal in their jigsaw. They can then make sentences about the pairs of animals in their jigsaws, e.g., *Zebras are big. Baby zebras are small.*
- **Extension activity:** Play the *Yes/No game* (see page xix). Students ask questions with *Is it* and sizes and colors to guess the animal you are thinking of, e.g., *Is it big? Is it gray? Is it a hippo?*

Unit 8 TB95

- **Reinforcement activity:** Students make up and sing their own verse of the song, choosing an animal, a body part, and an action to go with it.
- **Extension activity:** Our favorite animals. If students drew their favorite animals in Lesson 1, redistribute the drawings. Students can think of a description to match their drawings and show them to the class again: *My favorite animals are lizards. Lizards are small. They're green or brown. They have long tails. They have small ears.* Alternatively, if you wish students to write, they can write a short description underneath their drawing. Help as necessary, by writing prompt sentences on the board. Then collect students' drawings again and arrange them to make an animal poster or class animal file.

Unit 8 TB96

- **Reinforcement activity**: Students note down an animal they like or their favorite animal. They can then play *Find a partner* (see page xvii), using the question *Do you like (spiders)?* or *What's your favorite animal?*
- **Extension activity:** Talking to animals. Students imagine they could visit a magical zoo with iPal where the animals can talk. What questions would they like to ask their favorite animal? In pairs or small groups, students can invent an interview or a conversation with an animal and then act it out to the class, e.g.,

  Student: Are you happy in the zoo?
  Lion: No, I'm not. I'd like to go home.
  Student: Where are you from?
  Lion: I'm from Africa.
  Student: What do you eat?
  Lion: I eat children. Roar!

  You can add a guessing element to this activity, with the students listening to the dialog, then trying to guess which animal is talking.

Unit 8 TB97

- **Reinforcement activity:** Play *Sound pairs* (see page xix), using pairs of words with vowel sounds /ɒ/, /e/, /ɪ/, /æ/, and /ʌ/.
- **Extension activity:** Students can choose one of the animals from the pronunciation activities to find out more about (using computers or books in the library, at school, or at home). They then tell the class about their animal, e.g., *Pandas are from Asia. Pandas are big. Pandas have small ears and short tails.* Alternatively, if you want students to write, they can create an animal factfile, writing sentences about their chosen animal. Write prompt sentences on the board to help.

Unit 8 TB98

- **Reinforcement activity:** Call out action verbs that can apply to animals, reviewing other actions as well as the ones on the page, e.g., *run, jump, swim, climb, sing*. Students think of an animal that can do that action and say, e.g., *A bird can sing*. Students can then mime singing like a bird.
- **Extension activity:** An animal quiz. Divide students into teams and ask them questions about animals, e.g., *Can elephants swim? Do elephants have tails? Can monkeys swim? Can spiders jump? Do snakes have ears? Do spiders have teeth?* Students answer *yes* or *no*. Note down points for each correct answer. The winning team is the one that can answer the most questions correctly. (**Note:** The answers to the example questions above are *yes, yes, no* (many monkeys can't swim), *yes, no* (but they can hear using vibration), *no* (but they have fangs).)

Unit 8 TB99

- **Reinforcement activity:** Test students' memory of their movement charts by asking questions, e.g., *Can a snake slither? (Yes.) Can a lion fly? (No.)*
- **Extension activity:** Use the flashcards to play a game of *Memory 1 through 10* (see pages xvii–xviii).

Review Units 7 and 8 TB100

- **Reinforcement activity:** Use either the flashcards or the word cards for actions and animals. Put these in two piles face down at the front of the class. Ask a pair of students to come to the front and take one card from each pile. They read out the action and the animal, e.g., *draw, elephant*. Turn this into an instruction: *Draw like an elephant*. Students have to mime drawing like an elephant, e.g., holding a pencil in their trunk.
- **Extension activity:** Play the *Yes/No game* (see page xix), choosing animals for students to guess. Students can ask *Are you (big)? Do you have (big teeth)? Can you (swim)?*

Review Units 7 and 8 TB101

- **Reinforcement activity:** Use flashcards from all units to play a game of *Does it match?* (see pages xvi–xvii).
- **Extension activity:** End-of-course quiz. In groups, students make up questions for another group or the rest of the class to answer. Encourage them to use different question types from all units of *Guess What!* Level 1.

Level 1 CLIL video scripts

Introduction

Before the video

- Use the opening question on the first CLIL page in the Student's Book and activity 1 on the second page to discuss what students already know about the topic and teach new key CLIL vocabulary.
- Ask students to guess what the video is going to be about.

During the video

- Play the whole video in the first instance. Students watch to see if they've guessed correctly what some or all of the video is going to be about.
- Congratulate any students who guessed the content of the video correctly.
- Then play the video again, this time encouraging students to interact with the video more fully by, using one of the following techniques:
- Pause the video to ask questions or elicit new vocabulary.
- Show the video with the sound off, pausing for students to guess what the presenter is saying.
- Use homemade flashcards of the CLIL vocabulary in the audio and ask students to put them in order.
- Write questions on the board for students to answer while they are watching.

After the video

- Check students' answers to any questions you have asked.
- Then use activity 3 in the Student's Book for students to reinforce understanding of the CLIL question. The project provides an opportunity for students to produce their ideas about the CLIL topic in words and pictures. There is further practice provided in the Workbook.

Hello!

Unit topic: Hello (colors)

Topic: Art – Colors and color mixing to make secondary colors

Question: What color is it?

Learning objective:

Children should:

- be able to identify six colors
- understand that we can mix primary colors to make secondary colors

CLIL 00

Hi. Welcome to *Guess What!*
Today we're asking,
What color is it?
Let's find out.

red

It's red.
It's red, too!

yellow

It's yellow.
It's yellow, too!
Look! Red and yellow make orange.

orange

It's orange.
It's orange, too!

blue

It's blue.
It's blue, too!
Look! Blue and red make purple.

purple

It's purple.
It's purple, too!
Look! Blue and yellow make green.

green

It's green.
It's green, too!

What do you know?

What color is it?
It's purple.
It's green.
It's orange.

Good job!
See you next time on *Guess What!* Bye!

Unit 1

Unit topic: School

Topic: Science – Things are made of a variety of materials

Question: What material is it?

Learning objective:

Children should:

- be able to identify four materials
- understand that things are made of these different materials

CLIL 01

Hi again. Welcome back to *Guess What!*
Today we're asking,
What material is it?
Let's find out.

metal

Look! The material is metal.
It's a car. The material is metal.

plastic

Look! The material is plastic.
Look! Bags. The material is plastic.

glass

Look! The material is glass.
It's a horse. The material is glass.

wood

Look! The material is wood.
It's a boat. The material is wood.

What do you know?

What material is it?
It's wood.
It's plastic.
It's glass.

Good job!
See you next time on *Guess What!* Bye!

Unit 2

Unit topic: Toys

Topic: Science – Some things are electric and others aren't

Question: Is it electric?

Learning objective:

Children should:

- be able to identify two toys, electric and non-electric
- understand that things can be electric or not and that electric things need energy to move/operate and nonelectric things need to be moved; they can't move on their own

CLIL 02

Hi again. Welcome back to *Guess What!*
Today we're asking,
Is it electric?
Let's find out.

It's electric.
Look! Cars …
… electric cars.

Look! A train …
… an electric train.
It isn't electric.

Look! A car. It isn't electric.

Look! A train. It isn't electric.

What do you know?

Is it electric?`
Yes, it is.
No, it isn't.

Good job!
See you next time on *Guess What!* Bye!

Unit 3

Unit topic: Family

Topic: Geography – The world is made up of continents

Question: What continent is it?

Learning objective:

Children should:

- be able to identify seven continents
- understand that people come from different continents

CLIL 03

Hi. Welcome back to *Guess What!*
Today we're asking,
What continent is it?
Let's find out.

It's Europe.
All kinds of people live in Europe.

It's South America.
All kinds of people live in South America, too.

Look! A family! A mom, a dad, a brother, and a sister.

It's Australia.
All kinds of people live in Australia.

It's Asia.
All kinds of people live in Asia.

Look at this family. A mom, a dad, a grandpa, a grandma, a brother, and a sister.

It's North America.
All kinds of people live in North America, too.

It's Africa.
And all kinds of people live in Africa.

It's Antarctica.
All kinds of people visit and work in Antarctica. People don't live here.
Penguins do!

A lot of people live in our world. Moms, dads, brothers, sisters, grandmas, grandpas, aunts, uncles. We are one big family.

What do you know?
What continent is it?
What do you know?

It's Europe.
It's South America.
It's Australia.

Good job!
See you next time on *Guess What!* Bye!

Unit 4

Unit topic: At home

Topic: Art – Shapes

Question: What shape is it?

Learning objective:

Children should:

- be able to identify three shapes
- understand that we can see different shapes everywhere

CLIL 04

Hi again. Welcome back to *Guess What!*
Today we're asking,
What shape is it?
Let's find out.

square
Look at this shape. It's a square.
We see squares everywhere.

circle
Look at this shape. It's a circle.
We see circles everywhere.

triangle
Look at this shape. It's a triangle.
We see triangles everywhere, too.

It's a house.
Look at all the shapes.
A circle.
Squares.
Triangles.

What do you know?

What shape is it?

It's a triangle.
It's a square.
It's a circle.

Good job!
See you next time on *Guess What!* Bye!

Unit 5

Unit topic: My body

Topic: Science – The five senses

Question: What sense is it?

Learning objective:

Children should:

- be able to identify the five senses
- understand that we use the senses for different things and that we use a different body part for each sense

CLIL 05

Hi again. Welcome back to *Guess What!*
Today we're asking,
What sense is it?
Let's find out.

sight
Look at the eyes.
We see with our eyes. The sense is sight.

smell
Look at the nose.
We smell with our noses. The sense is smell.

taste
Look at the tongue.
We taste with our tongues. The sense is taste.

hearing
Look at the ears.
We hear with our ears. The sense is hearing.

touch
Look at the fingers.
We touch with our fingers. The sense is touch.

And sometimes we use sight, hearing, taste, and touch at the same time!

What do you know?
What sense is it?

smell
sight
taste

Good job!
See you next time on *Guess What!* Bye!

Unit 6

Unit topic: Food

Topic: Science – Where food comes from

Question: Where is food from?

Learning objective:

Children should:

- be able to identify what a plant is and what an animal is
- understand that food comes from different sources. The two in focus here are plants and animals

CLIL 06

Hi again. Welcome back to *Guess What!*
Today we're asking,
Where is food from?
Let's find out.

Plants
Food is from plants. All kinds of plants.

Look!
cucumbers …
lettuce …
red peppers …
and tomatoes.

Look! A salad. A salad is healthy!

Animals.
Food is from animals. All kinds of animals.
People eat eggs. Eggs are from chickens.

Look! Scrambled eggs!
People eat meat. Meat is from animals.
And people eat fish, too.

Sometimes people eat food from plants and animals at the same time!

What do you know?

Where is food from?
It's from plants.
It's from animals.

Good job!
See you next time on *Guess What!* Bye!

Unit 7

Unit topic: Actions

Topic: Math – Addition and subtraction

Question: What's the number?

Learning objective:

Children should:

- be able to identify +, –, and = signs and know what they mean
- be able to do simple addition and subtraction calculations

CLIL 07

Hi again. Welcome back to *Guess What!*
Today we're asking,
What's the number?
Let's find out.

plus

She can bake a cake.

Look! Five cherries. 1, 2, 3, 4, 5.

5 + 1 = 6 (five plus one equals six)
6 + 1 = 7
7 + 1 = 8
8 + 1 = 9

Now there are nine cherries.

Five plus four equals nine.

minus

He can make pizza.

Look! Six slices of pizza. 1, 2, 3, 4, 5, 6.

6 – 1 = 5 (six minus one equals five)
5 – 1 = 4
4 – 1 = 3
3 – 1 = 2

Now there are two slices of pizza.
Six minus four equals two.

What do you know?

What's the number?
Five plus four equals ?
Yes! Five plus four equals nine.

What's the number?
Six minus four equals ?

Yes! Six minus four equals two.

Good job!
See you next time on *Guess What!* Bye!

Unit 8

Unit topic: Animals

Topic: Science – How different animals move

Question: How do animals move?

Learning objective:

Children should:

- be able to identify three ways that animals move
- understand that animals move in different ways, with a focus on animals that fly, walk, and slither

CLIL 08

Hi again. Welcome back to *Guess What!*
Today we're asking,
How do animals move?
Let's find out.

fly

Birds fly. Birds have wings. Some birds have long wings.
Some birds have short wings.

walk

Some animals walk. They have legs. Some animals have short legs.
Some animals have long legs.

slither

Some animals slither. They don't have legs or wings. They can't walk or fly.

What do you know?

How do animals move?
Animals walk.
Animals fly.

Animals slither.

Good job!
Bye!

Let's collaborate! Level 1 Cambridge Life Competencies Chart

Unit	CAMBRIDGE LIFE COMPETENCIES
0	**Creative Thinking:** creating a collage of a particular color **Critical Thinking:** classifying familiar objects by color **Digital Literacy:** researching colors online
1	**Creative Thinking:** creating a poster related to a particular material **Critical Thinking:** classifying familiar objects by the material they are made from **Digital Literacy:** researching materials online
2	**Creative Thinking:** designing an educational board game **Critical Thinking:** comparing various features of different games **Learning to Learn:** creating a learning resource to help review language
3	**Learning to Learn:** making notes on a mind map **Social Responsibilities:** learning about the lifestyle of a child in another country **Digital Literacy:** searching for images of children, homes, schools, family groups, sports, and toys in another city
4	**Creative Thinking:** creating a picture using different shapes **Critical Thinking:** classifying familiar objects by shape **Learning to Learn:** planning a shape picture before creating it
5	**Learning to Learn:** organizing exercise action cards and keeping them in order **Social Responsibilities:** learning about the benefits of exercise and different exercise routines to improve their health **Digital Literacy:** making a simple exercise video
6	**Critical Thinking:** categorizing food and drink by whether they come from animals or plants; creating a survey, collecting information, and analyzing results **Learning to Learn:** learning to count and recording information **Emotional Development:** expressing likes and dislikes of different kinds of food
7	**Creative Thinking:** choosing different activities and a name for a summer camp **Critical Thinking:** making decisions on which activities to choose based on abilities **Learning to Learn:** managing information constructively, e.g. through making notes
8	**Learning to Learn:** organizing information on flashcards for a presentation about animals **Social Responsibilities:** learning about animals in nature **Digital Literacy:** searching for information and images of animals online using key words
All Units	**Communication:** using appropriate language (can include some L1) at different stages of the project; communicating clearly and confidently during the final presentation of their work **Collaboration:** working effectively with others including supporting and encouraging them where necessary; appropriately sharing roles and tasks within the group

Let's collaborate!

Our group: _____ Unit: _____

How did we do?

In your group, think about your project. Check (✓) the boxes.

Step 1 Plan	☺	😐	☹
Our group listens.			
Our group understands.			

Step 2 Create	☺	😐	☹
Our group joins in.			
Our group works well together.			

Step 3 Present	☺	😐	☹
Our group presents the project well.			
Our group is happy with our project.			

We think our project is:



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Let's collaborate!

Teacher's Evaluation Form

Name(s): _____

Level: _____ Unit: _____ Date: _____

Group or individual performance grades:
4 = Exceeds expectations; 3 = Very good; 2 = Satisfactory, 1 = Needs improvement.

Step 1 Plan

Grade	Area / Outcomes
	Use of information and resources
	Planning and organization

Step 2 Create

Grade	Area / Outcomes
	Collaboration
	Creativity

Step 3 Present

Grade	Area / Outcomes
	Presentation skills
	Final product

Cambridge Life Competencies

Students showed (✓) / did not show (✗) evidence of the following competencies during this project.

✓ / ✗	Competency (refer to the Cambridge Life Competencies Chart)
Comments:	

Overall grade: _____

General comments:	Area(s) of improvement:

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Keys: U = Unit.

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