

Rainbow 2 Bridge

Teacher's Guide



- **Classroom Presentation Tool**
- **Teacher's Guide:**
 - Syllabus • Unit tests, speaking tests, mid- and end-of-year tests • Activities and tests for pupils with special educational needs
 - How To Do It: teaching tips and suggestions
 - Take Home English: craft activities with photocopiable templates
- **Class Audio CDs**



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Rainbow Bridge

Teacher's Guide 2

Dear Teacher,

Welcome to *Rainbow Bridge*, our new Primary English course which follows and expands on the much-loved methodology and syllabus tried and tested in *New Treetops*.

Thank you for choosing our course, where engaging, stimulating new settings and characters will motivate your young learners, and you yourself will get great satisfaction from seeing them enthusiastic, inspired and ready to learn.

Now let's cross this learning 'bridge' together and embark on a wonderful journey of discovery into a magical new world of English.

Rainbow Bridge ... where dreams really do come true!

Have fun!

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OXFORD
UNIVERSITY PRESS

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Syllabus

Autumn opener				
Skills				Language
Listening <ul style="list-style-type: none"> Listen and identify the season of autumn Listen and identify autumn items Listen and identify weather conditions Listen, understand and follow instructions 		Speaking <ul style="list-style-type: none"> Sing and mime a song Review autumn words from Level 1 Name new autumn items Use weather expressions 		Vocabulary <ul style="list-style-type: none"> berries, apples, a pumpkin, a door, leaves, a cafe, a house, a shop Structures <ul style="list-style-type: none"> It's autumn. It's windy.
Unit 1				
Skills				Language
Listening <ul style="list-style-type: none"> Listen and identify numbers 1–10 Listen and identify colours Listen and understand the expression <i>Happy Birthday!</i> Listen and understand questions about age Listen and understand phrases about age Understand the question <i>What colour is ...?</i> Listen to and read a story Recognize the /æ/ sound Understand the importance of being kind 	Speaking <ul style="list-style-type: none"> Exchange birthday greetings Ask about age Sing and mime two songs Say numbers 1–10 Say colours Ask and answer about age Say the quantity and colour of objects The /æ/ sound 	Reading <ul style="list-style-type: none"> Understand a story 	Writing <ul style="list-style-type: none"> Write words for numbers and colours 	Vocabulary <ul style="list-style-type: none"> one, two, three, four, five, six, seven, eight, nine, ten yellow, brown, blue, pink, red, white, black, orange, green, purple apple, cat, bag, ant Structures <ul style="list-style-type: none"> How old are you? I'm eight. What colour is ...? (Four) (blue) cupcakes.
Unit 2				
Skills				Language
Listening <ul style="list-style-type: none"> Listen and identify school objects Listen and understand the question <i>What's this?</i> Listen and understand the question <i>Is it a ...?</i> Listen and understand the short answer <i>No, it isn't.</i> Listen and understand phrases using prepositions of place <i>in / on</i> Listen and understand simple instructions about the position of objects Listen to and read a story Recognize the /e/ sound Understand the importance of saying thank you 	Speaking <ul style="list-style-type: none"> Sing and mime a song Ask and answer questions about objects Give simple instructions Follow given instructions Name school objects Ask and answer questions about objects Give instructions about the position of objects The /e/ sound 	Reading <ul style="list-style-type: none"> Understand a story 	Writing <ul style="list-style-type: none"> Write words for school objects 	Vocabulary <ul style="list-style-type: none"> a chair, a desk, a rubber, a book, a pencil, a ruler, a pen, a bag in, on egg, pen, teddy, nest Structures <ul style="list-style-type: none"> What's this? Is it a bag? No, it isn't. It's a book. Put your (pen) on your (desk). Put your (book) in your (bag).

Winter

Winter opener		
Skills		Language
Listening <ul style="list-style-type: none"> Listen and identify the season of winter Listen and identify winter items Listen and identify weather conditions Listen, understand and follow instructions 	Speaking <ul style="list-style-type: none"> Sing and mime a song Review winter words from Level 1 Name new winter items Use weather expressions 	Vocabulary <ul style="list-style-type: none"> skates, gloves, hot chocolate, a snowball, snowflakes, a bridge, trees, lights, ice, a snowman Structures <ul style="list-style-type: none"> It's winter. It's snowy.

Unit 3				
Skills				Language
Listening <ul style="list-style-type: none"> Listen and identify rooms in a house Listen and identify family members Listen and understand the difference between <i>He's</i> and <i>She's</i>. Listen and understand questions and phrases about where people are Listen, understand and respond to the question <i>Is he/she in the...</i> Listen to and read a story Recognize the /l/ sound Understand the importance of being friendly 	Speaking <ul style="list-style-type: none"> Ask and answer questions about which rooms people are in Sing and mime a song Name rooms in a house Name family members Ask questions about where people are Say where people are in a house The /l/ sound 	Reading <ul style="list-style-type: none"> Understand a story 	Writing <ul style="list-style-type: none"> Write words for rooms in a house and family members 	Vocabulary <ul style="list-style-type: none"> <i>a hall, a living room, a bathroom, a kitchen, a bedroom</i> <i>sister, brother, mum, grandma, dad, grandpa</i> <i>insect, skip, milk, fish</i> Structures <ul style="list-style-type: none"> <i>Where's Fern?</i> <i>Is she in the kitchen? No.</i> <i>He's in the bedroom.</i>
Unit 4				
Skills				Language
Listening <ul style="list-style-type: none"> Understand and identify items of clothing Listen and follow simple instructions Listen and understand phrases about how hot/cold a person is Listen to and read a story Recognize the /b/ sound Understand the negative consequences of being selfish 	Speaking <ul style="list-style-type: none"> Give simple instructions about putting on and taking off items of clothing Follow given instructions Sing and mime a song Name items of clothing Describe items of clothing Talk about temperature The /b/ sound 	Reading <ul style="list-style-type: none"> Understand a story 	Writing <ul style="list-style-type: none"> Write words for items of clothing 	Vocabulary <ul style="list-style-type: none"> <i>a hat, a jumper, trousers, boots, socks, shoes, a skirt, a coat</i> <i>socks, orange, doll, box</i> Structures <ul style="list-style-type: none"> <i>Take off your coat.</i> <i>Put on your coat.</i> <i>I'm hot./I'm cold.</i> <i>(Blue) trousers.</i> <i>Put on a (blue) (jumper).</i>

Spring

Spring opener				
Skills			Language	
Listening <ul style="list-style-type: none"> Listen and identify the season of spring Listen and identify spring items Listen and identify weather conditions Listen, understand and follow instructions 	Speaking <ul style="list-style-type: none"> Sing and mime a song Review spring words from Level 1 Name new spring items Use weather expressions 			Vocabulary <ul style="list-style-type: none"> <i>a ladybird, grass, a chick, a snail, a nest, flowers, a rainbow, a caterpillar, an umbrella, a boat, leaves</i> Structures <ul style="list-style-type: none"> <i>It's spring.</i> <i>It's sunny.</i>
Unit 5				
Skills				Language
Listening <ul style="list-style-type: none"> Listen and identify games and toys Listen and understand phrases for expressing possession Listen to and read a story Recognize the /s/ sound Understand the importance of being resourceful 	Speaking <ul style="list-style-type: none"> Ask and answer questions about games and toys Sing and mime a song Name games and toys Say phrases about possessions The /s/ sound 	Reading <ul style="list-style-type: none"> Understand a story 	Writing <ul style="list-style-type: none"> Write words for games and toys 	Vocabulary <ul style="list-style-type: none"> <i>a drum, a doll, Lego, a paint box, a robot, cards, a tablet, a game</i> <i>drum, umbrella, sun, Mum</i> Structures <ul style="list-style-type: none"> <i>Have you got a game?</i> <i>No, I've got a tablet.</i>
Unit 6				
Skills				Language
Listening <ul style="list-style-type: none"> Listen and identify parts of the face and body Listen and follow simple instructions Listen and understand the question <i>Have you got (blue eyes)?</i> Listen to and read a story Recognize the /tʃ/ sound Understand the importance of waiting for your turn 	Speaking <ul style="list-style-type: none"> Sing and mime a song Ask and answer questions about physical characteristics Name parts of the face and body Describe your own physical characteristics The /tʃ/ sound 	Reading <ul style="list-style-type: none"> Understand a story 	Writing <ul style="list-style-type: none"> Write words for parts of the face and body 	Vocabulary <ul style="list-style-type: none"> <i>hair, ears, eyes, a mouth, a nose, hands, arms, a body, legs, feet</i> <i>kitchen, chess, chair, chick</i> Structures <ul style="list-style-type: none"> <i>Have you got brown eyes?</i> <i>I've got blond hair.</i>

Summer

Summer opener				
Skills				Language
Listening <ul style="list-style-type: none"> Listen and identify the season of summer Listen and identify summer items Listen and identify weather conditions Listen, understand and follow instructions 		Speaking <ul style="list-style-type: none"> Sing and mime a song Review summer words from Level 1 Name new summer items Use weather expressions 		Vocabulary <ul style="list-style-type: none"> a dragonfly, lemonade, sunglasses, a strawberry, bees, swans, a swing, an ice lolly, an ice cream, a butterfly Structures <ul style="list-style-type: none"> It's summer. It's hot and sunny.
Unit 7				
Skills				Language
Listening <ul style="list-style-type: none"> Listen and identify food and drink Listen and understand phrases about likes and dislikes Listen to and read a story Recognize the /j/ sound Understand the importance of not being greedy 	Speaking <ul style="list-style-type: none"> Talk about food likes and dislikes Sing and mime a song Name items of food Express your own food likes and dislikes The /j/ sound 	Reading <ul style="list-style-type: none"> Understand a story 	Writing <ul style="list-style-type: none"> Write words for food and drink 	Vocabulary <ul style="list-style-type: none"> carrots, cheese, water, crisps, cakes, sandwiches, grapes, orange juice shark, shoe, sheep, bookshop Structures <ul style="list-style-type: none"> I don't like sandwiches. I like cakes.
Unit 8				
Skills				Language
Listening <ul style="list-style-type: none"> Listen and identify actions Listen and understand phrases about ability Listen and understand questions about ability Listen to and read a story Recognize the /θ/ sound Understand the dangers of showing off 	Speaking <ul style="list-style-type: none"> Ask and answer questions about ability Sing and mime a song Name actions Talk about your own abilities The /θ/ sound 	Reading <ul style="list-style-type: none"> Understand a story 	Writing <ul style="list-style-type: none"> Write words for actions 	Vocabulary <ul style="list-style-type: none"> fly, climb, sing, catch, dance, run, jump, swim thanks, bathroom, teeth, birthday Structures <ul style="list-style-type: none"> I can jump. I can't fly. Can you swim?

CLIL

Science: Materials				
Skills				Language
Listening <ul style="list-style-type: none"> Listen and identify the names of materials Think about materials in the world around us 	Speaking <ul style="list-style-type: none"> Ask and answer about what materials objects are made from Sing and mime a song Name some materials 	Writing <ul style="list-style-type: none"> Write words for some materials 	Vocabulary <ul style="list-style-type: none"> glass, paper, wood, fabric, metal, wool Structures <ul style="list-style-type: none"> What is it? It's a book. It's made of paper. 	
Music: Musical instruments				
Skills				Language
Listening <ul style="list-style-type: none"> Listen and identify the names of musical instruments Listen and identify the sounds of musical instruments Think about your favourite musical instrument and what it sounds like 	Speaking <ul style="list-style-type: none"> Sing and mime a song Name musical instruments Identify the sounds of musical instruments 	Writing <ul style="list-style-type: none"> Write words for musical instruments 	Vocabulary <ul style="list-style-type: none"> a trumpet, a guitar, a piano, a drum, a violin, a flute Structures <ul style="list-style-type: none"> I play the trumpet 	
Art: Portraits				
Skills				Language
Listening <ul style="list-style-type: none"> Listen and identify different types of art Listen and identify different emotions Identify emotions in portraits Think about what a portrait tells us 	Speaking <ul style="list-style-type: none"> Sing and mime a song Name different types of art Name different emotions Describe types of art and the emotions they show 	Writing <ul style="list-style-type: none"> Write the words for types of art and emotions 	Vocabulary <ul style="list-style-type: none"> a drawing, a painting, a photograph happy, angry, scared, sad Structures <ul style="list-style-type: none"> It's a (painting). She's (sad). I'm (happy). 	

Science: Plant or animal?

Skills			Language
Listening <ul style="list-style-type: none"> Listen and identify different foods Listen and understand about the origins of different kinds of food Think about where our food comes from 	Speaking <ul style="list-style-type: none"> Answer questions by matching the correct items Sing and mime a song Name items of food Say the origin of different kinds of food 	Writing <ul style="list-style-type: none"> Write words for different foods 	Vocabulary <ul style="list-style-type: none"> <i>bread, milk, potatoes, fish, tomatoes, eggs</i> Structures <ul style="list-style-type: none"> <i>Bread comes from a plant.</i> <i>Milk comes from an animal.</i>

Culture

Dressing up and me!

Skills			Language
Listening <ul style="list-style-type: none"> Listen and identify words about different kinds of clothes Compare the British tradition of dressing up with dressing up in your own country 	Speaking <ul style="list-style-type: none"> Recite a poem in a group Name different kinds of clothes Talk about different kinds of clothes with <i>Look at my...</i> 	Writing <ul style="list-style-type: none"> Write words for different kinds of clothes 	Vocabulary <ul style="list-style-type: none"> <i>a uniform, a charity, fun, a costume, fancy dress, a school play</i> Structures <ul style="list-style-type: none"> <i>Look at my costume.</i> <i>Look at my face.</i>

Holidays and me!

Skills			Language
Listening <ul style="list-style-type: none"> Listen and identify different kinds of holidays Compare holidays in the UK with holidays in your own country 	Speaking <ul style="list-style-type: none"> Recite a poem in a group Name different kinds of holidays Talk about different kinds of holidays 	Writing <ul style="list-style-type: none"> Write words for different kinds of holidays 	Vocabulary <ul style="list-style-type: none"> <i>camping, tent, caravan, seaside, cook, sleep, eat, travel</i> Structures <ul style="list-style-type: none"> <i>This is my favourite holiday.</i> <i>It's a caravan.</i>

Festivals

Happy Christmas

Skills			Language
Listening <ul style="list-style-type: none"> Listen and identify words related to Christmas Learn about Christmas celebrations in Britain 	Speaking <ul style="list-style-type: none"> Sing a traditional Christmas song in groups Play a traditional game Name Christmas items 	Writing <ul style="list-style-type: none"> Write some Christmas words 	Vocabulary <ul style="list-style-type: none"> <i>bells, a sleigh, Father Christmas, a reindeer, presents, a bag</i> Structures <ul style="list-style-type: none"> <i>Happy Christmas!</i>

Happy Easter

Skills			Language
Listening <ul style="list-style-type: none"> Listen and identify words related to Easter Learn about Easter celebrations in Britain 	Speaking <ul style="list-style-type: none"> Sing a traditional Easter song in groups Play a traditional game Name Easter items 	Writing <ul style="list-style-type: none"> Write some Easter words 	Vocabulary <ul style="list-style-type: none"> <i>chocolate eggs, Easter bunny, a garden, a basket, sister, brother</i> Structures <ul style="list-style-type: none"> <i>Happy Easter!</i> <i>Five purple eggs</i>

Introduction

- *Rainbow Bridge* is a five-level story-based English course for children in Years 1–5 of primary school. Levels 1–3 are inspired by children's love of songs, stories and games. All activities are designed to be stimulating and fun for 5–8-year-olds. The lively audio material, including fantastic songs (all with karaoke versions) enriches the children's learning experience and their involvement in the course.
- The carefully graded activity-based approach to learning helps children develop knowledge and skills and builds their confidence. The syllabus is extended into cross-curricular areas, and the course raises awareness of values such as protecting the environment, social inclusion and tolerance. Projects and manual activities activate meaningful language and can be shared with parents at home.
- Innovative festival and culture pages make different experiences real for the children. *Rainbow Bridge* also gives young learners a positive and engaging introduction to the culture of the English-speaking world.
- A wide and attractive range of resources is available. There are numerous additional resources provided for teachers to vary and enhance the children's experience of learning English.
- Different children learn in different ways and at different speeds. *Rainbow Bridge* reflects this in its flexibility and inclusion of options to suit mixed-level classes and different teaching styles. The course also provides extra versions of the unit tests specifically designed to support children with special educational needs (SEN).
- The course has a clear structure, with four main sections each consisting of a unit opener followed by two units. The Class Book pages clearly indicate the outline of each lesson, with helpful signposting to the other components and resources. The Workbook pages are integrated at the back of the Class Book, so everything is easily available. This makes the course easy for teachers to navigate/teach from and for children to learn from.

Flexibility

Rainbow Bridge is flexible in terms of time. Each level is designed to cover one school year, with numerous optional activities and practical tips to allow for flexible lesson planning, depending on the amount of time available. It is assumed that pupils have between one and three hours of English lessons a week. Teachers with more lesson time available can choose to use all the material in the course, including the optional 'Content and Language Integrated

Learning' (CLIL) and Culture lessons and the many optional extra activities suggested in the teaching notes of the Teacher's Book. Teachers with fewer hours may prefer to stick to the core material, and omit most of the optional Class Book sections and the optional activities in the Teacher's Book.

Settings

Rainbow Bridge is initially set in Bridge Town, a fictional small town in Britain, centring around the canal and a small parade of shops including a bookshop and a cafe on a barge.

In Levels 1 and 2, we meet the little people who live secretly under the floorboards in the bookshop. In Level 3, the setting extends beyond Bridge Town and the canal to a station, woods and seaside town in the surrounding area.

The richly illustrated fold-out map, at the beginning of each level, introduces the setting visually to the children and invites them into the world of *Rainbow Bridge*. The map can then be referred to throughout the school year as the adventures of the characters develop.

Characters

The cast of characters we meet in *Rainbow Bridge* starts with the little people in Level 1. They inhabit a parallel fantasy world and have their origins in English folklore. In Level 1, we meet the adventurous Poppy, her fun-loving younger brother Rowan, and their friend Fern, who is an enthusiastic animal-lover. Fern is in a wheelchair, which helps the course to convey a positive image of disability and enhance children's awareness of different needs.

The little people interact with animal characters: Sniff, the kind-hearted rat, Dickin, the fearless pigeon, and Sid, the bad-tempered cat. These characters are present throughout Levels 1–3.

In Level 2, Poppy, Rowan and Fern make friends with Russ, another little person. He is helpful and courageous and an avid collector of all sorts of things. The little people also encounter two human children, Will and his younger sister Emily. Will is a skateboard enthusiast and Emily is always in pursuit of the cat. The children live in a flat above the bookshop while the little people live in a secret world under the floorboards of the shop.

In Level 3, we meet Sam, another little person who lives in Bluebell Woods. We also encounter Buddy, a small brown dog who lives with a human family nearby.

Special features of *Rainbow Bridge* Levels 1–3

Season openers (Levels 1 and 2) and Story location openers (Level 3)

In Levels 1–2, the seasons are presented through the season opener lessons, which contain the relevant weather words and associated vocabulary (for example, to describe what the weather is like) and encourage pupils to compare their own experience of the passing seasons. They will enjoy spotting the different characters and talking about what they are doing and wearing and comparing this with what they themselves do and wear during the different seasons.

In Level 3, each new two-unit section is preceded by a story location opener which sets the scene for the following story episodes. It also presents a social theme, relevant to the children's age, such as road safety, caring for the environment, keeping safe at the beach, etc.

Critical thinking skills

These are developed right from the start, with regular *Think* icons in the Class Book indicating opportunities for the children to think, discuss, and apply real-life skills to the content. They are asked to bring their wider general knowledge to the course, contributing what they already know about colours, numbers, parts of the body, their town, materials, etc. They also consider emotions and social values, such as being kind or brave, helping others, teamwork, turn taking, etc.

Development of pre-writing skills

As many children will not yet be writing in their own language, Level 1 of *Rainbow Bridge* focuses on strengthening and developing fine motor skills with activities such as tracing, drawing linking lines and drawing along wiggly and zigzag lines, ticking, colouring, manipulating stickers, doing craft activities, etc. Tracing of words and using capital letters is introduced in the last two units in this level and children then progress to writing in Level 2. If teachers wish to include more writing in Level 1 for pupils who are ready, a version of the Picture Dictionary with traceable words is available online.

Video

The course is supported by video clips to accompany the seasons openers and location openers, as well as all the CLIL topics. The seasonal video clips can be used to promote further discussion and comparison of the seasons between the video, the Bridge Town seasonal scene, and pupils' own lives. The location opener video clips provide stimulating real-world footage to encourage discussion of the social theme, while at the same time offering a window into UK locations and landscapes.

The CLIL video clips offer further opportunities for exploring different cross-curricular topics specially selected to be of interest to the target age group.

In addition, there are stand-alone animated versions of traditional fairy tales, which can be used to supplement the core course material on an ad hoc basis.

Stories and story exploitation

Lesson 3 of each unit presents the story, starting with the fold-out map at the front of the book and then using the audio, the storycards (at Level 1), the Class Book and the DVD. Role-play and the corresponding Workbook activity engage the children further in the story. Lesson 4 then draws out their response to the story. The first two activities relate to their understanding of the plot while the third activity leads to a discussion of the value embedded in the story. The children are encouraged to relate the value to themselves and think about what they would do in a similar situation. This leads on to a project in which the children work in groups to think of examples of how they can put the value into action. They report back to the class with pictures or role-play to illustrate this.

Sound play

Lesson 7 of each unit uses lively phonics-based activities, including chants, raps and TPR, to develop the children's recognition and pronunciation of the key sounds of English. Level 1 prepares them for reading as they work with large outline letter forms and begin to link the letters they see to the sounds they hear and Levels 2 and 3 provide a solid foundation for their growing reading and speaking skills. Level 1 concentrates on consonants, Level 2 goes on to vowels and the digraphs *ch*, *sh* and *th*, and Level 3 uses amusing tongue-twisters to distinguish between sounds.

Real-life tasks

The children are regularly presented with tasks and incidents which mirror, as closely as possible, what happens in real life. For example, they consider when they might need to help someone, or be friendly to a new pupil, or apologize when they have upset someone. In thinking about these situations, for example in the follow-up work they do on the stories in each Lesson 4, the children learn to collaborate with each other and transfer skills they have developed in different disciplines.

Take Home English

In the final Round up lesson of each unit, the children set to work in class on projects which they can take home to show and involve their families. This is the perfect opportunity to demonstrate what has been achieved at school and it also promotes the home–school link, taking the teaching of English outside the classroom. Photocopiable masters for these craft activities are provided at the back of the Teacher's Book.

Lapbooks (in Level 3)

Many of the Round up lessons in Level 3 include a 'lapbook' as the *Take Home English* craft. A lapbook is a sheet of paper or card with the sides folded round (to form a protective cover), inside which children can add flaps, zigzag strips, and envelopes for storing cut-outs and other learning aids. Photocopiable templates for each unit's lapbook items are provided at the back of the Teacher's Book. In completing each lapbook, the children compile a decorative, visual and written record of the language and content they have

learned in that unit. The lapbook acts as a physical, tactile and attractive summary of the child's work – an excellent reference and something for each child to relate to and take pride in.

Extra grammar practice section (Level 3)

The Extra grammar practice pages in Level 3 (Class Book pages 114–121) provide a wider grammar reference to the patterns and structures pupils have been learning. Once a structure has been presented and practised through the Class Book and Workbook activities, pupils' grammar awareness can be extended by checking to see how that same structure fits into the grammatical context of English, as shown on the Extra grammar practice pages. Teachers can make use of these pages and the supporting activities as and when they wish. They also provide a starting point for the grammatical metalanguage that the pupils will develop as they continue their studies of English.

Content and Language Integrated Learning (CLIL)

The study of English in *Rainbow Bridge* is not simply language-based; it delivers real cross-curricular educational content. The course covers a variety of topics which fall within the main areas of the general primary school curriculum, for example geography, citizenship, movement and sport, art and craft, maths and science.

The CLIL sections can be used flexibly, as time allows, but ideally take place after every two units, as indicated in the teaching notes, to tie in most effectively with the syllabus. The Teacher's Book provides guidance on integrating the activities in *Rainbow Bridge* with those in other areas of the curriculum when appropriate. All CLIL topics are supported by video, bringing real life to the classroom.

Components

For pupils:

- A single volume Class Book/Workbook; at Levels 1 and 2 this includes 2 pages of stickers
- Pupils' website www.oup.com/elt/rainbowbridge

For teachers:

Teacher's Book

There is one Teacher's Book per level containing:

- A guide to all aspects of the course and its methodology
- A visual tour of a unit
- The *How To Do It* section, with tips and practical suggestions for teaching with *Rainbow Bridge* and advice on classroom management for English lessons as well as a bank of flashcard games and a list of useful classroom language
- Lesson notes, including 'differentiation tips' with suggestions on how certain activities can be adapted for stronger or weaker pupils, plus ideas for fast finishers
- Photocopiable cut-outs for the *Take Home English* crafts
- Photocopiable tests: Unit tests, including versions specifically adapted for children with dyslexia, Speaking tests and a Mid and End of year test

Audio CDs

- 3 CDs per level (packaged with the Teacher's Book) containing all the listening activities, songs and stories as well as all the audio material for the tests

Teacher's resource pack

There is a single pack for Levels 1–3 containing:

- Storycards for Level 1
- Flashcards for Levels 1–3
- Seasons posters for Levels 1–2
- Locations posters for Level 3
- 4 CLIL posters for each level

DVD

- A DVD (one disc for Levels 1–3) featuring story animations, special footage for each season or location, CLIL videos and additional fairy tales

Digital resources

- The Teacher's website contains a wealth of resources, including photocopiable masters for communication games, evaluation grids, scripts for the DVD voiceovers and additional background cultural information:

www.oup.com/elt/teacher/rainbowbridge

The online **Classroom Presentation Tool** (CPT) offers teachers the opportunity to use digital versions of the course material in the classroom. The CPT includes:

- interactive versions of the Class Book and Workbook pages
- audio tracks for all the listening activities
- animated versions of the stories
- video clips for CLIL, Seasons, Locations

Engaging with parents

How to show parents their child's progress

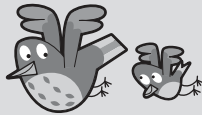
- A quick and easy way to let your pupils' parents know how their child is doing in class is to mark their work. This can be by awarding them a sticker after they complete each lesson or simply by drawing a smiley face or a star on their Class Book. A brief comment is also great if you have time, such as *Great reading today!* or *Thank you for helping!* Allow time at the end of your lesson to mark each pupil's work.
- *Rainbow Bridge* comes complete with beautiful, easy-to-use crafts which help to practise the language of the lessons. Having an object to take away allows the children to 'take the lesson home with them' to show their parents what they have learnt at school. Encourage the children to show their craft item to their families and tell them what they did in class.

How to work with the pupil/parent website

www.oup.com/elt/rainbowbridge

- *Rainbow Bridge* comes complete with an interactive website for children and parents to use at home. It is filled with language games and extra English activities that the children can use at home.
- Encourage parents to spend a little time looking at the website and playing the games with their child. Interaction and their interest will encourage children to be interested in learning English. This will also help to motivate them in class.
- Let parents know that it's OK that they don't speak English as the website is intuitive and children will have covered the language in class. It's just great that they are involved in their children's learning.
- Children and parents can watch the animated stories and sing songs together on the website.
- Encourage parents to ask their children questions about the songs and stories in their own language to engage the children in learning English.

oxfordparents
Help your child with English



Oxford Parents is a website where your pupils' parents can find out how they can help their child with English. They can find lots of activities to do at home or in everyday life. Even if the parent has little or no English, they can still find ways to help. We have lots of activities and videos to show parents how to do this.

Studies have shown that practising English outside the classroom can really help children become more confident using the language. If they speak English with their parents, they will see how English can be used in real-life situations and this can increase the pupils' motivation.

Parents can help by practising stories, songs and vocabulary that pupils have already learned in the classroom. Tell your pupils' parents to visit www.oup.com/elt/oxfordparents and have fun helping their children with English!

Methodology

1 Language skills

Listening

Rainbow Bridge suggests a number of different types of activity to help pupils develop their listening skills: listening to sounds and noises to predict where the story takes place, listening to parts of the story to identify the correct story frame, longer listening pieces in the Culture sections, songs and chants, TPR activities or instructions to be followed.

Children need to hear a word several times before they can memorize and reproduce it. At first, pupils need opportunities to show they have understood by using a non-verbal response, such as pointing or miming.

Listen and point. In *Rainbow Bridge* Level 1, new lexis is presented through listening activities in which pupils hear the words a number of times on the audio recording and are asked to point to a flashcard or to the illustrations in their books while listening.

Repeat. Pupils then hear each word and are asked to repeat it.

Chant. Pupils are then encouraged to chant the words following an audio model.

Listen and number/colour/tick/circle/stick. There are many other activities aimed at improving pupils' listening skills, for instance, those in which they listen and follow an instruction such as number, colour, tick, circle or stick.

Speaking and interaction

The pupils are given many opportunities to develop and practise their speaking skills in *Rainbow Bridge*, for instance, by acting out the stories, taking part in games, taking on different roles in pairwork activities, and carrying out mini-dialogues and surveys.

The *Sound play* lessons (Lesson 7 of each unit) focus on pronunciation and sound recognition.

Pupils also get the opportunity to practise at home the language they have learned in class through the craft items they make in the unit opener lessons, and during the CLIL and Culture lessons. The *Take Home English* projects also extend their spoken English beyond the classroom.

Reading and writing

Rainbow Bridge Level 1 focuses on an oral–aural approach to English, though pupils are exposed receptively to a few key words in capital letters towards the end of the year, e.g. in Unit 7.

Rainbow Bridge Level 2 presents the written form of the word alongside the oral presentation and teaches reading, starting from single words and going on to simple whole sentences. The stories have speech bubbles which the children can read while listening to the narration on the audio. Writing activities start with copying first single words, then longer sentences. Word cards can be prepared to support the association of the printed word with a familiar object on a flashcard and suggestions for making and using word cards are given in the Teacher's Book for this level.

Rainbow Bridge Level 3 presents pupils with a serial comic-strip story and model texts to follow, moving on to very short texts about themselves.

2 Songs and chants

In each of Levels 1–2 there are autumn, winter, spring and summer songs, and in Level 3 there are location songs in the unit opener lessons. These are primarily designed to set the mood of the season or location and to promote group participation in the song, for example miming flying a kite in the autumn. Lesson 1 always presents the new language in a chant, and raps or tongue-twisters enhance pronunciation in the *Sound play* lessons. Other songs are intended to be sung at the start and close of lessons or in moments of transition.

Don't worry if pupils only sing some of the words of a song at first or only do the corresponding actions; with practice they will soon grow in confidence and be able to join in with most of the words. There are karaoke versions of the songs

for when the children are confident enough to sing with just the music as back-up.

3 Stories

Each unit centres around a story featuring the course characters. This brings together the language pupils are learning in an increasingly familiar setting. Pupils listen and look at the beautiful illustrations as they follow the story, and in addition, in Levels 2 and 3 they read the accompanying speech bubbles on the story page while they listen. Enchanting music and dramatic sound effects enrich pupils' experience of the stories.

The stories from Level 1 are also supplied as large colour storycards (with teaching prompts on the back) to help prepare the children for the story lesson and present the stories to them. The storycards can also be used in class activities to practise and recycle language, and to check pupils' comprehension of the story, for example when putting the storycards in the correct sequence. Further information on using the storycards is provided in the *How To Do It* section (Teacher's Book p.22).

4 Cross-curricular skills (CLIL)

CLIL activities encourage the development of new language, skills and specific vocabulary. As they deal with different topics, they promote new interests and provide further motivation for learning English.

The activities in *Rainbow Bridge* are designed to help pupils not only to do things in English, but also to exercise global thinking skills such as identifying and matching, classifying, predicting, etc. and to practise manual dexterity skills with scissors and pens.

5 Evaluation

Evaluation is an essential part of a curriculum based on personalized study programmes. It provides a way for teachers and pupils (and their parents) to reflect on the process of teaching and learning and to modify activities or content to support future learning more effectively.

Evaluation can be categorized as follows:

Informal on-going evaluation and teacher feedback

This consists of your observation of a pupil's reactions in the classroom and your feedback to them on their performance. This is often recorded in the form of an Evaluation grid.

Self-evaluation

This involves the pupil's own capacity to reflect on their process of learning. With very young children this will begin by them thinking about whether they enjoyed the unit and understood it or whether they were worried and had difficulty with it.

Formal assessment

These are more objective and exact indicators of what the pupils have learned and what needs reinforcement. They form diagnostic information on which you can base reinforcement activities and/or modifications to later units.

Evaluation tools in *Rainbow Bridge*

The main tools for evaluation are:

- The Evaluation grids on the Teacher's website

These are designed for teachers to keep a clear record of their pupils' progress.

- The Round up lessons (Lesson 8) at the end of every unit in the Class Book (see description below).

The purpose of the Round up lesson is to revise the main learning points of the unit and to help evaluate how much the pupils have learned. In Levels 1 and 2 the pupils use stickers to complete the activities.

While they are doing these activities, it is a good time to use the Evaluation grids to record how particular groups or individual pupils are progressing. The pupils first complete one or two revision activities in the Round up which will enable you to assess pupils' comprehension and retention of the vocabulary from the unit, and identify any words pupils are having particular difficulties with.

- The craft activities provided in the Round up lessons

The *Take Home English* craft activities encourage pupils to use the words they have learned while playing at the same time. A photo on the Class Book page shows what the children will be making and how they can use it to speak English with their friends and family. The cut-out is provided as a photocopiable in the Teacher's Book. As the children start working on the craft, you can take the opportunity to go round checking whether they can produce the key words.

These craft activities are designed to give children something from the English lesson to take home. The craft is a prompt for the child to 'show off' what they learnt in a special performance at home, and in this way it reinforces the links between home and school, teacher and parent and child.

- Tests for each unit, speaking tests for every two units, and Mid and End of year tests to evaluate pupils' summative speaking and listening skills. In Level 3 there is also a Mid and End of year reading and writing test.

The tests offer the teacher the opportunity to:

- record pupils' progress
- evaluate learning and consolidation needs
- intervene with consolidation activities, for individual pupils or groups, before moving on to the next unit.

Tests are a crucial phase in the teaching-learning process, and it is therefore important to create a relaxed atmosphere to avoid possible anxiety in pupils.

There are two versions of each unit test, though they share the same audio track. The versions printed on grey have been designed with the needs of potentially dyslexic learners in mind. In many cases the two versions are identical, but in some cases the dyslexia-friendly version follows a different format. A simple linear layout on the page ensures that these tests are clear and easy to follow. Dyslexic learners may have a slower rate of processing information, so the tasks focus on one procedure at a time. It can be confusing when visual images are inconsistent with auditory sequence, so the recorded material for these activities always matches the presentation on the page. Activities in which images appear or are numbered in non-numerical order on the page have been avoided, as have activities requiring the children to draw matching lines which cross each other.

The dyslexia-friendly versions of the tests include an example at the beginning of each activity. The examples do

not appear on the audio track, so they are simply a visual guide as to how pupils complete the activity.

In addition to offering the opportunity to assess the children's progress, these tests also provide consolidation of fundamental skills such as number recognition and formation and equating numbers with quantities. They therefore provide support for children with learning challenges as well as opportunities for teachers to identify pupils who might be struggling at an early stage.

In order to ensure that a test works as a tool to assess the pupil's progress, identify weaknesses and put in place appropriate consolidation strategies, teachers may want to carry out a quick revision of the unit before administering the test. This will help pupils to recognize that errors can help identify where improvement is needed, rather than being something negative.

When a pupil achieves all the unit objectives it may still be advisable to review the teaching plans in order to introduce further consolidation activities and to make the lessons more stimulating.

Teachers can make use of test results to recalibrate their teaching plans and incorporate new activities and ways of working, individually or in groups. They can also make use of different materials, choosing what is best suited to their pupils' needs.

6 Citizenship

Citizenship includes education for:

- Care of the environment
- Interpersonal skills
- Emotional skills
- Health and safety
- Food and nutrition
- Road safety

In *Rainbow Bridge* 1–3, the children's awareness of the environment and their appreciation of the changes in nature develops through the filter of the four seasons. In Level 3, this extends into further cross-curricular areas. The other main focus is on interpersonal skills, as children learn to work in a school social group rather than just with their parents or other carers. Being able to recognize one's own and other people's emotions is a vital life skill.

One of the key issues in any modern school is the integration of immigrant children. Learning English can be an important integrating factor for pupils from other countries, in that it offers opportunities to talk about and respect differences between cultures while also finding common ground.

The way pupils behave and interact in class is at least as influential in fostering positive attitudes as a discussion of, for example, respecting the differences between people. It is important in English lessons, as in other lessons, for children to listen to each other, to develop the confidence to speak in front of their peers, to follow the rules set up for the whole class and to control their own emotions when appropriate.

Rainbow Bridge provides the opportunities for interaction with peers through work with class games, class theatre and other group activities.

7 Culture

The exploration of British culture is a fundamental aspect of learning with *Rainbow Bridge*. The authentic and lively photos in the Culture pages provide the opportunity to learn interesting things about British children's daily life. These Culture pages focus on aspects of British life that are of interest to pupils: what British children do in their free time, where they go, what they wear, etc. The photos allow pupils to form ideas of what homes, schools and outside spaces are like in Britain. The pupils are encouraged to reflect on similarities and differences between their own culture and Britain's, using the Culture pages as a starting point for discussions of these topics.

8 Festivals

In addition to the Culture lessons, celebrating festivals such as Christmas and Easter in class is another great opportunity for pupils to have a direct experience of an aspect of life in Britain. During the Festivals lessons, pupils make craft objects associated with the particular festival and have a chance to exercise movement through dances or games. The festival pages are attractively presented, showing pictures and photos of British children modelling the different festival activities.

Teaching tips for including pupils with Special Educational Needs (SEN)

This section contains practical advice and tips on teaching pupils with special educational needs (SEN). These pupils may need some extra help and support in their learning of English. By following these tips, an inclusive classroom for all pupils can be created.

1 Be a role model

Show that you respect and celebrate differences between people and encourage the children to follow your example. Talk privately to anyone who is reluctant to work with someone with SEN, and give praise and rewards to children who exhibit inclusive teamwork.

2 See the person not the label

Get to know each child as a person and do not label anyone by their SEN. It is particularly important when working with pupils with SEN to find out their interests and their strengths and try to find activities which tap into these.

3 Celebrate difference and diversity

Make the most of differences between pupils and encourage children to work together to maximize their strengths.

Note that pupils with a different L1 may speak one language at home and another at school, so English might be the third language they are learning. This can affect their thinking and processing time and it can also be emotionally challenging. Praise their ability to learn different languages, and recognize their efforts. Try to provide opportunities for them to share their culture and teach the class a couple of words in their language. Be sensitive when focussing on festivals and traditions.

4 Work on class management

All pupils need structure and consistency to feel safe in the classroom and this is particularly true of pupils with SEN. They often have problems understanding and following rules and instructions, so clear, consistent classroom management is vital. Remember that it is easier to start with clear rules and expectations than to try to establish them when things are going wrong. Involve your pupils in making the rules for your English lessons, even if they are quite young. You may find it useful to draw up a 'class contract'. Ask pupils to write down five rules for the class which they think would make learning safe and fun. Ask them to begin each rule with *In this class we ...*. Give them some examples from the *Rainbow Bridge* values and encourage them to use these words:

- ... *we listen carefully*
- ... *we pay attention*
- ... *we are kind to other people*
- ... *we take turns*
- ... *we share things*

5 Find ways to reward and motivate

Introduce a pupil of the week or month award. Give this to a pupil who has shown a special skill during lessons, for example being particularly kind, showing the most empathy, or persevering the most.

Give pupils with behavioural difficulties a card entitled 'Catch me being good'. Each time you notice that the pupil is on-task and behaving appropriately, put a tick on their card.

Motivate children by giving positive feedback for appropriate behaviour. You can record individual success on a 'Boaster poster' and display this in the classroom. For example, for a pupil who has problems with social skills, you can record 'James worked well with Alberta today'.

6 Think about the seating plan

Try to have a classroom seating plan which accommodates the needs of everyone. Check that anyone in a wheelchair can move around. If possible, establish an area that can be used for role-play or physical games, as well as a quiet area for children, especially any with Autism Spectrum Condition (ASC), to calm down when they get agitated.

7 Think about the teaching environment

Is your room stimulating enough but not over-stimulating for any pupils with sensory needs? Do you have displays on the walls? Can you encourage these pupils to make things for the wall? They often remember things that they have touched and constructed much more clearly than pieces of writing.

8 Teach in a multi-sensory way

Children with SEN particularly benefit from experiencing language in ways which involve different senses. For example, when you are teaching pronunciation, you can show the stressed part of the word in a visual, auditory or kinaesthetic way as follows:

Visual – write the stressed part of the word in a different colour on the board.

Auditory – pupils hum or sing the stress of the word with greater volume on the stressed sound.

Kinaesthetic – pupils step out the stress by taking steps around the room, taking longer strides for the stressed part of the word.

9 Think of ways to adapt your lesson plan

When necessary, adapt your lesson plans to take account of different levels and learning styles within the class. Children with dyslexia may find it hard to read and copy words, while children with dyspraxia might find writing and manual activities difficult. Children with ADHD will need short tasks and regular breaks.

All children should achieve the same main aim, but they may do this in different ways. Differentiate, by altering a task and the way in which it is evaluated, to make it more appropriate for the abilities and needs of specific children, including those who work quickly and need more of a challenge. It can be time-consuming to plan for this, but it will be beneficial to all concerned. The lesson notes include specific suggestions to help.

10 Be aware of sensitive topics

Think about the content of the course in relation to your pupils. For example, pupils who live in complex, separated families might feel awkward when asked about their family.

11 Build in 'Brain breaks'

'Brain breaks' provide quiet calming points of the lesson allowing pupils to rest their brains to avoid becoming overloaded with information. They can be particularly helpful for children with SEN. You can give the class a 'Brain break' by asking them to:

- stand up and stretch
- have a drink of water
- close their eyes and rest their head on the desk for a couple of minutes
- spend a couple of minutes doodling
- massage their head

12 Make and use word cards

When the pupils start learning how to write in English you may find it useful to write all useful words on separate pieces of card, laminated if possible, and use Velcro strips to attach them to a felt board on the classroom wall. Pupils can borrow a word from the wall when they need a reminder of how to spell it. SEN pupils may find this resource particularly helpful.

13 Give clear instructions

Use non-verbal gestures to support instructions and to remind the class of routines and rules. For example, point to your ear or show a picture of an ear to indicate 'Listen'. Give an example of what you require and ask a pupil to demonstrate to show they understand.

14 Encourage children to support each other

Children often understand each other's needs better than adults. If they help and support pupils with SEN, they will help foster a positive climate for learning. 'Study buddies' are pupils who agree to help another pupil. Start by asking the pupil with SEN who they would like to help them. Or give the job to a pupil who would benefit from the responsibility. Emphasize that they will often be helping each other. Sometimes a pupil with behavioural difficulties likes to help others and sometimes quiet pupils benefit from being a study buddy for someone with SEN.

15 Support parents

Some parents, for personal or cultural reasons, find it difficult to accept that their child might have SEN. Be respectful of their feelings and do not try to give diagnoses. Focus on the problems you see the pupil having in class and ask if they have noticed similar issues at home. Try to be positive, for example: 'I understand that this is worrying, but I can see John is really trying hard and I would like to find ways to support him more'. Use inclusive language and ask 'How can we work on this together?'

Parents/carers of children with SEN are often only contacted to discuss problems. Make sure you also communicate good news. Create or buy a set of 'Praise postcards' with positive pictures and use these to send positive messages to parents throughout the school year. Focus on something specific, such as progress made in speaking or listening.

Other parents may be concerned about their children's progress if they are in a class with a pupil with SEN. Reassure them that their child is not being overlooked and emphasize that all pupils benefit from inclusive classrooms as they learn to value diversity and difference, and develop empathy and understanding.

Course tour (Level 2)

Each level of *Rainbow Bridge* is organized into four main sections. In Levels 1–2 these correspond to the four seasons and in Level 3 to the different locations in which the stories are set.

Following the opening spread in each section, there are two units each comprising eight lessons with corresponding Workbook pages for Lessons 1, 3 and 6 in the integrated Workbook section at the back of the Class Book. In addition to the main unit content there are four CLIL sections, each comprising two lessons, two Culture lessons, each presented on one double page of the Class Book, and two Festival lessons, each on one Class Book page. The Picture Dictionary pages, the song lyrics, the cut-outs for the finger puppets of the course characters, the wordlist and the stickers can all be found at the back of the book.

Season opener

At Level 2, each group of two units is introduced with an appealing double-page spread showing the characters in the context of the new season.

Winter

Units **3-4**

- 1 Watch the video.
- 2 Think Talk about winter in Bridge Town. See TG notes.
- 3 Find and tick (✓). Then say.

snowflakes	<input type="checkbox"/>	a bridge	<input type="checkbox"/>
trees	<input type="checkbox"/>	lights	<input type="checkbox"/>
ice	<input type="checkbox"/>	a snowman	<input type="checkbox"/>
- 4 Listen, point and repeat.

skates	a snowball
gloves	hot chocolate
- 5 Sing The Winter Song.
- 6 Make a snowflake. See TG notes.

It's winter. It's snowy. skates, a snowball, gloves, hot chocolate, snowflakes, a bridge, trees, lights, ice, a snowman

22 23

- A real-world video clip draws pupils into the topic and starts them thinking about the appropriate season.
- A large inviting poster of the Class Book double page allows pupils to identify the key vocabulary and encourages them to talk about the season.
- A large poster showing Bridge Town in the relevant season encourages pupils to talk about the season, blending new with familiar language. The poster includes the key vocabulary of both levels.
- Pupils employ critical thinking skills to compare what they see in the video and on the poster with their own experience.
- Pupils work together to find and tick items in the Class Book picture (seasonal words revised from Level 1) then point and say the words in pairs.
- Pupils listen to the new language and respond by pointing to the items on the Class Book page. They then listen again and repeat.
- A lively season song gives pupils a chance sing and mime the new vocabulary.
- A craft activity at the end of the lesson provides a different sensory experience of the new language.
- Pupils find and trace over the season words in the Picture Dictionary at the back of the Class Book.

Lessons 1 and 2 – Vocabulary

3 Houses Lesson 1

1 Listen and point. Repeat. **2 Listen and chant.**

3 Think Talk about your home. See TG notes.

1 a hall 2 a living room 3 a bathroom
4 a kitchen 5 a bedroom

4 Play The Guessing Game. See TG notes. **5 Sing The House Song.**

a hall, a living room, a bathroom, a kitchen, a bedroom

Lesson 2

1 Look, draw and write. Then say.

a kitchen a bedroom a hall a living room a bathroom

1

2

3

4

5

a hall, a living room, a bathroom, a kitchen, a bedroom

Lesson 1 presents the new vocabulary. The presentation first takes place in class using flashcards. Pupils then work individually, pointing to the vocabulary items in their book as they are mentioned on the audio. Pupils repeat the words one by one and then say them in a chant.

- Pupils use critical thinking skills and apply their wider knowledge to the language they are learning. Here they think about their own homes and how they use the different rooms.
- A hands-on game gives pupils a different experience of the key vocabulary. Here the pupils work in pairs, miming activities for their partners to guess and say the room. In some units the game involves cut-outs from a photocopyable master provided on the website.
- Pupils sing a song with the new vocabulary, doing suitable actions as they sing.
- Pupils identify and, with support, write the appropriate key words in a Workbook activity.



Lesson 2 reviews the language with a flashcard activity, and moves on to identify, say and write the new vocabulary.

- Pupils practise the language in a pen to paper activity. They write the key words, with support.
- The teaching notes provide suggestions for pupils who need more support and for those who need more of a challenge.
- A fast finisher activity is included – pupils complete a picture or (in later units) label an extra item.
- Pupils revise the song from Lesson 1.
- Pupils complete additional off-the page consolidation activities such as games, drawing and labelling their own pictures, drawing and presenting pictures to others and further class discussion of the topic to personalize it.
- Pupils find the new key words in the Picture Dictionary and trace over the text.
- There are suggestions for extending the practice if more time is available.

Lessons 3 and 4 – Story and language structure

Lesson 3 Where's Fern?

1 Think Listen. Where's the story? See TG notes.

2 Now watch or listen and read.

26 Where's Fern? Is she in the kitchen? No. p.97

Lesson 4

1 Read and number.

1 Where's Fern?

2 Hello!

3 Is she in the kitchen?

4 Hello, I'm Will

5 Is she in the bedroom?

6 Shh. A human!

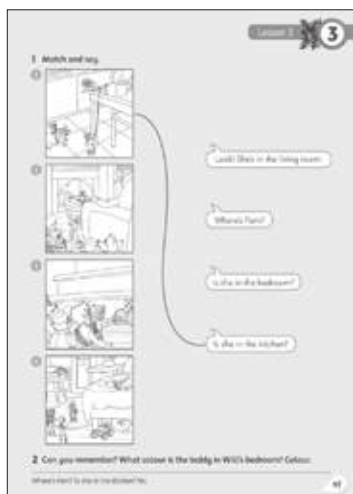
2 Who's friendly? Look and tick (✓).

3 Think Talk about being friendly. See TG notes.

27

Lesson 3 integrates the unit vocabulary with new structures in a story context, extending pupils' language from single words to simple sentences.

- Before listening, pupils look at the fold-out Bridge Town map and listen to some sound effects and make predictions about where the story will take place.
- Pupils gain a preliminary understanding of the story by looking and talking about the pictures in the Class Book.
- Pupils then watch the DVD or follow the story individually on the page as they listen to the audio.
- The class role-plays the story in small groups.
- Pupils demonstrate their understanding of the story in two Workbook activities.
- In the first activity, pupils show story comprehension and text recognition, e.g. by linking speakers from the story with their speech bubbles or (in later units) completing speech bubbles with missing words.
- The second activity asks pupils to remember a detail such as a colour, or the number of a particular item. They discuss with a partner, then look back at the story to see if they have remembered correctly.



Lesson 4 exploits the story with the first activity concentrating on pupils' understanding of the plot and language, e.g. matching speech bubbles with frames or speakers, and the second and third activities focusing on pupils' understanding of the story value.


- Pupils develop their social awareness and critical thinking skills by thinking about the story value, e.g. being resourceful, not showing off, etc. Here they discuss the importance of being friendly and open-minded when meeting someone new.
- Pupils do a class project based on the story value. They discuss and draw pictures of their experience of it or do a role-play to explore it or imagine alternative scenarios in the story if the characters had behaved differently.

Lessons 5 and 6 – Skills practice

Lesson 5

1 Listen and point. Then write and say. ▶▶▶▶▶


dad grandpa brother sister grandma mum



1 _____ 2 _____ 3 _____
4 _____ 5 _____ 6 _____

2 Listen and match. Then ask and answer. ▶▶▶▶▶


Where's Grandma?
She's in the kitchen.



28 Where's Grandma? She's in the kitchen.
sister, brother, mum, grandpa, dad, grandma

Lesson 6


1 Look, circle and write.



1 (He's / She's) in the bathroom
2 He's / She's in the _____
3 He's / She's in the _____
4 He's / She's in the _____
5 He's / She's in the _____

hall
bathroom
bedroom
living room
kitchen

2 Listen and play House Bingo. ▶▶▶▶▶ See TG notes



He's in the living room. She's in the hall. Mum's in the hall.

29

Lesson 5 focuses on the structure from the story, blending it with the vocabulary from Lesson 1. In some units this includes re-activating a vocabulary set from Level 1, such as the family words in Unit 3.

- Listening activities give teachers an opportunity to check individual pupils' understanding.
- A pen-to-paper activity gives pupils a chance to work with known vocabulary in the context of the new structure.
- Pupils use the new structure in a speaking activity, for example asking and answering about a picture, or taking turns to point and describe.

Lesson 6 continues and extends the practice of the new structure, e.g. working on both question and statement forms (if Lesson 5 focused on just one form), making longer sentences, or including additional vocabulary such as prepositions of place in Unit 2. It always includes a hands-on communication game activating the language.

- Pupils complete the consolidation/extension activity. Here pupils look at the pictures and circle the correct pronoun.
- Pupils listen and repeat the language necessary for the game. They use the speech bubbles and photo on the page as a model for the activity. Here pupils play House Bingo, giving descriptions of the locations of different family members. In other units a different procedure is followed to activate the language, such as completing a survey.
- The communication game is sometimes played with cut-outs or a photocopiable pages. These are provided as photocopiable masters on the website



1 Read and tick (✓) or cross (✗).

① Where's Grandma? (✓) Is in the bedroom.

② Where's Mum? () She's in the hall.

③ Where's Grandma? () Is in the living room.

④ Where's Dad? () Is in the bathroom.

2 Look and write He or She. Then draw.

① _____ is in the living room.

② _____ is in the bathroom / kitchen.

③ _____ is in the hall / kitchen.

- The Workbook page offers two activities to practise reading, writing and comprehension skills, using the new structure. The second activity in this lesson requires pupils to choose the right pronoun (*He* or *She*).

Lessons 7 and 8 – Phonics and revision

Lesson 7 Sound play

1 Listen and repeat with Sniff. Then colour.




insect skip

2 Listen, point and say.






3 Write, draw and say.

1 m__lk	2 __nsect
3 f__sh	4 sk__p

4 Listen and say.

Fish and insects drink milk and skip to school.




Lesson 8 Round up

1 Listen and stick. Then say.



2 Take Home English Make a book. See FIG notes.



Mum's in the living room.

Where's Grandma? She's in the bathroom. Where's Grandpa? He's in the living room.
Mum's in the living room. a hall, a living room, a bathroom, a kitchen, a bedroom

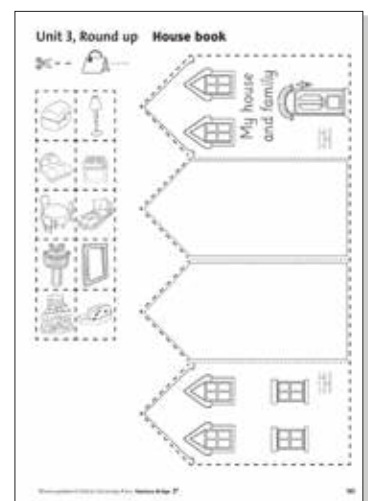
30 insect, skip, fish, milk
31

Lesson 7 continues the skills practice in Sound play, with a special focus on sound recognition, pronunciation and letter formation.

- Pupils listen and repeat the target sound, in isolation and within words, then identify and colour the associated letters.
- They work in pairs saying words which contain the target sound.
- They practise the corresponding letters, writing them into words.
- The pronunciation practice is consolidated in a lively tongue-twister. Pupils compete to see who can say the sentence the fastest.

Lesson 8 reviews the vocabulary and structures of the unit both receptively and productively, using flashcards and a craft item. Pupils also talk about what else they have learned, such as the story value and the sound from *Sound play*.

- Stickers are used to confirm understanding in a listening activity.
- Pupils do a *Take Home English* craft activity (photocopiable masters are provided in the Teacher's Book). Here each child makes a little house-shaped book. They label the rooms and draw in family members. The craft item is used to practise the target language in pairs or groups. Pupils are encouraged to take the item home and use it to show their families what they have learned and what they can now say in English.
- Pupils check they have completed this section in the Picture Dictionary.
- Pupils look through the unit and put different coloured dots next to the activities to show which they enjoyed, which they found easy and which they found hard.
- Pupils now complete the unit test.



CLIL lessons

There are four CLIL sections each consisting of two lessons. In Level 2 the topics covered are: Science, Music and Art. The two lessons shown here explore different musical instruments. A large, attractive poster for each CLIL section provides a clear visual presentation of the topic for teachers who wish to use this.

Musical instruments

1 Watch the video. See TG notes.

2 Think Talk about the musical instruments. See TG notes.

3 Listen and point. Repeat.

a trumpet

a guitar

a piano

a drum

a violin

a flute

4 Listen and number. Then write.

trumpet guitar drum piano violin flute

1 It's a _____.

2 It's a _____.

3 It's a _____.

4 It's a _____.

5 It's a _____.

6 It's a _____.

78 a trumpet, a guitar, a piano, a drum, a violin, a flute

Musical instruments

1 Sing *The Instruments Song*.

2 Listen, write and draw.

1 I play the piano.

2 I play the _____.

3 I play the _____.

4 I play the _____.

5 I play the _____.

6 I play the _____.

3 Can you hear the instruments? Listen and tick (✓).

1	✓			✓	✓
2					
3					

79 I play the trumpet. I play the guitar. I play the piano. I play the drum.

Lesson 1 provides an introduction to the topic and pupils learn the relevant vocabulary.

- An attractive and informative video clip presents some of the vocabulary and language in context.
- Pupils can use the new information from the video to identify what they see on the corresponding poster.
- They talk about what they have seen on the video and poster in relation to their own lives and their existing knowledge of the topic.
- In the Class Books they focus on the vocabulary items, pointing to the items as they are mentioned on the audio. Pupils repeat the words one by one.
- A pen-to-paper activity engages them further with the new information and vocabulary. For example, here they are required to recognize the instruments and write the words.

Lesson 2 explores the topic further through a variety of motivating activities. Pupils move on to using the vocabulary from Lesson 1 within simple phrases.

- Pupils review the topic with the poster.
- They learn and act out a lively song related to the topic.
- They use their developing knowledge of the concept to complete the Class Book activities.
- They work in pairs or groups to complete a project on the topic and present it to the class.

Culture lessons

Level 2 contains two Culture sections: *Dressing up and me!* and *Holidays and me!* (shown here). The attractive double-page lessons, introduced by a British child of a similar age to pupils, offer an insight into the lives and interests of British children.

Culture Holidays and me!

1 Listen and number the pictures. (3:30)

2 Label the pictures.

at the seaside in the woods
on the canal caravan holiday

3 Think Look at the pictures. Is it the same or different where you live? See TG notes.

Holidays and me! Culture

4 Listen and say the poem. (3:15)

Let's go on holiday!
On a barge or by the sea
In a tent, come with me!
Camping, swimming,
play, play, play,
Sunny summer holiday!

Project Make some holiday photos of your favourite holiday. See TG notes.

This is my favourite holiday. It's a caravan, camping, a tent, a caravan, seaside, cook, sleep, eat, travel

- The teaching notes include useful background information about the topic, for example, here, holidays typically taken by British people.
- Pupils hear a British boy talk about different holidays.
- They look at the photos, think about them and label them accordingly. They relate them to their own lives.
- They listen to and join in with a poem about holidays.
- They make some holiday 'photos' and present them to the class.

Festival lessons

There are two festivals in Level 2: Christmas (shown here) and Easter.

- The teaching notes include useful background information about the way the festival is celebrated in the UK.
- Pupils engage in listening activities related to the festival.
- They write the new festival words, with support.
- They learn a lively song about the festival.
- They play a game using the festival vocabulary.
- They do a craft activity. Here they make a decoration for a Christmas tree.

Happy Christmas

1 Listen and point. Then listen and repeat. (3:15-20)



bells a sleigh Father Christmas a reindeer

2 Write the words. Then listen and colour. (3:15)



3 Look, count and circle. Then say.

 4 7 9 10  3 5 6 8

4 Sing Tingle Bells. (3:15-20)

5 Play The Father Christmas Bag Game. See TG notes.

6 Make a bell for the Christmas tree. See TG notes.



88 Happy Christmas!
bells, a sleigh, Father Christmas, a reindeer, presents, a bag

87



HOW TO DO IT



TEACHING STRATEGIES

Language for English lessons

Starting the lesson

Begin the lesson with a very clear routine as this will help pupils to prepare for their English lesson. You could adapt a start routine familiar from another context to use in your English lesson, for example taking the register, or you could go round the class greeting each pupil with *Hello*.

You can mark the change of focus in lessons to English by cleaning the board and perhaps changing some aspects of the classroom, such as the arrangement of chairs. It is very helpful for children to be able to see each other's faces as well as your face during the English lesson, so you might consider rearranging the chairs in a horseshoe shape.

Warmers

Warmers are activities at the beginning of a lesson which are used to create a suitable atmosphere for learning and to do some fun revision of language pupils have already learned. You can either use the Warmer suggested in the lesson plan, or choose one of activities described below.

Songs provide excellent Warmer activities, and the *Rainbow Bridge* course has songs that promote social cohesion, such as *The School Song*, *The House Song* and *The Face Song*.

Class games using the board as a focus are an excellent way of encouraging pupils to engage in activities, and flashcards are ideal for recycling and revising language in a Warmer. See the suggestions below for a wide range of language revision flashcard games you could choose from at the beginning of each lesson.

Ending the lesson

The end of the English lesson also needs to be clearly signalled. English phrases you can use to end the last activity are: *OK, stop now* or *Right! That's the end for today. Tidy up your books and pencils*. To bring children back together as a group, you could use one of the songs which are on the audio CD, such as the relevant season song.

Classroom language

The more English you can use in class with pupils, the more progress they will make. Your pupils will mostly understand the meaning of what you say from the context, particularly if you repeat the same phrases several times. You can reinforce understanding by physically demonstrating the meaning as you say a word, for example, by holding up your Class Book and pointing to the page number as you say: *Open your books. Look at page (four)*. For a complete list of phrases for teachers to use during English lessons, see below.

To start the lesson

Good morning. / Good afternoon.

Hello, everyone.

Are we ready?

Listen.

Sit down, please.

Stand up, please.

Let's sing. / Let's chant.

Let's play a game.

Where's the Poppy finger puppet?

To start an activity

Open your books. Look at page (four).

Close your books. Look at the board.

Look at the poster.

Let's watch the video.

You need a pencil. You need your crayons.

Colour the picture.

Draw a picture.

Cut the paper, fold the paper, stick here.

Look and number the pictures.

Trace the letters.

Circle.

Say the word.

Work together.

Move your chairs.

Ready?

During an activity

Pick up your pencils.

Repeat after me.

Repeat after the CD.

Say it again!

Well done!

Very good!

That's lovely!

Show me.

Put your hand up!

Can you remember?

Quiet, please!

OK?

General interaction

Come here!

Give me your book, please.

Touch the flashcard.

Point to the flashcard.

Thank you.

Help me, please.

At the end of a lesson

OK, stop now.

Put down your pencils.

Close your books.

Right! That's the end for today.

Tidy up your books and pencils.

Goodbye, everyone.

See you tomorrow. / See you next week.

Reinforcement of phrases in songs and stories

The songs and stories in *Rainbow Bridge 2* introduce phrases used for social interaction, such as *Are you ready? Let's get ready for ...*, *Who wants (lemonade)?*, *Would you like some?*, *Yes, please*, *Welcome to (our house)*, *Let's have fun*, *Come on, everyone*, *Who wants to play?*, *Would you like to play with me?*, *How are you today?* There are also a number of songs and chants that use other useful general phrases such as *There's a ...*, *There are ...*, *What colour are (the balloons)?*, *Where's ...?*, *Let's ...*, *It's (winter)*, *Tell me what you can see, I've got ...*, *Look at ...*, *I love ...*, *I can ...*. By listening to these songs and chants, your pupils will have further opportunities to memorize the kind of phrases you will be using in general classroom interaction.

Recasting

Recasting means that you repeat what a pupil has said but change the form to make it correct in English. Pupils may often be keen to give an answer, but will speak in their own language. You can acknowledge that their answer is right, but then recast the answer in English.

For example:

Teacher: *What is it?*

Pupil: *Bicicleta.*

Teacher: *Yes. A bike. It's a bike.*

What colour is it?

Pupil: *Verde.*

Teacher: *Yes. Green. It's a green bike!*

This reassures pupils that you are listening to them, and demonstrates to them that the same thing can be said in two different languages.

Speaking activities

Flashcard games

All of the following flashcard games are excellent ways of reinforcing vocabulary in a stimulating way. Furthermore, all of them are ideal ways to start a lesson to revise lexical sets which you have already presented. Any one of them would make a useful Warmer routine for your class. Consider this section as a bank of flexible Warmer resources.

Little by little

Cover a flashcard with a sheet of paper and hold it up in front of the class. Start to move the paper very slowly and ask pupils: *What is it?* (or *Who is it?* for character flashcards). Carry on sliding the paper further down the flashcard, stopping now and then to ask the pupils *What is it?/Who is it?* and to allow the class to offer their ideas.

TIP Instead of a sheet of paper, you can use a 'flashcard pocket', i.e. a large envelope or paper pocket. Hide the flashcard inside and slowly pull it up to reveal the image.

Through the keyhole

Hold up a flashcard but cover the picture with a piece of paper with a circle cut out of it (or a keyhole shape). Ask: *What's this?* and move the piece of paper around to reveal only part of the picture at a time. Pupils guess: *Is it a (bag)?* You answer *No, it isn't* until a pupil guesses correctly, at which point you show the picture and say *Yes, it's a (chair)!*

Mystery flashcard

Put a flashcard inside a large envelope and show the class the envelope. Ask pupils to draw what they think is inside the envelope. When everyone has finished, ask pupils to say what they have drawn, then open the envelope and reveal the mystery flashcard.

Find the flashcard

Ask five pupils to leave the classroom. Then ask the class to help you hide five flashcards somewhere in the classroom. Bring the five pupils back into the room and ask them to find the missing flashcards and say what they are.

Kim's game

Put up a set of flashcards on the board. Point to each flashcard and ask the class: *What is it?* Repeat the correct word for each flashcard with pupils, then turn each flashcard over. When the flashcards are all face down, ask again and see how many pupils can remember which flashcard is which.

What number is it?

Put up a set of flashcards of words you want to revise, for example school objects. Next to each one put a number flashcard. Say the name of a school object and ask: *What number is it?* Alternatively, say the number and ask: *What is it?*

Mime the word

Divide the class into two teams and tell them to choose a flashcard and mime the word for the opposite team. If the opposite team understands the mime and pronounces the word correctly, they score a point, otherwise the point goes to the team performing the mime.

Which one is missing?

Tell pupils to stand in a circle. Put a number of flashcards face up on the floor in the middle of the circle. Give pupils a couple of minutes to memorize them. Then tell them to turn their backs while you remove one of the flashcards. Tell pupils to turn back to the circle and ask them which flashcard is missing. The pupil who guesses first has a turn to remove one of the flashcards. Repeat several times.

Odd one out

Choose four flashcards from one lexical set, for example clothes, and one flashcard from a different category, for example a rubber. Pupils have to say which flashcard does not belong with the others in the group.

Watch my lips

This activity helps pupils to concentrate on the mouth movements necessary to pronounce certain words. Put five flashcards up around the classroom. Explain to pupils that you are going to mouth a word silently and that they have to point to the right flashcard. Say the word silently, exaggerating your mouth movements. Pupils can also try saying a word silently for the rest of the class to guess by pointing to the right flashcard.

Hit the card

Stick three or more flashcards on the board then invite three pupils to the front of the class and stand them in a line facing the board (don't position them too close). Give each of these pupils a small sponge ball and explain that the game is a bit like hitting the target. (Instead of sponge balls, you could use any small soft object, or make paper balls.) Say the word for a flashcard. The players have to throw their ball at the right flashcard and try to hit it.

Guess the card

Hide a flashcard behind your back and ask a volunteer: *What card is it?* (You can adapt the question as necessary, e.g. *What colour is it?*, *What room is it?* etc.) Ask the rest of the class if the volunteer's answer is correct. If it isn't, elicit the correct answer. Repeat with other volunteers.

Missing flashcard

Show the class a set of flashcards, then take one out and show the set again. (Alternatively, stick a set of flashcards on the board, then take them down and put them up again, with one missing.) The pupils have to identify the one that is missing.

Guess the flashcard

Put the flashcards on the board face down and write a number next to each one. Ask the class: *What's number (one)?* Invite a pupil to the front of the class and ask him/her to try and guess. After hearing the answer, lift up a corner of the flashcard and say *No* if it is wrong and *Yes* if the pupil guessed right. If the pupil guesses correctly, turn the card face up. If the pupil does not guess the flashcard, leave it where it is and invite another pupil to guess. Continue the game until all the flashcards have been guessed and are face up.

Picture Hangman

Play the game *Guess the flashcard* as described above but every time pupils guess wrong, draw part of a little man on a scaffold as in the game Hangman. If pupils manage to guess all the flashcards before you have completed the drawing, they win a point, but if you complete the drawing of the man you win a point.

Run to the card

Put up a few flashcards around the classroom. Choose two or three pupils and explain that you are going to name the flashcards one after the other. The pupils have to run to the flashcard you name and stand next to it.

Change places

Put up some flashcards around the classroom. Divide the class into as many groups as there are flashcards and position the groups near their flashcard. Name two flashcards. The pupils in those two groups have to move and change places.

Musical flashcard

Put up some flashcards around the classroom and play some music. Pupils wander freely around until you stop the music and name a flashcard. They then have to go to the flashcard you named.

True/false boxes

Bring in two shoe boxes. Leave off the lids and label the long side of one box with a big tick and the long side of the other box with a big cross. Invite two pupils to the front of the class, position them at some distance from the boxes and give each of them a sponge or paper ball. Show a flashcard and say a word. If the word and the flashcard match, the pupils have to throw their ball into the box with the tick on the side, if not, they throw it into the box with the cross on the side. This can also be played as a team game, with one team member playing against a pupil from the other team. The player who throws the ball into the right box wins a point for the team.

Class interaction

Teacher questions

Ask pupils questions and encourage them to answer, at first giving you one-word responses and later on answering with whole phrases. With practice, pupils will soon be able to respond appropriately to the following questions: *What's your name? What colour is it? Who is it? What is it? How many? Where is he/she/it?*

You can also ask questions that require the answer *No*, but which also need the pupil to correct the wrong word (for example, if you hold up the ruler flashcard and ask: *Is it a pencil?*). Pupils enjoy correcting these deliberate mistakes. Or you can give alternatives: *Is it a pencil or a ruler?* If you recast pupils' answers with a longer response: *Yes, it's a pencil. It's a red pencil*, then you will gradually introduce them to the idea of giving a longer answer themselves.

Guessing games

Pupils feel more motivated to speak when they are challenged to guess the right answer. In the section above (Flashcard games) several flashcard guessing games are described. Another possibility is to hide a real object in a 'feely' (fabric) bag. For example, in Unit 2 you can put a pencil in the bag and ask a pupil to come to the front of the class and feel the object without seeing it. This makes a question such as: *Is it a pencil or a ruler?* really meaningful.

Interaction with the puppets

Paper finger puppets

On pages 121–124 of the Class Book, there are colour cut-outs for pupils to make their own finger puppets of Rowan, Poppy, Fern, Russ, Sniff, Dicken and Sid. These are made in Unit 1 and can be used in activities throughout the course.

Make a set of finger puppets yourself in advance of the lesson, so that pupils can see how they should look.

The puppet for Russ can either be made at the same time as the other puppets, or you can save making this puppet until pupils have met the character in Unit 1, Lesson 3.

Pupils should store the puppets carefully once they have made them, for example in an envelope or re-sealable freezer bag stuck into the back of their Class Book or notebook. Alternatively, you may wish to collect in the puppet sets for safekeeping and hand them out each time they are needed.

Pupils can use the finger puppets in role-plays and the class theatre activities. They can also put a finger puppet on one hand and hold an object in their other hand so they can show the puppet things, for example a pencil.

Pupils can also use the finger puppets to repeat the tongue-twisters in the *Sound play* lessons, saying the rhyme in the voice of their chosen character.

Introducing reading

Word cards (optional)

In *Rainbow Bridge 2*, pupils are starting to gain experience of reading, mostly at word level but also with short phrases in stories and exercises.

If you would like an extra resource for your class, you can make word cards for the key vocabulary items and use them to promote vocabulary recognition. At this stage of pupils' learning, word cards are mainly useful in Warmers. Some suggestions for flashcard/word card games follow.

(You can also use the games described in the 'Flashcard games' section above, but using the word cards instead of the flashcards.)

Making word cards

The teacher should allow time to prepare the word cards before the lesson. Divide an A4 sheet of card into four equal strips, and write the appropriate words clearly with a marker pen.

Match word and picture

Place a set of flashcards on the board and put the corresponding word cards separately on the board, in random order. Invite one pupil at a time to come and select a word card and place it under the appropriate flashcard.

Hungry Piggy

Draw the outline of a large pig on the board and tell the class that Piggy is hungry, and his favourite food is English words. Place a set of word cards on the board, then hold up a flashcard and ask pupils to tell you the corresponding word. Invite a volunteer to select the appropriate word card and 'feed' it to Piggy by sticking it inside his tummy.

Read and touch

Place a set of flashcards on the board. Divide the class into two teams and call one player from each team to the front. Position the players a little distance away from the board. Hold up a word card so that all pupils can see it: the players have to run to the board and touch the corresponding flashcard. The first one to touch the correct flashcard wins a point for their team.

The wrong words

Place some flashcards on the board and then place a word card under each flashcard – some under the correct flashcard, and others under the wrong flashcard. Ask pupils to identify the wrong words.

Presenting the seasons

The Season opener lessons come at the beginning of every two units, and provide the ideal starting point for presenting the themes and vocabulary of that season. The best way to introduce each new season is through a whole-class video and poster presentation, using the relevant season poster, before moving on to the activities in the Class Book. The aim of these lessons is to encourage pupils to think about the changing seasons, and to notice the features of each season and the types of weather which are typical of that season. Pupils first look at a video clip set in the season in the 'real world'. Then they move on to looking at that season in Bridge Town, through a double-page seasonal spread in the Class Book. They are encouraged to look at what the children in the video and the course characters in Bridge Town are doing, and to compare these activities with what they themselves do during the different seasons. Ask as many additional questions as possible to encourage them to think about the differences between the seasons, for example the different activities which people do and the different colours which are typically seen in each season. Each season lesson culminates in a craft activity, where pupils make an item relevant to the season. In addition to this, you may like to set up a classroom nature table. You and the pupils can bring in items typical to the season to make a seasonal display – for example pine cones, autumn leaves, spring flowers, etc.

Class theatre

At the end of the story lesson, ask pupils to act the story out in front of the class. You can do the class theatre activity either before or after the practice activities from the back of the book, depending on whether you wish to re-energize the class (in which case, do the theatre activity first) or calm them down (in which case, do the practice activities first).

- Ask them to open the Class Book to the story page again. Divide the class up into groups of as many pupils as there are characters in the story. Allocate roles. Tell pupils that they are going to act out the story and that they will practise saying the lines for their character.
- Play the track, pausing it after each phrase to let pupils repeat. First repeat the phrase with the whole class, and then repeat it again with just the pupils playing that character.

- Ask pupils to look at the actions in the story and to decide in their groups on appropriate mimes.
- Pupils practise performing the story in their groups. Monitor this part of the activity, checking for correct pronunciation. Encourage pupils to look at their Class Books as necessary to remind themselves of the words.
- Call the groups to the front one at a time, and ask them to act the story out. If any groups need extra support, play the track for them to mime and speak along with.

TIP You may like to give each pupil the flashcard of their character to hold to identify themselves. (If you are able to clip the flashcard to the pupil's clothes with a paperclip or bulldog clip this will enable them to keep their hands free for the actions.) Less confident pupils can bring their Class Books with them to use as a prompt but more confident pupils should be encouraged to try to act and say the lines from memory.

- If you like, the stories can be acted out using the finger puppets for the main characters.

Story Photocopy Masters

Black and white line versions of the course stories are provided as photocopy masters on the course website for any teachers who wish to use these to do extra activities with their pupils to support the story lessons. For each story there is a version with the speech bubbles in place and a version which omits the speech bubbles. The teacher can choose the version which best suits their class's needs. Some possible activities are suggested below:

Listen and jump

Pupils cut out the story frames and use them in a listening activity. Ask each pupil to choose and hold one of the story frames (ideally the version with speech bubbles). Play the story. When pupils hear the dialogue for the frame they have chosen, they jump up from their chairs and show the frame.

Look and order

Pupils cut out the story frames and use them in an ordering activity to revise the story. This activity can be done with the following variations for different levels of ability:

Differentiation

Below level: Pupils look at their Class Books and put the story frames in the right order on their desks. Then they read the story and repeat. The teacher or a 'buddy' (i.e. a higher-level pupil who has been assigned to help them) helps them and checks as they are ordering. Then they read the story again and retell the story with a buddy.

At level: Pupils read the story in their Class Books. Then they close the books and order the frames on their desks. They check the order in pairs, and role-play the story together.

Above level: With Class Books closed, pupils order the frames and then open their books to check. They then role-play the story in pairs or groups. The teacher can turn over a couple of frames and pupils retell the story from memory without visual prompts.

Make story books

When pupils have finished using the loose story frames in activities, they can put the pages in order and staple them together to form a mini book. Help pupils to staple the pages as necessary, checking that the pages are in the correct order before you do so. If there is time, pupils can colour the frames, either before or after stapling the pages together.

As pupils progress through the course, they should be able to complete this activity more independently – even as homework. If you think your class is ready, you can set this as homework, giving them the Photocopy Master to cut out and colour at home – then they can tell their family the stories, strengthening the home–school link.

In addition, pupils may wish to use their mini story books as a script/prompt when they are doing the Class theatre activity, particularly if you are using the version of the photocopy master which includes the speech bubbles.

Picture dictionary

The Picture dictionary can be found on pages 114–116 of the Class Book. It provides a valuable record of the pupil's learning. The dictionary contains colour images of all the lexis, together with faint text of the vocabulary for pupils to trace over. Pupils look at the images and read and trace the words, in this way reinforcing the association of word and image.

Go round the class pointing to an image in a pupil's book and asking: *What's this? What colour is it?* etc.

The Picture dictionary can be completed at any point in the unit after the key vocabulary has all been introduced. It can also be done (or completed) in Lesson 8 as part of the unit round up.

When they have completed it, pupils look back through the Picture dictionary and complete the self-assessment activity by colouring either 1, 2, or 3 stars in the 'Colour for you' box on p.116, according to how well they think they can remember all the words.

Festival projects

Celebrations of festivals such as Christmas and Easter are a great opportunity for pupils to have a direct experience of an aspect of life in Britain. During the cultural celebrations, pupils make craft objects associated with the particular festival and have a chance to exercise movement through dances or games. The festival pages are attractively presented, showing pictures and photos of British children modelling the different festival activities.

Set up your classroom in an appropriate way for each festival. For instance, for the Christmas festival, you can call the classroom the British Christmas room. If you can create a special environment your pupils will be more likely to immerse themselves in the learning experience. Make decorations in advance and put up pictures of Christmas celebrations (you can cut these out from various magazines). Play a CD of British Christmas carols to add authenticity.

The festival projects are based on three different types of activities:

Art and craft activities

There are photographic illustrations in the Class Book and clear instructions in the Teacher's Book for all the craft activities. These enable you and your class to carry out the activities easily.

Games

The Teacher's Book details simple traditional games associated in Britain with certain festivals. The games are easy to set up and play in class and give the festivals an authentic British flavour.

Songs

Each festival page contains a song or chant associated with the festival, and these can be acted out using mime.

Culture projects

There are two Culture projects, which are intended to be covered after Units 4 (*Dressing up and me!*) and 6 (*Holidays and me!*). These practise and develop the language pupils have learned in a new real life context, in a fun and motivating way. Real British children of the pupils' own age present photos documenting their family life and the things they enjoy doing.

Pupils are asked to identify the photos and talk about them, and in this way they develop an understanding and appreciation of the everyday lives of children in Britain. This stage, like most of the lesson, should be carried out in L1, as its main purpose is to enable pupils to familiarize themselves with a different culture. Use the culture notes in the lesson plans to give pupils additional information about the topic.

Each Culture project has a poem for pupils to listen to and say. Finally, pupils are asked to think about aspects of their own life, such as their favourite dressing up outfit (*Dressing up and me!*) and their favourite sort of holiday (*Holidays and me!*), and complete a project illustrating these. They compare the activities featured in their projects with those of the British children, and discover similarities and differences in children's lives in the two countries.

Integrated learning projects (CLIL)

TIP CLIL stands for Content and Language Integrated Learning.

In *Rainbow Bridge 2*, the four cross-curricular learning projects focus on Music (*Musical instruments*), Art (*Portraits*) and Science (*Materials and Plant or animal?*). For each of these projects, pupils watch a real-world video clip, study and talk about a poster, complete several activities in the Class Book and complete a project. There are two lessons for each cross-curricular learning project. The projects can be done at any time, but will fit best with the language syllabus if they are covered after every two units.

Informal assessment

Round up

The purpose of the Round up section at the end of each unit is to revise the main learning objectives of the unit, and to give you an opportunity to evaluate how much pupils have understood.

- Always start the lesson by revising the language of the unit, using flashcards to focus on vocabulary. It is also useful to sing the songs again to help the class memorize the key words. You may wish to make notes on which pupils are still having difficulty in recognizing or producing words.
- After the revision warm-up, pupils are ready to do the sticker activity, which focuses on revision of the vocabulary items.

TIP To avoid pupils removing or losing the stickers, you may like to remove all the sticker sheets from pupils' Class Books at the beginning of the year, and keep them in envelopes to hand out in each unit as necessary.

- When pupils are doing the sticker activity, help any pupils who struggle with fine motor skills to peel off their stickers from the sheet. Give pupils time to check their answers by playing the recording a second time and help pupils to peel off and reposition their stickers as necessary.

Round up: craft activity (*Take Home English*)

The second activity on the Round up page is the *Take Home English* craft activity. Pupils make a craft item which they use to demonstrate the language they have learned, focusing now on the structure as well as the vocabulary. After the pupils have presented their craft item in class, they take it home and use it to show their family and friends what they have learned in English.

The sheets for this activity are at the back of the Teachers Book and there are photos of the completed craft item at the bottom of the Round up page for each unit. You will need to make a finished model ahead of the lesson to use as an example.

- Focus pupils' attention on the photo and show them your completed item.
- Distribute the photocopyable templates.
- Check that pupils have the necessary materials for this particular craft activity: scissors, glue, coloured pencils or pens, etc.
- Hold up a copy of the template and tell pupils they are going to cut out the images, and where necessary, colour them in and stick them together.
- Demonstrate how to make the item in stages, making sure that pupils understand where to fold, cut and stick. Show them your completed item again to help them understand.
- While they carry out the craft activity, go round the class asking questions to check how well they recognize the key language of the unit. For example, ask: *What is it? What colour is it?* Make notes on how well they respond to add to your teacher's Evaluation sheet later.

- When everyone has finished, model how to present the craft item using the target language.
- Put pupils into pairs or small groups to present their craft items to each other. This will give you an opportunity to observe how well they can say the key words and use the target structure.
- Tell pupils to take the craft item home and to use it to show their family and friends what they have learned in English. Encourage them to show off!

Teacher's Evaluation grids

There are Evaluation grids of the key vocabulary for recognition and production for each unit on the teacher's website (www.oup.com/elt/teacher/rainbowbridge). The sheets help you to keep on-going records of the words pupils can recognize. On the basis of this information you will be able to plan activities to extend the language of pupils who have mastered the core work easily and to reinforce the language of any pupils still having difficulties.

Autumn opener pp. 4–5

Objectives

Listen, identify and say the autumn words

Listen and sing *The Autumn Song*

Make a fingerprint tree

Language

Active: *It's autumn. It's windy. berries, apples, a pumpkin, a door, leaves, a cafe, a house, a shop*

Passive: *What's the weather like? Leaves are falling down. Leaves are on the ground.*

Materials

Class Book pp. 4–5, 114 (Picture dictionary); autumn poster (optional); DVD; CD1 tracks 1–4; Photocopy Master Fingerprint tree (downloaded from the website) – one per pupil; ink pads (or paint) in autumn colours; a completed fingerprint tree (prepared by the teacher)

1 Watch the video.  DVD

- Play the DVD and introduce the concept of autumn. Play the DVD again and talk about autumn and autumn words.

Introduction with the autumn poster (optional)

- Use the poster to review the features of autumn from Level 1. Ask *What season is it? (Autumn.)* Ask some pupils to come and point out features of autumn in the poster (falling leaves, the autumn colours, etc.). Help the class to remember the autumn words and the phrase *It's windy* from Level 1.
- Point to the characters and ask *Who lives in Bridge Town?* Ask pupils to tell you as much as they can remember from Level 1.

2 Talk about autumn in Bridge Town.

- Open Class Books at pages 4 and 5. Tell pupils that they are going to see what the characters are doing in autumn this year. Ask them to point to the characters and say what each one is doing.
- Teach the new autumn vocabulary by pointing to the scene and saying *Look! Berries, apples, a pumpkin, a door.*
- Ask pupils questions to encourage a class discussion: Is autumn in your town similar to autumn in Bridge Town and in the video clip? What colours do you see in your town in autumn? What berries are there in your town? Can you pick and eat them? Do you eat pumpkin?

3 Find and tick (✓). Then say.

- Focus pupils' attention on the autumn words from Level 1 and read them out for the pupils to follow.
- Divide the class into pairs to find the things in the picture and tick the boxes. Pupils take turns to point to the items in the picture for their partner to say the words.

4 Listen and point. Repeat.  1.1–1.2

- Say *Listen and point!* Play track 1 for pupils to point to the pictures of the new autumn words in their books.

Transcript

It's autumn in Bridge Town! It's windy.
Point to the berries. Point to the apples.
Point to the pumpkin. Point to the door.

- Play track 2 for pupils to repeat the words.

Transcript

berries – apples – a pumpkin – a door

5 Sing *The Autumn Song*.  1.3–1.4

- Tell pupils they are going to sing a song about autumn. Mime blowing like the wind and ask *What's the weather like?* to elicit *It's windy*.
- Play the song for pupils to listen and point to the autumn items in the picture.
- Play the track again, pausing after the noises *Whoosh!* and *Crunch!* for pupils to repeat.
- Play the track again for pupils to do their own actions. The aim at this stage is to get pupils to listen and respond physically. After practising several times, some pupils will be ready to sing along with parts of the track.

Transcript

(See Class Book p. 119.)

6 Make a fingerprint tree.

Photocopy Master Fingerprint tree

- Tell pupils that they are going to make an autumn tree. Show them your fingerprint tree as an example. Explain that they are going to use their fingerprints to make leaves for the tree.
- Divide the class into groups of four and give each pupil an autumn tree template. Give out the different coloured ink pads (or saucers of paint).
- Tell pupils to choose autumn colours and show them how to press their index finger onto the ink pad and then make the fingerprints on the tree branches for the leaves.
- Pupils make fingerprints on each other's trees in their groups. If suitable, you could have them go around the class, collecting fingerprints from everyone.
- Stick pupils' trees on the wall under the heading *Autumn Trees* to create a display.

Picture dictionary

- Ask pupils to turn to page 114 in their Class Book. They find the four new autumn words and trace over the text.

Numbers and colours

Lesson 1 p. 6

Materiale

Identify, say and write the numbers 1 to 10
Practise the numbers in the context of a chant and a game
Listen and sing *The Hopscotch Jive*

Language

Active: *one, two, three, four, five, six, seven, eight, nine, ten*
Passive: *Are you ready? Hooray!*

Materials

Class Book pp.6, 90 (practice), 121–124 (finger puppets); CD1 tracks 5–9; character flashcards; flashcards for numbers 1–10 (from Level 1); Photocopy Master Unit 1 (see website) – one per pupil; a completed finger hopscotch grid (prepared by the teacher); a completed finger puppet (prepared by the teacher); scissors; glue; counters – one per pupil

Introduction with flashcards

- Use the Poppy and Rowan flashcards to greet the class, saying *Hello, My name's (Poppy/Rowan)*.
- Stick the flashcards of the main *Rainbow Bridge* characters (Fern, Sniff, Dickin, Sid) on the board.
- Use the Poppy flashcard to point to the characters and ask *Who's this?* for pupils to say the names.
- Hold up the number 1 flashcard and ask *What number is it?* Elicit *One*. Repeat the same procedure for numbers two to ten.
- Place the flashcards around the classroom and say *Point to number (five)*. Leave the flashcards on the walls.

1 Listen and point. Repeat. 1.5–1.6

- Open Class Books at page 6. Ask pupils to describe the picture. Ask if they can remember the name of the teacher (*Miss Bell*). Ask them if they play hopscotch and tell them to explain and demonstrate how to play.
- Tell the class to listen and point to the numbers as they hear them. Play track 5.

Transcript

one – two – three – four – five – six – seven – eight – nine – ten

- Play track 6 for pupils to repeat the numbers.
- Focus pupils' attention on the word pool and play track 6 again for pupils to follow the words in their book.

2 Listen and chant. 1.7

- Play the chant and ask pupils to point to the number flashcards as they hear them.
- Play the chant again, pausing for pupils to repeat.

Transcript

One, two – One, two, three. Four, five – Four, five, six. Seven, eight – Seven, eight, nine. Nine, ten – Start again!

3 Talk about numbers.

- Tell pupils to look at the picture on page 6 and ask them what the numbers are used for (a game). Ask what other games they know that use numbers, for example counting in Hide and Seek).
- Ask pupils to think about games and school and ask *What numbers do you see? Where are they? What are they for?* (For example classroom numbers, clock faces, timetables).

4 Play Finger Hopscotch.

Photocopy Master Unit 1 Lesson 1

- Tell pupils to open their Class Books at pages 121–124 and choose the Poppy, Rowan or Fern finger puppet to make. Hand out scissors and glue and demonstrate how to make the puppets.
- Pair yourself up with a pupil to demonstrate the game. Put your finger puppet on your thumb. Throw a counter on to your hopscotch grid and say the number of the square it lands on. Using your index and middle finger, jump up the hopscotch grid, saying the numbers, and avoiding the square your counter is on. On the way back, pick up the counter and say the number. Your partner takes their turn.
- Hand out the hopscotch templates and counters and ask pupils to write the numerals 1 to 10 on their hopscotch grid.
- Divide the class into pairs to play the game.

TIP Save the grids and finger puppets for future use.

5 Sing *The Hopscotch Jive*. 1.8

- Play track 8 and ask the class to point to the number flashcards as they hear the numbers in the song.
- Play the track again, pausing after each line of the chorus for pupils to repeat.
- Play the song for pupils to join in with the *chorus*.
- Finally play the karaoke version (track 9) for pupils to sing.

TIP All of the songs in the course include a karaoke version on the CD. Once pupils are confident singing a new song, they can try singing it with the karaoke version.

Transcript

(See Class Book p.119.)

1 Count, match and write. Then say. WB p. 90

- Point to the items in the pictures to elicit the vocabulary (*apples, berries, pumpkin, flowers, trees, leaves*).
- Point to the apples and say *Let's count*. Encourage the class to count and then point to the correct number (4).
- Read out the numbers in the word pool for pupils to follow in their books. Point out the written example *four*.
- In pairs, pupils complete the activity.
- The pairs then take turns pointing to items for a partner to describe the pictures, for example *Four apples*.

Lesson 2 p. 7

Objectives

Identify, count and write the numbers 1 to 10

Develop word-level writing skills

Language

Active: *one, two, three, four, five, six, seven, eight, nine, ten*

Passive: *What's your favourite number?*

Materials

Class Book p.7; CD1 tracks 8–9; flashcards for numbers 1–10; character finger puppets and hopscotch grids (prepared in Lesson 1); a large envelope/paper pocket that a flashcard can fit in; plain paper

Warmer

TIP Make an envelope/pocket from paper, big enough to put a flashcard in. Make sure the flashcards can't be seen through the paper. Save the envelope for use in later units.

- Put one of the number flashcards into the pocket.
- Hold the pocket up and slowly pull out the flashcard, revealing the number bit by bit. As you do this, ask pupils *What's the number?* Encourage pupils to guess by calling out numbers.
- Once they have guessed the number, stick the flashcard on the board.
- Repeat with all the number flashcards.

Song revision: *The Hopscotch Jive* 🎵 1.8–1.9

- Ask pupils if they can remember any of *The Hopscotch Jive*.
- Ask pupils to get out their finger puppet and the hopscotch grid they made in Lesson 1.
- Play the song (track 8) and tell pupils to play finger hopscotch as they listen to the song.
- Ask pupils to stand opposite a partner. Play the song again for pupils to sing to their partner.
- Finally play the karaoke version (track 9) for pupils to sing.

1 Count and write.

- Open Class Books at page 7. Point to the picture and ask pupils what the game is (*Hopscotch*).
- Divide the class into pairs to take turns to point to the numbered squares and say the numbers.
- On the board, write the numbers *one* to *ten* in words. Point to each word to elicit the number.
- Ask a pupil to come to the board and tell them to write the numeral *1* next to the correct word. Repeat the procedure with different pupils and numbers.
- Point to the number words on the right of the page and read them out for pupils to follow in their Class Books.
- Point to the word *one* written on the first hopscotch square and show how it is crossed out in the word pool. Explain to pupils that they have to write the numbers in the correct places in the hopscotch grid.
- Divide the class into pairs to complete the activity.

- Monitor pupils as they work, checking their spelling and helping them to form the letters.
- On the board draw the hopscotch grid with the numerals. Ask different pupils to come to the board to write the number words in the correct squares for the class to check their work.

Differentiation

- Below level: Pupils write the words for numbers 5 to 10 only. To support pupils, write the numbers *five* to *ten* in words on the board. Draw a dot to show where to start the letters and arrows to show the direction to write the letters for each number word.
- Above level (and fast finishers): Refer pupils to the picture of Fern and the maths exercise she's doing. Have pupils write down the numbers from the grid that are part of the 2 times table – 2, 4, 6, 8, 10.

Speaking activity

- Give each pupil a piece of plain paper.
- Ask pupils to choose their favourite number from 1 to 10.
- Pupils draw the numeral, colour it and write the number word.
- Tell pupils to think of their favourite thing and draw as many of them as their favourite number. Give them an example by writing *six* as a word and numeral on the board and drawing six teddies. Ask what you have drawn (*six teddies*).
- Monitor pupils as they work, asking questions about their favourite number and thing, for example *What's the number? What's your favourite thing?* Help with the vocabulary if necessary.
- Ask pupils to hold up their pictures. Ask a few *What's your favourite number?* Encourage them to reply with the number.
- Divide the class into groups of four and tell them to take turns to present their picture to the group saying *This is number six and six teddies*.
- If it is suitable, ask pupils to stand up, hold the pictures in front of them and mingle, asking and answering.
- Stick pupils' pictures on the wall under the heading *Our favourite numbers* to create a display.

TIP If there is time at the end of the lesson, pupils can make the rest of the finger puppets on pages 121–124. You can tell them that the new character is called Russ and that they will meet him in the next lesson.

Lesson 3 *Happy birthday, Russ!* p. 8

Objectives

- Use sound effects to predict where a story takes place
- Listen and use visual cues to understand a story
- Act out a story

Language

Active: *How old are you? I'm eight. Happy birthday!*

Passive: *cake, candle, It's my birthday today.*

Materials

Class Book pp.8, 91 (practice); DVD; CD1 tracks 10–11; flashcards for Russ, Emily and Will

Warmer

- Hold up the flashcards of Russ, Emily and Will and ask pupils who they think they are. Tell them that Will and Emily are humans and are brother and sister. Russ is another little person who is Will's secret friend. They live in Bridge Town and pupils will learn more about them during the year.
- Hold up the flashcards one by one and say the names of the characters for the class to repeat.

1 Listen. Where's the story? 1-10

- Tell pupils that they are going to listen to a story about the little people. Ask them to open out the Bridge Town map at the front of the book (demonstrate on your copy) and tell them that they are going to listen to some sounds and try to guess where the story takes place.
- Play the track for pupils to listen and look at the map and point to the story location.

Transcript

Sounds of a family birthday party at an outdoor cafe, Sid miaowing.

- Ask pupils what they heard and where they think the story takes place (the cafe on the barge). Hold up your map and point to the cafe on the barge to confirm.
- Ask if humans can see the little people. Why not? (They hide from humans.)

Story preparation

- Open Class Books at page 8. Ask pupils if they can see the new characters, Will, Emily and Russ. Point to each picture and ask pupils who they can see and what they think is happening. Tell pupils not to worry about reading the words, but to try to work out the story from the pictures. The aim is to give pupils a preliminary understanding of the broad outline of the story.

2 Now watch or listen and read. 1-11

- Play the story on the DVD, or play the story on the CD with pupils following in their Class Books.
- Pause after frame 1. Point to Will and Emily one at a time, and ask *Who's this?* Ask why the little people are hiding (because they don't want the humans to see them). Whose birthday is it? (Will's)

- Play the story to the end.
- Play the lines *How old are you, Russ? I'm eight.* (frame 4) and *Happy birthday!* (frame 6) for pupils to repeat. Explain the meaning of the phrases.

Transcript

1 Mum, Dad & Emily: Happy birthday!

Sid: Miaow!

2 Russ: Hello!

Poppy & Rowan: Oh!

3 Russ: Shh! My name's Russ.

Poppy: Oh! Hello, I'm Poppy.

Rowan: I'm Rowan.

4 Poppy: How old are you, Russ?

Russ: I'm eight.

5 Russ: It's my birthday today.

Rowan: Cake and candle!

6 Rowan: Happy birthday!

Russ: Thank you!

Sid: Miaow!

- Play the story again. Pause at regular intervals and ask questions to ensure understanding. For example, ask why Poppy is surprised to see Russ (because he's hiding and she's never seen him before). Is he friendly to the little people? (Yes.) Why is he sad? (Because it's his birthday today too and he has no cake.) How old is he? (Eight.) What does Rowan do for him? (He gets him a cake.)

Class theatre 1-11

- Divide the class into groups of seven or eight and assign each pupil a character: Poppy, Rowan, Russ, Emily, mum, dad, Sid and (if you wish) the non-speaking part of Will.
- Help pupils to act out the story in groups, following the procedure described in the *How To Do It* section.

1 Write numbers to put the story in order. Then tell the story to a friend. WB p.91

- Ask pupils which picture is first in the story and point out the example answer 1 in the box.
- Pupils complete the rest of the activity.

TIP Play track 11 again if any pupils are having difficulty.

- Check the answers with the class.

ANSWERS

(left column) 3, 6, 2 (right column) 1, 5, 4

- Divide the class into pairs to point to the pictures in turn and retell the story in their own words.

2 Can you remember? What colour is the candle in the picture? Colour the candle then check. WB p.91

- Teach the word *candle* by drawing a simple one on the board. Read the question and tell pupils to colour the candle the colour they think it is in the story, before looking back at page 8 to check (the candle is blue).

Lesson 4 p. 9

Objectives

- Match speakers with phrases from the story
- Understand and discuss the importance of being kind
- Start a class project on being kind to friends and family

Language

Active: story language from Lesson 3

Passive: *kindness, kind*

Materials

Class Book p.9; flashcards for numbers 1–10; character flashcards for Rowan, Poppy and Russ

Warmer

- Stick the number flashcards on one side of the board.
- On the other side of the board, draw groups of dots to represent four or five of the numbers.
- Ask pupils to come to the board to write the correct number word for each group of dots. They can look at the word pool on page 7 to help with the spelling.

1 Read and match. Then circle.

- Stick the flashcards of Rowan, Poppy and Russ on the board and write their names underneath.
- Ask a pupil to come to the board. Say *Happy birthday!* and ask the pupil who says it in the story (Rowan).
- Open Class Books at page 9. Read out the speech bubbles one by one for pupils to follow and then tell you which character said it.
- Tell pupils to work individually to draw a line from the speech bubbles to the characters.
- Tell them to compare their answers with a partner and then circle the correct name under the pictures.

ANSWERS

- Russ – I'm eight.
- Rowan – Happy birthday!
- Poppy – How old are you?

How old are you? question chain

- Do a question chain to practise the question and answer from the story. If possible, ask the whole class to stand in a circle. Ask the pupil next to you (*Name*), *how old are you?* The pupil answers *I'm (seven)* and then turns to the next pupil to ask (*Name*), *how old are you?*, and so on.

2 Who is kind? Look and tick (✓).

- Ask pupils if they can remember what happened in the story. Let different pupils tell different parts of the story.
- Point to the pictures in activity 2 and ask what each one shows (Rowan and Poppy being surprised, Russ feeling sad about his birthday, and Rowan giving Russ the cake). Ask if each picture comes from the beginning, middle or end of the story (*Is it from the beginning, middle or end?*).
- Teach the word *kindness*. Ask pupils which of the three characters needs some kindness in the story (Russ). Why? (Because it's his birthday and he has no cake.)
- Tell pupils to tick the correct picture in their Class Books.

3 Talk about being kind to others.

- Ask pupils what value Rowan shows in the story (kindness).
- Ask pupils to look at the story again on page 8. Point to frame 1 and ask *Whose birthday is it? (Will's.) What does he have for his birthday? (Cake and candles.)*
- Point to frame 5 and ask who else has a birthday today (Russ). Ask what Russ has (nothing). What would he like? (Cake and candles.) How do you think he feels? (Sad.) How does Rowan show kindness? (He gives him a cake.) How does Rowan feel when he is kind? (He feels good and proud of himself.) How does Russ feel in frame 6? (Happy and grateful.) How do you know? (He smiles and thanks Rowan.)
- Ask pupils to imagine that they are Russ. How would they feel? What would they like people to do to be kind?
- Divide the class into groups of four and tell them to discuss different ways Rowan and Poppy could be kind to Russ on his birthday. For example, they could give him a present, light a candle for him, sing *Happy birthday* to him or invite him to play with them.
- Ask different groups to share their ideas with the class.

CITIZENSHIP Remind pupils that we all like people to be kind to us, and help them to understand that we should therefore also do our best to always be kind to others.

Class project

- Ask pupils to think of situations where a friend or family member might need them to be kind and what they could do, for example a friend breaks a toy and they share their toys with them, a friend doesn't understand something in class and they help them, their younger sibling is ill and they read them a story.
- Give pupils a few minutes to work with a partner to come up with some situations. Ask a few pairs to share their ideas.
- Tell pupils that during the week they have to come and tell you when they were kind to friends or family members.
- The following week, have a class discussion where pupils share what they did to be kind.
- Pupils then draw a picture to illustrate how they were kind. Stick the pictures on the wall under the heading *Being kind* to create a display.

Lesson 5 p. 10

Objectives

- Revise colours from Level 1
- Listen and sing *The Balloon Song*
- Play a TPR game to revise colours

Language

Active: *yellow, brown, blue, pink, red, white, black, orange, green, purple*

Passive: *balloon, party, What colour are the balloons? There's a (yellow) balloon.*

Materials

Class Book p.10; CD1 tracks 12–16; flashcards for colours (from Level 1); 10 large sheets of coloured card (in the ten known colours); coloured pencils; plain paper; sticky tape

Warmer

- To review the colours from Level 1, hold up the colour flashcards one by one for pupils to say the words.

1 Listen and point. Repeat. 🎧 1•12–1•13

- Focus pupils' attention on the picture and ask who they can see and what they are doing. Ask *Whose birthday is it? (Russ's.) How old is he? (Eight.) What numbers and colours can you see?*
- Tell pupils to listen and point to the correct colour balloon as they hear the colour on the track. Play track 12.

Transcript

yellow – brown – blue – pink – red – white – black – orange – green – purple

- Play track 13 for pupils to repeat the words.
- Point to and say the colour words in the word pool and ask pupils to point to the correct numbered balloon for each one.
- Divide the class into pairs to take turns pointing to a colour word for a partner to point to the correct coloured balloon.

2 Listen and chant. 🎧 1•14

- Make sure pupils have coloured pencils in front of them corresponding to the ten colours in the chant.
- Play the chant for pupils to hold up the corresponding colour pencil when they hear it in the chant.

Transcript

Adult: Red.

Children: Red.

Adult: Red and yellow.

Children: Red and yellow.

Adult: Red, yellow and orange.

Children: Red, yellow and orange.

Adult: Red, yellow, orange and brown.

Children: Red, yellow, orange and brown.

Adult: Red, yellow, orange, brown and green!

Children: Red, yellow, orange, brown and green!

Adult: Pink.

Children: Pink.

Adult: Pink and purple.

Children: Pink and purple.

Adult: Pink, purple and white.

Children: Pink, purple and white.

Adult: Pink, purple, white and blue.

Children: Pink, purple, white and blue.

Adult: Pink, purple, white, blue and black!

Children: Pink, purple, white, blue and black!

- Play the chant line by line for pupils to repeat.
- Play the chant again for pupils to join in.

3 Talk about colours.

- Say a colour, for example *green*, and ask pupils to imagine that colour and say what it makes them think of. Give an example, e.g. *Green for grass and leaves.*
- Divide the class into groups of four and say different colours for them to take turns saying what the colour makes them think of.

4 Play *The Colour Game*.

- Stick the ten large sheets of different coloured card to the floor with sticky tape at the front of the class.
- Ask a pupil to come to the front. Say one of the colours for the pupil to jump on the corresponding coloured sheet.
- Repeat with different colours and pupils until the class has the idea.
- Divide the class into groups of six to play the game independently. Give them ten pieces of paper to colour.
- In their groups, pupils take turns to call out a colour for another pupil to jump on to the correct colour.

TIP If your classroom does not have much space, or if your class is easily over-excited, have pupils stand on the coloured paper rather than jump on to it.

Differentiation

- Below level: Continue playing the game and calling the colours with weaker groups until pupils are confident enough to play independently.
- Above level: Pupils take turns to call the colour and the first pupil to stand on the correct colour leads the next round.

5 Sing *The Balloon Song*. 🎧 1•15–1•16

- Play the song and ask pupils what colours they hear.
- Play the track again line by line for pupils to repeat.
- Play the track again (or use the karaoke version) and encourage pupils to sing along.

Transcript

(See Class Book p.119.)

Lesson 6 p. 11

Objectives

Read and write colours and numbers
Present findings from a cupcake hunt

Language

Active: colours and numbers; *(Four) (blue) cupcakes*

Passive: *What colour? How many?*

Materials

Class Book pp.11, 92 (practice); CD1 tracks 17–18; flashcards for colours; Photocopy Master Unit 1 Lesson 6 (see website) – two per group of six; plain paper

Warmer

- On the board write the ten colours: *yellow, brown, blue, pink, red, white, black, orange, green, purple*. On the desk put the ten colour flashcards.
- Divide the class into two teams. Ask a pupil from each team to come to the board. Say a colour and tell the pupils to find the correct colour flashcard and stick it under the word on the board. The first pupil to match the word and the colour correctly wins a point for their team.
- Repeat with different pupils and colours.

1 Listen, draw and colour. Then write. 1-17

- Draw a simple cake on a piece of paper and stick it on the board. Ask a pupil to come to the board. Tell the pupil to draw two red candles on the cake. Ask *How many candles? (Two.) What colour candles? (Red.)*
- Draw another cake and stick it on the board. Tell pupils to listen to the track and tell you the number and colour of the candles for this cake. Play number 1 on the track.

Transcript

- 1 Five pink candles.
- 2 Seven yellow candles.
- 3 Eight blue candles.

- Ask pupils *How many candles? (Five.) What colour candles? (Pink.)* Ask a pupil to come to the board and draw five pink candles on the cake. Say *Five pink candles* for pupils to repeat.
- Open Class Books at page 11. Point to cake 1 and ask pupils to describe the candles, *Five pink candles*.
- Make sure pupils have coloured pencils. Tell them to listen to the track and draw and colour the candles on cakes 2 and 3.
- Play the remainder of the track, pausing after each sentence to give pupils time to draw and colour the candles.
- Point to the word pool and show the words *five* and *pink* crossed out and written next to picture 1. Tell pupils to complete the gaps for cakes 2 and 3.
- Monitor pupils as they work, helping them to form the words and reminding them where to start and finish the letters.

2 Listen and play *Hunt the Cupcake*. 1-18

Photocopy Master Unit 6 Lesson 1

- Divide the class into groups of six and give each group two copies of the cupcakes template for pupils to colour and cut out the cupcakes (using the ten colours and colouring each cupcake a single colour).
- Hold up some of the cupcakes, saying *Look! A pink cupcake, two red cupcakes*.
- Play the track for pupils to listen and repeat.

Transcript

Girl: Four blue cupcakes.

- Ask different groups to hold up their cupcakes and make similar sentences.
- Divide the groups into two teams, three in each team, and divide the cupcake cards equally between the two teams. Tell the Hiding teams to hide their cupcake cards around the classroom. The Searching teams either turn their backs or, if possible, leave the classroom while the cards are hidden.
- When the cards are hidden, tell the Hiding teams to sit down while the Searching teams look for the cupcakes.
- When they find a card, they take it to the other team and say the colour, for example *A blue cupcake*. The Hiding teams group all the cupcakes by colour.
- After a time limit, for example two minutes, change the roles of the teams and repeat the process.
- Ask the teams to sit down and describe the grouped cupcakes they found, for example *Five blue cupcakes, three green cupcakes ...*

1 Read, draw and colour. WB p.92

- Point to the candles in number 1 and ask *How many candles? (Four.) What colour? (White.)*
- Pupils work in pairs to complete numbers 2 and 3.
- Monitor pupils as they work, reading out the sentences for pupils to follow if they are having difficulties.

2 Look and write. Then colour. WB p.92

- On the board draw three black balloons with the gapped words *thr__ b___ k balloons* underneath.
- Ask a pupil to come to the board, elicit *three black balloons* and ask the pupil to complete the words on the board.
- Focus pupils' attention on number 2. Point out the word pools and the completed description in number 1.
- Pupils work individually to complete the words using the word pools to help them.

ANSWERS

- 1 three black balloons
- 2 six yellow balloons
- 3 one red balloon
- 4 eight pink balloons
- 5 five purple balloons
- 6 ten brown balloons

Lesson 7 Sound play p. 12

Objectives

- Recognize and say the short /æ/ sound (*a*)
- Write words with the /æ/ sound
- Practise the sound /æ/ in a tongue-twister

Language

Active: /æ/, *apple, cat, bag, ant*

Passive: *fat, black, hat*

Materials

Class Book p.12; CD1 tracks 19–21; flashcard of Sniff; pupils' character finger puppets (optional)

Warmer

- Mime one of the story characters for the class to guess.
- Ask different pupils to choose a character to mime to the class for them to guess.

1 Listen and repeat with Sniff. Then colour. 1•19

TIP This 'Sound play' lesson introduces the short /æ/ sound as an initial vowel and between two consonants.

- Stick the flashcard of Sniff on the board and elicit her name.
- Tell pupils that Sniff is going to help them recognize and practise one of the sounds used in English words.
- Open Class Books at page 12 and focus pupils' attention on the pictures.
- Play the track and point to the pictures as pupils listen.

Transcript

Sniff: /æ/ /æ/ /æ/

apple – apple – apple

/æ/ /æ/ /æ/

cat – cat – cat

- Demonstrate how to make the /æ/ sound for pupils to copy you and make the sound. Make sure they understand that they need to open their mouths to half a smile and make a short /æ/ sound at the back of their throat.
- Play the track again, pausing after each line for pupils to repeat chorally and individually. Ask pupils if they hear the /æ/ sound at the beginning or in the middle of *apple* and *cat*.
- Ask pupils to colour the letter *a*.

2 Listen, point and say. 1•20

- Point to the pictures and elicit the words *ant, bag, cat* and *apple*. If pupils don't know the word *ant* teach it.
- Play the track for pupils to point to the pictures as they hear the words.

Transcript

bag – ant – apple – cat

TIP Hold up your book and point to the pictures in activity 2 as pupils listen, to support any pupils who are having difficulty.

- Play the track again for pupils to repeat the words chorally and individually.
- Ask pupils if they hear the /æ/ sound at the beginning or in the middle of each word.
- Divide the class into pairs to take turns pointing to a picture for their partner to say the word
- Monitor the pairs as they work, helping with pronunciation and checking they are making the short /æ/ sound correctly.

3 Write, draw and say.

- On the board write *c _ t* and ask pupils what letter is missing (*a*). Demonstrate how to write *a*, putting a dot to show where to start and arrows to show the direction.
- Pupils work individually to write the missing letter and draw a picture for each word.
- Ask pupils to work in pairs, taking turns to say the words to a partner.

4 Listen and say. 1•21

- Play the track and ask pupils what colour they hear (*black*).
- Play the tongue-twister for pupils to repeat chorally and individually. Repeat three times.

Transcript

A fat cat in a black hat.

- Divide the class into groups of four and ask them to practise saying the sentence as fast as they can.
- Monitor the groups as they work and help with pronunciation by saying the sentence for them to repeat.
- Ask each group to say the sentence as fast as they can for a class competition.
- Listen to each group and appoint a winner to repeat the sentence a final time.

Optional activity

- Ask pupils to take out the finger puppets they made in Lesson 1 (if they haven't made them all yet, they can complete them now).
- Tell them to choose a character, put on the finger puppet and say the tongue-twister again in the voice of that character.
- Pupils take it in turns in their groups to say the tongue-twister in the voice of their chosen character.

TIP Play a selection of the CD tracks to remind pupils of the different characters' voices.

Lesson 8 Round up p. 13

Objectives

Review learning progress with the language of Unit 1
Make a *Bridge Town Book Club* membership card

Language

Revision of vocabulary and structures from Unit 1

Materials

Class Book p.13; Unit 1 stickers; CD1 track 22; Unit 1 flashcards; Rowan and Poppy flashcards; *Bridge Town Book Club* membership card template (Teacher's Book p.143) – one per pupil; a completed membership card (prepared by the teacher); scissors; glue

TIP See the *How To Do It* section for further suggestions on the procedure for the Round up lessons.

Revision

- Use the Poppy and Rowan flashcards to review *How old are you?* Make the Poppy flashcard ask *How old are you?* for the Rowan flashcard to reply *I'm eight.* Make the Poppy flashcard ask different pupils the question. Give the Rowan and Poppy flashcards to different pupils for them to ask the question to other members of the class.
- Divide the class into teams of four. Ask *What numbers are in Unit 1?* Tell the teams to look through Unit 1 and tell you all the numbers they learned. The first team to list the numbers correctly wins a point. Repeat the activity with the following questions: What was the story about? How old is Russ? What colours are in Unit 1? What was the game in Lesson 5? What sound did we practise?

TIP Use the unit flashcards as necessary in all Lesson 8s to support the revision activity.

1 Listen, stick and colour. Then say. 1-22

TIP Remove the sticker spreads which are stapled separately into the pupils' Class Books and keep them in envelopes to distribute only one unit's worth at a time, when needed.

- Show pupils where to find the Unit 1 stickers and ask them to place them on their desks. Say each of the numbers on the balloons and ask pupils to hold up their sheets and point to the corresponding balloon sticker.
- Focus pupils' attention on the plates of cupcakes and say *Let's count!*
- Draw their attention to the four empty balloon strings on page 13 and tell them they are going to listen and place the correct balloon sticker on each string.
- Play the track for pupils to first point to the correct place in their books as they listen.
- Play the track again, pausing to give pupils time to stick the stickers on.
- Ask pupils to check their answers with a partner before you play the track a final time to check.

Transcript

- 1 Three pink cupcakes.
 - 2 Eight brown cupcakes.
 - 3 Six red cupcakes.
 - 4 Ten yellow cupcakes.
- When all the stickers are in place, play the track again, pausing after the first sentence to ask *What colour are the cupcakes? (Pink.)* Tell pupils to colour the cupcakes pink. Play the rest of the track, pausing after each line for pupils to colour the cupcakes the correct colour.
 - Divide the class into pairs to take turns pointing to a plate of cupcakes for a partner to describe them, for example *Three pink cupcakes.* Demonstrate with a pupil.

2 Make a Bridge Town Book Club membership card.

Teacher's Book p.143

TIP Prepare your own Bridge Town Book Club membership card before the lesson.

- Look at the photo in activity 2 with pupils, and ask them to describe what they can see.
- Tell pupils they are going to make a membership card like the one in the photo to take home to show their family and friends. Show them your completed membership card.
- Give each pupil a copy of the membership card template and hand out scissors and glue. Demonstrate how to cut out the card, fold it in half and stick the two sides together.
- Tell pupils to colour the front of the card as they wish and to write their name and age.
- In pairs, pupils show each other their membership cards and ask and answer *How old are you? I'm (seven/eight).*
- Show pupils the pyramid of books on the membership card. Tell them to colour in the first book to indicate that they have completed Unit 1.

TIP Tell pupils to bring their membership card back to school once they have shown it to their family, as they will need it in later units. Have a class discussion to come up with a suitable place to keep it safe, for example in an envelope stuck inside the cover of their Class Books.

Self-evaluation, test and assessment 3-34

- Invite pupils to reflect on what they felt about the activities in the unit.
- Give pupils two minutes to look through the unit and put a blue dot next to an activity they enjoyed, a green dot next to an activity they found easy and a black dot next to an activity they found difficult.
- Monitor pupils as they work and ask questions, for example: Why did you find this difficult? Why did you enjoy this?
- Pupils are now ready to complete the Unit 1 Test (pp.117–118 of this Teacher's Book). Use CD3 track 34.
- Fill in the evaluation grid for each pupil (see www.oup.com/elt/teacher/rainbowbridge).

Lesson 1 p. 14**Objectives**

Identify, say and write the names of school objects

Play a guessing game

Listen and sing *The School Song*

Language

Active: *a chair, a desk, a rubber, a book, a pencil, a ruler, a pen, a bag*

Passive: *What's this? Let's get ready, Wave your (pencil), Get your (pen).*

Materials

Class Book pp.14, 93 (practice); CD1 tracks 23–26; Poppy and Rowan flashcards; flashcards for school objects from Level 1 and flashcards for desk and chair; one bag per group of five pupils; a variety of school objects

Presentation with flashcards

- Use the Poppy and Rowan flashcards to present the school objects. Hold the *desk* flashcard for Poppy to ask Rowan *What's this?* and for Rowan to reply *It's a desk*. Say the word *desk* for pupils to repeat. Repeat the procedure with *chair* and then for all the Level 1 school objects.
- Stick the flashcards on the walls. Say *Point to the (chair)*.

1 Listen and point. Repeat. 1•23–1•24

- Open Class Books at page 14. Ask pupils to describe the picture.
- Play track 23 for pupils to point to the school objects in their Class Books.

Transcript

a chair – a desk – a rubber – a book – a pencil – a ruler – a pen – a bag

- Play track 24 for pupils to repeat the words.

2 Listen and chant. 1•25

- Play the chant for pupils to listen and point to the school objects in the picture as they hear them.
- Play the chant again, pausing for the pupils to repeat.
- Divide the class into two groups and assign them the roles Children and Adults. Play the chant again asking the Adult group to ask the questions for the Children group to reply. Swap the roles of the groups and repeat.

Transcript

Adult: Look! What is it?

Children: It's a book! It's a book!

Adult: Look! What is it?

Children: It's a pen! It's a pen!

Adult: Look! What is it?

Children: It's a ruler! It's a ruler!

Adult: Look! What is it?

Children: It's a pencil! It's a pencil!

Adult: Look! What is it?

Children: It's a desk! It's a desk!

Adult: Look! What is it?

Children: It's a chair! It's a chair!

Adult: Look! What is it?

Children: It's a bag! It's a bag!

Adult: Look! What is it?

Children: It's a rubber! It's a rubber!!

3 Talk about school.

- Ask pupils how they feel being back at school after the holidays and why going to school is important.
- Ask pupils to think about what they like about school. Divide the class into pairs to share their answers.

4 Play *The Guessing Game*.

- Divide the class into groups of five and give them a bag.
- Tell the groups to put a selection of school objects of a single colour on the desk for everyone to look at the shape, size and colour of each item. Encourage them to touch the items. Then pupils put all the objects into their bag to start the game. Pupils take turns to hold up the bag for another pupil (without looking) to reach in to pick one item and feel it. The bag holder asks *What is it?* The guesser makes guesses about what the item is and the colour. They pull the item out for everyone to check. If it is right, the guesser keeps the item. If it is wrong, the item goes back into the bag and the next pupil has a turn.

Differentiation

- Below level: Allow pupils to say the name of the object only, instead of the colour and the object.
- Above level: When they have finished the game, ask pupils to put all the objects back in the bag and see how many of them they can remember.

5 Sing *The School Song*. 1•26

- Make sure pupils have the school objects from the song.
- Play the song, pausing to explain the meaning as necessary and to ask pupils to suggest actions.
- Play the song for pupils to do the actions.
- Play the song again for pupils to sing along with actions.

Transcript

(See Class Book p.119.)

1 Look and circle. Then write. WB p. 93

- Ask pupils to look at the pictures and circle the correct words before they write the words on the line.

ANSWERS

2 a bag 3 a pencil 4 a book 5 a chair 6 a rubber 7 a pen 8 a desk

Lesson 2 p. 15

Objectives

- Read the school objects words and match with pictures
- Write the names of the school objects
- Develop word-level reading and writing skills

Language

Active: *a chair, a desk, a rubber, a book, a pencil, a ruler, a pen, a bag*

Materials

Class Book pp.15, 114 (Picture dictionary); CD1 tracks 26–27; flashcards for school objects; plain paper

Warmer

- Stick the school objects flashcards on the board. Point to each flashcard and ask the class *What is it?*
- Turn each flashcard over.
- When the flashcards are all face down, ask again to see if pupils can remember the school objects and which flashcard is which.

1 Read, match and write. Then say.

- Open Class Books at page 15 and point to the pictures one by one to elicit the words.
- Ask pupils to draw a line from each word to the picture of the object.
- Ask them to compare their answers with a partner.
- Pupils then write the words.
- Monitor their work, helping with letter formation.
- To check as a class, stick the flashcards on the board and ask different pupils to come to the board and write the word next to the flashcard.

Differentiation

- Below level: For those pupils who are not confident readers, point to and read the words for them to follow and then point to the correct picture before they draw the matching lines. Pupils then write the words for the first four pictures only with your help and support.
- Above level (and fast finishers): Ask pupils to work out which of the school objects is missing from the list in activity 1 (a ruler). Pupils draw a ruler in the bag at the bottom of the page. Ask if any pupils can spell out *ruler* to you without looking back at page 14.

Song revision: *The School Song* 1•26–1•27

- Ask pupils if they can remember *The School Song*. Ask them to do the actions as you play the song (track 26).
- Play the song again for them to sing along with the actions.
- Finally, play the karaoke version (track 27) for pupils to sing. Help them to remember the school objects by holding up the relevant flashcards before they are said in the song.
- Repeat the song again until the class are confident and still enjoy singing and doing the actions.

Extension activity

- On the board draw an open school bag and draw simple pictures of school objects in the bag.
- Give pupils a piece of plain paper each. Ask them to draw pictures of their school bag and some objects inside.
- Once they have drawn the bag and objects, ask them to label the school objects.
- Demonstrate by labelling a couple of objects on the picture on the board.
- Monitor pupils as they work, writing the words for the less confident writers for them to copy.
- Stick pupils' pictures on the wall under the heading *School objects* to create a display.
- Leave the pictures on the wall as a vocabulary record for the rest of Unit 2.

Picture dictionary

- Ask pupils to turn to page 114 in their Class Books. Ask them to find the eight new school object words and trace over the text neatly.

TIP If pupils do not have time to complete the Picture dictionary work in this lesson, they can return to it in later lessons (for example if they finish an activity early) or complete it at home. They will look at it again in Lesson 8 as part of the Round up of the unit.

Extension activity

- Give each pupil a piece of plain paper.
- Tell pupils to choose a school object and draw it at the top of the piece of paper.
- Tell them to fold over the paper from the top to hide the picture.
- Tell pupils to pass their paper to the pupil next to them. Tell them not to look under the folded section at the picture but to guess what object the previous pupil drew and write the word. They can copy the word from activity 1 in their Class Books.
- Tell them to fold over the paper again to hide the word and pass the paper to the next pupil. Again, tell them not to look under the folded section and to draw another picture of a school object, fold and pass on for the next pupil to guess the object and write the word.
- Repeat the procedure five times so there are five words and pictures.
- After the fifth round, tell pupils to unfold the paper they have and check the pictures and words. They tick the words which match the pictures and cross out the words which are not correct and write the correct word.

Lesson 3 *The windy day!* p. 16

Objectives

- Use sound effects to predict where a story happens
- Listen and use visual cues to understand a story
- Act out a story

Language

Active: *What's this? Is it a bag? No, it isn't. It's a book.*

Passive: *It's windy! Come here!*

Materials

Class Book pp.16, 94 (practice); DVD; CD1 tracks 28–29; plain paper

Warmer

- Ask pupils to choose one of the school objects. Give each pupil a piece of paper and ask them to write the word for the school object on the paper, large enough for you to see. Help any pupils who have difficulties writing the words.
- Tell pupils to hold up their words, facing you. Say a word for pupils to listen and if they hear their word they stand up, if they hear it again, they sit down. Start slowly and then increase the pace.

1 Listen. Where's the story? 1-28

- Tell pupils that they are going to listen to another story about the little people.
- Ask them to open out the Bridge Town map at the front of the book and tell them that they are going to listen to some sounds and try to guess where the story takes place.
- Play the track for pupils to listen and look at the map and point to the story location.

Transcript

Sounds of a windy day, leaves rustling and children's muffled voices.

- Ask pupils what they heard and where the story takes place (in the school). Hold up your map and point to the school to confirm their answers.
- Ask pupils what they think the little people will be doing in this story. Take all suggestions but don't indicate if they are wrong or right.

Story preparation

- Open Class Books at page 16. Point to each picture and ask pupils to say who they can see and what they think is happening. Tell pupils not to worry about reading the words at this stage, but to try to work out the story from the pictures. The aim is to give pupils a preliminary understanding of the broad outline of the story.

2 Now watch or listen and read. DVD 1-29

- Play the story on the DVD, or play the story on the CD with pupils following in their Class Books.
- Pause after frame 1 and ask *What's the weather like? (It's windy.)* Ask where the little people are (at school). Pause again after frame 3 to ask where Sid and Dickin are (outside the bookshop).
- Play the story to the end.

Transcript

- Rowan:** Oh! It's windy!
- Rowan:** My book!
- Sid:** What's this?
Dickin: Hmm. Is it a bag?
- Sid:** No, it isn't. It's a book.
Dickin: Look. Rowan!
- Sid:** Come here, Dickin!
Dickin: Thank you, Sid!
- Rowan:** It's my book! Thank you, Dickin.

TIP If pupils are using their Class Books, ask them to follow the words in their books the second time they hear the story. Encourage them to run a finger along the speech bubble text as they listen and read.

- Play the story again. Pause at regular intervals and ask questions to ensure understanding. For example, ask what happens to Rowan's book (the wind blows it out of the window). How does Dickin know it's Rowan's book? (His name is on the front.) What is Sid's plan to return the book to Rowan? (He puts the notebook in Dickin's capsule.)

Class theatre 1-29

- Divide the class into groups of three and assign each pupil a character: Rowan, Sid and Dickin.

TIP If you have less confident pupils you could assign them the non-speaking parts of Poppy and Miss Bell.

- Help pupils to act out the story in groups, following the procedure described in the *How To Do It* section.

1 What's missing? Draw, match and say. WB p. 94

- Point to frame 1 and ask *What's missing? (A desk)*. Tell pupils to draw the desk in the picture and then focus their attention on the line matching the frame to the text *a desk*.
- Pupils complete the rest of the activity individually.
- To check, divide the class into pairs to take turns to point to the items they drew in the frames for their partner to say the name of the school object.

ANSWERS

2 a pencil 3 a book 4 a chair

2 Can you remember? What colour are the leaves in the pictures? Colour and check. WB p. 94

- Tell pupils to close their books. Ask *What colour are the leaves in the story?* Take all suggestions but don't give the answer.
- Pupils colour the leaves the colour they think they are.
- Pupils compare with a partner before looking back at the story on page 16 to check (the leaves are yellow).

Lesson 4 p. 17

Objectives

- Match speakers with phrases from the story
- Understand and discuss the importance of saying thank you
- Do a role-play about being thankful

Language

Active: story language from Lesson 3, *Thank you*.

Passive: *thankful*

Materials

Class Book p.17

Warmer

- Divide the class into teams of four.
- Ask them questions about the story. The first team to answer a question correctly wins a point.
- Use the example questions: What's the weather like? (Windy.) Whose book blows away? (Rowan's.) Where are Sid and Dickin? (Outside the bookshop.) What does Dickin think the book is? (A bag.) What does Rowan say to Dickin when Dickin gives him the book? (*Thank you*.)

1 Look and number. Then match.

- Open Class Books at page 17. Say the phrases in the speech bubbles for pupils to follow in their books.
- Ask pupils if they can remember which phrase came first in the story (*It's windy*). Allow them to look back at the story on page 16 if they can't remember. Tell them to find the frame number (1) and write this in the box next to the phrase.
- Divide the class into pairs to write the frame numbers for the other phrases (frame 3 and frame 6).
- Ask pupils who says *What's this?* (*Sid*). Tell them to draw a line from the question to the picture of Sid (picture 2).
- In pairs, pupils draw lines to link the other phrases with the pictures.
- Check the answers with the class. Ask them which picture is from the beginning, middle and end of the story.

ANSWERS

What's this? – frame 3 – picture 2 (Sid)

Thank you, Dickin. – frame 6 – picture 3 (Rowan)

It's windy. – frame 1 – picture 1 (Rowan)

2 Who says *thank you*? Why? Look and tick (✓).

- Review the story by asking pupils to look back at page 16. Ask different pupils to summarize what happens in each frame.
- Turn to page 17 and ask pupils to look at activity 2. Ask *Who says 'thank you'?* (Rowan.) Ask *Why?* and encourage pupils to explain that Rowan says *thank you* because Dickin returned his book.
- Tell pupils to tick the correct character.

3 Talk about being thankful.

- Ask the class what the problem in the story is and encourage pupils to think about what else Sid and Dickin could have done with the book (hidden it, thrown it away, kept it for themselves or left it outside the bookshop).
- Divide the class into pairs to discuss their ideas and give them thinking time before you ask the pairs to share their ideas with the class.
- Direct pupils' attention back to the story and ask them to think about what Sid did. Ask them if they are surprised he helped Rowan. (Probably yes.) Why? (Because they are not friends and usually Sid chases and scares the little people.) Ask pupils if they remember a story where Rowan helped Sid. (*Splash!* in Level 1 where Rowan helped Sid out of the water.) Ask pupils how Rowan feels when his book blows away (sad) and how he feels when Dickin returns his book (thankful). What does Rowan say to Dickin to show he is thankful? (*Thank you, Dickin*.) Does Rowan know it was Sid's idea to return the book? (No.) If he finds out, do you think he should go and say thank you to him?
- Ask pupils why it is important to say thank you when someone is kind to you. (It's polite, it shows you appreciate their help and kindness, they will probably help you again if you are thankful.)

CITIZENSHIP Remind pupils that it is polite and respectful to say thank you when someone gives you something or does something for you. It doesn't matter whether the person is a friend, family member or someone you don't know.

Role-play

- Ask pupils to think of situations where you should say thank you. For example, when people lend you things, help you to do something, give you a present, ask you to join in a game or invite you somewhere.
- Tell pupils they are going to do a role-play of a situation where they have to say thank you.
- Divide the class into groups of four and tell them to choose one of the situations you discussed as a class and make up a role-play to illustrate the situation.
- Tell the groups to practise acting out their situation. Tell them they have to say *Thank you* in their role-play.
- Monitor the groups and encourage them to be expressive when they are role-playing the situation, for example sad, thankful or happy.
- Join two groups together to act out their situations to each other. The group listening has to say what the situation is and why they said thank you.

Lesson 5 p. 18

Objectives

- Ask and answer *What's this?* with school objects
- Read and write the words for school objects
- Make and play a matching game

Language

Active: *What's this? It's a (bag).*

Passive: *lolly*

Materials

Class Book p.18; CD1 track 30; flashcards for school objects; coloured card; 2 lolly sticks per pupil; 2 'lolly match-it' sticks (prepared by the teacher, see the craft project notes); glue

Warmer

- Use the school objects flashcards to play *Through the keyhole*.
- Hold up a flashcard but cover the picture with a piece of paper with a circle cut out of it (or a keyhole shape). Ask *What's this?* and move the piece of paper around to reveal only part of the picture at a time.
- Encourage pupils to say *It's a (bag)*. When they guess correctly, show the complete flashcard and say *Yes, it's a (bag)!*

1 What's this? Ask and answer. Then listen and circle. 1-30

- Hold up the school objects flashcards one by one and ask *What's this?* to elicit the words. Place the flashcards around the classroom. Point to one and ask *What's this?* Repeat with all eight school objects.
- Open Class Books at page 18 and focus pupils' attention on the photos.
- Divide the class into pairs. Tell them to take turns pointing to a photo and asking *What's this?* for their partner to reply *A (bag)*.
- Demonstrate the activity by pairing yourself with a pupil.
- Ask different pupils to read the words under each picture for the class to follow in their Class Books.
- Play the track for pupils to listen and circle the correct words.

Transcript

- 1 What's this?
It's a bag.
 - 2 What's this?
It's a pencil.
 - 3 What's this?
It's a ruler.
 - 4 What's this?
It's a chair.
- Play the track again for pupils to repeat chorally and individually.

2 Draw, colour and write.

- Focus pupils' attention on the pictures and explain that each picture needs to be completed.
- Ask them what the completed picture is in number 1 (*A pencil*). Read out the sentence under the picture.
- Tell pupils to look at the rest of the pictures and trace and colour to complete the pictures.
- Pupils then look at the word pool and write the correct word to finish the sentences under the pictures.

Differentiation

- Below level:** Place the pencil, chair, desk, ruler and pen flashcards in front of the group. Read out the words in the word pool for pupils to point to the correct flashcard. Ask pupils to read the words for you. Write the words one by one for pupils to follow and copy the words under the pictures.
- Above level:** Divide the group into pairs and assign them A and B. Tell the B pupils to close their books. A asks about a picture, saying *Number (2). What is it?* B has to try and remember and say *It's a (chair)*.

Craft project – lolly match-it

TIP Prepare an example of a lolly match-it before the lesson. Cut out two lolly shapes from coloured card. Draw a school object on one and write the word on another. Stick each lolly shape onto a lolly stick.

- Show pupils your lollies and tell them they are going to make some like this. Revise the word *lolly* from Level 1 (pupils learned *ice lolly* in the summer lesson).
- Divide pupils into groups of eight and assign each pupil a school object.
- Hand out coloured card. On the board draw a lolly shape and tell pupils to copy it twice onto their card. Tell them the shapes need to be the size of a real ice lolly.
- Tell them to draw a picture of the school object you assigned them onto one of their lolly shapes and to write the word on the other.
- Give out the lolly sticks (two per pupil) and tell pupils to stick their lolly shapes on the sticks.
- In their groups pupils take turns to show the lolly with the picture on and ask *What's this?* If the group answers correctly, the pupil shows the lolly with the word.

Matching game

- Tell the groups to put all their lollies (picture and words) face down in the middle of the table and mix them up.
- Pupils take turns to pick up two lollies. If the picture and the word match, they keep the two lollies. If they don't match, they put them back and another pupil takes a turn.

TIP The lolly match-it sticks are a useful tool for remembering and reviewing vocabulary. Keep each group's set of lollies in a jar in a safe place as they can be used to play games for fast finishers and fillers.

Lesson 6 p. 19

Objectives

Present, practise and write *in* and *on*

Listen and follow instructions in a game

Language

Active: *Put your (pen) on your (desk). Put your (book) in your (bag).*

Passive: *Show me.*

Materials

Class Book pp.19, 95 (practice); CD1 tracks 31–32; flashcards for school objects; Poppy finger puppets

TIP Pupils will need to re-use the Poppy finger puppets they made in Unit 1. If any pupils haven't already made the Poppy puppet they should turn to p.121 and quickly make it for use in activity 2. If pupils have lost their puppets, they can share with others in their group.

Warmer

- Play *Simon Says*. Ask pupils to stand up. Tell them you are going to give them instructions and if you start with *Simon says ...*, they do the action. If you don't start with *Simon says ...*, they don't do the action. If they are wrong, they sit down. The game continues until there is only one pupil left standing.
- Do the first one as an example. Say *Simon says ... show me your pen. Show me your bag*. Make sure pupils show you their pens but don't show you their bags. Repeat if necessary to make sure pupils understand.
- Play the game with different actions, e.g. *Put your book on your head and point to a desk*.

1 Listen and number. Then write. 1-31

- Hold up your pen and ask pupils to copy you. Say *Put your pen on your desk* and demonstrate by putting your pen on your desk. Repeat the procedure with *pencil* and then repeat the procedure with the following instructions: *Put your book in your bag. Put your bag on your chair. Put your ruler in your bag*.
- Open Class Books at page 19. Ask pupils to describe the picture and tell them the little people are helping to tidy up the classroom.
- Tell pupils to listen to the track and number the actions in the picture as they hear them. Play number one on the track, pause and ask pupils to point to where Poppy is putting the pen on the desk. Show them the example answer 1 in the box.
- Play the rest of the track, pausing after each instruction to give pupils time to find the action and write the number.
- Play the track again for pupils to check their answers.

Transcript

- 1 Put your pen on your desk.
- 2 Put your book in your bag.
- 3 Put your bag on your chair.
- 4 Put your ruler in your bag.

- On the board write *Put your pen ___ your desk*. Ask pupils to tell you the missing word (*on*) and write it in the gap.
- Focus pupils' attention on the word pool and the gapped sentences.
- Divide the class into pairs to write the correct preposition in the gaps.

Differentiation

- Below level: Demonstrate the propositions of place by doing the actions from the sentences. Tell pupils to do the actions as you say the sentences.
- Above level: In pairs, the group check their answers, taking it in turns to say a sentence for a partner to do the action.

2 Listen and play *Poppy Says*. 1-32

- Tell pupils they are going to listen to the children in the photo playing a game. Play the track. Ask *What school objects do you hear? (Pencil and book.)*

Transcript

Boy: Put your pencil on your book.

- Play the track again for pupils to repeat the sentence.
- Remind pupils of the rules of *Simon Says* and then tell them this game is called *Poppy Says*.
- Wear a Poppy finger puppet and make her say *Poppy says 'Put your pencil on your book'*. Encourage pupils to do the action.
- Repeat the procedure with different classroom object and different prepositions, for example (*Poppy says*) *Put your (pen) (in) your (bag)*.
- Divide the class into groups of four. Make sure they have at least one Poppy finger puppet per group.
- The groups play the game together, taking it in turns to lead. When they are the leader they wear the Poppy finger puppet.
- Monitor the groups as they play the game, encouraging them to use the target language and checking they are following the leader's instructions.

1 Look and write. WB p. 95

- Pupils choose the correct words from the word pool and copy them into the gapped sentences.

ANSWERS

2 It's a ruler. 3 It's a chair. 4 It's a pen.

2 Write *in* or *on*. WB p. 95

- Divide the class into pairs to work together to look at where the objects are and write *in* or *on* in the gapped sentences.

ANSWERS

2 in 3 in 4 on

Lesson 7 Sound play p. 20

Objectives

Recognize and say the /e/ sound

Write words with the /e/ sound

Practise the sound /e/ in a tongue-twister

Language

Active: /e/, egg, pen, teddy, nest

Passive: jump, bed

Materials

Class Book p.20; CD1 tracks 33–35; flashcard of Sniff; character finger puppets (optional)

Warmer

- Divide the class into two teams and tell the class they are going to play a game called *Smiley face*. Explain the meaning of the title and draw a simple smiley face (a circle, two dots for eyes, and a curve for a smile) on the board to demonstrate.
- On the board write three dashes (to represent the word *bag*) and tell pupils they have to guess the word by saying letters. If any letter is correct you write it on the correct dash. If it's not correct you will draw parts of a smiley face. Pupils have to guess the word before you have drawn the whole smiley face.
- The teams take turns to guess letters from the word. The team who guesses the word before you draw the full smiley face wins a point.
- Repeat the game with the words *apple*, *black* and *fat*.
- Read the words with pupils and remind them about the /æ/ sound they focused on in the last *Sound play* lesson.

1 Listen and repeat with Sniff. Then colour. 1:33

TIP This 'Sound play' lessons introduces the /e/ sound as an initial vowel and between two consonants.

- Stick the flashcard of Sniff on the board. Tell pupils that Sniff is going to help them recognize and practise another one of the sounds used in English words.
- Open Class Books at page 20 and focus pupils' attention on the pictures. Teach or revise the word *egg* (pupils may remember it from the Easter lesson in Level 1).
- Play the track and point to the pictures as pupils listen.

Transcript

Sniff: /e/ /e/ /e/

egg – egg – egg

/e/ /e/ /e/

pen – pen – pen

- Demonstrate how to make the /e/ sound for pupils to copy you and make the sound. Make sure they understand that they need to make a smile action with their mouths and make a short /e/ sound.
- Play the track again, pausing after each line for pupils to repeat chorally and individually. Ask pupils if they hear the /e/ sound at the beginning or in the middle of *egg* and *pen*.
- Ask pupils to colour the letter *e*.

2 Listen, point and say. 1:34

- Point to the pictures and elicit the words *nest*, *teddy*, *pen* and *egg*.
- Play the track for pupils to point to the pictures as they hear the words.

Transcript

teddy – egg – nest – pen

TIP Hold up your book and point to the pictures as pupils listen.

- Play the track again for pupils to repeat the words chorally and individually.
- Ask pupils if they hear the /e/ sound at the beginning or in the middle of each word.
- Divide the class into pairs to take turns pointing to a picture for their partner to say the word.
- Monitor the pairs as they work, helping with pronunciation and checking they are making the /e/ sound correctly.

3 Write, draw and say.

- On the board write *p _ n* and ask pupils what letter is missing (*e*). Demonstrate how to write *e*, putting a dot to show where to start and an arrow to show the direction.
- Pupils work individually to write the missing letters and draw a picture for each word.
- Ask pupils to work in pairs, taking turns to say the words to a partner.

4 Listen and say. 1:35

- Play the track and ask pupils what colour they hear (*red*).
- Play the tongue-twister for pupils to repeat chorally and individually. Repeat three times.

Transcript

Ten red teddies jumping on the bed.

- Divide the class into groups of four and ask them to practise saying the sentence as fast as they can.
- Monitor the groups as they work and help with pronunciation by saying the sentence for them to repeat.
- Ask each group to say the sentence as fast as they can for a class competition.
- Listen to each group and appoint a winner to repeat the sentence a final time.

Optional activity

- Pupils can use their finger puppets and take it in turns in groups of four to say the tongue-twister again in the voice of their chosen character.

Lesson 8 Round up p.21

Objectives

Review learning progress with the language of Unit 2
Make a classroom game

Language

Revision of vocabulary and structures from Unit 2

Materials

Class Book pp.21, 114 (Picture dictionary); Unit 2 stickers; CD1 track 36; Unit 2 flashcards; classroom scene and school object cards template (Teacher's Book p.144) – one per pupil; pupils' Book Club membership cards (made in Unit 1); scissors; glue

Revision

- To review the prepositions, write *in* and *on* on the board.
- Tell pupils to stand up for *on* and sit down for *in*.
- Put a book on the desk and ask *On or in?* Encourage pupils to stand up.
- Repeat the activity, putting the book in different places, for example in a bag, on your head, in a drawer and on a chair.
- Divide the class into teams of four. Ask *What classroom objects are in Unit 2?* Tell the teams to look through Unit 2 and tell you all the objects they learned. The first team to list all the objects correctly wins a point. Repeat the activity with the following questions: *What was the story about? What's the weather like in the story? (Windy.) What colour is the bag on page 18? (Red, yellow and blue.) What sound did we practise?* Write the word rubber on a piece of paper and show me.

TIP Ask questions in English where possible (see italic text above) and encourage pupils to answer in English. Point to page 18 to help pupils identify the page – pupils have not yet learnt numbers above ten, but referring to page numbers regularly in class (while pointing at the page in your copy) will help to familiarize them with larger numbers.

1 Listen and stick. Then say. 1•36

- Distribute the Unit 2 stickers and ask pupils to place them on their desks. Say the school objects for pupils to hold up their sheets and point to the correct sticker.
- Draw their attention to the picture of the classroom on page 21 and tell them they are going to listen and place the school objects stickers in the correct places in the picture.
- Play the track for pupils to first point to the places in their books as they listen.
- Play the track again, pausing to give pupils time to stick the stickers on.
- Ask pupils to check their answers with a partner before you play the track a final time to check.

Transcript

- 1 Put the ruler in the bag.
 - 2 Put the book on the chair.
 - 3 Put the pen on the desk.
 - 4 Put the pencil in the bag.
 - 5 Put the rubber on the desk.
- When all the stickers are in place, play the track again, pausing after each line for pupils to repeat.
 - Divide the class into pairs to take turns pointing to an object for a partner to say *Put the (ruler) in the (bag)*. Demonstrate with a pupil.

2 Make a classroom game.

Teacher's Book p. 144

- Look at the photo in activity 2 with pupils and ask them to describe what they can see. Take all suggestions but make sure you focus pupils' attention on the fact that the children are playing the game at home, while the girl's mum watches and listens to what they learned in English.
- Tell pupils they are going to make a classroom game like the one in the photo to take home to show their family and friends.
- Give pupils a classroom game template each and hand out scissors.
- Tell pupils to trace around the desk, chair and bag and colour the picture of the classroom.
- Then tell pupils to colour the school objects and cut them out.
- In pairs, pupils play the game, taking turns to tell each other where to place the school objects in the classroom, for example *Put the book on the chair*.
- Pair yourself up with a pupil to demonstrate the activity.
- The pairs play independently, but monitor them as they play and encourage them to use the target language.
- Tell pupils to take out the Bridge Club membership cards that they made in Unit 1 and ask them which book they colour in now, and why (book 2, because they have completed Unit 2). Pupils colour book 2 as they wish.

Picture dictionary

- Ask pupils to turn to page 114 and check that they have completed tracing over this unit's words.

Self-evaluation, test and assessment 3•35

- Invite pupils to reflect on what they felt about the activities in the unit. Follow the procedure described in Unit 1.
- Pupils are now ready to complete the Unit 2 Test and Units 1–2 Speaking Test (pp.119–121 of this Teacher's Book). Use CD3 track 35.
- Fill in the evaluation grid for each pupil (see website).

TIP You may now like to do the CLIL unit on materials. See pp.76–77 in the Class Book.

Units 3–4

Winter

Winter opener pp. 22–23

Objectives

Listen, identify and say the winter words

Listen and sing *The Winter Song*

Make a snowflake

Language

Active: *It's winter. It's snowy. skates, a snowball, gloves, hot chocolate, snowflakes, a bridge, trees, lights, ice, a snowman*

Passive: *Put on your gloves. Snowflakes are falling down.*

Materials

Class Book pp. 22–23, 114 (Picture dictionary); winter poster (optional); DVD (see website for script); CD1 tracks 37–40; big squares of white paper – one per pupil; a completed snowflake (prepared by the teacher – see below); scissors

1 Watch the video. DVD

- Play the DVD and introduce the concept of winter. Play the DVD again and talk about winter words.

Introduction with the winter poster (optional)

- Use the poster to review the features of winter from Level 1. Ask *What season is it? (Winter.)* Ask some pupils to come and point out features of winter in the poster. Help the class to remember the winter words and the phrase *It's snowy* from Level 1.
- Ask *What are the winter colours? (Pink, black, purple, blue and white.)* Ask some pupils to point to these colours in the poster.

2 Talk about winter in Bridge Town.

- Open Class Books at pages 22–23. Ask pupils what the story characters are doing.
- Ask questions to encourage a class discussion about winter: What activities can you do outdoors in winter? What clothes do you wear? What do you wear on your hands? (Gloves.) What do you drink? (Hot chocolate/hot drinks.)
- Teach the new winter vocabulary by pointing to the things and saying *Look! Skates, gloves, a snowball, hot chocolate.*

3 Find and tick (✓). Then say.

- Focus pupils' attention on the winter words from Level 1 and read them out.
- Divide the class into pairs to find the things in the picture and tick the boxes. Pupils take turns to point to the items in the picture for their partner to say the words.

4 Listen, point and repeat. 1•37–1•38

- Play track 37 for pupils to point to the pictures of the new words in their books.

Transcript

It's winter in Bridge Town! It's snowy.

Point to the skates. Point to the snowball.

Point to the gloves. Point to the hot chocolate.

- Play track 38 for pupils to repeat the words.

Transcript

skates – a snowball – gloves – hot chocolate

5 Sing *The Winter Song*. 1•39–1•40

- Tell pupils they are going to sing a song about winter. Mime snow falling with your fingers and ask *What's the weather like? (It's snowy.)*
- Play the song for pupils to listen and point to the winter items in the picture.
- Play the track again, pausing after the noises *Swirl!* and *Scrunch!* for pupils to repeat.
- Play the track again for pupils to do their own actions. For example, they mime snow falling with their hands, mime putting on gloves and skates, throwing snowballs and drinking hot chocolate.
- Play the track again for pupils to do their winter actions and join in with the words if they can.

Transcript

(See Class Book p. 119.)

6 Make a snowflake.

- Tell pupils they are going to make a snowflake. Show them the snowflake you have made as an example. Give each pupil a piece of square paper and a pair of scissors.
- Demonstrate how to fold the square diagonally in half to make a triangle and then fold that triangle again to make a smaller triangle.
- With the point of the triangle facing towards you, fold in the left and right sides to the middle. Turn over the triangle and cut off the bottom of the triangle along the horizontal line.
- Demonstrate cutting little shapes along all the edges of the triangle and ask the pupils to copy you.
- Unfold the paper carefully and ask pupils to copy you to reveal their snowflakes.
- Put some black backing on the wall, write the heading *Winter* and stick pupils' snowflakes under the heading.

Picture dictionary

- Ask pupils to turn to page 114 in their Class Books. They find the four new winter words and trace over the text.

Lesson 1 p. 24**Objectives**

Identify, say and write the names of rooms in a house

Play a guessing game

Listen and sing *The House Song*

Language

Active: *a hall, a living room, a bathroom, a kitchen, a bedroom*

Passive: *house, room, Which room am I in?, Welcome, Let's have fun!*

Materials

Class Book pp.24, 96 (practice); CD1 tracks 41–44; Poppy and Rowan flashcards; flashcards for rooms

Presentation with flashcards

- Use the Poppy and Rowan flashcards to present the rooms vocabulary. Hold the *bedroom* flashcard for Poppy to ask Rowan *What's this?* and for Rowan to reply *It's a bedroom*. Repeat the procedure for all the rooms.
- Place the flashcards around the classroom. Say *Point to the (bedroom)*.

1 Listen and point. Repeat.  1•41–1•42

- Open Class Books at page 24. Ask pupils to describe the picture. Teach the word *house*.
- Play track 41 for pupils to point to the rooms in their Class Books.

Transcript

a hall – a living room – a bathroom – a kitchen – a bedroom

- Play track 42 for pupils to repeat the words.

2 Listen and chant.  1•43

- Play the chant for pupils to listen and point to the rooms in the picture as they hear them.
- Play the chant again, pausing for pupils to repeat.
- Divide the class into two groups and assign them the roles Adults and Children. Play the chant again for the Adults and Children groups to say the corresponding lines. Swap the roles and repeat.

Transcript

Adult: There's a hall in the house!

Children: A hall! A hall!

Adult: There's a living room in the house!

Children: A living room! A living room!

Adult: There's a kitchen in the house!

Children: A kitchen! A kitchen!

Adult: There's a bedroom in the house!

Children: A bedroom! A bedroom!

Adult: There's a bathroom in the house!

Children: A bathroom! A bathroom!!

3 Talk about your home.

- Ask pupils if they would like to live in the little people's house. Ask pupils if they live in a flat or a house. Where is it? Who lives there? What's their favourite room? Why? Ask pupils to think about what they do in different rooms in their home. Divide the class into pairs to share their answers.

4 Play *The Guessing Game*.

- Mime one of the activities the little people are doing in the picture and ask *Which room am I in?*
- Divide the class into pairs to take it in turns to choose one of the rooms and mime what the character is doing for their partner to guess and say the name of the room.

5 Sing *The House Song*.  1•44

- Play the song for pupils to point to the rooms in the picture as they hear them in the song.
- Make up some actions for the chorus, for example waving an arm to invite someone into a house. Tell pupils to do the actions the little people are doing in each room.
- Play the song for pupils to listen and do the actions.
- Play the song again for pupils to do the actions and join in with the words.

Transcript

(See Class Book p.119.)

1 Look and write. Then say. WB p. 96

- Ask pupils to look at the picture. Say *Number 1* to elicit the room (*hall*). Repeat for all the rooms. Read out the words in the word pool for pupils to follow.
- Pupils write the room words on the numbered lines.
- In pairs, pupils take turns pointing to the pictures for their partner to say the words.

ANSWERS

2 living room 3 bathroom 4 kitchen 5 bedroom

2 Where are they? Look at activity 1 and write.

WB p. 96

- Focus pupils' attention on the first picture and ask *Where's this?* Tell pupils to find the object in the picture in activity 1 (it is in the kitchen).
- Pupils find the word *kitchen* in the word pool in activity 1 and copy it under picture 1.
- Pupils complete the activity individually.

ANSWERS

1 kitchen 2 living room 3 bedroom 5 bathroom

Lesson 2 p. 25

Objectives

Identify what rooms objects are in

Write and say the names of rooms in a house

Draw and label a room in a house

Language

Active: *a hall, a living room, a bathroom, a kitchen, a bedroom*

Materials

Class Book pp.25, 114 (Picture dictionary); CD1 tracks 44–45; flashcards for rooms; flashcard pocket (see Unit 1, Lesson 2); plain paper

Warmer

- Put a room flashcard in your flashcard pocket and hold it up in front of the class.
- Start to pull the flashcard out of the envelope very slowly and ask *What is it?* Carry on pulling the flashcard out further, stopping now and then to ask *What is it?*
- Give the flashcard to the pupil who guesses correctly.
- Repeat with other room flashcards.

1 Look, draw and write. Then say.

TIP In this activity pupils have to identify which rooms the things in the pictures are from. They don't need to know the names of the objects, just be able to identify them in the picture of the little people's house on page 24.

- Open Class Books at page 25 and point to the first picture of the doormat. Ask pupils to look back at the picture of the house on page 24 and tell you which room the doormat is in (*the hall*). Ask pupils which picture in activity 1 is the hall (*number 2*).
- Tell pupils to draw the doormat in the picture of the hall.
- Pupils work in pairs to find the other things in the picture of the house on page 24 and draw them in the correct room.

ANSWERS

Fruit bowl – picture 4 (kitchen); Fireplace – picture 5 (living room); Quilt – picture 1 (bedroom); Mirror – picture 3 (bathroom)

- Pupils then write the words from the word pool under the correct room.
- Monitor their work, helping with letter formation.

ANSWERS

2 a hall 3 a bathroom 4 a kitchen 5 a living room

- In their pairs pupils take turns to point to the pictures of the rooms and say the words.

Differentiation

- Below level: For those pupils who are not confident readers or writers, point to and read the words in the word pool for them to follow and then point to the correct picture. Write the words for pupils to copy under the correct room picture.
- Above level: Pupils look at the picture of Fern at the bottom of the page and work out what's missing (a book in her hands). They draw in the book.

Song revision: *The House Song* 🎵 1•44–1•45

- Ask pupils if they can remember *The House Song*. Ask them to do the actions as you play the song (track 44).
- Play the song again for them to sing along with the actions.
- Finally, play the karaoke version (track 45) for pupils to sing. Help them to remember the rooms by holding up the relevant flashcards before they are said in the song.
- Repeat the song again until the class are confident and still enjoying singing and doing the actions.

Extension activity

- Give each pupil a piece of plain paper.
- Divide the class into groups of five and assign each pupil in the group a room.
- Tell pupils to draw and colour a picture of the room you have assigned them.
- When they have finished, tell them to write the name of the room at the top of the picture.
- Stick pupils' pictures on the wall under the heading *Rooms in the house* to create a display.
- Leave the pictures on the wall for the rest of Unit 3.

Picture dictionary

- Ask pupils to turn to page 114 in their Class Books. They find the five new room words and trace over the text.

TIP If pupils do not have time to complete the Picture dictionary work in this lesson, they can return to it in later lessons (for example if they finish an activity early) or complete it at home. They will look at it again in Lesson 8 as part of the Round up of the unit.

Class discussion (optional)

- Ask the class about their homes, for example: How many rooms are there in your home? How many bedrooms/bathrooms? Which room do you and your family spend time together in? What different kinds of homes do you know? (For example, apartments, bungalows, castles, tents and camper vans.) Which would you like to live in? Why?

TIP Please remember and be sensitive to the fact that pupils' homes and home life may be very different and some pupils may not want to talk about where they live.

Lesson 3 *Where's Fern?* p.26

Objectives

- Use sound effects to predict where a story happens
- Listen and use visual cues to understand a story
- Act out a story

Language

Active: *Where's Fern? Is she in the kitchen? No.*

Passive: *I don't know. Don't worry. This is my friend. a human*

Materials

Class Book pp.26, 97 (practice); DVD; CD1 tracks 46–47; flashcards for rooms

Warmer

- Hold the room flashcards up one by one and say the names.
- Tell the class to stand up if the name and the picture match and sit down if they don't.
- Show the flashcards again one by one saying the words. Make sure you say the wrong name for some flashcards and get faster and faster.

1 Listen. Where's the story? 1-46

- Tell pupils that they are going to listen to another story about the little people.
- Ask them to open out the Bridge Town map at the front of the book and tell them that they are going to listen to some sounds and try to guess where the story takes place.
- Play the track for pupils to listen and look at the map and point to the story location.

Transcript

Door closing, hushed voices, creaking floorboards, footsteps, a fire crackling.

- Ask pupils what they heard and where the story takes place (in the humans' flat above the bookshop). Hold up your map and point to the location to confirm.

Story preparation

- Open Class Books at page 26. Point to each picture and ask pupils to say who they can see and what they think is happening. Tell pupils not to worry about reading the words at this stage, but to try to work out the story from the pictures. Help pupils get a preliminary understanding of the broad outline of the story.

2 Now watch or listen and read. DVD 1-47

- Play the story on the DVD, or play the story on the CD with pupils following in their Class Books.
- Pause after frame 1 and ask *Who's missing? (Fern.)* Pause again after frames 2, 3 and 4 to ask *What room are they in? (The kitchen, the bedroom and the living room).*
- Play the story to the end.

Transcript

- 1 **Russ:** Where's Fern?
Poppy: I don't know.
- 2 **Rowan:** Is she in the kitchen?
Poppy: No.
- 3 **Poppy:** Is she in the bedroom?
Sniff: No.
- 4 **Rowan:** Look! She's in the living room.
- 5 **Sniff:** Shh. A human!
Fern: Hello! Don't worry.
- 6 **Fern:** This is my friend.
Will: Hello, I'm Will.

TIP If pupils are using their Class Books, ask them to follow the words in their books the second time they hear the story. Encourage them to run a finger along the speech bubble text as they listen and read.

- Play the story again. Pause at regular intervals and ask questions to ensure understanding. For example, ask who the little people are looking for (Fern). Where are they? (In the humans' flat, above the bookshop.) Is Fern in the kitchen or bedroom? (No.) Where is she? (In the living room.) Why does Sniff say *Shh. A human!?* (Because the little people are afraid of humans they don't know.) Who is Fern with? (Will.)

Class theatre 1-47

- Divide the class into groups of six and assign each pupil a character: Poppy, Rowan, Russ, Sniff, Fern and Will.
- Help pupils to act out the story in groups, following the procedure described in the *How To Do It* section.

1 Match and say. WB p. 97

- Read out the speech bubbles for pupils to follow in their books. Point to the first picture and ask *Who says 'Is she in the kitchen?'* (Rowan.)
- Read out the other speech bubbles, one by one, for pupils to follow and draw lines to match to the story frames.
- Say the speech bubbles, with expression, for pupils to repeat.
- In pair, pupils take turns to point to a frame for a partner to say the speech bubble.

ANSWERS

- 2 **Look! She's in the living room.**
3 **Where's Fern**
4 **Is she in the bedroom?**

2 Can you remember? What colour is the teddy in Will's bedroom? Colour. WB p. 97

- Tell pupils to close their books. Ask *What colour is the teddy in Will's bedroom?* Take all suggestions but don't give the answer.
- Pupils colour the teddy the colour they think it is.
- Pupils compare with a partner before looking back at the story on page 26 to check (the teddy is red).

Lesson 4 p. 27

Objectives

- Match speakers with phrases from the story
- Understand and discuss the importance of being friendly
- Do a class project about being friendly

Language

Active: story language from Lesson 3

Passive: *friendly*

Materials

Class Book p.27; flashcards for school objects and rooms

Warmer

- Put up three flashcards from the same topic and one from another (for example school objects and rooms).
- Ask pupils to tell you which picture is different and why.
- Repeat the activity with different combinations of flashcards.

1 Read and number.

- Open Class Books at page 27. Say the phrases in the speech bubbles for pupils to follow in their books.
- Ask pupils to look back at page 26. Say *Where's Fern?* and ask pupils to find this question in the story (it is in frame 1). Ask *Who says it? (Russ.)*
- Show pupils the number 1 next to the picture of Russ on page 27.
- In pairs pupils complete the activity, matching each speech bubble with the character who said it in the story.

TIP Make sure pupils understand that in this activity they should write the number of the speech bubbles, rather than the number of the frames.

- Check the answers with the class.

ANSWERS

2 Fern 3 Rowan 4 Will 5 Poppy 6 Sniff

2 Who's friendly? Look and tick (✓).

- Review the story quickly by asking pupils to look back at page 26. Ask different pupils to tell you what happens in each frame.
- Ask pupils to look at the pictures of the characters. Ask how Sniff feels (scared). Why? (Because Will is a human.) Does Sniff look friendly? (No.) How do Fern and Will look? (Happy and friendly.) How do Rowan, Poppy and Russ look? (Worried and afraid.)
- Ask *Who's being friendly?* and explain the meaning. Tell pupils to tick the correct picture (the picture of Fern and Will).

3 Talk about being friendly.

- Ask the class what the problem in the story is (Fern's friends can't find her) and encourage pupils to think about how the characters feel when they realize Fern is missing (worried and afraid).
- Direct pupils' attention back to the story and ask them if Sniff, Rowan, Poppy and Russ are happy to see Will. (No.) Why not? (Because the little people are afraid of humans

and hide from them.) How do they feel when they see Fern with Will? (Shocked, surprised and worried.) How do Will and Fern react to them? (Will gently carries Fern over to her friends in the palm of his hand and Fern explains to them that Will is her friend. Will gives everyone a big smile and says hello.) How do Rowan, Russ and Poppy react? (They aren't very friendly and don't smile back.) Why? (Because they aren't quite sure about Fern's new large human friend.)

Class project

- Continue the discussion to focus on the real world and personalize the value of being friendly.
- Ask pupils how they should behave when they first meet someone and what they should say. Explain that it's important not to judge people by their appearances and not to jump to conclusions about them.
- Ask pupils to think of situations where they might be too quick to judge people and not be friendly. For example, when they meet new pupils or teachers at school, new people in after-school club, etc.
- Tell pupils to choose a situation where they should be friendly to someone new that they meet and ask them to draw a picture to illustrate the situation. Tell pupils to include speech bubbles and write *Hello, I'm (Francisca)* in the bubbles.
- Monitor the groups as they work, asking questions about their pictures, e.g. Who is it? Why should you be friendly in this situation?
- Stick pupils' pictures on the wall under the heading *Being friendly* to create a display. Leave the display on the wall to remind pupils to be friendly.

CITIZENSHIP Point out that there is a difference between being friendly to new people and going off with strangers or taking things from strangers. They should be friendly to new people in safe environments like school and at home or when they are with an adult but they should be wary of strangers who approach them when they are on their own or with friends.

Lesson 5 p. 28

Objectives

- Identify, say and write the words for family members
- Listen and identify in which room a family member is
- Ask and answer about where a family member is in a house

Language

Active: *Where's Grandma? She's in the kitchen. sister, brother, mum, grandpa, dad, grandma*

Passive: *What rooms can you see? he, she*

Materials

Class Book p.28; CD1 tracks 48–49; Poppy and Rowan flashcards; flashcards for family members (from Level 1); plain paper (optional)

Warmer

- Use the flashcards to revise the words for family members which pupils learned in Level 1.
- Stick the flashcards on the board and ask pupils to say the family member words as you point.
- Shuffle the flashcards, remove one, and stick the rest on the board. Ask pupils to tell you which one is missing.
- Repeat leaving out different flashcards.

1 Listen and point. Then write and say. 1•48

- Open Class Books at page 28 and focus pupils' attention on the picture. Ask them to describe what they can see.
- Play the track for pupils to point to the family members in the picture.

Transcript

1 sister 2 brother 3 mum 4 grandpa
5 dad 6 grandma

- If you wish, play the track again for pupils to repeat the family words chorally and individually.
- Read out the words in the word pool for pupils to follow in their books.
- Pupils write the names of the family members on the correct lines.
- Divide the class into pairs to take turns pointing to a family member for a partner to say the word.

2 Listen and match. Then ask and answer. 1•49

- Focus pupils' attention on the main picture and ask where it is (in the little people's flat). *What season is it? (Winter.) What rooms can you see? (Kitchen, living room, bedroom and bathroom.)*
- Focus pupils' attention on the characters at the side of the picture. Tell them they are going to listen and find out where the characters are.
- Play the track, pausing after the first exchange.

- Ask *Where's Grandma?* for pupils to respond *She's in the kitchen*. Tell pupils to complete the line linking Grandma with the kitchen. Ask *Where's Dad?* Take all suggestions but don't give the answer. Play the second exchange of the track and pause. Ask again, *Where's Dad?* for pupils to respond *He's in the living room*. Tell pupils to draw a line from the picture of Dad to the living room.
- Play the rest of the track, pausing after each exchange to give pupils time to draw a line from the family member to the correct room.

Transcript

Rowan: Where's Grandma?

Poppy: She's in the kitchen.

Rowan: Where's Dad?

Poppy: He's in the living room.

Rowan: Where's Mum?

Poppy: She's in the bedroom.

Rowan: Where's Grandpa?

Poppy: He's in the bathroom.

TIP Point out how Poppy and Rowan say *he* to talk about men and *she* to talk about women.

- Ask pupils to check their answers with a partner before you play the track again to check.
- Play the track again, pausing for pupils to repeat the questions and answers chorally and individually.
- Divide the class into pairs to take turns asking and answering about where each family member is.

Differentiation

- Below level: Use the Poppy and Rowan flashcards to ask and answer about where the family members are. Ask pupils to listen and point to the rooms when they hear them. Give the flashcards to the pupils to take turns asking and answering. Listen and help them with the target language.
- Above level: Divide the group into pairs and assign them A and B. Pupils close their books. A asks where a family member is for B to answer. Swap roles and repeat.

Pairwork activity (optional)

- Give pupils a piece of paper each. Tell pupils to draw a picture of their bedroom, kitchen, bathroom or living room and draw a member of their family in one of the rooms.
- Tell them to fold the paper over and write the family member word on the outside, e.g. *Mum, Dad, Grandma*.
- Divide the class into pairs and assign them A and B to ask and answer about each other's pictures.
- Pupil A reads the outside of Pupil B's paper and asks *Where's (Mum)?* Pupil B unfolds their paper to show the picture and answers *(She's) in the (bedroom)*.

Lesson 6 p. 29

Objectives

- Identify and write the room words
- Identify and write *He* or *She*
- Play a Bingo game

Language

Active: *He's in the living room. She's in the hall. Mum's in the hall.*

Materials

Class Book pp.29, 98 (practice); CD1 track 50; flashcards for characters and family members (from Level 1); Photocopy Master Unit 3 Lesson 6 (see website) – one per pupil; re-usable adhesive (e.g. Blu-tac); scissors

Warmer

- Write *he* and *she* on either side of the board.
- Put the family member flashcards and the character flashcards on your desk.
- Hold up the Poppy flashcard and ask *Do we use 'he' or 'she' for Poppy?* Stick the Poppy flashcard in the *she* column on the board.
- Ask different pupils to come and take one of the flashcards and stick it in the correct column on the board.
- Explain that we use *he* for a boy or a man and *she* for a girl or a woman.

1 Look, circle and write.

- Stick the flashcard of the *bathroom* on the board and put the flashcard of *Russ* next to it. Write *He's/She's in the bathroom*. Ask *Where's Russ?* Ask a pupil to come to the board and circle the sentence starter with the correct pronoun (*He's*).
- Open Class Books at page 29 and focus pupils' attention on the pictures. Ask pupils who they can see in each picture (Dad, Grandpa, Grandma, Rowan and Poppy).
- Tell pupils to look at the sentence starters and the pictures and circle *He's* or *She's*. Read number one together.
- Read out the rooms in the word pool for pupils to follow. Tell them to look at the pictures again and write the correct room on the lines.
- To check as a class ask different pupils to read out their sentences.

ANSWERS

- 2 **He's in the kitchen.** 3 **She's in the living room.**
4 **He's in the bedroom.** 5 **She's in the hall.**

Differentiation

- Below level: Show pupils the character and family members flashcards and ask if you say *he* or *she* for each one. Point to Grandpa in picture 2 and ask *'He' or 'She'?* Tell them to circle *He's*. Repeat with the rest of the pictures.
- Above level: In pairs, pupils take turns to say a family member word or character name for a partner to say *He's/She's in the (bathroom)*.

2 Listen and play House Bingo. 1-50

Photocopy Master Unit 3 Lesson 6

- Tell pupils they are going to listen to the children in the photo playing a game. Play the track. Ask *What room do you hear? (The hall)*
- Play the track again for pupils to repeat.

Transcript

Girl: Mum's in the hall.

Girl 2: No!

Boy: Yes!

- Give pupils a House Bingo template each. Tell them to colour and cut out the family member badges, the blank counters and the Bingo board with the rooms. For the *My friend* badge tell them to choose a classmate and write their name on the badge.
- Hand out re-usable adhesive and tell pupils to stick a family member or friend badge in each room.
- Say, for example *Grandma's in the hall*. If a pupil has Grandma in the hall on their Bingo board they put a counter on the square and say *Yes!* If not, they don't put a counter and say *No!* Go around checking pupils' Bingo boards.
- After you have said all the family members, choose a pupil and say *(Marco)'s in the (kitchen)*. Continue saying the names of class members until a pupil has all their counters on their Bingo board and wins. They should shout *Bingo!*

TIP If you have a confident class, divide them into groups to play again, with one pupil in the group calling out the sentences.

1 Read and tick (✓) or cross (X). WB p. 98

- Point to the picture of Grandpa and read out the first exchange. Ask if the sentence is correct and show the tick in the box.
- Pupils work in pairs to complete the activity.
- To check as a class, ask pairs to read out the ticked exchanges and correct the crossed exchanges.

ANSWERS

- 2 **X (She's in the kitchen.)** 3 **✓** 4 **X (He's in the hall.)**

2 Look and write He or She. Then circle. WB p. 98

- Pupils work in pairs to complete the activity.
- To check, ask different pupils to read out their sentences.

ANSWERS

- 2 **She's in the bathroom.** 3 **He's in the kitchen.**

Lesson 7 Sound play p. 30

Objectives

- Recognize and say the short /ɪ/ sound (i)
- Write words with the /ɪ/ sound
- Practise the sound /ɪ/ in a tongue-twister

Language

Active: /ɪ/, insect, skip, milk, fish

Passive: drink

Materials

Class Book p.30; CD1 tracks 51–53; flashcard of Sniff; character finger puppets (optional)

Warmer

- Divide the class into two teams and say they are going to play *Smiley face*.
- On the board write five dashes (to represent the word *teddy*) and tell pupils they have to guess the word by saying letters. If a letter is correct you write it on the correct dash. If it's not correct you will draw parts of a smiley face. Pupils have to guess the word before you have drawn the whole smiley face.
- The teams take turns to guess letters from the word. The team who guesses the word before you draw the full smiley face wins a point.
- Repeat the game with the words *egg*, *pen* and *nest*.
- Read the words with pupils and remind them about the /e/ sound they focused on in the last *Sound play* lesson.

1 Listen and repeat with Sniff. Then colour. 1•51

TIP This 'Sound play' lesson introduces the short /ɪ/ sound as an initial vowel and between two consonants.

- Stick the flashcard of Sniff on the board. Tell pupils that Sniff is going to help them recognize and practise another one of the sounds used in English words.
- Open Class Books at page 30 and focus pupils' attention on the pictures. Teach the words *insect* and *skip*.
- Play the track and point to the pictures as pupils listen.

Transcript

Sniff: /ɪ/ /ɪ/ /ɪ/

insect – insect – insect

/ɪ/ /ɪ/ /ɪ/

skip – skip – skip

- Demonstrate how to make the /ɪ/ sound for pupils to copy you and make the sound. Make sure they understand that they need to open their mouths with their tongue in the middle of their mouth and make the short /ɪ/ sound by widening their mouths slightly.
- Play the track again, pausing after each line for pupils to repeat chorally and individually. Ask pupils if they hear the /ɪ/ sound at the beginning or in the middle of *insect* and *skip*.
- Ask pupils to colour the letter *i*.

2 Listen, point and say. 1•52

- Point to the pictures and elicit the words *fish*, *skip* and *insect*. If pupils don't know the word *milk* teach it.
- Play the track for pupils to point to the pictures as they hear the words.

Transcript

skip – insect – fish – milk

TIP Hold up your book and point to the pictures as pupils listen.

- Play the track again for pupils to repeat the words chorally and individually.
- Ask pupils if they hear the /ɪ/ sound at the beginning or in the middle of each word.
- Divide the class into pairs to take turns pointing to a picture for their partner to say the word.
- Monitor the pairs as they work, helping with pronunciation and checking they are making the short /ɪ/ sound correctly.

3 Write, draw and say.

- On the board write *m_ lk* and ask pupils what letter is missing (*i*). Demonstrate how to write *i*, putting a dot to show where to start and an arrow to show the direction of the main stroke. Remind pupils to draw the down stroke first and then go back to put a dot just above the line.
- Pupils work individually to write the missing letter and draw a picture for each word.
- Pupils work in pairs, taking turns to say the words to a partner.

4 Listen and say. 1•53

- Ask pupils to look at the illustration for the tongue-twister and tell you what they can see.
- Play the tongue-twister for pupils to repeat chorally and individually. Repeat three times.

Transcript

Fish and insects drink milk and skip to school.

- Divide the class into groups of four and ask them to practise saying the sentence as fast as they can.
- Monitor the groups as they work and help with pronunciation by saying the sentence for them to repeat.
- Ask each group to say the sentence as fast as they can for a class competition.
- Listen to each group and appoint a winner to repeat the sentence a final time.

Optional activity

- Pupils can use their finger puppets and take it in turns in their groups of four to say the tongue-twister again in the voice of their chosen character.

Lesson 8 Round up p. 31

Objectives

Review learning progress with the language of Unit 3
Make a house book

Language

Revision of vocabulary and structures from Unit 3

Materials

Class Book pp.31, 114 (Picture dictionary); Unit 3 stickers; CD1 track 54; Unit 3 flashcards; house book template (Teacher's Book p.145) – one per pupil; a completed house book (prepared by the teacher); Book Club membership cards; scissors; glue

Revision

- Play *Which one is missing?* using the room flashcards. (See the *How To Do It* section on page 24.)
- Ask pupils to look through Unit 3 and tell you some of the things they have learned in English. Do they remember *The House Song*? Can they answer the question *Where's Fern?* in the story? Can they ask and answer about where someone is in a house? (*Where's Grandma? She's in the kitchen*).

1 Listen and stick. Then say. 1•54

- Distribute the Unit 3 stickers and ask pupils to place them on their desks. Say the family members for pupils to hold up their sheets and point to the correct sticker.
- Draw their attention to the picture of the little people's home on page 31 and tell them they are going to listen and place the stickers of the family members in the correct rooms in the picture.
- Play the track for pupils to point to the rooms in their books as they listen.
- Play the track again, pausing to give pupils time to stick the stickers on.
- Ask pupils to check their answers with a partner before you play the track a final time to check.

Transcript

1 **Boy:** Where's Grandma?

Girl: She's in the bathroom.

2 **Girl:** Where's Grandpa?

Boy: He's in the living room.

3 **Boy:** Where's Mum?

Girl: She's in the kitchen.

4 **Girl:** Where's Dad?

Boy: He's in the hall.

5 **Boy:** Where's Rowan?

Girl: He's in the bedroom.

- When all the stickers are in place, play the track again, pausing after each line for pupils to repeat.
- Divide the class into pairs to take turns to ask a partner *Where's (Grandma)?* for their partner to say *She's in the (bathroom)*. Demonstrate with a pupil.

2 Make a book.

Teacher's Book p.145

TIP Prepare your own house book before the lesson.

- Look at the photo in activity 2 with pupils, and ask them to describe what they can see. Take all suggestions but make sure you focus pupils' attention on the fact that the girl is at home, showing her mum what she made at school and what she learned in English.
- Tell pupils they are going to make a little house book like the one in the photo to take home to show their own family and friends. Tell them that they will draw their own family members in the rooms.
- Give pupils a copy of the house template each and show them how to cut out the house section. Then tell them to colour and cut out the pictures of the furniture.
- Show them how to fold the house's sections along the dotted lines to form a concertinaed house.
- Tell pupils to select and stick furniture onto the blank parts of the house to create four rooms (they can use both sides of the house template). Remind them that they are going to draw people in each room too so they need to allow space for this. Ask pupils to label the rooms – *living room, kitchen, bathroom* and *bedroom*.
- Pupils choose family members to draw in the rooms.

TIP The activity is personalized as pupils draw their own family members which allows for different family types and situations. Tell pupils they can include friends or carers rather than family members if they feel comfortable with that.

- Divide the class into pairs to take turns to show their house and describe who is in each room, for example *Mum's in the living room*.
- Pupils take their house book home and use the target language to describe it to their family and friends.
- Remind pupils to colour book 3 on their Bridge Town Book Club membership card.

Picture dictionary

- Ask pupils to turn to page 114 and check that they have completed tracing over this unit's words.

Self-evaluation, test and assessment 3•36

- Invite pupils to reflect on what they felt about the activities in the unit. Follow the procedure described in Unit 1.
- Pupils are now ready to complete the Unit 3 Test (pp.122–123 of this Teacher's Book). Use CD3 track 36.
- Fill in the evaluation grid for each pupil (see website).

Lesson 1 p. 32**Objectives**

Identify, say and write the names of clothes

Play a memory game

Listen and sing the *The Groovy Clothes Song*

Language

Active: *a hat, a jumper, trousers, boots, socks, shoes, a skirt, a coat*

Passive: *Here are my clothes. Let's get dressed. It's so cool, wear, groovy, fashion, wardrobe*

Materials

Class Book pp.32, 99 (practice); CD1 tracks 55–58; Poppy and Rowan flashcards; flashcards for clothes; Photocopy Master Unit 4 Lesson 1 (see website) – one per pupil; scissors

Presentation with flashcards

- Use the Poppy and Rowan flashcards to present clothes. Hold up the *hat* flashcard and the Rowan flashcard. Make Rowan ask *What is it?* for Poppy to reply *A hat*. Present all the clothes in the same way.
- Place the flashcards around the classroom and say *Point to the (hat)*.

1 Listen and point. Repeat.  1•55–1•56

- Open Class Books at page 32. Ask pupils *What can you see in the picture?* For example, *a bedroom, the little people, a doll, a teddy*. Teach the word *wardrobe*.
- Play track 55 for pupils to point to the clothes in the picture in their books.

Transcript

a hat – a jumper – trousers – boots – socks – shoes – a skirt – a coat

- Play track 56 for pupils to repeat the words.

2 Listen and chant.  1•57

- Play the chant for pupils to listen and point to the clothes in the picture.
- Play the chant again, pausing after each line for pupils to repeat. Divide the class into boys and girls. Play the chant a final time encouraging the boys to say the boys' lines and the girls to say the girls' lines and to point to the clothes if they are wearing them.

Transcript

Girl 1: Here are my clothes: a jumper and a skirt.

Boy 1: Here are my clothes: a hat and a coat.

Girl 2: Here are my clothes: shoes and socks.

Boy 2: Here are my clothes: trousers and boots!

3 Talk about your clothes.

- Point to the picture and ask where the little people are (in a human's bedroom), how they look (happy), and why (there are lots of little clothes for them). Ask them which clothes they think Poppy and Rowan would like to wear.
- To personalize the topic, ask pupils to think about their own clothes. Which are their favourite clothes?
- Hold up each of the clothes flashcards and ask which clothes are good for each season.

4 Play The Wardrobe Game.

Photocopy Master Unit 4 Lesson 1

- Give a wardrobe game template to each pupil to cut out and colour the clothes.
- Then they cut out the wardrobe and fold it along the dotted lines to close the door and draw a picture on the front.
- Divide the class into pairs and assign them A and B. A puts their cards face down and turns one over and B says the clothes word. A places the card in their wardrobe and B says the clothes word again. A turns over another card and repeats the process. B then has to say the name of the first and second piece of clothing. Repeat the process with all the cards with B remembering all the clothes, in order, in the wardrobe. They swap roles and repeat the game.
- Pair yourself up with a pupil to demonstrate the activity.

TIP Save the clothes cards for use in Lesson 5.

5 Sing The Groovy Clothes Song.  1•58

- Tell the class to stand up. Teach pupils some actions to go with the song for example putting on clothes for *Let's get dressed*, a catwalk walk for *In our groovy clothes* and *I love fashion*, stomping feet for *boots*, wiggling feet for *shoes*, pointing at feet for *socks*, twirling for *skirt*, thumbs up for *cool*, hugging self for *coat* and putting on a *hat*.
- Play the song for pupils to do the actions.

Transcript

(See Class Book p.119.)

- Play the song again for pupils to sing and do the actions.

1 Find, circle and write. Then say. WB p. 99

- Focus pupils' attention on the word search and explain that they have to find and circle the clothes words.
- Put pupils in groups of four to check they have found all the words.
- Point to the pictures of the clothes to elicit the words. Pupils write the words next to the pictures.

ANSWERS

2 skirt 3 jumper 4 coat 5 hat
6 shoes 7 boots 8 socks

Lesson 2 p. 33

Objectives

Practise writing the clothes words

Identify and say the names of clothes

Draw and describe a favourite outfit

Language

Active: *a hat, a jumper, trousers, boots, socks, shoes, a skirt, a coat*

Passive: *favourite, outfit, put on, take off*

Materials

Class Book pp.33, 114–115 (Picture dictionary); CD1 tracks 58–59; flashcards for numbers 1 to 8; flashcards for clothes; plain paper; a selection of adult clothes (optional)

Warmer

- Place the flashcards for numbers one to eight in a row across the board and place the clothes flashcards beneath them.
- Call out the numbers in random order and ask pupils to tell you the corresponding piece of clothing.
- Take down the clothes flashcards and shuffle them, then repeat the activity.

1 Follow and write. Then say.

- Open Class Books at page 33. Point to each picture of the clothes to elicit the word.
- Focus pupils' attention on the word pool and read out the words for the pupils to follow in their books.
- Write the clothes from the word pool on the board. Ask a pupil to come to the board. Say a word for the pupil to stick the corresponding flashcard next to the word. Repeat with different pupils and words.
- Turn back to the Class Books. Pupils follow the lines from the pictures to the writing lines, choose the correct clothes word from the word pool and copy it onto the writing line.
- Monitor pupils as they work, helping with letter formation.

ANSWERS

2 trousers 3 socks 4 a jumper 5 shoes
6 a skirt 7 a hat

Differentiation

- Below level: Put the clothes flashcards in front of the group and read out the words in the word pool one by one for them to follow and then point to the flashcard. Write each word (in the order of the pictures), showing pupils where to start and finish the letters, for pupils to follow the linking line in the books and copy the word onto the corresponding writing line.
- Above level (and fast finishers): Tell pupils to look at Grandma at the bottom of the page. Ask why Grandma is shivering and what she is missing (*a coat*). Tell them to draw and colour a coat for Grandma.

Song revision: *The Groovy Clothes Song* 1•58–1•59

- Ask pupils if they can remember *The Groovy Clothes Song*. Encourage them to tell you some of the words and phrases they remember.
- Ask them to stand up and do the actions for the song as you play it (track 58).
- Play the song again for them to sing along with the actions.
- Finally, divide the class into three groups and assign each group a verse.
- Play the karaoke version (track 59) for the different groups to sing their verse, with everyone joining in for the chorus.
- Help pupils to remember the clothes by holding up the relevant clothes flashcards before they are said in the song.
- Repeat the song, changing the groups' verses.

Picture dictionary

- Ask pupils to turn to pages 114 and 115 in their Class Books. They find the eight new clothes words and trace over the text.

Extension activity

- Ask pupils to describe their favourite outfit. Encourage them to say the colour too. Give an example yourself, e.g. *My favourite outfit is blue jeans, a red jumper and black boots.*
- Tell pupils to draw a picture of themselves in their favourite outfit.
- Monitor pupils as they draw, asking questions about their pictures, for example: *Why do you like these trousers? How often do you wear this skirt?*
- Divide the class into groups to take turns to present their picture and talk about their favourite outfit.

TIP Stick pupils' pictures on the wall under the heading *My favourite outfit* to create a display.

Optional activity

- Choose two pupils to come to the front to play a game.
- Give each pupil a small pile of clothing – a jumper, a hat, and a coat. (If possible, use brightly-coloured adult-sized items of clothing that you have brought in. Alternatively, simply borrow clothes from some pupils.)
- Tell pupils you will give them instructions to put on and take off items of clothing. They have to follow your instructions and try to complete the action before the other pupil. Give an example, *Put on your hat* and *Take off your coat* and do the actions for the pupils to copy.
- Give instructions for the pupils to follow, for example *Put on your coat! Put on your hat! Take off your coat! Put on your jumper! Take off your shoes.*
- The class vote on who is the fastest each time.
- Repeat the game with different pupils.

Lesson 3 *My bedroom* p. 34

Objectives

- Use sound effects to predict where a story takes place
- Listen and use visual cues to understand a story
- Act out a story

Language

Active: *This is my (sister's) bedroom. Take off your coat! Put on your coat! It's my sister, Emily! This is my bedroom.*

Passive: *Look, (clothes)!, Beautiful*

Materials

Class Book pp.34, 100 (practice); DVD; CD1 tracks 60–61; flashcards for clothes

Warmer

- Ask a pupil to come to the front. Say *Put on your shoes. Put on your coat.* Ask the pupil to mime each action. Repeat the sentences for pupils to repeat.
- Then ask pupils to give you instructions and you perform the actions.
- Divide the class into pairs to take turns to give the instructions for a partner to mime.

1 Listen. Where's the story? 1•60

- Tell pupils that they are going to listen to another story about the little people.
- Ask them to open out the Bridge Town map at the front of the book and tell them that they are going to listen to some sounds and try to guess where the story takes place.
- Play the track for pupils to listen and look at the map and point to the story location.

Transcript

Footsteps on floorboards, children playing, a cat miaowing, kids' music.

- Ask pupils what they heard and where the story takes place (in the bedroom in the flat above the bookshop). Hold up your map and point to the flat to confirm their answers.
- Ask pupils what they think the little people are doing in the bedroom. Take all suggestions but don't indicate if they are wrong or right.

Story preparation

- Open Class Books at page 34. Point to each picture and ask pupils to say who they can see and what they think is happening. Ask pupils if their ideas about what the little people are doing in the bedroom are correct.

2 Now watch or listen and read. DVD 1•61

- Play the story on the DVD, or play the story on the CD with pupils following in their Class Books.
- Pause after frame 1 and ask *Whose bedroom is it? (Will's sister's.)* Pause the track again after frame 4. Point to Emily in frame 5 and ask *Who is she? (Emily, Will's sister.)*
- Play the story to the end.

Transcript

- 1 Will:** This is my sister's bedroom.
Sniff, Fern, Russ, Poppy, Rowan: Wow!
- 2 Poppy:** Look, clothes!
Fern: Beautiful.
- 3 Will:** It's a jumper! Take off your coat.
- 4 Emily:** (*singing*) La, la, la ...
Will: It's my sister, Emily!
Fern: Poppy. Put on your coat!
- 5 Emily:** Hey! This is MY bedroom! And MY toys!
Sid: MIAOW!
- 6 Emily:** MUM!
Rowan: Thanks, Sid.
Poppy: And thanks, Will!

TIP If pupils are using their Class Books, ask them to follow the words in their books the second time they hear the story.

- Play the story again. Pause at regular intervals and ask questions to ensure understanding. For example, ask why the little people are excited (because there are a lot of small clothes). Why are they afraid of Emily? (Because they don't like humans to see them.) Why is Emily angry? (Because she doesn't like Will playing with her toys.) How does Sid help the little people? (He stands in front of them so Emily can't see them.)

Class theatre 1•61

- Divide the class into groups of seven and assign each pupil a character: Poppy, Rowan, Fern, Russ, Will, Emily and Sid.

TIP If you have less confident pupils you could assign them the parts of Russ, Sniff or Sid. Remind the pupil playing Sid to miaow in frame 5.

- Help pupils to act out the story in groups, following the procedure described in the *How To Do It* section.

1 Read, circle and write. Then say. WB p. 100

- Focus pupils' attention on the story frames, and the gapped sentences with answer options. Ask *What room is picture 1? (Bedroom.)* Read out the example sentence, pausing after *This is my sister's ...* and encouraging pupils to say *bedroom*.
- Divide the class into pairs to look at each picture, choose and circle the correct word and complete the sentence.
- To check as a class ask different pupils to read out their completed sentences.

ANSWERS

- 2 Take off your coat! 3 It's my sister, Emily!**
4 This is MY bedroom!

2 Can you remember? What colour is the coat in the story? Colour and check. WB p. 100

- Ask pupils if they can remember the colour of Poppy's coat in the story.
- Pupils colour the coat in the pictures in activity 1, without looking at the story, then check on page 34 (the coat is green).

Lesson 4 p. 35

Objectives

- Match phrases and pictures from the story
- Discuss what it means to be selfish
- Collaborate to create a different ending to the story

Language

Active: story language from Lesson 3

Passive: *selfish*

Materials

Class Book p.35; flashcards for clothes; poster paper; plain paper (optional)

Warmer

- Stick the clothes flashcards on the board.
- Divide the class into two teams. Ask a pupil from each team to come to the board.
- Say a piece of clothing, for example *coat*. The first pupil to slap the correct flashcard wins a point for their team. Encourage the teams to help their team member.
- Repeat with different pupils and different clothes.

1 Look and write.

- Open Class Books at page 35 and focus on the word pool and the three pictures. Read out *Thanks, Sid* and ask pupils to say the number of the picture where it's said (picture 3).
- Divide the class into pairs and tell them to look back at the story on page 34 and write the phrases under the correct pictures.
- Say the phrases for pupils to repeat. Make sure you say *Wow!* with exaggerated expression.

ANSWERS.

1 Wow! 2 It's Emily! 3 Thanks, Sid.

2 Who's being selfish? Look and tick (✓).

- Focus pupils' attention on frame 5 of the story on page 34 and ask them how Emily feels (angry). Why? (Because Will is in her bedroom playing with her toys and she doesn't like it.) Teach the word *selfish*.
- Pupils look at the three pictures of the characters and tick who is selfish in the story (Emily). Ask what she does that is selfish (she doesn't share her toys).

3 Talk about being selfish.

- Have a class discussion about being selfish. Ask the class: Would you be angry if you were Emily? Do you think Emily is mean to not let Will in her room? Do you think she should share her toys with Will? Is it OK for Will to be in her room and play with her toys? What do you think about Sid's behaviour? Was he right to scare Emily? Make sure pupils understand that Sid was protecting the little people and not just being mean. If you want to play with someone else's toys what should you do? (Ask permission first.) Why is it important not to be selfish?

- Divide the class into pairs to discuss the following questions: Do you share with your sister, brother or friends? What toys are you happy to share and which ones don't you like sharing?

CITIZENSHIP Point out that if we are selfish then we can't expect other people to share things with us. If we are generous in sharing our things, then people are more likely to share with us in return.

Class project

- Divide the class into groups of four and tell them they are going to make up a different ending to the story. Tell them to use their imagination to create an exciting alternative ending, for example, Emily finds the little people or Will's mum comes in.
- Tell them to look at the story again on page 34 and discuss how their story is going to end.
- Give each group poster paper and ask them to draw two frames to show how their story finishes.
- Monitor pupils as they work, asking them about their story, for example: What's happening here? Who is this? Is anyone being selfish/generous? What happens in the end?
- Ask the groups to take it in turns to present their pictures and explain their ending to the story.

Extension activity

- To continue the theme of selfishness, ask pupils to draw pictures of examples of either being or not being selfish. They can use ideas from the story, a real-life experience or an imagined situation. Help them to think of situations, for example (for not being selfish) Emily deciding to share her toys with Will, Sid hiding the little people; (for being selfish) someone not sharing their sweets, not letting a friend have a turn on their bike/scooter.
- Write two large headings *Being selfish* and *Not being selfish*.
- Ask pupils to decide which heading their picture goes under and why, before you stick up the pictures.

Lesson 5 p. 36

Objectives

- Identify, say and write clothes words
- Listen and say what clothes to put on and take off
- Develop word-level reading skills

Language

Active: *I'm hot! I'm cold! Take off your (hat). Put on your (trousers).*

Passive: *What clothes can you see? Which picture is it?*

Materials

Class Book p.36; CD1 tracks 62–63; flashcards for clothes and flashcards from Units 1–4; plain paper (optional); pupils' clothes cards from the wardrobe game in Lesson 1 (Photocopy Master Unit 4 Lesson 1) (optional)

Warmer

- Stick some of the flashcards from Units 1 to 4 around the classroom.
- Divide the class into as many groups as there are flashcards and position the groups near their flashcard.
- Name two flashcards. The pupils in those two groups have to move and change places.

1 Listen and repeat. 1-62

- Open Class Books at page 36 and focus pupils' attention on the pictures. Ask *What clothes can you see?* Read out the speech bubble *I'm hot* and mime being hot and fanning yourself. Repeat with *I'm cold* and mime shivering.
- Play the track, pausing after each sentence for pupils to repeat chorally and individually. Mime the actions of putting on and taking off the clothes to help pupils understand the meaning of the instructions.

Transcript

- 1 Rowan:** I'm hot.
Mum: Take off your hat.
- 2 Rowan:** I'm hot.
Mum: Take off your coat.
- 3 Rowan:** I'm hot.
Mum: Take off your shoes.
- 4 Poppy:** I'm cold.
Mum: Put on your jumper.
- 5 Poppy:** I'm cold.
Mum: Put on your trousers.
- 6 Poppy:** I'm cold.
Mum: Put on your boots.

2 Point and say. Then write.

- Stick the hat, coat, shoes, jumper, trousers and boots flashcards on the board. Say *Take off your hat* and mime taking off your hat for pupils to copy. Repeat with *Put on your trousers*.
- Repeat with the other four pieces of clothing.
- Divide the class into pairs to take turns pointing to a piece of clothing in the pictures and saying *Take off your (hat). Put on your (trousers)*.

- Focus pupils' attention on the word pool and read out the words for them to follow in their books.
- Pupils complete the sentences with the clothes words.

3 Listen and number. Then say. 1-63

- Focus pupils' attention on the pictures of Rowan and Poppy. For each picture ask if they are hot or cold and what they should put on or take off.
- Play the first line on the track and ask *Which picture is it?* (The second one.) Why? (Because Rowan isn't wearing trousers and his mum says *Put on your trousers*.) Point out the example number 1 in the box.

Transcript

- 1 Mum:** Put on your trousers.
2 Mum: Take off your coat.
3 Mum: Put on your jumper.
4 Mum: Take off your hat.
5 Mum: Put on your coat.
6 Mum: Put on your boots.
- Play the rest of the track, pausing for pupils to identify and number the pictures.
 - Divide the class into pairs and assign them Poppy or Rowan. Tell the pupil who is Rowan to say *I'm hot* or *I'm cold* for their partner to give an instruction *Put on/Take off your (hat)*.

ANSWERS

From left to right: 6, 1, 3, 2, 5, 4

Writing practice (optional)

- Tell pupils to draw and colour one of the eight pieces of clothing from the unit.
- After they have finished drawing ask them to write a sentence underneath, for example *a red hat*.

Differentiation

- Below level: Write the sentences for pupils to copy and write under their picture.
- Above level: Challenge the group by asking them to draw more than one piece of clothing and write a sentence for each picture, for example *Three red hats or A red hat and two blue hats*.

Pairwork activity (optional)

- If pupils still have their clothes cards from the wardrobe game in Lesson 1, put them into pairs to take turns describing the clothing items, for example *Brown trousers, a green jumper*, etc.

TIP If pupils no longer have their clothes cards, you can hand out extra copies of Photocopy Master Unit 4 Lesson 1 (see website) for pupils to colour and cut out the cards again.

TIP If any pupils wish to describe an orange item of clothing, remind them to say *an* instead of *a* before a vowel, e.g. *an orange hat*.

Lesson 6 p. 37

Objectives

- Listen, identify and say the words for clothes
- Describe clothes including colours
- Practise giving and following instructions
- Play a TPR game

Language

Active: (Blue) trousers. Put on a (blue) (jumper). Take off your (hat).

Passive: What's this?/What are these? What colour is the jumper? What colour are they?

Materials

Class Book pp.37, 101 (practice); CD1 tracks 64–65; Poppy flashcard; adult clothes for a dressing-up box

Warmer

- Play *Poppy Says* ... Tell the pupils that Poppy will give them a series of commands to put on and take off clothes. They have to mime putting on and taking off the different clothing items.
- Remind them they should only do the mime if Poppy's command is preceded by the words *Poppy says* ...
- Ask the pupils to stand up. Make the Poppy flashcard say *Put on your hat. Poppy says 'Put on your trousers.'* Take off your hat. etc.
- Any pupil who does the mime for a command which was not preceded by *Poppy says* ... is out and has to sit down. The winner is the last pupil standing!

1 Listen and colour. Then say. 1-64

- Point to each piece of clothing and ask *What's this?/What are these?*
- Make sure pupils have coloured pencils in the eight colours in the audio script.
- Play the track all the way through and tell pupils to hold up the corresponding coloured pencil when they hear it.
- Play the first exchange on the track. Point to the trousers in the picture and ask *What colour are they? (Blue.)* Tell pupils to colour the trousers blue.
- Play the rest of the track, pausing after each sentence for pupils to colour the clothes.

Transcript

- Blue trousers.
- A pink jumper.
- A green skirt.
- A black hat.
- Orange shoes.
- Brown boots.
- A purple coat.
- Red socks.

- Ask pupils to compare their answers with a partner before you play the track again to check.
- Divide the class into pairs and tell them to take turns pointing to the clothes and describing them, including the colour.

2 Listen and play *The Fashion Game*. 1-65

TIP Ask pupils to bring in a selection of adult clothes and bring in some yourself for this game. It would be useful to have a few of the same items in different colours so that pupils have to select the correct piece of clothing and colour.

- Focus pupils' attention on the photo and tell them they are going to listen to the children playing a game. Play the track. Ask *What clothes do you hear? (A jumper and a hat.) What colour is the jumper? (Blue.)*

Transcript

Sam, put on a blue jumper. Rachel, take off your hat.

- Play the track again for the pupils to repeat.
- Divide the class into groups of four and give each group a selection of clothes. Tell them to pick up one piece of clothing and describe it, for example *a purple jumper*.
- Nominate two pupils in each group to be the callers and two to dress up. Tell the callers to give an instruction for one of the pupils to put on an item of clothing, for example *Mary, put on a red hat*. The pupil finds the correct item and puts it on. The callers continue giving instructions for the pupils to dress up and then to take off the items one by one. Give a time limit and tell the groups to change roles.
- Demonstrate the game by joining a group. *John, put on (a red hat). Take off your (hat).*

TIP Monitor the groups as they play and make sure pupils are using the colours in the *Put on* instructions, but not the *Take off* instructions (it should be obvious then which item of clothing they are talking about).

- If there is time, and to give a competitive element to the game, the callers don't name the pupils dressing up but just say *Put on the red hat* and the other two pupils race to find the piece of clothing first and put it on.

1 Write *Put on* or *Take off*. WB p. 101

- Read out the speech bubbles in number 1.
- Pupils work independently to complete the activity.
- Divide the class into pairs for them to check their answers by saying *I'm hot* or *I'm cold*, for their partner to respond.

ANSWERS

2 Put on your coat. 3 Take off your coat.

4 Put on your socks.

2 Write and colour. WB p. 101

- Pupils look at the picture of the boy and write the clothes words on the writing lines.
- Pupils then colour the clothing as described.

ANSWERS

2 a green jumper 3 orange trousers 4 brown shoes

Lesson 7 Sound play p. 38

Objectives

Recognize and say the short /ɒ/ sound (o)

Write words with the /ɒ/ sound

Practise the sound /ɒ/ in a tongue-twister

Language

Active: /ɒ/, socks, orange, doll, box

Materials

Class Book p.38; CD1 tracks 66–68; flashcard of Sniff; character finger puppets (optional)

Warmer

- Divide the class into two teams and tell the class they are going to play *Smiley face*.
- On the board write six dashes (to represent the word *insect*) and tell pupils they have to guess the word by saying letters. If any letter is correct you write it on the correct dash. If it's not correct you will draw parts of a smiley face. They have to guess the word before you have drawn the whole smiley face.
- The teams take turns to guess letters from the word. The team who guesses the word before you draw the full smiley face wins a point.
- Repeat the game with the words *skip*, *fish* and *milk*.
- Read the words with pupils and remind them about the /ɪ/ sound they focused on in the last *Sound play* lesson.

1 Listen and repeat with Sniff. Then colour. 🔊 1•66

TIP This 'Sound play' lesson introduces the short /ɒ/ sound as an initial vowel and between two consonants.

- Stick the flashcard of Sniff on the board. Tell pupils that Sniff is going to help them recognize and practise another one of the sounds used in English words.
- Open Class Books at page 38 and focus pupils' attention on the pictures. Point to the socks to elicit the word (*socks*). Teach the word *orange* for the fruit.
- Play the track and point to the pictures as pupils listen.

Transcript

Sniff: /ɒ/ /ɒ/ /ɒ/

socks – socks – socks

/ɒ/ /ɒ/ /ɒ/

orange – orange – orange

- Demonstrate how to make the /ɒ/ sound for pupils to copy you and make the sound. Make sure they understand that they need to make an O shape with their mouths and with their tongue in the middle of their mouth they make the sound /ɒ/ in their throat.
- Play the track again, pausing after each line for pupils to repeat chorally and individually. Ask pupils if they hear the /ɒ/ sound at the beginning or in the middle of *socks* and *orange*.
- Ask the pupils to colour the letter o.

2 Listen, point and say. 🔊 1•67

- Point to the pictures and elicit the words *doll*, *socks* and *orange*. If pupils don't know the word *box* teach it.
- Play the track for pupils to point to the pictures as they hear the words.

Transcript

socks – doll – orange – box

TIP Hold up your book and point to the pictures as pupils listen.

- Play the track again for pupils to repeat the words chorally and individually.
- Ask pupils if they hear the /ɒ/ sound at the beginning or in the middle of each word.
- Divide the class into pairs to take turns to point to a picture for their partner to say the word.
- Monitor the pairs as they work, helping with pronunciation and checking they are making the short /ɒ/ sound correctly.

3 Write, draw and say.

- On the board write *_range* and ask pupils what letter is missing (o). Demonstrate how to write o, putting a dot to show where to start and an arrow to show the direction.
- Pupils work individually to write the missing letters and draw a picture for each word.
- Ask pupils to work in pairs, taking turns to say the words to a partner.

4 Listen and say. 🔊 1•68

- Ask pupils to look at the illustration for the tongue-twister and tell you what they can see.
- Play the tongue-twister for pupils to repeat chorally and individually. Repeat three times.

Transcript

Poppy is on a box in her orange socks.

- Divide the class into groups of four and ask them to practise saying the sentence as fast as they can.
- Monitor the groups as they work, helping with pronunciation by saying the sentence for them to repeat.
- Ask each group to say the sentence as fast as they can for a class competition.
- Listen to each group and appoint a winner to repeat the sentence a final time.

Optional activity

- Pupils can use their finger puppets and take it in turns in their groups of four to say the tongue-twister again in the voice of their chosen character.

Lesson 8 Round up p. 39

Objectives

Review learning progress with the language of Unit 4
Make and dress cardboard dolls

Language

Revision of vocabulary and structures from Unit 4

Materials

Class Book pp.39, 114–115 (Picture dictionary); Unit 4 stickers; CD1 track 69; Unit 4 flashcards; Rowan and Poppy cut-out dolls and clothes (Teacher's Book pp.146–147) – one set per pupil (Copy or stick the doll template onto cardboard); a completed Poppy doll (prepared by the teacher); Book Club membership cards; scissors

Revision

- Play *Missing flashcard* using the clothes flashcards. (See the *How To Do It* section on page 24.)
- Ask pupils to look through Unit 4 and tell you some of the things they have learned in English. Do they remember *The Groovy Clothes Song*? Can they answer the question *What colour is the jumper in the story?* Can they remember how to tell someone to put on and take off clothes? (*Put on ... Take off ...*) What sound did they practise? (/ɒ/).

1 Listen and stick. Then say. 1-69

- Distribute the Unit 4 stickers and ask pupils to place them on their desks. Ask them what clothing items they are, and what colour they are.
- Draw their attention to the picture of the wardrobe and the numbered locations and tell them they are going to listen and place each sticker in the correct location in the picture.
- Play the track for pupils to first hold up their sticker sheets and point to the clothes they hear.
- Play the track again, pausing to give pupils time to stick the stickers on.
- Ask pupils to check their answers with a partner before you play the track a final time to check.

Transcript

- 1 a blue coat
- 2 a red skirt
- 3 a purple jumper
- 4 orange trousers
- 5 yellow socks
- 6 black shoes
- 7 brown boots
- 8 a green hat

- When the stickers are all in the correct place, play the track again, pausing after each line for the pupils to repeat.
- Divide the class into pairs to take turns to describe a clothing item for their partner to point to the picture.

2 Dress Rowan and Poppy.

Teacher's Book pp.146–147

TIP Prepare your own Poppy doll before the lesson. Make sure the template is photocopied or stuck onto card so the doll stands up.

- Look at the photo in activity 2 with pupils and ask them to describe what they can see.
- Show pupils your Poppy doll and tell them they are going to make dressing-up dolls of Poppy and Rowan.
- Give each pupil a copy of the Poppy and Rowan dolls and clothes template.
- Demonstrate how to cut out the clothes, and make sure pupils understand that they need to follow the cut line around the tabs.
- Tell pupils to colour and cut out the dolls. They should also cut out the rectangular strips from the bottom of the page.
- Demonstrate how to carefully cut the slits under the dolls' feet, and how to insert each of the rectangular strips through these slits in a curved shape to form a stand.
- Show pupils how they can dress the dolls by folding back the tabs on the clothes to hold them in place.
- Divide the class into pairs and tell them to put all the clothes on the table.
- Pupils take turns to choose a doll and a partner gives instructions for how to dress the doll, for example *Put on your (blue) trousers. Put on your (yellow) skirt.* Their partner selects the clothes and dresses their doll.
- Tell pupils to take their dolls home to show their families and tell them what they can say in English.
- Remind pupils to colour book 4 on their Bridge Town Book Club membership card.

Picture dictionary

- Ask pupils to turn to pages 114–115 and check that they have completed tracing over this unit's words.

Self-evaluation, test and assessment 3-37–3-41

- Invite pupils to reflect on what they felt about the activities in the unit. Follow the procedure described in Unit 1.
- Pupils are now ready complete the Unit 4 Test and Units 3–4 Speaking Test (pp.124–126 of this Teacher's Book). Use CD3 track 37.
- Pupils can now also complete the Mid Year Test (pp.127–129 of this Teacher's Book). Use CD3 tracks 38–41.
- Fill in the evaluation grid for each pupil (see website).

TIP You may now like to do the CLIL unit on musical instruments. See pp.78–79 in the Class Book.

TIP You may now like to do the Culture unit *Dressing up and me!* See pp.84–85 in the Class Book.

Spring opener pp. 40–41

Objectives

Listen, identify and say the spring words

Listen and sing *The Spring Song*

Make a ladybird

Language

Active: *It's spring. It's sunny. a ladybird, grass, a chick, a snail, a nest, flowers, a rainbow, a caterpillar, an umbrella, a boat, leaves*

Passive: *It's springtime. Puddles are on the ground.*

Materials

Class Book pp.40–41, 115 (Picture dictionary); spring poster (optional); DVD (see website for script); CD2 tracks 1–4; Photocopy Master Spring craft (see website) – one per pupil; a completed ladybird (prepared by the teacher); scissors; glue

1 Watch the video. DVD

- Play the DVD and introduce the concept of spring. Play the DVD again and talk about spring words.

Introduction with the spring poster (optional)

- Use the poster to review the features of spring from Level 1. Ask *What season is it? (Spring.) What things did we learn about spring in Level 1? (It's rainy. Baby birds and animals are born. Flowers and leaves start to grow.)*
- Help the class to remember the spring words and the phrase *It's rainy* from Level 1. Ask some pupils to come and point out the spring items on the poster.

2 Talk about spring in Bridge Town.

- Open Class Books at pages 40–41. Ask what the story characters are doing and what the weather is like (it's sunny but cool).
- Ask pupils what they do and see in spring in their town.
- Ask pupils to look back at the spread on pages 22–23 and notice the differences between the pictures. Ask them to point out all the examples of new life.
- Teach the new spring vocabulary by pointing to the scene and saying *Look! A ladybird, grass, a chick, a snail.*

TIP Pupils may remember the word *chick* from the Easter lesson in Level 1. Explain that *chick* can mean either a baby chicken or any other kind of bird.

3 Find and tick (✓). Then say.

- Focus pupils' attention on the spring words from Level 1 and read them out.
- Divide the class into pairs to find the things in the picture and tick the boxes. Pupils then take turns to point to the items in the picture for their partner to say the words.

4 Listen and point. Repeat. 2.1–2.2

- Play track 1 for pupils to point to the pictures of the new words in their books.

Transcript

It's spring in Bridge Town! It's sunny.
Point to the ladybird. Point to the grass.
Point to the chick. Point to the snail.

- Play track 2 for pupils to repeat the words.

Transcript

a ladybird – grass – a chick – a snail

5 Sing *The Spring Song*. 2.3–2.4

- Tell pupils they are going to sing a song about spring. Mime rain falling with your fingers and ask *What's the weather like? (It's rainy.)* Point to the scene in the Class Book and ask *What's the weather like? (It's sunny.)*
- Play the song for pupils to listen and point to the spring items in the picture.
- Tell pupils to imagine they are in Bridge Town on a rainy, spring day. Play the song for them to stand up and do their own actions.
- Play the track again for pupils to do their spring actions and join in with the words.

Transcript

(See Class Book p. 119.)

6 Make a ladybird.

Photocopy Master Spring craft

- Tell pupils they are going to make a ladybird and show them your example.
- Give out the ladybird template to each pupil. Tell them to decorate the body with pictures of the spring words.
- Give out scissors and tell pupils to cut out the body, wings and legs. Give out glue and show how to stick the legs underneath the body on the sides and the tips of the wings to the middle of the body.
- Show pupils how to lift the wings to show the pictures on the body.
- Divide the class into groups of four to present their ladybird, lifting the wings and saying *Look at my (snail)!*

Picture dictionary

- Ask pupils to turn to page 115 in their Class Books. They find the four new spring words and trace over the text.

Unit 5 Toys

Lesson 1 p. 42

Objectives

Identify, say and write the names of toys

Play a memory/observation game

Listen and sing *The Toys Song*

Language

Active: *a drum, a doll, Lego, a paint box, a robot, cards, a tablet, a game*

Passive: *Everybody share. Who wants to play? Lots of toys everywhere!*

Materials

Class Book pp.42, 102 (practice); CD2 tracks 5–8; flashcards for toys (*doll* is reused from Level 1); Photocopy Master Unit 5 Lesson 1 (see website) – one per pupil; scissors

Presentation with flashcards

- Show the toys flashcards one by one and repeat each word three times.
- Place the flashcards around the classroom and say *Point to (a paint box)*.

1 Listen and point. Repeat. 2.5–2.6

- Open Class Books at page 42. Ask pupils to describe the picture (make sure they know the little people are in a toy shop). Tell the class to listen and point to each toy as they hear the word. Play track 5.

Transcript

a drum – a doll – Lego – a paint box – a robot – cards – a tablet – a game

- Play track 6 for pupils to repeat the words.

2 Listen and chant. 2.7

- Play the chant, holding up the flashcard as each word is said.
- Play the chant again, pausing after each line for pupils to repeat. Repeat twice.

Transcript

Look at the toys! Look at the toys!
A robot, a paint box and a drum!
A robot, a paint box and a drum!
Look at the toys! Look at the toys!
A doll, a game and a tablet!
A doll, a game and a tablet!
Look at the toys! Look at the toys!
Lego and cards, too!
Lego and cards, too!

3 Talk about toys.

- Have a class discussion about toys. (How often do you get new toys? What's your favourite toy shop? How do you choose which toy to buy? Do you mind sharing your toys? Are you careful when you play with a friend's toys?)
- Hold up each of the toy flashcards and ask if you play with them on your own or with a friend. Ask why some toys are good to play with other people.

4 Play *The Missing Toy Game*.

Photocopy Master Unit 5 Lesson 1

- Give each pupil a copy of the toy cards template for them to cut out and colour.
- Divide the class into pairs, and tell them to put their cards together and lay them face up on their desks.
- One pupil in the pair has a minute to look at the cards then closes their eyes. The other pupil takes one card away. The first pupil opens their eyes and says which toy is missing. Remind pupils there are two of every toy in their mix of cards.
- Pupils change roles and repeat the game.

TIP Demonstrate the game before the pairs play independently.

5 Sing *The Toys Song*. 2.8

- Divide the class into eight groups and give each group a toy flashcard. Tell pupils to listen to the song and hold up their flashcard when they hear the toy. Play track 8.
- As a class, make up some actions to go with the song, for example, painting, walking like a robot, tapping on a tablet, banging a drum, building a Lego tower, and playing chess. For the chorus bob up and down, waving their arms above their heads.
- Play the song for pupils to do the actions and dance.
- Play the track again and encourage the pupils to sing.

Transcript

(See Class Book p.119.)

1 Match and write. Then say. **WB pp.102**

- Read out the toy words for pupils to follow in their books.
- Show pupils the matching line from the picture of the doll to the words *a doll*. Pupils work individually to match the pictures and the words. They then write the correct words under the pictures.
- To check as a class, stick the eight flashcards on the board and ask different pupils to come and write the word under the flashcard.
- Divide the pupils into pairs to take turns pointing to a picture for a partner to say the word.

ANSWERS

2 a robot 3 a paint box 4 cards 5 a tablet 6 a drum 7 Lego 8 a game

Lesson 2 p. 43

Objectives

Say and write the toys

Develop word-level writing skills

Language

Active: *a drum, a doll, Lego, a paint box, a robot, cards, a tablet, a game*

Materials

Class Book pp.43, 115 (Picture dictionary); CD2 tracks 8–9; flashcards for toys; the eight toy words written on separate pieces of paper (prepared by the teacher); re-usable adhesive (e.g. Blu-tac); poster paper; vocabulary notebooks (optional)

Warmer

- Draw the outline of a large pig on the board and tell the class that 'Piggy' is hungry, and his favourite food is English words.
- Write the eight toy words on separate sheets of paper. Hold up each toy word and ask pupils to tell you the word.
- If the word is correct, stick it inside Piggy's tummy using re-usable adhesive.
- Repeat with all the toy words.

Song revision: *The Toys Song* 🎵 2.8–2.9

- Ask pupils if they can remember *The Toys Song*. Encourage them to tell you some of the words and phrases they remember.
- Play the song (track 8) and tell pupils to do the actions for the verses and the dance for the chorus.
- Play the song again for them to sing along with the actions.
- Play the karaoke version (track 9) for pupils to sing. Help them to remember the toys by holding up the relevant flashcards before they are said in the song.

1 Look and write. Then say.

- Open Class Books at page 43. Point to the partial picture of the paint box and ask *What is it? (A paint box.)*
- Divide the class into pairs to look at the pictures together, asking and answering *What is it? A (robot).*
- Read out the words in the word pool for pupils to follow in their books.
- Ask pupils to copy the words under the correct pictures.
- Monitor pupils as they work, checking their spelling and helping with letter formation.
- Divide the class into pairs to take it in turns to point to a toy word for their partner to say the name of the toy.

ANSWERS

2 a paint box 3 a game 4 cards 5 a drum 6 Lego 7 a doll

Differentiation

- Below level: Point to the pictures of the toys and ask pupils to point to the correct word in the word pool, then write the word slowly for pupils to copy in their books.
- Above level (and fast finishers): Pupils look at the picture of Will at the bottom of the page. Ask which toy is missing from the activity above (*a tablet*) and tell them to draw it in Will's hands.

Mime game

- Choose a mime for each of the toys, based on the song actions, and demonstrate the mimes to the class.
- Divide the class into pairs to take turns miming a toy for a partner to guess the word.

Picture dictionary

- Ask pupils to turn to page 115 in their Class Books. They find the eight new toy words and trace over the text.

TIP If pupils do not have time to complete the Picture dictionary work in this lesson, they can return to it in later lessons (for example if they finish an activity early) or complete it at home.

Extension activity

- Divide the class into pairs and give them a piece of poster paper.
- Assign each pair a toy and ask them to draw and colour it.
- Once they have finished drawing and colouring, ask them to write the name of the toy in big letters underneath.
- Stick pupils' pictures on the wall under the heading *Toys* to create a display.
- Leave the pictures on the wall for the rest of Unit 5.

Recording vocabulary (optional)

TIP It is assumed that pupils have notebooks which they use in their English lessons. If not, you may like to provide notebooks at this point for the pupils to use, or provide additional vocabulary notebooks.

- Ask pupils to turn to the back of their notebooks (or start at the front if they have new notebooks for recording vocabulary).
- Write *Toys* on the board and ask them to copy it as a heading.
- Under the heading, ask pupils to write all the toy words, using the word pool to help them, and the translation in L1.
- Monitor pupils as they work, checking they are spelling the words correctly and helping them to form the letters.
- You can encourage pupils to continue this record as new vocabulary is introduced in each unit.

Differentiation

- Below level: Write the words one by one on the board for pupils to copy you.
- Above level: Encourage pupils not to look at the word pool until they have finished writing and then give their words to a partner to check and correct.

Lesson 3 *The message* p. 44

Objectives

- Use sound effects to predict where a story happens
- Listen and use visual cues to understand a story
- Act out a story

Language

Active: *Have you got a game? No, I've got a tablet.*

Passive: *I'm bored. I've got an idea! Let's play! send, message*

Materials

Class Book pp.44, 103 (practice); DVD; CD2 tracks 10–11; flashcards for toys; a small sponge ball

Warmer

- Play *Hit the card* using the toys flashcards. (See the *How To Do It* section on page 25.)

1 Listen. Where's the story? ▶ 2:10

- Tell pupils that they are going to listen to another story about the little people.
- Ask them to open out the Bridge Town map at the front of the book and tell them that they are going to listen to some sounds and try to guess where the story takes place.
- Play the track for pupils to listen and look at the map and point to the story location.

Transcript

Raindrops on window pane, children's voices, muffled sounds of people in bookshop below, people shaking rain off umbrellas, bookshop door opening and closing.

- Ask pupils what they heard and where the story takes place (in Will's bedroom in the flat above the bookshop). Ask *What's the weather like? (It's rainy.)*
- To give context to the sound effects, ask pupils what they think the little people are doing in Will's bedroom and what toys they may be playing with. Take all suggestions.

Story preparation

- Open Class Books at page 44. Point to each picture and ask pupils to say who they can see and what they think is happening. Tell pupils not to worry about reading the words, but to try to work out the story from the pictures.

2 Now watch or listen and read. ▶ DVD ▶ 2:11

- Play the story on the DVD, or play the story on the CD with pupils following in their Class Books.
- Pause after frame 1 and ask who is in Will's bedroom (Will and Russ). Pause after frame 3 and ask why Will is unhappy (because his tablet battery is flat).
- Play the story to the end.

Transcript

1 Russ: I'm bored. Have you got cards?

Will: No.

2 Russ: Have you got a game?

Will: No, I've got a tablet.

3 Russ: Oh! Send a message to Rowan!

Will: OK! Oh, no!

4 Russ: I've got an idea! Hey, Dickin!

5 Rowan: Look, Poppy! A message!

6 Rowan: Hi! I've got a game!

Russ: Let's play!

- Play the story again. Pause at regular intervals and ask questions to check understanding. For example, ask how Russ is feeling (bored). Teach the word *bored*. What does Russ want Will to do on his tablet? (Send a message to Rowan.) What's Russ's idea? (To give Dickin a message for Rowan.) Why is Russ happy at the end? (Because Rowan has a game they can play.)

TPR activity (optional)

- Divide the class into six groups, and allocate each group a story frame from 1 to 6.
- Play the track and tell the groups to jump up when they hear the part of the dialogue corresponding to their frame.

Class theatre ▶ 2:11

- Divide the class into groups of five and assign each pupil a character.

TIP Poppy and Dickin don't have speaking parts so you could assign less confident pupils these roles.

- Help pupils to act out the story in groups, following the procedure described in the *How To Do It* section.

1 Read, choose and write. Then say. WB p.103

- Point to the pictures and ask pupils which story frame picture 1 is from (frame 1). Read out the question for the pupils to follow. Repeat with the rest of the pictures.
- Pupils work individually to finish the sentences with the words from the word pool.
- Divide the class into pairs to read out the sentences and then use the pictures to retell the story in their own words.

ANSWERS

2 No, I've got a tablet. **3** I've got an idea!

4 I've got a game!

2 Can you remember? What colour is the tablet in the story? Colour and check. WB p.103

- Tell the pupils to close their books. Ask *What toys are there in the story? (A tablet and a game.) What colour is the tablet?* Take all suggestions.
- Pupils colour the tablet the colour they think it is.
- Pupils compare with a partner before looking back at the story on page 44 to check (the tablet is grey).

Lesson 4 p. 45

Objectives

- Introduce *have got* for possession
- Match phrases and pictures from the story
- Understand, discuss and create a story about being resourceful

Language

- Active:** story language from Lesson 3; *I've got an idea!*
- Passive:** *resourceful, Who's got an idea? What has Russ got?*

Materials

- Class Book p.45; flashcards for colours, numbers and toys; poster paper

Warmer

- Divide the class into four teams.
- On the board stick a number, colour and toy flashcard and underneath draw a row of toys to match the information on the flashcards, e.g. five red drums. Ask the first team to give a description of the items on the board, including the number, colour and toy word (*Five red drums*). Point to the flashcards to help them say the words in the correct order. If the team replies correctly, give them a point.
- Repeat with different flashcards and teams.
- The team with the most points wins.

1 Look and number. Then read and match.

- Open Class Books at page 45. Point to the first picture (Rowan with the game) and ask pupils to look at the story on page 44 and find the frame where Rowan has the game (frame 6). Repeat with the other three pictures.

TIP Make sure pupils understand that the pictures in activity 1 are sometimes seen from a different perspective than in the story frames.

- Divide the class into pairs to complete the activity in their books, numbering the pictures with the frame numbers from the story.
- Read out the speech bubbles for pupils to follow.
- Pupils draw lines to match the speech bubbles with the pictures. Tell them to look back at the story to help them.

ANSWERS

Top left: frame 6 – I've got a game.

Top right: frame 5 – Have you got a game?

Bottom left: frame 4 – Hey, Dickin.

Bottom right: frame 3 – OK! Oh no!

2 Who's got an idea? Look and tick (✓)

- Ask pupils to look back at the story on page 44. Point to frame 2 and ask *What has Will got? (A tablet.)* Point to frame 6 and ask *What has Rowan got? (A game.)* Point to frame 4 and ask *What has Russ got? (An idea.)*

TIP Tell the pupils to look at Russ's speech bubble to help them.

- Ask pupils to look at activity 2 on page 45. Read out the question *Who's got an idea?* Ask pupils who has a good idea in the story (Russ). Tell pupils to tick the picture of Russ. Ask what Russ's idea is (to send a message to Rowan and Poppy using Dickin as a carrier pigeon).

3 Talk about being resourceful.

- Ask pupils what Russ's problem in the story was and what his idea was (He is bored and wants to play a game. He gives a message to Dickin to give to Rowan).
- Ask pupils what it means to be 'resourceful' and who in the story is resourceful, and why. (Russ because when they couldn't send a message on the tablet he used Dickin.) Ask pupils in what ways they could be resourceful and in what situations, for example if they had no toys in the playground they could use a pencil case to throw and catch, or if it was raining and they didn't have an umbrella they could use a plastic bag.
- To personalize the value, ask pupils if they each think they are a resourceful person and if they have lots of ideas. Ask if anyone has done something resourceful for them or helped them with their ideas. What was it? How did it make them feel? Did it resolve a problem?

CITIZENSHIP Point out to pupils that it's OK to be bored at times as it is a normal part of life and that relying too much on electronic devices for entertainment and to relieve boredom could stop them being resourceful and creative.

Class project

- Tell pupils they are going to write a new ending for the story and rewrite the story from frame 4 to frame 6.
- Divide the class into groups of four. Give each group a piece of poster paper and show them how to fold it into four, and open it out so they have four squares, of which they will just fill out the last three.
- Tell them to talk together in groups and be resourceful to solve the problem from the story, i.e. Russ is bored, he and Will haven't got any games and the tablet doesn't work.
- Monitor the groups and ask them questions about their ideas and offer suggestions where necessary.
- Once they have their ideas, tell them to draw frames 4, 5 and 6 to represent their story.
- Ask them to include two speech bubbles in their story, one saying *I've got an idea!* and the other saying *I've got a ...*
- The groups then take turns to present their story endings to the class. You could play the first three frames of the story on the CD and then the groups continue.
- The class listen to the stories and at the end say who is being resourceful and how.
- Stick pupils' stories on the wall under the heading *Being resourceful*.

Lesson 5 p. 46

Objectives

Use *I've got* to describe possession

Write the toy words

Language

Active: *I've got a (robot).*

Passive: *What is it? What are they? What toy is it? What has he/she got?*

Materials

Class Book p.46; CD2 track 12; flashcards for toys

Warmer

- Divide the class into two teams. Ask a pupil from each team to come to the board. Whisper a toy and tell the pupils to draw it on the board for their team to guess. If the pupils need more support show them the flashcard of the toy.
- The first team to guess the toy wins a point.
- Repeat with different toys and pupils.

Flashcard game (optional)

- Ask eight pupils to come to the front of the class. Hand each pupil a toy flashcard and tell them to hold the flashcards facing them.
- Ask one of the pupils (*Chiara*), *have you got (a drum)?* The pupil answers *Yes* or *No* and shows the flashcard.
- Repeat with other groups of eight pupils.

TIP Encourage more confident pupils to answer *Yes, I've got (Lego) or No, I've got (a game)*. Allow other members of the class to ask the question *Have you got ...?* if they wish to.

1 Listen and number. Then say. 2-12

- Point to the pictures and ask *What is it?* (For the cards, ask *What are they?*)
- Play the first line on the track and ask *What toy is it?* (*A paint box.*) Show the number 1 in the box by the paint box.
- Play the rest of the track, pausing after each sentence to give pupils time to find and number the pictures.
- To check as a class, ask different pupils to point to a picture and say the toy.

Transcript

- 1 I've got a paint box.
- 2 I've got a robot.
- 3 I've got a game.
- 4 I've got a doll.
- 5 I've got cards.
- 6 I've got a drum.
- 7 I've got Lego.
- 8 I've got a tablet.

ANSWERS

Top row: 4, 5, 1, 8 Bottom row: 2, 7, 3, 6

- Play the track again, pausing after each sentence for pupils to repeat.

- Divide the class into pairs. Tell them to take turns to point to a picture and say *I've got a (doll)*.
- Monitor pupils as they work and make sure they are not including the article *a* when they are saying *I've got cards/Lego*. If you think it necessary, explain that *a* is only included if you are talking about one single item.

Differentiation

- Below level: Put the toy flashcards face up in front of the group, pick up one and say *I've got (a doll)* and put it in front of you. Pupils take it in turns to pick up a flashcard, say the sentence and put the flashcard in front of them. The group then repeat the procedure independently.
- Above level: Extend the activity by asking the group to put their classroom things, for example pens and pencils, in a pile on the desk. Pupils take turns to pick up an object and say *I've got a (rubber)*. The group decides if the sentence is correct. If it is, the pupil holds on to the item, if it isn't, he or she puts it back on the desk.

2 Look and write. Then say.

- Focus pupils' attention on the picture of Poppy and ask, *What has she got? (A robot.)* Repeat the procedure for all the pictures (for Russ ask *What has he got?*).
- Focus pupils' attention on the word pool and read out the words for them to follow in their books.
- Pupils work independently to complete the sentences with the name for the correct toy.
- Monitor pupils as they work, helping where necessary.
- Divide the class into pairs to take turns to point to a toy for a partner to say *I've got a (robot)*.

ANSWERS

Clockwise: I've got a robot; I've got cards; I've got a paint box; I've got a game.

Miming activity (optional)

- Say *I've got ...* and then mime playing with a toy, for example mime playing with a doll. Ask] pupils to say the toy and if they are correct say *Yes, I've got a doll*.
- Divide the class into groups of four to take turns to say a sentence and mime a toy for the group to guess.
- The pupil who guesses does the next mime.
- Monitor the groups while they are playing and make sure they are using the target language.

Lesson 6 p. 47

Objectives

- Ask and answer about possession
- Develop writing skills at word and phrase level
- Do a survey about toys

Language

Active: *Have you got (a game)? Yes./No.*

Passive: *survey*

Materials

Class Book pp.47, 104 (practice); CD2 tracks 13–14; flashcards for toys; Photocopy Master Unit 5 Lesson 6 (see website) – one per pupil

Warmer

- Play *Which one is missing?* using the toys flashcards. (See the *How To Do It* section on page 25.)

1 Listen and repeat. 2•13

- Hold up the *game* flashcard. Play the track.

Transcript

Poppy: Have you got a game?

Rowan: Yes.

- Play the track again for pupils to repeat.
- Elicit the question and answer.
- Put pupils in pairs. Give the *drum* flashcard to one of the pupils. Encourage the pupils to ask and answer. Repeat with different pupils and flashcards.

2 Look, write and circle.

- Read out the example sentence for pupils to follow in their books and ask them if they can see cards in the picture. Show them the *Yes* circled.
- Pupils work individually to read and complete the questions, using the correct words from the word pool, and then circle the correct answer.
- To check as a class, ask pupils to ask and answer the questions.

ANSWERS

2 Have you got a paint box? Yes 3 Have you got a doll?
No 4 Have you got a robot? No

Differentiation

- Below level: Read out the full questions (inserting the toy word) for pupils to follow and then ask them if they see the toy in the picture. Tell them to circle *Yes* or *No*. Read out the words in the word pool for pupils to write them in the correct place.

3 Listen and do the Toy Survey. 2•14

Photocopy Master Unit 5 Lesson 6

- Focus pupils' attention on the photo. Explain that the children are doing a toy survey. Tell pupils they are going to do the same to find out what toys everyone has.
- Play the track for pupils to repeat.

Transcript

Boy: Have you got a robot?

Girl: No.

- Give each pupil a copy of the toy survey template. Tell them to look at each toy and put a tick in the first column next to the toys they have got.
- Divide the class into groups of four and tell them to take turns to ask and answer each other and tick the toys their friends have in the other three columns.
- Join a group to demonstrate how to do the survey.

TIP Draw the survey table on the board with columns for the number of groups in the class instead of friends' names and a total column.

- When the groups have finished, ask each group to tell you their results. Write the correct number of ticks for each toy in their group's column on the board.
- When you have collected all the results, count the ticks and write the total number of toys in the final column.
- Divide the class into eight groups. Give each group a piece of poster paper and assign them a toy.
- Tell them to make a poster to illustrate the survey results for their toy. They can design it in any way they like to show the results, for example a big picture of the toy and then the number.
- Stick the posters on the wall under the heading *Toy survey*.

1 Write *I've got* and match. WB p.104

- On the board write *I've got* forming the letters slowly for the pupils to copy on the number 2 writing line.
- Pupils complete the sentences and match them to the pictures.

ANSWERS

1 Russ (tablet) 2 Poppy (game)
3 Rowan (Lego) 4 Fern (drum)

2 Read and write. WB p.104

- Focus pupils' attention on the first picture and ask *Have you got Lego?* Encourage them to pretend to be the girl and say *No, I've got a paint box*. Repeat the procedure with all the pictures.
- Pupils work in pairs to complete the activity.

ANSWERS

2 Yes, I've got a robot. 3 Yes, I've got a doll.
4 No, I've got cards.

Lesson 7 Sound play p. 48

Objectives

Recognize and say the /ʌ/ sound (u)

Write words with the /ʌ/ sound

Practise the sound /ʌ/ in a tongue-twister

Language

Active: /ʌ/, drum, umbrella, sun, Mum

Materials

Class Book p.48; CD2 tracks 15–17; flashcard of Sniff; character finger puppets (optional); plain paper (optional)

Warmer

- Play *Smiley face* (see the warmer in Unit 3, Lesson 7).
- Use the words *socks, orange, doll* and *box*.
- Read the words with pupils and remind them about the /ɒ/ sound they focused on in the last *Sound play* lesson.

1 Listen and repeat with Sniff. Then colour. 🎧 2•15

TIP This 'Sound play' lesson introduces the /ʌ/ sound as an initial vowel and between two consonants.

- Stick the flashcard of Sniff on the board. Tell pupils that Sniff is going to help them recognize and practise another one of the sounds used in English words.
- Open Class Books at page 48 and focus pupils' attention on the pictures.
- Play the track and point to the pictures as pupils listen.

Transcript

Sniff: /ʌ/ /ʌ/ /ʌ/

drum – drum – drum

/ʌ/ /ʌ/ /ʌ/

umbrella – umbrella – umbrella

- Demonstrate how to make the /ʌ/ sound for pupils to copy you and make the sound. Make sure they understand that they need to open their mouths quite wide with their tongue in the middle of their mouth and make the /ʌ/ sound at the back of their throat.
- Play the track again, pausing after each line for pupils to repeat chorally and individually. Ask pupils if they hear the /ʌ/ sound at the beginning or in the middle of *drum* and *umbrella*.
- Ask pupils to colour the letter *u*.

2 Listen, point and say. 🎧 2•16

- Point to the pictures and elicit the words *mum, drum, sun* and *umbrella*.
- Play the track for pupils to point to the pictures as they hear the words.

Transcript

sun – Mum – umbrella – drum

TIP Hold up your book and point to the pictures as pupils listen.

- Play the track again for pupils to repeat the words chorally and individually.

- Ask pupils if they hear the /ʌ/ sound at the beginning or in the middle of each word.
- Divide the class into pairs to take turns pointing to a picture for their partner to say the word.
- Monitor pupils as they work, helping with pronunciation and checking they are making the /ʌ/ sound correctly.

3 Write, draw and say.

- On the board write *dr_m* and ask pupils what letter is missing (*u*). Demonstrate how to write *u*, putting a dot to show where to start and an arrow to show the direction of the stroke.
- Pupils work individually to write the missing letter and draw a picture for each word.
- Ask pupils to work in pairs, taking turns to say the words to a partner.

4 Listen and say. 🎧 2•17

- Ask pupils to look at the illustration for the tongue-twister and tell you what they can see.
- Play the tongue-twister for pupils to repeat chorally and individually. Repeat three times.

Transcript

Mum in the sun with an umbrella and a drum.

- Divide the class into groups of four and ask them to practise saying the sentence as fast as they can.
- Monitor the groups as they work, helping with pronunciation by saying the sentence for them to repeat.
- Ask each group to say the sentence as fast as they can for a class competition.
- Listen to each group and appoint a winner to repeat the sentence a final time.

Optional activity

- Pupils can use their finger puppets and take it in turns in their groups of four to say the tongue-twister again in the voice of their chosen character.

Extension activity

- Give pupils a piece of paper and ask them to draw a big *u* in the middle.
- Then they draw and colour the words with *u*.
- They then write the words under the pictures and underline the *u* in each word.

Lesson 8 Round up p. 49

Objectives

Review learning progress with the language of Unit 5
Make a tablet

Language

Revision of vocabulary and structures from Unit 5

Materials

Class Book pp.49, 115 (Picture dictionary); Unit 5 stickers; CD2 track 18; Unit 5 flashcards; tablet template (Teacher's Book pp.148) – one per pupil; a completed tablet (prepared by the teacher); Book Club membership cards; scissors; glue

Revision

- Divide the class into pairs. Say different words and phrases from Unit 5 and tell pupils to look through their Class Book and point to the correct picture, for example *Poppy with a robot*, *Dickin*, the question 'Have you got a game?' *Sniff with cards*, *Mum in the sun*.
- Give pupils two minutes to look through the unit and tell you some of the other things they have learned. Tell them to think about the vocabulary, the story value (being resourceful), the sound (/ʌ/), and the language (*Have you got a doll? Yes./No, I've got a ...*).
- Put pupils in pairs and ask them to look at the photos on page 46. Tell them to take it in turns asking *Have you got a (robot)? / Have you got (cards/Lego)?* for their partner to answer *Yes/No* about whether they have that toy at home.

1 Listen and stick. Then say. 2•18

- Distribute the Unit 5 stickers and ask pupils to place them on their desks. Ask them to say which toys there are.
- Draw their attention to the picture of Poppy and Rowan with the toy box and tell them they are going to listen and place each toy sticker in the correct place in the picture.
- Play the track for pupils to first hold up their sheets and point to each toy they hear.
- Play the track again, pausing to give pupils time to stick the stickers on.
- Ask pupils to check their answers with a partner before you play the track a final time to check.

Transcript

1 **Poppy:** I've got Lego.

2 **Poppy:** I've got a paint box.

3 **Poppy:** I've got cards.

4 **Poppy:** I've got a tablet.

5 **Rowan:** I've got a robot.

6 **Rowan:** I've got a doll.

7 **Rowan:** I've got a drum.

8 **Rowan:** I've got a game.

- Play the track again, pausing after each line for pupils to repeat.
- Divide the class into pairs to take turns to say *I've got a (tablet)* for their partner to point to the picture.

2 Make a tablet.

Teacher's Book p.148

TIP Prepare your own tablet before the lesson.

- Point to the picture in activity 2 and ask pupils to describe what they can see.
- Tell pupils they are going to make a tablet like the one in the photo to take home to show their own family and friends. Show them your completed tablet.
- Give each pupil a copy of the template and hand out scissors and glue.
- Point to the toy app symbols at the top of the page to elicit the words.
- Tell pupils to colour and cut out the seven toy app cards. Tell them to draw and colour their own two toy apps in the blank squares (e.g. they can choose popular children's games they have or seen on real tablets).
- Monitor pupils as they work, pointing to the toys and colours for them to say the words and the colour.
- Pupils then cut out the tablet.
- Tell pupils to choose which toy apps they want 'to install' on their tablet (up to six) and stick them on the tablet.
- Pupils decorate their tablet as they like.
- Pair yourself up with a pupil and ask them *Have you got (a robot)?* Encourage the pupil to look at their tablet and say *Yes* or *No*. If they say *No*, encourage them to tell you a toy they have got (*No, I've got a game*). Change roles with the pupil.

TIP Make sure pupils are remembering to omit the indefinite article *a* when asking about cards or Lego, i.e. *Have you got (cards/Lego)?*

- In pairs, pupils take it in turns to ask and answer about the apps on their tablets.
- Monitor pupils as they work and encourage them to use the target language.
- Remind pupils to colour book 5 on their Bridge Town Book Club membership card.

Picture dictionary

- Ask pupils to turn to page 115 and check that they have completed tracing over this unit's words.

Self-evaluation, test and assessment 3•42

- Invite pupils to reflect on what they felt about the activities in the unit. Follow the procedure described in Unit 1.
- Pupils are now ready to complete the Unit 5 Test (pp.130–131 of this Teacher's Book). Use CD3 track 42.
- Fill in the evaluation grid for each pupil (see website).

My body and face

Lesson 1 p. 50

Objectives

- Identify, say and write parts of the face and body
- Practise the words through a game of dominoes
- Listen and sing *The Body Song*

Language

Active: *hair, ears, eyes, a mouth, a nose, hands, arms, a body, legs, feet*

Passive: *What can you see? face*

Materials

Class Book pp.50, 105 (practice); CD2 tracks 19–22; flashcards for body and face (all reused from Level 1 except *hair*, which is new); Photocopy Master Unit 6 Lesson 1 (see website) (dominoes) – one per pupil; scissors

Presentation with flashcards

- Show the body and face flashcards one by one and repeat each word three times.
- Place the flashcards around the classroom and say *Point to (a nose)*.

1 Listen and point. Repeat. 2•19–2•20

- Open Class Books at page 50. Ask pupils to describe the picture. Make sure pupils know the little people are in the park. Tell the class to listen and point to each part of the body and face as they hear the word. Play track 19.

Transcript

hair – ears – eyes – a mouth – a nose – hands – arms – a body – legs – feet

- Play track 20 for pupils to repeat the words.

2 Listen and chant. Repeat. 2•21

- Stick the flashcards on the board, in the order they are said in the chant (*ears, eyes, mouth, nose* on one row at the top, and *body, hands, arms, feet* and *legs* below). Play the chant, pointing to the relevant body/face flashcard as it is said (or pointing to the items on your own face and body). Point to your face and make a circle shape around it to indicate the meaning of *face* as it is said in the chant.
- Play the chant again, pausing after each line for pupils to repeat. Repeat twice.

Transcript

Look at my face! Look at my face!
Ears, eyes, mouth and nose.
Ears, eyes, mouth and nose.
Look at my body! Look at my body!
Hands, arms, feet and legs!
Hands, arms, feet and legs!
(Repeat)

3 Talk about people.

- Have a class discussion about people. For example, ask the following questions: What makes us different to one another? What makes us similar? Are we all the same? Are we all different? What does your best friend look like? Has everyone in your family got (blue eyes)?

4 Play *Body Dominoes*.

Photocopy Master Unit 6 Lesson 1

- Give each pupil a copy of the dominoes template and ask pupils to cut out the dominoes to colour.
- Tell pupils to put the dominoes face up on the desk in front of them. Read out the body and face words for pupils to hold up the domino with that word written on it.
- Divide the class into pairs and tell them to put their dominoes together and lay them face down in a loose pile on their desks. They should turn over one domino to start the game.
- Pupils then take turns to turn over a domino and try to match the pictures to the words. As they turn them over they name the picture and read the word on the domino. If they match two dominoes they take another turn. If they don't match they return the domino to the pile.

TIP Keep the dominoes safe as pupils will need them again in Lesson 4.

5 Sing *The Body Song*. 2•22

- Divide the class into ten groups and give each group a body/face flashcard. Tell pupils to listen to the song and hold up their flashcard when they hear their word. Play track 22.
- As a class, make up some actions to go with the song, for example, pointing to the parts of the face and body. For the chorus, pupils can shake their body and then use their index finger to circle their face.
- Play the song for pupils to do the actions and join in with the singing if they can.
- Play the song again and encourage pupils to sing the verses.

Transcript

(See Class Book p. 119.)

1 Look and write. Then say. WB p. 105

- Read out the body and face words for pupils to follow.
- Point to each picture and elicit the words.
- Pupils write the words under the pictures.
- In pairs, pupils take turns pointing to the pictures for their partner to say the words.

ANSWERS

2 a nose 3 a mouth 4 eyes 5 hands 6 feet
7 hair 8 legs 9 ears 10 arms

Lesson 2 p. 51

Objectives

Write and say the body and face words

Develop word-level writing skills

Language

Active: *hair, ears, eyes, a mouth, a nose, hands, arms, a body, legs, feet*

Materials

Class Book pp.51, 115–116 (Picture dictionary); CD2 tracks 22–23; flashcards for body and face; the ten body/face words written on separate pieces of paper (prepared by the teacher); large pieces of paper the size of the pupils – one per pupil (optional)

Warmer

- Stick the ten body and face flashcards on the board.
- Take out the body and face word cards you have prepared, or quickly write the ten body and face words on separate sheets of paper.
- Divide the class into two teams and ask one pupil from each team to come to the board.
- Put a word card face up on the desk and say a word, for example *a nose*. The first pupil to stick the word card under the correct picture wins a point for their team.
- Repeat with different pupils and words.

Song revision: *The Body Song* 🎧 2•22–2•23

- Ask pupils if they can remember *The Body Song*. Ask them to do the actions (pointing to the body/face parts for the verses, and circling their face for the chorus) as you play the song (track 22).
- Play the song again for them to sing along with the actions.

TIP To help pupils remember the song lyrics, put the flashcards on the board in the order they are mentioned in the song: mouth, nose, eyes, ears, hair (in the top row) and arms, hands, legs, feet, body (in the bottom row).

- Finally, play the karaoke version (track 23) for pupils to sing. Help them to remember the words by pointing to the relevant flashcards or pointing to the relevant parts of your body and face.

1 Look and write. Then say.

- Open Class Books at page 51. Point to the parts of the body and face on Poppy, Rowan and Sniff. Ask pupils to name the parts.

TIP Say the numbers to help pupils locate the face and body parts on the picture in their books.

- Read out the words in the word pool for pupils to follow in their books.
- Ask pupils to copy the words onto the correct writing line.
- Monitor pupils as they work, checking their spelling and helping with letter formation.
- Divide the class into pairs to take it in turns to point to a body/face word for their partner to say the word.

Differentiation

- Below level: Point to the parts of the face/body in the picture (or use the flashcards) and ask pupils to point to the correct word in the word pool. Then write the word slowly for pupils to copy in their books.
- Above level: Pupils look at the picture of Sniff. Ask pupils which parts of her body are missing (nose and ears) and to draw them on Sniff.

TPR game

- Play a game of *Simon says* with the class. (See the *How To Do It* section on page 26.)
- Use instructions related to parts of the body and face, for example *Point to your (nose), Shake your legs, Put your hands up*.
- More confident pupils can take turns to lead the activity.

Picture dictionary

- Ask pupils to turn to pages 115–116 in their Class Books. They find the ten new body and face words and trace over the text.

Extension activity

- Tell the class they are going to draw around each other and create a full-length portrait.
- Divide the class into pairs and give out large pieces of paper.
- Demonstrate the activity by asking a pupil to come to the front and lie down on a large piece of paper. Draw around their head and body.
- Pupils take turns to draw around each other.
- Next they draw and colour the parts of the face and body.
- Then pupils label the parts of the body and face.
- Write the heading *My body and face* and choose a few of the pupils' pictures and stick them underneath. Allow other pupils to take them home.
- Leave the pictures on the wall for the rest of Unit 6.

Recording vocabulary (optional)

TIP See the notes on this activity in Unit 5, Lesson 2.

- Ask pupils to turn to the back of their notebooks (or to their vocabulary notebooks).
- Write the title *My body and face* on the board and ask them to copy it as a heading.
- Ask pupils to write all the body and face words under the heading, using the word pool to help them, and the translation in L1.

Lesson 3 *My turn?* p.52

Objectives

- Use sound effects to predict where a story happens
- Listen and use visual cues to understand a story
- Act out a story

Language

Active: *Have you got brown eyes? I've got blond hair.*

Passive: *My turn! It's your turn. now, no hair, in the park*

Materials

Class Book pp.52, 106 (practice); DVD; CD2 tracks 24–25; flashcards for body and face

Warmer

- Play *Little by little* using the body and face flashcards. (See the *How To Do It* section on page 23.)

1 Listen. Where's the story? 2•24

- Tell pupils that they are going to listen to another story about the little people.
- Ask them to open out the Bridge Town map at the front of the book and tell them that they are going to listen to some sounds and try to guess where the story takes place.
- Play the track for pupils to listen and point to the story location on the map.

Transcript

Sounds of a children's play park – birds chirping, leaves rustling, children's voices and laughter, creaking of swings and seesaws.

- Ask pupils what they heard and where the story takes place (in the park). Confirm the answer by pointing to the park on your copy of the map and saying *Yes, in the park.*
- To give context to the sound effects, ask pupils what they think the little people are doing in the park. Take all suggestions.

Story preparation

- Open Class Books at page 52. Point to each picture and ask pupils who they can see and what they think is happening. Tell pupils not to worry about reading the words at this stage, but to try to work out the story from the pictures.

2 Now watch or listen and read. DVD 2•25

- Play the story on the DVD, or play the story on the CD with pupils following in their Class Books.
- Pause after frame 1 and ask *Who's got brown eyes? (Will and Russ.)* Pause again after frame 6 and ask *Who's got no hair? (The robot.)*
- Play the story to the end.

Transcript

1 **Rowan:** My turn?

Poppy: No, Rowan.

2 **Fern:** Have you got brown eyes?

Russ: Yes!

Fern: It's Russ!

Russ: Yes!

3 **Rowan:** My turn now!

Poppy: No, Rowan.

4 **Sniff:** Have you got blond hair?

Fern: Yes! I've got blond hair.

Sniff: Fern!

5 **Poppy:** Come on, Rowan.

Fern: It's your turn.

6 **Rowan:** Have you got brown hair?

Robot: No hair! No hair!

7 **Rowan:** It's a robot!

- Play the story again. Pause at regular intervals and ask questions to check understanding. For example, ask why Rowan is jumping up and down in frame 1 (he's excited, he thinks it's his turn). Teach the word *turn*. Whose turn is it in the game in frame 2? (Fern's.) Why is Rowan unhappy in frame 4? (Because it's still not his turn.) What joke do the little people play on Rowan? (They choose the robot for Rowan to guess and he hasn't got any hair.)

TIP If pupils are using their Class Books, ask them to follow the words in their books the second time they hear the story.

Class theatre 2•25

- Divide the class into groups of six and assign each pupil a character: Russ, Fern, Sniff, Rowan, Poppy and the robot.
- Help pupils to act out the story in groups, following the procedure described in the *How To Do It* section.

1 Read, circle and write. Then say. WB p. 106

- Point to the pictures and ask pupils which story frame picture 1 is from (frame 2). Read out the question for pupils to follow. Repeat with the other three pictures.
- Pupils work individually to look at the pictures and circle the correct word and then write the word to complete the question or sentence.
- Divide the class into pairs to use the pictures to retell the story in their own words, saying the phrases in the speech bubbles.

ANSWERS

2 Yes! I've got blond hair. 3 Have you got brown hair?

4 It's a robot!

2 Can you remember? What colour are Rowan's trousers in the story? Colour and check. WB p. 106

- Tell pupils to close their books. Ask *What colour are Rowan's trousers in the story?* Take all suggestions but don't give the answer.
- Pupils colour Rowan's trousers the colour they think they are.
- Pupils compare with a partner before looking back at the story on page 52 to check (his trousers are green).

Lesson 4 p. 53

Objectives

- Practise *have got* for physical descriptions
- Complete written physical descriptions
- Understand and discuss the value of waiting for your turn

Language

Active: *I've got (green) eyes. I've got (blond) hair. My turn!*

Passive: *impatient, What colour are Poppy's eyes? What colour is Fern's hair?*

Materials

Class Book p.53; flashcards for body and face; domino cards from Lesson 1 or extra copies of Photocopy Master Unit 6 Lesson 1 if pupils no longer have their dominoes – one set per group of 4 (optional); plain paper (optional)

Warmer

- Play *Smiley face* with the face and body words. (See Unit 3, Lesson 7 Warmer for the procedure.)

1 Look, colour and write.

- Open Class Books at page 53. Read out the example sentence and the words in the word pool for pupils to follow.
- Focus pupils' attention on the characters and ask questions, for example *What colour are Poppy's/Rowan's eyes? What colour is Fern's/Russ's hair?* Remind pupils to look back at the pictures on page 52 as necessary.

TIP If asking about Poppy's and Rowan's hair colour, remember that in English, people are described as having *red hair*, not *orange hair*.

- Divide the class into pairs to complete the activity in their books, colouring the pictures and writing the words to complete the sentences.

ANSWERS

2 brown 3 blond 4 black

CITIZENSHIP Explain to pupils that it is nice to have variety in people's hair and eye colour and it helps us to identify people. Remind them about the value of not judging people too much on their appearance, as character and personality are more important than what you look like.

2 Who's impatient? Look and tick (✓)

- Read out the question *Who's impatient?* Teach the word *impatient*. Focus pupils' attention on the pictures and ask which story frame each picture is from (Rowan – frame 4, Russ – frame 2, robot – frame 6).
- Ask how each character is feeling. Ask why Rowan looks unhappy (because he is impatient for his turn and unhappy because he has to wait). Tell pupils to tick the person who is being impatient (Rowan).

3 Talk about waiting for your turn.

- Ask pupils to look again at frames 1 and 3 in the story and ask why Rowan says *My turn* (because he doesn't want to wait and is overexcited). How does Poppy react to him?

(She is firm and says no.) How does that make Rowan feel? (Angry and sad.)

- Ask pupils if they understand how Rowan feels and if they get excited when they are playing a game. To personalize the value, ask some of the following questions: Do you get impatient when you are playing a game? Do you find it hard to wait for your turn? Do you know anyone who doesn't like waiting? How does that make you feel? Can you think of any other situations when you have to wait for your turn? (For example, putting hands up in class to answer, queuing in a shop or waiting to take turns in the playground on the slide or swings.)

CITIZENSHIP Make sure pupils understand that waiting their turn to speak in class is very important so that everyone gets a chance to say something while others listen. Waiting to take your turn in a shop or a playground is fair while pushing in is rude and disrespectful.

Role-play (optional)

- Divide the class into groups of four and tell them they are going to play the dominoes game from Lesson 1 again. Ask pupils to get out their dominoes, or hand them out. (If pupils have lost their dominoes, allow them to quickly make some more.)
- Explain that while they are playing, each pupil takes turns to be the impatient player and say *My turn!* The rest of the group have to be firm and say *No* and name the person whose turn it is, e.g. *It's (Francisca's)*.
- Join a group and demonstrate the activity by being the impatient player first. Jump up and down saying *My turn! My turn!* and encourage the group to react to you.
- Monitor the groups as they play the game, making sure they are using the target language.
- Give them a time limit for playing and then ask how they felt when someone was impatient and how they felt when they were told to wait.

Class project (optional)

- Give pupils plain paper.
- Ask pupils to think of a situation where they have to wait for their turn. Ask them to draw a picture to illustrate the situation. (They can use frames 3 and 4 of the story as an example.)
- Stick pupils' pictures on the wall under the heading *Waiting for your turn* to create a display.
- Ask a few more confident pupils to show their pictures and present their situation to the class.
- Leave the display on the wall to remind pupils of the value of waiting for their turn.

Lesson 5 p. 54

Objectives

- Listen to identify people from descriptions
- Read and match descriptions to pictures
- Practise *I've got* for descriptions

Language

Active: *I've got (red) hair and (green) eyes.*

Passive: *Whose family is it? Who is it? Will's (grandma).*

Materials

Class Book p.54; CD2 track 26; Level 1 and 2 character flashcards; plain paper (optional)

Warmer

- Divide the class into two teams.
- Hold the Poppy flashcard behind your back and describe her, for example *I've got green eyes. Who am I?* The first team to guess correctly wins the flashcard.
- Repeat with all the character flashcards.

1 Listen and number. 2•26

- Point to the picture and ask *Whose family is it? (Will's.)* Point to the different family members' hair and eyes and ask pupils to describe them, for example *blond hair, blue eyes.*
- Play the first line on the track and ask *Who is it? (Will's grandma.)* Show the number 1 in the box by Will's grandma.
- Play the rest of the track, pausing after each line to give pupils time to find and number the family members.
- To check as a class ask pupils *Who's number (3)? (Emily.)* When pupils respond, rephrase their answers to include the possessive *s*, for example *Will's sister, Emily.* There is no need, at this point, to explain the grammar as this is passive exposure to the language.

Transcript

1 Will's grandma: I've got blond hair.

2 Will's dad: I've got black hair.

3 Emily: I've got brown hair.

4 Will's mum: I've got blue eyes.

5 Will's grandpa: I've got green eyes.

6 Will: I've got brown eyes.

- Read the descriptions under the picture for pupils to follow in their books. Ask *Who's got blond hair? (Grandma.)* Show the number 1 in the box.
- Pupils work in pairs to match the descriptions with the family members and number them.
- To check as a class, ask different pupils to say the family member and their sentence, for example *Grandma. I've got blond hair.*

ANSWERS

- Will's dad – black hair
- Emily – brown hair
- Will's mum – blue eyes
- Will's grandpa – green eyes
- Will – brown eyes

- Play the track again, pausing after each line for pupils to repeat.
- Divide the class into pairs and tell them to take turns to point to a family member, pretend to be them, and say *I've got (brown eyes).*

Differentiation

- Below level:** Instead of numbering the family members when they listen, pupils point to the people and then listen again and number.
- Above level:** Divide the class into pairs to take turns to choose a family member and say a sentence for a partner to guess who it is. The pupil who is guessing closes their book to make it more challenging.

2 Read and tick (✓). Then say.

- Focus pupils' attention on the photos of the children. Ask pupils to say what colour hair and eyes they have.
- Read out the descriptions for pupils to follow in their books.
- Pupils work independently to look at the photos and tick the correct description.
- Monitor pupils as they read the sentences and offer support where necessary.

TIP Help pupils to remember that in English, people are described as having *red hair*, not *orange hair*.

- Divide the class into pairs to take turns to point to a photo for a partner to say the correct sentence.

ANSWERS

Photo 1 – I've got red hair and green eyes.

Photo 2 – I've got brown hair and blue eyes.

Extension activity

- On the board draw a self-portrait and write a descriptive sentence underneath, for example *I've got brown hair and green eyes.*
- Give pupils plain paper and tell them to draw a self-portrait.
- Once they have finished, tell them to write a descriptive sentence using your example on the board and the sentences in activity 2 to support them. Make sure they don't write their names.
- Stick the self-portraits around the classroom like a gallery.
- Divide the class into pairs and tell them to wander around the gallery and discuss who they think each self-portrait is.
- Ask more confident pupils to stand in front of their portraits and say the sentences.

Lesson 6 p. 55

Objectives

- Ask and answer about hair and eye colour
- Practise writing at word level, describing hair and eye colour
- Play a guessing game
- Write descriptions using information in a table

Language

Active: *Have you got (brown) hair? Yes, I've got (brown) hair and (blue) eyes.*

Passive: *What colour is her hair? What colour are her eyes?*

Materials

Class Book pp.55, 107 (practice); Poppy and Rowan flashcards; CD2 track 27; flashcards for body and face; flashcards for Will, Russ, Sniff and Fern; one blindfold per group of eight pupils (optional)

Warmer

- Play *Watch my lips* using the body and face flashcards. (See the *How To Do It* section on page 24.)

1 Look and write.

- Hold up the Poppy and Rowan flashcards and let Poppy ask Rowan *Have you got red hair?* Rowan answers *Yes, I've got red hair.* Then Rowan asks Poppy *Have you got blue eyes?* for Poppy to respond *No, I've got green eyes.*
- Open Class Books at page 55 and read out the word pool and the speech bubbles for pupils to follow.
- Pupils work individually to complete the descriptions.
- To check as a class, hold up the character flashcards and elicit the questions and answers for the characters to say.
- Give the flashcards to two pupils and encourage them to ask and answer. Repeat with different pairs of pupils.

ANSWERS

- Yes, I've got brown hair and brown eyes.
- No, I've got red hair and brown eyes.
- No, I've got blond hair and blue eyes.

2 Listen and play *The Guessing Game*. 2•27

- Focus pupils' attention on the photo and ask them what they can see and what game the children are playing (the blindfold game from the story). Ask who was playing the game in the story (Poppy, Rowan, Fern, Russ and Sniff). Tell pupils they are going to play the game.
- Play the track for pupils to listen and repeat.

Transcript

Boy: Have you got green eyes?

Girl: No, I've got blue eyes and brown hair.

- Choose a confident pupil to come to the front. Ask them to sit on a chair and then blindfold them.
- Silently get another pupil to come and stand behind the chair and put their hands on the first pupil's shoulders.
- Tell the seated pupil to ask questions to guess who is behind them. Help the pupil as necessary to form questions: *Have you got (brown) hair?* The pupil behind the

chair answers *Yes* or *No*, trying to disguise their voice as much as possible. The seated pupil guesses *It's (Stefano)!*

- Divide the class into groups of eight and give each group a blindfold (or tell the pupil who is guessing to put their hands over their eyes or put their head down on the table so they cannot see who is behind them).
- They take it in turns to guess who is behind them, asking and answering.
- Monitor the groups as they play, making sure they are using the target language.

1 Read and colour. WB p. 107

- Read out the speech bubbles for pupils to follow in their books.
- Pupils work individually to read the sentences again and colour the pictures to match the descriptions.

2 Read and write. WB p. 107

- Focus pupils' attention on the three pictures and the table. Point to Emma and ask *What colour is her hair?* (*Brown.*) *What colour are her eyes?* (*Green.*)
- Read out each of the questions, encouraging pupils to answer.
- Pupils work in pairs to ask and answer the questions together before they write the answers. Encourage more able pupils to write a full sentence describing both hair and eye colour.

ANSWERS

2 No, I've got blue eyes (and blond hair).

3 Yes. I've got red hair (and brown eyes).

Differentiation

- Below level: Point to Billy and ask the question. Point to the words for Billy in the table and say *blond hair* and *blue eyes* for pupils to follow. Check their understanding by asking *Has Billy got green eyes?* (*No.*) *What colour are they?* (*Blue.*) Write the answer *No, I've got blue eyes* slowly for pupils to copy. Repeat with Sara.
- Above level: Divide the group into pairs to take turns asking and answering the questions. Pupils can then write one more question, ask a partner and write the answer.

Lesson 7 Sound play p. 56

Objectives

Recognize and say the consonant blend /tʃ/ (ch)

Write words with the /tʃ/ sound

Practise the sound /tʃ/ in a tongue-twister

Language

Active: *kitchen, chess, chair, chick*

Materials

Class Book p.56; CD2 tracks 28–30; flashcard of Sniff; character finger puppets (optional); plain paper (optional)

Warmer

- Play *Smiley face* (see the warmer in Unit 3, Lesson 7).
- Use the words *drum, umbrella, mum* and *sun*.
- Read the words with pupils and remind them about the /ʌ/ sound they focused on in the last *Sound play* lesson.

1 Listen and repeat with Sniff. Then colour. 🎧 2•28

TIP This lesson introduces the /tʃ/ sound as an initial sound and between two vowels.

- Stick the flashcard of Sniff on the board. Tell pupils that Sniff is going to help them recognize and practise another one of the sounds used in English words.
- Open Class Books at page 56 and focus pupils' attention on the pictures. Teach the word *chess* and ask if any pupils know how to play this game.
- Play the track and point to the pictures as pupils listen.

Transcript

Sniff: /tʃ/ /tʃ/ /tʃ/
kitchen – kitchen – kitchen
/tʃ/ /tʃ/ /tʃ/
chess – chess – chess

- Demonstrate how to make the /tʃ/ sound for pupils to copy you and make the sound. Make sure they understand that they need to make an O shape with their lips and then with their tongue behind their top teeth they force the air over their tongue to make the sound.
- Play the track again, pausing after each line for pupils to repeat chorally and individually. Ask pupils if they hear the /tʃ/ sound at the beginning or in the middle of *kitchen* and *chess*.
- Ask pupils to colour the consonant blend *ch*.

2 Listen, point and say. 🎧 2•29

- Point to the pictures and elicit the words *chair, kitchen, chess* and *chick*.
- Play the track for pupils to point to the pictures as they hear the words.

Transcript

chair – chess – chick – kitchen

TIP Hold up your book and point to the pictures as pupils listen.

- Play the track again for pupils to repeat the words chorally and individually.
- Ask pupils if they hear the /tʃ/ sound at the beginning or in the middle of each word.
- Divide the class into pairs to take turns pointing to a picture for their partner to say the word.
- Monitor pupils as they work, helping with pronunciation.

3 Write, draw and say.

- On the board write *__ air* and ask pupils what letters are missing (*ch*). Demonstrate how to write *ch* putting a dot to show where to start each letter and an arrow to show the direction. With the *h* show how to start with the down stroke and go back up halfway to start the curve.
- Pupils work individually to write the missing letters and draw a picture for each word.
- Ask pupils to work in pairs, taking turns to say the words to a partner.

4 Listen and say. 🎧 2•30

- Ask pupils to look at the illustration for the tongue-twister and tell you what they can see.
- Play the tongue-twister for pupils to repeat chorally and individually. Repeat three times.

Transcript

Six chicks on a chair playing chess.

- Divide the class into groups of four and ask them to practise saying the sentence as fast as they can.
- Monitor the groups as they work, helping with pronunciation by saying the sentence for them to repeat.
- Ask each group to say the sentence as fast as they can for a class competition.
- Listen to each group and appoint a winner to repeat the sentence a final time.

Optional activity

- Pupils can use their finger puppets and take it in turns in their groups of four to say the tongue-twister again in the voice of their chosen character.

Extension activity

- Give pupils a piece of paper and ask them to draw a big *ch* in the middle.
- Tell them to draw and colour the words with *ch*.
- They then write the words under the pictures and underline the *ch*.

Lesson 8 Round up p. 57

Objectives

Review learning progress with the language of Unit 6
Make a body book

Language

Revision of vocabulary and structures from Unit 6

Materials

Class Book pp.57, 115–116 (Picture dictionary); Unit 6 stickers; CD2 track 31; Unit 6 flashcards; plain paper – two pieces per pupil; coloured card – one piece per pupil; a completed body book (prepared by the teacher); Book Club membership cards; scissors; glue; ribbon or string; hole punch

Revision

- Give pupils two minutes to look through the unit and tell you some of the things they have learned. Tell them to think about the vocabulary, the story value (waiting for your turn), the sound (/tʃ/), and the language (*Have you got blond hair/blue eyes?*).
- Put pupils in pairs and ask them to look at the picture of Will's family on page 54. Tell them to take it in turns to pretend to be a family member for their partner to ask *Have you got (blond hair)?* to guess the person.

1 Listen and colour the eyes. Then stick and say. 2•31

- Distribute the Unit 6 stickers and ask pupils to place them on their desks. Say *Poppy's hair, Russ's hair and hat, Fern's hair* and *Rowan's hair* for pupils to hold up their sheets and point to the correct sticker.
- Draw their attention to the picture of the little people and explain that their eyes are not coloured and they first have to listen and colour their eyes.
- Play the track for pupils to point to the little people as they hear them speak.
- Play the track again, pausing to give pupils time to colour the characters' eyes.

Transcript

Poppy: I've got green eyes and red hair.

Russ: I've got brown eyes and black hair.

Fern: I've got blue eyes and blond hair.

Rowan: I've got brown eyes and red hair.

- Tell pupils that they are going to listen again and stick on the hair stickers.
- Play the track again, pausing after each line for pupils to stick the hair stickers on the correct character.
- Divide the class into pairs to take turns to point to a little person for their partner to say, for example, *I'm Poppy. I've got green eyes and red hair.*

2 Make a body book.

TIP Prepare your own body book before the lesson.

- Point to the photo in activity 2 and ask pupils to describe what they can see.

- Tell pupils they are going to make a body book like the one in the photo to take home to show their own family and friends. Show them your completed body book.
- Give each pupil a piece of card and ask them to draw around their hand and cut it out. This is the cover of their body book and the template for the other pages. Tell them to write *My body book* on it and their name.
- Give pupils two pieces of plain paper and tell them to cut them in half so they have four pieces of paper. Hand out scissors.
- Show pupils how to use their card hand to trace around to make hand shapes on the four pieces of paper. They then cut out these hands.
- Pupils choose three body parts (from *hands, arms, a body, legs or feet*) and draw, colour and label one on each of the first three pages.

TIP Tell pupils to look back at page 50 to help them spell the words.

- On the last page tell them to draw their face and colour in their hair and eyes and label all the face parts.
- Show them how to punch a hole through the pages and tie them together with a piece of string or ribbon.
- In pairs, pupils take it in turns to present their body books to a partner, saying the names of the parts of the body and then describing themselves on the last page, *I've got (brown) hair and (blue) eyes.*
- Monitor pupils as they work and encourage them to use the target language.
- Remind pupils to colour book 6 on their Bridge Town Book Club membership card.

Picture dictionary

- Ask the pupils to turn to pages 115–116 and check that they have completed tracing over this unit's words.

Self-evaluation, test and assessment 3•43

- Invite pupils to reflect on what they felt about the activities in the unit. Follow the procedure described in Unit 1.
- Pupils are now ready to complete the Unit 6 Test and Units 5–6 Speaking Test (pp.132–134) of this Teacher's Book. Use CD3 track 43.
- Fill in the evaluation grid for each pupil (see website).

TIP You may now like to do the CLIL unit on portraits. See pp. 80–81 in the Class Book.

TIP You may now like to do the Culture unit *Holidays and me!* See pp. 86–87 in the Class Book.

Summer opener pp. 58–59

Objectives

Listen, identify and say the summer words

Listen and sing *The Summer Song*

Make a dragonfly clip

Language

Active: *It's summer. It's hot and sunny. a dragonfly, lemonade, sunglasses, a strawberry, bees, swans, a swing, an ice lolly, an ice cream, a butterfly*

Passive: *The sun is shining down. Who wants lemonade?*

Materials

Class Book pp.58–59, 116 (Picture dictionary); summer poster (optional); DVD (see website for script); CD2 tracks 32–35; a template of dragonfly wings (prepared by the teacher – see below); a completed dragonfly clip (prepared by the teacher); scissors; glue (for wood/plastic); wooden or plastic clothes pegs

1 Watch the video. DVD

- Play the DVD and introduce the concept of summer. Play the DVD again and talk about summer words.

Introduction with the summer poster (optional)

- Use the poster to start a discussion and to review the features of summer from Level 1. Ask *What season is it? (Summer.)* Help the class to remember the summer words from Level 1 (*swans, bees, a butterfly, a swing, an ice lolly, an ice-cream*) and the phrase *It's sunny*. Ask some pupils to come and point out these things on the poster.

2 Talk about summer in Bridge Town.

- Open Class Books at pages 58–59. Ask what season it is and how we know (*It's summer. It's sunny. There are flowers and insects*). Point to the scene and say *It's hot and sunny* for pupils to repeat.
- Ask what the little people and their friends are doing (playing and enjoying themselves in the sunshine). Ask pupils what they themselves do, see and eat in summer.
- Ask pupils to look back at the autumn, winter and spring spreads and notice the differences between the seasons. Tell them to think about the different clothes people wear, the different activities people do and say how the weather and nature changes between the seasons.
- Teach the new summer vocabulary by pointing to the scene and saying *Look! A dragonfly, lemonade, sunglasses, a strawberry.*

3 Find and tick (✓). Then say.

- Focus pupils' attention on the summer words from Level 1 and read them out.
- Divide the class into pairs to find the things in the picture and tick the boxes. Pupils then take turns to point to the items in the picture for their partner to say the words.

4 Listen and point. Repeat. 2•32–2•33

- Play track 32 for pupils to point to the pictures of the new words in their books.

Transcript

It's summer in Bridge Town! It's hot and sunny. Point to the dragonfly. Point to the lemonade. Point to the sunglasses. Point to the strawberry.

- Play track 33 for pupils to repeat the words.

Transcript

a dragonfly – lemonade – sunglasses – a strawberry

5 Sing *The Summer Song*. 2•34–2•35

- Tell pupils they are going to sing a song about summer. Mime having the sun beat down on you and ask *What's the weather like? (It's hot and sunny.)*
- Play the song for pupils to listen and point to the summer items in the picture.
- Tell pupils to imagine they are in Bridge Town on a hot, summer day. Play the song for them to stand up and do actions.
- Play the track again for pupils to do the actions and join in with any other words if they can.

Transcript

(See Class Book p. 120.)

6 Make a dragonfly clip.

TIP Prepare a dragonfly wings template before the class and photocopy it so that each pupil has one each. The template needs four long thin wings (each wing should be about 7cm long), joined to a central strip (where, attached to the clothes peg, it which will form the dragonfly's body).

- Tell the class that they are going to make a dragonfly clip and show them your example.
- Give each pupil a dragonfly template and tell them to cut out the wings. Pupils colour and decorate the wings.
- Give each pupil a clothes peg and help them to stick the wings onto the peg with glue. If you give them wooden pegs, they can decorate them using felt tip pens. If they are plastic, make sure there are a variety of colours.
- Peg the dragonflies up around the classroom.

Picture dictionary

- Ask pupils to turn to page 116 in their Class Books. They find the four new summer words and trace over the text.

Lesson 1 p. 60**Objectives**

Identify, say and write the names of food

Play 'Tic Tac Toe' with food vocabulary

Listen and sing *The I Love Food Song*

Language

Active: *carrots, cheese, water, crisps, cakes, sandwiches, grapes, orange juice*

Passive: *It's picnic time! I love (sandwiches). Would you like some? Yes, please! In my tummy. Yummy!*

Materials

Class Book pp.60, 108 (practice); CD2 tracks 36–39; Poppy and Rowan flashcards; flashcards for food; Photocopy Master Unit 7 Lesson 1 (see website) – one per pupil (optional); scissors

Presentation with flashcards

- Use the Poppy and Rowan flashcards to present the food vocabulary. Hold the *cheese* flashcard for Poppy to ask Rowan *What's this?* and for Rowan to reply *It's cheese. Say cheese* for pupils to repeat. Repeat the procedure for all the food items.
- Place the flashcards around the classroom. Say *Point to the (cheese)*.

1 Listen and point. Repeat.  2•36–2•37

- Open Class Books at page 60. Ask pupils to describe the picture. Play track 36 for pupils to point to the food items in their Class Books.

Transcript

carrots – cheese – water – crisps – cakes – sandwiches – grapes – orange juice

- Play track 37 for pupils to repeat the words.

2 Listen and chant.  2•38

- Play the chant for pupils to listen and point to the food items in the picture. Teach the word *picnic*.
- Play the chant again, pausing for pupils to repeat.
- Divide the class into two groups for one group to say *It's picnic time!* and the other group to say the lines listing the food and drink items. Swap roles and repeat.

Transcript

Sandwiches and cakes
Orange juice and grapes
It's picnic time! It's picnic time!
Carrots and cheese
Crisps and water, please!
It's picnic time! It's picnic time!
(Repeat)

3 Talk about food.

- Ask pupils what their favourite food is and what food they don't like. Ask what sort of food they eat in the summer. Is it different to the food they eat in the winter?
- Ask pupils if they have ever been on a picnic and what they ate.
- Divide the class into pairs and tell them to imagine they are going on a picnic. Tell the pairs to discuss what food they would take with them.
- Ask a few pairs to share their picnic ideas.

4 Play The Food Game.

Photocopy Master Unit 7 Lesson 1

- Give each pupil a copy of the Photocopy Master and hand out scissors.
- Point to the food discs at the bottom of the page and elicit the words. Tell pupils to colour and cut out the discs.
- Tell pupils to choose small school objects (such as rubbers and pencil sharpeners) as their counters to hold down the discs.
- Pupils take turns to choose a square on the chart and a food disc. They say the name of the food as they put it on their chosen square and then put their counter on the disc.
- Explain that the first person to have three of their discs in a row is the winner. They then play again.

5 Sing The I Love Food Song.  2•39

- Place the food flashcards around the classroom.
- Play the song for pupils to point to the flashcards as they hear the food words. Teach the word *Yummy*.
- Make up some actions for the song, for example rubbing your tummy, making a heart shape with your hands and miming eating different foods.
- Play the song again. Encourage pupils to join in with the words, especially *Yum, yum, yummy!*, and do the actions.

Transcript

(See Class Book p.120.)

1 Match and write. WB p. 108

- Ask pupils to look at the pictures. Elicit the word for each food and drink picture and then read out the words in the central column for pupils to follow.
- Tell pupils to match the pictures and the words.

ANSWERS

2 carrots 3 water 4 grapes 5 cheese
6 sandwiches 7 orange juice 8 crisps

Lesson 2 p. 61

Objectives

Read the food words and match with pictures

Write the names of the foods

Language

Active: *carrots, cheese, water, crisps, cakes, sandwiches, grapes, orange juice*

Passive: *What's number one?*

Materials

Class Book pp.61, 116 (Picture dictionary); CD2 tracks 39–40; flashcards for food; plain paper (optional)

Warmer

- Stick the food flashcards on the board. Point to each flashcard and ask the class *What is it?*
- Turn each flashcard over.
- When the flashcards are all turned over, ask again to see if pupils can remember the food and which flashcard is which.

1 Look and write.

- Open Class Books at page 61. Ask pupils to describe the picture.
- Point to the food items in the picture one by one to elicit the words.
- Say a number for pupils to say the food word, for example *What's number four? (Grapes.)*
- Divide the class into pairs to take turns saying a number for their partner to say the word.
- Read out the words in the word pool for pupils to follow in their books.

TIP Tell pupils to run a finger under the words as they listen.

- Pupils write the food words on the corresponding numbered lines.
- Monitor their work, helping with letter formation.
- To check as a class, stick the flashcards on the board and ask different pupils to come to the board and write the word next to the flashcard.

ANSWERS

2 water 3 carrots 4 grapes 5 cakes 6 cheese
7 orange juice

Differentiation

- Below level: For those pupils who are not confident readers, put the food flashcards face up in front of them. On separate pieces of paper write the eight food words. Ask pupils to match the word and the flashcard. Pupils then copy the words onto the correct numbered line.
- Above level (and fast finishers): Ask if they can tell you which food is missing (*sandwiches*). Tell pupils to write the word under the picture of Dad holding a plate of sandwiches at the bottom of the page.

Song revision: *The I Love Food Song* 2•39–2•40

- Ask pupils if they can remember *The I Love Food Song*. Ask them to do the actions as you play the song (track 39).
- Play the song again for them to sing along with the actions.
- Finally, play the karaoke version (track 40) for pupils to sing. Help them to remember the foods by holding up the relevant flashcards before they are said in the song.
- Repeat the song again until the class are confident and still enjoying singing and doing the actions.

Picture dictionary

- Ask pupils to turn to page 116 in their Class Books. They find the eight new words and trace over the text.

Extension activity

- Give each pupil a piece of plain paper.
- Tell pupils to choose a food and draw it at the top of the piece of paper.
- Tell them to fold over the paper from the top to hide the picture.
- Tell pupils to pass their paper to the pupil next to them. Tell them not to look under the fold at the picture but to guess what food the previous pupil drew and write the word. They can copy the word from activity 1 in their Class Books.
- Tell them to fold over the paper again to hide the word and pass the paper to the next pupil. Again, tell them not to look under the fold and to draw another picture of food, fold and pass on for the next pupil to guess the food and write the word.
- Repeat the procedure five times so there are five words and pictures on each piece of paper.
- After the fifth round, tell pupils to unfold the paper they have and check the pictures and words. They tick the words which match the pictures and cross out the words which are not correct and write the correct word.

Recording vocabulary (optional)

TIP See the notes on this activity in Unit 5, Lesson 2.

- Ask pupils to turn to the back of their notebooks (or to their vocabulary notebooks).
- Write the title *Food* on the board and ask them to copy it as a heading.
- Ask pupils to write all the food words under the heading, using the word pool to help them, and the translation in L1.
- Monitor pupils as they work, checking they are spelling the words correctly and helping them to form the letters correctly.

Lesson 3 *I like cakes!* p. 62

Objectives

- Use sound effects to predict where a story happens
- Listen and use visual cues to understand a story
- Act out a story

Language

Active: *I don't like sandwiches. I like cakes.*

Passive: *Will's cakes. What doesn't Emily like?*

Materials

Class Book pp.62, 109 (practice); DVD; CD2 tracks 41–42; plain paper

Warmer

- Ask pupils to choose a food. Give each pupil a piece of paper and ask them to write the food on the paper, large enough for you to see. Any pupils who have difficulties writing the words can draw the food.
- Tell pupils to hold up their words, facing you. Say a word for pupils to listen and if they hear their word they stand up, if they hear it again, they sit down. Start slowly and then increase the pace.

1 Listen. Where's the story? 2:41

- Tell pupils that they are going to listen to another story about the little people.
- Ask them to open out the Bridge Town map at the front of the book and tell them that they are going to listen to some sounds and try to guess where the story takes place.
- Play the track for pupils to listen and look at the map and point to the story location.

Transcript

Sounds of a busy outdoor cafe, birds chirping, people chatting, cutlery against plates, glasses clinking, etc.

- Ask pupils what they heard and where the story takes place (at the barge cafe). Confirm their answers, pointing to the location on your map and saying *Yes, at the barge cafe.*
- Ask pupils what they think the little people are doing at the cafe. Take all suggestions but don't say if they are correct.

Story preparation

- Open Class Books at page 62. Point to each picture and ask pupils who they can see and what they think is happening. Tell pupils not to worry about reading the words at this stage, but to try to work out the story from the pictures.

2 Now watch or listen and read. DVD 2:42

- Play the story on the DVD, or play the story on the CD with pupils following in their Class Books.
- Pause after frame 1 and ask *Who is the girl?* (Emily, Will's sister.) Pause again after frame 2 to ask who the cakes are for (Will). Pause again after frame 3 and ask what the little people see Emily doing (eating Will's cakes).
- Play the story to the end.

Transcript

1 Emily: I don't like sandwiches.

2 Waiter: Will's cakes.

Emily: I like cakes!

3 Poppy: Oh, no!

Russ: Quick!

4 Russ: Come on!

5 Will: Ah, sandwiches! I like sandwiches.

6 Poppy: Psst! Will!

7 Will: And I like cakes. Thanks!

- Play the story again. Pause at regular intervals and ask questions to ensure understanding. For example, ask why Emily is grumpy (because she doesn't like sandwiches). Why does Poppy say *Oh no!*? (Because she sees Emily take one of Will's cakes.) What do the little people do? (Poppy uses the rope to land on the table and take the other cake.) Show a thumbs up gesture and ask why Will does this gesture (to show the little people he sees them and to say thank you).

TIP If pupils are using their Class Books, ask them to follow the words in their books the second time they hear the story.

Class theatre 2:42

- Divide the class into groups of six and assign each pupil a character: Emily, Waiter, Will, Poppy, Rowan and Russ.
- Help pupils to act out the story in groups, following the procedure described in the *How To Do It* section.

1 Read, choose and write. Then say. WB p. 109

- Point to frame 1 and ask *What doesn't Emily like?* Explain the meaning of your question and elicit the answer (*Sandwiches*). Tell pupils to find the word *sandwiches* in the word pool and write it to complete the sentence.
- Pupils complete the rest of the activity individually.
- In pairs, pupils take turns to point to a frame and read out the line.

ANSWERS

1 I don't like sandwiches. **2** Will's cakes.

3 Ah, sandwiches! I like sandwiches. **4** And I like cakes! Thanks!

2 Can you remember? What colour are the cakes in the story? Colour and check. WB p.109

- Ask *What colour are the cakes in the story?* Take all suggestions but don't give the answer.
- Pupils colour the cakes the colour(s) they think they are.
- Pupils compare with a partner before looking back at the story on page 62 to check (one cake is yellow and the other cake is purple).

Lesson 4 p. 63

Objectives

- Match speakers with phrases from the story
- Write to complete phrases from the story
- Understand and discuss being greedy

Language

- Active:** story language from Lesson 3
- Passive:** *greedy, Who says it?, What word is missing?*

Materials

Class Book p.63; flashcards of Will, Emily, Rowan, Poppy and Russ

Warmer

- Stick the flashcards of Will, Emily, Rowan, Poppy and Russ on the board.
- Say the following sentences from the story and ask pupils to say the name of the character who said them: *I like sandwiches.* (Will); *I don't like sandwiches.* (Emily); *Psst! Will!* (Poppy); *Come on!* (Rowan); *Quick!* (Russ).
- Encourage pupils to answer from memory, but allow them to look at page 62 in the Class Book if they want to.

1 Match, draw and write.

- Open Class Books at page 63. Say the phrases in the speech bubbles for pupils to follow in their books.
- Say *I like sandwiches* and ask pupils to look back at page 62 and say where they see the sentence (frame 5). Ask *Who says it?* (Will.)
- Tell pupils to complete the line from the sentence to Will.
- Divide the class into pairs to match the other two pictures and phrases.
- Ask pupils what food should be on each plate, for example cakes on the waiter's plate. Then tell pupils to draw the correct food on each plate.
- Read out the phrase under the first picture and ask *What word is missing?* (cakes). Pupils write *cakes* in the gap then complete the other two phrases.
- To check as a class, ask pupils to read out the phrases.
- Say the phrases for pupils to repeat chorally and individually.

ANSWERS

- 1 Will's cakes. 2 I like sandwiches.
3 I don't like sandwiches.

2 Who's being greedy? Look and tick (✓).

- Review the story by asking pupils to look back at page 62. Ask different pupils to summarize what happens in each frame.
- Ask pupils to look at the pictures of the characters in activity 2 on page 63. Ask *Who's being greedy?* Teach the meaning of *greedy*. (Emily.) Why? (Because she eats one of Will's cakes and would eat the second.)
- Tell pupils to tick the correct character.

3 Talk about being greedy.

- Ask the class what the problem in the story is and encourage pupils to think about what else the little people could have done to stop Emily eating Will's cakes. (They could have distracted her, found and told Will, asked Dickin to fly down and take the cake, etc.) How does Will react to Emily being greedy? (He is happy that the little people have played a joke on her and saved his cake.)
- Lead into the discussion of the value by asking some questions, for example: What does being greedy mean? Why are people greedy? Are you ever greedy? When and why? How would you feel if somebody ate all your lunch? What would you say to them?
- Ask pupils if they know of any stories/fairy tales where someone is greedy (e.g. Goldilocks and the three bears). What happened?
- Divide the class into pairs to discuss the stories they know and give them thinking time before you ask the pairs to share their ideas with the class.

CITIZENSHIP Remind pupils why we shouldn't be greedy by explaining that it isn't kind to eat more than our fair share of something and it isn't healthy to eat too much, especially sweet treats. Remind them too that we shouldn't eat other people's food without asking or being offered.

Role-play (optional)

- Ask pupils to think of situations where someone is greedy. For example, you offer a friend a sweet and they take lots of sweets from the packet, someone takes a big portion of food for lunch and can't eat it all, a friend has sweets and eats them all without sharing.
- Tell pupils they are going to do a role-play of a situation where someone is greedy and how the other people react to them.
- Divide the class into groups of four and tell them to choose one of the situations you discussed as a class and make up a role-play to illustrate the situation.
- Tell the groups to practise acting out their situation. Tell them to try to include the phrases *Yummy, I like (sweets)* and *Oh, no!* in their role-play.
- Monitor the groups as they work and encourage them to be expressive when they are role-playing the situation.
- Join two groups together to act out their situations to each other. The group listening has to say what the situation is and who was greedy.

TIP If you have a confident class, the groups can take turns to act out their role-play in front of the whole class.

Lesson 5 p. 64

Objectives

Talk about likes and dislikes with food

Listen and identify what food the characters like and dislike

Make a 'lolly match-it' craft

Language

Active: *I like (sandwiches). I don't like (cheese).*

Passive: *I like (carrots) and (crisps). I don't like (orange juice), but I like (water). What does Rowan like? What doesn't he like?*

Materials

Class Book p.64; CD2 tracks 43–44; flashcards of food; flashcard of Rowan; coloured card; 2 lolly sticks per pupil; 'lolly match-it' sticks for food items (prepared by the teacher) (optional – or re-use the school objects match-it sticks from Unit 2, Lesson 5); glue; scissors

Warmer

- Use the food flashcards to play *Through the keyhole*.
- Hold up a flashcard but cover the picture with a piece of paper with a circle cut out of it (or a keyhole shape). Ask *What's this?* and move the piece of paper around to reveal only part of the picture at a time.
- Encourage pupils to say *It's (grapes)*. When they guess correctly, show the complete flashcard and say *Yes!*

1 Listen and draw. Then say. 2:43

- Hold up the food flashcards one by one to elicit the words. Place the flashcards around the classroom and say *I like (cheese)* for pupils to point to the flashcard. Repeat with all eight food flashcards, asking pupils to repeat after you. Repeat the procedure with *I don't like (cheese)*.

TIP Use mime to help pupils understand *I like ...* and *I don't like ...*

- Open Class Books at page 64. Focus pupils' attention on the picture and elicit the foods they can see on the table.
- Focus on the boxes and explain that pupils have to listen and draw the things Poppy and Russ like and don't like.
- Play the track, pausing after the first line, and ask what food Poppy likes (*sandwiches*). Point out the picture of the sandwiches in the *I like ...* box.

Transcript

Poppy: I like sandwiches.

Russ: I don't like sandwiches, but I like cakes.

Poppy: I like carrots and crisps.

Russ: I like orange juice and grapes.

Poppy: I don't like orange juice, but I like water.

Russ: I like cheese. Yummy!

- Play the rest of the track, pausing after each line for pupils to point to the foods they hear. Point to the foods yourself and ask *Like or don't like?* for each one.
- Play the track again, pausing for pupils to draw the foods in the correct boxes for Poppy and Russ.
- Check the answers with the class.

- Play the track a final time, pausing for pupils to repeat.
- Divide the class into pairs to take turns being Poppy and Russ and say what they like and don't like.

2 Listen and tick (✓) or cross (X). 2:44

- On the board stick the flashcard of Rowan and the flashcards for *water*, *grapes* and *carrots*. Ask pupils what they think Rowan likes.
- Play the first line of the track and ask *What does Rowan like?* Put a tick next to the flashcards for *grapes* and *water*. Ask *What doesn't he like?* and put a cross symbol next to the flashcard for *carrots*.
- Focus pupils' attention on the table in activity 2. Point to each picture and ask *What is it?* and elicit the food words.
- Play the first line on the track again and ask what other box needs to be ticked for Rowan (grapes).
- Play the next line on the track. Pause after Fern speaks for pupils to tick and cross. Repeat with Sid.
- Ask pupils to compare their answers with a partner before you play the track again for pupils to check.

Transcript

1 Rowan: I like water. I don't like carrots. I like grapes.

2 Fern: I like grapes. I like sandwiches. I don't like cheese.

3 Sid: I don't like carrots. I don't like apples. I like water.

Differentiation

- Below level: Give the group the flashcards and play the track for pupils to point to the food as they hear the words. On one piece of paper draw a cross and on another draw a tick and put them on the desk in front of the pupils. Tell them to listen to Rowan and put the food he likes on the paper with a tick and the food he doesn't like on the cross. Pupils then tick and cross on the chart in the Class Book. Repeat with Fern and Sid.
- Above level: Divide the group into threes and assign them Rowan, Fern and Sid. Tell them to look at the chart and tell their group what they like, for example the pupil who is Rowan says *I like water*. They swap roles and repeat.

Craft project – lolly match-it (optional)

- Show pupils your lolly match-it sticks.
- Pupils make lolly match-it sticks for the food vocabulary (see Unit 2, Lesson 5 for the procedure).
- Pupils take turns in groups to show their lollies with the picture on and say *I like (cheese). I don't like (carrots)*.

Lesson 6 p. 65

Objectives

- Identify likes and dislikes and write the food
- Play a guessing game
- Write full sentences with *like* and *don't like*

Language

Active: *I like (cheese) and (crisps). I don't like (orange juice).*

Passive: *Who am I? What food do you hear?*

Materials

Class Book pp.65, 110 (practice); CD2 track 45; flashcards for food; Photocopy Master Unit 7 Lesson 6 (see website) – one per pupil; blank guessing game chart – one per pupil (prepared by the teacher – see below) (optional)

Warmer

- Play *Mystery flashcard* using the food flashcards. (See the *How To Do It* section on page 23.)

1 Circle and write.

- Open Class Books at page 65. Point to the pictures of Sniff and Dickin and ask who they are. Ask pupils to look at the example. Read out Sniff's sentence *I like cheese*. Ask pupils how they can tell from the picture that Sniff likes this food (she is smiling).
- Explain that the happy pictures of Sniff and Dickin mean they like something and the sad pictures mean they don't like something.
- Read out the words in the word pool and elicit the names of the food in the pictures.
- Tell pupils to work in pairs. They look to see if Dickin and Sniff are happy or sad and circle *like* or *don't like* in the sentences. They then write the foods to complete the sentences, using the word pool to help them.
- To check as a class, ask different pupils to be Sniff and Dickin and read out the sentences.

ANSWERS

- I like cheese and crisps.
- I don't like orange juice.
- I like carrots and grapes.
- I don't like sandwiches.

2 Listen and play *The Guessing Game*. 2-45

Photocopy Master Unit 7 Lesson 6

- Focus pupils' attention on the photo of the children and ask *What can you see? (Boys and girls.) What are they doing? (Playing a game.)*
- Tell pupils they are going to listen to the children playing the game. Play the track. Ask *What food do you hear? (Sandwiches, grapes and cheese.)*
- Play *I like sandwiches and grapes* and *I don't like cheese* on the track for pupils to repeat chorally and individually.

Transcript

Girl: I like sandwiches and grapes. I don't like cheese. Who am I?

Boy: Fern.

- Divide pupils into groups of four and give each one a guessing game chart.
- Tell pupils to look at the chart, listen to you and guess which character you are. For example, smile and say *I like sandwiches* then make a sad face and say *I don't like orange juice. Who am I? (Poppy.)*
- In their groups, pupils take turns to choose a character from the chart and talk about their likes and dislikes for the group to guess who it is. Encourage higher-level pupils to include the phrase *Who am I?*
- To make it more challenging for more confident pupils, ask the guessers to cover their chart and try to remember who the speaker is.

TIP If time permits you could ask the groups to make their own guessing game chart with their friends' likes and dislikes. Make a blank chart (white out the faces and names but leave the food pictures) and photocopy one for each pupil. The pupils play again in their groups. Monitor the groups as they play, encouraging them to use the target language.

1 Find and write. WB p.110

- Focus pupils' attention on the happy and sad faces and ask if they mean *like* or *don't like*.
- Read out the words in the word pool for pupils to follow.
- Read out the sentence starters for pupils to follow in their books.
- Tell pupils to use a finger or a pencil to follow the lines, look at the pictures that the person likes and doesn't like and complete the sentences.

ANSWERS

2-4 I like carrots. / I like crisps. / I like sandwiches.

5-8 I don't like cakes. / I don't like water. / I don't like cheese. / I don't like orange juice.

2 Look and write. WB p.110

- Focus pupils' attention on each character and ask if they like or don't like the foods. Remind them to look at the faces to see if the characters like or dislike something.
- Divide the class into pairs to look at the pictures, discuss if it's *like* or *don't like* and what food it is before they write the words.

ANSWERS

2 I don't like cheese.

3 I don't like cakes and water.

4 I like orange juice and sandwiches.

Lesson 7 Sound play p. 66

Objectives

Recognize and say the consonant blend /ʃ/ (*sh*)

Write words with the /ʃ/ sound

Practise the sound /ʃ/ in a tongue-twister

Language

Active: /ʃ/, *shark, shoe, bookshop, sheep*

Passive: *shake*

Materials

Class Book p.66; CD2 tracks 46–48; flashcard of Sniff; character finger puppets (optional)

Warmer

- Play *Smiley face* (see the warmer in Unit 3, Lesson 7).
- Use the words *kitchen, chess, chair* and *chick*.
- Read the words with pupils and remind them about the /tʃ/ sound they focused on in the last *Sound play* lesson.

1 Listen and repeat with Sniff. Then colour. 🎧 2•46

TIP This lesson introduces the /ʃ/ sound as an initial sound and between other sounds.

- Stick the flashcard of Sniff on the board. Tell pupils that Sniff is going to help them recognize and practise another one of the sounds used in English words.
- Open Class Books at page 66 and focus pupils' attention on the pictures. Teach the word *shark*.
- Play the track and point to the pictures as pupils listen.

Transcript

Sniff: /ʃ/ /ʃ/ /ʃ/

shark – shark – shark

/ʃ/ /ʃ/ /ʃ/

shoe – shoe – shoe

- Demonstrate how to make the /ʃ/ sound for pupils to copy you and make the sound. Put your finger in front of your mouth to show it's the same sound you make when you ask people to be quiet (*shh*) and you don't use your voice. The breath is slowly released over the top of the tongue.
- Play the track again, pausing after each line for pupils to repeat chorally and individually. Ask pupils if they hear the /ʃ/ sound at the beginning or in the middle of *shark* and *shoe*.
- Ask pupils to colour the consonant blend *sh*.

2 Listen, point and say. 🎧 2•47

- Point to the pictures and elicit the words *shoe, shark* and *bookshop*. Teach the word *sheep*.
- Play the track for pupils to point to the pictures as they hear the words.

Transcript

shark – shoe – bookshop – sheep

TIP Hold up your book and point to the pictures as pupils listen.

- Play the track again for pupils to repeat the words chorally and individually.
- Ask pupils if they hear the /ʃ/ sound at the beginning or in the middle of each word.
- Divide the class into pairs to take turns pointing to a picture for their partner to say the word.
- Monitor the pairs as they work, helping with pronunciation and checking they are making the /ʃ/ sound correctly.

3 Write, draw and say.

- On the board write __ oe and ask pupils what letters are missing (*sh*). Demonstrate how to write the *s* and *h*, putting a dot to show where to start and arrows to show the direction. With the *h* show how to start with the down stroke and go back up halfway to start the curve.
- Pupils work individually to write the missing letters and draw a picture for each word.
- Ask pupils to work in pairs, taking turns to say the words to a partner.

4 Listen and say. 🎧 2•48

- Play the track and ask pupils to think of actions for *sheep, shark* and *shake*. For example, for the *shark* they put their hand on their heads to form a fin.
- Play the track for pupils to do the actions.
- Play the track for pupils to repeat chorally and individually. Repeat three times.

Transcript

A sheep and a shark do the shake, shake, shake!

- Divide the class into groups of four and ask them to practise saying the sentence as fast as they can.
- Monitor the groups as they work, helping with pronunciation by saying the sentence for them to repeat.
- Ask each group to say the sentence as fast as they can for a class competition.
- Listen to each group and appoint a winner to repeat the sentence a final time.

Optional activity

- Pupils can use their finger puppets and take it in turns in their groups of four to say the tongue-twister again in the voice of their chosen character.

Lesson 8 Round up p. 67

Objectives

- Review learning progress with the language of Unit 7
- Make a word wheel

Language

Revision of vocabulary and structures from Unit 7

Materials

Class Book pp.67, 116 (Picture dictionary); Unit 7 stickers; CD2 track 49; Unit 7 flashcards; word wheel template (Teacher's Book p.149) – one per pupil; a completed word wheel (prepared by the teacher); Book Club membership cards; scissors; split pins

Revision

- To review *like* and *don't like*, draw a smiley face and a sad face on the board.
- Divide the class into pairs.
- Hold the food flashcards up one by one and ask pupils to tell a partner if they like or don't like the food, saying *I like ...* or *I don't like ...* Do the first one yourself as an example.
- Divide the class into teams of four and ask questions about the unit, awarding a point to the team who answers first. For example, ask: What was the story about? What food is Rowan eating on page 61? (Grapes.) What is the value we talked about in the story? (Not being greedy.) What sound did we practise? (/j/) What food doesn't Sniff like? (Orange juice.) How many carrots are on page 64? (Four.)

1 Listen and stick. Then say. 2•49

- Distribute the Unit 7 stickers and ask pupils to place them on their desks. Say the food items for pupils to hold up their sheets and point to the correct sticker.
- Draw their attention to the picture of the cafe table on page 67 and tell them they are going to listen and place the stickers of the food and drink items in the correct places on the table.
- Play the track for pupils to first point to the food stickers as they listen.
- Play the track again, pausing to give pupils time to stick the stickers on.
- Ask pupils to check their answers with a partner before you play the track a final time to check.

Transcript

1 water

2 grapes

3 cheese

4 orange juice

5 sandwiches

6 carrots

7 cakes

8 crisps

- Divide the class into pairs to take turns pointing to a food and saying *I like (carrots). I don't like (cheese).*

2 Make a word wheel.

Teacher's Book p. 149

TIP Prepare your own word wheel before the lesson.

- Look at the photo in activity 2 with pupils and ask them to describe what they can see.
- Tell pupils they are going to make a word wheel like the one in the photo to take home to show their own family and friends.
- Give out the word wheel template and show pupils your completed word wheel.
- Hand out scissors and ask pupils to cut out the two circles.
- Point to the small rectangle and the indent on the edge of the circle with the *Food* heading and tell pupils to cut them out to make the windows.
- Tell pupils to colour the foods on the second circle.
- Hand out the split pins (one per pupil). Focus pupils' attention on the black crosses in the middle of the circles. Tell them to push their split pin through the crosses and bend back the 'arms' to join the two circles together. Make sure the circle with the *Food* heading is on top.
- Show pupils how to turn the top circle to reveal the picture of the food in the indent and the word in the rectangular window. Demonstrate with your own wheel saying *I like ...* and *I don't like ...* for each food as the pictures and words appear in the holes.
- In pairs, pupils take turns to spin their wheel and tell each other if they like or dislike each food.
- The pairs play independently but monitor them as they play, encouraging them to use the target language.
- Remind pupils to colour book 7 on their Bridge Town Book Club membership card.

Picture dictionary

- Ask pupils to turn to page 116 and check that they have completed tracing over this unit's words.

Self-evaluation, test and assessment 3•44

- Invite pupils to reflect on what they felt about the activities in the unit. Follow the procedure described in Unit 1.
- Pupils are now ready to complete the Unit 7 Test (pp.135–136 of this Teacher's Book). Use CD3 track 44.
- Fill in the evaluation grid for each pupil (see website).

Summer fete

Lesson 1 p. 68

Objectives

Identify, say and write action words

Play a mime game

Listen and sing *The Actions Song*

Language

Active: fly, climb, sing, catch, dance, run, jump, swim

Passive: Let's all (sing)! I can (sing) at the fete. There's a celebration. It's really great! What's this word? What's the action?

Materials

Class Book pp.68, 111 (practice); CD2 tracks 50–53; Poppy and Rowan flashcards; flashcards for actions

Presentation with flashcards

- Use the Poppy and Rowan flashcards to present the actions. Hold up the *sing* flashcard. Make Poppy ask *What's this word?* for Rowan to reply *Sing*. Repeat the procedure for all the actions.
- Place the flashcards around the classroom. Say *Point to (sing)*.

1 Listen and point. Repeat. 2:50–2:51

- Open Class Books at page 68. Ask pupils to describe the picture. Teach the word *fete*.
- Play track 50 for pupils to point to the actions in their Class Books.

Transcript

fly – climb – sing – catch – dance – run – jump – swim

- Play track 51 for pupils to repeat the words.

2 Listen and chant. 2:52

- Play the chant for pupils to listen and point to the people doing the actions in the picture as they hear them.
- Play the chant again, pausing for pupils to repeat.
- Divide the class into two groups and assign them the roles Adult and Children.
- Play the chant again for the Adult and Children groups to say the corresponding lines. Swap the roles and repeat.

Transcript

Adult: Let's all sing!

Children: Sing! Sing! Sing!

Adult: Let's all fly!

Children: Fly! Fly! Fly!

Adult: Let's all dance!

Children: Dance! Dance! Dance!

Adult: Let's all run!

Children: Run! Run! Run!

Adult: Let's all climb!

Children: Climb! Climb! Climb!

Adult: Let's all jump!

Children: Jump! Jump! Jump!

Adult: Let's all swim!

Children: Swim! Swim! Swim!

Adult: Let's all catch a ball!

Children: Catch! Catch! Catch!

3 Talk about summer activities.

- Ask pupils to look at the picture on page 68 again and ask them if it looks as though the people are having fun.
- Ask *What season is it?* (*Summer.*) Ask the following questions: What do you do in the summer? What's your favourite free time activity? Do you have any hobbies? Have you ever been to a summer fete/party? What was it like? Would you like to go to one?
- Ask pupils to think about a summer fete, real or imagined, in their town. Ask: What activities would you like to have? What food would you like to have?
- Divide the class into pairs to share their answers about what they would like to eat and do in a town fete.

4 Play *The Mime Game*.

- Mime one of the activities the little people are doing in the picture and ask pupils *What's the action?*
- Divide the class into pairs to take it in turns to mime an action for their partner to guess and say the action.

5 Sing *The Actions Song*. 2:53

- Play the song for pupils to listen and point to the actions in the picture as they hear them.
- Make up some actions for the chorus, for example wiggling shoulders for *There's a celebration* and doing the thumbs up sign for *It's really great!* For the verses, tell pupils to mime the different actions the little people are doing at the fete.
- Play the song for pupils to sing and do the actions.

Transcript

(See Class Book p.120.)

1 Match and write. Then say. WB p.111

- Read out the action words for pupils to follow in their books.
- Pupils draw lines from the pictures to the words before they copy the action words on the lines.
- In pairs, pupils take turns pointing to the pictures for their partner to say the words.

ANSWER

2 sing 3 fly 4 catch 5 run 6 climb

7 jump 8 swim

Lesson 2 p. 69

Objectives

Identify actions

Write and say the actions

Develop word-level writing skills

Language

Active: *fly, climb, sing, catch, dance, run, jump, swim*

Passive: *Who is number two?*

Materials

Class Book pp.69, 116 (Picture dictionary); CD2 tracks 53–54; flashcards for actions; flashcard pocket (see Unit 1, Lesson 2); plain paper (optional)

Warmer

- Put an action flashcard in the flashcard pocket and hold it up in front of the class.
- Start to pull the flashcard out of the envelope very slowly and ask pupils *What's the action?* Carry on pulling the flashcard out further, stopping now and then to ask *What's the action?*
- Give the flashcard to the pupil who guesses correctly.
- Repeat with other action flashcards.

1 Look and write. Then say.

TIP In this activity pupils have to identify the actions from silhouettes. To support them, pupils can look back at page 68 and match the silhouettes to the people before they write the words. There is a silhouette for swimming, but the word *swim* is missing from the word pool as this is an extra activity for above-level pupils (see the differentiation tip below).

- Open Class Books at page 69 and point to the first silhouette. Ask pupils who the silhouette is (Fern) and then ask them to look back at the picture of the fete on page 68 and tell you what the action is (*sing*).
- Ask *Who is number two? (Grandma)* Ask how they know.
- In pairs, pupils identify the silhouettes and the actions.
- Read out the actions in the word pool for pupils to follow in their books.
- Pupils write the words under the correct silhouette.

ANSWERS

1 *sing* 2 *catch* 3 *climb* 4 *fly* 5 *dance*
6 *jump* 7 *run*

- Monitor pupils as they work, helping with letter formation.
- In their pairs, pupils take turns to point to the silhouettes and say the words.

Differentiation

- Below level: Put the action flashcards face up in front of the group. Point to and read the words in the word pool for pupils to follow in their books and ask them to point to the correct action flashcard for each word. Repeat the procedure with the silhouettes. Write the words on the board or on simple flashcards for pupils to copy under the correct silhouettes.
- Above level (and fast finishers): Pupils look at the word pool and say which action is missing (swimming). Tell them to find the silhouette and write the word *swim* on the answer line, without looking back at page 68.

Song revision: *The Actions Song* 🎧 2•53–2•54

- Ask pupils if they can remember *The Actions Song*. Ask them to do the actions as you play the song (track 53).
- Play the song again for them to sing along with the actions.
- Finally, play the karaoke version (track 54) for pupils to sing. Help them to remember the words by holding up the relevant flashcard for each action before it is said in the song.
- Repeat the song again until the class are confident and still enjoying singing and doing the actions.

Picture dictionary

- Ask pupils to turn to page 116 in their Class Books. They find the eight new words and trace over the text.

Extension activity

- Give each pupil a piece of plain paper.
- Divide the class into groups of eight and assign each pupil in the group an action.
- Tell pupils to draw and colour a picture of themselves doing the action you have assigned them.
- When they have finished the picture tell them to write the name of the action at the top of the picture.
- Stick pupils' pictures on the wall under the heading *Actions* to create a display.
- Leave the pictures on the wall for the rest of Unit 8.

Recording vocabulary (optional)

TIP See the notes on this activity in Unit 5, Lesson 2.

- Ask pupils to turn to the back of their notebooks (or to their vocabulary notebooks). Write *Actions* on the board and ask pupils to copy it as a heading.
- Ask pupils to write all the action words under the heading, using the word pool to help them, and the translation in L1.
- Monitor pupils as they work, checking they are spelling the words correctly and helping them to form the letters correctly.

Lesson 3 *I can swim!* p. 70

Objectives

- Use sound effects to predict where a story happens
- Listen and use visual cues to understand a story
- Act out a story

Language

Active: *I can sing. I can't dance. Stand up!*

Passive: *Help! What colour are Rowan's shoes?*

Materials

Class Book pp.70, 112 (practice); DVD; CD2 tracks 55–56; flashcards for actions

Warmer

- Hold the action flashcards up one by one and say the words.
- Tell the class to stand up if the word and the picture match and sit down if they don't.
- Show the flashcards again one by one saying the words. Make sure you say the wrong word for some flashcards and get faster and faster.

1 Listen. Where's the story? 2:55

- Tell pupils that they are going to listen to another story about the little people.
- Ask them to open out the Bridge Town map at the front of the book and tell them that they are going to listen to some sounds and try to guess where the story takes place.
- Play the track for pupils to listen and look at the map and point to the story location.

Transcript

Sounds of an outdoor fete – music, people chatting, children laughing.

- Ask pupils what they heard and where the story takes place (on the village green). Hold up your book and point to the location (bottom centre/left) to confirm.
- To give pupils an opportunity to make predictions about the story, ask what they think the little people are doing there. Take all suggestions but don't indicate if they are wrong or right.

Story preparation

- Open Class Books at page 70. Point to each picture and ask pupils to say who they can see and what they think is happening. Tell pupils not to worry about reading the words at this stage, but to try to work out the story from the pictures.

2 Now watch or listen and read. DVD 2:56

- Play the story on the DVD, or play the story on the CD with pupils following in their Class Books.
- Pause after frame 1 and ask *What is Rowan doing?* (Singing on the stage.) What are the other little people doing? (Watching and clapping.) Pause again after frame 3 to ask what Rowan uses for a swimming pool (a saucepan).
- Play the story to the end.

Transcript

- 1 **Rowan:** I can sing.
Russ: I can't sing.
- 2 **Rowan:** I can dance.
Poppy: I can't dance.
- 3 **Rowan:** I can swim.
- 4 **Rowan:** Help! I can't swim!
- 5 **Poppy:** Rowan, stand up!
Rowan: Oh!
- 6 **Rowan:** OK, I can't swim!
Poppy: Oh, Rowan!
Fern & Russ: Ha, ha!

- Play the story again. Pause at regular intervals and ask questions to ensure understanding. For example, ask who can't sing (Russ). Who can't dance? (Poppy.) Who can't swim? (Rowan.) Why does Poppy tell Rowan to stand up? (Because the water is very shallow so he doesn't need to swim.) Why does Rowan say *OK, I can't swim!?* (Because he was showing off and now he admits he can't swim because everyone saw how afraid he was.)

TIP If pupils are using their Class Books, ask them to follow the words in their books the second time they hear the story.

Class theatre 2:56

- Divide the class into groups of four and assign each pupil a character: Poppy, Rowan, Russ and Fern.

TIP The part of Fern is a non-speaking part (she just laughs).

- Help pupils to act out the story in groups, following the procedure described in the *How To Do It* section.

1 Read, choose and write. Then say. WB p.112

- Point to the line drawings of the story frames and ask pupils if they can remember who is speaking in each one. If they can't remember, ask them to look back at page 70.
- Read out the words in the word pool and the sentence starter next to picture 1: *I can _____*. Ask pupils to finish the sentence.
- Pupils complete the activity independently.
- In pairs, pupils take turns to point to a frame for their partner to say the sentence.

ANSWERS

- 1 I can sing. 2 I can't dance. 3 I can swim.
4 OK, I can't swim!

2 Can you remember? What colour are Rowan's boots in the story? Colour and check. WB p.112

- Ask *What colour are Rowan's boots in the story?* Take all suggestions but don't give the answer.
- Pupils colour the boots the colour they think they are.
- Pupils compare with a partner before looking back at the story on page 70 to check (they are blue).

Lesson 4 p. 71

Objectives

- Identify who says phrases from the story
- Understand and discuss showing off
- Do a class project about showing off

Language

- Active:** story language from Lesson 3
- Passive:** *show off*, *Who's showing off?*

Materials

Class Book p.71; flashcards for actions; poster paper

Warmer

- Place the flashcards around the classroom. Ask six more confident pupils to come to the front of the class.
- Say sentences about actions, for example *I can (dance). I can't (swim)*. Pupils go and stand next to the flashcard if the statement is true for them. If it is not true for them, they stay where they are. Repeat with all the actions and with different pupils.

1 Look and write.

- Open Class Books at page 71. Say the five sentences for pupils to follow in the books.
- Ask *Who says 'Help'?* Tell pupils to look back at the story on page 70 and point to the frame where they see the phrase (frame 4). Ask again *Who says it? (Rowan.)*
- Show pupils Rowan's name on the answer line next to *Help!*
- Divide the class into pairs to complete the activity.

ANSWERS

2 Russ 3 Poppy 4 Poppy 5 Rowan

Differentiation

- Below level: Put the Class Book open at page 70 in front of the group. Read out the phrases from page 71 and ask them to point to the frame where they see the phrase and point to the character who said it. Read out the names in the activity and help pupils to write the names.
- Above level: Pupils work in pairs to take turns to close their books while a partner says a phrase for them to say the character's name.

2 Who's showing off? Look and tick (✓).

- Review the story by asking pupils to look back at page 70. Ask different pupils to summarize what happens in each frame.
- Ask pupils to look at the pictures of the characters in activity 2. Ask who is Poppy looking at? (Rowan.) Why is she laughing? (Because Rowan said he can swim and he can't.) How does Rowan feel? (Full of himself!) What is Russ doing? (Clapping at Rowan singing.) Teach the verb *show off*. Ask *Who is showing off? Why?*
- Tell pupils to tick the correct character (Rowan).

3 Talk about showing off.

- Encourage pupils to think about how the characters feel when they are watching Rowan singing and dancing and how Rowan feels. How do Russ and Poppy feel when Rowan jumps in the saucepan of water? (Worried and scared for him.) How do they react when he can't swim but can stand up? (They laugh.) How does Rowan feel? (He probably feels a bit embarrassed.)
- Have a class discussion about showing off. Ask, for example: What do people do when they show off? What impression do they give of themselves? Do you think showing off is a nice thing to do?

CITIZENSHIP Point out that it is not very nice to show off because it can make other people feel bad that they do not have the same level of skill in something. It can also, as in Rowan's case, be dangerous to pretend we can do something when we can't. Explain that there is a difference between showing off and being proud of something you have achieved.

Class project

- To personalize the topic, ask pupils: Do you have any friends who show off? What do they do? How does this make you feel? Do you ever show off? What about? What do your friends say if you do?
- Divide the class into groups of four and tell them they are going to make up and draw a short cartoon about someone showing off and the consequences.
- As a class, discuss a few ideas for the cartoons, for example: someone is showing off singing on a stage, but they have their eyes closed and bump into a drum kit; someone is showing off jumping over a puddle but they don't jump far enough and land in it, someone is showing off on their roller-skates but falls over, etc.
- Give each group poster paper and ask them to divide it in half. Tell them on one half they draw a person showing off. Tell them to include a speech bubble with, for example, *I can (jump)*. On the other half they draw the same person but in trouble because they can't do the action. Tell them to include a speech bubble with, for example, *I can't (jump)*.

TIP Encourage pupils to use the action words from Lesson 1, but help them with vocabulary if they wish to use other verbs.

- Monitor pupils as they work, asking them about their story, for example: What's happening here? Who is this? Who is showing off? How?
- Ask the groups to take it in turns to present their cartoons and explain their story.
- Stick the cartoons on the wall under the heading *Showing off* to create a display.

Lesson 5 p. 72

Objectives

Use *can* and *can't* to talk about actions

Listen and identify what people can and can't do

Choose and write *can* or *can't*

Language

Active: *I can (run). I can't (catch).*

Materials

Class Book p.72; CD2 track 57; flashcards for actions; plain paper

Warmer

- Play *Watch my lips* using the action words. (See the *How To Do It* section on page 24.)

1 Listen and number. Then say *I can ... or I can't ...* 2:57

- Open Class Books at page 72. Focus pupils' attention on the pictures and ask them to tell you the actions and the names of the characters.
- Play the track for pupils to point to the characters doing (or not doing!) the actions.
- Play the track again, pausing after Russ speaks. Show the number 1 in the box.
- Play the track again, pausing after each character speaks to give pupils time to number the correct picture.

Transcript

1 **Russ:** I can't jump.

2 **Dickin:** I can fly.

3 **Rowan:** I can't catch.

4 **Dad:** I can dance.

5 **Poppy:** I can run.

6 **Grandma:** I can't climb.

7 **Fern:** I can sing.

8 **Miss Bell:** I can't swim.

- Ask pupils to compare their answers with a partner.
- Play the track a final time for pupils to repeat chorally and individually.
- Divide the class into pairs to take turns pointing to the characters and saying *I can't (jump). I can (fly)*.

ANSWERS

From left to right: 5, 3, 1, 7; 8, 4, 6, 2

2 Look, match and write.

- Focus pupils' attention on the pictures, one by one, and ask *Can or can't?*
- Read out the words in the word pool and the sentence starters for pupils to follow in their books.
- Pupils work in pairs to look at the pictures and draw a line to the correct sentence.
- Then they complete the sentences with *can* or *can't*.

ANSWERS

- 1 I can't sing.
- 2 I can climb.
- 3 I can't swim.
- 4 I can jump.

Differentiation

- Below level: Point to the pictures, one by one, and elicit the actions and help pupils to match them to the speech bubbles. Ask pupils if the characters can or can't do the actions. Point out in picture one Fern covering her ears as Poppy's dad sings. Tell them to tick the pictures for *can* and draw a cross next to the pictures for *can't*. Read out the actions in the speech bubbles for pupils to write *can* or *can't*.
- Above level: Divide the group into pairs. In pairs, they take turns telling each other what actions they can and can't do.

Extension activity

- Tell pupils to look back at the picture on page 68 and remind them it's a fete. Ask if they can remember the discussion they had in Lesson 1 about a fete they would like to go to.
- Tell them they are going to draw a picture of their perfect summer fete including fun activities and any food or animals which would be there. Tell them to think about which of the actions they can and can't do and draw pictures of themselves to illustrate this. They can also draw their friends and family at the fete.
- Give pupils a piece of plain paper each.
- Monitor pupils as they are draw and ask questions, for example: Who is this? What action is this? Why is this your perfect fete?
- Divide the class into groups of four to present their pictures to each other and talk about what they can and can't do.
- Ask the groups if they can and can't do the same things.
- Stick pupils' pictures on the wall under the heading *I can ... I can't ...* to create a display.

TIP If it's suitable, to create more opportunities for speaking, pupils can move around the class to talk about their pictures.

Lesson 6 p. 73

Objectives

- Use a table to record and retrieve information
- Write the actions people can and can't do
- Ask and answer about actions you can and can't do
- Play a revision game

Language

Active: *I can (dance). I can't (sing). Can you (swim)?*

Materials

Class Book pp.73, 113 (practice); CD2 tracks 58–59; Poppy and Rowan flashcards; flashcards for actions; Photocopy Master Unit 8 Lesson 6 (see website) – one per group of 4; counters – one per pupil; dice – one per group of 4

Warmer

- Play *Kim's game* using the action flashcards. (See the *How To Do It* section on page 23.)

1 Listen and (✓) or cross (X). Then write and say. 🎧 2•58

- Stick the action flashcards in a row on the board and use the Poppy and Rowan flashcards to ask and answer *Can you (swim)? Yes./No.* Write a tick for *yes* under each flashcard or a cross for *no*. Repeat with all the actions.
- Open Class Books at page 73 and focus pupils' attention on the table. Ask pupils who they can see in the left column of the table (Will and Emily). Ask who the bottom section is for (pupils).
- Tell pupils they have to listen to Will and Emily talking about what they can and can't do and tick for *yes* and cross for *no* under the actions.
- Play the first exchange on the track as an example. Point to the example tick on your copy of the Class Book.

Transcript

Adult: Hello, Will. Can you run?

Will: Yes, I can run.

Adult: Can you swim?

Will: Yes, I can swim.

Adult: Can you catch?

Will: Yes, I can catch.

Adult: Can you sing?

Will: No, I can't sing.

Adult: Can you dance?

Will: No, I can't dance.

Adult: Can you climb?

Will: Yes, I can climb.

Adult: Hello, Emily. Can you swim?

Emily: No, I can't swim.

Adult: Can you run?

Emily: Yes, I can run.

Adult: Can you catch?

Emily: No, I can't catch.

Adult: Can you sing?

Emily: No, I can't sing.

Adult: Can you dance?

Emily: No, I can't dance.

Adult: Can you climb?

Emily: No, I can't climb.

- Play the rest of the track, pausing after each exchange for pupils to tick or cross.
- Ask pupils to compare their answers with a partner before you play the track again for them to check.
- Read out the speech bubbles and tell pupils to look at the table and write the actions Will and Emily can and can't do in the speech bubbles.
- Play the track again, pausing for pupils to repeat.
- Pupils then tick and cross the actions they can and can't do in the bottom row of the table.
- Divide the class into pairs to ask and answer about what they can and can't do.

2 Play *Ropes and Ladders*. 🎧 2•59

Photocopy Master Unit 8 Lesson 6

- Tell pupils they are going to play a game based on *Snakes and Ladders* to review what they have learned in *Rainbow Bridge 2*.
- Play the track for pupils to listen and repeat.

Transcript

Boy: Can you dance?

Girl: Yes!

- Divide the class into groups of four and give them a *Ropes and Ladders* board game template per group.
- Hand out a counter per pupil and a dice per group.
- Tell pupils they throw the dice and move around the board that number of squares.
- Explain that when they land on a square they have to follow the prompts. They have to read out and answer the question, make a sentence based on the prompt or list the vocabulary indicated. After answering, they go up the ladder or down the rope if there is one on that square.
- Monitor the groups as they play to check they know what they are doing and are only speaking in English.

1 Look and write *can* or *can't*. Then circle. WB p.113

- Point to the first picture and read out the two options. Ask which action is correct and tell pupils to circle *swim*. Pupils circle all the actions first.
- Pupils then write *can* or *can't*.

ANSWERS

1 can swim 2 can't sing 3 can jump 4 can't catch

2 Look and write. WB p.113

- Go through the example with pupils.
- Pupils work in pairs to complete the activity.

ANSWERS

2 Yes, I can. 3 No, I can't. 4 Yes, I can.

Lesson 7 Sound play p. 74

Objectives

- Recognize and say the consonant blend /θ/ (*th*)
- Write words with the /θ/ sound
- Practise the sound /θ/ in a tongue-twister

Language

Active: /θ/, *thanks, bathroom, teeth, birthday*

Passive: *clean*

Materials

Class Book p.74; CD2 tracks 60–62; flashcard of Sniff; character finger puppets (optional)

Warmer

- Play *Smiley face* (see the warmer in Unit 3, Lesson 7).
- Use the words *shark, sheep, shoe* and *shop*.
- Read the words with pupils and remind them about the /ʃ/ sound they focused on in the last *Sound play* lesson.

1 Listen and repeat with Sniff. Then colour. 🎧 2-60

TIP This lesson introduces the /θ/ sound as an initial sound, a final sound and between other sounds. This sound is particularly tricky for some learners, so take time to focus on it, and revise and practise the sound with pupils in later lessons.

- Stick the flashcard of Sniff on the board. Tell pupils that Sniff is going to help them recognize and practise another one of the sounds used in English words.
- Open Class Books at page 74 and focus pupils' attention on the pictures.
- Play the track and point to the pictures as pupils listen.

Transcript

Sniff: /θ/ /θ/ /θ/

thanks – thanks – thanks

/θ/ /θ/ /θ/

bathroom – bathroom – bathroom

- Demonstrate how to make the /θ/ sound for pupils to copy you and make the sound. Make sure they understand to put their tongue between their front teeth. Ask them to put their finger on their lips as they make the sound so they can feel their tongue on their finger.
- Play the track again, pausing after each line for pupils to repeat chorally and individually. Ask pupils if they hear the /θ/ sound at the beginning or in the middle of *thanks* and *bathroom*.
- Ask pupils to colour the consonant blend *th*.

2 Listen, point and say. 🎧 2-61

- Point to the pictures and elicit the words *bathroom, thanks* and *birthday*. Teach the word *teeth* by pointing to and tapping your own teeth.
- Play the track for pupils to point to the pictures as they hear the words.

Transcript

birthday – thanks – teeth – bathroom

TIP Hold up your book and point to the pictures as pupils listen.

- Play the track again for pupils to repeat the words chorally and individually.
- Ask pupils if they hear the /θ/ sound in the middle or the end of *birthday* and *teeth*.
- Divide the class into pairs to take turns pointing to a picture for their partner to say the word.
- Monitor the pairs as they work, helping with pronunciation and checking they are making the /θ/ sound correctly.

3 Write, draw and say.

- On the board write __ *anks* and ask pupils what letters are missing (*th*). Demonstrate how to write *th* putting a dot to show where to start each letter and an arrow to show the direction. With the *t* show them how to do the stroke across the middle from left to right and for the *h* show how to start with the down stroke and go back up halfway to start the curve.
- Pupils work individually to write the missing letters and draw a picture for each word.
- In pairs, pupils take turns to say the words to a partner.

4 Listen and say. 🎧 2-62

- Ask pupils to look at the illustration for the tongue-twister and tell you what they can see.
- Play the tongue-twister for pupils to repeat chorally and individually. Repeat three times.

Transcript

Cleaning teeth on my birthday in the bathroom!

- Divide the class into groups of four and ask them to practise saying the sentence as fast as they can.
- Monitor the groups as they work, helping with pronunciation by saying the sentence for them to repeat.
- Ask each group to say the sentence as fast as they can for a class competition.
- Listen to each group and appoint a winner to repeat the sentence a final time.

Optional activity

- Pupils can use their finger puppets and take it in turns in their groups of four to say the tongue-twister again in the voice of their chosen character.

Lesson 8 Round up p. 75

Objectives

Review learning progress with the language of Unit 8
Make a mini book

Language

Revision of vocabulary and structures from Unit 8

Materials

Class Book pp.75, 116 (Picture dictionary); Unit 8 stickers; CD2 track 63; Unit 8 flashcards; mini English book template (Teacher's Book p.150) – one per pupil; a completed mini English book (prepared by the teacher); Book Club membership cards; scissors

Revision

- Play *Which card is missing?* with the action flashcards. (See the *How To Do It* section on page 24.)
- Ask pupils to look through the unit and tell you some of the things they have learned. Ask: Do you remember *The Actions Song*? What can Rowan do in the story? What's the story value? Which words did we learn with the /θ/ sound?

1 Listen and stick. Then say. 2-63

- Distribute the Unit 8 stickers and ask pupils to place them on their desks.
- Draw their attention to the picture of the fete and tell them they are going to listen and place the stickers of the characters in the correct places in the picture.
- Play the track for pupils to first hold up their sheets and point to the correct sticker as they hear each statement.
- Play the track again, pausing to give pupils time to stick the stickers on.
- Ask pupils to check their answers with a partner before you play the track a final time to check.

Transcript

1 **Poppy:** I can climb.

2 **Rowan:** I can't swim.

3 **Dickin:** I can fly.

4 **Grandma:** I can't catch.

5 **Grandpa:** I can't run.

6 **Russ:** I can't dance.

7 **Fern:** I can sing.

8 **Dad:** I can jump.

- When all the stickers are in place, play the track again, pausing after each line for pupils to repeat.
- Divide the class into pairs to take turns to point to a character and ask *Can you (climb)?* for their partner to say *Yes* or *No*.

2 Make a mini English book.

Teacher's Book p.150

TIP Prepare your own mini English book before the lesson.

- Look at the photo in activity 2 with pupils and ask them to describe what they can see.
- Tell pupils they are going to make a mini English book like the one in the photo to review the vocabulary and structures they learned in *Rainbow Bridge* Level 2.

- Give pupils a mini English book template each and ask them to cut out the template. They colour the pictures in each of the eight squares and write their name on the cover under the heading *My English Book*.
- Show pupils how to fold the paper along the fold lines. First fold it in half lengthways, then fold in half again and then again to make a small rectangle. Press down hard along the folds. Next unfold the paper so it is just folded in half. Cut along the two dashed lines between the tops of the centre four squares (help pupils to do this – they should cut up from the folded edge towards the middle). Then unfold the paper completely and fold it lengthways again. Push the outer edges in so that the slit you have cut opens up and the inner edges meet (see <https://www.youtube.com/watch?v=21qi9ZcQVto>). Find the front cover, *My English Book*, and fold the paper so the *Summer fete* page is the back cover.
- In pairs, pupils take turns to show a page of the mini book, saying the words from each vocabulary set and using the structures they have learned, for example *It's a ruler. I've got a robot. I like pink trousers*.
- Tell pupils to take their mini books home and impress their family with what they know how to say in English.
- Remind pupils to colour book 8 on their Bridge Town Book Club membership card.

Picture dictionary

- Ask pupils to turn to page 116 and check that they have completed tracing over this unit's words.
- Tell them to look back through the whole Picture dictionary and colour in one, two or three stars according to how well they think they can remember all the words.

Self-evaluation, test and assessment 3-45–3-49

- Invite pupils to reflect on what they felt about the activities in the unit. Follow the procedure described in Unit 1.
- Pupils are now ready to complete the Unit 8 Test and Units 7–8 Speaking Test (pp.137–139 of this Teacher's Book). Use CD3 track 45.
- Pupils can now also complete the End of Year Test (pp.140–142 of this Teacher's Book). Use CD3 tracks 46–49.
- Fill in the evaluation grid for each pupil (see website).

TIP You may now like to do the CLIL unit *Plant or animal?* See pp.82–83 in the Class Book.

CLIL Science Materials Lesson 1 p. 76

Objectives

Learn about different materials and what they are used for

Listen, identify and say the names of materials

Write the names of materials

Language

Active: *glass, paper, wood, fabric, metal, wool*

Passive: *materials, The (table) is made of (wood), DVD script*

Materials

Class Book p. 76; *Materials* poster; DVD (see www.oup.com/elt/teacher/rainbowbridge for script); sticky notes; CD3 tracks 1–2; poster paper (optional)

1 Watch the video. DVD

- Tell pupils they are going to watch a video clip. Before they watch, ask some questions to prepare them for the topic. Tell them that in the video they are going to see people making all sorts of different things at a craft fair. Ask pupils: Have you ever been to a craft fair? Do you have craft fairs in your town? Do people sell things they have made? What sort of things do they sell? What are they made of? Have you ever made anything? What materials did you use?
- Play the DVD, pausing at points in the footage where there are stills of people making crafts with the different materials. Ask pupils what they are making and what materials they are using.
- Display the poster and ask pupils to point to any items they saw in the DVD and to name them.
- Point to the key vocabulary items on the poster and say the words for pupils to repeat chorally and individually: *wood, metal, glass, wool, paper, fabric.*
- To extend the activity, cover the items on the poster with sticky notes for pupils to guess the item, then uncover to check.

2 Talk about the materials.

- Ask pupils questions to encourage a class discussion based on the DVD and poster to personalize the topic and relate it to the real world.
- Ask pupils if they have ever made a craft out of any of the materials. What did they make? Do they have any toys made from these materials? Are there any items in the classroom made from these materials?
- Divide the class into pairs to discuss and make a list of things that are made from the materials.

3 Listen and point. Repeat. 3.1–3.2

- Open Class Books at page 76 and point to the pictures, saying the words for pupils to listen.
- Say *Listen and point!* Play track 1 for pupils to point to the items as they hear them.

Transcript

glass – paper – wood – fabric – wool – metal

- Play track 2 for pupils to repeat the words.

4 Match and write.

- Focus pupils' attention on the top row of pictures and ask what material they think each object is made from. Then ask them what materials they can see in the second row.
- In pairs, pupils look at the pictures and match the objects with the materials.
- To check as a class say the numbers for pupils to say the corresponding letters. Make a sentence yourself to summarize their answers, for example *Yes, the table is made of (wood).*
- Pupils write the names of the materials under the pictures, copying the words from activity 1.

ANSWERS

- 1 (c) wood 2 (e) wool 3 (a) glass 4 (f) metal
5 (b) paper 6 (d) fabric

Extension activity

- Tell pupils they are going to make a poster about materials.
- Divide the class into six groups and assign each group a material.
- Give each group a piece of poster paper and tell them to write the name of their material in the middle of the paper.
- Pupils draw pictures of as many things as they can think of that are made from their material.
- Monitor pupils as they draw, asking questions such as *What's this? What do you use this for?*
- Stick pupils' posters on the wall under the heading *Materials* to create a display.
- Write the heading *Materials* on the board. Pupils copy the heading into the back of their notebooks (or into their vocabulary notebooks) and write the six materials words.

Lesson 2 p. 77

Objectives

- Listen and sing the *What's it made of?* song
- Identify the material that is the odd one out
- Make a materials map

Language

Active: *What is it? It's a (book). It's made of (paper).*

Passive: *What's under here? What's it made of?*, song lyrics

Materials

Class Book p. 77; *Materials* poster; CD3 tracks 3–4; sticky notes; a completed materials map – prepared by the teacher (see below); plain paper; magazines; scissors; glue

Warmer

- Stick the *Materials* poster on the board with the pictures of the key vocabulary items covered with sticky notes.
- Point to each sticky note and ask *What's under here?* Take suggestions, one by one, looking under the sticky note and saying *Yes* or *No* but don't reveal the picture yet.
- Point to the sticky notes again and ask *Can you remember what's here?* If they guess correctly, remove the sticky note.

1 Sing the *What's It Made Of?* song. 🎧 3.3–3.4

- Focus pupils' attention on the picture and ask *What can you see in the picture?*
- Play the song (track 3) for pupils to listen. Explain the meaning of *What's it made of?*
- Make up some actions to go with the song, for example a hip hop dance bouncing up and down, moving arms in and out with index finger pointed for the chorus, knocking on the desk for *wood*, miming knitting for *wool*, miming opening a book for *paper*, walking like a robot for *metal*, and looking in the mirror for *glass*.
- Play the song again for pupils to listen and do the actions.

Transcript

(See Class Book p. 120.)

- Play the song again, pausing after *It's made of (wood)* for pupils to repeat the description for each material.
- Play the song again for pupils to sing the answers and do the actions.

TIP When pupils are confident, or in a later lesson, you can sing the song again, using the karaoke version on track 4.

2 Tick (✓) the odd one out. Write.

- Ask pupils to look at the photos and work out which item in each row is the odd one out, and why. Do the first row as a class. Point to the chair and ask *What's it made of? (Wood.)* Repeat for the table. Point to the glass and ask *What's it made of? (Glass.)* Ask pupils which item they should tick (the glass). Read out the sentence starter and ask pupils to finish it by writing *glass*.
- Divide the class into pairs to complete the activity.

ANSWERS

The glass – It's made of glass.

The key – It's made of metal.

The table – It's made of wood.

3 Choose. Ask and answer.

- Tell the class you are thinking of an object in the classroom and say *It's made of paper. What is it? (A book.)*
- Repeat the question and the answer for pupils to repeat, substituting with different materials.
- Divide the class into pairs to take turns to choose a photo and say what it's made of for a partner to guess.

Science project: Make a materials map.

TIP Prepare your own materials map before the lesson. Write the word *Materials* in a circle in the centre of a piece of paper, then stick pictures of items made from the different materials around this (with lines linking them to the word *Materials*). Label the items *wood, glass, paper, fabric, wool* and *metal*.

- Tell pupils they are going to make a materials map and show them your completed materials map.
- Point out the labels for the different materials and ask pupils to identify the items you have selected for each material.
- Give out a piece of plain paper to each pupil.
- Write the title *Materials* on the board. Ask pupils to copy the word in the centre of their paper and draw a circle around it.
- Divide the class into groups of four and give out the magazines and scissors.
- Tell the class to look through the magazines and find things made from the six different materials and cut them out (each pupil needs one picture for each material).
- Write the materials on the board to remind pupils what they are looking for: *glass, paper, wood, fabric, wool, metal*.
- Once pupils each have one item for each material, give out the glue and tell them to stick their pictures around the word *Materials* and to label each material, copying the words from the board. Tell them to draw lines linking each picture to the word *Materials*.
- Pupils take turns in their groups to show their materials map, pointing and saying *It's made of (wood)*.
- Stick pupils' posters on the wall under the heading *It's made of ...* to create a display.

CLIL Music

Musical instruments

Lesson 1 p. 78

Objectives

Learn about different musical instruments and what they sound like

Listen, identify and say the names of musical instruments

Write the names of musical instruments

Language

Active: *a trumpet, a guitar, a piano, a drum, a violin, a flute*

Passive: *What instruments can you see?, What instruments can you play?, musical instruments, DVD script*

Materials

Class Book p. 78; *Musical instruments* poster; DVD (see website for script); CD3 tracks 5–7; sticky notes

1 Watch the video. DVD

- Tell pupils they are going to watch a video clip. Before they watch, ask some questions to prepare them for the topic. Tell them that in the video they are going to see some people playing different musical instruments. Ask how many musical instruments they can name and if anyone can play an instrument.
- Play the DVD, pausing at points in the footage where there are stills of a violin, trumpet, guitar, piano, flute and drum.
- Display the *Musical instruments* poster and ask pupils to point to any instruments they saw in the DVD and to name them. Ask *What instruments can you see?*
- Point to the key vocabulary on the poster and say the words for pupils to repeat chorally and individually: *a trumpet, a guitar, a piano, a drum, a violin, a flute.*
- To extend the activity, cover the items with sticky notes for pupils to guess the item, then uncover to check.

2 Talk about the musical instruments.

- Ask pupils questions to encourage a class discussion based on the DVD and poster to personalize the topic.
- Ask pupils what instruments they can play (*What instruments can you play?*) and what instruments they would like to learn. Ask them if they have seen any of these instruments in their music lessons. Relate back to the previous lesson by asking what each instrument is made of.
- Divide the class into pairs to discuss the following questions: Have you ever heard any of these instruments? Which sound do you like best? If you could choose, which instrument would you like to learn, and why? After a time limit, ask different pairs to share their ideas.

3 Listen and point. Repeat. 3•5–3•6

- Open Class Books at page 78 and point to the pictures, saying the words for pupils to listen.
- Say *Listen and point!* Play track 5 for pupils to point to the instruments as they hear them.

Transcript

a trumpet – a guitar – a piano – a drum – a violin – a flute

- Play track 6 for pupils to repeat the words.

4 Listen and number. Then write. 3•7

- Focus pupils' attention on the picture and ask *Where is it? (A music room.) What are the children doing? (Playing instruments.)*
- Play the first part of the track, pausing after *It's a drum* for pupils to point to the drum.
- Play the rest of the track for pupils to point to the instruments as they hear the words.

Transcript

1 It's a drum. 2 It's a guitar. 3 It's a trumpet.

4 It's a piano. 5 It's a violin. 6 It's a flute.

- Play the track again all the way through and ask pupils to write the numbers in the boxes.
- In pairs, pupils take it in turns to point to the instruments in the picture for their partner to say the word.
- Read out the words in the word pool and tell pupils to complete the sentences with the correct instrument.

Differentiation

- Below level: Read out the instruments in the word pool and ask pupils to point to the correct picture. Play the track, pausing after each sentence for pupils to number the pictures. Write the words for pupils to copy and complete the sentences.
- Above level: Divide the group into pairs to take turns pointing to a picture and asking *What's this?* for a partner to reply *It's a (drum).*

ANSWERS

From left to right, top row: 3, 6, 1

From left to right, bottom row: 2, 5, 4

(See transcript above for the completed sentences.)

Miming activity (optional)

- Choose an instrument and mime playing it for the class to guess.
- Divide the class into groups of four and tell them to take it in turns to choose an instrument and mime playing it for the group to guess.
- On the board write the heading *Musical instruments* for pupils to copy into the back of their notebooks (or into their vocabulary books). Tell them to write the six musical instruments words.

Lesson 2 p. 79

Objectives

- Listen to identify musical instruments
- Listen and sing a song with the instruments in context
- Say what instrument you can play
- Identify instruments within a musical extract

Language

Active: *I play the trumpet. I play the guitar. I play the piano. I play the drum.*

Passive: *I beat my drum, blow, clap my hands, song lyrics*

Materials

Class Book p. 79; *Musical instruments* poster; CD3 tracks 8–11; project materials: empty cereal boxes – one per pair, paper towel cardboard rolls – one per pair, large rubber bands – four per pair, sticky tape, masking tape; a completed cereal box guitar (prepared by the teacher – see below)

Warmer

- Stick the *Musical instruments* poster on the board.
- Stick the sticky notes over the instruments and ask pupils to guess what is underneath each sticky note.

1 Sing *The Instruments Song*. 🎧 3•8–3•9

- Focus pupils' attention on the picture and ask *What can you see in the picture?*
- Tell pupils they are going to listen to a song. Ask them to listen and tell you what instruments they hear (*What instruments can you hear?*).
- Play the song (track 8) for pupils to listen and shout out the instruments when they hear them.

Transcript

(See Class Book p. 120.)

- Play the song again, pausing after each instrument for pupils to mime playing the instrument.
- Play the song a final time for pupils to do the actions and sing along with as much of the song as they can.

TIP When pupils are confident, or in a later lesson, you can sing the song again, using the karaoke version (track 9).

2 Listen, write and draw. 🎧 3•10

- Point to the pictures and ask pupils what instruments the children are playing.
- Play the track and ask pupils to point to the instruments as they hear them.

Transcript

- Girl 1:** I play the piano.
- Girl 2:** I play the trumpet.
- Girl 3:** I play the flute.
- Boy 1:** I play the guitar.
- Boy 2:** I play the violin.
- Boy 3:** I play the drums.

- Divide the class into pairs to look at the pictures and write the instruments in the correct speech bubble. Tell them to refer back to page 78 to help them.
- Ask pupils to say if they play any of the instruments, using the target language *I play the ...*

TIP Some pupils may want to say that they play the recorder. Help them by modelling the sentence *I play the recorder*.

3 Can you hear the instruments? Listen and tick (✓). 🎧 3•11

- Play the first piece of music and ask pupils what instruments they hear.
- Point to the table and elicit the names of the instruments and focus their attention on the ticks.
- Play the other two pieces of music and tell pupils to tick the instruments they hear.

Transcript

- Musical extract including piano, violin and flute.*
- Musical extract including trumpet, guitar and drums.*
- Musical extract including piano, trumpet and drums.*

Music project: Make a guitar.

TIP Prepare your own cereal box guitar before the lesson.

- Tell pupils they are going to make their own guitar and show them your completed one.
- Divide the class into pairs and give each pair an empty cereal box. Tell them to draw a circle in the middle of the cereal box and then cut out it out.
- Give out four rubber bands to each pair. Demonstrate how to stretch the rubber bands over the outside of the box lengthways to form the strings. Make sure the bands are evenly spaced over the hole in the middle of the box.
- On the top side of the box, in the middle, tell pupils to draw an X. This is where the cardboard roll will go to form the neck of the guitar.
- Give out a cardboard roll (the sort from a roll of paper towel rather than from a roll of toilet paper) to each pair and show them how to attach it to the top of the box with masking tape by winding the tape around the bottom of the roll and sticking it around where the roll and the box meet.
- Pupils then decorate their guitar however they like.
- Join two pairs to play the guitars and compare their sounds.

CLIL Art

Portraits

Lesson 1

p. 80

Objectives

Learn about portraits in art

Listen, identify and say the names of types of portrait

Write the words for types of portrait

Identify and draw facial expressions for adjectives of feeling

Language

Active: *a drawing, a painting, a photograph, happy, angry, scared, sad*

Passive: *portrait, What kind of picture is it? It's a painting.*

Materials

Class Book p. 80; *Portraits* poster; DVD (see website for script); CD3 tracks 12–14; sticky notes; plain paper (optional)

1 Watch the video. DVD

- Tell pupils they are going to watch a video clip. Before they watch, ask some questions to prepare them for the topic. Tell them that in the video they are going to see some famous works of art. They are of people's faces. Explain that a picture of a person is called *a portrait*. Ask pupils: Have you ever seen a portrait? Have you ever drawn a portrait? Have you ever taken a selfie of yourself on your phone? Explain that a selfie is a digital portrait.
- Play the DVD, pausing at different portraits in the footage to ask pupils to identify if the portrait is a drawing, painting or photograph, and how they know.
- Display the *Portraits* poster and ask pupils to point to any items they saw in the DVD and to name them.
- Focus pupils' attention on the key vocabulary items, *drawing, painting, photograph*.
- To extend the activity, cover the items with sticky notes for pupils to guess the item, then uncover to check.

2 Talk about the portraits.

- Open Class Books at page 80. Ask pupils questions to encourage a class discussion about the portraits. Ask them to look at the portraits and think about who the people are, how they are feeling and how old they are.
- Divide the class into pairs to discuss the questions. For fast finishers, ask the pairs to come to the front of the class to look at the portraits on the poster and continue their discussion.
- Ask a few pairs to share their ideas.

3 Listen and point. Repeat. Then write. 3•12–3•13

- Focus pupils' attention on the pictures and the words in the word pool.
- Say *Listen and point!* Play track 12 for pupils to point to the portraits as they hear them.

Transcript

1 a painting 2 a drawing 3 a photograph

- Play track 13 for pupils to repeat the words.

Transcript

a painting – a drawing – a photograph

- Read out the words in the word pool for pupils to follow in their books.
- Pupils write the words under the correct picture.
- To check as a class point to picture 1 and ask *What kind of picture is it? (It's a painting.)* Repeat with pictures 2 and 3.

ANSWERS

1 painting 2 drawing 3 photograph

4 Listen and number. Draw and say. 3•14

- Mime the different adjectives *happy, angry, scared* and *sad* and ask pupils how you are feeling.
- Display the *Portraits* poster. Say the adjectives for pupils to repeat and point to the photos.
- Turn back to page 80 in the Class Books. Read out the adjectives under each picture in activity 4 for pupils to follow in their books.
- Play the track, pausing after each word for pupils to write the number in the boxes. Do the first one together as a class.

Transcript

1 sad 2 happy 3 angry 4 scared

- Tell pupils to read the adjectives and draw the corresponding faces on the children.
- Ask pupils to compare their expressions with a partner's to check if they are the same or different.
- Ask a few pupils to hold up their pictures to show the class and say the adjectives.

Extension activity

- On the board draw an angry face and ask pupils what adjective describes the face (*angry*).
- Hand out paper and tell pupils to draw four different faces with the different emotions.
- Divide the class into pairs to show their pictures for their partner to guess the emotion.
- Pupils then write the adjectives under each picture.
- Write the heading *Feelings* and stick pupils' pictures underneath it. Leave the display on the wall as a vocabulary record.
- Pupils then copy the *Feelings* heading into the back of their notebooks (or into their vocabulary notebooks) and write the four adjectives.

Lesson 2 p. 81

Objectives

Listen and sing *The Face Song*

Use principles of symmetry to complete portraits

Make a portrait of a friend

Language

Active: *It's a (painting). She's (sad). I'm (happy).*

Passive: *Which face is (angry)? How are you today? I'm (sad) today. Would you like to play? I don't want to play. How is he/she feeling?*

Materials

Class Book p. 81; CD3 tracks 15–16; a selection of paintings, drawings and photograph portraits (in books, cut out of magazines, printed from the Internet, or selected from the Internet to show on an interactive whiteboard); portrait template (prepared by the teacher – see below) – one per pupil

Warmer

- Show pupils the portraits that you have collected and ask them to say if each portrait is *a drawing, a photograph or a painting*.

1 Sing *The Face Song*. 🎧 3•15–3•16

- Say *sad* and ask pupils to make a sad face. Repeat with *angry, scared* and *happy*.
- Play the song (track 15) for pupils to make the corresponding face when they hear the adjective in the song.

Transcript

(See Class Book p. 120.)

- Play the first two lines of the chorus for pupils to repeat.
- Play the song all the way through for pupils to make the faces and join in with the chorus.

TIP When pupils are confident, or in a later lesson, you can sing the song again, using the karaoke version (track 16).

2 Draw and write.

- Point to each picture and ask *How is she/he feeling?* Explain the meaning of the question, and encourage pupils to answer, e.g. *happy* or *He's happy*.

TIP Remind pupils that we use *he's* ... for a boy and *she's* ... for a girl.

- Tell pupils to draw the other side of the faces to match. Remind them to use symmetry to help them complete the portraits.

TIP If pupils are not familiar with the concept of symmetry, draw half a face on the board and then show how you copy the features symmetrically on the other half of the face to complete the portrait.

- Read out the sentence starter for picture 1 and encourage pupils to say *happy*.
- Pupils complete the sentences with the adjectives.
- To check as a class, ask questions about the pictures, for example *Which face is sad? (Face 2.)*

ANSWERS

1 He's happy. 2 She's sad. 3 He's scared.

4 She's angry.

3 Look and say.

- Focus pupils' attention on the portraits and elicit if they are *drawings, paintings or photographs* and how the people are feeling.
- Read out the speech bubbles for pupils to repeat.
- Divide the class into pairs to take turns to point to the pictures and say what kind of portrait they are and how the people are feeling, using the target language.

Art project: Make a portrait.

TIP The template is designed to help pupils to draw a portrait ensuring the eyes are in line and the face is relatively symmetrical. Before the lesson make a template by drawing a large oval on a piece of paper with a faint vertical symmetry line down through the middle. Draw three faint dotted horizontal lines: the first just above the lower half of the face to indicate the position of the eyes, the second a third up from the bottom of the face to indicate the position of the bottom of the nose and the third a little way below this to indicate the position of the mouth. Make an example portrait to show the class. Draw the facial features, placing them on the dotted horizontal lines.

- Tell pupils they are going to draw a portrait of a friend.
- In pairs, pupils think about how they want to feel for their portrait: happy, sad, scared or angry.
- Show pupils your example portrait. Give each pupil a portrait template and explain where they draw the features, using your example to demonstrate.
- Tell pupils to sit opposite each other.
- They have to look at their partner and draw the eyes, nose and mouth and then draw the hair, ears and any other features, such as glasses and freckles.
- As they draw, go around asking questions, for example: How does your partner feel? How can you show in the portrait that they are (sad)?
- Pupils then colour the portrait, using the correct colours for hair, eyes and skin tone.
- Ask them to write the adjective that describes the person in their portrait at the bottom.
- Join three pairs together and tell them to take turns presenting their portraits using the target language, for example *This is (Carina). She's angry.*
- Write the heading *Portraits* and stick pupils' portraits underneath to create a display.

TIP To extend the activity, pupils can draw self-portraits at home, using a mirror, and bring them into school to compare with the other portraits. Give pupils extra copies of the template to help them with their self-portraits.

CLIL Science

Plant or animal?

Lesson 1 p. 82

Objectives

- Identify the origins of different foods
- Listen, identify and say the names of foods
- Write the words for foods
- Categorize types of food as coming from a plant/an animal

Language

- Active:** *bread, milk, potatoes, fish, tomatoes, eggs*
- Passive:** *Which food comes from animals? Which food comes from plants?*

Materials

Class Book p. 82; *Plant or animal?* poster; DVD (see website for script); CD3 tracks 17–18; Unit 7 food flashcards; sticky notes; plain paper (optional)

Warmer

- Ask pupils what their favourite food and drink is.
- Use the flashcards to revise the food and drink vocabulary from Unit 7. Ask pupils to say which they like/dislike.
- Ask pupils if they can remember any other words for food and drink in English. Remind them of the words *ice cream, apples, berries, chocolate* and *lemonade*.

1 Watch the video. DVD

- Tell pupils that in this DVD they are going to see some children eating different types of food. Ask some questions to prepare them for watching: What do you have for your mid-morning snack? Do you have lunch at school? Do you know where the food you eat comes from – whether it comes from a plant or an animal?
- Play the DVD, pausing at points in the footage where there are stills of any known food items (e.g. *apples, juice, water, sandwiches*) and stills of the new vocabulary (*bread, milk, potatoes, fish, tomatoes, eggs*).
- Display the poster and ask pupils to point to any items they saw in the DVD and to name them.
- Point to the key vocabulary items on the poster and say the words for pupils to repeat chorally and individually: *milk, eggs, fish, potatoes, tomatoes, bread*.
- To extend the activity, cover the items with sticky notes for pupils to guess the item, then uncover to check.

2 Talk about the food.

- Ask pupils questions to encourage a class discussion based on the DVD and poster and to personalize the topic and relate it to the real world.
- Ask pupils when they eat the foods in the video and if any of the pupils are vegetarian. Ask pupils if the foods in the video are from plants or animals.
- Divide the class into pairs to discuss which of the foods are from plants and which are from animals.
- Ask a few pairs to share their ideas. For each food, ask *Plant or animal?*

3 Listen and point. Repeat. 3•17–3•18

- Open Class Books at page 82 and focus pupils' attention on the photos.
- Play track 17 for pupils to point to the food items as they hear them.

Transcript

bread – milk – potatoes – fish – tomatoes – eggs

- Play track 18 for pupils to repeat the words.

4 Match and write.

- Focus pupils' attention on the pictures and the boxes labelled *Plant* and *Animal*.
- Say *bread* and ask *Plant or animal?* (*Plant.*) Ask *Why?* and encourage pupils to explain (it's made from a grain).
- In pairs, pupils look at the pictures, draw lines to match them with the correct category and then write the words in the correct column.
- To check as a class, ask *Which food comes from plants?* Explain the meaning of the question and elicit the names of the foods from plants. Repeat for the food from animals, asking *Which food comes from animals?*

ANSWERS

Plant – bread, potatoes, tomatoes; **Animal** – milk, fish, eggs

Extension activity

- Tell pupils they are going to make a Venn diagram to show the different foods they eat which come from plants and animals.
- On the board draw two circles overlapping and write the heading *Plant* in the left circle and *Animal* in the right circle and *Both* in the overlapping section. Explain the meaning of *both*.
- Give out a piece of plain paper to each pupil and ask them to copy the Venn diagram.
- Tell pupils to think about what they ate the day before and their favourite foods.
- Tell them to draw pictures of the food in the correct circles. On your Venn diagram on the board, draw a cheese and tomato pizza in the *Both* section, chicken in the *Animal* circle and salad in the *Plant* circle.
- Stick pupils' Venn diagrams on the wall under the heading *Plant or animal?* to create a display.
- Write the headings *Plant* and *Animal* on the board. Ask pupils to copy the headings into their notebooks. They write the six new words under the correct headings.

Lesson 2 p. 83

Objectives

Listen and sing *The Food Song*

Do a food quiz

Make a food poster

Language

Active: *Bread comes from a plant. Milk comes from an animal.*

Passive: *river, sea, inside*

Materials

Class Book p. 83; *Plant or animal?* poster; CD3 tracks 19–20; sticky notes; a completed food poster – prepared by the teacher (see below); magazines; poster paper (one piece per group of 4); scissors; glue

Warmer

- Stick the *Plant or animal?* poster on the board with the pictures of the key vocabulary items covered with sticky notes.
- Point to each sticky note and ask *What's under here?* Take suggestions, one by one, looking under the sticky note and saying *Yes* or *No* but don't reveal the picture yet.
- Point to the sticky notes again and ask *Can you remember what's here?* If any pupil guesses correctly, remove the sticky note.

1 Sing *The Food Song*. 3•19–3•20

- Ask pupils to describe what they can see in the picture.
- Make up some actions to go with the song, for example do the hip hop dance from CLIL Materials Lesson 2 to go with the *Everybody dance* lines, for the question draw a question mark in the air, for *from a plant* mime a plant growing and for the *from an animal* lines mime being a chicken (flap your arms), mime milking a cow, and move your hand through the air to mime being a fish.
- Play the song (track 19) for pupils to do the actions.

Transcript

(See Class Book p. 120.)

- Play the song again, pausing after *Tomatoes come from a plant* and *Eggs come from an animal*. Say the lines for pupils to repeat.
- Play the song again for pupils to sing the answers and do the actions.

TIP When pupils are confident, or in a later lesson, you can sing the song again, using the karaoke version on track 20.

2 Quiz. Read and write.

- Read out the first sentence for pupils to follow and ask them what the food is (*milk*).
- Repeat with the other two sentences. For the second sentence, explain the meaning of *inside*.
- Divide the class into pairs to read the sentences again and complete the gapped foods.

ANSWERS

1 milk 2 an egg 3 a tomato

3 Match and say.

- Focus pupils' attention on the top row of photographs and elicit the words.
- Focus pupils' attention on the second row of pictures, say *egg* and ask them to tell you which picture (*a*).
- Divide the class into pairs to take turns to look at the photographs and match them.
- To check as a class, ask pupils to make sentences about the matched pictures, for example *Bread comes from a plant. Picture c. Potatoes come from a plant. Picture d.*
- Pair yourself up with a pupil, point to picture 3 and ask the pupil to make a sentence: *Milk comes from an animal.*
- Divide the class into pairs to take turns pointing to pictures 1 to 6 for their partner to make a sentence.

ANSWERS

- 1 c Bread comes from a plant.
- 2 d Potatoes come from a plant.
- 3 f Milk comes from an animal.
- 4 b Tomatoes come from a plant
- 5 a Eggs come from an animal.
- 6 e Fish comes from an animal. / Fish come from rivers/ the sea.

Extension activity

- Play a guessing game. Say *It's brown. It comes from a plant. What is it?* for pupils to guess the food (*bread*).
- Divide the class into pairs to choose a food and describe it for a partner to guess.

Science project: Make a food poster.

- Tell pupils they are going to make a food poster and show them your completed one as an example.
- Divide the class into groups of four and give them a piece of poster paper per group.
- Tell the groups that their poster has to illustrate which foods are from plants and animals. They can design it any way they like, for example with a table or a spidergram. Give them time to discuss and plan their poster.
- Give out the magazines, scissors and glue.
- Tell the class to look through the magazines and find pictures of food and of plants and animals that food comes from, cut them out and stick them on their poster. Alternatively, pupils can draw their own pictures.
- The groups then take turns to present their poster, pointing to the food and saying *It comes from a plant / an animal.*
- Stick pupils' posters on the wall under the heading *It comes from ...* to create a display.

Dressing up and me! pp. 84–85

Objectives

- Learn about dressing up in the UK
- Listen, identify and label photos
- Think and talk about dressing up in your country
- Say a poem and do a project

Language

Active: *Look at my costume. Look at my face. a uniform, a charity, fun, costume, fancy dress, a school play*

Passive: *dress up, competition, horse, rabbit, paint your face*

Materials

Class Book pp. 84–85; CD3 tracks 21–22; plain paper; photos of pupils in costumes (optional); face paints and dressing up box (optional)

1 Listen and number the pictures. 3•21

- Point to the photos on page 84. Ask *What can you see?* See the culture note below.
- Play the track, pausing for pupils to point to the correct photo. Explain the meaning of *charity, fun, fancy dress, competition, costume, horse, uniform, school play, rabbit*.
- Play the track again, pausing for pupils to number the photos.

Transcript

- 1 Molly:** It's Red Nose Day! We put on red clothes and red noses. We give money to charity and it's fun!
- 2 Molly:** It's my favourite day – the summer fete! This is the fancy dress competition. Children dress up in different costumes. The best one wins! Can you see the horse?
- 3 Molly:** This is our school uniform. It's a red jumper, a white shirt and blue trousers or a blue skirt. I like our school uniform!
- 4 Molly:** Look at the costumes! We're in the school play. We put on costumes and paint our faces. Look at the rabbit!
- Ask pupils to compare their answers with a partner before you play the track again for pupils to point to the photos in order.

ANSWERS

- 1 top right 2 bottom right 3 top left 4 bottom left

CULTURE NOTE Children in the UK normally have to wear a school uniform and, in primary schools, this is often dark trousers or skirts and a polo shirt underneath a school jumper. Most primary schools have special fundraising days, when children dress up in exchange for donating money to a charity. There are nation-wide charity days, for example *Red Nose Day* when children dress in red and put on red noses and do something funny for money. Dressing up in costumes and face painting are very common things for children to do for a party or as part of a performance.

2 Label the pictures.

- Read out the labels in the word pool.
- Tell pupils to copy the labels under the correct photo.

ANSWERS

- 1 Red Nose Day 2 Fancy dress 3 My school uniform
4 My school play

3 Look at the pictures. Is it the same or different where you live?

- Ask pupils questions to encourage a class discussion about dressing up in their country: Do you have a school uniform? What do you put on for school? Do you have special days at school for dressing up? Do you raise money for charity at your school? What do you do at school to raise money?
- Divide the class into pairs to discuss the following questions: If you could dress up as your favourite character, who would it be? What would you wear?
- After two minutes, ask different pairs to share their ideas.

4 Listen and say the poem. 3•22

- Play the poem and ask *What's it about?* (*Dressing up*.)
- Play the poem again, line by line, for pupils to repeat.

Transcript

(See Class Book p. 85.)

- Play the poem a final time for pupils to join in.

Project: Draw a picture of you in a costume. Paint your face, too.

TIP If possible, arrange for pupils to bring in photos of themselves in costume to share with the class before they do the project. You could bring in face paints and a dressing up box.

- Tell pupils they are going to draw a picture of themselves in their favourite costume (and with a painted face).
- Give each pupil a piece of plain paper for pupils to draw their pictures.
- Monitor pupils as they work, asking, for example: Which character are you? What's your costume?
- Ask pupils to take turns to present their pictures saying *I'm (Spiderman). Look at my costume! Look at my face!*
- Stick pupils' pictures on the wall under the heading *Dressing up* to create a display.

Holidays and me! pp. 86–87

Objectives

Learn about holiday culture in the UK

Listen, identify and label photos

Think and talk about holidays in your country

Say a poem and do a project

Language

Active: *This is my favourite holiday. It's a (caravan).*

camping, a tent, a caravan, seaside, cook, sleep, eat, travel

Passive: *camp fire, cook, canal, barge, travel, have picnics, sleep, bed, at the seaside*

Materials

Class Book pp. 86–87; CD3 tracks 23–24; plain paper cut into four squares – four squares per pupil; pupils' holiday photos (optional)

1 Listen and number the pictures. 3•23

- Point to the photos on page 86. Ask *What can you see?* Talk about the photos with pupils. See the culture note.
- Play the track, pausing after each description for pupils to point to the correct photo. Explain the meaning of *camping, sleep, tent, woods, camp fire, cook, barge, canal, travel, eat, caravan, have picnics, bed* and *at the seaside*.
- Play the track again, pausing after each description for pupils to number the photos.

Transcript

- 1 Max:** Let's go camping! We sleep in a big tent in the woods. Look at the trees. We have a camp fire and cook our food on the fire. It's fun!
- 2 Max:** This is a barge holiday. We travel on the canal all day and we sleep and eat in the barge. There's a kitchen and a bedroom!
- 3 Max:** Caravan holidays are great! We travel in the day, and have picnics. Then we sleep in the caravan at night. There are four beds in the caravan.
- 4 Max:** My favourite summer holiday is at the seaside. We swim and play in the sea. It's hot and sunny, but the water is cold!
- Ask pupils to compare their answers with a partner before you play the track again for pupils to point to the pictures in order.

ANSWERS

1 top right 2 top left 3 bottom right 4 bottom left

CULTURE NOTE UK children usually take a family holiday during the summer school break. Some families travel abroad but many families stay in the UK and go camping, travel in a camper van or go on canal barge holidays. Probably the most popular holiday is the seaside holiday. Children enjoy making sandcastles and it is common to eat fish and chips and ice cream. Campsites in the UK usually take tents and camper vans, and are located in a field, near a river or beach, or in the woods. Families usually cook outdoors over a fire or camping stove. Some families hire a barge for a week and travel across the country on the canals.

2 Label the pictures.

- Read out the labels in the word pool, explaining any new words. Point to the picture of the barge and ask pupils what type of holiday it is (*a barge holiday*) and where the people are (*on the canal*).
- Pupils work in pairs to complete the activity.

ANSWERS

1 in the woods 2 on the canal 3 caravan holiday
4 at the seaside

3 Look at the pictures. Is it the same or different where you live?

- Ask pupils questions to encourage a class discussion about holidays, for example: Have you had any of these holidays? Which one would you like to try? Where do you usually go for your summer holiday? What do you do? Where do you sleep?
- In pairs, pupils discuss their favourite holiday.
- After two minutes, ask different pairs to share their ideas.

4 Listen and say the poem. 3•24

- Play the poem and ask *What's it about?* (*Holidays*.)
- Play the poem again, line by line, for pupils to repeat.

Transcript

(See Class Book p. 87.)

- Play the poem a final time for pupils to join in.

Project: Make some holiday photos of your favourite holiday.

- Tell pupils they are going to make some holiday 'photos'. Hold up your book and show the example 'photos'. Ask *What can you see?*
- Elicit some of the holidays pupils learned about in the lesson.
- Give each pupil four squares of paper and tell them to imagine that they went on one of the holidays they talked about in activity 3.
- Encourage pupils to think about and draw where they would sleep, what they would eat and what they would do.
- Divide the class into groups of four to take turns to present their photos saying, *Look! This is my holiday (on the canal)*. Demonstrate with your own photos.
- Stick pupils' pictures on the wall under the heading *Holidays and me!* to create a display.

Festivals

Happy Christmas p.88

Objectives

Learn about Christmas celebrations in Britain

Listen and sing a Christmas song

Make a Christmas bell

Language

Active: *Happy Christmas! bells, a sleigh, Father Christmas, a reindeer, presents, a bag*

Passive: *The reindeers' ears are pink. What colour are they? song lyrics*

Materials

Class Book p. 88; CD3 tracks 25–29; a CD of Christmas music (optional); a cloth bag containing a small gift (e.g. a pencil or rubber) for each pupil; a completed 3D bell (prepared by the teacher – see below); cardboard bell shapes (prepared by the teacher) – two per pupil; glitter (optional)

1 Listen and point. Then listen and repeat.

🎧 3•25–3•26

CULTURE NOTE Father Christmas and his sleigh, pulled by reindeer, fly around the world on Christmas Eve delivering presents to every child. Children in the UK hang up a stocking for Father Christmas to fill with presents and leave him a drink and a mince pie.

- Ask pupils to look at the main picture and describe it. Say *Happy Christmas!* for the class to repeat.
- Tell the class to listen and point to each Christmas item in activity 1 as they hear the word. Play track 25.
- Play track 26 for pupils to repeat the words.

2 Write the words. Then listen and colour. 🎧 3•27

- Point to the picture again and ask *What can you see?* Encourage pupils to come up with other words they know.
- Point to Father Christmas and tell pupils to write his name on the line. Repeat with the other three items.
- Play the track for pupils to listen for the colours. Ask *What colours are there?* (*Yellow, green, red, black and pink.*)

Transcript

Presenter: The bells are yellow.

Child: What colour are they?

Presenter: Yellow. Yellow bells.

Presenter: The sleigh is green.

Child: What colour is it?

Presenter: Green. A green sleigh.

Presenter: The bag is red.

Child: What colour is it?

Presenter: Red. A red bag.

Presenter: The reindeers' noses are black.

Child: What colour are they?

Presenter: Black. Black noses.

Presenter: The reindeers' ears are pink.

Child: What colour are they?

Presenter: Pink. Pink ears.

- Play the first exchange and pause to ask *What colour are the bells?* (*Yellow.*) Pupils colour the bells yellow.
- Play the rest of the track, pausing after each exchange to give pupils time to colour the items.

3 Look, count and circle. Then say.

- Pupils work in pairs to count the bells and presents and circle the correct number.
- Pupils then take turns to point to and describe items in the main picture.

4 Sing *Jingle Bells*. 🎧 3•28–3•29

- Tell pupils they are going to sing a traditional English Christmas song.
- Play the song, line by line, for pupils to repeat.
- Play the song again and ask pupils to sing along and do the actions.

Transcript

(See Class Book p. 120.)

5 Play *The Father Christmas Bag Game*.

- Tell pupils to sit in a circle and show them the bag of presents. Say *Look! It's Father Christmas's bag! What's inside?*
- Play the CD of Christmas music and pass the bag around the circle for each pupil to pull out an item (without looking) and say *It's a present! It's a (pencil!) Thank you, Father Christmas!*

6 Make a bell for the Christmas tree.

- Give each pupil a copy of the two cardboard bell shapes and tell them to colour, decorate and cut out each bell.
- Demonstrate how to mark a straight line on one bell going from the top to the middle point. Do the same on the second bell shape but this time the mark should go from the bottom to the centre. Pupils then cut along the marked line on both bell shapes. Demonstrate how to slide the two bell shapes together.
- Punch holes in the top of the bells to attach a ribbon.
- Ask a few pupils to present their bells, saying *This is my bell. It's (red and green).*

Happy Easter p. 89

Objectives

Learn about Easter celebrations in Britain

Listen and sing an Easter song

Make an Easter bunny

Language

Active: *Happy Easter! chocolate eggs, an Easter bunny, a garden, a basket, brother, sister, (five) (purple) eggs*

Passive: *Look at my sister's basket. There are three yellow eggs. Wiggle your nose. Shake your tail. hop*

Materials

Class Book p. 89; CD3 tracks 30–33; four hard-boiled eggs; four wooden spoons; a completed Easter bunny (prepared by the teacher – see below); paper plates and lollipop sticks – one of each per pupil; white card; scissors; glue

1 Look, listen and repeat. Then match. 3•30

- Open Class Books at page 89. Ask pupils if they know the words for any of the pictures.
- Tell the class to listen, look at the pictures and point to each Easter item as they hear the word. Play track 30.

Transcript

1 chocolate eggs 2 an Easter bunny 3 a garden
4 a basket

- Play the track again for pupils to repeat the words.
- Read out the words in the lozenges for pupils to follow. Then ask them to match the pictures and the words.

2 Look and listen. Listen again. Draw and colour the eggs in the baskets. 3•31

- Ask pupils what they can see in the picture (*a garden, two baskets*). Encourage them to come up with other known vocabulary, for example *flowers, nest, chicks, tree*.
- Ask what is happening in the picture (the children are in their garden searching for chocolate Easter eggs, hoping the Easter bunny has visited).

CULTURE NOTE In the UK children believe that the Easter bunny comes to children's gardens or homes and hides chocolate Easter eggs. When children wake up, they take their Easter baskets and hunt for the eggs, collecting them in their baskets.

- Tell pupils they are going to listen to find out how many eggs the children found and the colour of the eggs.
- Play the track all the way through and ask pupils to listen for any numbers and colours they hear.

Transcript

Girl: Happy Easter! Look! My brother and sister are in the garden. Look at my sister's basket. There are five chocolate eggs. There are two pink eggs. There are three yellow eggs. Look at my brother's basket. There are six chocolate eggs. There are five purple eggs. There's one blue egg.

- Play the track again, pausing to give pupils time to draw the correct number of eggs in the baskets.
- Play the track a final time pausing to give pupils time to colour the eggs.

3 How many eggs? Write the number.

- Focus pupils' attention on the coloured eggs. Say *How many pink eggs? Count with me*.
- In pairs, pupils count the eggs together and say the number, for example *Two pink eggs* and then write the number next to the corresponding egg.

4 Sing *Little Easter Bunny*. 3•32–3•33

- Tell pupils to listen to the song and think of some actions to go with the words. Play the song (track 32), pausing to explain the meaning of any words as necessary.
- Play the song again, line by line, for pupils to repeat.
- Play the song for pupils to do the actions and sing.

Transcript

(See Class Book p. 120.)

- Play the karaoke version (track 33) for pupils to sing.

5 Play *The Egg Rolling Game*.

TIP You will need to clear some space in the classroom, or play the game outdoors at break time. Prepare hard-boiled eggs before the lesson.

- Tell pupils that they are going to play a game of egg rolling.
- Prepare a track, with a start and finish line and call four pupils to play the game. Ask pupils to line up at the start line. Give each pupil a wooden spoon and a hard-boiled egg.
- Tell pupils that they have to roll their eggs along the track towards the finish line, using only the wooden spoon. They cannot touch the egg with their hands or feet.
- Say *Ready, steady, go!* Pupils play the game.
- Repeat with other groups of four pupils.

6 Make an Easter bunny.

TIP Prepare an Easter bunny before the lesson (see the photo in the Class Book).

- Tell pupils they are going to make an Easter bunny and show them your example.
- Give each pupil a paper plate and ask them to draw a bunny face on it.
- Give out some white card and show pupils how to cut out two bunny ear shapes that they then cut out and colour. Pupils stick a lollipop stick to the bottom of the bunny's face.
- Play the *Little Easter Bunny* song again for pupils to hold up their bunnies and make them hop along.

Tests and evaluation

Rainbow Bridge Level 2 offers the following tests:

- a test to be carried out at the end of each unit;
- a corresponding unit test which is especially adapted for pupils with dyslexia;
- four speaking tests (one every two units);
- mid year and end of year tests to evaluate pupils' speaking and listening skills.

The tests offer the teacher the opportunity to:

- record pupils' progress;
- evaluate learning and consolidation needs;
- intervene with consolidation activities, for individual pupils or groups, before moving on to the next unit.

There are two versions of each unit test, sharing the same audio track. The second of these has been designed with the needs of potentially dyslexic learners in mind. In some cases the activities are identical, but in others the version for dyslexic students follows a different format. A simple linear layout on the page ensures that these tests are clear and easy to follow, they are supported by audio material that follows the visual presentation on the page, and the tasks usually focus on one procedure at a time. An example of how to complete the test is given wherever possible and writing support is provided with word pools and writing rules divided into the appropriate number of dashes for the letters required. In addition to offering the opportunity to assess pupils' progress, these tests also provide consolidation of fundamental skills such as equating written numbers with numerals as well as with quantities, and associating pictures with the appropriate text. They therefore provide support for children with learning challenges as well as opportunities for teachers to identify pupils who might be struggling at an early stage.

Tests are a crucial phase in the teaching-learning process, and it is therefore important to create a relaxed atmosphere to avoid possible anxiety in pupils.

In order to ensure that a test works as a tool to assess pupils' progress, identify weaknesses and put in place appropriate consolidation strategies, you may want to carry out a quick revision of the unit before you administer a test. This will help pupils to experience errors as the means through which the teacher can identify pupils' needs in order to improve their learning. The teacher will then be able to recalibrate their teaching plans and suggest new activities, ways of working individually or in groups that make use of different materials best suited to their pupils' needs.

Teacher's Notes

TIP You may want to play the listening tracks twice, allowing longer pauses between dialogues the second time.

TIP If pupils struggle to form sentences during the speaking tests, you may want to help them by saying sentences they can use as a model.

TIP Some of the activities in the tests carry a half point for each correct answer. If you need to simplify them, you can halve the number of items and mark 1 point for each correct answer.

Unit 1 Test

1 Write the number words. page 117

1 point for each correct answer (5 points in total).

ANSWERS

two, – five, – four, – one, – three

1 Read and write the numbers. page 118

1 point for each correct answer (5 points in total).

ANSWERS

1, 2, 3, 4, 5, 6

2 Listen and colour. 3-34

1 point for each correct answer (5 points in total).

Transcript

A: Hello.

B: Oh, hello!

A: Look at the doors.

B: Tell me about the doors. What colour are they?

A: Well, number 6 is blue.

B: Blue?

A: Yes.

B: That's nice.

A: And look at number 7.

B: What colour is it?

A: It's yellow.

B: What colour is number 8?

A: Number 8? It's brown.

B: Ah, a brown door.

B: Here's number 9. What colour is it?

A: It's green.

B: And what about number 10?

A: Number 10 is red. It's the door of my house. Let's go in.

B: Thank you!

ANSWERS

6 – blue, 7 – yellow, 8 – brown, 9 – green, 10 – red

Unit 2 Test

1 Read and circle.

1 point for each correct answer (5 points in total).

ANSWERS

1 1 desk

2 3 books

3 1 chair

4 2 rulers

5 4 bags

2 Listen and circle. Then write. 3•35 page 119

1 point for each correct answer (5 points in total).

2 Listen and circle. Then tick (✓). 3•35 page 120

1 point for each correct answer (5 points in total).

Transcript

- 1 **A:** This is my school.
B: Wow, it's great! What's this?
A: It's a desk. It's my desk.
- 2 **B:** And look. What's this?
A: It's a rubber.
B: Oh, a rubber.
- 3 **B:** Is it a pencil?
A: No, it isn't. It's a ruler.
B: That's right, a ruler.
- 4 **A:** Look at this. It's a bag.
B: Great! A bag for school.
- 5 **B:** And now, what's this? Is it a chair?
A: Yes, it is.
B: Good. Now it's time for school!

ANSWERS

- 1 a desk
- 2 a rubber
- 3 a ruler
- 4 a bag
- 5 a chair

Speaking Test Units 1 and 2

1 Look and answer the questions.

1 point for each correct answer (5 points in total).

- Explain that pupils will pretend to be the children around the edge of the picture. For each illustration 1–4, ask pupils *How old are you?* Elicit *I'm ...*
- Once you have elicited the four ages, gesture towards the pupils themselves and say *How old are you?*

ANSWERS

- 1 I'm five.
- 2 I'm seven.
- 3 I'm six.
- 4 I'm eight.
- 5 Pupils' own answers

2 Colour. Then answer the questions.

½ point for each correct Yes/No answer, ½ point for each correct colour (5 points in total).

- Ask pupils to colour the five items using five different known colours.
- Ask questions about the items as follows:

Teacher: Number 1. Is it a ruler?

Pupil: No, it isn't. It's a desk.

Teacher: What colour is it?

Pupil: (It's) (colour).

Teacher: Number 2. Is it a chair? [...]

Teacher: Number 3. Is it a rubber? [...]

Teacher: Number 4. Is it a book? [...]

Teacher: Number 5. Is it a pencil? [...]

ANSWERS

- 1 Is it a ruler? No, it's a desk.
- 2 Is it a chair? Yes, it is.
- 3 Is it a rubber? No, it's a pen.
- 4 Is it a book? Yes, it is.
- 5 Is it a pencil? No, it's a bag.

Unit 3 Test

1 Look and write.

1 point for each correct answer (5 points in total).

ANSWERS

- 1 a living room
- 2 a kitchen
- 3 a hall
- 4 a bedroom
- 5 a bathroom

2 Listen and circle. Then match. 3•36 page 122

1 point for each correct answer (5 points in total).

2 Listen and tick (✓). 3•36 page 123

1 point for each correct answer (5 points in total).

Transcript

- 1 **Rowan:** Look. Here are some pictures of my family.
Girl: Who's this?
Rowan: It's my sister.
Girl: And where's your sister now?
Rowan: She's in the living room.
- 2 **Girl:** Is this your grandpa?
Rowan: Yes, it is.
Girl: Where's your grandpa?
Rowan: He's in the kitchen.
- 3 **Girl:** Who's this? Is this your mum?
Rowan: No, it isn't. It's my grandma.
Girl: Oh, yes. Where's your grandma?
Rowan: She's in the bedroom.
- 4 **Girl:** And this is your mum. Is she in the bathroom?
Rowan: That's right.
- 5 **Rowan:** This is my dad. He's in the hall. Let's say Hello.
Girl: Yes!

ANSWERS

- 1 sister in living room (b)
- 2 grandpa in kitchen (e)
- 3 grandma in bedroom (c)
- 4 mum in bathroom (d)
- 5 dad in hall (a)

Unit 4 Test

1 Read and colour. page 124

1 point for each correct answer (5 points in total).

1 Read and tick (✓). Then colour. page 125

1 point for each correct answer (5 points in total).

ANSWERS

- 1 brown boots
- 2 blue trousers
- 3 a yellow hat
- 4 green shoes
- 5 a purple coat

2 Listen and number. Then write. 3-37 page 124

1 point for each correct answer (5 points in total).

Transcript

- 1 **A:** Ooh, it's windy today. Look at the clothes. What's this?
B: It's my jumper.
A: Oh yes.
- 2 **B:** And look, this is my hat.
- 3 **A:** And here's my skirt.
B: Oh, yes. It's pretty!
- 4 **B:** Look! My trousers.
A: Oh, wow. Great trousers!
- 5 **B:** And here are my socks.
A: How many socks?
B: Two.
A: That's good!

ANSWERS

5 socks 3 a skirt 1 a jumper 2 a hat 4 trousers

2 Listen and circle. 3-37 page 125

1 point for each correct answer (5 points in total).

ANSWERS

- a jumper
- a hat
- a skirt
- trousers
- socks

Speaking Test Units 3 and 4

1 Look and answer the questions.

1 point for each correct answer (4 points in total).

- Say, e.g. Number 1. *Where's Mum?* The pupil answers *She's in the bedroom.*
- For extra revision, start by asking *Who's this? (Mum)* before asking *Where's Mum?*

ANSWERS

- Where's Mum? She's in the bedroom.
- Where's Grandma? She's in the living room.
- Where's Grandpa? He's in the hall.
- Where's Dad? He's in the kitchen.

2 Tell the girl and the boy what to do. Say three things.

1 point for each correct instruction (6 points in total).

- Pupils look at the pictures of the boy and the girl and read their speech bubbles. Elicit that they need to put on/take off clothes in order to feel more comfortable.
- Explain that they are going to give the boy and the girl three instructions, e.g. (to the girl): *Take off your coat* and (to the boy): *Put on your socks*. The pictures of clothes items in the box provide suggestions, but pupils can choose other clothes if they wish.

Mid Year Speaking Test

1 Colour and answer. Then talk about your things.

3 points for each correct sentence about the picture and 3 points for each correct sentence about the pupils (6 points in total).

- Start by asking pupils to colour the three numbered items (the jumper, book and shoes) in known colours of their choice.
- Say each reference number and ask *What is it?* Encourage the pupil to include the colour in their reply, e.g. *It's a blue jumper.*
- Then elicit similar sentences from the pupil about their own clothes and possessions. For example, they could point to their bag and say *It's a brown bag*. When producing their own examples, some pupils may forget that plural items such as trousers, shoes and socks do not require the article *a*. Gently correct this mistake if it occurs.
- As pupils have not yet learnt to use *an* before a vowel, they may say *It's a orange...* Do not penalize them for this at this stage.

2 Follow and say.

1 point for each correct sentence (4 points in total).

- Say each reference number. The pupil follows the line from the item to the room and creates a sentence using the example on the page, e.g. *Put your coat in the hall*. You may have to help a little in the first instance.

ANSWERS

- Put your coat in the hall.
- Put your pencil in the living room.
- Put your bag in the kitchen.
- Put your trousers in the bedroom.

Mid Year Listening Test

1 Listen and circle. 3-38

1 point for each correct answer (5 points in total).

Transcript

- 1 **A:** Come and see my bedroom. Look at my books.
B: How many books?
A: Two.
B: And how many pencils?
A: Three. Three pencils and two books.
- 2 **A:** And look, here's my desk and my chair.
B: One desk and one chair?
A: That's right.
- 3 **C:** I'm cold.
D: You're cold? Then put on your hat and your coat.
C: My hat and my coat?
D: That's right. Are you OK now?
C: Yes, thanks!
- 4 **E:** Look! Here are your shoes and socks.
F: My shoes and socks! Thank you!
- 5 **A:** What have you got there?
B: It's my bag.
A: Oh, yes. And is this your book?
B: Yes, it is. My bag and my book. Great! Let's go.

ANSWERS

- 3 pencils and 2 books
- 1 desk and 1 chair
- a hat and a coat
- shoes and socks
- a bag and a book

2 Listen and match. 3-39

1 point for each correct answer (5 points in total).

Transcript

- 1 **A:** I can see my dad. He's in the hall.
B: That's right. Your dad's in the hall.
- 2 **A:** What about my sister? Is she in the hall?
B: No.
A: Is she in the bathroom?
B: No, she isn't. She's in the living room.
- 3 **A:** Is my mum in the bathroom?
B: Yes, she is.
- 4 **A:** Where's my grandma? Is she in the living room?
B: No. Your grandma isn't in the living room. She's in the kitchen.
- 5 **A:** What about my grandpa? Is he in the kitchen?
B: No, he isn't. He's in the bedroom.

ANSWERS

- 1 dad in hall (e)
- 2 sister in living room (a)
- 3 mum in bathroom (c)
- 4 grandma in kitchen (b)
- 5 grandpa in bedroom (d)

3 Listen and tick (✓). Ⓞ 3•40

1 point for each correct answer (6 points in total).

Transcript

- 1 **Adult:** Put your book on the desk, please.
2 **Adult:** Ah. Here are your socks. Can you put your socks on the chair?
3 **Adult:** Where's your coat?
Child: My coat? Here it is.
Adult: Can you put it in the hall, please?
Child: Yes.
- 4 **Child:** Look! Here's my bag.
Adult: Your bag? Oh, good. Can you put it in the kitchen, please?
5 **Child:** Can you put my shoes in the bag, please?
Adult: Yes, of course.
- 6 **Child:** Where's my pen?
Adult: Here is it. Put it on the desk, please.
Child: OK.

ANSWERS

- 1 book on the desk
- 2 socks on the chair
- 3 coat in the hall
- 4 bag in the kitchen
- 5 shoes in the bag
- 6 pen on the desk

4 Listen and circle. Then write. Ⓞ 3•41

1 point for each correct answer (4 points in total).

Transcript

- 1 **Girl:** I'm cold.
Boy: You're cold? Put on your hat.
- 2 **Girl:** I'm hot.
Boy: Oh dear. Take off your jumper.
- 3 **Girl:** Come on. Let's go outside and play! Put on your boots.
- 4 **Girl:** Look. Why don't you take off your socks?

ANSWERS

- 1 hat
- 2 jumper
- 3 boots
- 4 socks

Unit 5 Test

1 Look and write. page 130

1 point for each correct answer (5 points in total).

1 Read and circle. page 131

1 point for each correct answer (5 points in total).

ANSWERS

- 1 a tablet
- 2 a robot
- 3 a paint box
- 4 a doll
- 5 a drum

2 Listen and tick (✓) or cross (X). Ⓞ 3•42

1 point for each correct answer (5 points in total).

Transcript

- 1 **A:** Hi, Max. Let's play. What toys have you got? Have you got Lego?
B: Lego? No, I haven't.
- 2 **A:** Never mind. What about a game? Have you got a game?
B: Yes, I've got a game. Here it is. Let's play!
- 3 **A:** Have you got a robot?
B: Yes! Look, here it is.
A: Wow! Look at that. It's great!
- 4 **A:** What about cards? Have you got cards?
B: No, I haven't.
- 5 **B:** But look. I've got a drum.
A: You've got a drum?
B: Yes, listen ...

ANSWERS

- 1 X
- 2 ✓
- 3 ✓
- 4 X
- 5 ✓

Unit 6 Test

1 Read and match. page 132

½ point for each correct answer (5 points in total).

ANSWERS

- 1 hair
- 2 ears
- 3 arms
- 4 a body
- 5 legs
- 6 eyes
- 7 a nose
- 8 a mouth
- 9 hands
- 10 feet

1 Look, read and circle. page 133

1 point for each correct answer (6 points in total).

ANSWERS

- 1 a mouth
- 2 a body
- 3 arms
- 4 hands
- 5 legs
- 6 feet

2 Listen and write. 3•43 page 132

1 point for each correct word (5 points in total).

2 Listen and colour. 3•43 page 133

1 point for each correct answer (4 points in total).

Transcript

- Boy:** Hello, I'm Jay. I've got black hair.
Girl: Black hair?
Boy: Yes.
Girl: And what colour are your eyes?
Boy: My eyes are brown.
- Girl:** My name's Anita.
Boy: Hello, Anita. Have you got blond hair?
Girl: Yes, I have.
Boy: What about your eyes?
Girl: They're green.
Boy: So, blond hair and green eyes?
Girl: That's right.

ANSWERS

- 1 black hair, brown eyes
- 2 blond hair, green eyes

Speaking Test Units 5 and 6

1 Look, ask and answer.

½ point for each correct question, ½ point for each correct answer (6 points in total).

- Work with one pupil or ask pupils to work together in pairs.
- The pupils in each pair decide who is A and who is B. Explain that pupil A owns the toys on mat A and pupil B owns the toys on mat B.
- A starts by asking B *Have you got (a) ... ?* B looks at their mat and answers *Yes/No*.
- B then asks the questions for A (or the teacher) to answer.

2 Draw your hair. Then colour and say.

1 point for each correct colour and feature (4 points in total).

- Ask pupils to add hair to the face and to colour the eyes and hair, so that their picture resembles themselves.
- Elicit a description from each pupil starting with *I've got ...* (e.g. *I've got blond hair and brown eyes.*)

Unit 7 Test

1 Look and write.

1 point for each correct answer (6 points in total).

ANSWERS

- 1 grapes
- 2 water
- 3 cakes
- 4 crisps
- 5 orange juice
- 6 sandwiches

2 Listen, read and draw ☺ or ☹. 3•44 page 135

1 point for each correct answer (4 points in total).

2 Listen and draw ☺ or ☹. 3•44 page 136

1 point for each correct answer (4 points in total).

Transcript

- Girl:** Hello, Tom.
Boy: Oh, hi, Fiona.
Girl: It's a sunny day. Let's have a picnic. Do you like grapes and cheese?
Boy: I like cheese, but I don't like grapes.
Girl: Oh, OK.
- Girl:** Let's have carrots and sandwiches.
Boy: I don't like carrots, but I like sandwiches.
- Girl:** What about cakes and crisps?
Boy: Yes! I like cakes AND I like crisps.
- Girl:** What about a drink? Water or orange juice?
Boy: I like water, but ... not orange juice. I don't like orange juice.
Girl: OK. This is for you.
Boy: Great.

ANSWERS

- 1 cheese ☺, grapes ☹
- 2 carrots ☹, sandwiches ☺
- 3 cakes ☺, crisps ☺
- 4 water ☺, orange juice ☹

Unit 8 Test

1 Look, read and circle. page 129

1 point for each correct answer (5 points in total).

1 Read and circle. page 130

1 point for each correct answer (5 points in total).

ANSWERS

- 1 swim
- 2 dance
- 3 climb
- 4 run
- 5 sing

2 Listen and tick (✓) or cross (X). Then write.

3.45 page 137

1 point for each correct answer (5 points in total).

2 Listen and tick (✓) or cross (X). 3•45 page 138

1 point for each correct answer (5 points in total).

Transcript

- Adult:** What's the matter, Milly?
Girl: I can't fly!
Adult: No! You can't.
- Girl:** But I can jump!
Adult: Yes. Be careful.

- 3 **Adult:** Can you catch a ball?
Girl: No, I can't.
Adult: Oh well.
- 4 **Adult:** Ah ... Can you run?
Girl: Yes, I can.
Adult: That's good.
- 5 **Girl:** And I can dance!
Adult: Wow! Yes, you can dance really well. That's fantastic!

ANSWERS

- 1 fly ✗
 2 jump ✓
 3 catch ✗
 4 run ✓
 5 dance ✓

Speaking Test Units 7 and 8

1 What do you like? Read and draw 😊 or ☹. Then say.

1 point for each correct sentence (5 points in total).

- Ask pupils to read each food word and draw a happy or sad face in the space, depending on whether or not they like the foods.
- Ask pupils to make a sentence saying whether or not they like the food, e.g. *I like cheese. I don't like cakes.*
- If the pupil is unsure, you can use the reference number to check they understand the word correctly by asking e.g. *What's number 1? (cheese).*

2 Look and tick (✓) or cross (✗) for you. Then say.

1 point for each correct sentence (5 points in total).

- Pupils look at the pictures and write a tick or a cross next to each one to show whether or not they can do the action.
- Say e.g. *Number 1.* Ask pupils to make a sentence, e.g. *I can climb or I can't climb.*
- If the pupil is unsure, you can use the reference number to check they understand the word correctly by asking e.g. *What's number 2? (jump).*

End of Year Speaking Test

1 Look and ask questions. Then tick (✓) or cross (✗).

½ point for each correct question, ½ point for each correct tick or cross (5 points in total).

- Work with one pupil or ask pupils to work together in pairs.
- The first pupil looks at each word/picture in turn and asks you or their partner *Can you...?* for each one (e.g. *Can you fly?*)
- The pupils listen to the response (*Yes/No*). They put a tick or a cross in the box under the action word depending on the answer they receive.

2 Play the game. Ask and answer.

½ point for each correct question and ½ point for each correct answer (5 points in total).

- Work with one pupil or ask pupils to work together in pairs.

- Demonstrate playing the game by identifying a box e.g. Yellow. 3. Show pupils how to find this box by finding the row starting with yellow and the column headed by 3. The correct box is at the intersection of this row with this column. Ask *What is it?* and pupils reply *It's a tablet.*
- It may be helpful for pupils to colour the colour words, in the appropriate colours, for quick reference during the game.
- One pupil in each pair asks their partner five similar questions. They then swap so that each pupil has a chance to ask and to answer.

End of Year Listening Test

1 Listen and number. Then write. 🎧 3•46

½ point for each correct number, ½ point for each correct word (5 points in total).

Transcript

- 1 **A:** Look! I've got a drum.
B: A drum. Wow!
- 2 **A:** Have you got a game?
B: No, I haven't, but I've got a robot.
- 3 **A:** Have you got cards?
B: Yes, I have. Let's play.
- 4 **A:** I've got Lego. Come and play with me.
 5 **A:** Have you got a tablet?
B: No, I haven't.
A: Have you got a doll?
B: No, I haven't.
A: Have you got a paint box?
B: Yes, I have.

ANSWERS

2 robot, 4 Lego, 3 cards, 5 paint box, 1 drum

2 Listen and colour. 🎧 3•47

½ point for each correct colour (5 points in total). (*White* is not included. Pupils simply leave any areas described as white uncoloured.)

Answers/Transcript

Interviewer: Hello, Robot Number 1. What colour are your eyes?

Robot 1: My eyes are purple.

Interviewer: Purple eyes! And what colour are your arms?

Robot 1: They're blue.

Interviewer: Are your legs blue?

Robot 1: No. My legs are orange.

Robot 1: ... and I've got a green head and a yellow body.

Interviewer: Hello, Robot Number 2. Have you got purple eyes?

Robot 2: No. My eyes are pink.

Interviewer: What about are your ears?

Robot 2: They're red.

Interviewer: Is your nose white?

Robot 2: No. My nose is black.

Robot 2: ...and I've got a brown mouth.

Interviewer: And a brown body?

Robot 2: No. My body and my legs are white, but my feet are green.

ANSWERS

Robot 1: purple eyes, blue arms, orange legs, green head, yellow body

Robot 2: pink eyes, red ears, black nose, brown mouth, green feet

3 Listen and circle. Then write.  3•48

1 point for each correct answer (4 points in total).

Transcript

1 **Child:** Yum! Sandwiches. I like sandwiches.

2 **Child:** Hmm. I don't like crisps.

3 **Adult:** What about cakes?

Child: No, I'm sorry. I don't like cakes.

4 **Adult:** Water or orange juice?

Child: Water, please. I like water.

ANSWERS

1 sandwiches

2 crisps

3 cakes

4 water

4 Listen and circle. Then match.  3•49

½ point for each correct circle, ½ point for each correct match (6 points in total).

Transcript

1 **Adult:** Can you sing?

Child: Yes, I can sing.

2 **Adult:** Can you catch a ball?

Child: No, I can't. I can't catch a ball.

3 **Adult:** Can you run?

Child: Run? Yes! I can run.

4 **Child:** I can swim, too.

5 **Adult:** And can you climb?

Child: Yes, I can climb.

6 **Child:** But I can't fly.

ANSWERS

1 I can sing. (d)

2 I can't catch a ball. (c)

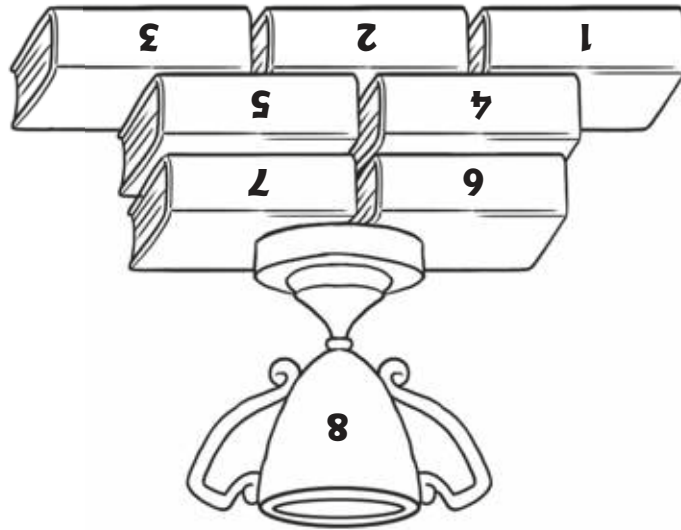
3 I can run. (f)

4 I can swim. (e)

5 I can climb. (a)

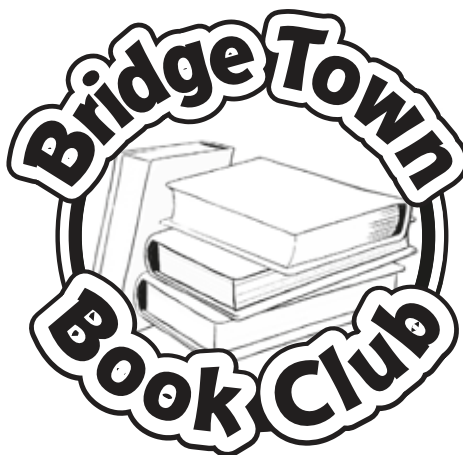
6 I can't fly. (b)

Unit 1, Round up Bridge Town Book Club card



Book Club Awards

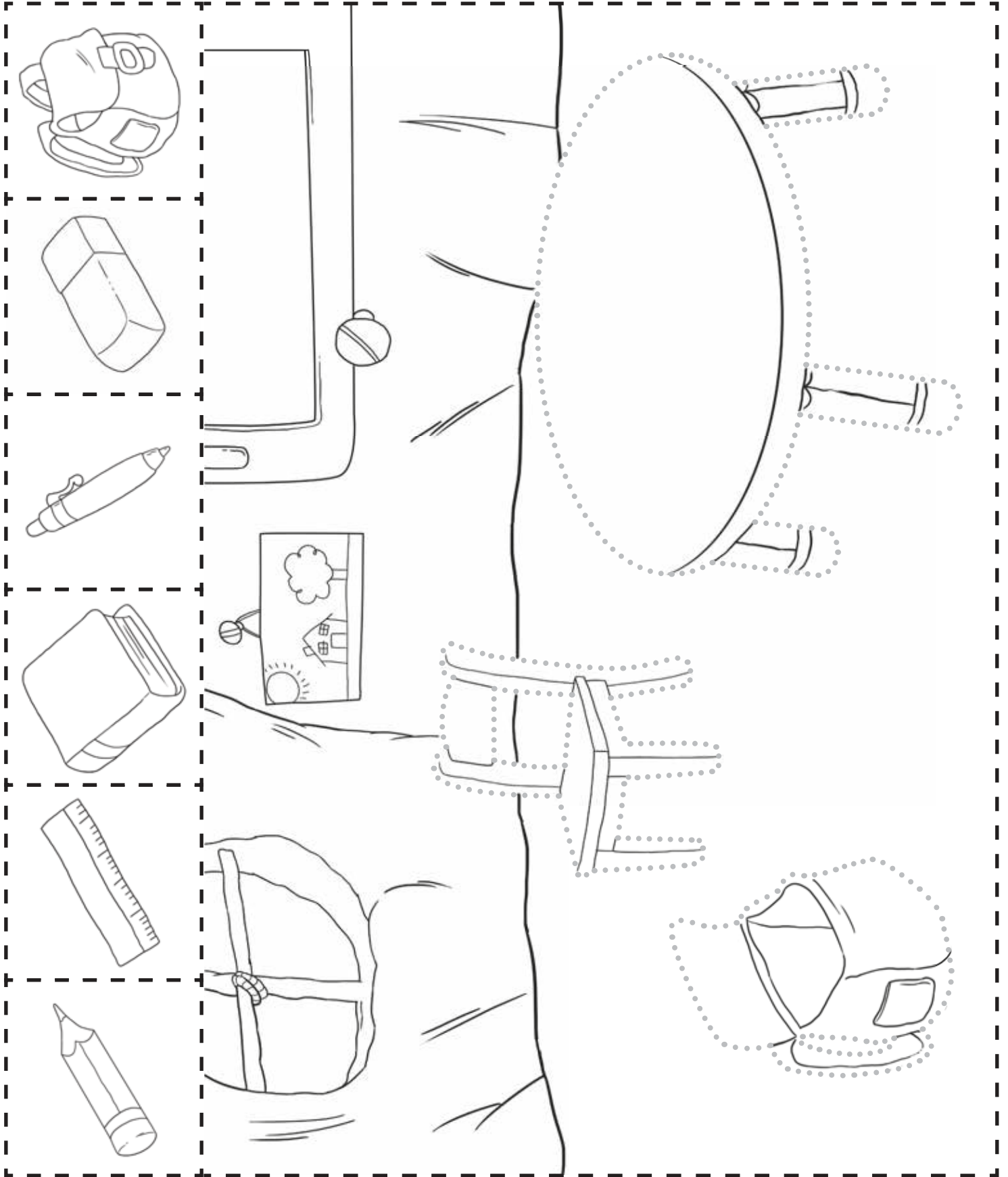
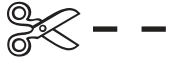
Book Club Card



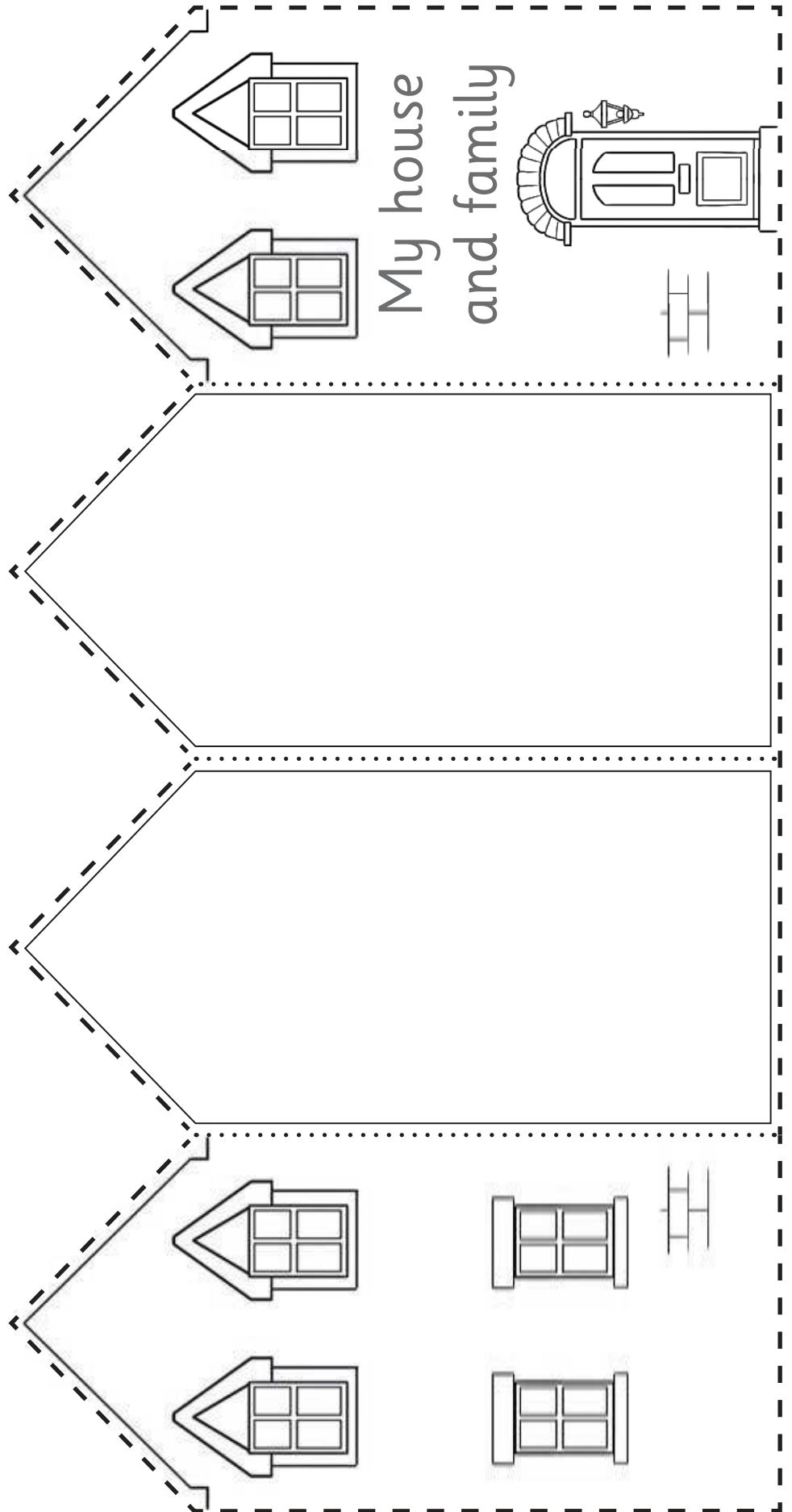
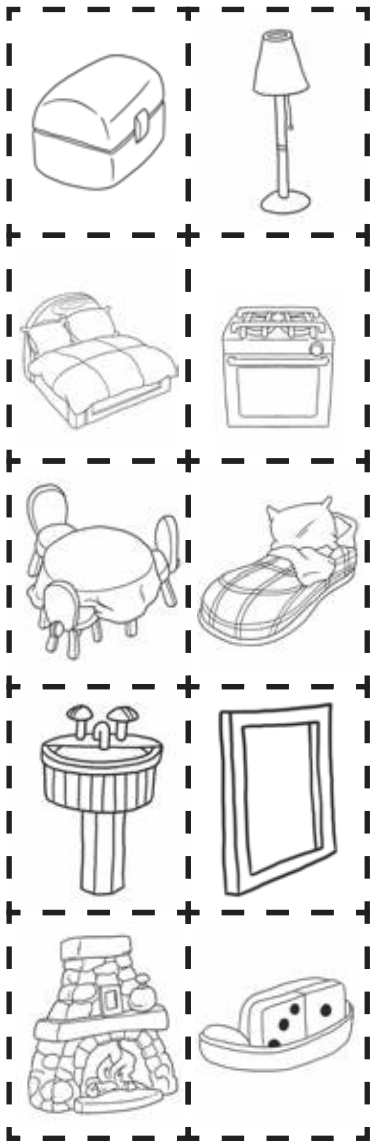
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Age: _____

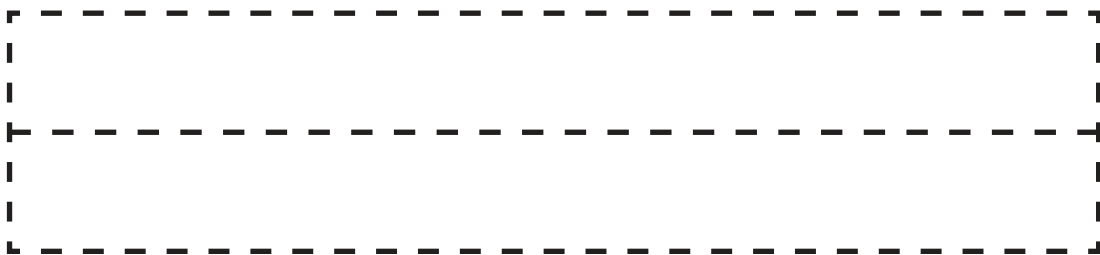
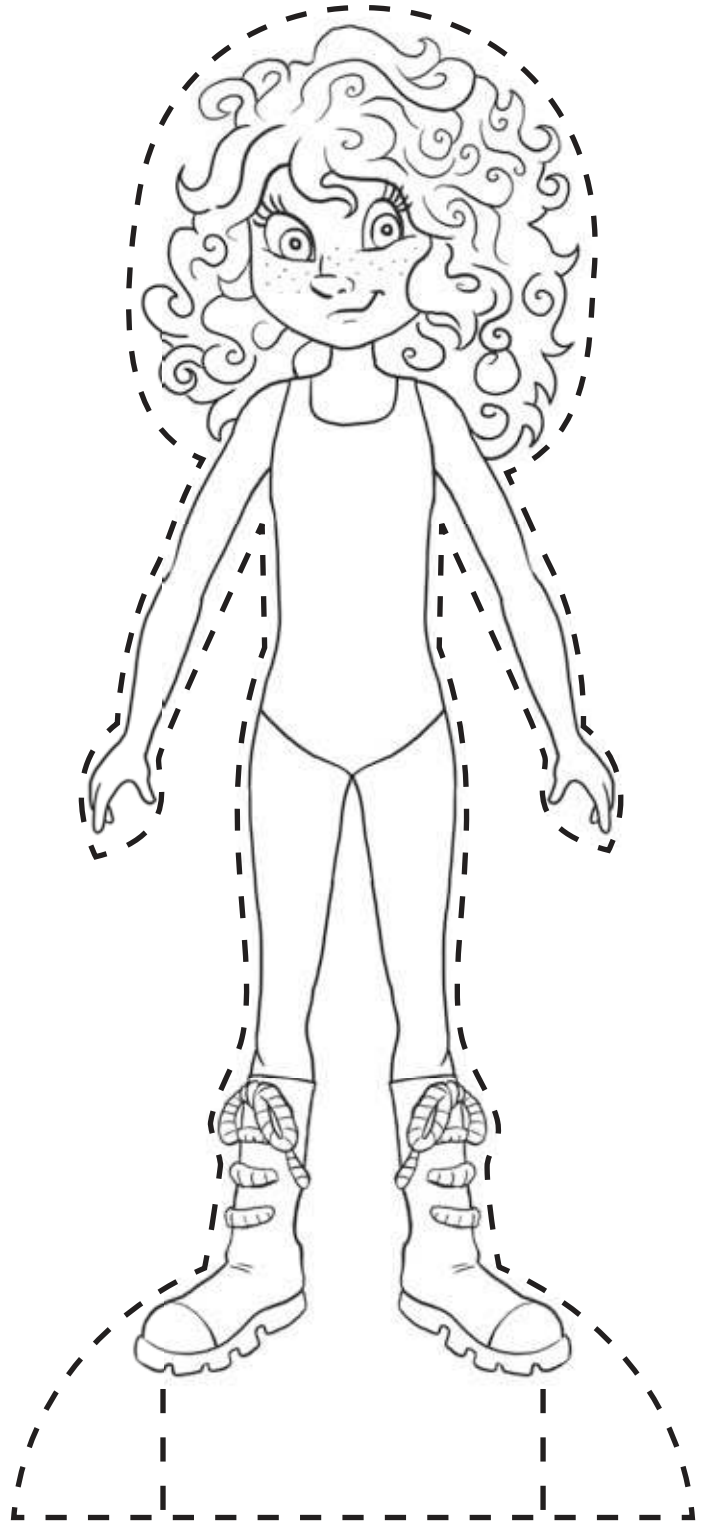
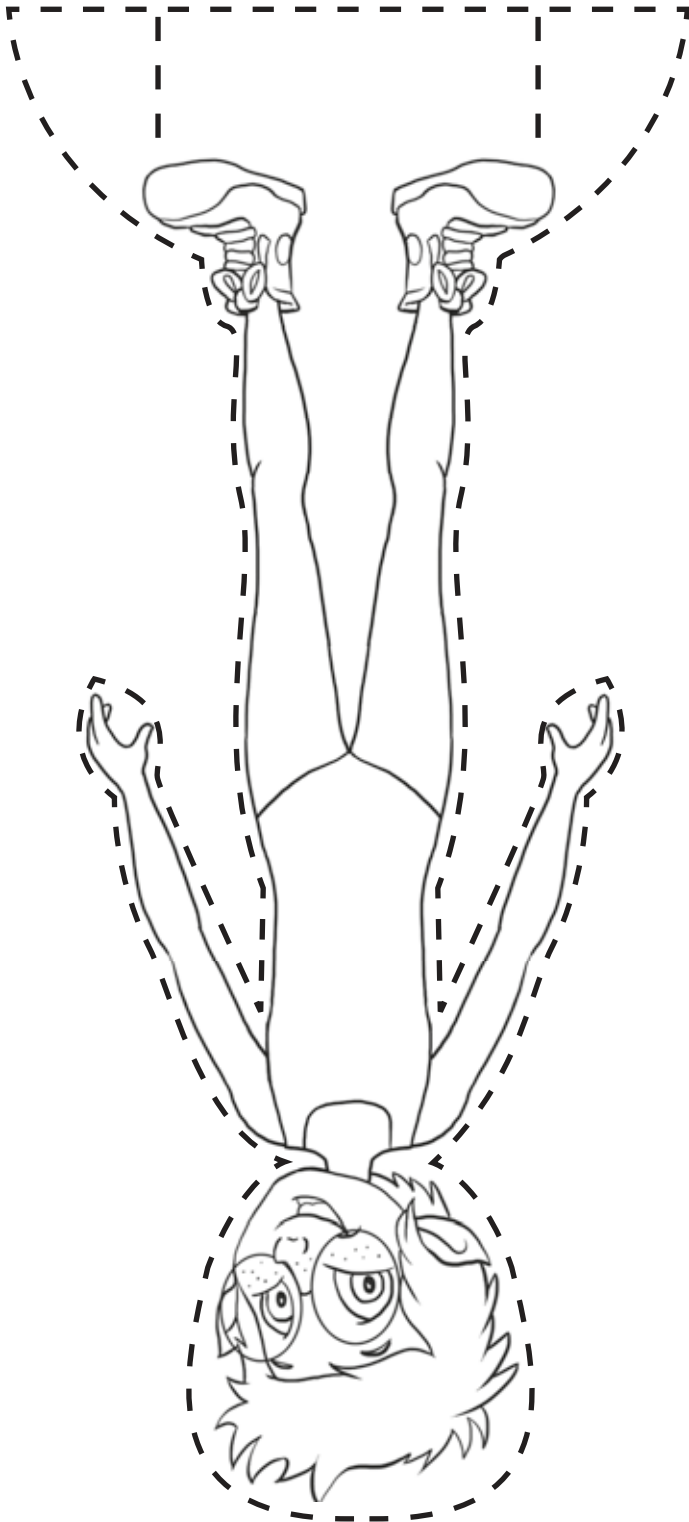
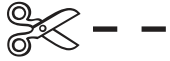
Unit 2, Round up Classroom game



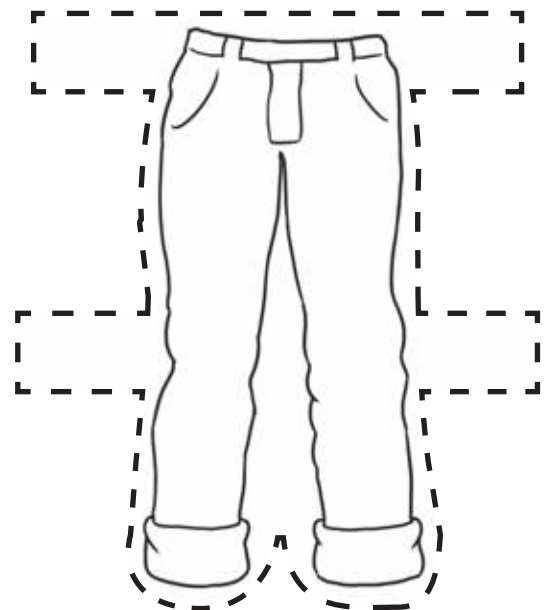
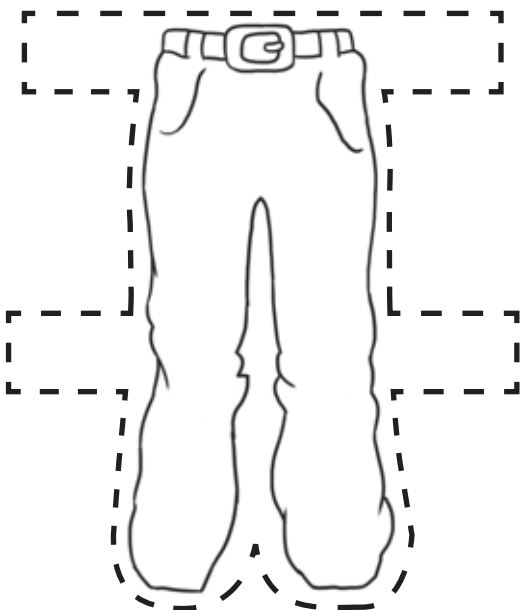
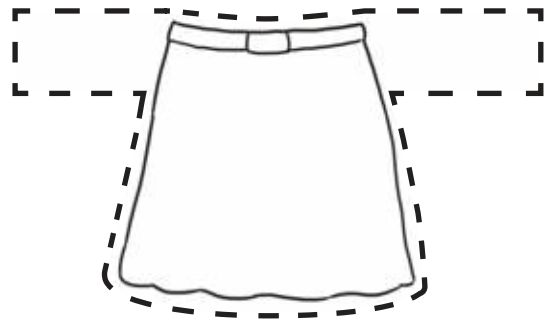
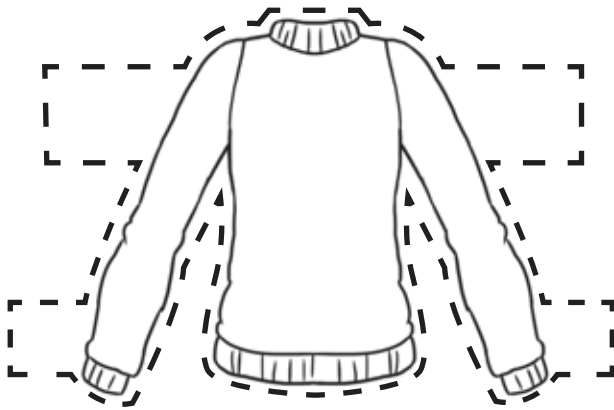
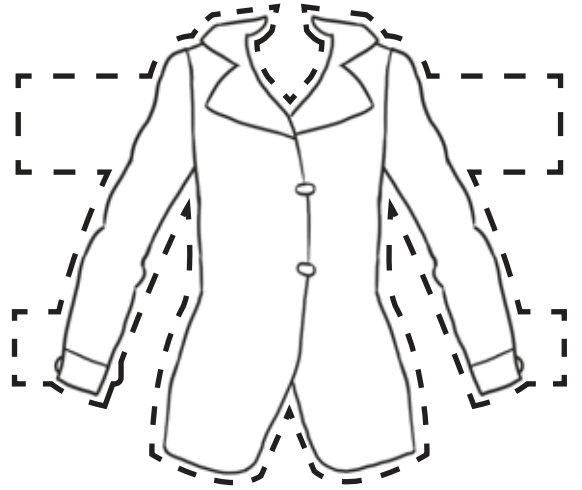
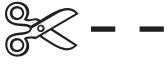
Unit 3, Round up House book



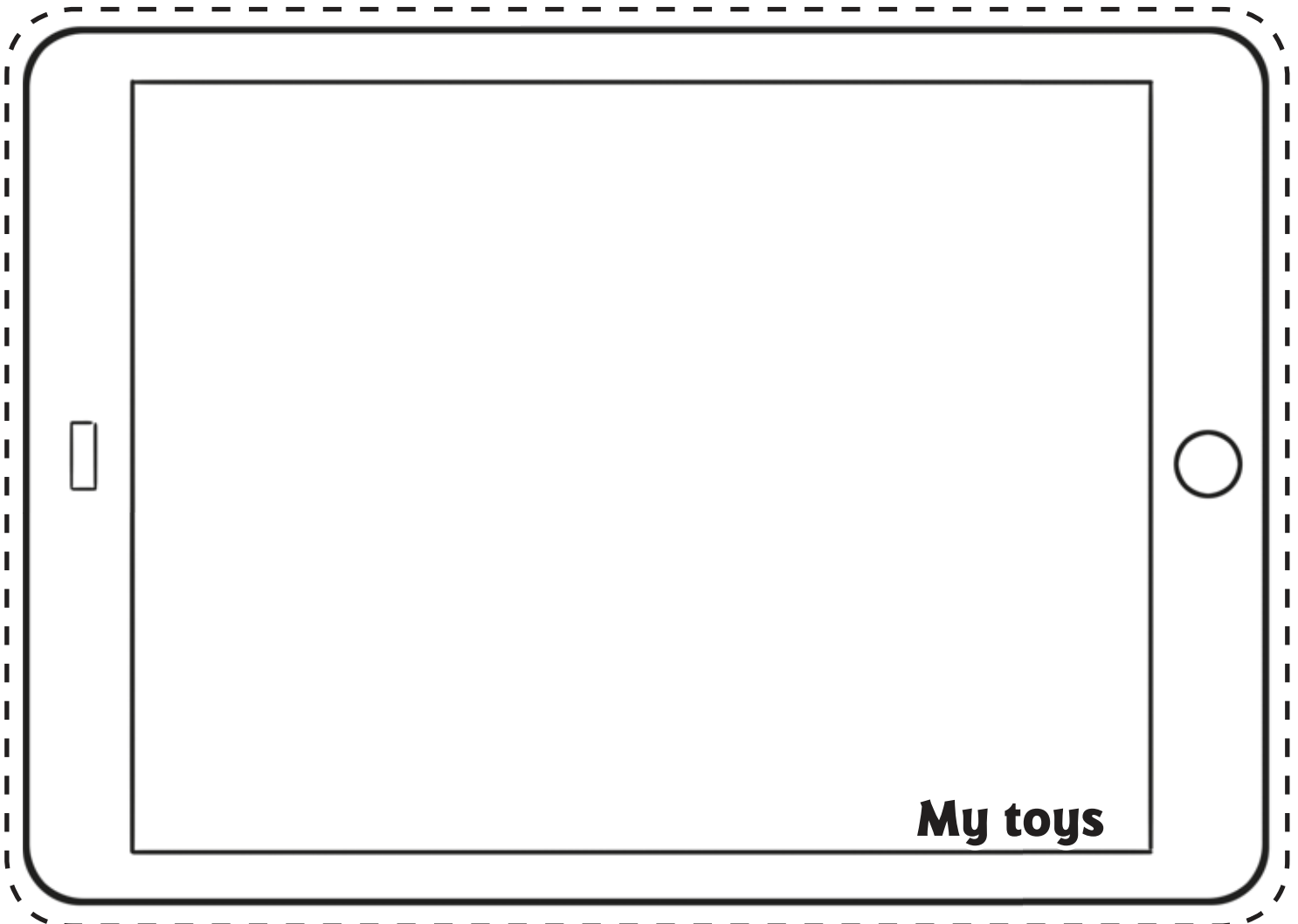
Unit 4, Round up Dress Rowan and Poppy (1)



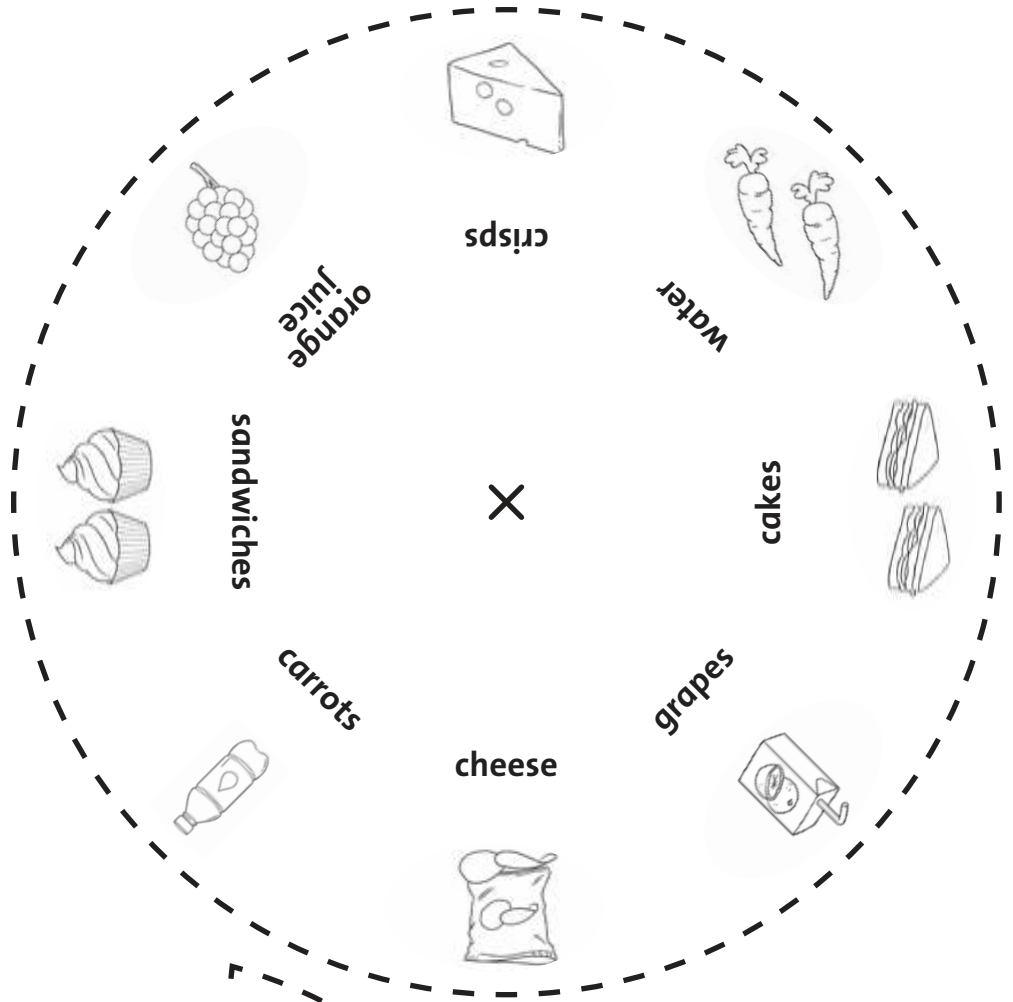
Unit 4, Round up Dress Rowan and Poppy (2)



Unit 5, Round up Tablet



Unit 7, Round up Word Wheel



Food

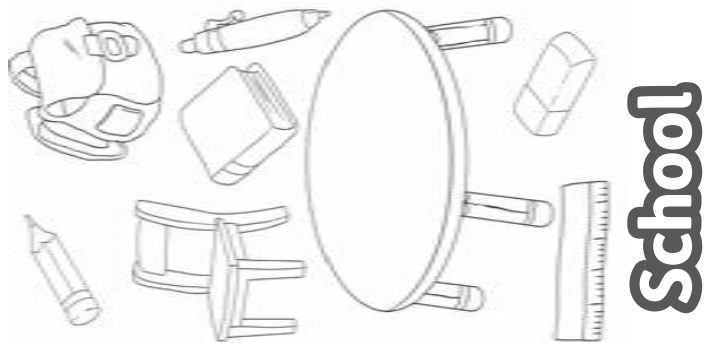
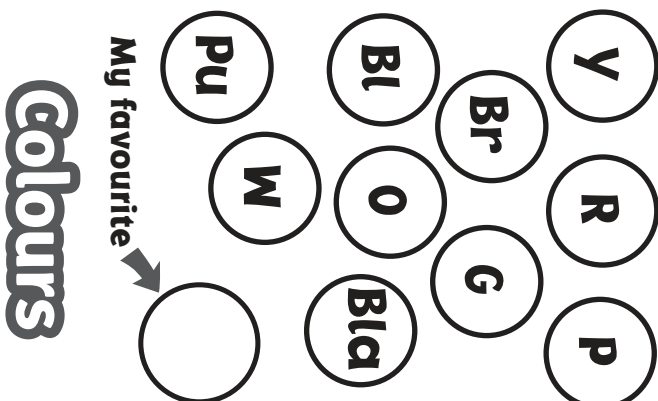
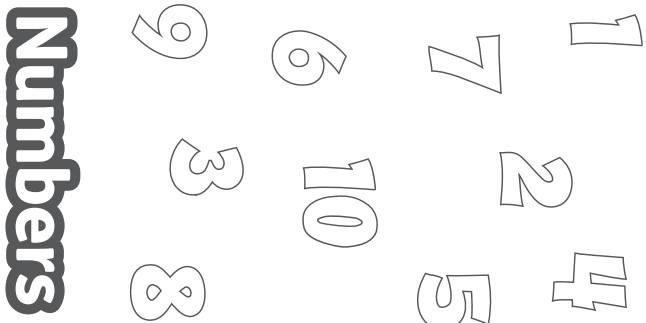
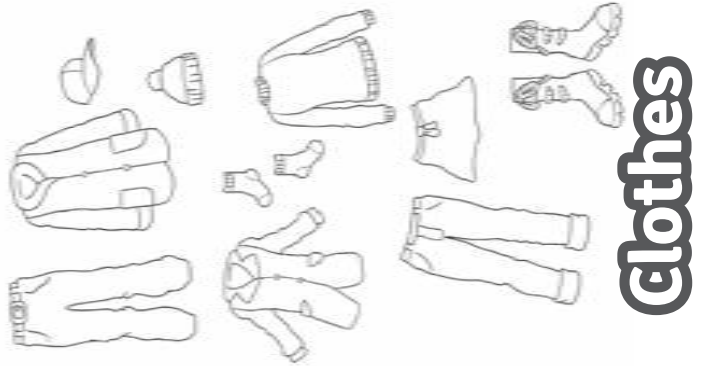
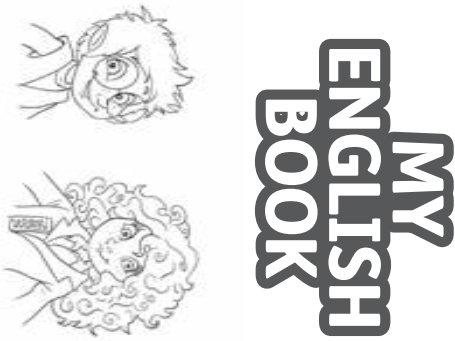
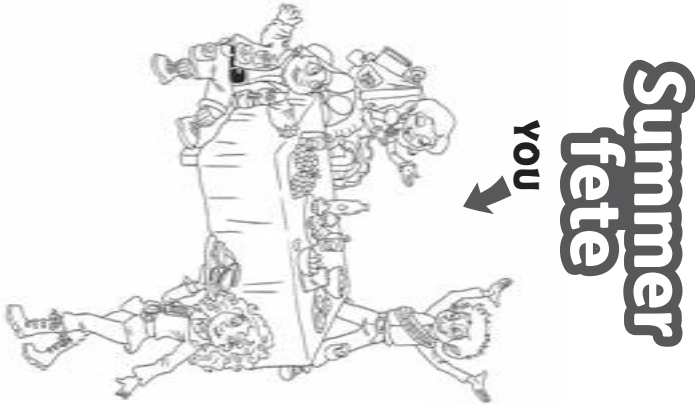


I like ...

I don't like ...



Unit 8, Round up Mini English book



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First published in 2018

2022 2021 2020 2019 2018

10 9 8 7 6 5 4 3 2 1

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ACKNOWLEDGEMENTS

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Rainbow Bridge Serbian edition

Level 2

Teaching notes for unit 9: Learn and play (pages 76–85)

Lesson 1 p.76

Objectives

Recognise and name some of the main buildings in a town

Write the names of the buildings

Language

a cafe, a cinema, a post office, a school, a train station, a toy shop

Materials

Class Book p.76, Workbook p.124, CD 4

Warmer

- Ask pupils to think about their town. Ask: *What is there in your town?* Encourage pupils to name as many places in English as they know. If they respond in L1, elicit the English translation from the class. Draw a simple picture of the building on the board or do an action to convey its meaning. Encourage stronger pupils to say *There's*

1 Listen and point. Repeat. CD 4.01–4.02

- Ask pupils to look at the picture on p.76 of the Class Book. Point to each building and ask pupils to identify them in English. Point to the corresponding words on the page. If pupils are unable to identify a building, say the word and point to it in the list.
- Play the first part of audio track 4.01 and ask pupils to point to the pictures in order. Clarify the instruction *Point!* by doing the action. Tell pupils that the first part of the audio track names the buildings in the order of the numbers on the page. Pause the CD and tell the pupils to listen carefully because now they will hear the words in random order. Then play the second part of the track for pupils to listen and point.
- Play audio track 4.02 for pupils to repeat the words as they hear them.

Transcript 4.01

a train station – a school – a post office – a cinema – a toy shop – a cafe

a toy shop – a post office – a train station – a cinema – a school – a cafe – a toy shop – a cinema – a cafe – a school – a train station – a post office

Transcript 4.02

a train station – a school – a post office – a cinema – a toy shop – a cafe

2 Number.

- Ask pupils to read the words and write the corresponding picture numbers in the boxes.
- Check answers as a class.
- After pupils have finished the exercise, ask *What number is the (cinema)?*

1 a train station 2 a school 3 a post office 4 a cinema 5 a toy shop 6 a cafe

3 Look and write. Then say.

- Ask pupils to look at the buildings and write the corresponding words from the word pool next to each picture.
- Check answers as a class.
- Call out a number and encourage pupils to say the correct word.

1 a post office 2 a train station 3 a cafe 4 a school 5 a cinema 6 a toy shop

1 Read and match. WB p.124

- Ask pupils to look at the pictures and say the words before they do the activity. Pupils read the words and match to the correct pictures.

1 post office 2 cinema 3 toy shop 4 train station 5 school 6 cafe

2 Read and put a tick (✓) or a cross (✗). WB p.124

- Ask pupils to look at the picture. The pupils must put a tick (✓) next to the words for the buildings that are in the picture, and a cross (✗) next to the words for the buildings that aren't in the picture.
- Check answers as a class.

1 ✓ 2 ✗ 3 ✓ 4 ✓ 5 ✗ 6 ✓

Extension activities

In groups, ask pupils to take turns miming an action that represents a building, e.g. putting a hand up (school), drinking a drink (cafe), posting a letter (post office), looking up at a screen and eating popcorn (cinema), playing with a doll or bouncing a ball (toy shop), getting onto a train (train station). The rest of the group guesses the building.

Lesson 2 p.77

Objectives

Identify and talk about different types of homes

Talk about pupils' homes

Language

This is my (house / flat). It's got a garden.

I like my (flat).

Materials

Class Book p.77, unit 3 flashcards

Warmer

- Show pupils the unit 3 flashcards of the rooms in a house (*hall, living room, bathroom, kitchen and bedroom*) for pupils to name. As the pupils get more confident, show the flashcards faster and faster.
- Elicit any more words related to *house* that the pupils know. Translate any L1 words as necessary.

1 Read and repeat.

- Turn to page 77 in the book. Read the speech bubbles. Ask pupils to repeat after you.
- Point to the house, garden and flats in the photos. Elicit the words in English. Ask pupils to repeat the words after you.
- In pairs, ask pupils to take turns saying the speech bubbles and pointing to the corresponding photos.
- Ask confident pairs to say their dialogues in front of the class.

2 Draw your house / flat. Say.

- Ask pupils to draw where they live in the frame on the page.
- In pairs, pupils say *This is my house / flat*. Encourage stronger pupils to use the speech bubbles in Activity 1 to expand their description of their homes with words they already know, e.g. *This is my flat. It's got a living room, a kitchen and two bedrooms. I like my flat.*
- Ask confident pupils to present their homes to the class.

Extension activities

Ask pupils to write the names of the rooms on separate pieces of paper. Act out an action in a room or show the unit 3 flashcards. Pupils hold up the correct piece of paper and say the room.

In pairs, ask pupils to draw different types of homes, e.g. igloo, boat, caravan, treehouse. Ask pupils to use a bilingual dictionary to look up the names of the homes and write them underneath the corresponding pictures.

Lesson 3 p.78

Objectives

Identify numbers 11–20

Match numbers in figures to their equivalent in words

Write phone numbers

Language

eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty

Materials

Class Book p.78, Workbook p.125, unit 1 flashcards, CD 4

Warmer

- Show pupils the unit 1 flashcards, numbers 1–10. Show the pupils the numbers in order for the class to name the numbers. Then show the flashcards out of order for the pupils to name.

1 Listen and point. Repeat. CD 4.03–4.04

- Ask pupils to look at the picture on p.78 of the Class Book. Elicit that each picture shows a different numbered door.
- Play the first part of audio track 4.03 and ask pupils to point to the pictures in order. Clarify the instruction *Point!* by doing the action. Tell pupils that the first part of the audio track names the numbers in order. Pause the CD and tell the pupils to listen carefully because now they will hear the words in random order. Then play the second part of the track for pupils to listen and point.
- Play the audio track 4.04 for pupils to repeat the words as they hear them.

Transcript 4.03

eleven – twelve – thirteen – fourteen – fifteen – sixteen – seventeen – eighteen – nineteen – twenty
twelve – nineteen – seventeen – twenty – sixteen – eleven – eighteen – fifteen – thirteen – fourteen
– fourteen – twenty – eleven – nineteen – seventeen – sixteen – thirteen – fifteen – twelve –
eighteen

Transcript 4.04

eleven – twelve – thirteen – fourteen – fifteen – sixteen – seventeen – eighteen – nineteen – twenty

2 Match.

- Tell pupils that they need to match the figures to the number words. Point out that the figures and numbers are not in order.
- Ask pupils to compare their answers in pairs.
- Compare answers as a class.

11 (eleven) 13 (thirteen) 17 (seventeen) 19 (nineteen) 15 (fifteen) 12 (twelve)

14 (fourteen) 16 (sixteen) 18 (eighteen) 20 (twenty)

3 Read and write. Say. WB p.125

- Point to the picture and elicit that it is a mobile phone. Point to the speech bubbles and elicit that we say our phone numbers using numbers 0–9. Explain that we say *zero* or the letter ‘o’ for 0.
- Ask pupils to read the phone number in question 1. Point to the example and elicit that pupils need to write the figures for questions 2–4.
- Pupils compare their answers in pairs before feeding back as a class. Write the phone numbers in figures on the board.

- Then ask pupils to write their phone number. In pairs, pupils ask *What's your phone number?* and reply with their phone number. Ask confident pairs to demonstrate their dialogues in front of the class.

1 36925847 2 27185319 3 98412767 4 38246523

Extension activities

Give out the unit 1 flashcards, numbers 1–10. Tell pupils that when they hear the word on their flashcard, they have to stand up. Begin by calling out the numbers slowly and get faster and faster. Then ask confident pupils to call out numbers. Make sure every pupil has a turn holding a flashcard.

Call out a number 11–20. Ask pupils to get into groups of that number. Demonstrate which groups are correct by counting each individual in the group, e.g. *one, two, three*, etc. To play this game, there must be at least twenty pupils in the class.

Lesson 4 p.79

Objectives

Learn the days of the week

Repeat a chant

Write the days of the week in order

Language

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

Materials

Class Book p.79, Workbook p.125, CD 4

Warmer

- Elicit any days of the week that pupils know. Translate any words in L1.

1 Listen and chant. CD 4.05

- Ask the class to turn to page 79 in their Class Book.
- Point and say each day of the week. Encourage pupils to repeat the words after you. Point to the words out of order and encourage pupils to name the words.
- Play audio track 4.05. Before you play the track, ensure pupils know the words *week, days* and *today*. As pupils listen encourage them to point to the words on the page.
- Play the chant again and mime the actions. For *Every week has seven days*, hold up your hands in front of you and show seven fingers. For *See how many you can say*, pretend to count seven on your fingers. For *What's today?* and *What's the day today?* turn to the right and to the left with a puzzled expression, as if asking yourself what day it is.
- Play the recording again and ask pupils to copy your actions.
- After listening to the recording several times, pupils should feel confident to start repeating the chant.

Transcript 4.05

Every week has seven days.
See how many you can say.
Monday, Tuesday, Wednesday,
Thursday, Friday, Saturday,
Sunday.
What's today?
What's the day today?

2 Listen and repeat. CD 4.06 Write.

- Play audio track 4.06. Encourage pupils to repeat what they hear. Pause the recording if you think that pupils need to repeat the words again.
- Then ask pupils to complete the activity by writing the missing days of the week. Point out that in English the days of the week are written with an initial capital letter.
- Explain to pupils that they can look at the calendar pages in activity 1 for help with spelling.

1 Monday 2 Tuesday 3 Wednesday 4 Thursday 5 Friday 6 Saturday 7 Sunday

Transcript 4.06

Monday – Tuesday – Wednesday – Thursday – Friday – Saturday – Sunday

4 Which day is next? Write. WB p.125

- Tell pupils that they need to read the days of the week and write the next day. Demonstrate how to do the activity using the example.
- Compare answers as a class.

Monday Saturday Thursday Tuesday

5 Which day is missing? Write. WB p.125

- Ask pupils to write the day that falls in between the two days of the week. Demonstrate how to do the activity using the example.
- Compare answers as a class.

Wednesday Sunday Friday

Extension activities

At the start of each lesson, ask pupils for the day in English and write it on the board.

Lesson 5 p.80

Objectives

Recognise and use *in*, *on* and *under* to describe the position of something in relation to something else

Language

in, *on*, *under*

Materials

Class Book p.80, Workbook p.126, unit 2 flashcards, CD 4

Introduction

- Show the unit 2 school objects flashcards (*rubber, book, pencil, ruler, pen, bag* (from level 1), *chair, desk* (from level 2)). Pupils name the school objects.
- Hold up a flashcard and name a school object. If the flashcard and the school object correspond, pupils say *Yes!* If they don't, pupils say *No!* and name the school object on the flashcard.

1 Listen and point. Repeat. CD 4.07–4.08

- Ask pupils to look at the picture on p.80 of the Class Book. Point to each picture and elicit the meaning of *in, on* and *under*. Use full sentences, i.e. *The boy is in the bag. The girl is on the ball. The animal is under the comic*. Clarify *comic* if necessary. Point to the corresponding words on the page. Provide more examples using classroom objects in the classroom, e.g. *The ruler is in the book. The ruler is on the book. The ruler is under the book*.
- Play the first part of audio track 4.07 and ask pupils to point to the pictures. Pause the CD and tell the pupils to listen carefully because now they will hear the words in random order. Then play the second part of the track for pupils to listen and point.
- Play the audio track 4.08 for pupils to repeat the words as they hear them.

Transcript 4.07

in – on – under

under – in – on – on – in – under

Transcript 4.08

in – on – under

2 Write.

- Ask pupils to look at each numbered picture before they complete each sentence with *in, on* or *under*. Demonstrate how to do the activity using the example.
- Ask pupils to do the activity orally in pairs before they write their answers.
- Compare answers as a class.

1 in 2 on 3 under 4 in 5 under

6 Read and match. Then say. WB p.126

- Tell pupils that they need to read sentences and match to the correct pictures. Demonstrate using the example in 1.
- Compare answers as a class.

1 middle picture (robot under the bag) 2 bottom picture (robot in the bag) 3 top picture (robot on the bag)

Extension activities

- Ask pupils to close their eyes. Take a number of different coloured pencils. Hide them in, on or under objects pupils know the names for in English. The pencils must be in enough of a prominent position for pupils to see them from where they are sitting.
- Ask *Where is the (blue) pencil?* Encourage pupils to look and say where it is using full sentences, e.g. *The (blue) pencil is (under the chair).* Ask questions about all the hidden pencils.
- Pupils can also play this game in small groups.

Lesson 6 p.81

Objectives

Describe and ask and answer questions about someone's hair and eye colour

Read and write about someone's hair and eye colour

Language

Has he/she got (black) (hair)?

Yes, he/she has. / No, he/she hasn't.

He's/She's got (blue) (eyes).

Materials

Class Book p.81, Workbook p.126, unit 6 flashcards

Warmer

- Show the unit 6 body and face flashcards (*ears, eyes, mouth, nose, hands, arms, body, legs, feet* (from level 1), *hair* (from level 2)). Pupils name the flashcards. Show the cards faster and faster as the pupils get more confident.

1 Ask and answer.

- Divide the class into two groups. Ask one group to read the boy's part and the other to read the girl's part.
- Ask pupils to play the same game in pairs. Elicit that one child thinks of a person A–D, and the other asks questions to find out who they are thinking about.
- Establish that pupils use the question *Has he/she got ...?* and the answers *Yes, he/she has. / No, he/she hasn't.* Elicit that pupils use *she* to talk about girls, and *he* to talk about boys.
- Confident pairs demonstrate some of their dialogues to the class.

2 Look, read and write *She's got* or *He's got*. Write the letter.

- Pupils look at the pictures. They complete the sentences with *He's got* and *She's got* and write the letter of the picture. Use the example to demonstrate the activity.
- Compare answers as a class.

1 She's got, B 2 He's got, C 3 He's got, D 4 She's got, A

7 Read, draw and colour. WB p.126

- Ask pupils to read the descriptions and draw and colour the faces accordingly.

1 (girl with red hair and green eyes) 2 (boy with brown hair and blue eyes) 3 (girl with black hair and blue eyes)

Extension activities

In small groups, pupils take turns to say a body or face word for the rest of the group to point to it on their bodies.

In pairs, one pupil thinks of another pupil in the class. The other pupils asks questions about their hair and eye colour to try and establish who the pupil is. Pupils use the question *Has he/she got ...?* and the answers *Yes, he/she has. / No, he/she hasn't.* Pupils take turns asking and answering questions.

Lesson 7 p.82

Objectives

Learn how to ask for things politely

Learn how to ask for help

Language

I'm hungry/thirsty.

May/Can I have (some water), please?

Can you help me, please?

Materials

Class Book p.82, Workbook p.127, unit 7 flashcards

Warmer

- Show the unit 7 food flashcards (*carrots, cheese, water, crisps, cakes, sandwiches, grapes, orange juice*). Pupils name the flashcards. Place them around the room where pupils can see them. Call out the words for pupils to point to the corresponding flashcards.

1 Look and read.

- Point to each picture and read the speech bubbles. Elicit the meaning of the speech bubbles with the help of each picture. Ask pupils to repeat the questions after you.
- To practise *I'm hungry / thirsty. Can I have ...? / May I have ...?*, hold up a food or drink flashcard for pupils to insert in each question.
- Elicit scenarios in which pupils can use *Can you help me, please?* For example, opening a door, carrying a heavy bag, etc.

2 Look and write.

- Ask pupils to look at the pictures and complete the questions with words in the word pool.
- Compare answers as a class.

1 Can I have 2 Can you

8 Look, write and draw. WB p.127

- Ask pupils to complete the questions with the words in the word pool. Then pupils draw a picture in each speech bubble to illustrate each question.

1 hungry, Can 2 thirsty, please

Lesson 8 p.83

Objectives

Learn and write regular and irregular plurals

Language

apple, apples, strawberry, strawberries, sandwich, sandwiches, foot, feet, pen, pens, berry, berries, teddy, teddies, man, men, woman, women, child, children, mouse, mice, scarf, scarves

Materials

Class Book p.83, Workbook p.127, level 2 flashcards

Introduction

- Show some level 2 flashcards for the class to name. Ask pupils to name the plural of the words if they can. Say the plural and ask pupils to repeat after you.

1 Look and read. Write the plural nouns.

- Ask pupils to look at the pictures and repeat the words after you. Elicit how we make each word plural. Tell pupils that for most words we add an *s* to the end of the word (*apples*). For words that end in *y*, we remove *y* and add *ies* (*strawberries*). If a word ends in *s*, *sh*, *ch* or *es* then we add *es* (*sandwiches*). Write these rules on the board if you think they will be useful for your pupils. Explain that some plurals are irregular and we need to learn these separately (*feet*).
- Tell pupils that they are going to put this knowledge to the test by writing the plurals of the words in the word pool under the correct picture. Clarify the meaning of any unknown words before they do the exercise.
- Compare answers as a class and ask pupils to explain which rules they used.

1 pens 2 berries 3 teddies 4 socks

2 Look and read. Count and write. Say.

- Explain to pupils that all the words in the table have irregular plurals. Pupils use the words in the word pool to write the answers. Clarify the meaning of any unknown words before pupils do the activity.

three men two women four children two feet three mice three scarves

9 Read and write. Then say. WB p.127

- Ask pupils to use the words in the word pool to write the singular or plural of the words in the pictures.

1 foot 2 foot 3 sandwiches 4 sandwich 5 apple 6 apples

Lesson 9 p.84

Objectives

Learn how to use the present continuous with *I, he* and *she*

Use the present continuous to talk about actions happening now and what people are wearing

Language

I'm (wearing) (trousers).

I'm (singing).

Materials

Class Book p.84, Workbook p.128, unit 8 flashcards

Warmer

- Show pupils the unit 8 action flashcards (*fly, climb, sing, catch, dance, run, swim, jump, swim*). Ask pupils to name the actions. Then say an action for the pupils to do the action.
- Play a game of *Simon says*. Say *Simon says...* before an action. Pupils do the action. If you don't say *Simon says ...* pupils shouldn't do the action. If they do, they are out of the game. The last pupil(s) to remain in the game, wins.

1 Look and say.

- Ask pupils to look at the picture of Poppy. Read the speech bubble for the pupils to repeat after you. Elicit that we use *I'm + verb + ing* to talk about something that is happening now to you. Point out that *I'm* stands for *I am*. Give more examples, e.g. *I'm talking. I'm reading. I'm walking, etc.*

2 Point to Poppy in activity 1 and say.

- Read the speech bubble for pupils to repeat after you. Point out that we use *He's/She's + verb + ing* to talk about what a man/boy or woman/girl is doing now. Give examples using the pupils in the room, e.g. *He's writing. She's wearing blue trousers.*

3 Look and write. Then say.

- Pupils use the pictures and the words in the word pool to complete the sentences in the present continuous.
- Compare answers as a class.

1 singing 2 flying 3 dancing 4 jumping 5 running 6 swimming

10 Read and write. Then match. WB p.128

- Pupils use the pictures and the words in the word pool to complete the sentences in the present continuous.

1 running (girl running) 2 wearing (boy kicking football) 3 dancing, dancing (boy and girl dancing)
4 swimming (boy swimming in the sea) 5 wearing (girl skiing)

Extension activities

In groups, pupils take it in turns to act out an action for the other to say the action in the present continuous, e.g. *He's/She's swimming.*

Lesson 10 p.85

Objectives

Practise writing the alphabet

Language

The alphabet

Materials

Class Book p.85, Workbook p.129

1 Write.

- Tell the class that they are going to write the letters of the alphabet. Ask pupils to trace the letters in dotted outline. Point out that the letters in the first two columns are in upper case, and the letters in the last two columns are in lower case. Ask pupils to write the rest of the letters on their own.
- Pupils compare their writing in pairs.

11 Order and draw lines. Complete and say the alphabet. WB p.129

- Pupils draw lines from each letter in alphabetical order. Then they write the letters underneath. Demonstrate by using the example. Elicit that the letters are in upper case.

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

12 Write the missing letters. WB p.129

- Pupils use the letters on the page to write the subsequent letters in sequence. Demonstrate by using the examples. Elicit that the letters are in upper case.
- Compare answers as a class.

1 C, D, E 2 X, Y, Z 3 R, S, T 4 F, G, H 5 O, Q 6 I, K, L

13 Write a word. Choose five words. Ask and answer. WB p.129

- Ask pupils to write a word beginning with each letter of the alphabet. You could do this orally as a class, writing each word on the board for the pupils to copy.
- Pupils choose five words. In pairs, they take turns to ask and answer how to spell each word. Pupils use the question in the speech bubble. Demonstrate how to do this part of the activity with a confident pupil.
- Ask confident pairs to demonstrate their dialogues in front of the class.