

UNIT 1: MY BIRTHDAY- LESSON 1***Learning objectives***

- Can name some colours

Target language

- black, brown, grey, orange, pink, purple, white

Recycled language

- blue, green, red, yellow

Receptive language

- What colour is it? Is it (pink)?

Resources and Materials

- Pupil's Book page 4
- Activity Book page 4
- Audio CD1 track 07, 08
- Posters
- Flashcards 01-11
- Active Teach Software

Management tips: Signalling that the activity has finished

- Teacher's book page 19

STAGES	TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 MIN	<ul style="list-style-type: none"> • Play the song from Welcome unit (CD1:02). Pupils listen and sing. • Put pupils into 4 groups and give each group a character's name: Harry, Beth, Cody or Waldo. Play the audio again and pupils stand up and sing their chosen character's lines when appropriate. • Revise red, green, yellow and blue by pointing to various objects and asking. What colour is it? 	<ul style="list-style-type: none"> • Listen and sing the song from Welcome • Work in group (4 groups), then stand up and sing their chosen character's lines • Listen and answer T's question

Learning adventure 3 MIN	<ul style="list-style-type: none"> • Have pupils look at the screen and ask, <i>What are we learning today?</i> Write the lesson objective on the board: <i>We're learning words for colours.</i> • Ask pupils what English words they know for colours, e.g. <i>red, blue.</i> Write them on the board. • Introduce pupils to the learning adventure poster. Use this poster with pupils to help them indicate how confident they feel about the lesson objectives to show you who may need more help. 	<ul style="list-style-type: none"> • Look at the screen, listen and answer T's question • Listen and answer • Look at the poster
PRESENTATION		
PB page 4, Act 2 3 min	<ul style="list-style-type: none"> • Present the new vocabulary with Flashcards 01-11. Show the cards in turn, say the words and pupils repeat. Stick the flashcards on the board as you say each word. • Now say the words again and pupils find the colours in the classroom. • Indicate the flashcards on the board and say, Colours. Have a short discussion (in L1) about the colours pupils like. • Write the colour words on the board and invite pupils to stick the flash cards next to the correct words. • Focus on the title of the unit, <i>My birthday</i>. Explain (in L1) the meaning of the word <i>birthday</i> 	<ul style="list-style-type: none"> • Pay attention to T's presentation, then listen and repeat the words • Listen again the words and find the colours in the classroom. • Listen and have a short discussion (in L1) about the colours they like • Go to the board and stick the flash cards next to the correct words • Listen to T's explanation
PRACTICE		
PB page 4, Act.2 3 min	Listen and find. <ul style="list-style-type: none"> • Ask pupils to look at Activity 2 in their Pupil's Books. 	<ul style="list-style-type: none"> • Look at Activity 2 in their Pupil's Books.

	<ul style="list-style-type: none"> • Play the audio and ask pupils to listen first. <p>AUDIO SCRIPT – (CD1:07)</p> <p>Beth: <i>Hello, my name's Beth.</i> <i>It's my birthday! Look at the flags!</i> <i>Pink, purple, orange, brown, black, white and grey!</i></p> <p>Harry and Cody: <i>Happy Birthday, Beth!</i> Waldo: <i>Mmm! Happy Birthday, Beth.</i> Beth: <i>Thank you!</i></p> <ul style="list-style-type: none"> • Ask pupils (in L1) whose birthday it is. (<i>It's Beth's.</i>) 	<ul style="list-style-type: none"> • Listen only • Listen and answer T's question
PB page 4, Act.3 4 min	<p>Listen and say.</p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 3 in their Pupil's Books. • Play the audio. Pupils listen and point to the flags in the main illustration when they hear the new colour words. • Play the audio again. Pupils listen, point to the flags and repeat the words. <p>AUDIO SCRIPT – (CD1:08)</p> <p><i>pink, purple, orange, brown, black, white, grey</i></p>	<ul style="list-style-type: none"> • Look at Activity 3 in their Pupil's Books • Listen and point to the flags in the main illustration when they hear the new colour words • Listen, point to the flags and repeat the words
Game 5 minutes	<ul style="list-style-type: none"> • Ask pupils to play games in pairs. One pupil turns away while his/her partner covers up one colour with a coin or a small piece of paper. His/her partner has to say which colour is covered up. Pupils take turn to cover up more colours each time to make it more difficult. 	<ul style="list-style-type: none"> • Play games in pairs . One pupil turns away while his/her partner covers up one colour with a coin or a small piece of paper. His/her partner has to say which colour is covered up. They take turn to cover up more colours each time to make it more difficult

AB page 4 5 min	<i>Trace and colour.</i> <ul style="list-style-type: none"> • Ask pupils to look at Activity 1 in their Activity Books. • Pupils trace the colour words. • They then colour each flag appropriately. • Pupils check their answers in pairs. 	<ul style="list-style-type: none"> • Look at Activity 1 in their Activity Books. • Trace the colour words, then colour each flag appropriately. • Check their answers in pairs.
POP QUIZ		
5 min	<ul style="list-style-type: none"> • Call on a pupil to choose a colour. Now show them Flashcards 01-11 one by one. Pupils stand up and clap when you show the correct colour. 	<ul style="list-style-type: none"> • Listen, then stand up and clap when you show the correct colour

UNIT 1: MY BIRTHDAY- LESSON 2***Learning objectives***

- Can say numbers 6-10

Target language

- Six, seven, eight, nine, ten
- (Five) (pink) cakes

Recycled language

- Numbers 1-5

Receptive language

- How many cakes?

Resources and Materials

- Pupil Book page 5
- Activity Book page 5
- Audio CD1 track 09, 10,11
- Stickers
- Flashcards 01-11
- Active Teach Software

Management tips: Signalling that the activity has finished

- Teacher's book page 19

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<ul style="list-style-type: none"> • Use Flashcards 01-11 to revise the colours. Show the red flashcard and say, RED. Now show the blue flashcard and say, GREEN. Pupils clap when you say the correct colour and stamp their feet when you make a mistake. 	<ul style="list-style-type: none"> • Listen and look , then clap when T says the correct colour and stamp their feet when T makes a mistake
<i>Learning adventure</i> 2 min	<ul style="list-style-type: none"> • Have pupils look at the screen and ask, <i>What are we learning today?</i> Ask pupils to look at the image and guess what they will be learning in the 	<ul style="list-style-type: none"> • Look at the screen , listen and answer T' answer to recognize the new lesson

	<p>lesson.</p> <ul style="list-style-type: none"> Look at the lesson objective: <i>We're saying numbers 6-10.</i> 	
PRESENTATION		
5 min	<ul style="list-style-type: none"> Revise numbers 1-5 by showing different numbers of fingers or objects in the classroom, e.g. pencils or books. Ask, How many? Teach number 6-10 with homemade number flashcards. Stick the cards on the board in a row. Point to each in turn, say the number and clap the appropriate number of beats. Pupils repeat. Hold up five fingers and ask, <i>How many?</i> Now say, <i>six</i>. Pupils show the correct number of fingers. Repeat with other numbers. 	<ul style="list-style-type: none"> Look and answer Listen and repeat and clap the appropriate number of beats as T does Listen and show the correct number of fingers. Repeat with other numbers
<p>CHANT</p> <p>PB page 5, Act.4</p> <p>5 min</p>	<p><i>Listen and chant.</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 4 in their Pupil's Books. Draw a cupcake and say, It's a cake. Draw several more and ask, How many? Continue until you have drawn 10 cakes. Play the audio. Pupils find and count the cakes in the main illustration as they listen. <p>AUDIO SCRIPT – (CD1:09)</p> <p><i>How many cakes?</i></p> <p><i>One, two, three, four, five, six, seven, eight, nine, ten.</i></p> <p><i>Now count again.</i></p> <p><i>One, two, three, four, five, six, seven, eight, nine, ten.</i></p> <p><i>Now count again.</i></p> <p><i>One, two, three, four, five, six, seven, eight, nine, ten.</i></p>	<ul style="list-style-type: none"> Look at Activity 4 in their Pupil's Books Look, listen and answer Listen, then find and count the cakes in the main illustration as they listen Listen and answer T's question

	<ul style="list-style-type: none"> Ask pupils how many cakes they found (<i>ten</i>). If necessary, explain that there are eight cakes on the plate and that Waldo is holding two cakes. Play the audio again. Pause after each line to give pupils time to repeat the words. Play the chant again and ask pupils to chant along. 	<ul style="list-style-type: none"> Listen and repeat Listen and chant along
PRACTICE		
PB page 5, Act.5 5 min	<p><i>Count. Then listen and say.</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 5 in their Pupil's Books. Focus on the pictures at the bottom of the page. Point to the cake in Waldo's hand. Ask, <i>How many? (One.)</i> Pupils write the correct number in the box below Waldo. They continue counting the cakes and writing the correct number under each plate. Play the audio. Pupils listen and repeat to check their answers. <p>AUDIO SCRIPT – (CD1:10)</p> <p><i>1 One. One purple cake.</i></p> <p><i>2 One, two, three, four, five, six. Six pink cakes.</i></p> <p><i>3 One, two, three, four, five, six, seven, eight. Eight yellow cakes.</i></p> <p><i>4 One, two, three, four, five, six, seven, eight, nine, ten. Ten orange cakes.</i></p> <p>Activity answer key:</p> <p>1 1 2 6 3 8 4 10</p>	<ul style="list-style-type: none"> Look at Activity 5 in their Pupil's Books Look and write the correct number in the box below Waldo Then count the cakes and write the correct number under each plate. Listen and repeat to check their answers
QUEST PB page 5, CD1:11	<p><i>Listen and sing. Then stick.</i></p> <ul style="list-style-type: none"> Ask pupils (in L1) to remember the 	<ul style="list-style-type: none"> Remember the Quest

<p>6 min</p>	<p>Quest items from the Welcome Unit, which the characters have to find. Ask them to guess which item could be found here.</p> <ul style="list-style-type: none"> • Play the Quest song. Pupils listen for the Quest item. <p>AUDIO SCRIPT – (CD1:11) <i>Come with us, come on a quest.</i> <i>Come on a quest today!</i> <i>Come with us, come on a quest.</i> <i>Look for a cake today.</i> <i>A balloon and... a cake!</i> <i>Look for a cake today.</i></p> <ul style="list-style-type: none"> • Pupils then look at the main scene to find the Quest item (<i>the cake</i>). • Ask pupils to find the stickers at the back of their books. They find the sticker of the cake and stick it into the correct place on page 5, over the grey cake on the table. • Ask, <i>What colour is the cake? (pink)</i> • Play the audio again and ask pupils to sing the Quest song. 	<p>items from the Welcome Unit, which the characters have to find, and guess which item could be found here</p> <ul style="list-style-type: none"> • Listen for the Quest item. <ul style="list-style-type: none"> • Look at the main scene to find the Quest item (<i>the cake</i>). • Find the stickers at the back of their books. They find the sticker of the cake and stick it into the correct place on page 5, over the grey cake on the table • Listen and answer T's question • Listen again and sing the Quest song
<p>AB page 5 6 min</p>	<p>Trace. Then count, write and match.</p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 2 in their Activity Books. • Pupils trace the number words. They count the items in each group and write the number in the box next to the pictures. • They then match each number word to the corresponding group of objects. 	<ul style="list-style-type: none"> • Look at Activity 2 in their Activity Books • Trace the number words. They count the items in each group and write the number in the box next to the pictures • Then match each number word to the corresponding group of

	<p>Activity answer key:</p> <p>six dragons</p> <p>seven stones</p> <p>eight flags</p> <p>nine flowers</p> <p>ten eggs</p> <p>Join the dots.</p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 3 in their Activity Books. • Pupils join the dots to reveal the image of the dragon, saying the numbers 1–10 as they do so. • Pupils then colour the dragon if they wish. 	<p>objects</p> <ul style="list-style-type: none"> • Look at Activity 3 in their Activity Books • Join the dots to reveal the image of the dragon, saying the numbers 1–10 as they do so
POP QUIZ		
5 min	<ul style="list-style-type: none"> • Write the numbers 1-5 on the board. Read the numbers and pupils repeat. Then rub out one of the numbers and ask pupils to say which number is missing. 	<ul style="list-style-type: none"> • Listen and repeat the numbers

UNIT 1: MY BIRTHDAY - LESSON 3***Learning objectives***

- Can say how old I am
- Can follow the simple song

Target language

- Clap, jump, stamp
- It's my birthday.
- I'm (six) today!

Recycled language

- Numbers 1-10

Receptive language

- How old are you?

Resources and Materials

- Pupil's Book page 6
- Activity Book page 6
- Audio CD1 track 12, 13, 14
- Stickers
- Flashcards
- Active Teach software

Management tips: Signalling that the activity has finished

- Teacher's book page 19

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 7 min	<ul style="list-style-type: none"> • Play the chant from Lesson 2 (CD1:09). Pupils listen and chant along. <p>AUDIO SCRIPT – (CD1:09)</p> <p><i>How many cakes?</i></p> <p><i>One, two, three, four, five, six, seven, eight, nine, ten.</i></p> <p><i>Now count again.</i></p> <p><i>One, two, three, four, five,</i></p>	<ul style="list-style-type: none"> • Listen and chant along.

	<p><i>six, seven, eight, nine, ten.</i> <i>Now count again.</i> <i>One, two, three, four, five,</i> <i>six, seven, eight, nine, ten.</i></p> <ul style="list-style-type: none"> • Write the number 1-10 in random order on the board. Divide pupils into two teams. Ask a pupil from each team come to the front and explain that when they hear your call out a number, they should touch that card as quick as they can. The pupil who touches the card first score a point for his or her team. • Draw a cake on the board next to a simple drawing of a child. Draw 5 candles on the cake. Point to the child and say, <i>It's my birthday.</i> Count the candles and say, <i>I'm five.</i> Write these sentences in speech bubble if you wish. • Ask several pupils, <i>How old are you?</i> Elicit e.g. <i>I'm (six)</i> 	<ul style="list-style-type: none"> • Work in groups (two groups), listen to T's instruction and play • Listen and look • Listen and answer T's question
Learning adventure 2 min	<ul style="list-style-type: none"> • Have pupils look at the screen and ask, <i>What are we learning today?</i> • Write the lesson objectives on the board: <i>We're learning action words and saying how old we are.</i> • Ask pupils what English words they can remember for numbers, e.g. <i>one, two.</i> Write them on the board. • Refer to the learning adventure poster and say, <i>Great! You are moving along your learning adventure!</i> 	<ul style="list-style-type: none"> • Look at the screen, listen and answer T's question to recognize the new lesson • Look what English words they can remember for numbers, e.g. <i>one, two.</i> • Listen and pay attention to the poster
PRESENTATION		
5 min	<p>Look and say.</p> <ul style="list-style-type: none"> • Write and then read out the words 	<ul style="list-style-type: none"> • Look, listen and repeat

	<p>on the board and ask the students to repeat after you.</p> <ul style="list-style-type: none"> • Teach <i>jump</i>, <i>clap</i> and <i>stamp</i> by pointing to the word on the screen and then miming the actions. • Also teach a mime to <i>Hip</i>, <i>hip</i>, <i>hurray</i>, e.g. waving hands in the air. • Pupils play a game in pairs. One pupil calls out an action then a number from 1 to 10, e.g. <i>Jump. Ten</i>. His or her partner does the action that specific number of times. 	<ul style="list-style-type: none"> • Look and do again T' miming • Play a game in pairs. One pupil calls out an action then a number from 1 to 10, e.g. <i>Jump. Ten</i>. His or her partner does the action that specific number of times.
<p>SONG</p> <p>PB page 6, Act.6</p> <p>5 min</p>	<p><i>Listen and find.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 6 in their Pupil's Books. • Get them to look at the scene and explain (L1) that the children in the picture are all having a birthday party. Ask questions about the picture. Point to the candles on the cake and ask, <i>How many? (Seven.)</i> Point to a balloon and ask, <i>What colour is it?</i> Pupils answer, e.g. <i>It's (blue).</i> • Play the audio. Pupils listen and point to each child as they hear him/her mentioned in the song. <p>AUDIO SCRIPT – (CD1: 12, 13)</p> <p><i>It's my birthday.</i></p> <p><i>Hip hip hurray! Happy Birthday!</i></p> <p><i>Clap, clap, clap.</i></p> <p><i>I'm six today!</i></p> <p><i>It's my birthday.</i></p> <p><i>Hip hip hurray! Happy Birthday!</i></p> <p><i>Stamp, stamp, stamp.</i></p> <p><i>I'm seven today!</i></p> <p><i>It's my birthday.</i></p>	<ul style="list-style-type: none"> • Look at Activity 6 in their Pupil's Books • Look at the scene, listen and answer T's question • Listen and point to each child as they hear him/her mentioned in the song • Listen again and join in with the words • Listen and sing the

	<p><i>Hip hip hurray! Happy Birthday!</i> <i>Jump, jump, jump.</i> <i>I'm eight today!</i> <i>Happy Birthday! Happy Birthday!</i></p> <ul style="list-style-type: none"> • Play the audio again and ask pupils to join in with the words. • If the pupils feel confident, use Karaoke version of the song on the Audio CD. Pupils can sing new verses with the ages and actions of their choice. 	<p>Karaoke version of the song on the Audio CD, and be able to sing new verses with the ages and actions of their choice.</p>
PRACTICE		
<p>PB page 6, Act.7 5 min</p>	<p><i>Find and draw. Then say.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 7 in their Pupil's Books. • Pupils find the children in the main illustration and find the clues to how old they are. Pupils then draw the number of candles on their birthday cake and say, e.g. for picture 1, <i>I'm (six.)</i> • Check the activity by pointing to the various pictures and asking, <i>How old are you?</i> Pupils answer, <i>I'm (six.)</i>. • Invite several pupils to the board and ask, <i>How old are you? (I'm seven.)</i> <p>Activity answer key: <i>1 six candles 2 eight candles 3 seven candles</i></p>	<ul style="list-style-type: none"> • Look at Activity 7 in their Pupil's Books • Find the children in the main illustration and find the clues to how old they are, then draw the number of candles on their birthday cake and say, e.g. for picture 1, <i>I'm (six.)</i> • Listen and answer T's question
Home-school link	<ul style="list-style-type: none"> • Encourage pupils to sing the song at home for their families. 	<ul style="list-style-type: none"> • Sing the song at home for their families
<p>AB page 6 6 min</p>	<p><i>Listen and match. Then trace.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 4 in their Activity Books. • Play the audio. Pupils match each 	<ul style="list-style-type: none"> • Look at Activity 4 in their Activity Books • Listen and match each

	<p>child with their balloon. Pause the audio each time to allow pupils time to do this.</p> <p>AUDIO SCRIPT – (CD1:14)</p> <p><i>1 How old are you? I'm two.</i></p> <p><i>2 How old are you? I'm four.</i></p> <p><i>3 How old are you? I'm ten.</i></p> <p><i>4 How old are you? I'm seven.</i></p> <ul style="list-style-type: none"> • Play the audio again, pausing after each question. Ask pupils to answer the questions to check the answers. • Pupils then trace the numbers in the balloons. <p>Activity answer key:</p> <p>1 2 2 4 3 10 4 7</p> <p>Trace and say.</p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 5 in their Activity Books. • Pupils trace the number in each picture which reveals the child's age. • They then say, <i>I'm (nine).</i>, to describe the age of each child. 	<p>child with their balloon</p> <ul style="list-style-type: none"> • Listen again and answer the questions • Trace the numbers in the balloons. • Look at Activity 5 in their Activity Books • Trace the number in each picture which reveals the child's age. • Say, <i>I'm (nine).</i>, to describe the age of each child
POP QUIZ		
5 min	<ul style="list-style-type: none"> • Nominate one wall of the classroom to be the number 6, another to be 7 and another to be 8. Stick flashcards on the walls if possible. • Tell pupils that they are going to listen to the song about numbers. • Play the audio. Pupils point to the number walls when they hear the number in the song. Alternatively, they can stand and turn to that wall, or race to that wall. <p>AUDIO SCRIPT – (CD1:12)</p> <p><i>It's my birthday.</i></p>	<ul style="list-style-type: none"> • Listen the song about numbers and point to the number walls when they hear the number in the song. Alternatively, they can stand and turn to that wall, or race to that wall.

	<p><i>Hip hip hurray! Happy Birthday!</i> <i>Clap, clap, clap.</i> <i>I'm six today!</i> <i>It's my birthday.</i> <i>Hip hip hurray! Happy Birthday!</i> <i>Stamp, stamp, stamp.</i> <i>I'm seven today!</i> <i>It's my birthday.</i> <i>Hip hip hurray! Happy Birthday!</i> <i>Jump, jump, jump.</i> <i>I'm eight today!</i> <i>Happy Birthday! Happy Birthday!</i></p>	
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UNIT 1: MY BIRTHDAY -LESSON 4***Learning objectives***

- Can describe colours and talk about how old I am
- Can say the sounds /b/ and /p/

Target language

- Balloon, bee, panda

Recycled language

- It's (blue).
- I'm (six).
- Numbers, colours, actions

Resources and Materials

- Pupil Book page 7
- Activity Book page 7
- Audio CD1 track 12, 15, 16
- Stickers
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<ul style="list-style-type: none"> • Start the lesson by singing the song from lesson 3 (CD1:12) and doing the actions to revise <i>clap, stamp and jump</i>. <p>AUDIO SCRIPT – (CD1:12)</p> <p><i>It's my birthday.</i></p> <p><i>Hip hip hurray! Happy Birthday!</i></p> <p><i>Clap, clap, clap.</i></p> <p><i>I'm six today!</i></p> <p><i>It's my birthday.</i></p> <p><i>Hip hip hurray! Happy Birthday!</i></p> <p><i>Stamp, stamp, stamp.</i></p> <p><i>I'm seven today!</i></p> <p><i>It's my birthday.</i></p> <p><i>Hip hip hurray! Happy Birthday!</i></p>	<ul style="list-style-type: none"> • Listen, sing the song and do the actions • Listen and answer T's question, then point to items in the classroom

	<p><i>Jump, jump, jump.</i> <i>I'm eight today!</i> <i>Happy Birthday! Happy Birthday!</i></p> <ul style="list-style-type: none"> Point to the objects in the classroom, e.g. chair, table... Ask, <i>What colour is it?</i> Say, <i>It's red.</i> Have pupils point to items in the classroom and tell their partner. 	and tell their partner.
Learning adventure 2 min	<ul style="list-style-type: none"> Ask, <i>What are we learning today?</i> Ask pupils to look at the image and guess what they will be learning in the lesson. Look at the lesson objectives: <i>We're describing colours, talking about how old we are and We're saying some English sounds.</i> 	<ul style="list-style-type: none"> Listen to the question and look at the image and guess what they will be learning in the lesson. Recognize the lesson objectives
PRESENTATION		
PB page 7, Act.8 5 min	<p>Colour and say.</p> <ul style="list-style-type: none"> Ask pupils to look at Activity 8 in their Pupil's Books. Focus on the picture. Ask, <i>How many balloons? (Four.)</i> Tell pupils to colour the balloons whichever colour they like and to write a number on the girl's party badge to indicate how old she is. Pupils then compare with a partner, pointing to the balloons and saying, <i>It's (yellow)</i> and <i>I'm (six)</i> about the girl's age. 	<ul style="list-style-type: none"> Look at Activity 8 in their Pupil's Books. Look and colour the balloons whichever colour they like and to write a number on the girl's party badge to indicate how old she is Compare with a partner, point to the balloons and saying, <i>It's (yellow)</i> and <i>I'm (six)</i> about the girl's age.
SOUNDS 3 min	<ul style="list-style-type: none"> Remind pupils of the words <i>purple</i> and <i>pink</i> by pointing to the colour of the book or finding objects of these colours in the classroom. Ask pupils whichs sound they hear in both words. Say /p/ sound and ask pupils to repeat. 	<ul style="list-style-type: none"> Point to the colour of the book or finding objects of these colours in the classroom Listen and repeat the sounds

	<ul style="list-style-type: none"> Do the same with /b/ <i>black, blue</i> 	
PRACTICE		
PB page 7, Act.9 7 min	<p><i>Listen and say.</i></p> <ul style="list-style-type: none"> Play the audio. Pause after the first three lines. Ask pupils which sound they can hear /b/ and /p/. Play the first three line again and pupils repeat. Introduce the two mascots by pointing and saying. <i>This is Buzzy Bee. This is Polly Panda.</i> Ask pupils which colours they can see beginning with /b/ sound (black, blue and brown). And ask which colours they can see beginning with /p/ sound (purple and pink). Focus on the letter next to each character. Indicate the panda and say, e.g. <i>Look, a panda!</i> <p>AUDIO SCRIPT – (CD1:15)</p> <p><i>b b p p</i> <i>b, b, b</i> <i>p, p, p</i> <i>b, p, b, p, b, p</i> <i>Buzzy Bee, Buzzy Bee,</i> <i>black, blue, brown,</i> <i>Buzzy Bee!</i> <i>Polly Panda, Polly Panda,</i> <i>purple, pink,</i> <i>Polly Panda!</i></p> <ul style="list-style-type: none"> Play the audio again and have pupils repeat after each line. 	<ul style="list-style-type: none"> Listen, then recognize the sound and repeat Pay attention to T's introduction Recognize the colours beginning with /b/ sound (black, blue and brown) and beginning with /p/ sound (purple and pink) Listen and look Listen and repeat after each line
Sound fun notebook 3 min	<ul style="list-style-type: none"> Encourage pupils to create a Sound fun notebook. Ask pupils to write letter b on one page, and p on separate page. Pupils draw pictures of things beginning with the /p/ and /b/ 	<ul style="list-style-type: none"> Create a Sound fun notebook. Write letter b on one page, and p on separate page. Pupils draw pictures of things

[illegible]

	versa, they could continue with their hands on their heads. The winner is the last pupil without hands on his or her head.	standing when they should be sitting or vice versa, they could continue with their hands on their heads.
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UNIT 1: MY BIRTHDAY - LESSON 5***Learning objectives***

- Can understand the simple stories
- Can act out the stories

Functional language

- (Three yellow ducks) for you.
- Thank you.
- Whee! Yum!

Values

- Sharing

Recycled language

- Colours, Numbers 1-10

Resources and Materials

- Pupil's Book page 8
- Activity Book page 8
- Audio CD1 track 02, 17, 18
- Photos, pictures, paper plates
- Active Teach Software

Management tips: Pick and mix for group set-up

- Teacher's book page 19

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<ul style="list-style-type: none"> • Play the song from the Welcome Unit. • Look back at Pupil's Book pages 2 and 3 to remind pupils of the characters and their names. • Play the song again and have pupils sing along. <p>AUDIO SCRIPT – (CD1:02)</p> <p>Harry: Hello, I'm Harry.</p> <p>Beth, Cody, Waldo: Hello Harry.</p> <p>Beth: Hello, I'm Beth.</p>	<ul style="list-style-type: none"> • Listen and sing the song from the Welcome Unit. • Listen and look • Listen and sing along

	<p>Harry, Cody, Waldo: Hello Beth.</p> <p>Cody: Hello, I'm Cody.</p> <p>Beth, Harry, Waldo: Hello Cody.</p> <p>Waldo: Hello, I'm Waldo.</p> <p>Harry, Beth, Cody: Hello Waldo.</p>	
<p>Learning adventure 2 min</p>	<ul style="list-style-type: none"> Have pupils look at the story and ask, <i>What are we learning today?</i> Ask pupils to look at the image and guess what they will be learning in the lesson. Write the lesson objectives on the board: <i>We're listening to a story and acting it out.</i> 	<ul style="list-style-type: none"> Look at the story, listen and answer T's question, then look at the image and guess what they will be learning in the lesson Recognize the lesson objectives
PRESENTATION		
<p>3 min</p>	<ul style="list-style-type: none"> Stick some photos or pictures of colourful cakes on the board and ask the class, <i>Cake?</i> Ask several pupils to come to the front and write their name under the cake or cakes they want. Then say, e.g. Two pink cakes for Susie. One brown cake for Max ., as you miming giving the cakes to the pupils 	<ul style="list-style-type: none"> Come to the front and write their name under the cake or cakes they want. Listen and pay attention to T' miming
<p>STORY</p> <p>PB page 8, Act.10 5 min</p>	<p><i>Listen to the story. Read</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 10 in their Pupil's Books. Direct pupils' attention to the story and ask questions about the characters and each scene, e.g. <i>Who's this? What's this? What colour is it? How many cakes?</i>, etc. Ask pupils to predict what will happen in the story. Play the audio. Ask pupils to listen to the story and follow along in their books. <p>AUDIO SCRIPT – (CD1:17)</p>	<ul style="list-style-type: none"> Look at Activity 10 in their Pupil's Books Listen and answer T's question Predict what will happen in the story Listen to the story and follow along in their books.

	<p>1 <i>Man 1: Good! One blue ball for you!</i> <i>Harry: Thank you!</i></p> <p>2 <i>Woman: One, two, three. Three yellow ducks for you.</i> <i>Beth: Thank you.</i></p> <p>3 <i>Man 2: One, two. Two purple balloons for you.</i> <i>Cody: Thank you.</i></p> <p>4 <i>Harry: Brown for me.</i> <i>Beth: White for me.</i> <i>Cody: And black for me. Whee!</i></p> <p>5 <i>All: Waldo?</i></p> <p>6 <i>Waldo: One, two, three, four, five! Five cakes for me! Yum!</i> <i>Beth: Oh, Waldo!</i></p> <ul style="list-style-type: none"> • Check pupils' understanding of the story by asking questions and pointing to the pictures. • After pupils have a clear understanding of the story, play the audio again. Pause after each frame and encourage pupils to repeat the words and phrases aloud to the audio. 	<ul style="list-style-type: none"> • Listen and answer T's question • Listen and repeat the words and phrases aloud to the audio
PRACTICE		
PB page 8, Act.11 6 min	<p><i>Act out the story.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 11 in their Pupil's Books. • Invite a group of pupil volunteers to act out the roles. Say the lines while the pupils act out the story and then ask pupils to repeat them after you. 	<ul style="list-style-type: none"> • Look at Activity 11 in their Pupil's Books • Act out the roles, then listen and repeat

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	<p>they wish.</p> <p>Activity answer key:</p> <p>a 8 b 5 c 6 d 1</p>	<ul style="list-style-type: none"> • Colour the cakes if they wish.
POP QUIZ		
5 min	<ul style="list-style-type: none"> • Say some statements from the story but change some of them so you say both true and false sentences. Pupils stand up if they think a statement is true and put up their hand if they think a statement is false. For example, when you say. Two red balloons for you, pupils should put up their hands because the sentence is false. 	<ul style="list-style-type: none"> • Listen and stand up if they think a statement is true and put up their hand if they think a statement is false.

UNIT 1: MY BIRTHDAY - LESSON 6***Learning objectives***

- Can describe the colours of common animals and plants

Target language

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

Recycled language

- Colours

Cross-curricular

- Science: colours in nature

Resources and Materials

- Pupil's Book page 9
- Activity Book page 9
- Audio CD1 track 19
- Posters, pictures, photos
- Homemade flashcards
- Active Teach Software

Management tips: Animal sounds for group set-up

- Teacher's book page 19

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<ul style="list-style-type: none"> • Ask pupils (in L1) to close their eyes and imagine they are in: a desert, a coral reef, a beautiful garden, a forest, etc. Ask, <i>What colour do you see?</i> Show pupils photos of these environment for support. 	<ul style="list-style-type: none"> • Close their eyes and imagine they are in, listen and answer T's question
<i>Lead-in</i> 5 min	<ul style="list-style-type: none"> • Have pupils look at the book and ask, <i>What are we learning today?</i> Write the lesson objective on the board: <i>We're learning about the colours of animals and plants.</i> 	<ul style="list-style-type: none"> • Look at the book, listen and answer T's question to recognize the lesson objectives

	<ul style="list-style-type: none"> Ask pupils what English words they know for animals and plants, <i>e.g. flowers, dragon</i>. Write them on the board. Refer to the learning adventure poster and say, <i>Great! You are already moving along your learning adventure</i> 	<ul style="list-style-type: none"> Listen and look
PRESENTATION		
5 min	<ul style="list-style-type: none"> Teach the new words: bird, butterfly, fish, flower, leaf Draw these objects on the board or use homemade flashcards. Ask which words begin with the same sound as <i>blue</i>. Ask, <i>What colour is a (leaf)?</i> Then have a short discussion (in L1) about the change in colours of autumn leaves 	<ul style="list-style-type: none"> Listen, look and repeat Listen and answer T's question Listen and answer T's question, then have a short discussion (in L1) about the change in colours of autumn leaves
PRACTICE		
PB page 9, Act.12 5 min	<p><i>Listen and point. Then say</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 12 in their Pupil's Books. Point to the photos and ask pupils to identify the animals, then their colours. Ask, <i>What is it? What colour is it? Say, It's a (fish). It's (orange)</i>. Ask pupils to point to the correct photo. Play the audio. Pupils listen and point to the photos as they hear them being described. <p>AUDIO SCRIPT – (CD1:19)</p> <p>1 <i>It's a bird. It's brown. A brown bird.</i></p> <p>2 <i>It's a fish. It's orange. An orange fish.</i></p> <p>3 <i>It's a flower. It's pink. A pink flower.</i></p> <p>4 <i>It's a leaf. It's green. A green leaf.</i></p> <p>5 <i>It's a butterfly. It's blue. A blue butterfly.</i></p> <ul style="list-style-type: none"> Pupils work in pairs. One pupil says, <i>It's (blue)</i>. His/her partner points to and says the object, <i>e.g. A (butterfly)</i>. 	<ul style="list-style-type: none"> Look at Activity 12 in their Pupil's Books. Look the photos and identify the animals, then their colours, then listen T's question and point to the correct photo Listen and point to the photos as they hear them being described. Work in pairs. One pupil says, <i>It's (blue)</i>. His/her partner points to and says the object, <i>e.g. A (butterfly)</i>.

PB page 9, Act.13 5 min	<i>Complete the pictures. Then say.</i> <ul style="list-style-type: none"> • Ask pupils to look at Activity 13 in their Pupil's Books. • Pupils finish each picture following the dotted lines. • They then colour the pictures. • In pairs, pupils talk about their pictures. <p>Activity answer key: <i>1 yellow 2 orange 3 brown 4 pink 5 green</i></p>	<ul style="list-style-type: none"> • Look at Activity 13 in their Pupil's Books • Finish each picture following the dotted lines • Colour the pictures. • Work in pairs, pupils talk about their pictures
PROJECT 5 min	<i>Make a poster.</i> <ul style="list-style-type: none"> • Tell pupils they are going to make a poster about animals and plants. They can use the photos they brought to class or they can draw their own pictures. Give pupils some drawing time if necessary. • Give each pupil a large sheet of paper. Pupils stick their photos or drawings onto the paper to make a poster. They can write word labels and stick them onto their poster if they wish. • Ask pupils to describe their posters to the class, e.g. <i>It's a (butterfly). It's (purple)</i>. The posters can then be displayed in the classroom. 	<ul style="list-style-type: none"> • Make a poster about animals and plants. They can use the photos they brought to class or they can draw their own pictures • Stick their photos or drawings onto the paper to make a poster. They can write word labels and stick them onto their poster if they wish. • Describe their posters to the class
AB page 9 6 min	<i>Match. Then trace.</i> <ul style="list-style-type: none"> • Ask pupils to look at Activity 10 in their Activity Books. • Pupils match the halves of the animals and objects together to make complete pictures. • They then match each of these with the correct word on the right hand side. • Pupils trace each word. Model the words for pupils and ask them to repeat after you. <p>Activity answer key: <i>1 flower 2 fish 3 bird 4 butterfly 5 leaf</i></p>	<ul style="list-style-type: none"> • Look at Activity 10 in their Activity Books. • Match the halves of the animals and objects together to make complete pictures. • Match each of these with the correct word on the right hand side. • Trace each word, repeat after T's modeling the words

	<p>Colour. Then circle.</p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 11 in their Activity Books. • Pupils colour the spaces containing a dot to reveal the pictures. • They then read the words under each picture and circle the word that corresponds with the picture. <p>Activity answer key: <i>1 fish 2 butterfly</i></p>	<ul style="list-style-type: none"> • Look at Activity 11 in their Activity Books. • Colour the spaces containing a dot to reveal the pictures • Read the words under each picture and circle the word that corresponds with the picture
POP QUIZ		
5 min	<ul style="list-style-type: none"> • Ask pupils, <i>How many words for plants and animals do you know now?</i> Give pupils a minute to tell their partner the new words they know. • Ask pupils, <i>Where are you on your learning adventure?</i> Ask pupils which words they find easiest or most difficult to remember. • Tell pupils, <i>Well done!</i> to reinforce the progress they are making. • Alternatively, as pupils are leaving the class, show them a picture of a plant or animal from the lesson to tell you what it is/ what color it is. 	<ul style="list-style-type: none"> • Listen and answer T's question, then tell their partner the new words they know in a minute • Listen and answer T's question • Listen and look

UNIT 1: MY BIRTHDAY - LESSON 7***Learning objectives***

- Can assess what I have learnt in Unit 1

Recycled language

- Colours, numbers
- *It's a (bird). It's (blue).*
- *(Three) (purple) (fish)*

Receptive language

- What's this?
- What colour is it?
- How many?

Resources and Materials

- Pupil's Book page 10
- Activity Book page 10
- Audio CD1 track 20
- Stickers
- Flashcards 01-11
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<i>Look. Remember.</i> <ul style="list-style-type: none"> • Show the picture and take the class through the colours quickly. • Tell the class to remember the colours and show the next picture. Indicate the missing item and ask if anyone can remember what colour it was. (<i>It's orange.</i>). Continue through the picture as a whole class activity. 	<ul style="list-style-type: none"> • Listen and look • Remember the colours, then recognize the colours of the missing items
<i>Learning adventure</i> 2 min	<ul style="list-style-type: none"> • Have pupils look at the screen and ask, <i>What are we learning today?</i> Write the lesson objective 	<ul style="list-style-type: none"> • Look at the screen, listen and answer T's question to recognize

	<p>on the board: <i>We're thinking about our learning adventure.</i></p> <ul style="list-style-type: none"> Ask pupils if they can remember the things they have been learning in this unit, e.g. <i>How many colour words do you know now?</i> Put their ideas on the board. 	the lesson objectives
PRESENTATION		
PB page 10, Act.14	<p><i>Trace and stick. Then say.</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 14 in their Pupil's Books. Indicate the balloons and ask, <i>How many? (seven)</i>. Ask pupils (in L1) what colour they think the balloons might be. Pupils trace the colour words next to each balloon and say them. Ask pupils to find the stickers of the balloons at the back of their books. They stick the stickers in place. They then work in pairs, pointing and saying, e.g. <i>It's (pink)</i>. Pupils stick the star sticker in place if they feel they have learnt the unit vocabulary successfully. 	<ul style="list-style-type: none"> Look at Activity 14 in their Pupil's Books Look, Listen and answer T's question Trace the colour words next to each balloon and say them. Find the stickers of the balloons at the back of their books. They stick the stickers in place. They then work in pairs, pointing and saying, e.g. <i>It's (pink)</i>. Stick the star sticker in place if they feel they have learnt the unit vocabulary successfully.
PRACTICE		
PB page 10, Act.15	<p><i>Listen and tick. Say.</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 15 in their Pupil's Books. Point to the pictures and ask, <i>What's this? What colour is it? How many?</i> Encourage pupils to answer in full sentences, e.g. <i>It's a (leaf). It's (green). (One)</i>. 	<ul style="list-style-type: none"> Look at Activity 15 in their Pupil's Books Listen and answer T's question

	<ul style="list-style-type: none"> Play the audio. Pupils listen and point to the pictures. <p>AUDIO SCRIPT – (CD1:20)</p> <p><i>1 It's a green leaf.</i></p> <p><i>2 It's a white bird.</i></p> <p><i>3 One, two. Two yellow butterflies.</i></p> <p><i>4 One, two, three. Three purple fish.</i></p> <ul style="list-style-type: none"> Play the audio again and ask pupils to tick the correct picture. To check the answers, ask pupils to describe the pictures they have ticked, e.g. <i>One green leaf.</i> Pupils stick the star sticker in place if they feel they have done this activity successfully. <p>Activity answer key:</p> <p>1 a 2 b 3 a 4 b</p>	<ul style="list-style-type: none"> Listen and point to the pictures. Listen and tick the correct picture Describe the pictures they have ticked Stick the star sticker in place if they feel they have done this activity successfully
FLASHCARDS 3 min	<ul style="list-style-type: none"> Stick flashcards 01-11 on the board. Point to each flashcard and call individual to say the colour. Encourage pupils to use full sentences e.g. <i>It's blue</i> 	<ul style="list-style-type: none"> Look and say the colour individually e.g. <i>It's blue</i>
GAME 5 min	<p><i>Complete the word.</i></p> <ul style="list-style-type: none"> Ask pupils to look at the board. Do the first question together as a class. Pupils look at the picture and the word. Then pupils work out the missing letter to complete the word (pink). Put pupils into pairs and click through the questions. Review the questions as a class, and ask for volunteers to come to the board to complete the words. <p>Activity answer key:</p> <p>1 pink 2 six 3 nine 4 grey</p>	<ul style="list-style-type: none"> Look at the board. Do the first question together as a class. They look at the picture and the word. Then they work out the missing letter to complete the word (pink). Work in pairs and come to the board to complete the words

AB page 10 5 min	<p>Read and colour.</p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 12 in their Activity Books. • Look at the colour words and help pupils to read the words. • Pupils colour the objects in the picture according to the key. • Point to the butterfly and ask, <i>What colour is it? (pink).</i> <p>Draw and write. Then say.</p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 13 in their Activity Books. • Ask pupils around the class, How old are you? They reply, e.g. <i>I'm (six).</i> • Ask pupils to draw themselves in the frame with a balloon and to write their age on the balloon. • Encourage them to show their picture to a partner and say, e.g. <i>I'm (six).</i> 	<ul style="list-style-type: none"> • Look at Activity 12 in their Activity Books • Look at the colour words and read the words. • Colour the objects in the picture according to the key • Look, listen and answer T's question • look at Activity 13 in their Activity Books. • Listen and answer T's question • Draw themselves in the frame with a balloon and to write their age on the balloon • Show their picture to a partner and say, e.g. <i>I'm (six).</i>
POP QUIZ		
5 min	<p>Say the Unit 1 words.</p> <ul style="list-style-type: none"> • Show the activity on the screen. Tell pupils that we are reviewing the words that have been learnt in the unit. Ask for a volunteer pupil to say the first word. Click on the first picture to check the answer. Repeat the word and have the rest of the pupils repeat. • Put pupils into pairs and have them look at the pictures and say the words. Work from pair to pair to hear their answers. Review any difficult words. • Repeat with the next screen. 	<ul style="list-style-type: none"> • Look at the screen, listen and repeat • Work in pairs ,look at the pictures and say the words. • Repeat with the next screen

UNIT 1: MY BIRTHDAY- LESSON 8***Learning objectives***

- Can use what I have learned in Unit 1

Recycled language

- Colours, numbers 1-10

Resources and Materials

- Pupil's Book page 11
- Activity Book page 11
- Stickers
- Crayons
- Active Teach Software
- Optional: Consolidation and extension worksheet 1 (Teacher's Book page 28)

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i>	<ul style="list-style-type: none"> • Write numbers from 1-10 on small pieces of paper and hand them out to the class. Explain (in L1) that these represent an age. Ask various pupils, <i>How old are you? I'm (five).</i> • Tell pupils to use the same numbers as in the previous activity. Call out numbers and say an action, e.g. <i>Number 2, clap!</i> Pupil holding that number should do the correct action. Say two or three numbers at the once to make the game more interesting. 	<ul style="list-style-type: none"> • Look at the board, listen and answer T's question • Use the same numbers as in the previous activity. Call out numbers and say an action, e.g. <i>Number 2, clap!</i>
<i>Learning adventure</i>	<ul style="list-style-type: none"> • Have pupils look at the screen and ask: <i>What are we learning today?</i> Ask pupils to look at the image and guess what they will be learning in the lesson. • Look at the lesson objective: <i>We're talking about a birthday party.</i> 	<ul style="list-style-type: none"> • Look at the screen, listen and answer T's question, then guess what they will be learning in the lesson • Recognize the lesson objective

PRACTICE		
PB page 11, Act.16 5 min	<p><i>Find and count. Then write.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 16 in their Pupil's Books. • Ask pupils to look at the objects under the main picture and say what they can see, e.g. <i>a cake, a yellow flower.</i> • Ask pupils to find and count them in the scene. They write the number next to each object. • They then check their answers in pairs. <p>Activity answer key: 1 10 2 9 3 6 4 6 5 8 6 5</p>	<ul style="list-style-type: none"> • Look at Activity 16 in their Pupil's Books • Look at the objects under the main picture and say what they can see • Find and count them in the scene. They write the number next to each object • Check their answers in pairs.
PB page 11, Act. 17 5 min	<p><i>Colour and say.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 17 in their Pupil's Book. • Pupils colour each group of objects whichever colour they like. • They then work in pairs comparing their pictures as they describe them, e.g. <i>Two (yellow) balloons. Five (pink) cakes. Six (grey) balls.</i> 	<ul style="list-style-type: none"> • Look at Activity 17 in their Pupil's Book • Colour each group of objects whichever colour they like. • work in pairs comparing their pictures as they describe them
WHAT I KNOW 5 min	<ul style="list-style-type: none"> • Tell pupils that for homework they will check and review what they learnt in the unit. • <i>What I Know:</i> Pupils look at each picture and if they can remember the word for it, they can drag it into the <i>I know box</i>. If not, they should drag it into the <i>I don't know box</i>. • <i>Let's Review:</i> Pupils revise some key vocabulary from the unit using the flashcards. They should try to remember the word for each card, then click on it to see the answer. 	<ul style="list-style-type: none"> • Check and review what they learnt in the unit • Look at each picture and if they can remember the word for it, they can drag it into the <i>I know box</i>. If not, they should drag it into the <i>I don't know box</i>. • Revise some key vocabulary from the unit using the flashcards. They

	<ul style="list-style-type: none"> Having reviewed the words, pupils repeat the <i>What I Know</i> activity and see how many more words they can remember this time. You could suggest that they look back at the unit and revise the vocabulary until they can drag all the pictures into the <i>I know box</i>. 	<p>should try to remember the word for each card, then click on it to see the answer</p> <ul style="list-style-type: none"> Repeat the <i>What I Know</i> activity and see how many more words they can remember this time
POP QUIZ		
5 min	<ul style="list-style-type: none"> Look at the example for the first picture. Nominate a pupil to read the example <i>It's a leaf. It's green. It's a green leaf.</i> Put pupils into groups. Point to an image and then to a group and ask them to say the sentence. Return to the start and work through the words as a class, reviewing any words that are difficult. 	<ul style="list-style-type: none"> Look at the example for the first picture. and read the example Work in groups, look and say the sentence Listen and look