

JUNGLE FUN 1

Objective practice and consolidation of language learnt in Units 1–6

Vocabulary review *stand up, sit down, clap, turn around, banana, flower, bee, hippo, parrot, lion, elephant, pencil, crayon, book, rubber, bag, numbers 1–5, yellow, blue, green, red, Look!*

Language review *Up and down! It's red. What's your name? What is it?*

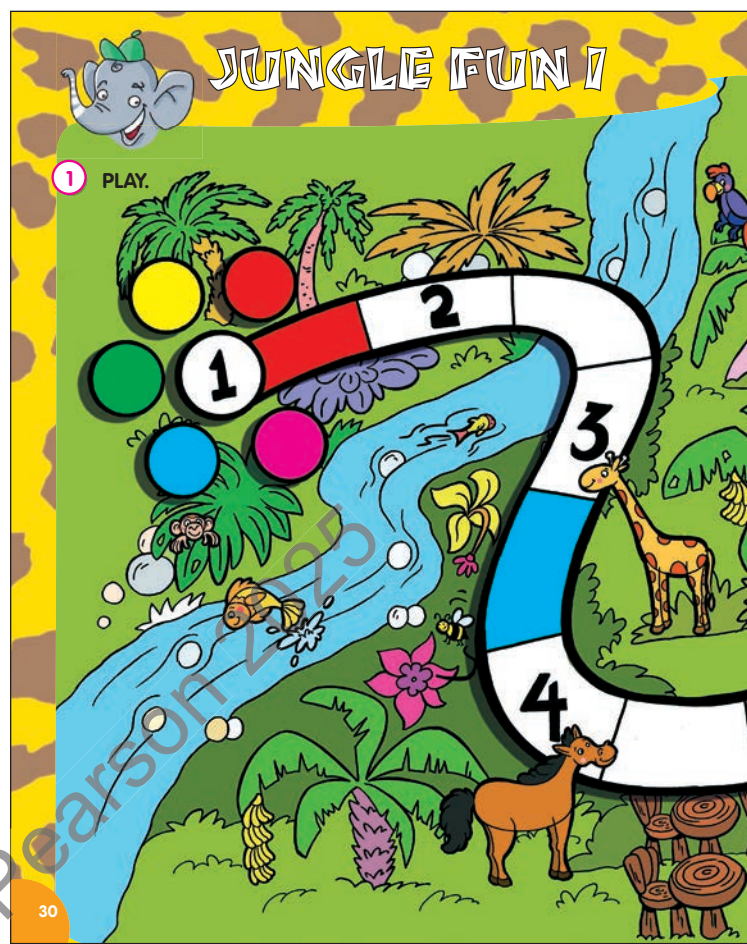
Materials Unit 1–6 flashcards; a counter for every child (plastic counters, coins, buttons); slips of paper numbered 1–5: one set for each pair; a paper bag for each set (optional)

Warm-up

- Count around the class. Say the name of a child. Say 1 and elicit 1. Say the name of another child and elicit 2. Continue in this way up to 5. Then start again from 1. Go faster and faster to make it fun.

1 Play.

- Ask the children to look at the board game on pages 30–31. Explain the aim of the game: to be the first to get from the START on the left – point to the coloured circles – to the lake on the right – point to the lake.
- Explain how to play the game.
 - Each player has a different coloured counter (hold up the counters you have brought). Each group of players has a set of slips of paper numbered 1–5 (hold up a set).
 - The players put their counters on the coloured circles on the left of the board.
 - They take turns to pick up a numbered slip of paper and move their counter forward the corresponding number of squares.
 - If a player lands on a coloured square, he/she says the colour and points to or names a coloured object in class, e.g. *a yellow banana/flower/book/crayon*.
 - If a player lands on a white square he/she asks the other player/s a question. e.g. *What's your name?* or (pointing to an object or a picture) *What is it? or Is it a ...?*
 - If a player lands on a numbered square, he/she points to and counts an equivalent number of objects in the classroom or in the book. e.g. *one, two, three crayons*.
 - If a player fails to say what is required he/she misses a turn. All players carry on until they get to the lake.



- Demonstrate the game. You can invite the children to stand round your desk or a table and watch. Pick a slip of paper, e.g. 2, and move your counter two squares forward to the red square. Say: *red* and point to a red object or picture, e.g. a red book. Put the slip of paper back in the bag or in the pile.
- Ask one of the children to pick a slip of paper and encourage him/her to move his/her counter forward the corresponding number of squares. Then prompt the child to carry out the required action.
- Repeat with another child. Repeat as often as necessary until you are happy that all the children are clear about the rules of the game.
- Divide the class into pairs or groups. Give each child a counter. (Make sure each child in a pair has a different coloured counter.) Give each pair or group a set of slips of paper with the numbers 1–5. You can put them in a paper bag or place them face down on the desk. Ensure they know where to start. Ask them to point to the coloured circles on the left of the board.
- Move around the class while they are playing, to help and encourage.
- Early finishers can be allowed to start a second round.



Activity Book pages 14–15

Note: You can assign these exercises as homework or do them in the next lesson.

First, use flashcards to revise vocabulary from Units 1–6 with the class.

1 Find and count the animals. Then say.

- Ask the children to go to page 14 in the Activity Book section.
- Point to the pictures and ask the children to name the animals they can see.
- Then ask them: *How many bees?* Tell them to find and count the bees and elicit: *3 bees*. Continue with the rest of the animals.

2 Find and count the school things. Then say.

- Follow the same procedure as Exercise 1. This time ask the children to name, then find and count the school things. Ask: *How many (bags)?* etc. to elicit the numbers.

Answers

- 1 1 elephant, 2 lions, 3 bees, 4 parrots
2 1 rubber, 3 pencils, 2 bags, 5 crayons

3 Look and draw. Then say.

- Ask the children to look at Exercise 3 on page 15. Ask them to say the words in each sequence of pictures and to name the missing item.
- Now tell them to draw the missing items.
- Check the answers by asking the children to point to the pictures and say the words in each sequence.

Answers

1 crayon 2 bag 3 flower

4 Choose, draw and colour.

- Elicit the names of the items in Exercise 4. Then point to the empty schoolbag and let them choose items to draw and colour.
- Encourage the children to try and guess what their friends have chosen.

My English

- Explain that you want the children to think about their work during the past term. Point to the pictures of parrots and mime *Very good*, *Good* and *OK*. Ask the children to assess themselves, then circle the pictures they think best represent their effort and achievement.

MY ALPHABET



Objectives: to learn the names and sounds of the letters a, b, c; to recognise the upper case form of the letters; to learn and recognise the alphabet words

Materials: Alphabet flashcards A–C; Class audio

Warm-up

- Tell the children they are going to start learning the letters of the alphabet. Today they are going to learn the first three letters, A, B, C. Ask them to think of words in L1 that begin with a, b and c.

Word presentation

- Use the alphabet flashcards to present the words *apple*, *ball* and *car*. Hold them up one by one, showing the picture side only, say the words and ask the children to repeat.
- Hold up each flashcard again in random order and elicit the word from individual children.

Letters and sounds presentation

- Draw a large upper-case A on the board. Say /eɪ/ and explain that this is the formal name of the letter. Ask the children to repeat the name of the letter several times.
- Draw an apple to the right of the letter A, and say /æ/ *apple*. Explain that the letter /eɪ/ makes the sound /æ/. Ask the children to repeat the sound.
- Say the letter name, sound and the word as you point to the letters and picture. Ask the children to repeat: /eɪ/ /æ/ *apple*. Do the same for *ball* and *car*.

Word recognition

- Put the flashcards next to the pictures you drew on the board, or write the words *apple*, *ball*, *car*. Point to each word and repeat the initial letter sound and the word: /æ/ *apple*, etc.
- Point to each word again and invite the class to read them.
- Rub out the pictures. Point to the words in random order and invite individual children to read them without the help of the pictures.

MY ALPHABET



1 LISTEN AND REPEAT. THEN CIRCLE.

/eɪ/ A

/bi:/ B

/si:/ C



/æ/ APPLE

/b/ BALL

/k/ CAR

2 FIND AND CIRCLE.

/æ/

ABACBACBACABAAC

/b/

BCABCBBAAABCBCAB

/k/

CACBCCACBAACBCA

32

1 Listen and repeat. Then circle. Track 1.42

- Ask the children to open their books at page 32 and look at the letters and pictures in Exercise 1.
- Play the audio and ask the children to point to the letters and the pictures as they listen. Then play the audio again pausing after each section for the children to repeat.
- Tell the children to look at the words under the pictures in their books and circle the initial letter. Mime circling. Walk around to monitor.

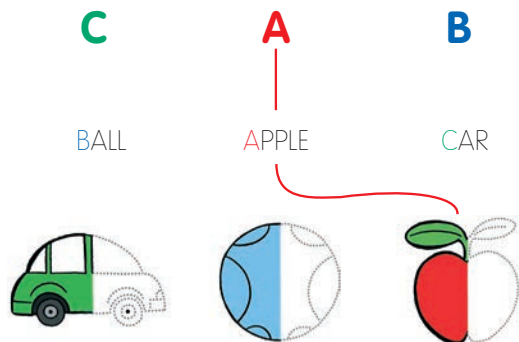
Track 1.42

/eɪ/ /æ/ *apple* /bi:/ /b/ *ball* /si:/ /k/ *car*

2 Find and circle.

- Ask the children to look at Exercise 2 in their Pupil's Book. Explain that they should find and circle every occurrence of the letter A. Then they should do the same with B and C.
- Let the children work individually or in pairs. Monitor and help where necessary.

3 MATCH AND DRAW. THEN COLOUR.



4 LOOK AND COLOUR.



5 CHANT.



5 Chant. **Track 1.43**

- Explain this is the complete alphabet. Today they have learnt the letters A, B and C, so they are highlighted in colour. Elicit the names of the letters: /et/ /bi:/ /si:/.
- Play the alphabet chant (A, B, C). Encourage the children to point to the highlighted letters as they chant.

Activity Book pages 16–17

1 Look and say.

- Ask the children to go to page 16 in the Activity Book section.
- Point to the letters and pictures in Exercise 1 and ask the children to say the sound of the letter and the word: /æ/ *apple*, etc.
- Demonstrate on the board how to form each letter, using consistent movement and direction. Ask the children to use their index fingers to trace over the letters in their books.
- Invite individual children to follow to the board and trace over the letters you have written.

2 Trace and copy.

- Tell the children to trace over the dotted letters using the same movement and direction as shown in Exercise 1.
- Encourage them to form more letters on their own in the space provided.

3 Match and write the missing letters.

- Elicit the names of the items in the pictures. Explain the activity using the example.
- Ask the children to match the other items and write the missing letters.

4 Point and say.

- Ask students to point to the letters, which are now in random order, and say them aloud.

5 Trace and copy.

- Read the words with the children. Then follow the same procedure as in Exercise 2.

6 Write the letters you know.

- The children write the letters they have learnt in the lesson.

3 Match and draw. Then colour.

- Use the board to demonstrate the exercise. Write the letters C, A, B one next to the other.
- Then put the picture flashcards in a second row. Point to A, say the sound, and invite the class to say the word *apple*. Repeat several times in random order.
- Invite a child to the board, give him/her a red marker and ask the child to draw a line from A to the correct picture (apple).
- Tell the children to do the matching task, then complete the pictures and colour them.

4 Look and colour.

- Point to the pictures in Exercise 3. Ask: *Is (the apple) red? Is it yellow?* Elicit: *Yes* or *No*.
- Tell the children to look at Exercise 4. Ask them to colour the letters and the pictures using the same colours as Exercise 3.

7

Family Lesson 1

Objectives: to learn family words; to introduce your family

Vocabulary: mum, dad, brother, sister, me

Language: This is (my brother)/(me).

Materials: Unit 6 flashcards (stand up, sit down, turn around, clap), Unit 7 flashcards and word cards: (mum, dad, brother, sister, me); coloured character masks; Class audio

Warm-up Track 1.39

- Play the song from Unit 6, Lesson 2. Ask the children to sing along and do the actions.

1 Listen and point. Then say. Track 1.44

- Use the flashcards to present the family words. Hold them up one by one, say the words and ask the children to repeat.
- Ask the children to open their books at page 34 and look at the pictures in Exercise 1. Play the audio; the children point to the pictures as they listen.
- Play the audio again. Stop after each word; the children repeat.
- Use word cards to present and practise the written form of the words. Put a flashcard on the board. Elicit the word, e.g. *mum*. Put the word card next to the picture and invite the children to read the word. Do the same for all the family words. Repeat several times.
- One by one, remove the flashcards. Point to the word and invite the children to read without the help of the picture.
- Point to words in random order and invite children to read them.

Track 1.44

mum, dad, brother, sister, me

2 Look and listen. Track 1.45

- Ask the children to look at the pictures of the story. Encourage them to point and name the place (jungle school), the characters and objects.
- Ask them to tell you what is happening in the story (L1).
- Play the audio; the children listen to the story and point to the characters that are being introduced, e.g. when Trumpet speaks they should point to Trumpet's mum and dad.

7 FAMILY



1 LISTEN AND POINT. THEN SAY.



MUM



DAD



BROTHER



SISTER



ME

2 LOOK AND LISTEN.



HELLO!



HELLO!



HELLO!



3 LISTEN AGAIN AND SAY.

34 LESSON 1

- Play the audio again. Encourage the children to point to the speech bubbles as they listen to the characters.

3 Listen again and say. Track 1.46

- Play the story again. Pause after each line for the children to repeat.
- Divide the class into groups to act out the story as they listen again. Give each group the role of one character: the children playing Trumpet, Paco and Cabu should wear their characters masks. Distribute the flashcards showing Trumpet's family to other children. Play the audio again.
- Invite some children to come and act out the story for the whole class, using gestures.

4 Listen and number. Track 1.47

- Ask the children to look at the pictures of Cabu and her family in Exercise 4. Invite them to point to and name each character: *mum, dad*, etc.
- Ask the children to listen and point to each character as he/she is introduced. Play the audio.

4 LISTEN AND NUMBER. 🎧

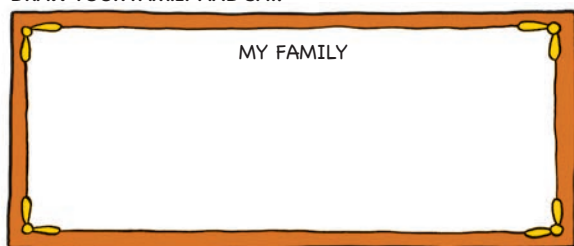


5 POINT AND SAY.

THIS IS MY MUM.



6 DRAW YOUR FAMILY AND SAY.



35

- Play the first part of the audio again and point to the example. Play the rest of the audio; the children number the pictures in the correct order. Pause after each line to give the children time to write the number in the box.
- Invite the children to report their answers by saying: *One – dad, Two – mum, etc.*

Track 1.47

One. *This is my dad.*

Two. *This is my mum.*

Three. *This is my brother, Leo.*

Four. *This is my sister, Lena.*

Five. *This is me!*

5 Point and say.

- Put on a Paco mask, point to Paco's mum in your book and say *This is my mum*. Do the same with *dad*.
- Divide the class into pairs or groups. Make sure one child in each pair/group is wearing his/her Paco mask. Children point to the person in the picture and introduce them to their friend(s), e.g. *This is my dad*.
- Then they swap roles.

6 Draw your family and say.

- Ask the children to draw two or three members of their family in the frame.
- Allow time for the children to draw and colour or ask them to colour at home.

Activity Book pages 18–19

1 Find and match. Point and say.

Note: You could use this activity in class after Exercise 3.

- Ask the children to go to page 18 in the Activity Book section.
- The children look at the members of Trumpet's family at the top of the page. Then they find each family member in the big picture and match by drawing a line.
- Check by asking children to point and say: *This is my dad, This is my mum, etc.*

2 Read and match. Then say.

Note: You could use this activity in class after Exercise 5.

- Demonstrate the activity on the board using the flashcards of Trumpet's family. Put the word cards on one side, inviting the children to read them aloud as you do so.
- Put the flashcards on the other side in jumbled order. Point to a word card, e.g. *mum*. Then point to a flashcard, e.g. *dad*. Ask: *Is this mum?* and elicit: *No*. Point to the flashcard of *mum*, ask: *Is this mum?* and elicit: *Yes*. Draw a line from the word to the picture. Repeat for the other words.
- Tell the children to do the same in their Activity Books.
- Point to each picture and elicit: *This is my (mum), etc.*

Ending the lesson

- Ask the children to point to the drawing of their family from Exercise 6 and introduce the members of their family to their friend. Ask them to bring a family photo for the next lesson.

Lesson 2

Objective: further practice and consolidation

Vocabulary review: mum, dad, brother, sister, me

Language review: This is my brother. This is me.
Hello. I'm ...

Materials: Unit 7 flashcards and word cards; song stickers; Class audio; photos of the children's families

Warm-up

- Revise the family words from the previous lesson. Put flashcards and word cards on the board in random order. Say a word and invite a child to come to the front and point to the correct picture and word card. Invite the class to say Yes or No. Repeat with other children. You can make it into a team game.

7 Listen and stick. Then sing. Track 1.48

- Ask the children to look at the pictures in Exercise 7 and explain that these are Paco's family.
- Tell the children to listen and point to the pictures. They can hum to the tune if they want. Play the audio.
- Now tell them to find the stickers at the back of their Pupil's Book. Hold up your book at the correct page to help them.
- Play the audio again. Pause to give them time to find the correct sticker and stick it on the picture.
- Play the audio again and encourage the children to sing along.

8 Listen and say yes or no. Track 1.49

- Ask the children to look at the pictures of Miss Maru's family. Say: *1 Mum?* and elicit: *No*. Do the same for each picture.
- Tell the children to listen to the audio and say yes or no as appropriate. Play number 1 and encourage them to respond all together: *Yes*. Play the rest of the audio and pause after every statement to elicit yes or no. Encourage the children to correct the statements, e.g. *No, this is dad*.

Track 1.49

One. This is my sister.

Two. This is Mum.

Three. This is Dad.

Four. This is my brother, Mr Kuma!

7 LISTEN AND STICK. THEN SING.



THIS IS MY MUM. HELLO, HELLO.	MUM AND DAD, MUM AND DAD.	THIS IS MY BROTHER. HELLO, HELLO.	BROTHER AND SISTER, BROTHER AND SISTER,
THIS IS MY DAD. HELLO, HELLO.	MUM AND DAD, HELLO, HELLO.	THIS IS MY SISTER. HELLO, HELLO.	BROTHER AND SISTER, HELLO, HELLO!

8 LISTEN AND SAY YES OR NO.



Answers

1 Yes 2 No 3 No 4 Yes

9 Find and say.

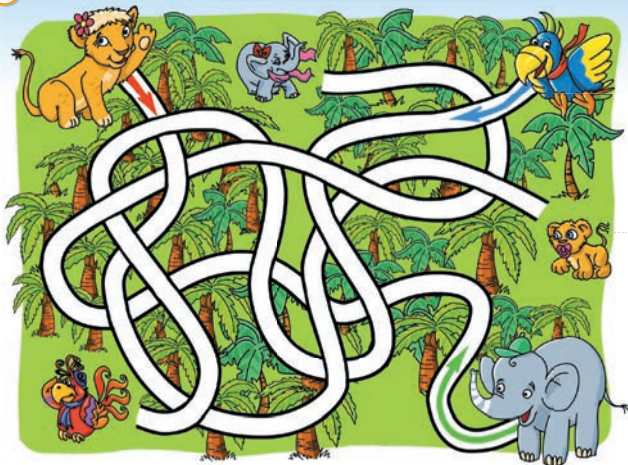
- Ask the children to point to Cabu, Trumpet and Paco.
- Demonstrate the activity. Point to Cabu and trace the route through the maze. Encourage children to follow with their finger. When you reach the end, say: *I'm Cabu. This is my brother*. Ask the children to repeat.
- Tell the children to use a red pen, pencil or crayon and trace Cabu's route through the maze. Then ask individual children to point and say: *I'm Cabu. This is my brother*.
- Tell the children to complete the activity in the same way using a blue pen for Paco, and a green pen for Trumpet.
- Elicit: *I'm Paco. This is my mum. I'm Trumpet. This is my sister*.

10 Play.

- Allow time for the children to look at the photo in their book. Explain that the children in the photo are showing each other their family picture.
- Use your own family photo to demonstrate or demonstrate with a child.

9 FIND AND SAY.

I'M CABU. THIS IS MY BROTHER.



10 PLAY.



Answers

2 brother 3 dad 4 sister

4 Trace and match.

- Ask the children to look at the family picture and name each person, e.g. *mum*, *brother*, etc.
- Tell them to look at sentence 1. Read the first part of the sentence aloud and invite the children to read the word in tracing font: *mum*. Tell them to trace the word *mum*. Then draw attention to the line drawn from the word to the picture of mum.
- To ensure the children can complete the task, read sentences 2–4 aloud and elicit the word to be traced. They then complete the exercise individually.

Ending the lesson

- Ask the children to move around and introduce their family, using their photos, to as many of their friends as possible. The children can stand facing each other or change seats as they move from person to person.

- Put the children in pairs. Ask them to use their family photos or their drawings from Exercise 6, page 35.
- Ask the pairs to introduce the members of their family to each other. Monitor and help when necessary.

Activity Book pages 20–21

3 Read and circle. Then say.

Note: You could use this activity in class after Exercise 7.

- Tell the children to go to page 20 in the Activity Book section.
- Ask the children to look at the picture for question 1 and ask who they can see: Paco and his mum. Read aloud: *This is my dad*. Ask: *Yes? No?* Elicit: *No*. Read: *This is my mum*. Elicit: *Yes*. Point to the example: the word *mum* is circled.
- Repeat for question 2. Ask the children to circle the correct word.
- They complete the exercise individually.
- Check as a class.

MY ALPHABET

D E F

Objectives: to learn the names and sounds of the letters d, e, f; to recognise the upper case form of the letters; to learn and recognise the alphabet words

Materials: Alphabet flashcards A–F; Class audio

Warm-up

- Tell the children that they are going to learn the letters D, E, F today. Ask them to think of words in L1 that begin with these letters.

Vocabulary presentation

- Use the alphabet flashcards to present the alphabet vocabulary *dog*, *egg* and *fish*. Hold them up one by one, showing the picture side only, say the words and ask the children to repeat.
- Hold up each flashcard again in random order and elicit the word from individual children.

Letters and sounds presentation

- Draw the letter *D* on the board. Say /diː/ and explain that this is the formal name of the letter. Ask the children to repeat the name of the letter several times.
- Draw a simple dog to the right of the letter *D*, and say /d/ *dog*. Explain that the letter /diː/ makes the sound /d/. Ask the children to repeat the sound.
- Say the letter name, sound and the word as you point to the letters and picture. Ask the children to repeat: /diː/ /d/ *dog*.
- Do the same for *egg* and *fish*.

Word recognition

- Put the flashcards next to the pictures you drew on the board, or write the words *dog*, *egg*, *fish*. Point to each word and repeat the initial letter sound and the word: /d/ *dog*, etc.
- Point to each word again and invite the class to read them.
- Rub out the pictures. Point to the words in random order and invite individual children to read them without the help of the pictures.

MY ALPHABET

D E F

1 LISTEN AND REPEAT. THEN CIRCLE.

/diː/ **D**

/iː/ **E**

/ef/ **F**



/d/ **DOG**

/e/ **EGG**

/f/ **FISH**

2 FIND AND CIRCLE.

/d/

D A C D D B C D A D C B D A D

/e/

E C A E C F E A E D C E C A E

/f/

F A F B E F A D F A E F F C F

38

1 Listen and repeat. Then circle. Track 1.50

- Ask the children to open their books at page 38 and look at the letters and pictures in Exercise 1.
- Play the audio, pausing after each section for the children to repeat.
- Tell the children to circle the initial letter of the word under each picture in their books. Walk around to monitor.

Track 1.50

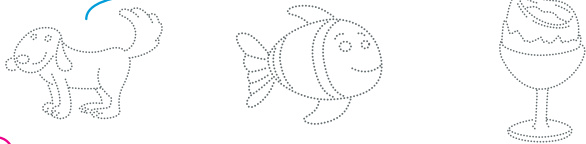
/diː/ /d/ *dog* /iː/ /e/ *egg* /ef/ /f/ *fish*

2 Find and circle.

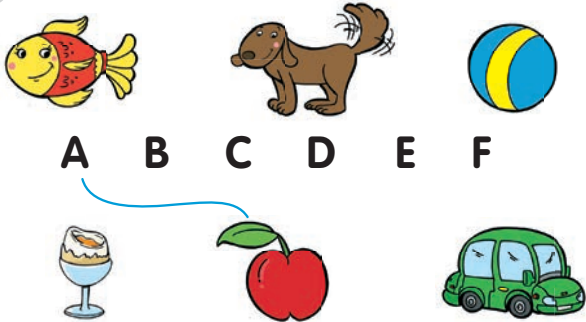
- Ask the children to look at Exercise 2 in their Pupil's Book. Focus on the row with the letter *D*. Explain that they should find and circle every occurrence of the letter *D*. Then they should do the same for *E* and *F*.
- Let the children work individually or in pairs. Monitor and help where necessary.

3 MATCH AND DRAW. THEN COLOUR.

D E F
F D E



4 MATCH AND SAY.



5 CHANT.

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

39

5 Chant. Track 1.51

- Explain that they have now learnt the letters A–F, so the letters are highlighted in red. Elicit the names of the letters: /eɪ/ /bi:/ /si:/ /di:/ /i:/ /ef/.
- Play the alphabet chant (A–F). Encourage the children to point to the highlighted letters as they chant the names.

Activity Book pages 22–23

1 Look and say.

- Ask the children to go to page 22 in the Activity Book section.
- Demonstrate how to form each letter using the procedure described on page 33.

2 Trace and copy.

- Tell the children to trace over the dotted letters.
- Encourage them to form more letters on their own in the space provided.

3 Match and write the missing letters.

- Elicit the names of the items in the pictures. Tell the children to draw lines from the pictures to the words and to write the missing letters on the lines provided.
- Monitor as they work.

4 Point and say.

- Ask students to point to the letters, which are now in random order, and say them aloud.

5 Trace and copy.

- Read the words with the children. Then follow the same procedure as in Exercise 2.

6 Write the letters you know.

- The children write all the letters they have learnt so far.

3 Match and draw. Then colour.

- Use the board to demonstrate the exercise. (See page 33.)
- The children do the matching task, then complete the pictures and colour them. Monitor and help where necessary.

4 Match and say.

- Write the letters A–F on the board. Review the vocabulary using the flashcards. Show the picture and elicit the word from the class. Then invite different children to come to the front, give them a flashcard and ask them to point to the correct letter on the board.
- Ask the children to look at Exercise 4. Point out the example. The children do the matching exercise in pairs.
- Put the flashcards on the board above and below the letters A–F in the same position as in the book. Invite children to come out, match a letter and picture and say the letter sound and word.

8

Toys Lesson 1

Objective: to talk about toys and possessions

Vocabulary: train, plane, bike, guitar

Vocabulary review: mum, dad, brother, sister, me, ball, car, book, pencil, rubber, crayon, bag

Language: Look! I've got a (train)! I've got a (bike) and a (guitar).

Language review: It's a ...

Materials: flashcards and word cards: Unit 8, Unit 4, Unit 5, alphabet (ball, car); family photos (teacher's and children's); family drawings from Unit 7, Lesson 1; real toy objects (optional); coloured character masks; Class audio

Warm-up

- Show the children a photo of your family. Ask them to listen to you as you point to people in the photo and say yes or no, e.g. point to your mother and say *This is my dad*. Children will say *No, mum*.
- Put the children in pairs. Ask them to use their own family photos or drawings and talk about them to their friend. Encourage them to disagree with their friend when necessary, i.e. say *No, mum* or *No, this is Mum*.

1 Listen and point. Then say. Track 1.52

- Use the flashcards to present the toys. Hold them up one by one, say the words and ask the children to repeat.
- Ask the children to open their books at page 40 and look at the pictures in Exercise 1. Play the audio; the children point to the pictures as they listen.
- Play the audio again. Stop after each word; the children repeat.
- Use word cards to practise the written form of the words. Put a flashcard on the board. Elicit the word, e.g. *train*. Put the word card next to the picture and invite the children to read the word. Do the same for all the toys. Repeat several times.
- One by one, remove the flashcards. Point to the word and invite the children to read without the help of the picture.
- Point to words in random order and ask children to read them.

Track 1.52

train, plane, bike, guitar

8

TOYS



1 LISTEN AND POINT. THEN SAY.



TRAIN



PLANE



BIKE



GUITAR

2 LOOK AND LISTEN.



3 LISTEN AGAIN AND SAY.

40 LESSON 1

2 Look and listen. Track 1.53

- Ask the children to look at the pictures of the story. Focus on the first frame and point out the arrows and the little pictures of treasure chests. Explain or elicit that Miss Maru is sending the animals off on a 'treasure hunt'. They are looking for toys that Miss Maru has hidden in the jungle.
- Ask the children to look at the other frames and elicit what 'treasure' each animal has got.
- Play the audio twice. Encourage the children to point to the speech bubbles the second time.

3 Listen again and say. Track 1.54

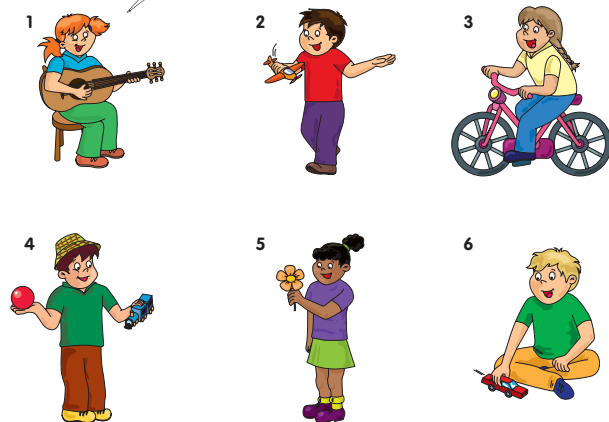
- Play the story again, pausing for the children to repeat.
- Divide the class into groups. Give each group the role of one character. They listen and repeat the lines of their character. Invite them to use their character masks. Play the audio again.
- Act out the story with yourself as Miss Maru and three children. Use flashcards or real toys as props.
- Put the children into groups to act out the story with their character masks.

4 LISTEN AND CIRCLE.



5 POINT AND SAY.

LOOK! I'VE GOT A GUITAR.



41

5 Point and say.

- Point to picture 1 and elicit what the children think the girl is saying: *I've got a guitar.*
- Say a sentence; the class says the number of the corresponding picture, e.g. say: *I've got a ball and a train* and elicit: 4. Ask the children to repeat the sentence. Do the same for all the pictures.
- Say a number at random and elicit what the child in the picture is saying, e.g. Say: 3 and elicit: *I've got a bike.*
- Invite the children to play the game in pairs or groups. Monitor and help if necessary.

Answers

2 I've got a plane. 3 I've got a bike. 4 I've got a ball and a train. 5 I've got a flower. 6 I've got a car.

Activity Book pages 24–25

1 Complete the toys. Then point and say.

Note: You could use this activity in class after Exercise 3.

- Elicit the names of the items at the top of the page.
- Ask the children to look at the incomplete pictures and guess what they are.
- The children complete the partial pictures by copying the missing parts from the pictures at the top.
- Check by asking children to point and say: e.g. *I've got a guitar.*

2 Read and circle. Then point and say.

- Ask the children to look at question 1. Elicit the word on the left: *car*. Ask them to name the pictures on the right. Point out that the picture of the car is circled.
- Repeat for question 2. Ask the children to circle the correct picture.
- The children complete the exercise.
- Check by asking children to point and say: *It's a car. It's a guitar.*

Ending the lesson

- Invite the children to gather round your desk or a table. Put flashcards on the table face down. Invite individual children to pick up a flashcard and say: *Look! I've got a (car).* Continue until all the flashcards have been picked up, then start again.
- You could use real objects in a bag instead of flashcards.

4 Listen and circle. Track 1.55

- Ask the children to look at the pictures of the characters in Exercise 4. There are two pictures for each character. Point to each picture and ask: *What has (Trumpet) got?* Elicit: *a plane/a car.* *What has Paco got?* Elicit: *a plane/a train*, etc.
- Tell the children to listen and point to the correct picture for each character. Play the audio.
- Play the audio again. The children circle the correct picture. Pause after each line to give them time to circle.
- Check answers. Say: *Trumpet?* and elicit: *I've got a plane.* Repeat for the others.

Track 1.55

Trumpet: *Look! I've got a plane.*

Paco: *Look! I've got a train.*

Cabu: *Look! I've got a guitar.*

Mr Kuma: *Look! I've got a bike!*

Lesson 2

Objective: further practice and consolidation

Vocabulary review: train, plane, bike, guitar, ball, bag, red, blue, green, yellow

Language: My favourite toy is my blue bike.

Language review: I've got a bike ... and a guitar! I've got a (red) (bike).

Materials: flashcards: Unit 8, Unit 2, Unit 4, Unit 5; song stickers; Class audio; coloured character masks

Warm-up

- Practise word recognition of the toys from the previous lesson: train, plane, bike, guitar, ball. Put flashcards on the board in random order and number them. Hold up a word card. Ask the class to say the number of the correct flashcard. If correct, they say the word.

6 Listen and stick. Then sing. Track 1.56




- Ask the children to look at the pictures in Exercise 6 and identify the objects.
- Tell them to find the correct stickers at the back of their Pupil's Book. Hold up your book at the correct page to help them.
- Play the audio, pausing to give them time to find the correct sticker, and stick it on the picture.
- Play the audio again and encourage the children to sing along.
- Divide the class into three groups and allocate character roles. Ask them to sing their parts using their character masks. They all sing the chorus. Play the audio again.

7 Listen and colour. Track 1.57




- Ask the children to look at the bike and ask: *What colour is it?* Elicit: *red*.
- Tell them to listen and mark the colour of each toy in the same way as the example. Make sure they all have the correct crayons/coloured pencils ready. Play the audio, pausing after each sentence to give them time to mark the colour.
- Play the audio again. Pause after each sentence and ask the children to repeat. Tell them to check they have marked the right colour.
- Let the children finish colouring the objects.

6 LISTEN AND STICK. THEN SING.


I'VE GOT A BIKE.
I'VE GOT A TRAIN.

I'VE GOT A BALL
AND I'VE GOT A PLANE.

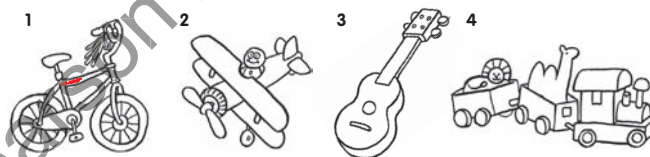




I'VE GOT A GUITAR!

A YELLOW BIKE,
A RED TRAIN,
A GREEN BALL,
A BLUE PLANE
AND A GUITAR!

7 LISTEN AND COLOUR.



42 LESSON 2

Track 1.57

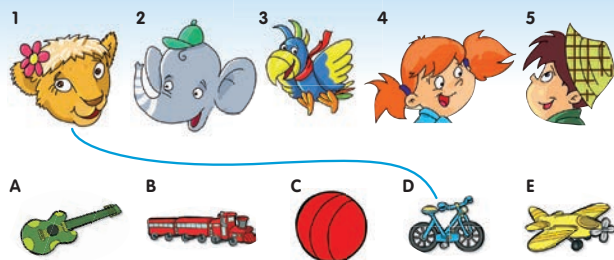
I've got a red bike.
I've got a yellow plane.
I've got a blue guitar.
I've got a green train.

8 Listen and match. Track 1.58

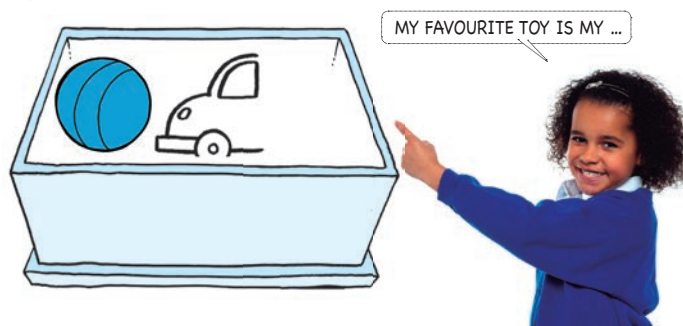
- Ask the children to look at the pictures in Exercise 8 and name the characters. Then point to each object and ask: *What is it?* and prompt/elicite: *(It's) a (blue bike)*.
- Play the first part of the audio and point to the example. Repeat: *I'm Cabu. My favourite toy is my blue bike*. Trace the line connecting Cabu and the bike. Explain the meaning through mime.
- Play the rest of the audio, pausing after each sentence to give the children time to match.
- Play the audio again; the children listen and repeat.
- Put flashcards of toys on the board. Invite children to come up, point to a toy, and say: *My favourite toy is my (train)*.

Activity Book pages 26–27

8 LISTEN AND MATCH.



9 DRAW, COLOUR AND SAY.



Track 1.58

Cabu: I'm Cabu. My favourite toy is my blue bike.

Paco: I'm Paco. My favourite toy is my yellow plane.

Trumpet: I'm Trumpet. My favourite toy is my red train.

Jim: I'm Jim. My favourite toy is my green guitar.

Fiona: I'm Fiona. My favourite toy is my red ball.

Answers

2 Trumpet – red train 3 Paco – yellow plane
4 Fiona – red ball 5 Jim – green guitar

9 Draw, colour and say.

- Ask the children to look at the toy box, and elicit what is in it: a blue ball and a car.
- Invite the children to complete the car, then draw more toys in the box. They can copy from Exercise 7. Set a time limit.
- When they are ready, read or elicit what the child in the photo is saying. Invite different children to stand up and talk about what they have drawn.

3 Colour and find. Read and circle. Then say.

Note: You could use this activity in class after Exercise 7.

- Tell the children to go to page 26 in the Activity Book section.
- Ask the children to look at the first puzzle picture. Explain that they have to colour the sections with the dots in order to find the hidden object. Then they look at the sentence under the picture and circle the correct word.
- Let them complete Number 1, then check as a class. Ask in English or L1: *What have you got?* and elicit: *(I've got) a guitar.*
- The children complete the exercise.

Answers

2 plane 3 bike 4 train

4 Look and trace the correct words. Then point and say.

- Ask the children to name the toys in picture 1: a guitar, a ball and a plane. Explain there are four words under the picture, but one is not correct. Write the four words on the board. Ask a child to come out and cross out the wrong word: *bike*.
- Tell the children to trace the words. Monitor and check they are doing it correctly. Then invite individual children to say the whole sentence.
- The children complete the exercise.

Answers

1 a ball, a plane, a guitar 2 a train, a bike, a car

5 Trace. Then draw and colour.

- Explain that the children should trace the words under the toy boxes. Then they should draw the toys in the toy boxes and colour them correctly. Check that they can recognise the words before you let them complete the exercise.

Ending the lesson

- Play a guessing game. Invite one child to come to the front and give him/her a flashcard of a toy. Tell him/her not to let the others see. The class have to guess what he/she has got, by asking: *Is it a (train)?* The child who guesses correctly takes the next turn.